Graduate Council Agenda  
October 7, 2014 - 3:30 p.m.  
227 K-State Student Union

1. Opening remarks

2. Minutes of the September 2, 2014 meeting:  
   http://www.k-state.edu/grad/faculty/graduate-council/agendaminutes/2014_0920min.pdf

3. Graduate School Actions and Announcements

   Non-Graduate Faculty to Teach Graduate Courses

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/program</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohammad Faqiry</td>
<td>GTA</td>
<td>Electrical and Computer Eng.</td>
<td>07/10/2014</td>
</tr>
<tr>
<td>Mark Hopkins</td>
<td>Instructor</td>
<td>Electrical and Computer Eng.</td>
<td>08/4/2014</td>
</tr>
<tr>
<td>Susan Guzek</td>
<td>Instructor</td>
<td>Salina</td>
<td>08/11/2014</td>
</tr>
<tr>
<td>Pallavi Sawant</td>
<td>Instructor</td>
<td>Statistics</td>
<td>08/25/2014</td>
</tr>
<tr>
<td>Katherine Polston</td>
<td>Instructor</td>
<td>Apparel, Textiles &amp; Interior Design</td>
<td>08/25/2014</td>
</tr>
<tr>
<td>Mohammad Faqiry</td>
<td>GTA</td>
<td>Electrical and Computer Eng.</td>
<td>07/10/2014</td>
</tr>
<tr>
<td>Mark Hopkins</td>
<td>Instructor</td>
<td>Electrical and Computer Eng.</td>
<td>08/4/2014</td>
</tr>
<tr>
<td>Susan Guzek</td>
<td>Instructor</td>
<td>Salina</td>
<td>08/11/2014</td>
</tr>
<tr>
<td>Pallavi Sawant</td>
<td>Instructor</td>
<td>Statistics</td>
<td>08/25/2014</td>
</tr>
<tr>
<td>Katherine Polston</td>
<td>Instructor</td>
<td>Apparel, Textiles &amp; Interior Design</td>
<td>08/25/2014</td>
</tr>
</tbody>
</table>

   Membership Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/program</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliott Wagner</td>
<td>Assistant Professor</td>
<td>Philosophy</td>
<td>5/13/2014</td>
</tr>
<tr>
<td>Jinsoo Kim</td>
<td>Assistant Professor</td>
<td>Journalism &amp; Mass Comm.</td>
<td>5/13/2014</td>
</tr>
<tr>
<td>Yolanda Broyles-Gonzalez</td>
<td>Professor</td>
<td>American Ethnic Studies</td>
<td>5/14/2014</td>
</tr>
<tr>
<td>Lisa Rubin</td>
<td>Assistant Professor</td>
<td>Special Ed., Counseling &amp; SA</td>
<td>6/2/2014</td>
</tr>
<tr>
<td>Yang Yang</td>
<td>Assistant Professor</td>
<td>Special Ed., Counseling &amp; SA</td>
<td>6/2/2014</td>
</tr>
<tr>
<td>Brett Wilkinson</td>
<td>Professor/Head</td>
<td>Accounting</td>
<td>6/30/2014</td>
</tr>
<tr>
<td>Elizabeth Santschi</td>
<td>Professor</td>
<td>Clinical Sciences</td>
<td>8/07/2014</td>
</tr>
<tr>
<td>Andrew Casto</td>
<td>Assistant Professor</td>
<td>Art</td>
<td>8/07/2014</td>
</tr>
<tr>
<td>Carlos Castellanos</td>
<td>Assistant Professor</td>
<td>Art</td>
<td>8/07/2014</td>
</tr>
<tr>
<td>Justin Thomason</td>
<td>Assistant Professor</td>
<td>Clinical Sciences</td>
<td>8/10/2014</td>
</tr>
<tr>
<td>Julia Day</td>
<td>Assistant Professor</td>
<td>Apparel, Textiles &amp; Interior Design</td>
<td>8/25/2014</td>
</tr>
<tr>
<td>Jooyoun Kim</td>
<td>Assistant Professor</td>
<td>Apparel, Textiles &amp; Interior Design</td>
<td>8/25/2014</td>
</tr>
<tr>
<td>Jeffrey Skibins</td>
<td>Assistant Professor</td>
<td>Horticulture, Forestry &amp; Recreation</td>
<td>8/25/2014</td>
</tr>
<tr>
<td>Nathan Petty</td>
<td>Assistant Professor</td>
<td>Architecture</td>
<td>9/1/2014</td>
</tr>
<tr>
<td>Bradley Behnke</td>
<td>Associate Professor</td>
<td>Kinesiology</td>
<td>9/5/2014</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Department/program</td>
<td>Graduate faculty type</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Jared Durtschi</td>
<td>Assistant Professor</td>
<td>Family Studies and Human Services</td>
<td>Certification</td>
</tr>
<tr>
<td>Amber Vennum</td>
<td>Assistant Professor</td>
<td>Family Studies and Human Services</td>
<td>Certification</td>
</tr>
<tr>
<td>Kevin Sauer</td>
<td>Associate Professor</td>
<td>Hospitality Management &amp; Dietetics</td>
<td>Certification</td>
</tr>
<tr>
<td>Don Kurtz</td>
<td>Associate Professor</td>
<td>Sociology, Anthropology &amp; Social Work</td>
<td>Certification</td>
</tr>
<tr>
<td>Ryan Rafferty</td>
<td>Assistant Professor</td>
<td>Chemistry</td>
<td>Certification</td>
</tr>
<tr>
<td>Lydia Zeglin</td>
<td>Assistant Professor</td>
<td>Division of Biology</td>
<td>Certification</td>
</tr>
<tr>
<td>Michael Tobler</td>
<td>Assistant Professor</td>
<td>Division of Biology</td>
<td>Certification</td>
</tr>
<tr>
<td>Kristopher Silver</td>
<td>Research Assoc. Prof.</td>
<td>Anatomy and Physiology</td>
<td>Membership</td>
</tr>
<tr>
<td>Robert Hachiya</td>
<td>Assistant Professor</td>
<td>Educational Leadership</td>
<td>Membership</td>
</tr>
<tr>
<td>Bryan Orthel</td>
<td>Assistant Professor</td>
<td>Apparel, Textiles &amp; Interior Design</td>
<td>Membership</td>
</tr>
<tr>
<td>Eric Fitzsimmons</td>
<td>Visiting Asst. Prof.</td>
<td>Civil Engineering</td>
<td>Membership</td>
</tr>
<tr>
<td>Charles Fahrenholz</td>
<td>Visiting Scientist</td>
<td>Grain Science and Industry</td>
<td>Associate</td>
</tr>
<tr>
<td>Shahin Nayyeri Amiri</td>
<td>Lecturer</td>
<td>Mechanical and Nuclear Engineering</td>
<td>Associate</td>
</tr>
<tr>
<td>John Persyn</td>
<td>Adjunct</td>
<td>Educational Leadership</td>
<td>Associate</td>
</tr>
<tr>
<td>Venkatesh P. Ranganath</td>
<td>Visiting Asst. Prof.</td>
<td>Computing and Information Sciences</td>
<td>Non-Graduate</td>
</tr>
</tbody>
</table>
### Course and curriculum issues

#### Expedited Course Changes

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Title</th>
<th>Effective Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>GENBA 890</td>
<td>Business Capstone</td>
<td>Spring 2015</td>
<td>40</td>
</tr>
<tr>
<td>Engineering</td>
<td>ME 610</td>
<td>Finite Element Applications in Mechanical Engineering</td>
<td>Fall 2014</td>
<td>40</td>
</tr>
<tr>
<td>Engineering</td>
<td>ME 620</td>
<td>Internal Combustion Engines</td>
<td>Fall 2014</td>
<td>41</td>
</tr>
<tr>
<td>Engineering</td>
<td>ME 622</td>
<td>Indoor Environmental Engineering</td>
<td>Fall 2014</td>
<td>41</td>
</tr>
<tr>
<td>Engineering</td>
<td>ME 631</td>
<td>Aircraft and Missile Propulsion</td>
<td>Fall 2014</td>
<td>42</td>
</tr>
<tr>
<td>Engineering</td>
<td>ME 633</td>
<td>Thermodynamics of Modern Power Cycles</td>
<td>Fall 2014</td>
<td>42</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>DMP 963</td>
<td>Advanced Molecular Biology of Foodborne Pathogens</td>
<td>Fall 2015</td>
<td>43</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>CS 874</td>
<td>Clinical Pharmacokinetics</td>
<td>Spring 2015</td>
<td>43</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>CS 760</td>
<td>Topics in Global Veterinary Medicine</td>
<td>Fall 2015</td>
<td>43</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>CS 795</td>
<td>Advanced Surgical Experience</td>
<td>Spring 2015</td>
<td>44</td>
</tr>
</tbody>
</table>

#### Expedited Curriculum Changes

<table>
<thead>
<tr>
<th>College</th>
<th>Title</th>
<th>Effective Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Masters of Business Administration</td>
<td>Spring 2015</td>
<td>45</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>M.S. Life Span Human Development</td>
<td>Fall 2014</td>
<td>50</td>
</tr>
</tbody>
</table>

#### Non-Expedited New Courses

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Title</th>
<th>Effective Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>EDACE 832</td>
<td>Interpersonal and Intrapersonal Dynamics for Adult Learners</td>
<td>Spring 2015</td>
<td>53</td>
</tr>
<tr>
<td>Education</td>
<td>EDACE 836</td>
<td>Group Dynamics for Adult Learners</td>
<td>Spring 2015</td>
<td>53</td>
</tr>
<tr>
<td>Education</td>
<td>EDACE 839</td>
<td>Experiential Learning and Leadership Dynamics</td>
<td>Spring 2015</td>
<td>53</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>FSHS 956</td>
<td>Clinical Research and Applications in Financial Counseling and Planning</td>
<td>Spring 2015</td>
<td>54</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>HMD 892</td>
<td>Leadership in Hospitality and Dietetics Administration</td>
<td>Summer 2015</td>
<td>54</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>HN 913</td>
<td>Eating Behavior</td>
<td>Spring 2015</td>
<td>55</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>CS 796</td>
<td>Small Animal Emergency Rotation</td>
<td>Summer 2015</td>
<td>56</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Semester</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>COT 611</td>
<td>Introduction to and Overview of Aircraft Certification</td>
<td>Spring 2015</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>COT 622</td>
<td>Aircraft Type Certification</td>
<td>Spring 2015</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>COT 634</td>
<td>Aircraft Production Certification</td>
<td>Spring 2015</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>COT 636</td>
<td>Aircraft Certification Project</td>
<td>Spring 2015</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>COT 660</td>
<td>Airport Law</td>
<td>Spring 2015</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>COT 663</td>
<td>UAS Flight Operations Management</td>
<td>Spring 2015</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>COT 664</td>
<td>UAS Program Management</td>
<td>Spring 2015</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>COT 674</td>
<td>Processing Techniques for Low-Altitude Remotely Sensed Data</td>
<td>Spring 2015</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>COT 675</td>
<td>Acquisition and Advanced Processing of LARS data</td>
<td>Spring 2015</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>COT 676</td>
<td>Low-Altitude Remote-Sensing Product/Project Development</td>
<td>Spring 2015</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>COT 703</td>
<td>Project Management for Professionals</td>
<td>Spring 2015</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>COT 704</td>
<td>Managerial Finances, Metrics, and Analytics</td>
<td>Spring 2015</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>COT 705</td>
<td>Transformational Leadership for Technology</td>
<td>Spring 2015</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>COT 706</td>
<td>Informatics and Technology Management</td>
<td>Spring 2015</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>CS 797</td>
<td>Introduction to Basic Surgical Principals</td>
<td>Spring 2015</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>CS 883</td>
<td>Nephrology/Urology</td>
<td>Spring 2015</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>CS 884</td>
<td>Surgical Pathophysiology- Hematology, Anesthesia and Infection</td>
<td>Spring 2015</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>CS 885</td>
<td>Surgical Pathophysiology II- Analgesia and Wound Management</td>
<td>Spring 2015</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>CS 886</td>
<td>Surgical Pathophysiology III- Soft Tissue Surgery</td>
<td>Spring 2015</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>CS 887</td>
<td>Surgical Pathophysiology IV- Orthopedic and Neurosurgery</td>
<td>Spring 2015</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>DMP 719</td>
<td>Herd Disease Outbreak Investigation</td>
<td>Summer 2015</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>
5. Graduate Student Affairs Committee – Robert Larson, Chair

6. Graduate School Committee on Planning – Brett DePaola, Chair

FIRST READING

- Minimum number of hours to be completed by doctoral students transferring to K-State with their major professor to award doctorate degree.
- The committee proposes the following addition to the graduate handbook: **Chapter 3 - The Doctoral Degree: Section D.6 Transfer of Credit, c.2**

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. In the case a new faculty member requests transfer of their graduate students from the institution they are leaving, a minimum of 12 K-State credits must be completed and the new advisory committee has the responsibility to review and approve transfer of all credits applied to the program of study.

7. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair
8. Graduate Student Council Information – Amanda Fairbanks, President

9. Recommendations of the Task Force on Needs of Graduate Students in the Humanities, Arts, and Social Sciences Conducting Scholarly Research (see Appendix; note: recommendations are on pages 10-13).

10. University Research and Scholarship

   - Amelia Earhart Fellowship: deadline- November 15, 2014
     http://www.zonta.org/WhatWeDo/InternationalPrograms/AmeliaEarhartFellowship.aspx

   - AAUW Educational Funding: Deadline- November 15, 2014
     http://www.aauw.org/what-we-do/educational-funding-and-awards/

   - Elizabeth Munsterberg Koppitz Child Psychology (Fellowship): Deadline- November 15, 2014

   - Fulbright U.S. Student Program: Deadline- October 14, 2014
     http://us.fulbrightonline.org/#&panel1-1

   - Ford Foundation Fellowship Program: Deadline- November 19, 2014
     http://sites.nationalacademies.org/PGA/FordFellowships/index.htm

   - Graduate Fellowships for Study in China: Deadline- January 31, 2015
     http://www.iie.org/Programs/Confucius-China-Studies-Program

   - Institute of International Education: Boren Scholarships and Fellowships: Deadline- 1/27/15

   - Mellon/ACLS Dissertation Completion Fellowships: Deadline- October 22, 2014
     http://www.acls.org/programs/dcf/

   - National Science Foundation (Research Fellowship Program): Deadline- October 29, 2014

   - The Library Company of Philadelphia: November 1, 2014
     http://www.librarycompany.org/fellowships/postdoc.htm

   - Sloan Research Fellowships: Deadline- September 15, 2014
     http://www.sloan.org/sloan-research-fellowships/
11. Graduate School Calendar of Events: October-November

October
1. Graduate Student Council travel grant application deadline for travel in December
2. Graduate Student Council ice cream social (1:00pm-3:00pm, Fairchild Hall)
3. Submission deadline to complete iSIS Graduation Application for December graduation
4. Graduation Deadlines and ETDR Open Forum (10:00-noon, Town Hall, Leadership Studies Bldg.)
5. Graduate Student Council General meeting, 12:00-1:00pm, Purple Pride Room, Alumni Center
6. Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)
7. Graduation Deadlines and ETDR Open Forum (1:30-3:30pm, Town Hall, Leadership Studies Bldg.)
8. Deadline to submit graduate faculty nominations and course and curriculum changes for November Graduate Council Meeting
9. “Becoming Financially Independent” (noon-1:00pm – Union 207) Hosted by Powercat Financial Counseling and Graduate School.
10. Graduate Student Council Networking and Etiquette Dinner, advance registration required by October 8, $15 per graduate student (5:00pm-7:00pm, Union Flinthills Room)
11. Graduate Student Council Executive Committee meeting (1:00-2:00pm – 102 Fairchild Hall)
12. GSC Executive Meeting w/ President Schulz (12:00-1:00p.m. – President’s Residence)
13. Deadline to submit “Approval to Schedule Final Examination” to the Graduate School to have your name appear in the December commencement program.
14. “Research and the State” graduate student poster session (8:00 – 5:00p.m., KS Ballroom, Union)
15. “Transitioning to Career & Employee Benefits” (9:00-10:00am – Union 207) Hosted by Powercat Financial Counseling and Graduate School.
November
1  Graduate Student Council travel grant application deadline for travel in January
3  Graduate Student Council General meeting, 12:00-1:00pm, Purple Pride Room, Alumni Center
4  Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)
10 Deadline to submit graduate faculty nominations and course and curriculum changes for December Graduate Council Meeting
12 Retirement Saving and Investing Workshop for Graduate Students presented by TIAA-CREF, 4:00-5:00 p.m. in Alumni Center Banquet Hall A. Hosted by PFC and Graduate School
17 Graduate Student Council Executive Committee meeting, (1:00-2:00pm – 102 Fairchild Hall)
18 “Student Loan Repayment” (2:00-3:00pm – Union 207) Hosted by Powercat Financial Counseling and Graduate School.
19 New Graduate Faculty Orientation (2:00-4:00pm, Union 226)
21 Deadline to participate in Fall Commencement.
   • Online registration to participate in commencement must be completed.
   Beginning in late October, 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.
21 To officially graduate in December 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.

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

2014-2015 Graduate Council Meeting Dates
   December 2, 2014   April 7, 2015
   February 3, 2015   May 5, 2015
April 3, 2013

To: Carol Shanklin, Ph.D, Dean of Graduate School

Fr: Maurice MacDonald, Ph.D, School Director

Re: Request Certification of Dr. Jared Durtschi to Direct Doctoral Dissertations

The School of Family Studies and Human Services is requesting permission to permit Assistant Professor and graduate faculty member Jared Durtschi to become certified to supervise doctoral dissertations as a major professor. Dr. Durtschi has served as a co-chair for two completed dissertations for students completing their Ph.D in the School of Family Studies and Human Services, in the Marriage and Family Therapy program. The most recent dissertation defense of Kristy Soloski was co-chaired to completion by Dr. Durtschi this past week, March 31, 2014. The first dissertation he co-chaired to completion was for Marcos Mendez, in 2013. Dr. Durtschi also chaired a M.S. thesis to completion for Emily Burr in 2013. Both dissertations and the thesis were quantitative studies.

Dr. Durtschi has been a graduate faculty member since July 2011. He is actively involved with conducting his own program of research, teaching graduate students, and providing clinical supervision in the marriage and family therapy program. He has published 9 peer-reviewed journal articles, 4 book chapters, and given many conference presentations. Dr. Durtschi has a Ph.D in Marriage and Family Therapy from The Florida State University in 2011.

In addition, Dr. Durtschi also has several unique experiences that have helped prepare him to supervise doctoral dissertations as a major professor. He teaches a course each fall semester to graduate students where he mentors them in picking a research area, finding a data set, running their analyses, and writing a manuscript as part of the course. Additionally, Dr. Durtschi also is involved in providing professional service to his academic association (i.e., American Association for Marriage and Family Therapy) to the Minority Fellowship Program for the past two years. In his role in this organization, he teaches advanced statistics to 25 doctoral students in Washington D.C., and provides mentoring over the phone four times a year to help students come up with research questions, help them find existing data sets or gather their own data, and run and interpret their analyses. Last year he successfully helped all 25 of these students complete a project, and this year he will also help an additional 25 students complete a project by this June 2014. Lastly, Dr. Jared Durtschi regularly reviews articles for many journals, and is on the editorial board for the leading journal in his field, Journal of Marital and Family Therapy.

Based on his research and teaching contributions, I believe that Dr. Durtschi is qualified to serve as a major professor for doctoral students and continue his other duties as a graduate faculty member. If I can provide further information, please contact me.

Sincerely,

Maurice MacDonald
Director and Professor FSHS
Jared Durtschi
School of Family Studies and Human Services
Program in Marriage and Family Therapy

Education:
B.S. 2004 Brigham Young University, Psychology
M.S. 2007 Purdue University Calumet, Child Development and Family Studies
Ph.D. 2011 The Florida State University, Marriage and Family Therapy

Professional experience:
Current: 2011 - present Assistant Professor, School of Family Studies and Human Services, Kansas State University, Manhattan
Previous: 2007-2011 Graduate Teaching Assistant, Florida State University
2007-2011 Graduate Research Assistant, Florida State University
2004-2007 Graduate Teaching Assistant, Purdue-Calumet

Selected Refereed Journal Articles:


April 4, 2014

To: Carol Shanklin, Ph.D, Dean of Graduate School

Fr: Maurice MacDonald, Ph.D., School Director

Re: Request Certification of Dr. Amber Venum to Direct Doctoral Dissertations

The School of Family Studies and Human Services is requesting permission to permit Assistant Professor and graduate faculty member Amber Venum to become certified to supervise doctoral dissertations as a major professor. Dr. Venum has chaired or co-chaired three MS students’ theses/capstone projects through to completion and have served on two masters committees through to completion. She has also served on four doctoral student committees through to completion.

Dr. Venum has been a graduate faculty member since July 2011 in the Marriage and Family Therapy (MFT) program. She teaches MS and PhD level courses, provides clinical supervision to both MS and PhD MFT students, and has an active program of research in which she collaborates with students. She has published seven journal articles in peer-reviewed journals and has conducted numerous presentations at national conferences. Dr. Venum graduated with her Ph.D. in Marriage and Family Therapy from The Florida State University in 2011.

Based on her extensive research and teaching contributions, it should be apparent that Dr. Venum is highly qualified to serve as a major professor for doctoral students and continue her other duties as a graduate faculty member. If I can provide further information, please contact me.

Sincerely,

Maurice MacDonald
Director and Professor FSHS
Amber Vennum  
School of Family Studies and Human Services  
Program in Marriage and Family Therapy

**Education:**  
B.S.  2003  Rice University, Psychology  
M.S.  2007  University of Houston-Clear Lake, Marriage and Family Therapy  
Ph.D.  2011  The Florida State University, Marriage and Family Therapy

**Professional experience:**  
Current:  2011 - present  Assistant Professor, School of Family Studies and Human Services, Kansas State University, Manhattan  
Previous:  2007-2011  Graduate Research Assistant, Florida State University  
2007-2009  Therapist, Center for Couple and Family Therapy, Florida State University  
2006-2007  Marriage and Family Therapy Intern, Clear View Education Center, Clear Lake, TX

**Selected Refereed Journal Articles:**


July 7, 2014

TO: Graduate Council  
Kansas State University

FR: Jeannie Sneed, PhD, RD, CP-FS  
Professor and Head

RE: Dr. Kevin Sauer  
Certification to Direct Doctoral Students

On behalf of the Graduate Faculty in the Department of Hospitality Management and Dietetics, I would like to nominate Dr. Kevin Sauer for certification to direct doctoral students. Dr. Sauer completed his PhD in 2009, at which time he became an assistant professor. He served as an instructor in the department for five years prior to being appointed to a tenure-track position. During that time, he has directed three Master’s students who completed a thesis. He has also served as a committee member or outside chair for four PhD students and on the committee for five Master’s students who completed a thesis. Thus, he has developed good experience in working with graduate students.

Dr. Sauer has developed a good research record during his time at K-State. He has been part of the Center of Excellence grant that has brought in $2.4 million in the past three years. He has also been part of three USDA competitive grants, one in which he collaborated with researchers at Iowa State University. He also was part of a $500,000 non-competitive grant with USDA Food Safety and Inspection Service. He has co-authored 13 published papers, and has two more that are in press. He has co-authored a book chapter and an encyclopedia entry and contributed a model to a well-established textbook in the dietetics field. He has contributed numerous posters and made many presentations, many of which were invited.

Dr. Sauer is recognized for his excellence in teaching, having received the Commerce Bank Award for Outstanding Undergraduate Teaching. He also received the K-State Excellence in Engagement Award. He is active in his professional organization, The Academy of Nutrition and Dietetics, serving in many roles with the Commission on Dietetic Registration. Most recently, he was elected to be a commissioner for the Commission on Dietetic Registration. He also serves as co-editor for the Journal of Foodservice Management and Education, the journal of the Foodservice Systems Management Education Council.
KEVIN SAUER, PhD, RD, LD
Department of Hospitality Management and Dietetics

Education
Kansas State University Ph.D. Human Ecology 2009
Kansas State University M.S. Foodservice/Hospitality Management & Administrative Dietetics 1998
Kansas State University B.S. Dietetics 1993

Academic Experience
Kansas State University
Associate Professor (tenure), June 2014 - present
Research Leadership Team, 2011 – present
Assistant Professor, 2009 – 2014
Instructor, 2004 - 2009

Industry Experience
Administration of Healthcare Food and Nutrition Services, 1998 - 2004
College and University Foodservice Management, 1995 - 1998
Child Nutrition Programs & Business and Industry Dining, 1993 - 1995

Selected Scholarly Work

Publications


Poster (requiring acceptance of peer-reviewed abstract or paper)

Book Chapters/Contributions

July 15, 2014

Dr. Carol Shanklin  
Dean, Graduate School  
CAMPUS

RE:  Donald Kurtz’s Nomination for Certification to Direct Doctoral Study

Dear Dr. Shanklin,

Enclosed are the nomination materials for Professor Donald Kurtz for Certification to Direct Doctoral Study at Kansas State University. Dr. Kurtz is an associate professor of social work, who graduated with a Ph.D. in sociology from Kansas State University in 2008 and a Master’s degree in social work from the University of Kansas in 1999. Prior to returning to Kansas State, Dr. Kurtz was an assistant professor of criminal justice at Lycoming College from 2006 to fall of 2009. Dr. Kurtz finds that combining his interests in social work and sociology work particularly well. Although he received his Ph.D. from the sociology program, Dr. Kurtz’s M.S.W. comes from another institution and he had two years of teaching experience away from this university. We believe this gives him depth and brings adequate diversity of experience to our program.

A member of the Graduate Faculty since 2009, Dr. Kurtz has served on masters and doctoral preliminary examination committees in our department. He also meets with prospective graduate students. The department faculty and students find that his expertise in social work and sociology make him a valuable committee member. It is their request that this nomination for Certification to Direct Doctoral Study comes forward. Should he be approved for certification, his role would expand to chairing doctoral committees for students specializing in criminology, which a core area of our graduate program. Currently, we have one sociology associate professor with expertise in criminology who can conduct doctoral students. The addition of Dr. Kurtz will be an important asset for our faculty and students.

Dr. Kurtz maintains an active research agenda. Since 2008, he has published eight articles, three solo authored, three co-authored with Kurtz as first author in peer reviewed journals including, Women & Criminal Justice, Feminist Criminology, The International Journal of Police Practice, Criminal Justice Review, and Southwest Journal of Criminal Justice. His co-authored paper, “Family Structures as a Social Context for Family Conflict,” published in Criminal Justice Review was a finalist for the Maddox Paper of the Year Award in 2011. In addition, Dr. Kurtz serves as the PI for a multi-disciplinary research team that applied for a grant under the National Institute of Justice
Solicitation, NII-2013-3449 Research and Evaluation on Officer Safety and Wellness. This project entitled “Burn Notice: The influence of work-related factors on police stress, health, and wellness” (With Egbert Zavala, Lisa A. Melander, Katie Heinrich, and Robyn Gershon) explores factors of police stress and negative health consequences while examining the potential mediating influences of formal and informal health and wellness programs in several police organizations. Although the research team did not get awarded this grant, they received very good reviews and plan to continue to search for funding for this project.

Several themes emerge regarding Kurtz’s research agenda. He approaches his work from a multidisciplinary perspective as he examines various aspects of the American criminal justice system. He employs advanced theoretical and methodological analysis using a variety of data sets and methodologies, both quantitative and qualitative. He is able to bridge the scholar/practitioner gap to produce scholarship that meets peer review standards and informs practitioners in several disciplines. He accomplishes a focused research agenda across disciplines, which is a remarkable accomplishment.

Of the 12 certified faculty members voting on May 9, 2014, all voted in favor of Dr. Kurtz’s certification nomination. We urge the Academic Affairs Committee to approve his nomination.

Sincerely,

[Signature]

A. Elizabeth Cauble
Head

ENC.
Don L. Kurtz  
Associate Professor of Social Work,  
Kansas State University,  
Department of Sociology, Anthropology and Social Work, 209 Waters Hall.

EDUCATION

Doctor of Philosophy- Criminology/Sociology  
Kansas State University  
August 2006

Master of Social Work  
University of Kansas  
May, 1999

Bachelor of Social Work  
Washburn University  
May, 1997

REFEREED PUBLICATIONS

2014 Zavala, Egbert, Lisa Melander, and Don L. Kurtz, “The Importance of Social Learning and Job-Related Stress on Police Officers’ Perpetration of Intimate Partner Violence” (forthcoming Victims & Offenders).


2013 Linnemann, Travis and Don Kurtz. “Beyond the Ghetto: police power, methamphetamine and the rural war on drugs.” (Available online first with print version forthcoming Critical Criminology).


2008 Kurtz, Don. L. “Controlled Burn: The Gendering of Stress, Burnout and Violence in Modern Policing,” Feminist Criminology v3 n3 p216-238


2006 Kurtz, Don, L. and Linnemann, Travis. “Improving probation through client strengths: evaluating strength based case management with juvenile offenders.” Western Criminology Review v7 n1 p9-19

September 3, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
CAMPUS

rc: Graduate Faculty Certification and Membership for Dr. Ryan J. Rafferty

Dear Carol:

The 16 Graduate Faculty Members of the Department of Chemistry have voted on Graduate Faculty Membership and Certification for Dr. Ryan J. Rafferty. The vote was unanimous in favor of both Membership and Certification for Dr. Rafferty.

Based on this vote, I wish to officially nominate Dr. Rafferty for membership and certification as a member of the Graduate Faculty. Dr. Rafferty will have a full range of duties within the Chemistry Department, including the provision of instruction at the graduate and undergraduate levels, the direction of graduate research at the M.S. and Ph.D. levels, and service on Ph.D. and M.S. supervisory committees.

Dr. Rafferty joined our faculty this summer as an Assistant Professor of Organic Chemistry. He earned a B.S. in Chemistry and an M.S. in Biochemistry from Northern Colorado University. He earned his Ph.D. in Organic Chemistry from Colorado State University. Prior to joining our faculty, Dr. Rafferty held a very productive appointment as a postdoctoral research associate at the University of Illinois, where he also earned honors for his undergraduate instruction.

Dr. Rafferty’s research is broadly grounded in Chemical Biology, and will focus on the synthesis and development of new therapeutic agents and selective drug delivery vehicles. He will find numerous productive collaborations within our department and across campus.

All of us are keen on his prospects for success.

Sincerely yours,

Eric A. Maatta
Professor and Head
NAME  Ryan J. Rafferty

DEPARTMENT/UNIT  Chemistry

EDUCATION:

EXAMPLE: B.S.  1984  University of ********, Plant Sciences
M.S.  1986  University of....
Ph.D.  1988  University of....

Degree  B.A.  Year  2000  Location, Degree Title  University of Northern Colorado, Chemistry
Degree  M.S.  Year  2003  Location, Degree Title  University of Northern Colorado, Biochemistry
Degree  Ph.D.  Year  2011  Location, Degree Title  Colorado State University, Organic Chemistry

PROFESSIONAL EXPERIENCE:

(List current and three most recent positions)

EXAMPLE: Associate Professor, Department of XXXXX, Kansas State University, Manhattan

Current: YYYY - YYYY  2014- Position  Assistant Professor, Department of Chemistry, Kansas State University, Manhattan

Previous
YYYY - YYYY  2011-2014  Position  Postdoctoral, Department of Chemistry, University of Illinois, Urbana-Champaign
YYYY - YYYY  2012-2014  Position  Visiting Lecturer of Organic Chemistry, University of Illinois, Urbana-Champaign
YYYY - YYYY  2011-2011  Position  Invited Lecturer of Chemistry, Front Range Community College, Fort Collins

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:
(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)

EXAMPLE:


September 4, 2014

Carol Shanklin
Dean of the Graduate School
Fairchild Hall
Kansas State University
CAMPUS

Dear Dean Shanklin:

Enclosed is a nomination form, 1-page and full CV, and copies of 5 her reprints, of Division of Biology tenure-track faculty member Dr. Lydia Zeglin for membership, and certification to direct doctoral students, on the KSU Graduate Faculty. Dr. Zeglin has just joined our faculty (summer 2014) as a tenure track Assistant Professor, following a national/international search during the 2012-2013 academic year. Dr. Zeglin is an outstanding scientist with a quality record of achievement. This letter attests to the way in which she will participate in our graduate program, as well as to the strength she brings to us.

As is the case for our entire tenure track faculty, she will participate in both undergraduate and graduate education, teaching and mentoring at both levels, and specifically adding research and training strength in the area of microbial ecology. She joins us, following a PhD degree in biology from the University of New Mexico, and six years as a postdoctoral fellow at Oregon State University and the USGS Alaska Science Center (the latter as a 2013-2014 Mendenhall Postdoctoral Fellow Research Ecologist). She already has teaching experience, over 20 peer reviewed publications, and success as a Principle Investigator, with currently active EPSCoR First Award. The recommendation from our graduate faculty is overwhelmingly positive. The biology graduate faculty vote for membership and certification is unanimously in favor, by a vote of 41 to 0. Division graduate faculty members consider Dr. Zeglin to be an outstanding candidate for full graduate faculty membership and certification status.

I enthusiastically add my own support to that of our graduate faculty in favor of this nomination for Dr. Zeglin. Please let me know if any additional information is needed.

Sincerely yours,

Brian S. Spooner, PhD
University Distinguished Professor and Director
Lydia H. Zeglin  
Division of Biology, Kansas State University

Education:  
- B.S. 2002 University of Wisconsin, Zoology  
- B.S. 2002 University of Wisconsin, Biological Aspects of Conservation  
- Certificate 2002 University of Wisconsin, Environmental Studies  
- Ph.D. 2008 University of New Mexico, Biology

Professional experience:  
Current: 2014-present Assistant Professor, Division of Biology, Kansas State University  
2008-2013 Faculty Research Associate (Postdoctoral), Department of Soil Science, Oregon State University  
2005-2008 NSF Graduate Research Fellow, Department of Biology, University of New Mexico

Selected Publications:


September 4, 2014

Carol Shanklin
Dean of the Graduate School
Fairchild Hall
Kansas State University
CAMPUS

Dear Dean Shanklin:

Enclosed is a nomination form, 1-page and full CV, and copies of 4 his reprints, of Division of Biology tenure-track faculty member Dr. Michael Tobler for membership, and certification to direct doctoral students, on the KSU Graduate Faculty. Dr. Tobler has just joined our faculty (summer 2014) as a tenure track Assistant Professor, following a national/international search during the 2013-2014 academic year. Dr. Tobler is an outstanding scientist with a quality record of achievement. This letter attests to the way in which he will participate in our graduate program, as well as to the strength he brings to us.

As is the case for our entire tenure track faculty, he will participate in both undergraduate and graduate education, teaching and mentoring at both levels, and specifically adding research and training strength in the area of evolutionary biology. He joins us, following a doctoral degree in zoology from the University of Zurich, and two years as a postdoctoral fellow at Texas A&M, and 4 years as an assistant professor of Zoology at Oklahoma State University. He already has extensive teaching experience, over 80 peer reviewed publications, success as a Principle Investigator, with currently active grants, as a graduate faculty member, at OSU, and major professor to previous and current M.S. and Ph.D. graduate students. The recommendation from our graduate faculty is overwhelmingly positive. The biology graduate faculty vote for membership and certification is unanimously in favor, by a vote of 41 to 0. Division graduate faculty members consider Dr. Tobler to be an outstanding candidate for full graduate faculty membership and certification status.

I enthusiastically add my own support to that of our graduate faculty in favor of this nomination for Dr. Tobler. Please let me know if any additional information is needed.

Sincerely yours,

Brian S. Spooner, PhD
University Distinguished Professor and Director
Michael Tobler
Division of Biology, Kansas State University

ACADEMIC EDUCATION

2008
Dr. Sci. Nat., University of Zürich, Institute of Zoology
Advisors: Ingo Schlupp and Heinz-Ulrich Reyer

2004
Diploma, Swiss Federal Institute of Technology Zürich (ETH), Department of Biology
Advisors: Ingo Schlupp and Paul Schmid-Hempel

PROFESSIONAL APPOINTMENTS

2014-date
Assistant Professor, Division of Biology, Kansas State University

2010-2014
Assistant Professor, Department of Zoology, Oklahoma State University

2008-2010
SNSF Postdoctoral Research Associate, Department of Wildlife and Fisheries Sciences & Department of Biology, Texas A&M University

CURRENT GRANTS

2014-2015
National Science Foundation, Integrative Organismal Systems, REU-Supplement (PI: Tobler): Replicated ecological speciation in extreme habitats: patterns, mechanisms, and consequences of multi-trait divergence. $6,000

2011-2015
National Science Foundation, Integrative Organismal Systems (PI: Tobler; co-author: J. Kelley): Replicated ecological speciation in extreme habitats: patterns, mechanisms, and consequences of multi-trait divergence. $481,000

HONORS AND AWARDS

2013
Margret S. Fwing Outstanding Mentor Award, OSU Zoology Graduate Student Society

2013
Sigma Xi Young Investigator Award

2007
Stoye Award of the American Society of Ichthyologists and Herpetologists

RECENT PUBLICATIONS WITH STUDENT CO-AUTHORS (*)


ADVISERS

Previous graduate students
Reid Morehouse, Ph.D. 2014; Tess Doumas, M.S. 2014; Kristin Scharnweber, M. S. 2010 (co-advised with Martin Plath; University of Frankfurt, Germany)

Current graduate students
Ryan Greenway (Ph.D. student); Garrett Hopper (M.S. student); Courtney Passow (Ph.D. student); Danielle Alba (Ph.D. student; co-advised with Punji Jayasingh; Oklahoma State University); Maura Palacios (Ph.D. student; co-advised with Gary Voelker; Texas A&M University)
April 10, 2014

Dr. Carol Shanklin
Dean of the Graduate School
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin:

It is my pleasure to nominate Dr. Kris Silver for membership to the Graduate Faculty of Kansas State University.

Dr. Silver joined the Department of Anatomy and Physiology faculty at K-State as a Research Assistant Professor from his contributions to the Department of Clinical Sciences research program.

Dr. Silver’s research focuses on effects of NSAIDs on the epithelia of the gastrointestinal tract. Specially, Dr. Silver has studied how NSAIDs disrupt the cell membrane adhesions and signaling pathways responsible for cell migration and wound healing. He led research efforts that have culminated in several publications that described the effects of NSAIDs on growth factors and on cysteine proteases, collectively known as the calpains. His current work is focused on the transcriptome of the small intestinal mucosa. Dr. Silver is utilizing cutting edge technology to identify drugs targets on cellular mechanisms to generate novel hypotheses for future study. Dr. Silver has demonstrated expertise in protein immunochemistry, microscopy and bioimaging, RT-PCR, and molecular biology. He is moving into the area of molecular genetics. While at K-State, Dr. Silver has worked closely with Dr. James Lillich, and thus has aided the research training of a number of undergraduate, professional, and graduate students. Upon receiving graduate faculty membership, it is anticipated that Dr. Silver will serve on master’s student’ supervisory committee, direct masters students and teach graduate level courses.

I look forward to Dr. Silver contributing to graduate education at K-State and enthusiastically recommend him to you for Graduate Faculty membership.

Sincerely,

Mike Kenney
Professor and Interim Department Head

Cc: Dr. Kris Silver
Dr. Mark Weiss, Chair, Graduate Executive Committee
Kristopher Silver  
Department of Anatomy and Physiology

Education:  
B.S. 1999 Moravian College, Biology  
Ph.D. 2005 Cornell University, Environmental Toxicology

Professional experience: (List current and three most recent positions)  
Current: 2013 - present Research Assistant Professor, Department of Anatomy and Physiology, Kansas State University, Manhattan

Previous: 2011 - 2013 Research Molecular Biologist, USDA-ARS-CGAHR, Stored Product Insect Research Unit, Manhattan  
2006 - 2011 Postdoctoral Fellow, Department of Clinical Sciences, Kansas State University, Manhattan  
2005 - 2006 Research Associate, Department of Entomology, Michigan State University, East Lansing, MI

Selected Referenced Journal Articles/Publications/Significant Works of Scholarly Activity:  
(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)


May 12, 2014

Dr. Carol Shanklin  
Dean of the Graduate School  
Fairchild Hall  
CAMPUS

Dear Dean Shanklin:

This letter covers a request and supporting documentation for DR. ROBERT F. HACHIYA, Assistant Professor in EDLEA (881062184) to be appointed to graduate faculty status (membership only). As Department Chair, I recommend approval.

Dr. Hachiya was appointed as a new faculty member on the Faculty of Educational Leadership (educational administration focus—EDLEA) in August 2012. He was granted emergency approval to teach graduate courses on multiple successive one-year requests, and in the ensuing time he has progressed toward establishing a scholarly agenda that includes a refereed publication record. The attached nomination form indicates he has 5-0-0-0 faculty support for appointment to graduate faculty membership.

Dr. Hachiya will be strongly encouraged to accelerate his scholarly agenda. He is a needed addition to a program characterized by high doctoral enrollments.

Thank you for your consideration.

Sincerely yours,

David C. Thompson

Dr. David C. Thompson  
Professor and Chair  
Distinguished Fellow of Research & Practice NFRC

Cc: Dean Debbie Mercer

Attachments:  
Form 2  
Full vitae  
One-page vitae
NAME: Robert F. Hachiya

DEPARTMENT/UNIT: Education Leadership

EDUCATION:

EXAMPLE:
- B.S. 1984 University of **********, Plant Sciences
- M.S. 1986 University of....
- Ph.D. 1998 University of....

Degree | Year | Location, Degree Title
---|---|---
B.S. | 1980 | University of Nebraska-Lincoln, Education
M.S. | 1993 | The University of Kansas, Education
Ed.D | 2010 | The University of Kansas, Teaching and Leadership

PROFESSIONAL EXPERIENCE:
(List current and three most recent positions)

EXAMPLE: Associate Professor, Department of XXXXX, Kansas State University, Manhattan

Current: 2012-2014 Position: Assistant Professor, Department of Educational Leadership, Kansas State Univ

Previous: 2003-2012 Position: Assistant Principal, Topeka West High School, USD 501, Topeka, KS

1997-2001 Position: Principal, Landon Middle School, USD 501, Topeka, KS

1995-1997 Position: Assistant Principal, Chase Middle School, USD 501, Topeka, KS

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:
(List no more than 5 peer reviewed articles/work completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)

EXAMPLE:


Thomas v. NYC Dept. of Educ. 938 F.Supp. 2d 314 (E.D.N.Y. 2013)


August 22, 2014

Dr. Carol Shanklin
Dean of the Graduate School
103 Fairchild Hall
Kansas State University
CAMPUS MAIL

Dear Dean Shanklin:

I am pleased to write this letter in support of the nomination of Dr. Bryan Orthel for membership on the graduate faculty at Kansas State University. Dr. Orthel holds an appointment as an Assistant Professor in the Department of Apparel, Textiles, and Interior Design (ATID). The graduate faculty in the ATID Department voted unanimously to nominate Dr. Orthel for graduate faculty membership on August 21, 2014.

Dr. Orthel joined the ATID faculty in August of 2012. He holds a terminal degree and meets the requirements for graduate faculty status. His scholarship program includes a focus on how people understand and use history. He has the responsibility to teach in the undergraduate interior design program and to conduct scholarship in his area of specialization. His expertise makes him a likely candidate to sit on graduate committees for students in our college and the College of Architecture, Planning and Design.

If you have questions or concerns, please do not hesitate to contact me.

Sincerely,

[Signature]
Barbara G. Anderson
Associate Professor and Department Head
Bryan D. Orthel, Ph.D.
Department of Apparel, Textiles, and Interior Design

Education:
B.Arch 2001 University of Oregon, Architecture  
M.H.P. 2004 University of Kentucky, Historic preservation  
Ph.D. 2012 Washington State University, Design and history

Professional experience:
Current: 2012 - present Assistant professor, Department of Apparel, Textiles, and Interior Design, Kansas State University  
Previous: 2009 - 2012 Doctoral teaching appointment, Interdisciplinary Design Institute, Washington State University  
2006 - 2009 Architectural design staff, Carlson Veit Architects  
2002 - 2006 Faculty, College of Design, University of Kentucky

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:


August 26, 2014

To: KSU Graduate Council

Subject: Nomination of Dr. Eric Fitzsimmons for Graduate Faculty Membership

Dr. Eric Fitzsimmons joined the Department of Civil Engineering in August 2014 as a Visiting Assistant Professor of Transportation Engineering. His appointment is for one year and is a non-tenure track position. Dr. Fitzsimmons brings with him considerable extramural research funding and will be supporting and directing undergraduate and master’s students to assist him in his research projects. He may also serve on supervisory committees of master’s or doctoral students as needed. In addition, he may assist in teaching one or more of our graduate level transportation engineering classes on an as-needed basis. Dr. Fitzsimmons is a highly qualified and valuable addition to our department. I highly recommend him for Graduate Faculty membership.

Sincerely,

Robert W. Stokes, PhD
Professor and Interim Department Head
Eric J. Fitzsimmons  
Department of Civil Engineering

Education:  
B.S. 2005 Iowa State University, Civil Engineering  
M.S. 2007 Iowa State University, Civil Engineering, Transportation  
Ph.D 2011 Iowa State University, Civil Engineering, Transportation

Professional experience: (List current and three most recent positions)  
Current: 2014 - present Visiting Assistant Professor, Department of Civil Engineering, Kansas State University, Manhattan

Previous: 2011 - 2014 Lecturer / Post Doctoral Research, KU Transportation Research Institute, Department of Civil, Environmental and Architectural Engineering, University of Kansas  
2011 - 2011 Post Doctoral Research Associate, Institute for Transportation, Department of Civil, Construction and Environmental Engineering, Iowa State University  
2006 - 2011 Graduate Research Assistant, Institute for Transportation, Department of Civil, Construction and Environmental Engineering, Iowa State University


August 7, 2014

TO: Dept. of Grain Science and Industry’s Graduate Faculty Committee

FROM: Charles R. Stark
Jim and Carol Brown Associate Professor of Feed Technology
Dept. of Grain Science and Industry

SUBJECT: Nomination of Dr. Charles Fahrenholz for Graduate Adjunct Faculty

It is my pleasure to nominate Dr. Charles Fahrenholz as a member of the Department of Grain Science and Industry’s Graduate Adjunct Faculty. I have known Dr. Fahrenholz for over 20 years, as we were graduate students together under Dr. Keith Behnke in the Feed Science and Technology program.

Dr. Fahrenholz received his Master’s and PhD degrees from the department in 1983 and 1989, respectively. During this time he also coordinated and conducted research projects at the KSU pilot feed mill, instructed classes and labs for feed manufacturing short courses, and maintained feed mill records. He also helped develop a computer program which facilitated the processing of the feed mill records.

Currently, Dr. Fahrenholz is the Director of Global Formulation Development for the Phibro Animal Health Corporation and is located at our North Complex in the BIVAP building. He is responsible for research and development of both existing and new feed additive formulations as well as assisting their manufacturing sites with product formulation and processing issues. He has always been very supportive of our department and the Feed Science program. He has employed Feed Science undergraduate and graduate students since 2012. He has also help create a Phibro scholarship for undergraduate students in Feed Science and Management.

It is without reservation that I highly recommend and support the nomination of Dr. Charles Fahrenholz for the department’s Graduate Adjunct Faculty. He has been a great asset to the Feed Science and Management program in particular and the department in general.

/alm
NAME  CHARLES H. FAHRENHOLZ

DEPARTMENT/UNIT  GRAIN SCIENCE AND INDUSTRY

EDUCATION:

EXAMPLE:  B.S.  1984  University of *********, Plant Sciences
          M.S.  1986  University of....
          Ph.D.  1988  University of....

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Location, Degree Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>1870</td>
<td>Grove City College, Biology</td>
</tr>
<tr>
<td>M.S.</td>
<td>1983</td>
<td>Kansas State University, Feed Science &amp; Technology</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1989</td>
<td>Kansas State University, Feed Science &amp; Technology</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE:

(List current and three most recent positions)

EXAMPLE:  Associate Professor, Department of XXXXX, Kansas State University, Manhattan

Current:  YYYY - YYYY  2002-present  Position  Director, Global Formulation Development, Phibro Animal Health

Previous
  YYYY - YYYY  1984-1992  Position  Research Associate, Grain Science & Industry, Kansas State University

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:

(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)

EXAMPLE:


May 9, 2014

Evaluation for Shahin Nayyeri Amiri

To: Graduate Council

Dr. Shahin Nayyeri received his M.S. and Ph.D. in Civil Engineering from Kansas State University in 2010 and 2011 respectively. During the course of his studies, he was an excellent student as evidenced by receiving the Outstanding PhD Student Award from the department in 2010. Currently, he is a Ph.D. student in Mechanical Engineering at Kansas State University. While pursuing his second PhD, he started teaching graduate courses for the departments of Civil and Mechanical Engineering at a rate of one graduate course per semester. During Fall 2012, he taught the course CE790 Theory of Plates and Shells which was a very popular course among on campus and distance students. The content of the course was reviewed by our graduate faculty in the structural area. Dr. Rasheed mentioned that the content is detailed, timely and important to our graduate students. During Spring 2013, he taught the course ME716 Intermediate Dynamics for the mechanical engineering department. In Summer 2013, he taught a new course (CE 816 Design of Tall Buildings) for our department. Again, this is a popular course among our graduate students both on campus and distance students. Based on the above evaluation, we recommend him for Associate Membership to teach graduate courses.

Sincerely,

[Signature]

Robert W. Stokes, Phd
Professor and Interim Department Head
NAME Shahin Nayyeri Amiri

DEPARTMENT/UNIT Mechanical Engineering

EDUCATION:

EXAMPLE: B.S. 1984 University of **********, Plant Sciences
          M.S. 1986 University of...
          Ph.D. 1988 University of...

Degree  Ph.D. Year  2011 Location, Degree Title Kansas State University, Civil Engineering (Structural Engineering)
        M.Sc. Year  2010 Location, Degree Title Kansas State University, Civil Engineering (Geotechnical Engineering)
        M.Sc. Year  2002 Location, Degree Title Tabriz University, Civil Engineering (Structural Engineering)

PROFESSIONAL EXPERIENCE:
(List current and three most recent positions)

EXAMPLE: Associate Professor, Department of XXXXX, Kansas State University, Manhattan

Current: YYYY-YYYY 2011-2014 Position Lecturer in Civil Engineering Department and Ph.D candidate at Mechanical Engineering Department

Previous YYYY-YYYY 2008-2011 Position Teaching and Research assistant at K-State University

YYYY-YYYY 2005-2008 Position Teaching assistant at Middle East Technical University

YYYY-YYYY 2002-2005 Position Lecturer at Tabriz University

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:
(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)

EXAMPLE:


July 22, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin:

I have been told that Dr. John M. Persyn’s (WID W00000083224) appointment as Graduate Faculty Associate (GFA) membership is due for renewal. Dr. Persyn holds faculty appointment at the rank of Adjunct Assistant Professor on the Faculty of Adult Education, which is housed within the Department of Educational Leadership in the College of Education. I recommend reappointment without reservation.

Dr. Persyn is currently employed as Associate Professor (newly promoted since last reappointment at KSU) on the Faculty and Staff Development Division of the U.S. Army Command and General Staff College (CGSC) at Fort Leavenworth. Reappointing him as KSU Graduate Faculty Associate will allow us to continue formally utilizing his skills in our Fort program delivery activities; will continue strengthening existing Fort program linkages; and will invite extension of his skills to other programming areas we also seek to develop. Most specifically, reappointing Dr. Persyn to Graduate Faculty Associate status will allow the department to continue utilizing him to assist in delivery of portions of our online masters degree in adult education. In sum, reappointing Dr. Persyn as Graduate Faculty Associate will reap the multiple benefits of: (a) more closely binding our ties to the Command and General Staff College; and (b) increasing our flexible instructional capacity by assigning him with some frequency to other appropriate portions of our adult education online curriculum.

I have attached a copy of Dr. Persyn’s current 2014 vitae to this letter of request, showing that he is well qualified to teach on behalf of this academic program.

Sincerely yours,

David C. Thompson

Dr. David C. Thompson
Professor and Chair
Distinguished Fellow of Research and Practice NEFC
Educational Leadership

Attachments: full curriculum vitae
GFA nomination form
CURRICULUM VITAE
John M. Persyn, Ph.D.

WORK
U.S. Army Command and General Staff College
100 Stimson Avenue
Fort Leavenworth, Kansas 66027
Phone: 913-684-2442
E-mail: john.persyn.civ@mail.mil

HOME
3125 W. Summit Drive
Leavenworth, Kansas 66048
Phone: 913-772-8204
E-mail: john.persyn@gmail.com

HIGHER EDUCATION
Ph.D., Adult, Occupational and Continuing Education, Kansas State University, 2008
M.S., Adult, Occupational and Continuing Education, Kansas State University, 1997
M.A., National Security and Strategic Studies, U.S. Naval War College, 1995
B.S., Electrical Engineering, University of Kansas, 1980

RESEARCH INTERESTS
Cognitive Development, Self-directed Learning, Experiential Learning, Faculty Development,
Homeland Security Education

TEACHING EXPERIENCE
Associate Professor, Faculty Development, U.S. Army Command and General Staff College, 2013-Present
Graduate Faculty Associate, Kansas State University, 2011-Present
Adjunct Assistant Professor, Educational Leadership, Kansas State University, 2011-Present
Assistant Professor, Faculty Development, U.S. Army Command and General Staff College, 2008-Present
Instructor and Assistant Professor, Strategic and Operational Studies, U.S. Army Command and
General Staff College, 2003-2008
Senior Naval Science Instructor, Shawnee Heights High School, Tecumseh, KS, 2000-2003
Instructor, Air Anti-submarine Squadron 41 (Fleet Replacement Squadron), Naval Air Station, North Island, San Diego, CA, 1985-1987

COURSES TAUGHT
Kansas State University, Graduate-level
EDACE 847, Adult Learning and Motivation, 2011-Present
EDACE 790, Characteristics of Adult Learners, 2011-2012

U.S. Army Command and General Staff College, Faculty Development
FDP-1, Initial Instructor Certification Course, 2008-Present
FDP-2, Foundation Workshops, 2008-Present
FDP-3, Lesson Authoring Course, 2008-Present
AFDP, Advanced Faculty Development Course, 2008-Present

U.S. Army Command and General Staff College, Graduate-level
August 29, 2014

Dean Carol Shanklin,
Graduate School,
103 Fairchild Hall
Kansas State University

Dear Dean Shanklin,

I am writing this letter to explain why Dr. Venkatesh Prasad Ranganath, a Visiting Assistant Professor in our department, is needed to teach graduate level courses. Until recently, the graduate faculty consisted of 17 members. However, due to recent retirements, resignations, and a two-year tour at NSF, we currently have only 12 available graduate faculty members. Given these numbers, there are at least three graduate courses that we normally teach in the Spring that will not be able to be taught with our current graduate faculty.

On August 27, 2014, the graduate faculty in the department unanimously voted to support this recommendation. Venkatesh obtained a PhD degree from Kansas State University in 2006 and had a strong research program in software engineering and high assurance computing for five years at Microsoft before returning to Kansas State in his current capacity. He will be teaching CIS 771, Software Specification, in Spring 2015, which fits squarely in his area of expertise.

I strongly recommend Dr. Ranganath be allowed to teach graduate courses in Spring and Fall 2015. Please let me know if additional information is needed.

Sincerely

Scott A. DeLoach
Professor and Interim Department Head
Department of Computing & Information Sciences
(785) 532-6350
Venkatesh-Prasad Ranganath
Department of Computing and Information Sciences
Kansas State University

Education
B.E. 1997  Bangalore University, India. Computer Science and Engineering
M.S. 2002  Kansas State University, USA. Computer Science
Ph.D. 2006  Kansas State University, USA. Computer Science

Professional Experience
Current:  Feb 2014 - Present  Visiting Assistant Professor. Dept. of Computing & Information Sciences, Kansas State University

Selected Refereed Publications:
3. **Structural and Temporal Patterns-based Features.** Venkatesh-Prasad Ranganath and Jithin Thomas. *International Workshop on Data Analysis Patterns in Software Engineering, DAPSE 2013.*
Expedited Course Changes

FROM:  TO:

**GENBA 890 Business Practicum**
Credits: (3)
The analysis of business problems, using knowledge and tools from previous courses. Students, under the supervision of a team of faculty, will analyze actual business case problems.

**GENBA 890 Business Capstone**
Credits: (3)
The analysis of business problems, using knowledge and tools from previous courses. Students, under the supervision of a team of faculty, will analyze actual business case problems.

Requisites
Prerequisites: ACCTG 860, FINAN 815, GENBA 880 and MKTG 810.

Requisites
Prerequisites: ACCTG 860, FINAN 815, GENBA 880 and MKTG 810.

When Offered
Spring

When Offered
Spring

Rationale:
A clarification of the title is needed to avoid misleading implications that the person has to have a face-to-face position to complete the Practicum. This clarification is needed to allow for registration of the online Professional MBA program in other states.

Impact on Other Units:
None

Effective Date:
Spring 2015

FROM:  TO:

**ME 610 - Finite Element Applications in Mechanical Engineering**
Credits: (3)
The application of the finite element method to the solution of engineering problems. Topics include introductions to the methods, linear elastic stress analysis, thermal analysis, and modeling limitations and errors. Commercial computer codes are used in the applications.

**ME 610 - Finite Element Applications in Mechanical Engineering**
Credits: (3)
The application of the finite element method to the solution of engineering problems. Topics include introductions to the methods, linear elastic stress analysis, thermal analysis, and modeling limitations and errors. Commercial computer codes are used in the applications.

Requisites
Prerequisite: CE 533. Prerequisite or concurrent: ME 573.

Requisites
Prerequisite: CE 533.

When Offered
Fall

When Offered
Fall

Effective:  Fall  2014

Rationale: When ME 610 was first taught, it included a section on computational fluid dynamics. This is no longer part of the course. Although we still do some heat transfer calculations, the material is used at a level that does not require heat transfer as a pre-req.
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
</table>
| **ME 620 - Internal Combustion Engines**  
**Credits:** (3)  
Analysis of cycles, design and performance characteristics.  
**Note**  
Three hours recitation a week.  
**Requisites**  
Prerequisite: ME 523.  
**When Offered**  
Fall, *even-years*  
**Effective:** Fall 2014  
**Rationale:** To address the needs of higher enrollment and to offer more opportunities for students to take classes offered as undergrads. | **ME 620 - Internal Combustion Engines**  
**Credits:** (3)  
Analysis of cycles, design and performance characteristics.  
**Note**  
Three hours recitation a week.  
**Requisites**  
Prerequisite: ME 523.  
**When Offered**  
Fall |
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
</table>
| **ME 631 - Aircraft and Missile Propulsion**  
*Credits:* (3)  
Mechanics and thermodynamics of aircraft and missile propulsion systems; combustion; air breathing jet engines; rockets; applied compressible flow; propellants; performance and design of propulsion systems. | **ME 631 - Aircraft and Missile Propulsion**  
*Credits:* (3)  
Mechanics and thermodynamics of aircraft and missile propulsion systems; combustion; air breathing jet engines; rockets; applied compressible flow; propellants; performance and design of propulsion systems. |
| **Note**  
Three hours recitation a week. | **Note**  
Three hours recitation a week. |
| **Requisites**  
Prerequisite: ME 523, 571, MATH 240. | **Requisites**  
Prerequisite: ME 523, 571, MATH 240. |
| **When Offered**  
Spring, odd years | **When Offered**  
Spring |
| **Effective:** Fall 2014 | **Effective:** Fall 2014 |

**Rationale:** To address the needs of higher enrollment and to offer more opportunities for students to take classes offered as undergrads.

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
</table>
| **ME 633 - Thermodynamics of Modern Power Cycles**  
*Credits:* (3)  
The first and second law analysis of modern steam cycles for both fossil-fuel and nuclear-fuel installations, Cycle efficiency and factors affecting performance, such as cycle design, load factor, and auxiliaries. Thermal pollution resulting from steam cycles. | **ME 633 - Thermodynamics of Modern Power Cycles**  
*Credits:* (3)  
The first and second law analysis of modern steam cycles for both fossil-fuel and nuclear-fuel installations, Cycle efficiency and factors affecting performance, such as cycle design, load factor, and auxiliaries. Thermal pollution resulting from steam cycles. |
| **Note**  
Three hours recitation a week. | **Note**  
Three hours recitation a week. |
| **Requisites**  
Prerequisite: ME 513. | **Requisites**  
Prerequisite: ME 523. |
| **When Offered**  
Fall, odd years | **When Offered**  
Fall |
| **Effective:** Fall 2014 | **Effective:** Fall 2014 |

**Rationale:** Currently there is an overlap between ME 633 and ME 523 (Thermo 2). By making Thermo 2 a prereq, this will eliminate the overlap in content and allow the introduction of new material rather than act as a review course for Thermo 2. This also addresses the needs of higher enrollment numbers and offers more opportunities for students to take classes offered as undergrads.
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DMP 963. Advanced Molecular Biology of Foodborne Pathogens. (2) Fall.</strong> This lecture will meet once a week for 2 hours per period. The first hour of each meeting will consist of brief student presentations of research papers illustrating key concepts presented in the previous lecture. The second hour of each meeting will consist of a lecture on the indicated topic.</td>
<td><strong>DMP 963. Advanced Molecular Biology of Foodborne Pathogens. (2) Fall odd years.</strong> This lecture will meet once a week for 2 hours per period. The first hour of each meeting will consist of brief student presentations of research papers illustrating key concepts presented in the previous lecture. The second hour of each meeting will consist of a lecture on the indicated topic.</td>
</tr>
</tbody>
</table>

**RATIONALE:** This course was intended for Fall (odd years only). This is a typographical error which needs correction.

**EFFECTIVE DATE:** Fall 2015

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CS 874. Clinical Pharmacokinetics. (3) II.</strong> An overview of pharmacokinetics with emphasis on practical implications for the clinician, including bioavailability, bioequivalence, residues in food of animal origin, dosage forms and regimens, therapeutic drug monitoring, drug interactions, interspecies difference, and the effect of disease on the pharmacokinetics of drugs. Background in physiology and statistics strongly recommended.</td>
<td><strong>AP 874. Clinical Pharmacokinetics. (3) II.</strong> An overview of pharmacokinetics with emphasis on practical implications for the clinician, including bioavailability, bioequivalence, residues in food of animal origin, dosage forms and regimens, therapeutic drug monitoring, drug interactions, interspecies difference, and the effect of disease on the pharmacokinetics of drugs. Background in physiology and statistics strongly recommended.</td>
</tr>
</tbody>
</table>

**RATIONALE:** Primary Instructor has changed Departments from Clinical Sciences to Anatomy & Physiology. Course fits well with the pharmacology focus of this Department.

**Impact (i.e. if this impacts another college/unit):** Course no longer offered through Clinical Sciences

**EFFECTIVE DATE:** Spring 2015

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CS 760. Topics in Global Veterinary Medicine. (1) II.</strong> An overview of the role of veterinarians around the world. Topics include international uses and attitudes about animals, problems the world faces pertaining to livestock production, and social tensions. One hour lecture each week. Pr: 2nd or 3rd year standing in the College of Veterinary Medicine, or enrolled as a graduate student with instructor permission.</td>
<td><strong>CS 760. Topics in Global Veterinary Medicine. (1) II.</strong> An overview of the role of veterinarians around the world. Topics include international uses and attitudes about animals, problems the world faces pertaining to livestock production, and social tensions. One hour lecture each week. Pr: 2nd year standing in the College of Veterinary Medicine, or enrolled as a graduate student with instructor permission.</td>
</tr>
</tbody>
</table>

**RATIONALE:** This course will no longer be offered as a 3rd year elective.

**EFFECTIVE DATE:** Fall 2015
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CS 795. Advanced Surgical Experience. (2) I, II.</strong> Designed to expose students to additional elective surgeries. This will include two days per week of elective surgery in the KSU Veterinary Health Center. The remaining days will be filled with elective surgery at an animal shelter, or cadaver surgery. Pr: Fourth-year standing in the College of Veterinary Medicine and must have completed CS 754 prior to participating in this course.</td>
<td><strong>CS 795. Advanced Surgical Experience. (2) I, II.</strong> Designed to increase exposure to soft tissue surgical theories and techniques by providing both hands on surgical experience on cadavers and literature review skills. Pr: Fourth-year standing in the College of Veterinary Medicine; CS 754.</td>
</tr>
</tbody>
</table>

**RATIONALE:** The course description needs changed because live animal surgeries are no longer able to be offered in this course due to lack of resources. The veterinary students will perform surgeries on cadavers.

**EFFECTIVE DATE:** Spring 2015
The master of business administration (MBA) program offered through the College of Business Administration, is designed to provide professional business education to individuals who wish to pursue a variety of administrative careers in both the private and public sectors. The theme of the curriculum is intrapreneurship which can be defined as an “entrepreneurial attitude and approach to management and problem-solving within any organization, large or small.” Throughout the program, the focus is “what one needs to know to run a business” while developing the ability to analyze all types of business situations and propose appropriate, creative and financially sound solutions. The curriculum combines conceptual, analytical and experiential approaches to learning both in and out of the classroom. Once the foundation of basic problem solving tools and knowledge in each functional area is established, the program deepens the interdisciplinary understanding of problem-solving approaches and their functional, ethical, environmental and international ramifications. The program then culminates with a required capstone practicum. This practicum makes the K-State MBA unique in the area, by providing an interdisciplinary, consulting-type of experience for all students in their last semester of study.

The MBA curriculum is a 45 credit hour program designed to be completed in two years of full-time study or four years of part-time, typically evening study. Four components comprise the curriculum:

- Business core (27 credit hours)
- Integrated Core (6 credit hours)
- Set of Electives (12 credit hours – see below)

On-Campus students may choose to pursue a prespecified, focused Concentration in lieu of the Set of Electives. Students pursuing a masters degree in another field may choose to use 9 credit hours from their other Masters as the Set of Electives in the MBA. Thus, a dual Masters/MBA can be obtained with an additional 39 credit hours.

---

The master of business administration (MBA) program offered through the College of Business Administration, is designed to provide professional business education to individuals who wish to pursue a variety of administrative careers in both the private and public sectors. The theme of the curriculum is intrapreneurship which can be defined as an “entrepreneurial attitude and approach to management and problem-solving within any organization, large or small.” Throughout the program, the focus is “what one needs to know to run a business” while developing the ability to analyze all types of business situations and propose appropriate, creative and financially sound solutions. The curriculum combines conceptual, analytical and experiential approaches to learning both in and out of the classroom. Once the foundation of basic problem solving tools and knowledge in each functional area is established, the program deepens the interdisciplinary understanding of problem-solving approaches and their functional, ethical, environmental and international ramifications. The program then culminates with a required capstone practicum. This practicum makes the K-State MBA unique in the area, by providing an interdisciplinary, consulting-type of experience for all students in their last semester of study.

The MBA curriculum is a 45 credit hour program designed to be completed in two years of full-time study or four years of part-time, typically evening study. Four components comprise the curriculum:

- Business core (27 credit hours)
- Integrated Core (6 credit hours)
- Set of Electives (12 credit hours – see below)

On-Campus students may choose to pursue a prespecified, focused Concentration in lieu of the Set of Electives. Students pursuing a masters degree in another field may choose to use 9 credit hours from their other Masters as the Set of Electives in the MBA. Thus, a dual Masters/MBA can be obtained with an additional 39 credit hours.
Both on-campus and online students with more than three years of approved full-time work experience may choose to waive six credit hours of electives.

Online students must have three years of full-time approved work experience and should take GENBA 875 (1 credit) International Business Experience and GENBA 800 (2 credits) Professional Development and one three-hour elective in place of the Set of Electives.

The Integrated Core will be composed of a three-credit hour theory component with a three credit hour practicum component. The full time program of study can be completed in 22 months.

Before beginning the MBA coursework, students must acquire basic competency in mathematical analysis, statistics and economic theory and analysis. These competencies may be acquired through specific undergraduate course work with the number of courses required depending on the applicant’s prior academic work. This basic competency coursework may be taken after admission to the MBA program during the student’s first semester.

Once admitted, MBA students are responsible for making themselves aware of Graduate School policies and deadlines.

Areas of concentration – Available only to on-campus students

K-State’s MBA offers its students the opportunity to gain general business knowledge as well as develop a focus in a particular area of interest. Concentration areas are available in enterprise information systems, finance, management, and technology entrepreneurship. Specific courses have been carefully developed to complement one another and best meet the needs of our students. Students wishing to complete specific concentrations will be restricted to designated course work. MBA students may not take a concentration in accounting. Students interested in accounting should enroll in the Master of Accountancy (MAcc) program.

Enterprise information systems

This area of concentration is to teach students...
how enterprise-wide information systems and key information technologies, such as the Internet, help organizations reinvent their business processes and gather information in support of related key strategic business initiative. Students will get an indepth look at an enterprise-wide information system while focusing on systems design, evaluation and control.

Finance

The finance concentration will allow students to combine the broad MBA education with specific skills necessary to be a successful financial analyst or manager. Students will specialize in controlling the resource investments required to support an enterprise’s operating activities, planning and negotiating appropriate financing arrangements to support these investment requirements, and managing the risks inherent in an enterprise’s investment and financing activities.

Management

A concentration in management will allow a student to develop their knowledge in human resource management and/or operations management. Courses are offered in a variety of areas of management such as leadership, entrepreneurship, supply chain management, personnel law, etc.

Technology entrepreneurship

The technology entrepreneurship concentration allows graduate students to gain valuable exposure to the innovation and technology commercialization process at Kansas State University through in-class teaching and on-the-job training programs. Students in the concentration focus on the creation and management of innovation in organizations with a particular emphasis on the commercialization of intellectual property. Students with undergraduate degrees in the sciences and engineering are especially encouraged to consider this concentration as part of their programs.

Curriculum prerequisite courses:

Curriculum Components: (for course descriptions, please see the respective departmental listings)
Accounting, Finance, Management, Marketing
Six hours of economics
MATH 205 General Calculus and Linear Algebra or evidence of equivalent preparation
STAT 703 – Introduction to Statistical Methods for the Sciences Credits: (3) or equivalent preparation

Business core
27 credit hours; may waive 6-12 credit hours if “B” or better is achieved in equivalent courses at the discretion of the program director. Typically waivers are only granted for multiple undergraduate courses taken, and only credits from AACSB accredited institutions are accepted.

- ACCTG 810 - Foundations of Accounting and Finance Credits: (3)
- ECON 815 - Economic Analysis for Business Credits: (3)
- FINAN 815 – Corporate Finance Credits: (3)
- MANGT 810 - Operations & Supply Chain Management Credits: (3)
- MANGT 820 - Behavioral Management Theory Credits: (3)
- MANGT 830 – Information Technology Strategy and Application Credits: (3)
- MKTG 810 - Marketing Concepts and Research Credits: (3)
- ACCTG 860 - Management Accounting and Business Problem Solving Credits: (3)
- MANGT 860 – Managing the Triple Bottom Line Business Credits: (3)

Integrated core
6 credit hours
- GENBA 880 - Business Strategy Credits: (3)
- GENBA 890 - Business Practicum Credits: (3)

Electives/concentration – Available only to on-campus students
12 credit hours; with at least two 800-level courses, with the remainder to be composed of 600-level (and above) courses from any college, with the approval from the student’s advisory committee.

Six hours of economics
MATH 205 General Calculus and Linear Algebra or evidence of equivalent preparation
STAT 703 – Introduction to Statistical Methods for the Sciences Credits: (3) or equivalent preparation

Business core
27 credit hours; may waive 6-12 credit hours if “B” or better is achieved in equivalent courses at the discretion of the program director. Typically waivers are only granted for multiple undergraduate courses taken, and only credits from AACSB accredited institutions are accepted.

- ACCTG 810 - Foundations of Accounting and Finance Credits: (3)
- ECON 815 - Economic Analysis for Business Credits: (3)
- FINAN 815 – Corporate Finance Credits: (3)
- MANGT 810 - Operations & Supply Chain Management Credits: (3)
- MANGT 820 - Behavioral Management Theory Credits: (3)
- MANGT 830 – Information Technology Strategy and Application Credits: (3)
- MKTG 810 - Marketing Concepts and Research Credits: (3)
- ACCTG 860 - Management Accounting and Business Problem Solving Credits: (3)
- MANGT 860 – Managing the Triple Bottom Line Business Credits: (3)

Integrated core
6 credit hours
- GENBA 880 - Business Strategy Credits: (3)
- GENBA 890 - Business Pracism Credits: (3)

Electives/concentration – Available only to on-campus students
12 credit hours; with at least two 800-level courses, with the remainder to be composed of 600-level (and above) courses from any college, with the approval from the student’s advisory committee.
committee. A limited number of business concentrations will be available on campus only. Students with more than three years of approved full-time work experience may choose to waive six credit hours of electives.

Online students must have the following in lieu of the series of electives:
- Three years of full-time approved work experience
- One elective offered for graduate credit. **Credits:** (3)
- GENBA 875 MBA International Business Experience **Credits:** (1-3)
- GENBA 800 MBA Professional Development **Credits:** (1-3)

Rationale
A course in the Integrated Core requirement is being changed from GENBA 890 Business Practicum to GENBA 890 Business Capstone to avoid implications that the person has to have a face-to-face position to complete the Practicum. This clarification is needed to allow for registration of the online Professional MBA program in other states.

Impact On Other Units
No other units are impacted.

Effective Date
Spring 2015
The School of Family Studies and Human Services offers a Master of Science degree in Family Studies and Human Services with a specialization in life span human development. The life span human development M.S. specialization is concerned with the growth and development of the individual, the varying contexts of human development, and the processes underlying development throughout the life cycle. The continuous and systematic changes in the behavior of individuals, and the processes underlying these developmental changes across the life span, are of primary interest. Consideration is given to the ways in which varying and changing ecological contexts, both large and small, influence human development. In the School of Family Studies and Human Services, we are particularly interested in the influences of family context and family relations on the course of development. Further, consistent with the orientations and goals of our applied perspective, this specialization is concerned with identifying factors which may foster and enhance development and optimize growth over the life span. Overall, the life span human development specialization provides students with opportunities to study developmental processes and transitions from conception to death, the many factors influencing the course and direction of development, and implications of these for research, applied programs and social policy. A minimum of 36 hours of graduate course work is required for this M.S. degree.

### Required Courses (21-22 credit hours)

**Human Development:**
- FSHS 810 - Child Development Credits: (3)
- FSHS 815 - Infant Behavior and Development Credits: (3)
- FSHS 820 - Theories of Human Development Credits: (3)
- FSHS 822 - Transition to Adulthood Credits: (3)
- FSHS 845 - Adult Development and Aging Credits: (3)

**Research Methodology**
- FSHS 888 - Research Methods in FSHS I Credits: (3)
- STAT 705 - Regression and Analysis of Variance Credits: (3)

Or

**Research Methodology**
- FSHS 888 - Research Methods in FSHS I Credits: (3)
- STAT 703 – Introduction to Statistical Methods for the Sciences Credits: (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIO 825</td>
<td>Quantitative Methods</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Context and Processes (8-13 credit hours)**

*Select from the following:*

- FSHS 700 - Problems in Family Studies and Human Services Credits: (Var.)
- FSHS 708 - Topics in Family Studies and Human Services Credits: (2-3)
- FSHS 713 - Adolescents & Their Families: Implications for Youth Professionals Credits: (3)
- FSHS 723 - Practicum in Youth Development Credits: (1-3)
- FSHS 824 - Parent-Child Interaction: Theory and Research Credits: (3)
- FSHS 850 - Family Studies Credits: (3)
- FSHS 852 - Contemporary Family Theories Credits: (3)
- FSHS 865 - Human Sexuality Credits: (3)
- FSHS 884 - Practicum in Parent Education Credits: (Var.)
- FSHS 890 - Research Methods in FSHS II Credits: (3)
- FSHS 892 - Practicum in Human Development Research Credits: (Var.)
- FSHS 893 - Program Evaluation in Human Services Credits: (3)
- PSYCH 620 - Psychology of Personality Credits: (3)
- PSYCH 650 - Psychology of Language Credits: (3)
- PSYCH 953 - Seminar in Personality Credits: (1-3)
- SOCIO 544 - Social Gerontology: An Introduction to the Sociology of Aging Credits: (3)
- SOCIO 944 - Seminar in the Sociology of Aging Credits: (3)

- or -

**End of Program Requirements**

- Thesis: an empirical research project (6-8 hours of M.S. Research) or Report (2 hours of M.S. Research) or Manuscript or journal article of acceptable quality
- Oral examination: focused on the thesis, report or manuscript

**Notes**

Students interested in this option with questions about

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 705</td>
<td>Regression and Analysis of Variance</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Or**

- SOCIO 825 - Quantitative Methods Credits: (3)

**Context and Processes (8-13 credit hours)**

*Select from the following:*

- FSHS 700 - Problems in Family Studies and Human Services Credits: (Var.)
- FSHS 708 - Topics in Family Studies and Human Services Credits: (2-3)
- FSHS 713 - Adolescents & Their Families: Implications for Youth Professionals Credits: (3)
- FSHS 723 - Practicum in Youth Development Credits: (1-3)
- FSHS 824 - Parent-Child Interaction: Theory and Research Credits: (3)
- FSHS 850 - Family Studies Credits: (3)
- FSHS 852 - Contemporary Family Theories Credits: (3)
- FSHS 865 - Human Sexuality Credits: (3)
- FSHS 884 - Practicum in Parent Education Credits: (Var.)
- FSHS 890 - Research Methods in FSHS II Credits: (3)
- FSHS 892 - Practicum in Human Development Research Credits: (Var.)
- FSHS 893 - Program Evaluation in Human Services Credits: (3)
- PSYCH 620 - Psychology of Personality Credits: (3)
- PSYCH 650 - Psychology of Language Credits: (3)
- PSYCH 953 - Seminar in Personality Credits: (1-3)
- SOCIO 544 - Social Gerontology: An Introduction to the Sociology of Aging Credits: (3)
- SOCIO 944 - Seminar in the Sociology of Aging Credits: (3)

- or -

**End of Program Requirements**

- Thesis: an empirical research project (6-8 hours of M.S. Research) or Report (2 hours of M.S. Research) or Manuscript or journal article of acceptable quality
- Oral examination: focused on the thesis, report or manuscript
program requirements or curriculum should contact:

Dr. Rick Scheidt or Dr. Bronwyn Fees  
Co-Chairs  
Life Span Human Development  
School of Family Studies and Human Services  
315 Justin Hall or 343J Justin Hall  
Kansas State University  
Manhattan, KS 66506  
(785) 532-1483 or (785) 532-1476  
rscheidt@ksu.edu or fees@ksu.edu

Students interested in this option with questions about admissions should contact:

Connie J. Fechter  
Graduate Program Admissions Coordinator  
School of Family Studies and Human Services  
304 Justin Hall  
Kansas State University  
Manhattan, KS 66506  
(785) 532-1473  
fechter@ksu.edu

Rationale: This change is to reflect changes by the Department of Statistics.

Impact (i.e. if this impacts another unit): Department of Statistics has recommended STAT 703 as appropriate replacement for STAT 702 which has been discontinued by the department. James W. Neill, Dept. of Statistics by email on 12/2/2013.

Effective Term: Fall 2014
**Non-Expedited New Courses**

**EDACE 832.** Interpersonal and Intrapersonal Dynamics for Adult Learners. (3) II, S. This course explores various psychological and sociological factors that impact leadership. Through examining topics like verbal and nonverbal communication, active listening, learning and presentation styles, emotional intelligence, conflict, and motivation, students gain a deeper understanding of how these factors affect their personal leadership styles and impact adults they are leading.

**IMPACT:** None.

**RATIONALE:** Current on-ground and online students have requested fuller offerings of the administrative leadership functions of adult education. In addition, surveys completed by Animal Health-related organizations in the Kansas City area have requested assistance in developing workforce soft skills.

**EFFECTIVE DATE:** Spring 2015

**EDACE 836.** Group Dynamics for Adult Learners. (3) II, S. This course focuses on group and team behavior and processes in the adult education environment. Various factors that impact group behavior, processes, and effectiveness will be examined and participants will learn skills needed to more effectively manage and facilitate groups and teams of adults to achieve organizational objectives, accomplish tasks, and fulfill individual members’ needs.

**IMPACT:** None.

**RATIONALE:** Current on-ground and online students have requested fuller offerings of the administrative leadership functions of adult education. In addition, surveys completed by Animal Health-related organizations in the Kansas City area have requested assistance in developing workforce soft skills.

**EFFECTIVE DATE:** Spring 2015

**EDACE 839.** Experiential Learning and Leadership Dynamics. (3) I, II, S. Framed in the theory of experiential learning, students will apply theories and principles learned throughout the leadership dynamics program to a professional problem/setting. Students will present their experiences to a panel of academic and professional practitioners.

**IMPACT:** None.

**RATIONALE:** Current on-ground and online students have requested fuller offerings of the administrative leadership functions of adult education. In addition, surveys completed by Animal Health-related organizations in the Kansas City area have requested assistance in developing workforce soft skills.

**EFFECTIVE DATE:** Spring 2015
Course Add

FSHS 956
Clinical Research and Applications in Financial Counseling and Planning

Credits: (3)

An overview of client relationship building strategies and the design and application of clinical research methods. Designed for doctoral students in personal financial planning.

When Offered: Summer

Other Requirements: Doctoral Student in Human Ecology with an emphasis in Personal Financial Planning.

K-State 8 TAG: None

K-State 8 TAG Rationale:

Rationale: Previously this course has been taught to PFP doctoral students as FSHS 756: Financial Counseling. This course is being added to replace FSHS 756 for PFP doctoral students to more accurately reflect the content that is disseminated and to distinguish it from FSHS 756 taught in both the Master’s and Bachelor’s degree programs.

IMPACT: None

Effective: Spring 2015

Department of Hospitality Management and Dietetics

Course Add

HMD 892
Leadership in Hospitality and Dietetics Administration

Credits: (3)

Explores classic and contemporary leadership theories and their applications to dietetics, healthcare, and hospitality organizations.

When Offered: Summer

Rationale: This course was developed to support the GP-IDEA Master’s of Science degree program in Dietetics. Primarily, the course will be taught as an on-line course for those students; however, it could be taught as part of the on-campus graduate program in Hospitality and Dietetics Administration.

IMPACT: None

Effective: Summer 2015
**Course Add**

**HN 881**  
Seminar in Sensory Analysis and Consumer Behavior

**Credits:** (1)

Student experiences for professional development including developing and delivering a presentation and navigating the workplace.

**When Offered:** Spring

**K-State 8 Tag:** None

**K-State 8 Tag Rationale:**

**Pre-Requisite:**

**Rationale:** When asking employers what skills they feel are lacking amongst their employees, the most common response is presentation and “soft skills”. The majority of graduate courses are aimed to develop and sharpen students’ knowledge and competency in their field. This course provides students the opportunity to know more about the presentation and soft skills needed for networking, interviewing, and navigating the workplace. Through research presentations, a lecture series and guest speakers, students will be understand the value of soft skills and tools needed for workplace success.

**IMPACT:** None

**Effective:** Spring 2015

---

**Course Add**

**HN 913**  
Eating Behavior

**Credits:** (2)

Study of the theoretical and practical aspects of food choice. Impacts of social, economic, and political policies on food choice and impacts to global issues by individual food choices. Lecture.

**When Offered:** Spring

**K-State 8 Tag:** None

**K-State 8 Tag Rationale:**

**Pre-Requisite:** HN 833 and HN 841

**Rationale:** This course previously was taught under the HN911 Topics designation. The course needs to have a permanent number to highlight its availability and provide a permanent home for the information course. The topics in this course are important for key for many students in various food and nutrition and related disciplines. The course focuses on both the theoretical and practical aspects of food choice. Both the societal impacts on food choices and the impacts to society by individual choices will be covered.

**IMPACT:** None

**Effective:** Spring 2015
ADD: **CS 796. Small Animal Emergency Rotation.** (2) I, II, S. Enhanced training in the management of small animal patients presented to the emergency service. Evaluation, management, and monitoring of small animal patients in the intensive care unit. Pr.: Fourth-year standing in the College of Veterinary Medicine.

**RATIONALE:** The addition of a stand-alone 2 week core Small Animal Emergency rotation will enhance training and management of small animal emergency and critical care cases. Students will build on and have an opportunity to apply knowledge learned from the pre-clinical curriculum.

**EFFECTIVE DATE:** Summer 2015

ADD: **COT 611. Introduction to and Overview of Aircraft Certification.** (3) Fall. Provides an overview of the FAA certification process relating how the certification process contributes to a safe National Airspace System. Application of relevant Federal Aviation Regulations. Covers both aircraft type and production certification to include airframe, engine, and component certification.

**RATIONALE:** This course will provide students an introduction to the aircraft certification process.

**IMPACT:** No impact on other departments.

**EFFECTIVE DATE:** Spring 2015

ADD: **COT 622. Aircraft Type Certification.** (3) Fall. A detailed examination of the type conformity certification process leading to the issuance of airworthiness certification. Covers FAA and international conformity standards and regulating bodies as well as relevant Minimum Operating Performance Standards to include DO 160, 178, and 254. Presents the supplemental type certification process, continuing airworthiness process, airworthiness directives, the relationship of manufacturer service bulletins, and the type certification change process.

**RATIONALE:** This course will prepare the student with appropriate competency in aircraft type certification process.

**IMPACT:** No impact on other departments.

**EFFECTIVE DATE:** Spring 2015

ADD: **COT 634. Aircraft Production Certification.** (3) Spring. A detailed examination of the elements of the aircraft production certification process; including FAA surveillance designations, the application and approval process, the parts manufacturer approval process, production approval procedures, certificate management of production approval holders, and the technical standard order program. Pr.: COT 611.

**RATIONALE:** This course will prepare the student with appropriate competency in aircraft type certification process.

**IMPACT:** No impact on other departments.

**EFFECTIVE DATE:** Spring 2015
ADD:  COT 636. Aircraft Certification Project. (3) Spring. An applied project focused on aircraft type or production certification. This course is designed to improve the demonstration of professional knowledge of aircraft certification processes. Pr.: COT 611 and COT 622.

RATIONALE:  This course is intended to demonstrate appropriate competency in applying aircraft certification process.

IMPACT:  No impact on other departments.

EFFECTIVE DATE:  Spring 2015

ADD:  COT 660. Airport Law. (3) Spring. A detailed study of how the U.S. regulatory and legal systems work in relation to airport management. This course emphasizes contract law related to the Federal Aviation Administration Airport covenants and restrictions, Federal Aviation Regulation compliance, and airport operator liability.

RATIONALE:  The body of specialized knowledge required in this area continues to grow as airports in the U.S. become more regulated at all levels as time goes on. It is important for students who wish to work in this area be familiar with airport law as it relates to the areas of noise abatement, land-use, environmental regulations among many more.

IMPACT:  No impact on other departments.

EFFECTIVE DATE:  Spring 2015

ADD:  COT 663. UAS Flight Operations Management. (3) Fall. Best practices for managing complex operations of Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) including topics on: personnel and training, regulatory/policy considerations, airspace access, operating procedures, mission planning, system acquisitions, safety, customer relations, application-specific considerations, and data handling. Emphasis on the handling of unexpected delays and challenges to normal operations.

RATIONALE:  The ability to successfully direct and manage flight and field operations requires a unique skillset that includes knowledge of FAA, DOD, OSHA, ICAO, and DOT regulations, governmental policies, best management practices, safety requirements, and the technical aspects of UAS mission planning, among other areas of expertise. This course will meet industry needs by developing requisite competencies in these areas.

IMPACT:  No impact on other departments.

EFFECTIVE DATE:  Spring 2015
ADD: COT 664. UAS Program Management. (3) Spring. Best practices for top-level management of an Unmanned Aircraft Systems (UAS) program, including topics on: strategic planning, business model development, proposals, marketing, customer and government relations, personnel management, data handling and security, export control, regulatory environment, and operating procedures.

RATIONALE: This course will provide students with the skills and knowledge necessary to successfully administer programs and manage projects in Unmanned Aircraft Systems in a variety of contexts including field operations and business environments.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2015

ADD: COT 674. Processing Techniques for Low-Altitude Remotely Sensed Data. (3) Fall. Students learn techniques for exploring remotely sensed data using geographic information systems and image processing software. Topics include manipulation of vector and raster data, management of spatial databases, image stitching, georeferencing, orthorectification, and techniques in the use and interpretation of metadata and development of spatial analysis models useful in remote sensing applications.

RATIONALE: Published data suggests that only 20% of the total time devoted to completion of UAS data acquisition missions (e.g., herd counts, wildlife monitoring, emergency management, precision agriculture, environmental monitoring) is consumed in flight operations, with the remainder being invested in data processing. Thus, data processing represents a substantial investment in time and resources. This course is intended to introduce the student to basic concepts and skills necessary to complete the tasks associated with this significant aspect of UAS operations.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2015

ADD: COT 675. Acquisition and Advanced Processing of LARS Data. (3) Spring. Topics begun in COT 674 are further developed. Advanced topics include: multi-spectral data acquisition and processing, exploitation of full-motion video, interpretation of geospatial and remotely sensed data, geostatistical methods of data analysis, photogrammetric measurements, and an introduction to big data concepts. Pr.: COT 674.

RATIONALE: Given that data processing consumes the largest amount of UAS project time and produces the finished product for which the majority of civil/commercial UAS missions are flown, greater skill and more advanced knowledge of data processing is beneficial to the student and to potential employers. The rationale for offering this class is to enhance the skillset acquired in the prerequisite course and develop additional expertise in data processing techniques.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2015
ADD: COT 676. Low-Altitude Remote-Sensing Product/Project Development. (3) Fall. Building on the skills acquired in COT 674 and 675, students fly a low-altitude remote-sensing mission to obtain geospatial data to process, manipulate, and analyze as the means of developing a finished product in areas of interest to the student. Potential areas of investigation include: precision agriculture, environmental remediation, fire management, wildlife studies, or stewardship of managed ecosystems. Pr.: COT 675.

RATIONALE: This course provides practical experience in the application of the skills and techniques acquired in the two prerequisite courses. In conducting a remote sensing mission from inception through data acquisition to finished product, the student will experientially learn from the completion of a remote sensing project of that individual’s design. This course will also provide an excellent opportunity for student participation in undergraduate and graduate research opportunities.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2015

ADD: COT 703. Project Management for Professionals. (3) Fall. This course focuses on applied project management methodology, tools, and techniques. Topics include career aspects of project management; business factors affecting the project; project organization, planning, execution, and communications; the project life cycle; risk analysis; and best practices in project management.

RATIONALE: This course leads the student to acquire knowledge in the field of project management and further the skill by applying tools and techniques in project management.

IMPACT: There is no negative impact to any college (Business Administration), department or unit. All relevant departments (Industrial and Manufacturing Systems Engineering) have been contacted and report no objections.

EFFECTIVE DATE: Spring 2015

ADD: COT 704. Managerial Finances, Metrics, and Analytics. (3) Spring. Provides an overview of an organization’s financial statements, with an emphasis on the interaction between people in management positions and those statements, as well as an examination of the business investment decision-making process. Explores the use of metrics and analytics to measure and improve managerial performance.

RATIONALE: Students will gain a deeper understanding of how their daily actions and decisions as managers impact the financial statements, and ultimately shareholder wealth.

IMPACT: There is no negative impact to any college (Business Administration), department or unit. All relevant departments have been contacted and report no objections.

EFFECTIVE DATE: Spring 2015
Aimet: COT 705. Transformational Leadership for Technology. (3) Fall. Study and application of leadership styles and common leader traits, skills and behaviors needed in technology industries and dynamic environments where innovation is a key success factor. Includes application in virtual team environments, and introduces concepts of transformational leadership. This course enables students to build group vision, values, and commitment and to make connections between diverse organizational cultures, leadership styles, and business strategies that enable success in a rapidly changing technology world. Students develop lifelong learning networks and information sources that enable them to continue to grow as leaders.

Rationale: Allows students to diagnose and improve organizational dynamics and behaviors and identify strategies that enable them to lead into the future.

Impact: There is no negative impact to any college (Business Administration), department or unit. All relevant departments (Psychological Sciences) have been contacted and report no objections.

Effective Date: Spring 2015

Aimet: COT 706. Informatics and Technology Management. (3) Spring. Provides theoretical and practical experience in using information technology to support organizational decision-making processes. Provides tools in areas such as statistics, research methods, data mining, and information technology to develop solutions tailored to business problems.

Rationale: Management concepts are integrated with computer science technologies and software engineering principles to form a coherent methodological approach.

Impact: There is no negative impact to any college (Business Administration), department or unit. All relevant departments have been contacted and report no objections.

Effective Date: Spring 2015

Aimet: CS 797. Introduction to Basic Surgical Principals. (1) II. Designed to teach basic surgical principles and techniques. Principles of asepsis, gowning and gloving, instrument identification and use, and basic suturing will be introduced utilizing a combination of online teaching and direct laboratory instruction on models. Provides a strong foundation for entering into the third year surgery laboratory course. Pr: Second year standing in the College of Veterinary Medicine.

Rationale: Designed to teach the second year veterinary student basic surgical principles and techniques and will provide a strong foundation for entering into the third year surgery laboratory course.

Impact: None

Effective Date: Spring 2015

RATIONALE: To provide graduate students with an opportunity to learn more about small animal nephrology/urology (various topics: Pathophysiology, clinical signs, differential diagnoses, diagnostic approach, and treatment consideration).

IMPACT: None

EFFECTIVE DATE: Spring 2015

ADD: CS 884. Surgical Pathophysiology I – Hematology, Anesthesia and Infection. (1) I, II, S. Designed to expose small animal surgery residents to a standard curriculum set out by the American College of Veterinary Surgeons in preparation for the Phase I Surgery Qualification examination. Assigned textbook reading covers various topics: Hematology, Anesthesia and Infection. Meet for one hour weekly with faculty to guide the resident’s self-study, answer questions, and correct deficiencies. Pr: Small animal surgery resident at Kansas State University Veterinary Health Center and Graduate Student.

RATIONALE: Small Animal Surgery residents are required by the American College of Veterinary Surgeons to follow a formal course of study over 4 semesters that includes prescribed readings from various published sources. Course faculty will meet weekly for one hour to guide the resident’s self-study, answer questions, and correct deficiencies.

IMPACT: None

EFFECTIVE DATE: Spring 2015

ADD: CS 885. Surgical Pathophysiology II – Analgesia and Wound Management. (1) I, II, S. Designed to expose small animal surgery residents to a standard curriculum set out by the American College of Veterinary Surgeons in preparation for the Phase I Surgery Qualification examination. Assigned textbook reading covers various topics: Analgesia and Wound Management. Meet for one hour weekly, with faculty to guide the resident’s self-study, answer questions, and correct deficiencies. Pr: Small animal surgery resident at Kansas State University Veterinary Health Center and Graduate Student.

RATIONALE: Small Animal Surgery residents are required by the American College of Veterinary Surgeons to follow a formal course of study over 4 semesters that includes prescribed readings from various published sources. Course faculty will meet weekly for one hour to guide the resident’s self-study, answer questions, and correct deficiencies.

IMPACT: None

EFFECTIVE DATE: Spring 2015
ADD: CS 886. Surgical Pathophysiology III – Soft Tissue Surgery. (1) I, II, S. Designed to expose small animal surgery residents to a standard curriculum set out by the American College of Veterinary Surgeons in preparation for the Phase I Surgery Qualification examination. Assigned textbook reading covers Soft Tissue Surgery topics. Meet for one hour weekly, with faculty to guide the resident’s self-study, answer questions, and correct deficiencies. Pr: Small animal surgery resident at Kansas State University Veterinary Health Center and Graduate Student.

RATIONALE: Small Animal Surgery residents are required by the American College of Veterinary Surgeons to follow a formal course of study over 4 semesters that includes prescribed readings from various published sources. Course faculty will meet weekly for one hour to guide the resident’s self-study, answer questions, and correct deficiencies.

IMPACT: None

EFFECTIVE DATE: Spring 2015

ADD: CS 887. Surgical Pathophysiology IV – Orthopedic and Neurosurgery. (1) I, II, S. Designed to expose small animal surgery residents to a standard curriculum set out by the American College of Veterinary Surgeons in preparation for the Phase I Surgery Qualification examination. Assigned textbook reading covers various topics: Orthopedic and Neurosurgery. Meet for one hour weekly, with faculty to guide the resident’s self-study, answer questions, and correct deficiencies. Pr: Small animal surgery resident at Kansas State University Veterinary Health Center and Graduate Student.

RATIONALE: Small Animal Surgery residents are required by the American College of Veterinary Surgeons to follow a formal course of study over 4 semesters that includes prescribed readings from various published sources. Course faculty will meet weekly for one hour to guide the resident’s self-study, answer questions, and correct deficiencies.

IMPACT: None

EFFECTIVE DATE: Spring 2015

ADD: DMP 719. Herd Disease Outbreak Investigation Techniques. (2) S. This course is designed to provide the knowledge necessary, through a combination of lecture, discussion, and practical experience, for new graduate veterinarians to practice herd disease-outbreak investigation in cow-calf, feedlot, and dairy practices. This course will meet over a two week period, consecutive days, during the latter part of summer.

RATIONALE: This course is designed to provide the knowledge necessary, through a combination of lecture, discussion, and practical experience, for new graduate veterinarians to practice herd disease-outbreak investigation in cow-calf, feedlot, and dairy practice.

IMPACT: None

EFFECTIVE DATE: Summer 2015
### Non-Expedited Course Changes

<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HN 841</strong> Consumer <strong>Response - Evaluation</strong>&lt;br&gt;Credits (3)</td>
<td><strong>HN 841</strong> Consumer <strong>Research - Fundamentals</strong>&lt;br&gt;Credits (1)</td>
</tr>
<tr>
<td><strong>Evaluation of consumer attitudes and perceptions of products to provide quantitative and qualitative information for research guidance. Design and implementation of consumer questionnaires and development of guides for focus groups and interviews.</strong></td>
<td><strong>Fundamentals of consumer research in terms of organizing and executing studies. Planning studies, selecting products, recruiting target consumers, and organizing study execution are included. Lecture</strong></td>
</tr>
<tr>
<td><strong>K-State 8 Tag:</strong></td>
<td><strong>K-State 8 Tag:</strong></td>
</tr>
<tr>
<td><strong>K-State 8 Rationale:</strong></td>
<td><strong>K-State 8 Rationale:</strong></td>
</tr>
<tr>
<td><strong>When Offered:</strong> <strong>Spring, Even Years</strong></td>
<td><strong>When Offered:</strong> <strong>Fall</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisite:</strong> <strong>HN 701.</strong></td>
<td><strong>Pre-Requisite:</strong> <strong>STAT 703</strong></td>
</tr>
</tbody>
</table>

**Rationale:** The previous 3-credit course is being divided into 6 1-hr modules. This is the fundamental course that is required in order to take any of the other 5 modules. The expansion of knowledge in this area means there was too much information to cover in depth in the previous course, thus the increase in credit hours of content over the modules. The advantage to separating the course into modules enables students the opportunity to select the areas of consumer research that are most relevant to their career or research focus. In this fundamentals course, students will learn how to effectively plan, select products and consumers, and execute research with consumers.

The prerequisite for this course will change from HN701 to STAT 703 to better prepare students with statistical skills before they start the consumer research sequence.

**IMPACT:** Statistics - Dr. Gary Gadbury, Head of the Department of Statistics approved this change on 3/6/2014 (see e-mail from Dr. Gadbury).

**Effective:** Spring 2015

<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HN 851</strong> Sensory Analysis Applications of Statistics&lt;br&gt;Credits (3)</td>
<td><strong>HN 851</strong> Sensory Analysis Applications of Statistics&lt;br&gt;Credits (2)</td>
</tr>
<tr>
<td><strong>Application of statistics to sensory data. Emphasis on appropriate analyses, software use, interpretation of data, and reporting.</strong></td>
<td><strong>Application of statistics to sensory data. Emphasis on appropriate analyses, software use, interpretation of data, and reporting.</strong></td>
</tr>
<tr>
<td><strong>K-State 8 Tag:</strong></td>
<td><strong>K-State 8 Tag:</strong></td>
</tr>
<tr>
<td><strong>K-State 8 Rationale:</strong></td>
<td><strong>K-State 8 Rationale:</strong></td>
</tr>
<tr>
<td><strong>When Offered:</strong> <strong>Fall, Even Years</strong></td>
<td><strong>When Offered:</strong> <strong>Fall, Even Years</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisite:</strong> <strong>HN 701, STAT 720 or 722, STAT 730</strong></td>
<td><strong>Pre-Requisite:</strong> <strong>STAT 730</strong></td>
</tr>
</tbody>
</table>

**Rationale:** Sensory Applications of Statistics (HN 851) will only focus on the multivariate tools used in sensory analysis datasets. Currently the beginning portion of the course is a review of univariate methods used in sensory analysis that will be integrated the
Descriptive Analysis and Consumer Research modules. Thus, the Statistics prerequisite for the course only needs to be STAT 730 Multivariate Statistics.

IMPACT: Statistics prerequisite change – Approved by Dr. Gary Gadbury on 3/6/2014 (see e-mail). STAT 705 is pre-requisite for STAT 730.

Effective: Spring 2015
Non-Expedited New Curriculum

FROM: Graduate Certificate Program in Leadership Dynamics for Adult Learners
TO: This 15-credit hour Graduate Certificate in Leadership Dynamics for Adult Learners emphasizes relationship skills, leadership, and communication based on adult learning theories and principles.

Admission Criteria: Students enrolling in the K-State Graduate Certificate Program in Leadership Dynamics for Adult Learners must be admitted to the K-State Graduate School. A student with a bachelor’s degree with a cumulative grade point average of at least 3.0 from a regionally accredited institution can expect to be admitted to the certificate program.

Required courses 15 credit hours:
- EDACE 832: Intrapersonal and Interpersonal Dynamics (3 cr.)
- EDACE 835: Developing Teams and Leaders (3 cr.)
- EDACE 836: Group Dynamics (3 cr.)
- EDACE 837: Quality Programs and Staff Management (3 cr.)
- EDACE 839: Experiential Learning and Leadership Dynamics (or graduate level equivalent course)

IMPACT: None.

RATIONALE: A report titled Lifelong Learning and Labor Market Needs (Evolllution, 2012) once again restated the need for ongoing learning to become a part of the workforce culture in today’s society. Through several surveys and assessment of Kansas City area corporations over the past two years, there has been a high need and interest in employees developing interpersonal skills, leadership and communication. In 2012, Adult Education began offering courses at K-State Olathe. Interest in the program has been driven by participants’ need to improve interpersonal skills, team skills, critical thinking, writing, and presentation skills (i.e., soft skills or human dimension skills). The unique feature that Adult Education brings to this mix is adult learning and development theories.

EFFECTIVE DATE: Spring 2015
Graduate Certificate Proposal
Certificate Program in Leadership Dynamics for Adult Learners
Department of Educational Leadership
Kansas State University

Introduction
This 15-credit hour online Graduate Certificate in Leadership Dynamics for Adult Learners, proposed by the Department of Educational Leadership in the College of Education, emphasizes relationship skills, leadership, and communication based on adult learning theories and principles. It can be used to strengthen personal and professional skills. This program will assist any working professional in any adult-related field who seeks to expand their skills in the areas of organizational leadership, interpersonal interactions, and multicultural and global perspectives. Heavy emphasis will be placed on the learner's practical application to a specific context of practice. All courses will be delivered face-to-face at K-State Olathe and online.

I. Statement of the Educational Objectives of the Certificate Program

To receive the certificate, students must complete the required 15 credit hours of graduate coursework outlined below. All courses are offered online and at K-State Olathe.

Admission
Students enrolling in the K-State Graduate Certificate Program in Leadership Dynamics for Adult Learners must be admitted to K-State’s Graduate School. A student with a bachelor’s degree and a cumulative grade point average of at least 3.0 from a regionally accredited institution can expect to be fully admitted to the certificate program. Students seeking this graduate certificate must fill out a Graduate School Application Form indicating that the field of study will be the Leadership Dynamics certificate program. This is a separate application from the one for admission into the masters degree. In addition to the Graduate School Application Form, applicants must submit: (1) two official copies of transcripts for all undergraduate and graduate work; and (2) a statement of goals and objectives for seeking this certificate which addresses the applicant’s current professional experience and how the leadership dynamics certificate will assist in reaching personal or professional goals. This material must be uploaded in the CollegeNet admission system used by the Graduate School.

Course Delivery
All coursework for the Graduate Certificate in Leadership Dynamics for Adult Learners is offered as distance learning via K-State Online, the course management system at Kansas State University or through face-to-face courses offered at K-State Olathe. Online classes are made up of readings, videos, discussion boards, and other online learning activities. Classes vary in format. Students may work on group projects using appropriate digital media tools or independently; yet share comments and questions via K-State Online. Courses are delivered in an 8-week timeframe. This design allows students to complete two courses each Fall and Spring semester, while only concentrating on one course at a
time. Summer terms are also eight weeks, but may be overlap if students pursue two courses simultaneously.

**Length of the Program**

If students take only one certificate course during each 8-week term, they can reasonably finish the graduate certificate in 12-18 months. However, continuous progress is expected, so that if a student does not take classes for two years, s/he is put on inactive status and must reapply to the program. Courses may not be more than six years old when the certificate program is completed.

**Student Learning Outcomes:**

1. Participants will develop critical and reflective thinking skills.
2. Participants will demonstrate written and oral communication skills and the ability to interrelate to others.
3. Participants will analyze and critique appropriate adult education and leadership dynamic theories, develop a range of leadership dynamic skills, and apply knowledge and skills appropriately to a workplace setting.
4. Students will demonstrate an understanding of the importance of values, ethics, and social responsibility for oneself, leaders, and contemporary society.

**II. Certificate Program Courses**

Courses in the Graduate Certificate in Leadership Dynamics for Adult Learners are largely drawn from the existing set of courses in Adult and Continuing Education.

The proposed 15-hour graduate certificate in AOCNT is comprised of five courses:

- EDACE 832 Interpersonal and Intrapersonal Dynamics (3 credit hrs)
- EDACE 835 Developing Teams and Leaders (3 credit hrs)
- EDACE 836 Group Dynamics of Adult Learners (3 credit hrs)
- EDACE 837 Quality Programs and Staff Management (3 credit hrs)
- EDACE 839 Experiential Learning and Leadership Dynamics (3 credit hrs) or a course equivalent approved by the program coordinators.

The first four courses may be completed in any order. In accordance with the student's needs and workplace requirements and with approval of the program coordinators, a student may substitute a graduate level equivalent course for EDACE 839. EDACE 839 Experiential Learning and Leadership Dynamics must be the last course in the sequence. Courses are offered on a rotation basis.

The final outcome for program completers is a 15-credit hour Graduate Certificate in Leadership Dynamics for Adult Learners from K-State's Department of Educational Leadership. Credits from this certificate also can be applied toward a masters or a doctoral degree in Adult and Continuing Education at K-State. If students desire to complete a full degree, these 15-credit hours will fulfill the elective requirements for the masters degree (AOCNT) and will count as electives in
the doctoral program. In addition, credits have the potential to be transferred to other graduate degree programs, either at K-State or at other regionally accredited universities. (*Acceptance of transfer credit is always at the discretion of the academic program and the institution.*)

**Course Descriptions:**

**EDACE 832 Interpersonal and Intrapersonal Dynamics for Adults (3 credit hours)**
This course examines various psychological and sociological factors that impact leadership. Through examining topics like motivation, communication and presentation styles, cognitive processing, learning styles and conflict management, students gain a deeper understanding of how these factors affect their personal leadership style and impact the adults they are leading.

**EDACE 835 Developing Teams and Leaders (3 credit hours)**
This course focuses on leadership theories and adult education theories. It will show how these theories and ideas can serve as practical tools to analyze and manage teams and leader development. Students will critically analyze their own leadership styles and skills, research leadership and ethical behavior.

**EDACE 836 Group Dynamics of Adult Learners (3 credit hours)**
The course focuses on group behavior and group processes in organizations. Ways individual and leader characteristics impact group processes will be addressed. In addition, behavior and productivity will be examined. Finally, the structure, management, and facilitation of groups to achieve organizational objectives, accomplish group tasks, and fulfill individual members’ needs will be addressed.

**EDACE 837 Quality Programs and Staff Management (3 credit hours)**
This course focuses on leadership and management skills critical to building and maintaining quality programs and organizations. Students will identify their leadership and management skills and strengths, investigate effective coaching and mentoring models, and learn how to solve problems, delegate responsibility, and manage change. Conflict management, dealing with problems employees, and basic legal issues will also be addressed.

**EDACE 839 Experiential Learning and Leadership Dynamics (3 credit hours)**
This course will be experientially based. Students will apply the theories and principles learned throughout the leadership dynamics program to a professional problem/setting. Students will present their experiences to a panel of academic and professional practitioners. (*Pre-requisites: EDACE 832, 835, 836, & 837.*)

**III. Statement of How the Courses Are Associated with the Certificate**
All courses in the certificate focus on necessary skills to understand adults, leadership dynamics, group dynamics, relationships, constructive feedback, and ethical practice. EDACE 835 and EDACE 837 have been offered over the past two years, with steady growing need and enrollment. All courses have been reviewed by
the adult education faculty for relevance and cohesive focus. The Group Dynamics course has been offered successfully under a special topics course number as well. The Interpersonal and Intrapersonal Dynamics for Adults course was newly developed to address the growing need for understanding relationships, writing, and professional skills addressed in the next section of this proposal. The Experiential Learning and Leadership Dynamics course was developed to be the capstone experience for the certificate program. Students must use the knowledge and skills developed in the previous four courses in order to address a current problem in an organization or work setting. The first time the program is offered, an intensive evaluation of the curriculum will be carried out by the faculty and will include focus group meetings with students, an advisory board associated with the population, and ultimately the supervisors of students in program.

IV. Statement of Need
A report titled *Lifelong Learning and Labor Market Needs* (Evolllution, 2012) stated the critical need for ongoing learning to become a part of the workforce culture in today’s society. Through surveys and assessment of selected Kansas City area corporations over the past two years, a high need and interest has been evident regarding employees developing interpersonal skills, leadership and communication skills.

In a report prepared by the Austin Powers Group (in Kansas City), it was noted:

“Particularly lacking, even among some individuals who have the necessary technical skills, are soft skills. Many individuals today lack analytical skills, critical thinking skills, creativity, and presentation skills. They don’t plan well, don’t work well on projects, don’t work well in small teams, and don’t communicate effectively orally or in writing.” (p.33)

In 2012, Adult Education began offering graduate courses and graduate degrees at K-State Olathe. Interest in the Olathe program has been driven by participants’ need to improve interpersonal skills, team skills, critical thinking, writing, and presentation skills (i.e., soft skills or human dimension skills). The unique feature that Adult Education brings to this mix is adult learning and development theories. Two courses in the program have already been successfully offered at Olathe with high enrollment.

There is also a very high need for this program in an online delivery format. Adult Education has offered EDACE 835 and EDACE 837 in an online environment. These courses have been highly successful and have filled to capacity (25 students) annually. Annual surveys sent to the adult education online population have clearly demonstrated continuing need, particularly in the area of group dynamics and interpersonal skills.
No known credible competition or duplication of effort exists for this proposed Graduate Certificate in Leadership Dynamics for Adult Learners. There are graduate programs in the U.S. that combine human resource development and adult education, but only a few even contain one course on leadership dynamics. This K-State offering will be the only graduate certificate in the nation targeting its curriculum to a wider audience of adult learners characterized as continuing education, university administrators, cooperative extension, or volunteer organizations as well as the general workforce.

V. Description of the Certificate Program Administration
The proposed Graduate Certificate in Leadership Dynamics for Adult Learners will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Royce Ann Collins, Associate Professor and Dr. Judy Favor, Assistant Professor, will be the primary program administrators and contacts for the certificate program. Dr. Collins and Dr. Favor will work with the Global Campus and the staff at K-State Olathe to market the program. This team will co-lead the first iteration of the certificate offering and will be responsible for overseeing course delivery and program evaluation. Higher oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership.

VI. Estimated Budget
The program will be sustained by adding it to the online program website, the Adult Education website, and Global Campus offerings for marketing and recruitment. Certificate program offerings will be part of the normal function of existing online and K-State Olathe course offerings. Courses will be taught by existing faculty, with the potential to add qualified faculty and instructors if the demand warrants. The program will be supported by revenue generated from courses and by College of Education resources.

VII. Names of Faculty Leading and/or Contributing to the Certificate Program

Dr. Royce Ann Collins, Associate Professor
Dr. Collins joined the Adult Education faculty in 2005 after working in higher education administration for 20 years. Her specialty is teaching adult learners and research on that population. She teaches several courses at K-State: Introduction to Adult Education, Social Foundations, Characteristics of the Adult Learner, Self-Directed Learning, Experiential Learning and Principles of Teaching Adults. Dr. Collins’ research interests include teaching adults, teaching and learning in all delivery formats (online, intensive, accelerated), and assessment/evaluation of programs.

Dr. Judy Favor, Assistant Professor
Dr. Favor’s 20-year career in higher education includes experience as an administrator, faculty member, and NCAA athletic coach. Prior to joining the K-State
Olathe faculty, she spent nine years as an Adult Education administrator leading recruitment, marketing, enrollment, and academic programming initiatives. Her research focus is on team dynamics and adult development. At K-State Olathe, Dr. Favor teaches in the Adult Education program and works to expand the programs in the Kansas City Metro area. Dr. Favor teaches several courses to include Adult Learning and Motivation, Group Dynamics, and Interpersonal and Intrapersonal Dynamics for Adult Learners.

**Dr. W. Franklin Spikes, Professor**
Dr. Spikes has more than 30 years' administrative, instructional, and research experience in the field of adult and continuing education in both university and corporate settings. Prior to joining the faculty at K-State, he held administrative and managerial positions at the University of Missouri-St. Louis, Saint Louis University, St. Mary's University in San Antonio, and with AT&T. His graduate-level teaching and research interests are related to workplace learning, training and development, and educational program planning and evaluation.

**Dr. Jeffrey Zacharakis, Associate Professor**
Dr. Zacharakis has over 25 years' experience as an adult educator. Dr. Zacharakis' research interests include leadership development, organization and planning, adult basic education and literacy, and quantitative and qualitative assessment and evaluation in adult education. Dr. Zacharakis teaches many of the courses focused on leadership and staff such as Developing Teams and Leaders and Quality Programs and Staff Management.

**Other Associated Faculty**
The entire Faculty of Adult Education (N=9) will be involved in the Graduate Certificate in Leadership Dynamics for Adult Learners at various and appropriate times, i.e., instructors for certificate courses can be interchangeable inasmuch as all faculty are engaged and prepared for assisting in delivery.

**VIII. Program Coordinators**

Dr. Royce Ann Collins, Associate Professor
Educational Leadership, College of Education
Phone: 913-307-7353
Email: racollin@ksu.edu

Dr. Judy Favor, Assistant Professor
Educational Leadership, College of Education
Phone: 913-307-7362
Email: jfavor@ksu.edu
Certificate in Leadership Dynamics Assessment Plan

Assessment Plan for
Certificate Program in Leadership Dynamics for Adult Learners
Department of Educational Leadership
Kansas State University

I. Introduction
   A) College of Education, Educational Leadership
   B) Person responsible for preparing the report: Dr. Royce Ann Collins

II. Overview of Assessment
    Student Learning Outcomes:
    1. Students will develop critical and reflective thinking skills.
    2. Students will demonstrate written and oral communication skills and the ability to interrelate to others.
    3. Students will analyze and critique appropriate adult education and leadership dynamic theories, develop a range of leadership dynamic skills, and apply knowledge and skills appropriately to a workplace setting.
    4. Students will demonstrate an understanding of the importance of values, ethics, and social responsibility for the self, leaders, and contemporary society.

    The Alignment Matrix is attached.

III. Assessment Strategies
    Course objectives will be aligned with each SLO by the instructors.

    Direct Measures
    All learning outcomes will be assessed through two components of the Certificate portfolio. The first component consists of artifacts to demonstrate satisfaction of the SLO from courses completed (assignments contained within the courses). The second component is a narrative summarizing the student’s evidence of knowledge, skills, and attitudes related to the field. A panel of three faculty members will use a common rubric for assessing each component of the portfolio.

    Indirect Measures
    All students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Survey will be created using Quatrics and an email distribution for those completing the certificate program will be created each semester with reminder emails set at every 3 days.

    Student Sample
    All students completing a certificate will be included in the certificate assessment process. Scores from the rubrics will be compiled for the academic year and reported by the total group and by disaggregated groups (as appropriate).

    Timetable
    Data from each of the measures will be compiled at the conclusion of each semester in an aggregated format (results for all students for that year). Data will be reported and reviewed at a regularly scheduled adult education faculty meeting. Should numbers of students be sufficient to disaggregate, possible meaningful categories will be considered (e.g. admission criteria, location). All adult education faculty members will review the results and make recommendations for program revisions.
Post Completion Surveys
A follow-up survey will be created and sent to certificate program completers one year after program completion to assess the usefulness of the degree components to professional practice. In addition, supervisors of the participants will be surveyed as to the improvement of the employees’ skills one year after the certificate completion.

IV. Results and Review of Assessment Strategies
Data will be collected each semester students conclude the certificate program from the completed course project rubrics and the students’ self-assessment surveys. Each SLO will be analyzed by score on rubrics. The SLO will be deemed as achieved if the average rate is at least 3.0 in a 4.0 system. A course objective alignment matrix (demonstrating how each course objective is a subset of one of the SLOs) will be prepared by the instructors to ensure that all courses are in alignment with SLOs. Faculty will review this matrix along with course project and student self-assessment ratings to make sure all SLOs are being properly addressed within the curriculum. If the average rating on any SLO is found to be below the set standard of 3.0, then the faculty will analyze the content of courses where the SLO is addressed and implement adjustments to the curriculum.

The assessment plan may be modified at any time by the adult education faculty, but a thorough review of the data will coincide with the program review required by the Graduate School and/or regional accreditation every four and seven years (or as scheduled by the Graduate School).

The follow-up surveys will be used to assess whether the curriculum is meeting the needs of the workforce. This survey data will be reviewed annually with the adult education faculty team. If the program is found to be missing major issues with the professional practice, then instructors will review the program in detail from admission standards through curriculum. The program will be modified as determined necessary by the faculty.
**Alignment Matrix** – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, or other program requirements) and where is the student achievement of the outcome assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

<table>
<thead>
<tr>
<th>Degree Program SLO/Required Courses/Experiences</th>
<th>Portfolio</th>
<th>Student End of Program Assessment</th>
<th>Opportunities to Learn Courses Listed by Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Skills - Students will analyze and critique appropriate adult education and leadership dynamic theories, develop a range of leadership dynamic skills, and apply knowledge and skills appropriately to a workplace setting.</td>
<td>A</td>
<td>A</td>
<td>EDACE 832, 835, 836, 837, 839</td>
</tr>
<tr>
<td>Skills - Students will develop critical and reflective thinking skills</td>
<td>A</td>
<td>A</td>
<td>EDACE 832, 835, 836, 837, 839</td>
</tr>
<tr>
<td>Skills - Students will demonstrate written and oral communication skills and the ability to interrelate to others.</td>
<td>A</td>
<td>A</td>
<td>EDACE 832, 835, 836, 837, 839</td>
</tr>
<tr>
<td>Attitudes and Professional Conduct - Students will demonstrate an understanding of the importance of values, ethics, and social responsibility for the self, leaders, and contemporary society.</td>
<td>A</td>
<td>A</td>
<td>EDACE 832, 835, 836, 837, 839</td>
</tr>
</tbody>
</table>

**University SLO’s**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>A</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Attitudes and Professional Conduct</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

- Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome (assignments in course, evaluation of final thesis, report, dissertation).
## Appendix A.
### Alignment Matrix for the Leadership Dynamics Certificate Program

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Direct Assessment</th>
<th>Indirect Assessment</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop critical and reflective thinking skills.</td>
<td>Portfolio</td>
<td>Student self-assessment of breadth of knowledge (survey to be completed one month prior to completion)</td>
<td>All students in the adult learning certificate program</td>
</tr>
<tr>
<td>2. Students will demonstrate written and oral communication skills and the ability to interrelate to others.</td>
<td>Portfolio</td>
<td>Student self-assessment of breadth of knowledge (survey to be completed one month prior to completion)</td>
<td>All students in the adult learning certificate program</td>
</tr>
<tr>
<td>3. Students will analyze and critique appropriate adult education and leadership dynamic theories, develop a range of leadership dynamic skills, and apply knowledge and skills appropriately to a workplace setting.</td>
<td>Portfolio</td>
<td>Student self-assessment of breadth of knowledge (survey to be completed one month prior to completion)</td>
<td>All students in the adult learning certificate program</td>
</tr>
<tr>
<td>4. Students will demonstrate an understanding of the importance of values, ethics, and social responsibility for the self, leaders, and contemporary society.</td>
<td>Portfolio</td>
<td>Student self-assessment of breadth of knowledge (survey to be completed one month prior to completion)</td>
<td>All students in the adult learning certificate program</td>
</tr>
</tbody>
</table>
## Student Self-Assessment Survey

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Ratings</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have developed my critical and reflective thinking skills as a result of my participation in this certificate program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Your comments or suggestions for SLO1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My written and oral communication skills and the ability to interrelate to others have improved as a result of my participation in this certificate program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Your comments or suggestions for SLO2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My written and oral communication skills and the ability to interrelate to others have improved as a result of my participation in this certificate program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Your comments or suggestions for SLO3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students will demonstrate an understanding of the importance of values, ethics, and social responsibility for the self, leaders, and contemporary society.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Your comments or suggestions for SLO4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe how you are different concerning your approach to your work position demands.
Concurrent Bachelor of Science in Business Administration in Accounting and Master of Accounting

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
<th>Concurrent B.S.B.A. with Major in Accounting / Master of Accountancy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The concurrent BSBA in Accounting / Master of Accountancy in the Department of Accounting will provide high-performing undergraduates the opportunity to concurrently pursue their Master of Accountancy degree with early admission to the graduate program as well as the ability to count nine credit hours of coursework in their graduate program toward their undergraduate unrestricted electives.</td>
</tr>
</tbody>
</table>

**ADMISSION REQUIREMENTS.** The following requirements must be met before an individual can be admitted into this program.

- The student must be seeking a B.S.B.A. degree majoring in accounting from the College of Business Administration
- The student must have completed the following courses:
  1. ACCTG 331 Accounting, Processes and Controls Credits: (4)
  2. ACCTG 641 Theory and History Credits: (3)
  3. One of the following – ACCTG 342 Taxation Credits: (3) or ACCTG 432 Managerial Reporting Credits: (3) or ACCTG 433 Financial Reporting Credits: (3)
- The student must have a GPA of 3.4 or above in all accounting courses completed at Kansas State University and an overall GPA of 3.00 or above.

**APPLICATION PROCESS:** The application process is the same as for the stand-alone MAcc degree except that completion of the B.S.B.A. degree is not required and the GMAT score requirement will be waived as long as the student maintains a 3.0 GPA in the last 60 hours of coursework and 3.0 in accounting. The student must submit all of the following documents to be considered. Students may begin the application process in the semester they are completing the final course requirement for admission, but formal admission will not be granted until all admission requirements are completed. Typically, application is made in the
The second semester of the student’s Junior year, with acceptance following posting of final grades.

- KSU graduate application form completed on-line and submitted before semester of enrollment. Application fee submitted with application.
- Applicant’s statement of academic objective(s) and must be submitted with application.
- Three letters of recommendation are required.
- Transcript(s) of all undergraduate work must be submitted through the Graduate School’s online application system.

Admission to the MAcc program is provisional, subject to completion of the B.S.B.A. degree and maintaining a 3.0 GPA in the final 60 credit hours of coursework with a 3.0 in accounting. Once admitted, the requirements for the graduate degree are the same as for the regular MAcc program. Students may count up to 9 credit hours of courses taken for graduate credit toward the unrestricted electives in the B.S.B.A. The B.S. degree may be awarded at any time following the completion of the undergraduate degree requirements. Alternatively, the B.S. and M.S. degrees may be awarded concurrently.

**Rationale**

Students entering the BSBA for the Accounting program are increasingly planning a fifth year of study to complete the Master of Accountancy program. This Concurrent degree program would allow students to more effectively plan and by allowing earlier admission, would encourage more students to pursue their graduate degree.

**Impact On Other Units**

No other units are impacted.

**Effective Date**

Spring 2015
## Non-Expedited Curriculum Changes

**FROM:**
The Special Education, Counseling, and Student Affairs graduate program offers a Doctor of Philosophy in Counseling and Student Development with an emphasis in Counselor Education and Supervision. The program requires 48 hours of coursework plus research culminating in a dissertation that is a unique contribution to the field. The research will include a three-hour seminar in counseling research and may include up to 12 hours of laboratory research work. Training extends beyond that found in the entry-level, basic master’s program. The doctoral program addresses the professional leadership roles in counselor education, supervision, advanced counseling practice, and research competencies. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**Professional Courses (15-21 credit hours)**
- EDCEP 999 Research: Clinical Appraisal Lab (3)
- or EDCEP 967 Advanced Counseling Appraisal (3)
- EDCEP 924 Theories of Vocational Counseling (3)
- EDCEP 955 Professional Counseling Ethics (3)
- EDCEP 958 Advanced Group Counseling (3)
- EDCEP 985 Advanced Counseling Theory (3)
- EDCEP 987 Counseling Supervision Practicum (3)

Choose one of the following
- EDCEP 999 Research: Supervised Teaching Laboratory (3)
- or EDCI 943 Principles of College Teaching (3)

**Cognate area (12 credit hours)**
Students will develop an area of professional expertise constructed of courses outside of the department planned with concurrence of the committee.

**TO:**
The Special Education, Counseling, and Student Affairs graduate program offers a Doctor of Philosophy in Counseling and Student Development with an emphasis in Counselor Education and Supervision. The program requires 51 hours of coursework plus research culminating in a dissertation that is a unique contribution to the field. The research will include a three-hour seminar in counseling research and may include up to 12 hours of laboratory research work. Training extends beyond that found in the entry-level, basic master’s program. The doctoral program addresses the professional leadership roles in counselor education, supervision, advanced counseling practice, and research competencies. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**Professional Courses (15-21 credit hours)**
- EDCEP 999 Research: Clinical Appraisal Lab (3)
- or EDCEP 967 Advanced Counseling Appraisal (3)
- EDCEP 924 Theories of Vocational Counseling (3)
- EDCEP 955 Professional Counseling Ethics (3)
- EDCEP 958 Advanced Group Counseling (3)
- EDCEP 985 Advanced Counseling Theory (3)
- EDCEP 987 Counseling Supervision Practicum (3)

Choose one of the following
- EDCEP 999 Research: Supervised Teaching Laboratory (3)
- or EDCI 943 Principles of College Teaching (3)

**Cognate area (12 credit hours)**
Students will develop an area of professional expertise constructed of courses outside of the department planned with concurrence of the committee.
<table>
<thead>
<tr>
<th>Practicum/Internship (9 credit hours)</th>
<th>Practicum/Internship (9 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCEP 977 Advanced Counseling Practicum (3)</td>
<td>EDCEP 977 Advanced Counseling Practicum (3)</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td>EDCEP 999 Research: Clinical Internship Laboratory (6)</td>
<td>EDCEP 999 Research: Clinical Internship Laboratory (6)</td>
</tr>
<tr>
<td>EDCEP 991 Internship in Counseling and Educational Psychology (Var.)</td>
<td>EDCEP 991 Internship in Counseling and Educational Psychology (Var.)</td>
</tr>
<tr>
<td>Research courses (6 credit hours)</td>
<td>Research courses (9 credit hours)</td>
</tr>
<tr>
<td>EDLEA 838 Qualitative Research in Education (3)</td>
<td>EDLEA 838 Qualitative Research in Education (3)</td>
</tr>
<tr>
<td><strong>Or</strong></td>
<td><strong>Or</strong></td>
</tr>
<tr>
<td>EDCEP 817 Statistical Methods in Education (3)</td>
<td>EDCEP 817 Statistical Methods in Education (3)</td>
</tr>
<tr>
<td>EDCEP 917 Experimental Design in Educational Research (3)</td>
<td>EDCEP 917 Experimental Design in Educational Research (3)</td>
</tr>
<tr>
<td>Research (30 credit hours)</td>
<td>Research (30 credit hours)</td>
</tr>
<tr>
<td>EDCEP 999 Research: Counseling Research Laboratory (3)</td>
<td>EDCEP 999 Research: Counseling Research Laboratory (3)</td>
</tr>
<tr>
<td>EDCEP 999 Research (27)</td>
<td>EDCEP 999 Research (27)</td>
</tr>
</tbody>
</table>

**IMPACT:** None.

**RATIONALE:** The proposed change is based on the recommendation of the on-site CACREP review team. The proposed change increases the research course hours from 6 to 9 and increases the program by 3 hours.

**EFFECTIVE DATE:** Spring 2015
Degree Requirements (91 credit hours)

Supporting Courses (minimum 18 credit hours)

- FSHS 760 - Families, Employment Benefits, and Retirement Planning Credits: (3)
- FSHS 766 - Insurance Planning for Families Credits: (3)
- FSHS 762 - Investing for the Family’s Future Credits: (3)
- FSHS 772 - Personal Income Taxation Credits: (3)
- FSHS 764 - Estate Planning for Families Credits: (3)
- FSHS 836 - Financial Planning Case Studies Credits: (3)

Professional Courses (minimum 12 credit hours)

- FSHS 756 - Financial Counseling Credits: (3)
- FSHS 825 - Family Resource Management Credits: (3)
- FSHS 894 - Readings in Family Studies and Human Services Credits: (Var.)
- FSHS 979 - Advanced Professional Issues in FSHS Credits: (3)

Elective Courses: (minimum 15 credit hours)

- FSHS 757 - Financial Behavior Assessment Consulting Credits: (3)
- FSHS 909 - Topics in Personal Financial Planning Credits: (0-3)
- FSHS 909 TOPIC OPTIONS: Behavioral Finance Credits: (3); Research and Theory in Financial Therapy Credits: (3); Research Application Credits: (1-3); Psychology of Personal Finance Credits: (3)
- Or other electives

Research Courses (minimum 46 credit hours)

- Grades of B or better are required for FSHS 806, 906, 888, 890, 907.
- FSHS 806 - Statistical Methods in Family Studies and Human Services I Credits: (3)
- FSHS 906 - Statistical Methods in Family Studies and Human Services II Credits: (3)
- FSHS 888 - Research Methods in FSHS I Credits: (3)

Personal Financial Planning (Ph.D.)

The Family Studies and Human Services department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Personal Financial Planning. The program is designed to provide talented and ambitious students with knowledge, skills, and tools necessary to achieve success as college and university faculty, 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.

Degree Requirements (91 credit hours)

Supporting Courses (minimum 18 credit hours)

- FSHS 760 - Families, Employment Benefits, and Retirement Planning Credits: (3)
- FSHS 766 - Insurance Planning for Families Credits: (3)
- FSHS 762 - Investing for the Family’s Future Credits: (3)
- FSHS 772 - Personal Income Taxation Credits: (3)
- FSHS 764 - Estate Planning for Families Credits: (3)
- FSHS 836 - Financial Planning Case Studies Credits: (3)

Professional Courses (minimum 12 credit hours)

- FSHS 756 - Financial Counseling Credits: (3)
- FSHS 825 - Family Resource Management Credits: (3)
- FSHS 894 - Readings in Family Studies and Human Services Credits: (Var.)
- FSHS 979 - Advanced Professional Issues in FSHS Credits: (3)

Elective Courses: (minimum 15 credit hours)

- FSHS 757 - Financial Behavior Assessment Consulting Credits: (3)
- FSHS 909 - Topics in Personal Financial Planning Credits: (0-3)
- FSHS 909 TOPIC OPTIONS: Behavioral Finance Credits: (3); Research and Theory in Financial Therapy Credits: (3); Research Application Credits: (1-3); Psychology of Personal Finance Credits: (3)
- Or other electives

Research Courses (minimum 46 credit hours)

- Grades of B or better are required for FSHS 806, 906, 888, 890, 907.
- FSHS 806 - Statistical Methods in Family Studies and Human Services I Credits: (3)
- FSHS 906 - Statistical Methods in Family Studies and Human Services II Credits: (3)
- FSHS 888 - Research Methods in FSHS I Credits: (3)
Rationale: FSHS 956 is replacing FSHS 756 in the Personal Financial Planning Ph.D. program in order to distinguish the course from FSHS 756 taught in the Master’s and Bachelor’s program and to more accurately reflect the content that is being taught. The FSHS 909 topics courses now have permanent course numbers.

NOTE: This proposal is contingent on approval of a new course, FSHS 956, and is being submitted concurrently with that non-expedited proposal.

Impact: None

Effective Term: spring 2015
Professional Master of Technology
30 Hours Required for Completion

Common Core Courses (19 – 21 credit hours)

COT 701 Advanced Technical Communication (3)
COT 702 Applied Research Skills and Methods (3)
STAT 703 Statistical Methods for Natural Sciences (3)
MANGT 810 Operations Management and Analysis (3)
MANGT 820 Behavioral Management Theory (3)
COT 781 Capstone Experience for Professional Master of Technology (4 – 6)

Elective Courses (9 – 11 credit hours)

COT 632 RF Technology (3)
COT 650 Analytical and Computational Tools for Engineering Technology (3)
COT 713 Advanced Aviation Safety Management
COT 720 Application of Lean Six Sigma Methods (3)
COT 721 Reliability Centered Maintenance of Plant Equipment (3)
COT 731 Applied Electromagnetics (3)
COT 792 Problems in Master of Technology (var. 1-3)
COT 799 Special Topics in Professional Master of Technology (var. 1-3)
ECON 640 Industrial Organization and Public Policy (3)
IMSE 680 Quantitative Problem Solving Techniques (3)

RATIONALE:
The program industrial advisory board reviewed the PMT program and recommended changes to core courses and curriculum structure. This led to replacing four out of five core courses (COT702, STAT703, MANGT810, MANGT 820) with COT 703, COT 704, COT 705, and COT 706. The capstone experience course (COT781) with 4-6 credits is modified to 3-6 credits. The total hours required will remain the same at 30 hours. The change will prepare students with relevant professional skills to meet workplace needs and also gives the Salina campus flexibility to offer the courses and to manage the program offerings effectively. Furthermore, two focus area electives in UAS management and Aircraft Certification are added.

IMPACT:
There is no negative impact to any college, department or unit. All relevant departments have been contacted and report no objections.

EFFECTIVE DATE: Spring 2015