Graduate Council Agenda
November 4, 2014 - 3:30 p.m.
227 K-State Student Union

1. Opening remarks

2. Minutes of the October 7, 2014 meeting:
   http://www.k-state.edu/grad/faculty/graduate-council/agendaminutes/2014_10%20min.pdf

3. Graduate School Actions and Announcements

   Non-Graduate Faculty to Teach Graduate Courses

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   Membership Approvals

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### Graduate Faculty Nominations

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## Expedited Course Changes

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## Expedited Curriculum Changes

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## Non-Expedited New Courses

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Non-Expedited Course Changes

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*See Attachment A for Social Justice Education Graduate Certificate support documents

Non-Expedited Curriculum Changes

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5. Graduate Student Affairs Committee – Robert Larson, Chair

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

SECOND 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.

If a new faculty member requests the transfer to Kansas State University of one of her/his graduate students from the institution they are both leaving, a minimum of 12 Kansas State University credits must be completed before the student can graduate with a doctoral degree from Kansas State University. The supervisory committee must validate the transfer student’s qualifications in two ways: 1.) verifying compliance with the standards established by the University Research Compliance Office and 2.) reviewing and recommending for transfer to Kansas State University any credits from the student’s previous university that will be applied to the student’s new program of study at Kansas State University.
Discussion Item
- Credit Hours of 999 Research for Doctoral Degrees (PhD & EdD)
  The Committee on Planning has been presented with a proposed change to the
doctoral research (999) credit hours requirement from the Student Affairs Committee.
The Committee on Planning would like feedback from the Graduate Council on these
proposed changes.

Proposed changes to the *Graduate Handbook*:

**Chapter 3: The Doctoral Degree, Section A (page 3-1)**
To gain admission to a doctoral program, the student must be approved for
admission both by the graduate faculty of the department or interdepartmental
program and by the Graduate School.

The Ph.D. requires at least three years of full-time study beyond the bachelor's
degree, equivalent to at least 90 semester hours. The Ed.D. requires 94 hours
beyond the baccalaureate. Both degrees require a dissertation representing at
least 30 hours of research credit for a Ph.D. and 16 hours for an Ed.D.
Students who hold a master's degree may request transfer of up to 30 hours of
that degree toward either doctoral degree (See section 3.D.6 below). The
regulations governing supervisory and examining committees, preliminary
and final examinations, and dissertations are the same for both degrees.

A Ph.D. is a research-based degree and is awarded to candidates who have
demonstrated unique ability as scholars and researchers as well as proficiency
in communication. The degree also certifies that the candidate has displayed
familiarity and understanding of the subject matter in the discipline and
possesses the ability to make original contributions to knowledge. Within
these guidelines, academic units determine the overall structure of the
program with respect to required coursework, elective coursework, and
specific research skills, as well as the minimum number of research hours
required for the degree.

7. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair

8. Graduate Student Council Information – Amanda Fairbanks, President

9. Discussion of recommendations from the Task Force on Needs of Graduate Students in
the Humanities, Arts, and Social Sciences Conducting Scholarly Research and
Graduate School consultants (see Attachment B for a summary of the
recommendations; for reference, the full reports also are attached).

10. University Research and Scholarship

   - Graduate students are now receiving the ORSP Funding Connection (See funding
opportunities for graduate students beginning on page 5 of Attachment C: ORSP Funding
Connection)
- 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

- 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

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

Graduate School Calendar of Events: October-November

**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

3. The Library and Your Research: Know Your CopyRights! (1:30pm-2:30pm, Hale 407)

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)

17. The Library and Your Research: Preparing Your ETDR for Submission (1:30pm-2:30pm, Hale 407)
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.

**December**

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

1 Graduate Student Council General meeting, 12:00-1:00pm, Purple Pride Room, Alumni Center

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

8 Graduate Student Council Executive Committee meeting (1:00-2:00pm – 102 Fairchild Hall)

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

19 K-State Research Forum abstract submission deadline (11:59pm.)

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

**2014-2015 Graduate Council Meeting Dates**

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September 18, 2014

To the Graduate Council,

This letter is a nomination for Nisha Sajnani to be temporarily approved as Graduate Faculty for the School of Music, Theatre and Dance. Dr. Sajnani has been invited to come to K-State this summer and teach a course on Forum Theatre/Theatre of the Oppressed, a special area of expertise of hers. She is the Coordinator of the Drama Therapy Program at Lesley University in Cambridge, MA and a recent past president of the North American Drama Therapy Association. Having her here to teach the students in the MA program in drama therapy will expand their skill sets and also provide a strong networking link for them as they leave to look for work in the field. Nisha will also be a big draw to non-degree seeking students who come to learn about drama therapy methods in the month of June, generating revenue through Global Campus.

The graduate faculty of the School of Music, Theatre and Dance approved Nisha Sajnani’s nomination by a vote of 29 Yes, 1 Abstain, and 6 Not Voting.

Sincerely,

Gary Monnenson
Director
Nisha Sajnani, Ph.D., RDT/BCT
16 Linwood Street, Arlington, MA 02474
Phone: (203) 781-6498, E-Mail: nsajnani@lesley.edu
Citizenship: Canadian. Languages: English and French

Education
Dissertation: Permeable Boundaries: Towards a Critical, Collaborative, Performance Pedagogy,
Thesis: The Embodied Mandala Method as an Assessment Tool in Drama Therapy,

Professional Affiliations
• Registered Drama Therapist (RDT # 327)
• Board Certified Trainer, North American Drama Therapy Association (BCT# 88)
• Member, Association for Theater in Higher Education (ATHE)

Selected Professional Experience
Associate Professor/Coordinator, Drama Therapy Program & Expressive Therapies PhD Program, Lesley University, 2012 - Present
Visiting Professor, Global Mental Health Program, Harvard University 2013 - Present
Lecturer, Arts Based Research, Drama Therapy Program, New York University 2011 - Present
Lecturer, Theater Studies and Humanities, Yale University
Director, Drama Therapy and Community Health, Post Traumatic Stress Center, New Haven 2007-2012
Lecturer, Drama Therapy and Social Change, Concordia University, 2005
Lead Trainer, Girls Action Foundation, Montreal, Canada, 2003 - Present

Publications
Books

Peer-Reviewed Articles
September 15, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin:

This letter requests that DR. NOZELLA BROWN (WID 927719322) be admitted to Graduate Faculty Associate (GFA) membership at Kansas State University. All customary documentation is attached.

Dr. Brown currently is employed at Kansas State University through Research and Extension. She is proposed for GFA membership for very important reasons—primarily, granting GFA status will enable the department to utilize her knowledge and skills to offset the rapid growth in masters-level programming at K-State Olathe, K-State at Fort Leavenworth, and our online masters program in adult education. Dr. Brown’s terminal degree is in the adult education field, and she has both experience and respected publications in this field.

As shown on the attached nomination form, this request for Graduate Faculty Associate membership is unanimously supported by all eligible voting faculty in the adult education program at KSU. I strongly endorse both the candidate’s qualifications and the faculty’s vote.

Thank you for your consideration.

Sincerely yours,

[Signature]

Dr. David C. Thompson
Professor and Chair

Attachments: full curriculum vitae
One-page abbreviated vitae
GFA nomination form
NOZELLA LEE BROWN, EdD  K-State Research and Extension

Home: 5319 Haskell Avenue  Kansas City, KS 66104  (913) 302-7076 nozella2@gmail.com
Work: 1216 N. 79th Street  Kansas City, KS 66112  (913) 299-9300 nlbrown2@ksu.edu

HIGHER EDUCATION
Doctor of Education  Adult, Occupational and Continuing Education, Kansas State University  2014
Master of Science  Adult, Occupational and Continuing Education, Kansas State University  2008
Master of Science  Family Economics, Kansas State University, 22 Credit Hours Completed  1977
Bachelor of Science  Home Economics & Journalism, Kansas State University, Magnum Cum Laude  1976

RESEARCH INTERESTS
Community Education for Diverse, Underserved Audiences, Nutrition & Public Health Education, Cooperative Extension, Critical Race Theory

RESEARCH EXPERIENCE
• Research Assistant: K-State, Dept. of Sociology, Examining Food Access in an Urban Community  2011
  Assisted Principal Investigator in recruitment of research enumerators and participants
  Coordinated research collection in community, securing sites and training enumerators
  Interviewed participants, supervised enumerators

• Principal Investigator: Assessing Effectiveness of Extension Nutrition Education Projects for Latinos  2011
  Collaborated with El Centro and KU Work group to design, implement, and evaluate a qualitative case study to explore effective community programs for Latinos
  Published results

• Graduate Research Assistant: K-State, Department of Family Economics  1977
  Assisted in data collection, input and reporting of research concerning food buying habits

TEACHING EXPERIENCE
• Guest presenter for EDACE 818: Social Foundations, twice a year  2012 - present
• Guest presenter for EDACE 780: Introduction to Adult Education, twice a year  2012 - present
• K-State Research & Extension Navigating Difference diversity workshop trainer  2010 – present
• Designing, teaching, and evaluating monthly trainings for 4-H paraprofessionals teaching nutrition and wellness In District 500 afterschool program (Kidzone)  2004 - present
• Designing, teaching, and evaluating community nutrition education interventions, classes and workshops for diverse low-income audiences of all ages  2003 – present
• On-line instructor for Telos Institute International English courses I & II  2001 - 2007

PUBLICATIONS


Dear Dean Shanklin,

I am delighted to write this letter of nomination for Kelly Furnas who we want to be considered again for graduate faculty status at Kansas State University. Furnas joined the A.Q. Miller School of Journalism and Mass Communications in 2010 as an assistant professor. Since then he has been serving as the Executive Director of the Journalism Education Association, the only scholastic journalism organization of its kind. It has been headquartered at K-State and housed in the A.Q. Miller School in Kedzie Hall for the past 25 years. K-State recently renewed the contract again for another four years.

As part of the JEA contract renewal we negotiated that Furnas help develop an interdisciplinary online Master’s degree program in “Scholastic Journalism Education and Management” (work title). His M.B.A. degree, combined with his B.A. in Journalism and Mass Communications uniquely qualifies him to help conceptualize this professional graduate program. He is also qualified to teach Introduction to Scholastic Journalism, Publication Management, Newsroom/Staff Management, Instructional Technology, to mention just the key courses.

When he first joined our faculty Furnas taught MC605 Supervision of School Publications, a methods course for those planning to teach secondary or community college journalism courses and advise high school or community college publications. This course caters to three audiences: Students in the College of Education, high school teachers earning continuing education credits, and high school teachers who want to pursue a graduate degree. Furnas had limited graduate associate status at that time. While he taught MC605 the leadership at the A.Q. Miller School realized that he would be unable to teach that course for more than three years because of his non-permanent graduate faculty status. Since Furnas was the only faculty member qualified to teach this course, but he no longer had graduate status, the JMC faculty changed the course number from MC605 to MC505 at which level it remains today. With that change this course was/is no longer attractive to high school teachers.

Even though Furnas is not on tenure-track, he has pursued an active research agenda and has published his scholarly work in peer-reviewed journals as well as professional publications. He would be a great addition to our graduate faculty.

His one-page Vita is attached to complement the full-length Vita you received earlier. I would be happy to answer any questions the Graduate Council may have.

Sincerely,

Birgit Wassmuth, Ph.D., Director
CC: Nancy Muturi, Ph.D., Associate Director for Graduate Studies
Kelly Furnas
A.Q. Miller School of Journalism and Mass Communications

Education:
M.B.A 2003 Florida State University, Business Administration
B.A. 2000 Kansas State University, Journalism and Mass Communications

Professional experience: (List current and three most recent positions)
Current: 2010 - present Assistant Professor, A.Q. Miller School of Journalism and Mass Communications, Kansas State University
2010 - present Executive Director, Journalism Education Association

Previous: 2005-2010 Editorial Adviser, Educational Media Company at Virginia Tech
2004-2005 Managing Editor, InBusiness Las Vegas; and Assistant Business Editor, Las Vegas Sun
2000-2004 Night Editor, Tallahassee Democrat

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.)


September 30, 2014

Carol Shanklin, Dean
Graduate School
103 Fairchild Hall
Campus

Dear Dean Shanklin:

The purpose of this letter is to nominate and recommend Dr. Jennifer Joslin for Graduate Faculty Associate. This recommendation was unanimously endorsed by the Graduate Faculty in the Department of Special Education, Counseling, and Student Affairs at its September 22, 2014, meeting.

Dr. Joslin has significant professional academic advising and higher education experience and expertise that will add value to her teaching in our graduate programs. She completed a bachelor’s degree at Occidental College and a master’s degree and a PhD at the University of Iowa. Dr. Joslin currently serves as the Associate Director of Content Development for NACADA: The Global Community for Academic Advising. She authored or co-authored a number of NACADA monographs and chapters in NACADA publications and served as a reviewer for various NACADA publications. In addition, Dr. Joslin is a co-editor of the second edition of the New Advisor Handbook to be published in Fall 2015. She has served as a presenter at NACADA national and regional conferences and been invited to present a number of keynote addresses. She has been active in leadership roles in NACADA and is a past president of NACADA. As a result of her professional work and contributions to the field, Dr. Joslin is considered an expert in academic advising in higher education.

Enclosed are the following related to Dr. Joslin’s nomination for Graduate Faculty Associate: nomination form, one-page vita, and complete vita. Should you have questions or if additional information is needed, please let me know.

Thank you for your consideration of the nomination of Dr. Jennifer Joslin.

Sincerely,

Kenneth F. Hughey, PhD
Professor and Chair

Enclosures
Jennifer Joslin
Special Education, Counseling, and Student Affairs

EDUCATION
PhD, Health and Sport Studies, 2002, University of Iowa, Iowa City, IA

MA, Health and Physical Education, 1993, University of Iowa, Iowa City, IA

RA, Diplomacy and World Affairs, 1989, Occidental College, Los Angeles, CA

PROFESSIONAL EXPERIENCE
Associate Director for Content Development, NACADA, Kansas State University, College of Education, Manhattan, KS, 2013-present

Director, Office of Academic Advising, Division of Undergraduate Studies, University of Oregon, 2008-2013

Senior Associate Director, Enrollment Services, University of Iowa, Iowa City, IA, 2006-2008

PUBLICATIONS


September 26, 2014

Dean Shanklin,

I am writing to support the application of Dr. Miki Loschky for Associate Graduate Faculty status. She is an assistant professor in a non-tenure track position in the Department of Curriculum and Instruction (C&I), and has already distinguished herself in the development of curricula in second language acquisition (SLA) and applied linguistics. Concomitantly, she has served both pre-service and in-service teachers in a variety of courses associated with C&I.

Over the past 10 years, Dr. Loschky’s teaching and curriculum development experiences at Kansas State University have included: a dual language linguistics course in the undergraduate program (4 semesters), an applied linguistics course in the Ecuadorian Go Teachers program (4 semesters), additional courses in second language methods, assessment, and multicultural education courses in the distance education program (10 semesters), as well as, an advanced Japanese language course (2 semesters). With her background in applied linguistics and knowledge in psycholinguistic research, she has not only effectively taught these various courses and developed curricula but also increased cultural and linguistic awareness for student populations in the undergraduate, distance education, and Go Teacher programs. In particular, Dr. Loschky served as the lead instructor for the applied linguistics course for the Go Teacher Program of the College of Education (4 semesters), which suggests the potential for leadership in developing and managing additional and related courses in the future. Dr. Loschky has demonstrated her ability to collaborate with her fellow scholars in research and development. She took an active role in revising book chapters of (Herrera & Murry, 2005 & 2011) and made linguistic and theoretical contributions to the texts. She also voluntarily served as a curriculum material editor for the grammar and writing components of the APEER curriculum (Yachay University, Ecuador), providing extensive reworking in terms of categorization and basic structure of the English language by using linguistically sound descriptions and structures. Through her dissertation and other articles in review Dr. Loschky has demonstrated the ability to conduct educational research and to write for a wide variety of readers from multiple subfields within education and related fields.

Dr. Loschky is needed to enrich our C&I graduate program through: (a) curriculum development/updates and teaching in graduate-level courses, especially the ESL courses in Methods and Linguistics (e.g., EDCI-731) and (b) service on supervisory committees of master’s students. Dr. Loschky is committed to fostering her students’ learning by delivering quality programs, services, and instruction that meet and exceed their linguistic and academic needs.

Please find Dr. Loschky’s nomination for Graduate Faculty form, one-page vita, complete vita, and selected samples of scholarly endeavors in the attached documents. As you can see from the nomination form, the graduate faculty in the department has voted to approve this nomination. Please feel free to contact me if you have any questions.

Sincerely,

[Signature]

P. Todd Goodson
Chair, Curriculum and Instruction
MIKI LOSCHKY
Department of Curriculum & Instruction

Education
Ph.D. 2014. Curriculum and Instruction, emphasis English as a Second Language, Kansas State University, Manhattan

Professional experience
Current
2012-Present. Applied Linguistics Curriculum Developer & Lead Instructor, CIMA Center, Kansas State University, Manhattan

2011-Present. ESL & Dual Language Linguistics Undergraduate Instructor, CIMA Center, Kansas State University, Manhattan

2004–Present. Co-Instructor for Distance Education, CIMA Center, Kansas State University, Manhattan

Previous
2004-2005. Modern Languages Instructor, Continuous Education, Kansas State University, Manhattan

1996-2004. Communications Specialist & Executive Assistant to President/CEO, Flex-N-Gate Corporation, Urbana, IL

1994-1996. Japanese Instructor (5th-8th grades), Illinois State University, Bloomington-Normal, IL

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


Loschky, M. (2006). Using Asian Students’ Backgrounds to Promote Their Success in Academic Writing. KATESOL Conference, Kansas State University, Manhattan, KS


September 15, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin:

This letter requests that DR. THOMAS PAWLOWSKI (WIN 815840850) be admitted to Graduate Faculty Associate (GFA) membership at Kansas State University. All customary documentation is attached.

Dr. Pawlowski currently is employed as an engineer at MITRE Systems. He is proposed for GFA membership for very important reasons—primarily, granting GFA status will enable the department to utilize his knowledge and skills to offset the rapid growth in masters-level programming at K-State Olathe, K-State at Fort Leavenworth, and our online masters program in adult education. Dr. Pawlowski’s terminal degree imminently qualifies him to teach research and statistics courses to which he will be assigned, and he has both experience and respected publications in this field.

As shown on the attached nomination form, this request for Graduate Faculty Associate membership is unanimously supported by all eligible voting faculty in the adult education program at KCU. I strongly endorse both the candidate’s qualifications and the faculty’s vote.

Thank you for your consideration.

Sincerely yours,

Dr. David C. Thompson
Professor and Chair

Attachments.  full curriculum vitae
               One-page abbreviated vitae
               GFA nomination form
CURRICULUM VITAE
Thomas J. Pawlowski III, Ph.D.

WORK
The MITRE Corporation
401 Delaware Street, Suite 200
Leavenworth, Kansas 66048
Phone: 913-946-1904
E-mail: pawlowst@mitre.org

HOME
186 Canyon View Drive
Lansing, Kansas 66043
Phone: 913-683-2314
E-mail: tomp72@earthlink.net

HIGHER EDUCATION
Ph.D. in Industrial Engineering, Georgia Institute of Technology, Atlanta, GA, 1990
M.S. in Operations Research, Naval Postgraduate School, Monterey, CA, 1982
B.S. in Mechanical Engineering, U.S. Military Academy, West Point, NY, 1972

RESEARCH INTERESTS
Applying Simulations to Training and Education, Augmented Reality, Executable Architectures, Distributed Learning

TEACHING EXPERIENCE
Assistant Professor, U.S. Air Force Academy, Colorado Springs, CO, Department of Mathematical Sciences, 1982-1985
Adjunct Professor, Institute of Safety and Systems Management, University of Southern California, 1985

SELECTED TRAINING AND CERTIFICATIONS
Instructor Training, Department of Mathematical Sciences, U.S. Air Force Academy, 1982.

PEER-REVIEWED PUBLICATIONS AND WORKS IN PROGRESS
September 10, 2014

Carol Shanklin, Dean
Graduate School, KSU
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin,

Enclosed please find the Graduate Faculty nomination for Thomas Sarmiento, PhD.

Dr. Tom Sarmiento is currently in a Visiting Lecturer (non-tenure-track) position, having just earned his doctorate in American Studies with a graduate minor in Feminist and Critical Sexuality Studies. As you will see from the enclosed supporting materials, Dr. Singer is well qualified for graduate faculty status. In the same year he completed his PhD, he published a peer-reviewed article in the leading journal in the field of American Ethnic Literature, MELUS. He has been invited to submit another article to the Radical History Review, and to co-author a third article with Jinga Desai, one of the nation’s leading critical race scholars.

As the vote tally indicates, Dr. Sarmiento received overwhelming support from the Women’s Studies full faculty. We therefore request that you appoint Dr. Sarmiento to the graduate faculty. If you have any questions or concerns about this nomination or our nominating process, please contact me at your convenience.

Sincerely,

Michele Janette
Head

Per email with Dr. Janette - role is only for supervising committees, not to teach and so Associate should be selected.
Thomas X. Sarmiento
Department of Women’s Studies

Education:
  BA    2005  University of California, San Diego, Critical Gender Studies
  BS    2005  University of California, San Diego, Mechanical Engineering
  PhD   2014  University of Minnesota, American Studies

Professional Experience:
  Current:  2014 – present  Visiting Instructor, Department of Women’s Studies, Kansas State University
  Previous: 2014  Dissertation Retreat Consultant, Center for Writing, University of Minnesota
             2013 – 2014  Graduate Writing Consultant, Center for Writing, University of Minnesota
             2011 – 2012  Diversity Pre-Doctoral Teaching Fellow, English Discipline, University of Minnesota, Morris

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

September 10, 2014

Carol Shanklin, Dean
Graduate School, KSU
103 Fairchild Hall
CAMPUS

Dear Dean Shanklin,

Enclosed please find the Graduate Faculty nomination for T. Benjamin Singer, PhD.

Dr. Ben Singer is currently in a Visiting Assistant Professor (non-tenure-track) after previous positions as a Visiting Assistant Professor at Vanderbilt University and the University of Pennsylvania. As you will see from the enclosed supporting materials, Dr. Singer is well qualified for graduate faculty status. He holds a PhD in English with a graduate certificate in Women’s and Gender Studies from Rutgers University (2011), has been awarded several prestigious fellowships, including one from the National Institute of Health, has served as managing editor for the journal Transgender Studies Quarterly, and as grant reviewer consultant for such organizations as the US Health Resources Services Administration, the National Center for Transgender Equality, and the National US Centers for Disease Control and Prevention. He has published five single-authored, peer-reviewed articles, co-authored another two, and has three single-authored, peer-reviewed publications forthcoming.

As the vote tally indicates, Dr. Singer received overwhelming support from the Women’s Studies faculty. We therefore request that you appoint Dr. Singer to the graduate faculty. If you have any questions or concerns about this nomination or our nominating process, please contact me at your convenience.

Sincerely,

Michele Janette
Head

Per email with Dr. Janette—
role is only for supervisory committee. Not to teach. Assistant should be selected.
T. BENJAMIN SINGER

EDUCATION

Rutgers University
Ph.D., Literatures in English, October 2011
Certificate in Women’s and Gender Studies, May 2009

University of Wisconsin-Milwaukee
M.A., English—Modern Studies, May 1993

University of Wisconsin-Madison
B.A. (honors), Women’s Studies and Independent Major, May 1990

PROFESSIONAL EXPERIENCE

Kansas State University
Visiting Assistant Professor of Women’s Studies, August 2014–present.

Vanderbilt University
Mellon Visiting Assistant Professor of Women’s and Gender Studies, August 2013–2014.

University of Pennsylvania
Visiting Assistant Professor of Gender, Sexuality and Women’s Studies, 2011–2012.

PUBLICATIONS


“Dissecting Sex in the Simulator Lab: The Clinical Lacuna of Trans-sexed Embodiment,” (eds.) Lance Wahlert and Autumn Fiester, “Queering the Clinic” special issue of the Journal of Medical Humanities (Winter, 2013). [To be republished in The Bioethics, Sexuality and Gender Identity Studies Reader.]

September 26, 2014

Dean Shanklin,

I am writing to support the application of Dr. Leticia Burbano for Certified Graduate Faculty status. She is a new assistant professor in a non-tenure track position in the Department of Curriculum and Instruction, but has already established herself in developing curriculum in second language acquisition (SLA) and applied linguistics and serving both pre-service and in-service teachers in varied courses in ESL.

Dr. Burbano presents with a contemporary publication and scholarship history from her teaching experiences in two countries and her academic history at New Mexico State University. For example, her dissertation emphases on epistemologies and problem-based learning are each emergent and substantive topics in Education. Her impacts upon the *Viva el Idioma* book series are prime examples of applied linguistics in contemporary Education. In fact, Dr. Burbano is already the first or second author of nine books that demonstrate her prowess with applied linguistics at the international level.

Similarly, Dr. Burbano’s competitive acceptance for two recent presentations at American Education Association (AERA) conferences are exemplars of collegial interest in her scholarship from top educators in the field. Specified awards, which she received during her tenure at NMSU, are also evidence of field recognition arising from her capacities for academic scholarship, including her service as a reviewer for two different journals in Education.

Dr. Burbano’s teaching experiences in academia have both emerged from and reinforced her scholarship, especially that relevant to problem-based learning. Her international experiences in scholarship and in applied linguistics are proving especially relevant to her teaching for Ecuadorian students of the TESL/Go Teacher program at Kansas State University. This program was recently recognized by the *Association for Continuing Higher Education (ACHE)* as the top academic teaching venue of its kind in the nation.

Leticia’s postsecondary teaching at NMSU also afforded her opportunities to refine her scholarship and apply her knowledge/research with future teachers and practitioners. This was especially true for knowledge of and prowess in applied linguistics.

For these reasons, I recommend Dr. Leticia Burbano for Certified Graduate Faculty status. I am confident that her teaching and scholarship will enrich our curriculum and instruction graduate program. I am certain that she will offer valuable contributions to the graduate committees of our target students in the College of Education (COE). Her expertise, especially in applied linguistics and problem-based learning will prove germane and relevant to many of the graduate studies that our students undertake in the COE. From her habits of mind and teaching I am also assured that Leticia is committed to fostering her students’ learning by delivering quality programs, services, and instruction that meet and exceed their linguistic and academic needs.

I am attaching Dr. Burbano’s nomination for Graduate Faculty form, one-page vita, complete vita, and selected samples of scholarly endeavors in the attached documents. As you can see from the nomination form, the graduate faculty in the department has voted to approve this nomination. Please feel free to contact me if you have any questions.

Sincerely,

F. Todd Goodson
Chair, Curriculum and Instruction
LETICIA BURBANO DE LARA
Department of Curriculum & Instruction

Education
M.S. 2005  Applied Linguistics, Texas Tech University, Lubbock
Ph.D. 2014  Learning Technologies, New Mexico State University, Las Cruces

Professional experience
Current:  Assistant Professor. Department of Curriculum and Instruction/CIMA Center, College of Education, Kansas State University. Manhattan

Previous:  May 2013-Present. Faculty. Go Teacher Program. Center for English Language Programs, Office of International Border Programs. New Mexico State University, Las Cruces

August 2009-2013. Graduate Teaching Assistant, Department of Educational Management and Development, New Mexico State University, Las Cruces

August 2006-August 2012. Graduate Research Assistant, Department of Distance Education, New Mexico State University, Las Cruces

Selected Referred Journal Articles/Publications/Significant Works of Scholarly Activity


2014 AERA Conference, Philadelphia, April 2014
Presenter, Testimonios from Problem-based learning: Community cultural wealth informing processes of epistemic authority construction.

2011 AERA Conference, New Orleans, April 2011
Presenter, Expressions of Emerging Agency, Identity, and Participation Among Latino Children in an Afterschool Film Program.
September 23, 2014

Dr. Carol Shanklin
Dean, Graduate School
103 Fairchild Hall
CAMPUS

Dear Dr. Shanklin,

This letter strongly supports the application of Dr. Gary Cramer for Graduate Faculty Membership as a member of the Graduate Faculty in the Department of Agronomy. Dr. Cramer is an Assistant Professor and is based at our South Central Kansas Experiment Field in Hutchinson. He began his current role approximately 1.5 years ago. The department would like to enhance his role in our graduate program by utilizing his expertise on graduate committees.

Dr. Cramer’s expertise is in crop production with an emphasis in weed science and forages. In his current role he is responsible for extension and research programs that address all aspects of crop production for south central Kansas. This would include crop genetics, pest management, and soil science. Dr. Cramer’s primary graduate faculty roles will be to serve on supervisory committees for MS and PhD students on campus. Other than an occasional guest lecture, we do not anticipate that he will be involved in teaching graduate courses.

As indicated by the vote, the faculty and I strongly support the nomination of Dr. Stewart Duncan for Graduate Faculty Membership as a member of the Graduate Faculty in the Department of Agronomy.

Sincerely,

Gary Pietzynski
Professor and Head

Cc: Gerard Kluitenberg

Received 9/24/2014 CA
Gary L. Cramer
Kansas State University
Department of Agronomy
South Central Kansas Experiment Field
17020 S. Dean Road
Hutchinson KS, 67501
Phone: 620-662-0192
c-mail: gcramer@ksu.edu

(a) Professional Preparation
Northeastern Oklahoma State College—AgEcology—B.S., 1973
Oklahoma State University—Weed Science—M.S., 1975
University of Nebraska—Weed Science—Ph.D., 1980

(b) Appointments
Assistant Professor, Agronomist-in-Charge, South Central Kansas Experiment Field, Kansas State University: 2013-present
Agricultural and Natural Resources Extension Agent, Sedgwick County, Kansas, Kansas State University: 2002-2013
Owner/Principal Investigator, AgVenture Research and Consulting, L.C.: 1997-2002
Local Product Development Manager, Monsanto Agricultural Company, Wichita, KS.: 1990-1997

(c) Products


September 14, 2014

Dr. Carol Shanklin
Dean, Graduate School
Kansas State University
Fairchild Hall

Dear Dr. Shanklin:

The purpose of this letter is to recommend Dr. Dorothy B. Durbard simultaneously for graduate faculty membership and certification to direct doctoral students. Dr. Durbard is a Professor and Director of the School of Family Studies and Human Services. She received her Ph.D. from Virginia Tech in resource management in 2000. While at Texas Tech from 2000 to June 2014, Dr. Durbard directed multiple doctoral students in their dissertations as noted on her attached CV.

As a graduate faculty member and the school director, Dr. Durbard will be reviewing graduate applications for admissions, transfer requests from other K-State programs or other universities, and students’ programs of study. She is currently a member of one K-State personal financial planning doctoral committee, which she began while still at Texas Tech University.

The required forms are attached for your review. Please contact me at if you need further information.

Sincerely,

[Signature]

John Buckwalter, PhD
Dean of the College of Human Ecology
Kansas State University
DOROTHY BAGWELL DURBAND
School of Family Studies and Human Services
College of Human Ecology

Education

B.S.  1989  Louisiana State University, Family Life & Environment
M.S.  1996  Texas Woman's University, Family Studies
Ph.D. 2000  Virginia Tech, Resource Management

Professional Experience

Current:  7/2014 - present  Professor and School Director, School of Family Studies and Human Services, Kansas State University, Manhattan

Previous:  9/2011 – 6/2014  Chair, Department of Community Family, and Addiction Services, Texas Tech University

9/2012 – 6/2014  Professor, Department of Personal Financial Planning, Texas Tech University

9/2006 – 8/2012  Associate Professor, Department of Personal Financial Planning, Texas Tech University

Selected Refereed Journal Articles


September 11, 2014

Jim Guikema  
Associate Vice President for Research  
Graduate School  
102 Fairchild Hall  
CAMPUS

Dear Dr. Guikema:

I am nominating Assistant Professor Bacim Alali for graduate faculty membership and for certification to direct doctoral students in mathematics. His duties will include teaching graduate courses, serving on supervisory committees of master’s and doctoral students, as well as supervising master’s and doctoral students.

Professor Alali has written several important papers in the area of Applied Mathematics particularly fusing multiscale analysis and homogenization with image analysis of microstructures. He received his Ph.D. from Louisiana State University in 2008 and then had post-doctoral positions at the University of Utah and Florida State University. He will be expected to play a significant and immediate role in the Department’s graduate program and his research will continue to be a major component in the University’s reputation as a leading scientific institution.

The Mathematics faculty met on September 4, 2014, to vote on graduate faculty membership and certification for Professor Alali. There were 17 graduate faculty present and six absentee votes; the vote was unanimous in favor of membership and certification. Four graduate faculty are on leave and did not cast an absentee ballots; five graduate faculty were not present and did not cast absentee ballots.

Thank you,

Andrew Bennett  
Professor & Department Head

AB/rm
NAME                Bacim Alali
DEPARTMENT         Mathematics

EDUCATION
Degree     Year      Location                              Degree Title
Ph.D.      2008      Louisiana State University Baton Rouge, LA Mathematics
Masters    2005      Louisiana State University Baton Rouge, LA Mathematics
B.S.       1998      Yarmouk University Irbid, Jordan Mathematics

PROFESSIONAL EXPERIENCE

Years                Position                                                                                      
2014-Present        Assistant Professor, Department of Mathematics, Kansas State University.
2012-2014           Postdoctoral Research Associate, Department of Scientific Computing, Florida State University.
2011-2012           Ed Lorenz Postdoctoral Fellow, Scientific Computing and Imaging Institute, University of Utah.
2008-2011           Wylie Assistant Professor, Mathematics Department, University of Utah.

PUBLICATIONS


September 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. DONNA AUGUSTINE-SHAW (WID 812385231) to be certified to direct doctoral dissertations. As Department Chair, I recommend approval and provide the following rationale.

Dr. Augustine-Shaw was appointed as a new faculty member on the Faculty of Educational Leadership (educational administration focus) in August 2012. One year later she was appointed to graduate faculty membership. Now beginning her third year, she has continued to engage a scholarly agenda that has yielded several refereed publications and with others under review or in-press. Dr. Augustine-Shaw has demonstrated that she will continue to develop her scholarly agenda.

The attached nomination form indicates she has full faculty support for certification to direct dissertations. I approve and support her nomination.

Thank you for your consideration.

Sincerely yours,

Dr. David C. Thompson
Department Chair
Elvon G. Skeen Endowed Professor

Attachments:
- Nomination form
- One page vitae
- Full vitae
- Selected reprint


DONNA M. AUGUSTINE-SHAW, M.Ed., Ed.D.
Assistant Professor, Department of Educational Leadership
College of Education - Kansas State University

EDUCATION

♦ Doctor of Education – Educational Administration
  Wichita State University, 2001
♦ District Level Certification – Educational Administration
  Wichita State University, 1997
♦ Master of Education – Educational Administration & Supervision
  Wichita State University, 1993
♦ Bachelor of Music Education – Vocal & Instrumental Music, K-12
  Marymount College of Kansas, 1985

PROFESSIONAL EXPERIENCE

♦ 2012-Present Assistant Professor and Director of Assessment
  Department of Educational Leadership, Kansas State University
  Kansas Educational Leadership Institute (KELI) Staff
♦ 2009- Present Kansas Learning Network Implementation Coach (KLN)
  Kansas State Department of Education
♦ 2010-2012 Adjunct Professor – Masters of Education & Education Administration
  Fort Hays State University, Virtual College
  Consultant – Smoky Hill Education Service Center, Salina, KS
  Adjunct Professor – Teacher Education (2009-2012)
  Kansas Wesleyan University
♦ 2001-2009 Mulvane, U.S.D. #263 Mulvane, Kansas
  Superintendent of Schools
♦ 1998-2001 Mulvane, U.S.D. #263
  Assistant Superintendent
  Principal, W.D. Munson Primary School

SCHOLARSHIP


MEMORANDUM

To: Dr. Carol Shanklin, Dean of the Graduate School
From: Dr. J.H. Edgar, Department Head of Chemical Engineering
Date: September 23, 2014
Subject: Graduate Faculty Nomination for Dr. Burg

The department of chemical engineering is pleased to nominate Dr. Karen Burg for Graduate Faculty. Before becoming the new vice president for research at K-State, she was Interim Vice Provost & Dean of the Graduate School at Clemson University. Dr. Burg has a Ph.D. in Bioengineering (1996) which is a terminal degree for this field.

Dr. Burg has been a very active researcher, coauthoring more than 90 journal publications, and directing 26 students to the completion of their PhDs. Her contributions to the profession of engineering are substantial and original.

There ten Graduate Faculty members in the department of chemical engineering, and they voted unanimously, in a 10 to 0 vote, in favor of membership and certification for Dr. Burg’s on September 19th, 2014. We are seeking graduate faculty membership for her so she can teach graduate level courses and advice PhD.

Attached to this nomination letter are Dr. Burg’s one-page vita, complete vita, and the Graduate School nomination form.
Karen J.L. Burg
Department of Chemical Engineering

Education:
B.S.  1990  North Carolina State University, Chemical Engineering
M.S.  1992  Clemson University, Bioengineering
Ph.D. 1996  Clemson University, Bioengineering
Postdoc 1999  Carolinas Medical Center, Tissue Engineering

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

Previous:  2005 - 2014  Hunter Endowed Chair & Professor, Department of Bioengineering, Clemson University
           2003 - 2005  Associate Professor, Department of Bioengineering, Clemson University
           1999 - 2003  Assistant Professor, Department of Bioengineering, Clemson 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.)


October 2, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
Kansas State University

Dean Shanklin,

Attached are the nomination form and supporting documents for membership and certification of Professor Tim Burg into the Graduate School. Dr. Burg is a new Professor in the Department of Electrical and Computer Engineering, and I expect Dr. Burg to teach graduate level courses as well as directing the research of master's and doctoral students. Dr. Burg already has a very strong record of accomplishments in the controls area while at Clemson University.

The graduate faculty of Electrical and Computer Engineering voted on September 4, 2014 to send forward this nomination, with only outstanding comments on his record and ability to perform as a certified member of the graduate faculty.

Sincerely,

[Signature]

Don Grüenbacher
Head and Associate Professor
Electrical and Computer Engineering
Timothy Burg
Department of Electrical and Computer Engineering

Education:
B.S. 1988 University of Cincinnati, Electrical Engineering
M.S. 1990 Clemson University, Electrical Engineering
Ph.D. 1996 University, Electrical Engineering

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

Previous: 2011 - 2014 Associate Professor, Department of Electrical and Computer Engineering, Clemson University
2005 - 2011 Assistant Professor, Department of Electrical and Computer Engineering, Clemson University
2000 - 2005 Research Engineer, Michelin Americas Research and Development Corporation, Greenville, SC

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.)


October 2, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
Kansas State University

Dean Shanklin,

Attached are the nomination form and supporting documents for membership and certification of Professor and Dean Darren Dawson into the Graduate School. Dr. Dawson is the new Dean of Engineering and a Professor in the Department of Electrical and Computer Engineering. The possibility exists that Dean Dawson may teach a graduate level course as well as direct the research of master's and doctoral students. Dr. Dawson already has a very strong record of accomplishments in the controls area while at Clemson University.

The graduate faculty of Electrical and Computer Engineering voted on September 4, 2014 to send forward this nomination, with only outstanding comments on his record and ability to perform as a certified member of the graduate faculty.

Sincerely,

[Signature]

Don Gruenbacher
Head and Associate Professor
Electrical and Computer Engineering
Professional Summary
Darren Dawson

- **Education:**
  - Ph.D., Electrical Engineering, Georgia Institute of Technology, 1990
  - B.S., Electrical Engineering, Highest Honors, Georgia Institute of Technology, 1984

- **Work Experience:**
  - Westinghouse, Bettis Atomic Power Laboratory, Electrical Engineer, 1985-1987
  - Georgia Institute of Technology, Graduate Research Assistant, 1987-1990.
  - Clemson University, ECE Professor (1990 – 2014); ECE Chair (2007 – 2014)
  - Kansas State University, Dean of the College Engineering, ECE Professor, 2014 - Present

- **Prestigious Honors:** i) Office of Naval Research Young Investigator Awardee, ii) National Science Foundation Young Investigator Awardee, iii) McQueen Quattlebaum Faculty Achievement Awardee, iv) Georgia Institute of Technology Council of Outstanding Young Engineering Alumni, v) Provost’s Award for Scholarly Achievement, and vi) Alumni Award for Outstanding Achievement in Research *(For a complete list of honors see full resume)*.

- **Research Publication Activities:** Research has culminated in over 190 journal papers, over 325 conference papers, nine books, and five book chapters which, as of 2014, have resulted in a total of over 6700 citations and an H-index of 41 according to Google Scholar.

- **Graduate Student Advisement:** Supervisor of 34 Ph.D. students and 53 M.S. thesis students.

- **Professional Recognition:** i) Invited addresses at over ten universities, and ii) twenty invited presentations at national and international conferences.

- **Research and Teaching Funding:** PI, Co-PI, Co-In of over 20 million dollars of funded activity from federal, state, and industrial sources *(Estimated Expenditures of over $5M for Dr. Dawson)*.

- **Participation in Professional Societies:** i) Over 325 Faculty/Graduate Student Conference Presentations, ii) Over 20 Faculty/Graduate Student Invited Conference Presentations, iii) Co-Chaired and organized seven conference sessions at national and international conferences, and iv) Served on four program committees for international conferences.


- **Service to Professional, Public, and Private Sectors:** i) Reviewer for over 15 journals and two book publishers, ii) Served on several NSF review panels, iii) Performed several book reviews for journal publications.
September 14, 2014

Dr. Carol Shanklin
Dean, Graduate School
Kansas State University
Fairchild Hall

Dear Dr. Shanklin:

The purpose of this letter is to recommend Dr. Dorothy B. Durband simultaneously for graduate faculty membership and certification to direct doctoral students. Dr. Durband is a Professor and Director of the School of Family Studies and Human Services. She received her Ph.D. from Virginia Tech in resource management in 2000. While at Texas Tech from 2000 to June 2014, Dr. Durband directed multiple doctoral students in their dissertations as noted on her attached CV.

As a graduate faculty member and the school director, Dr. Durband will be reviewing graduate applications for admissions, transfer requests from other K-State programs or other universities, and students’ programs of study. She is currently a member of one K-State personal financial planning doctoral committee, which she began while still at Texas Tech University.

The required forms are attached for your review. Please contact me at if you need further information.

Sincerely,

[Signature]

John Buckwalter, PhD
Dean of the College of Human Ecology
Kansas State University

"In a world focused on things, we focus first on PEOPLE."

119 Justin Hall, Manhattan, KS 66506-1401 | 785-532-5500 | he.k-state.edu


**Dorothy Bagwell Durband**  
School of Family Studies and Human Services  
College of Human Ecology

**Education**

- B.S. 1989 Louisiana State University, Family Life & Environment  
- M.S. 1996 Texas Woman’s University, Family Studies  
- Ph.D. 2000 Virginia Tech, Resource Management

**Professional Experience**

- **Current**: 7/2014 - present  
  Professor and School Director, School of Family Studies and Human Services, Kansas State University, Manhattan

- **Previous**:  
  - 9/2011 – 6/2014 Chair, Department of Community Family, and Addiction Services, Texas Tech University  
  - 9/2012 – 6/2014 Professor, Department of Personal Financial Planning, Texas Tech University  
  - 9/2006 – 8/2012 Associate Professor, Department of Personal Financial Planning, Texas Tech University

**Selected Refereed Journal Articles**


September 11, 2014

Jim Guikema  
Associate Vice President for Research  
Graduate School  
102 Fairchild Hall  
CAMPUS

Dear Dr. Guikema:

I am nominating Assistant Professor Tanya (Tatiana) Firsova for graduate faculty membership and for certification to direct doctoral students in mathematics. Her duties will include teaching graduate courses, serving on supervisory committees of master’s and doctoral students, as well as supervising master’s and doctoral students.

Professor Firsova has written several important papers in Several Complex Variables. She received her Ph.D. from the University of Toronto in 2010 and then had a post-doctoral position at SUNY Stony Brook University. She will be expected to play a significant and immediate role in the Department’s graduate program and her research will continue to be a major component in the University’s reputation as a leading scientific institution.

The Mathematics faculty met on September 4, 2014, to vote on graduate faculty membership and certification for Professor Firsova. There were 17 graduate faculty present and six absentee votes; the vote was unanimous in favor of membership and certification. Four graduate faculty are on leave and did not cast an absentee ballots; five graduate faculty were not present and did not cast absentee ballots.

Thank you,

Andrew Bennett  
Professor & Department Head

AB/rm
NAME: Tatiana Firsova

DEPARTMENT/UNIT: Mathematics

EDUCATION:
- Diploma (M.S. equiv) 2004 Moscow State University, Mathematics
- Ph.D. 2010 University of Toronto, Mathematics

PROFESSIONAL EXPERIENCE:
- 2014- Assistant Professor, Department of Mathematics, Kansas State University, Manhattan
- 2010-2014 Lecturer (postdoc), Institute for Mathematical Sciences, Stony Brook University, Stony Brook
- 2005-2010 Teaching and Research Assistant, Department of Mathematics, University of Toronto, Toronto

SELECTED REFEREED JOURNAL ARTICLES/PUBLICATIONS/SIGNIFICANT WORK OF SCHOLARLY ACTIVITY:


September 23, 2014

Carol Shanklin
Dean
KSU Graduate School

Dear Dean Shanklin:

I write to nominate Michael E. Flynn, assistant professor in the department of political science, for graduate faculty status and certification to direct doctoral students. On September 22, 2014, 15 graduate faculty members in the department voted on Flynn’s graduate faculty membership and 6 certified faculty members voted on his certification. The vote was unanimous in favor in both cases: 15 voted yes for graduate faculty status and 6 voted yes for certification.

In the department of political science, Dr. Flynn will teach MA in Political Science courses, MA in Security Studies courses, and PhD in Security Studies courses. He will sit on and chair committees for all three of these graduate programs.

The graduate and certified faculty of the department (and I) believe that Dr. Flynn has amply demonstrated his capability to fulfill these duties. He has an impressive body of published work that has appeared in some of the leading journals of our discipline. He has two articles in International Studies Quarterly (ISQ), the flagship journal of the International Studies Association — the leading organization in the subfield of international relations. He has an article in Political Research Quarterly, which along with ISQ is a top 10 journal in the discipline of political science. He has two articles in Foreign Policy Analysis, another notable International Studies Association journal. His remaining two publications are in the top 30 journals Journal of Peace Research and Conflict Management and Peace Science. He clearly has a strong grasp of the craft of political science scholarship, and is well equipped to transfer this knowledge to KSU graduate students.

Please do not hesitate to contact me if you would like further information on Dr. Flynn’s nomination.

Sincerely,

Jeffrey Pickering
Head

244 Waters Hall, Manhattan, KS 66506-4030 | (785) 532-6842 | fax: (785) 532-2339 | polsci@ksu.edu | ksuedu/polsci
Michael E. Flynn

Department of Political Science
Kansas State University
244 Waters Hall
Manhattan, KS 66506

Email: meflynn@ksu.edu
Website: www.m-flynn.com
Phone 785-532-6842

EDUCATION

Ph.D., Political Science, 2013
Binghamton University (SUNY)

M.A., Political Science, 2010
Binghamton University (SUNY)

B.A., Political Science and History, 2006
Potsdam College (SUNY), magna cum laude

ACADEMIC POSITIONS

Assistant Professor, 2014–
Department of Political Science, Kansas State University

Postdoctoral Fellow, 2013–2014
Department of Political Science, University of Alabama

RESEARCH INTERESTS

Foreign policy, conflict studies, international security, economic integration and security, globalization, military deployments, social network analysis, research methodology

PUBLICATIONS


UNDER REVIEW


2. “Now You See It, Now You Don't? Transparency and Change in Government Respect for Physical Integrity Rights.”
   (with Sam Bell, K. Chad Clay, and Amanda Murdie).
   And two other papers under review
September 14, 2014

Carol Shanklin, Ph.D.
Dean
Graduate School
Kansas State University
Fairchild Hall

Dear Dean Shanklin:

I am writing to nominate Dr. Elaine Johannes as a graduate faculty member certified to direct doctoral students. Dr. Johannes is an Extension Specialist in Youth Development in the School of Family Studies and Human Services. She has taught a number of graduate courses, including grant development and management, adolescents and families, and administration and program development. Her research and grant productivity have been focused on community health, teen leadership, and military families. She has been a member of the K-State faculty since 2005. Associate Professor Johannes received a Ph.D. in life span human development from Kansas State University in 2003.

In terms of completing the qualifications necessary to become certified to direct doctoral dissertations, Dr. Johannes has served as a member of three completed doctoral committees and also serves as co-major professor for Sue “Morgan” Campbell's Ph.D. committee with Dr. Bronwyn Fees. Dr. Johannes is currently serving as a member of four dissertation committees in the areas of family studies, life span human development, and sociology.

Thank you for your consideration of this nomination. Please contact me at dottie@k-state.edu or 785-1472 if you need further information.

Sincerely,

Dorothy B. Durband
School Director
Elaine M. Johannes
School of Family Studies and Human Services, College of Human Ecology, Kansas State University

Education

B.S. 1979  Kansas State University, Psychology (Technician specialization)
M.S. 1982  Kansas State University, Adult and Community Counseling (graduate certificate in Gerontology)
Ph.D. 2003  Kansas State University, Life Span Human Development

Professional Experience

Current: 2011-present  Associate Professor and Extension Specialist | Youth Development, School of Family Studies and Human Services, Kansas State University, Manhattan.

Previous: 2005 - 2010  Assistant Professor, School Family Studies and Human Services, Kansas State University, Manhattan, KS
1993 – 2005  Extension Specialist, Community Youth Development, Community Health Institute, K-State Research and Extension, Kansas State University
1991 - 1993  Extension Assistant; Manager, USDA Rural Mental Health Project, and Coordinator, Kansas Emergency Flood Recovery Assistance Center, K-State Research and Extension.

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


September 10, 2014

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

Dear Dr. Shanklin,

I nominate Dr. Ketino Kaadze, Assistant Professor of Physics, for certification to direct doctoral students.

Dr. Kaadze joined the department of physics in Aug, 2014 as an Assistant Professor. She has received a PhD in Physics from Kansas State University and has several years of postdoctoral experience before coming back to K-State as a faculty member. Dr. Kaadze has published more than 10 papers in renowned Physics journals and has already developed a prominent presence in the arena of High Energy Physics research.

Dr. Kaadze meets all of the criteria for teaching graduate level course, serving on supervisory committees of master’s or doctoral students, and directing master’s or doctoral students. The Graduate Faculty of the Department of Physics voted unanimously to recommend her certification to direct doctoral students.

A copy of Dr. Kaadze’s vitae is enclosed.

Sincerely,

Amit Chakrabarti  
William and Joan Porter Professor and Head

SEP 12 2014
Ketino Kaadze

Department of Physics
Kansas State University
116 Caldwell Hall
Manhattan, KS 66506-2601

Phone: (+1) 785 532 6786 * (+41) 76 705 5807
E-mail: keti@phys.ksu.edu * ketino.kaadze@cern.ch

(a). Education

Kansas State University (Manhattan, KS), Ph.D. 2010
Tbilisi State University (Tbilisi, Georgia), M.S. 2005
Tbilisi State University (Tbilisi, Georgia), B.S. 2003

(b). Professional Preparation and Appointments

Since 2014 Assistant professor, Kansas State University
2013-2014 Research Associate, Fermi National Accelerator Laboratory, Batavia, IL
2010-2013 Research Fellow, CERN, Geneva, Switzerland

(c). Publications

1. CMS Collaboration, “Evidence for the direct decay of the 125 GeV Higgs boson to fermions,” Nature Physics, DOI: 10.1038/NPHYS3005.


September 10, 2014

Carol Shanklin, Ph.D.
Dean
Graduate School
Kansas State University
Fairchild Hall

Dear Dean Shanklin:

I am writing to nominate Dr. Melinda Markham as a graduate faculty member certified to direct doctoral students. Dr. Markham is in the family studies program in the School of Family Studies and Human Services, K-State Salina. She has been a member of the K-State faculty since August 2010. She teaches graduate and undergraduate courses and conducts research on topics such as co-parenting, post-divorce transitions, and portfolio use in family science. Assistant Professor Markham received her Ph.D. in human development and family studies with a minor in women’s and gender studies from the University of Missouri in 2010.

In terms of completing the qualifications necessary to become certified to direct doctoral dissertations, Dr. Markham co-chaired Jaimee Hartenstein’s doctoral committee with Dr. Walter Schumm. Jaimee successfully defended her dissertation this summer. Dr. Markham is serving on two additional dissertation committees as well as MS and MA committees.

Thank you for your consideration of this nomination. Please contact me at or 785-1472 or dottie@k-state.edu if you need further information.

Sincerely,

Dorothy B. Durband
School Director
Melinda Stafford Markham, Ph.D., CFLE

School of Family Studies and Human Services
Kansas State University
101 Tullis
Salina, KS 67201
785-826-2929
mmarkham@ksu.edu

EDUCATION

05/2010
University of Missouri – Columbia
Columbia, MO
Doctor of Philosophy in Human Development and Family Studies
Completed Minor: Women’s and Gender Studies

12/2005
University of Missouri – Columbia
Columbia, MO
Master of Science in Human Development and Family Studies

05/2003
Kansas State University
Manhattan, KS
Bachelor of Science in Family Studies and Human Services
Cum Laude

ACADEMIC AND PROFESSIONAL POSITIONS

05/2010 – Present
Assistant Professor, School of Family Studies and Human Services,
Kansas State University, Salina, KS

SELECT PUBLICATIONS (* denotes student)


September 10, 2014

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

Dear Dr. Shanklin,

I nominate Dr. Lado Samushia, Assistant Professor of Physics, for certification to direct doctoral students.

Dr. Samushia joined the department of physics in Aug, 2014 as an Assistant Professor. He has received a PhD in Physics from Kansas State University and has several years of postdoctoral experience before coming back to K-State as a faculty member. Dr. Samushia has published more than 10 papers in renowned Physics and Astrophysics journals with high impact factors.

Dr. Samushia meets all of the criteria for teaching graduate level course, serving on supervisory committees of master’s or doctoral students, and directing master’s or doctoral students. The Graduate Faculty of the Department of Physics voted unanimously to recommend his certification to direct doctoral students.

A copy of Dr. Samushia’s vitae is enclosed.

Sincerely,

Amit Chakrabarti
William and Joan Porter Professor and Head
Lado Samushia
Physics Department

EDUCATION

Ph. D. 2009 Kansas State University, Physics
M. S. 2004 Tbilisi State University, Physics
B. Sc. 2002 Tbilisi State University, Physics

PROFESSIONAL EXPERIENCE

2014 - Present Assistant Professor, Department of Physics, Kansas State University, USA
2009 - Present Junior Scientist, Astrophysical Observatory, Ilia State University, Georgia
2009 - 2014 Senior Research Associate, ICG, University of Portsmouth, UK
2006 - 2009 Graduate Research Assistant, Physics Department, Kansas State University, USA

SELECTED PUBLICATIONS IN PEER-REVIEWED JOURNALS

References

September 10, 2014

Carol Shanklin, Ph.D.
Dean
Graduate School
Kansas State University
Fairchild Hall

Dear Dean Shanklin:

I am writing to nominate Dr. Martin Seay as a graduate faculty member certified to direct doctoral students. Dr. Seay is in the personal financial planning program in the School of Family Studies and Human Services. He has been a member of the K-State faculty since August 2012. He teaches graduate and undergraduate courses and conducts research on topics such as retirement satisfaction, the psychology of wealth, and housing decisions. Assistant Professor Seay received his Ph.D. in housing and consumer economics with an emphasis in family financial planning from the University of Georgia in 2012.

In terms of completing the qualifications necessary to become certified to direct doctoral dissertations, Dr. Seay has served as a member of Miyoung Yook’s doctoral committee and also served as co-chair for George Nabeshima’s doctoral committee. Both students successfully defended their dissertations in 2014. Dr. Seay is also serving as a member of two additional dissertation committees with expected completion dates in 2014.

Thank you for your consideration of this nomination. Please contact me at dottie@k-state.edu or 785-1472 if you need further information.

Sincerely,

Dorothy B. Durband
School Director
Martin Craig Seay, Ph.D., CFP®
School of Family Studies and Human Services

Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
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<tr>
<td>Ph.D.</td>
<td>University of Georgia</td>
<td>Housing and Consumer Economics</td>
<td>2012</td>
</tr>
<tr>
<td>B.S.F.C.S</td>
<td>University of Georgia</td>
<td>Housing and Consumer Economics</td>
<td>2007</td>
</tr>
</tbody>
</table>

Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor of Personal Financial Planning</td>
<td>School of Family Studies and Human Services, Kansas State University</td>
<td>2012 - present</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>College of Business &amp; Mass Communications, Bcnaun University</td>
<td>2011</td>
</tr>
<tr>
<td>Graduate Teaching Assistant</td>
<td>Department of Housing and Consumer Economics, University of Georgia</td>
<td>2008 - 2011</td>
</tr>
</tbody>
</table>

Selected Refereed Journal Articles


* Denotes student contributor
** Authors listed alphabetically to reflect equal contribution
October 2, 2014

Dean Carol Shanklin
Graduate School
103 Fairchild Hall
Kansas State University

Dear Dean Shanklin,

Attached are the nomination form and supporting documents for membership and certification of Assistant Professor David Thompson into the Graduate School. Dr. Thompson is a new tenure track Assistant Professor in the Department of Electrical and Computer Engineering, and I expect Dr. Thompson to teach graduate level courses as well as directing the research of master's and doctoral students. Dr. Thompson already has a very strong record of accomplishments in the biomedical area while at the University of Michigan.

The graduate faculty of Electrical and Computer Engineering voted on September 4, 2014 to send forward this nomination, with only outstanding comments on his record and ability to perform as a certified member of the graduate faculty.

Sincerely,

[Signature]

Don Gruenbacher
Head and Associate Professor
Electrical and Computer Engineering
David Thompson  
Department of Electrical and Computer Engineering  

Education:  
B.S. 2006  Kansas State University, Electrical Engineering  
M.S. 2009  University of Michigan, Biomedical Engineering  
M.S. 2011  University of Michigan, Electrical Engineering: Systems  
Ph.D. 2012  University of Michigan, Biomedical Engineering  

Professional experience: (List current and three most recent positions)  
Current: 2014 - present  Assistant Professor, Department of Electrical and Computer Engg., Kansas State University, Manhattan  
Previous: 2012 - 2013  Post-Doctoral Fellow, Department of Biomedical Engineering, University of Michigan  
2007 - 2012  Graduate Student Research Assistant, Biomedical Engineering, University of Michigan  
2007 - 2007  Foreign Guest Researcher, School of Information Sciences, Tohoku University (Sendai, Japan)  

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.)  


September 15, 2014

Dr. Carol Shanklin, Dean
The Graduate School
103 Fairchild Hall
KSU CAMPUS

Dear Dean Shanklin:

I am pleased to nominate Dr. Jida Wang for Membership on the Graduate Faculty and Certification to direct doctoral students. Dr. Wang is a tenure-track assistant professor who joined the geography department in August 2014. At a faculty meeting on 12 September 2014, members of the graduate faculty in the department overwhelmingly voted for his membership and certification; of the three members not voting, one was sick and two are on sabbatical leave this semester.

Dr. Wang’s interests and expertise are in the areas of water resource geography and remote sensing. He completed his PhD at UCLA in December 2013. As his CV indicates, he has five refereed publications to his credit, of which he serves as first author on four of them. They appear in highly regarded international journals of remote sensing and GIS. His scholarship makes him well qualified to teach graduate-level classes, serve on MA and PhD student committees, and direct MA and PhD students. My colleagues and I very much look forward to Dr. Wang contributing significantly to our graduate program in the years ahead.

Attached please find the requested documents to support my nomination of Dr. Wang. I add that he has my unqualified support to become a member of the Graduate Faculty and be Certified to direct doctoral students. If I provide additional documentation in support of my nomination, please do not hesitate to contact me.

Sincerely yours,

Charles W. Martin
Professor and Head
Dr. Jida Wang, Department of Geography

Education

Ph.D. 2013  University of California, Los Angeles (UCLA). Geography

Professional Experiences

Assistant Professor  2014–present  Department of Geography, Kansas State University
Postdoctoral Researcher  2014  Department of Geography, UCLA
Research/Teaching Assistant  2008–2013  Department of Geography, UCLA

Selected Publications


Selected Conference Presentations


Selected Awards

Distinguished Teaching  2013–2014  Academic Senate, UCLA
Dissertation Year Fellow  2012–2013  Graduate Devison, UCLA
Outstanding Teaching Assistant  2011–2012  Department of Geography, UCLA

Professional Association and Service

Member  American Geophysical Union (AGU); Association of American Geographers (AAG); Chinese-American Oceanic & Atmospheric Association (COAA)
Invited Speaker  Sun Yat-sen University, China, 2013; UCLA GIST program, 2011; Gyerynggi Science High School, South Korea, 2011
Expedited Course Changes

FROM:

| ART 660 – Sculpture III. (3-6) I, II. | TO:
| Continuation of Sculpture II. Further exploration of media and technique, emphasizing the development of individual direction and expression. Primarily for Undergraduate sculpture majors. Note – May be taken for a maximum of 9 credits. Pr.: ART 645. |

ART 660 – Sculpture III. (3) I, II. Continuation of Sculpture II. Further exploration of media and technique, emphasizing the development of individual direction and expression. Primarily for Undergraduate sculpture majors. Note – May be taken for a maximum of 12 credits. Pr.: ART 340, ART 645.

RATIONALE: Limit the number of credit hours a student can take per semester for more focused time in the studio with faculty supervision.

IMPACT: None

EFFECTIVE DATE: Spring 2015

FROM:

| GEOL 704 – Paleoenvironments. (3) I. Application of biological, physical, and chemical factors in modern marine environments to the understanding of ancient marine environments. Pr.: GEOL 581 and 630. |

GEOL 704 – Carbonate Paleoenvironments. (3) II. Examination of the biological, physical, and chemical factors in reefs and shallow carbonate platform environments through Earth history, including their modern analogs. Attention to the geometry of carbonate facies, their geographic and temporal distribution, and their sedimentary fabric and porosity. Pr.: GEOL 581 and 630.

RATIONALE: GEOL 704 had not been taught for a number of years, until the Spring of 2012 and 2014. At that time the course was taught, but with a more limited focus on reefs and shallow carbonate systems. This course change form is being submitted to make this change in emphasis reflected in the course title and description. Although clastic sedimentary environments are covered in other courses, carbonate environments are not as well covered in existing classes. Narrowing this course to carbonate systems will help strengthen this current weakness, and will complement courses in petroleum and subsurface sedimentary geology (GEOL 740, GEOL 770) as well as paleontology (GEOL 581).

IMPACT: None

EFFECTIVE DATE: Spring 2016
**ARCH 505 – Architectural Internship**
Off-campus work study program with an approved professional, building industry, government, or non-profit agency sponsor. 
Note: Must be enrolled concurrent with ARCH 506, and each course must be successfully completed before credit is awarded in either. This course is graded Credit/No Credit.

Credit: (9)
Pre-Requisite: ARCH 434, ARCH 605, not more than one D in an architectural design course, and approval of the internship coordinator.

**ARCH 506 – Architectural Internship**
Preparation of internship journals and employer profiles, during the approved off-campus work-study program in ARCH 505. 
Note: Must be enrolled concurrent with ARCH 505, and each course must be successfully completed before credit is awarded in either. This course is letter-graded only.

Credits: (3)
Pre-Requisite: ARCH 434, ARCH 605, not more than one D in an architectural design course, and approval of the internship coordinator.

**RATIONALE:**
1) To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.
2) Undergraduate catalog and Graduate Catalog information does not match.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCH 605 – Architectural Design Studio V</strong>&lt;br&gt;A design studio that integrates a design project with design development, (including structural, mechanical, lighting and movement systems) and construction documentation.&lt;br&gt;Note: Twelve hours studio a week.</td>
<td><strong>ARCH 605 – Architectural Design Studio V</strong>&lt;br&gt;A design studio that integrates a design project with design development, (including structural, mechanical, lighting and movement systems) and construction documentation.&lt;br&gt;Note: Twelve hours studio a week.</td>
</tr>
<tr>
<td>Credits: (5)&lt;br&gt;Pre-Requisite: ARCH 404 and not more than one grade of D in an architectural design course, LAR 500, ARCH 433, ARCH 453, ARCH 514 and concurrent enrollment in ARCH 515.</td>
<td>Credits: (5)&lt;br&gt;Pre-Requisite: ARCH 404, LAR 500, ARCH 433, ARCH 448, ARCH 514, concurrent enrollment in ARCH 515, and no grade lower than a C in an architectural design studio course.</td>
</tr>
<tr>
<td><strong>RATIONALE:</strong> To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.</td>
<td><strong>RATIONALE:</strong> To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.</td>
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<tr>
<td><strong>IMPACT:</strong> None</td>
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<td><strong>EFFECTIVE DATE:</strong> Fall 2015</td>
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**ARCH 706 – Architectural Design Studio VII**
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.
Note: Twelve hours studio a week.

Credit: (5)
Pre-Requisite: Either ARCH 505 and ARCH 506 or ARCH 606; not more than one D in an architectural design course; ARCH 434, ARCH 453 and ARCH 515.

**RATIONALE:** To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

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**ARCH 707 – Architectural Design Studio VIII**
Development of the student’s project programmed in ARCH 705, under the direction of a faculty committee. Project must demonstrate a high level of achievement in systematic and comprehensive thinking, application of resources, and communication of total process.
Note: Twelve hours studio a week.

Credit: (5)
Pre-Requisite: ARCH 705, ARCH 706, not more than one D in an architectural design course.

**ARCH 706 – Architectural Design Studio VII**
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.
Note: Twelve hours studio a week.

Credit: (5)
Pre-Requisite: Either ARCH 507 or ARCH 606; ARCH 434, ARCH 448, ARCH 515, and no grade lower than a C in any architectural design studio course.
RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.

IMPACT: None

EFFECTIVE DATE: Fall 2015

FROM:
ARCH 806 – Architecture Design Studio VII
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design. Note: Twelve hours studio a week. For M. ARCH students.

Credits: (5)
Pre-Requisite: either ARCH 507 or ARCH 606; not more than one D in an architectural design course; ARCH 434, ARCH 453 and ARCH 515.

RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.

IMPACT: None

EFFECTIVE DATE: Fall 2015

TO:
ARCH 806 – Architectural Design Studio VII
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design. Note: Twelve hours studio a week. For M. ARCH students.

Credits: (5)
Pre-Requisite: Either ARCH 507 or ARCH 606, ARCH 434, ARCH 448, ARCH 515, and no grade lower than a C in an architectural design course.
FROM: LAR 880 – Advanced Landscape Architecture Construction
TO: LAR 880 – Advanced Landscape Architecture Construction

iSIS Short Title: Adv Landscape-Const
Specialized study of large-scale landscape planning involving landscape construction and grading.
Credits: (3)
Requisites: None

RATIONALE: 1) Updating course information. Correction to incorrect information. 2) Undergraduate catalog and Graduate Catalog information does not match.

IMPACT: None

EFFECTIVE DATE: Fall 2015

FROM: FOR 641. Forestry Problems (1-3) I, II, S.
TO: FOR 741. Forestry Problems (1-3) I, II, S.

Work is offered in various fields of forestry.
Pr.: Consent of instructor.

RATIONALE: Course number change will enhance its usefulness as a viable option in programs of study especially for graduate students to work on special problems under instructor supervision.

IMPACT: No impact to other departments.

EFFECTIVE DATE: Spring 2015

FROM: HORT 600. Herbaceous Landscape Plant Production. (2) II,
The principles and commercial practices for producing annual and herbaceous perennial landscape plants from seed and cuttings. Analysis of crop production costs will be emphasized. One hour lec. and three hours lab a week.
Rec. Pr.: HORT 350 and HORT 570
TO: HORT 600. Herbaceous Plant Production. (3) II,
The principles and commercial practices for producing annual and herbaceous perennial plants from seed and cuttings, including vegetable and herb crops in controlled environments. Analysis of crop production costs and plant growth regulation will be emphasized. Two hours recitation and three hours lab a week.
Rec. Pr.: HORT 350 and HORT 570
RATIONALE: The changes reflect the expansion of the course to include vegetable and herb crops production in controlled environments, including greenhouses and growth rooms. These changes reflect adaptation of the course content to recent trends in the commercial greenhouse industry.

IMPACT: No impacts outside the department.

EFFECTIVE DATE: Spring 2015

FROM: HORT 625. Floral Crops Production and Handling. (2) II, odd years.
The principles and commercial practices for producing floral potted crops and cut flowers crops emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered. One hour lec. and three hours lab a week.
Pr.: HORT 201. Rec. Pr.: BIOL 500, HORT 350 and HORT 570

TO: HORT 625. Floral Crops Production and Handling. (2) II, odd years.
The principles and commercial practices for producing floral potted crops and fresh flower crops, emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology of fresh flowers will be covered. Three hours recitation a week.
Pr.: HORT 201. Rec. Pr.: HORT 350, BIOL 500, and HORT 570

RATIONALE: The changes reflect the current schedule for offering the class. Content is delivered through a combination of asynchronous podcasts, recitation and discussion, and experiential laboratory activities.

IMPACT: No impacts outside the department.

EFFECTIVE DATE: Spring 2015

FROM: HORT 791. Urban Agriculture (3) I.
Students will become familiar with a wide variety of urban agriculture types, methods of implementation, and the skill sets necessary to supervise such projects. The course will include background readings, case studies, guest speakers, student-facilitated class discussion, and lectures.

TO: HORT 791. Urban Agriculture (2) I.
Students will become familiar with a wide variety of urban agriculture types and production systems utilized in urban settings. The course will include background readings, case studies, guest speakers, student-facilitated class discussion, and lectures.

RATIONALE: Reduction in credits reflects change in content, course will focus only on production. By removing all other aspects of the food system to a new course, both subjects will be studied more comprehensively.
IMPACT: No impacts to other departments.

EFFECTIVE DATE: Spring 2015

FROM: HORT 792. Urban Food Production Practicum (2) I, II, S.
TO: HORT 792. Urban Food Production Practicum (1) I, II, S.

Students will complete a practicum in an approved urban agriculture setting to gain exposure to a broad range of tasks facing the urban farmer. This includes planning, production and marketing of crops in high tunnels and open field.

RATIONALE: Reduction in credits reflects change in how the course is administered and a challenge the students are experiencing with having to leave campus for a semester to complete a full-time practicum.

IMPACT: No impacts to other departments.

EFFECTIVE DATE: Spring 2015

FROM: PMC 710 Rural Tourism and Sustainable Development. (3) I.
TO: PMC 710 Natural Resource Based Tourism (3) I.

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

RATIONALE: Name change only. New name better reflects the PMC division’s mission and course content

IMPACT: No impact to other departments.

EFFECTIVE DATE: Spring 2015
<table>
<thead>
<tr>
<th>FROM: PLPTH 916. Chromosome and Genome Laboratory. (1 cr). II, Odd. An advanced laboratory course in classical and molecular cytogenetic techniques, C-banding, and fluorescence in situ hybridization techniques. Three hours lab a week. Pr.: PLPTH 915 or concurrent.</th>
<th>TO: PLPTH 916. Cytogenetics Laboratory. (1 cr). II, Odd. An advanced laboratory course in classical and molecular cytogenetic techniques, C-banding, and fluorescence in situ hybridization techniques. Three hours lab a week. Pr.: PLPTH 915 or concurrent.</th>
</tr>
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<tbody>
<tr>
<td>RATIONALE: The updated course title better reflects the course content. IMPACT: There is no Impact on other departments. EFFECTIVE DATE: Spring 2015</td>
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<tr>
<td>RATIONALE: Too much material was packed into this class. So the department is teaching the graduate simulation class in the summer, odd years. Thus, the simulation part is being removed from the class. IMPACT: No impact outside of Industrial and Manufacturing Systems Engineering EFFECTIVE DATE: Fall 2015</td>
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### Expedited Curriculum Changes

#### FROM:

<table>
<thead>
<tr>
<th>MSOR COURSEWORK ONLY</th>
<th>TO:</th>
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<tbody>
<tr>
<td><strong>Operations Research Core Courses</strong></td>
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<td>9 9</td>
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<tr>
<td>Additional Operations Research Courses</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Thesis</td>
<td>6 0</td>
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<tr>
<td>IE Seminar</td>
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<tr>
<td><strong>Total Graduate Credits</strong></td>
<td><strong>30 30</strong></td>
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One core course must be taken in each of the three areas:

**Continuous Optimization**
- IMSE 881 - Linear Programming
- IMSE 982 - Nonlinear Programming

**Discrete Optimization**
- IMSE 882 - Network Flows and Graph Theory
- IMSE 884 - Integer Programming and Combinatorial Optimization

**Stochastic Processes**
- IMSE 842 - Reliability Theory
- IMSE 866 Applied Stochastic Processes and Theoretical Simulation
- IMSE 971 - Industrial Queuing Processes

**Additional Operations Research courses include the following courses and any core courses:**
- IMSE 643 - Industrial Simulation
- IMSE 780 - Methods of Operations Research
- IMSE 830 - Applied Fuzzy Set Theory
- IMSE 751 - Applied Decision Theory
- IMSE 865 - Simulation of Industrial Management Systems
- IMSE 990 - Adv Topics in Operations Research
- IMSE 976 - Scheduling Theory
- IMSE 983 - Dynamic Programming

#### TO:

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- IMSE 990 - Adv Topics in Operations Research
- IMSE 976 - Scheduling Theory
- IMSE 983 - Dynamic Programming
Actual degree requirements will be summarized on an approved plan of study. Some general guidelines include:

- At least 60 percent of classes must be above 700 level
- No more than 6 hours can be taken from outside the department without prior permission
- Courses in IMSE the department must be above the 600 level
- Courses outside the department must be above the 500 level
- No more than 6 hours can be taken at the 500 level.
- No course can count as both a core course and an additional operations research course

Students on-campus are required to enroll in the graduate seminar each semester.
**Non-Expedited New Courses**

**DED 820. Foundations of Social Justice Education: Research, Theory, and Practice. (3) I, S.**
This course focuses on the principles of social justice education that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings across the lifespan. The course integrates theoretical and practical aspects of social justice in local, national and international settings such as K-12 formal education, higher education, adult education, community development, and family education, and agricultural education.

**IMPACT:** None.

**RATIONALE:** This is the introductory course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course will introduce the topic to those participating in the graduate certificate program.

**EFFECTIVE DATE:** Summer 2015

**DED 880. Reflective Practice in Social Justice Education. (3) II.**
This course focuses on the application of principles of social justice education in informal and formal educational settings. Student-conceptualized and -implemented theory-to-practice social justice education projects serve as the capstone or culmination of the graduate certificate, with projects presenting powerful opportunities for students to foster social change and positively impact the communities in which they work. Pre-Requisite: DED 820.

**IMPACT:** None.

**RATIONALE:** This is the capstone course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course includes planning, implementing and evaluating a theory-to-practice social justice education project in the school, community and organizational settings.

**EFFECTIVE DATE:** Fall 2015

**AMETH 700. Advanced Topics in American Ethnic Studies. (3) I, II, S.**
Provides students the opportunity to investigate topics in American Ethnic Studies that enable greater depth and complexity of understanding of field’s methodological approaches and specializations. K-State 8: Human Diversity within the US; Ethical Reasoning and Responsibility.

**K-State 8 RATIONALE:** Advanced Topics in American Ethnic Studies will further students’ skills in advancing the mission of our department: “to serve American society through our focus on underserved communities of color and communities historically under-represented at the nation’s university.” Advanced Topics courses will thus assist students in developing a
heightened awareness of how diverse ethnicities and racial formations shape their sense of self in relation to diverse others using scholarly study, research and personal interaction. Advanced Topics courses in American Ethnic Studies will further students’ skills in advancing the mission of our department: “to promote social justice ideals and practices of inclusivity [and] foster engaged research and praxis responsive to the needs and realities of underserved constituencies”. Advanced Topics courses will thus assist students in learning how to think through ethical dilemmas and make sound decisions about how to participate in society to promote the wellbeing of all, especially the racially disenfranchised.

**Rationale:** This course is being added to increase American Ethnic Studies curricular offerings that provide greater in-depth theoretical and empirical analysis of topics central to the field’s development. Since our courses currently also draw much interest from graduate students, the 700-level Advanced Topics course will allow these students to enroll in relevant advanced AMETH topics courses for graduate credit.

**Impact:** None

**Effective Date:** Spring 2015

**GEOG 708. Topics in Programming for Geographic Analysis.** (3) I, II. Introduces programming languages, scripting methods, and/or free and open-source software (FOSS) and their use with geospatial technologies and spatial data. Explanations of programming concepts, demonstrations of techniques, and practical exercises that will enable students to develop their own programs and workflows for geoprocessing, spatial analysis, and map production. Pr.: GEOG 608 is recommended.

**Rationale:** The automation of geoprocessing and geocomputation tasks is becoming common practice among geographers who use geospatial technologies and techniques for basic and applied research. Increasingly, employers are also asking undergraduates to be competent users of programming/scripting languages such as Python and Javascript, as well as free and open source applications for mathematics, statistics, and graphing like R and openModeller. This class will focus on the application of such languages/programs to perform geographic analysis, create custom geoprocessing functions, and for implementing higher-order automation procedures for data processing and analysis. As a topics course, we anticipate instructors will focus on one language/application during each offering, allowing students to repeat the course and learn different content. This proposed course fills a large void in our current geographic information science (GIScience) curriculum at the senior undergraduate and graduate levels by building on beginning and intermediate-level courses such as GEOG 508 GIS I, GEOG 605 Remote Sensing of the Environment, GEOG 608 GIS II, and GEOG 711 Topics in Remote Sensing to extend the range of geoprocessing, analysis, and data automation functions available to spatial scientists.

**Impact:** None

**Effective Date:** Spring 2015
MUSIC 791. Advanced Vocal Pedagogy. (2) I, S. Advanced study of vocal production, exploring the scientific principles of breathing, resonance, timbre, and other vocal features. Discussion of vocal health and teaching styles.

RATIONALE: We have offered this course as a MUSIC 799 course in the past but since it will be reoccurring, we want to offer it as a separate course.

IMPACT: Graduate School. To facilitate enrollment and graduate school program of study planning. Laura Murphy, Graduate School was contacted September 30, 2014, and Dean Shanklin responded 10-8-2014 asking to change the course number to a 700-level course. We are changing from MUSIC 691 to MUSIC 791 per the Graduate School request.

EFFECTIVE DATE: Fall 2015

THTRE 800. Introduction to Graduate Studies in Theatre: Library, Research, and Information Skills. (1-3) I. Skills for accessing research tools and resources needed in the age of the internet, along with instruction on citations, literature reviews, and other formatting necessary for graduate research papers.

RATIONALE: Graduate students need to learn the basics of research in order to utilize the resources that our library provides and to learn how to appropriate cite papers, etc. We have been offering what has been equivalent to a one credit class informally for the last 1 years and feel that since some students opt not to take it, we need to make it formal and ensure that everyone takes it. We would like to make it variable credit so that the option is available for further instruction in research methods beyond the basics. We will only require 1 credit hour in the curriculum.

IMPACT: None

EFFECTIVE DATE: Fall 2015
**Non-Expedited Course Changes**

FROM:

**ECON 630 – Introduction to Econometrics.**
(3) II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses.
K-State 8: Empirical and Quantitative Reasoning; Social Sciences.
Pr.: ECON 120 or AGEC 120 or 121; MATH 205 or 220; STAT 351, 511 or 705.

TO:

**ECON 630 – Introduction to Econometrics.**
(3) II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses.
K-State 8: Empirical and Quantitative Reasoning; Social Sciences.
Pr.: ECON 120 or AGEC 120 or 121; MATH 205 or 220; STAT 351 or AGEC 501 or STAT 511 or STAT 705.

**RATIONALE:** Course Catalog needs to be updated to allow AGEC 501 as a prerequisite equal to STAT 351

**IMPACT:** Agriculture Economics. This request to add AGEC 501 came from John Crespi, Professor, Department of Agricultural Economics in an email dated April 3, 2014.

**EFFECTIVE DATE:** Spring 2015
### Non-Expedited New Curriculum

**New Certificate: Social Justice Education**

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<th>FROM:</th>
<th>TO:</th>
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| Graduate Certificate Program in Social Justice Education  
The purpose of this 15-credit hour program is to prepare individuals to integrate theoretical and pedagogical aspects of social justice education in formal and informal educational settings at local, national, and international levels.  

Admission criteria:  
Students applying to the K-State Graduate Certificate Program in Social Justice Education (SJE) must be admitted to the K-State Graduate School. A student with a bachelor’s degree or in the final year of completing the degree is expected to have a cumulative grade point average of at least 3.0 from an accredited institution to be admitted to the certificate program.  

Curriculum Description:  
The 15-credit SJE certificate program focuses on the integration of foundational, theoretical, and practical aspects of social justice in educational settings, with social justice education theory-to-practice as central to the program. The certificate is based on the concept that social justice education is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional advocacy.  

1. Required Courses (6 credits):  
   - DED 820: Foundations of social justice education: Research, theory and practice (3 credit hours)  
   - DED 880: Reflective practice in social justice education (3 credit hours) |
2. College of Education elective courses (6 - 9 credits) from these and possibly other courses:

EDACE 750 Women, Education, and Work
EDACE 818 Social Foundations of Adult Education
EDACE 822 International Adult Education and Literacy
EDCEP 830 Diversity in Higher Education
EDCEP 851 Multicultural Aspects of Academic Advising
EDCI 721 ESL/Dual Language Methods
EDCI 740 Culture and Language in Classroom Practice
EDCI 755 Multicultural Issues in Teaching
EDCI 786 Differentiated Instruction for Diverse Learners
EDCI 910 Multicultural Curriculum Programming
EDLEA 801 Ethical Dimensions of Leadership
EDLEA 834 Strategies for Educational Change
EDLEA 845 Leadership for Diverse Populations
EDSP 710 Education of Exceptional Individuals

3. Electives from other colleges (0 – 3 credits):

Courses approved for program on a case-by-case basis. Examples are: WOMST 551, History and Politics of Family Violence; WOMST 605 Women’s Studies Practice and Applied Social Change; PSYCH 556 Multicultural Psychology; PSYCH 563 Gender Issues in the Workplace; ANTH 633 Gender, Power, and International Development; ANTH 685 Race and Culture; SOCWK 580 Women’s Perspectives on Peace and War; SOCIO 541 Wealth, Power and Privilege; SOCIO 735 Sociology of Human Trafficking; SOCIO 851 Social Change; GERON 777 Public Policy: Economic and Social Impacts on Older Adults; FSHS 752 Culture and Conflict; FSHS 761 International Conflict and Trauma.
IMPACT: Three credit hours of this certificate program MAY be taken from other non College of Education departments. Examples are: WOMST 551 History and Politics of Family Violence, WOMST 605 Women’s Studies Practice and Applied Social Change, PSYCH 556 Multicultural Psychology, PSYCH 563 Gender Issues in the Workplace, ANTH 685 Race and Culture, SOCWK 580 Women’s Perspectives on Peace and War, SOCIO 541 Wealth, Power and Privilege, SOCIO 633 Gender, Power, and Development, SOCIO 735 Sociology of Human Trafficking, SOCIO 851 Social Change, SOCIO 933 Gender and Society, Geron 777 Public Policy: Economic and Social Impacts on Older Adults, FSHS 752 Culture and Conflict, FSHS 761 International Conflict and Trauma.

We have discussed this certificate program with faculty and department chairs in the departments listed above. The Appendix contains letters from the department chairs of Women’s Studies; Psychology; Sociology, Anthropology and Social Work; and the director of the School of Family Studies and Human Services.

RATIONALE: The principles of social justice education promote equitable, sustainable, and transformative change in various educational settings that include traditional educational contexts (e.g. K-12 organizations, higher education) and those outside the traditional settings (e.g. military, agriculture, counseling, non-profits, corporations, health care, community development organization) as well as both national and international settings. There are few opportunities for individuals preparing for or working in formal or non-formal educational settings to learn specific pedagogical/andragogical concepts appropriate for promoting social justice and fostering change to positively impact individuals and communities. This graduate certificate will provide an interdisciplinary experience that is appropriate for students in a range of academic programs, such as social work, family studies, agricultural education, counseling, advising, curriculum and instruction, educational leadership, women’s studies, and sociology. The certificate is also relevant for professionals and volunteers in K-20 and informal settings such as shelters, community agencies, Head Start, Peace Corps, NGOs, and government. This will be the only online social justice education program in the country that does not just include K-12 formal education.

EFFECTIVE DATE: Summer 2015
Introduction

This 15 credit hour Social Justice Education Graduate Certificate proposed by the College of Education (COE) focuses on the principles of social justice education that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings. The certificate is based on the concept that social justice is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional advocacy. The certificate program integrates theoretical and practical aspects of social justice in educational settings, with social justice education theory-to-practice as central to the program. It represents a focused collection of courses that related to social justice education in school, community, and organizational settings. Student-conceptualized and -implemented theory-to-practice social justice education projects serve as the capstone or culmination of the graduate certificate, with projects presenting powerful opportunities for students to foster social change and positively impact the communities in which they work. Thus, the graduate certificate will provide an interdisciplinary experience that is appropriate for students from a range of academic programs, such as social work, family studies, agricultural education, counseling, advising, curriculum and instruction, educational leadership, women’s studies and sociology. The proposed graduate certificate program will be interdepartmental within the College of Education and will be managed by a steering committee made up of at least one member from each of the three departments in the college.

The proposed program strongly supports the College of Education’s mission: to prepare knowledgeable, ethical, and caring decision makers for a diverse and changing world. It will fulfill the educational missions of Kansas State University and the College of Education by:

- Preparing knowledgeable, ethical, and caring decision makers for a diverse and changing world.
- Fostering excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the wellbeing of Kansas, the nation, and the international community.
- Improving the quality of life and standard of living of those we serve.
- Engaging in partnerships with various stakeholders to translate knowledge into applications that address public needs.
- Increasing the number of students who complete graduate certificates and master’s degrees.

In addition, the certificate aligns with the professional interests of at least 60% of the faculty of the college, according to a survey conducted by the Associate Dean in 2011. The Midwest Educational Equity Center and the Center for Intercultural and Multilingual Advocacy (CIMA), both part of the College of Education, are excellent resources for this certificate program.
I. **Statement of the Educational Objectives of the Certificate Program**
The primary goal of social justice is assuring that all groups have the opportunity to receive resources equally. In educational settings, educators ensure the development of a sense of positive social and cultural identity, a sense of agency, and recognition of sociological differences among individuals (e.g. gender, race, class, disability, sexual orientation, etc.) **The principles of social justice education promote equitable, sustainable, and transformative change in various educational settings that include traditional educational contexts (e.g. K-12 organizations, higher education) and those outside the traditional settings (e.g. military, agriculture, counseling, non-profits, corporations, health care, community development organization) as well as both national and international settings.**

Social justice education is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional education and advocacy for social justice. **A social justice education program, then, would prepare educators and others to recognize, name and combat inequities in schools, communities, and society.**

Social justice education can be viewed through different lenses such as race, ethnicity, economic status, gender, national origin, sexuality, disability, socio-economic status, language, and others as well as the intersectionality of these. The axes of social difference – disability/ableism, gender/sexism, age/ageism, sexuality/heterosexism, race/racism, and the intersectionalities of oppression, power, and privilege are central to lived experiences (Bell, 1997). Social justice education facilitates an unpacking of these lived experiences and fosters pedagogical practices to address inequality (Mayhew & De Luca Fernandez, 2007; Spalding, Klecka, Lin, Odell & Wang, 2010; Kelly, 2012).

**The proposed program is customized to student interests and provides an educational foundation for theory-to-practice experience for students in providing and promoting social justice in formal and non-formal educational settings.** The curricula facilitate critical reflection upon prior socialization with respect to students’ worldview and social justice. Students are presented with opportunities to learn and then demonstrate knowledge of theory, research, and practical applications related to social justice education. Therefore, the focus will be theory-driven approaches in social justice education as well as knowledge and application of the principles of social justice education through project based learning in their communities and places of work.

Through coursework and theory-to-practice capstone projects, students will contextualize social justice education to facilitate the improvement of the current and future quality of life and standard of living of those whom students serve. Students will develop skills, theory, and ethical judgments to engage in partnerships with various stakeholders to translate knowledge into applications that address public needs in formal and non-formal education settings.

II. **Certificate Program Courses**
Courses in the graduate certificate of Social Justice Education are largely drawn from the existing set of courses relating to social justice and tailored to the student’s particular interests and needs. The program requires one 3-credit introductory course and one 3-credit practicum course (to be developed), listed as a Dean of Education course (DED 820 and DED 880) and administered and taught by College of Education faculty. The two required courses will be taught on-line and may also be taught face-to-face at any of the three K-State campuses. Other
collaborate and inform the development of the certificate program.

Three approved courses are drawn from existing COE courses relating to social justice education. Three credits may come from courses offered by departments outside the College of Education; the SJE Steering Committee will approve these courses. Approved courses are a mix of online and face-to-face formats. In the capstone course, DED 880, students will present their projects as evidence of the integration of social justice education with their own professional interests and contexts. This symposium will be formatted so that students may present virtually or face-to-face. Twelve of the 15 credit hours in the program must be at the 600 level or above.

Course listings:

REQUIRED COLLEGE OF EDUCATION COURSES (6 hours)
DED 820: Foundations of Social Justice Education: Research, Theory and Practice (3 credit hours) NEW COURSE
DED 880: Reflective Practice in Social Justice Education (3 credit hours) NEW COURSE

COLLEGE OF EDUCATION ELECTIVES (6-9 credit hours)
Note: The courses listed here are subject to change. Some are listed in the catalog as “offered on sufficient demand” or there is no regularized offering for some. We speculate that as the SJE certificate program grows, these courses will be offered on a regular basis. We also expect that as the program grows, COE faculty will develop specific courses that meet the needs of students and the goals of the program. In addition, there may be other courses that students may take, with permission of their certificate advisor, that are offered in the College of Education. We have chosen to include on this list the more generic courses that would be appropriate for students across the K-20 and adult education spectrum as well as across both formal and informal educational settings. These are a mix of face-to-face and online courses.
EDACE 750 Women, Education, and Work (face-to-face, not regular)
EDACE 818 Social Foundations of Adult Education (online annually)
EDACE 822 International Adult Education and Literacy (online, even years)
EDCEP 830 Diversity in Higher Education (online, summer)
EDCEP 851 Multicultural Aspects of Academic Advising (online, fall and spring)
EDCI 720 ESL/Dual Language Methods (face-to-face and online)
EDCI 740 Culture and Language in Classroom Practice (face-to-face and online)
EDCI 755 Multicultural Issues in Teaching (online)
EDCI 786 Meeting the Needs of All Students (online)
EDCI 910 Multicultural Curriculum Programming (face-to-face)
EDLEA 801 Ethical Dimensions of Leadership (online fall of even years)
EDLEA 834 Strategies for Educational Change (online annually)
EDLEA 845 Leadership for Diverse Populations (online, summer)
EDSP 710 Education of Exceptional Individuals (face-to-face, every semester)

ELECTIVES FROM OTHER COLLEGES (0-3 credit hours)
Courses from other colleges that are related to the context of social justice may be part of the certificate program. Examples are:
WOMST 551, History and Politics of Family Violence
WOMST 605 Women’s Studies Practice / Applied Social Change
III. Statement of How the Courses Are Associated with the Certificate

The two foundational courses (introduction and capstone courses) will provide students with a foundational understanding of the principles of the multiple dimensions of social justice education and applying them in an informal or formal educational setting. The elective courses represent a significant interdepartmental and college-wide collaboration that will make it possible for students to integrate this certificate with their specific areas of interest including women’s studies, sociology, family studies, adult basic education, military education, teacher preparation, special education, educational leadership, sustainable agriculture, health education outreach and so on. The certificate program will culminate with an integrative final capstone practicum and theory-to-practice social justice education initiative implemented within the student’s context (e.g. K-12 education, human resource development, continuing professional education, community development, outreach education, counseling, military education, etc.) Students will demonstrate the integration of social justice education with a specific area of interest and present project development and outcomes in an end of the semester symposium at which students may present virtually or face-to-face.

When a student applies to the SJE certificate program, a SJE steering committee will make a decision about admission and will appoint an in-college certificate advisor who will be the student’s point of contact during the program. The certificate advisor will develop, with the student, personal and professional goals as well as a coursework plan. Courses not on the list above will be brought to the steering committee for approval. A certificate will be completed when the advisor indicates to the Coordinator that the student’s plan is completed. We believe that advising and planning will be done by groups or cohorts as the program grows.

IV. Statement of Need

Many professionals in various institutions, organizations, and other contexts work on social justice issues that are inherent in their settings. Public school teachers, social workers, community health professionals, community development professionals, volunteers in may settings and others may be interested in theory to practice strategies to help them facilitate system changes in a more targeted and comprehensive manner. The K-State SJE graduate certificate has the potential to fulfill the educational needs of these individuals who bring a diverse range of prior academic and other lived experiences, yet who share a common goal to
implement effective social justice education initiatives in their settings. In addition, the certificate ties well with a planned graduate certificate in “dialogue, deliberation and public engagement” in the Department of Communication studies and an interdisciplinary doctorate in “communication and social change”.

Discussions with COE faculty who provide relevant courses have met with strong support and affirmation of the need for the program. For example, the professor who teaches EDCI, Multicultural Issues in Teaching, states that students become interested in the topic and ask, “what can we take now?” Likewise, the staff of the Midwest Equity Assistance Center (MEAC) who outreach across seven states in the region and are often asked about coursework as a follow-up to workshops and conferences. MEAC staff suggest they could recruit 30 students a year into the program. Finally, some doctoral programs in the COE have cognate areas or areas of specialization within their programs. The SJE graduate certificate would be appropriate for such an area of specialization. The letters from the COE Chairs in the Appendix provide further details.

Although several universities house programs, academic concentrations or graduate certificates focusing on social justice, very few offer a focus on social justice education. One other online certificate in SJE was found, however, it focuses only on K-12 formal education and is designed for teachers. This certificate is designed for educators who want to “teach for social justice outcomes” as well as individuals working in non-K-12 environments for whom social justice pedagogical competencies are required for maximum social justice outcomes (e.g. Head Start, 4-H and extension, community development, social work, the Peace Corps and AmeriCorps). An interdisciplinary, college-wide approach to providing a graduate certificate is unique nationally and internationally. The delivery method of the certificate addresses a global audience with face-to-face and on-line student participation options.

We have discussed this certificate with individuals across campus who have related programs or interests and have met with strong affirmation and support. These include: Betsy Cauble, Chair, Department of Sociology, Anthropology and Social Work; Mary Tolar, Director, School of Leadership Studies; David Procter, Director, Center for Engagement and Community Development and the Institute for Civic Discourse and Democracy; Terrie McCants, Coordinator of the Graduate Certificate in Conflict Resolution; Susan Allen (retired director of the Women’s Center and Torri Dickenson (professor of women’s studies), co-coordinators of the Graduate Certificate in Non-violence Studies; Tim Steffensmeier, Chair of the Department of Communication Studies; Yolanda Broyes-Gonzalez, American Ethnic Studies; Eric Hartman, Assistant professor in Leadership Studies; Carol Shanklin, Dean of the Graduate School; he Women’s Studies faculty.

V. Description of the Certificate Program Administration

The graduate certificate program in Social Justice Education will be administered under the auspices of the College of Education. A SJE Steering Committee made up of three faculty members, one from each department in the College of Education, and one at-large member will manage the program. For the initial offering of this certificate, the program contact and chair of the Steering Committee will be Susan Yelich-Biniecki (EDLEA). The member at large will be Amanda Morales, the college diversity coordinator. The Dean and the Administrative Council will select other committee members. For the first several iterations of the certificate offering the Steering Committee will be responsible for the development and implementation of the program, including such aspects as recruiting students, managing student programs, overseeing the
College of Education: Graduate Certificate in Social Justice Education

delivery of the required courses, and program evaluation. This group will be supported by the Associate Dean of the College of Education, Linda P. Thurston, as well as by the chairs of the COE departments. The Chair of the Department of Educational Leadership, David Thompson, will provide support for the program contact, Dr. Yelich Biniecki.

This certificate program will have an Advisory Council that will provide feedback, assistance and advice as requested related to the ongoing development, implementation and marketing of this program. After the program has been approved and in operation for about a year, we expect to expand the Advisory Council to include well known advocates for social justice education at the national and international level. And example is Dr. Gloria Ladson-Billings, who was the Distinguished Education Researcher for the College in 2013. These individuals have agreed to serve on the Advisory Council at this time: David Procter, Director, Center for Engagement and Community Development and the Institute for Civic Discourse and Democracy; Terrie McCants, Clinical Assistant Professor in Family Studies & Human Services and Coordinator of the certificate programs in conflict resolution; Susan Allen, Emerita director of the Women’s Center and co-coordinator of the Graduate Certificate in Non-violence Studies; Tim Steffensmeier, Chair of the Department of Communication Studies; Yolanda Broyles-Gonzalez, University Distinguished Professor and Director of American Ethnic Studies; Eric Hartman, Assistant professor in Leadership Studies; April Grice, program director for the Midwest Equity Assistance Center.

VI. Estimated Budget
The program will be sustained by faculty who are teaching the courses selected by students as part of their graduate certificate programs. The two new courses in the certificate program will become a part of the normal function of the face-to-face and online course offerings. The new courses will be taught by existing faculty on a rotating basis, with the potential to add qualified faculty and instructors if the demand warrants it. The program will be supported by revenue generated from courses and by College of Education resources. The cost to develop the two new courses is being covered by a grant from the Global Campus to Linda Thurston and Susan Yelich-Biniecki, and by existing COE resources. These required courses will be offered on-line through DCE, but may also, in the future, be offered face-to-face.

VII. Names of Faculty Associated With or Contributing to the Certificate
The faculty who will teach College of Education courses in the certificate program and/or who will serve as Steering Committee members or program advisors are: Susan Yelich Biniecki, Doris Carroll, Kakali Bhattacharya, David Thompson, Linda Thurston, Donna Augustine-Shaw, Socorro Herrera, Be Stoney, Jeong-Hee Kim, Jim Teagarden, Jeff Zacharakis, Amanda Morales, Tonnie Martinez, April Grice, and Debbie Mercer.

VIII. Program Coordinator
The certificate program will be coordinated by a Steering Committee, however the primary contact and committee chair will be Susan Yelich Biniecki, in the Department of Educational Leadership. The Office of the Associate Dean and the Department of Educational Leadership will support her.
IX. Student learning outcomes and assessment plan

The Program Logic Model for the K-State Graduate Certificate in Social Justice Education in the College of Education (Figure 1) demonstrates the resources (inputs), the activities of the students within the program, the student outputs/products and the expected outcomes (student learning objectives – SLOs). The Logic Model demonstrates the program’s theory of change, that is, how the program activities and requirements are expected to impact program participants. In addition, the Logic Model guides the assessment of student learning, for which measures and metrics are listed.

Student learning outcomes

The program’s unique combination of theory and practice addresses these specific student learning outcomes (SLOs). Upon completion of the SJE graduate certificate, participants will:

- Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education
- Understand and apply theory and research that informs the practice of social justice education
- Plan and implement relevant educational practices to promote social justice in formal and non-formal educational settings
- Demonstrate ethical decision-making in the practice of social justice education
- Utilize reflective practice in social justice education

Within formal and non-formal educational settings, the certificate program contributes to fostering social justice through excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community, which is central to the mission of Kansas State University, a land-grant institution.

Assessment Plan

As demonstrated by the Logic Model in Figure 1, assessment of each learning objective is tied to a specific measure or assessment activity. Consequently, an instrument is defined for each measure or assessment activity. The Assessment of Student Learning Plan (Kansas State University, 2004) is attached, Attachment A.

X. Endorsements of academic units whose students, courses or programs could be impacted by the graduate certificate in Social Justice Education

Although there are no academic units who are directly impacted by this certificate program, there are many units on campus who may be interested in our coursework or who may have students who would be interested in this certificate. We have described and discussed this graduate certificate program with several individuals on campus that are involved in academic programming that is somewhat related to the topic of social justice. Those with whom the potential certificate program was discussed are listed in Appendix D. Attached to Appendix D are letters from COE department chairs and from
College of Education: Graduate Certificate in Social Justice Education

chairs of non-COE departments that have courses on the possible electives list (Attachment B).

References


Degree Program: Graduate Certificate in Social Justice Education
in the College of Education
Assessment of Student Learning Plan
Kansas State University

A. College, Department, and Date

College: College of Education
Department: (this is a cross-college program)
Date:

B. Contact Person(s) for the Assessment Plans

Linda P. Thurston, Ph.D., Associate Dean
Susan Yelich-Biniecki, Ph.D. Assistant Professor

C. Degree Program

Graduate Certificate Program in Social Justice Education

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

   a. List (or attach a list) all the student learning outcomes for the program.
      Upon completion of the SJE graduate certificate, participants will:
      • Demonstrate knowledge about theoretical perspectives that ground social justice
        and social justice education
      • Understand and apply theory and research that informs the practice of social
        justice education
      • Plan and implement relevant educational practices to promote social justice in
        formal and non-formal educational settings
      • Demonstrate ethical decision-making in the practice of social justice education
      • Utilize reflective practice in social justice education

   b. Identify outcomes that will be assessed in the first three years of the plan.

      • Demonstrate knowledge about theoretical perspectives that ground social justice
        and social justice education
      • Understand and apply theory and research that informs the practice of social
        justice education
College of Education: Graduate Certificate in Social Justice Education

Special rationale for selecting these learning outcomes:
The first two learning outcomes were selected because this is a new graduate certificate program and they are the initial expected outcomes of the 15-credit hour sequence of courses.

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

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>University-wide SLOs (Graduate Programs)</th>
<th>Program SLO is conceptually different from university SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Understand and apply theory and research that informs the practice of social justice education</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>3. Plan and implement relevant educational practices to promote social justice in formal and non-formal educational settings</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate ethical decision-making in the practice of SJE</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Utilize reflective practice in SJE</td>
<td>X X</td>
<td></td>
</tr>
</tbody>
</table>
### 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>Capstone field experience/practice and report</th>
<th>Student End of Program Assessment</th>
<th>Opportunities to Learn (X) Courses Listed by Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge about theoretical perspectives that ground social justice and social justice education. (knowledge)</td>
<td>A</td>
<td>A</td>
<td>DED 820, DED 880 Approved electives</td>
</tr>
<tr>
<td>Students will understand and apply theory and research that informs the practice of social justice education. (knowledge, skills)</td>
<td>A</td>
<td>A</td>
<td>DED 820, DED 880 Approved electives</td>
</tr>
<tr>
<td>Students will plan and implement relevant educational practices to promote social justice in formal and non-formal educational settings. (knowledge, skills)</td>
<td>A</td>
<td>A</td>
<td>DED 820, DED 880 Approved electives</td>
</tr>
<tr>
<td>Students will demonstrate ethical decision-making in the practice of social justice education (attitudes and professional practice)</td>
<td>A</td>
<td>A</td>
<td>DED 880</td>
</tr>
<tr>
<td>Students will utilize reflective practice in social justice education (skills, attitudes and professional conduct)</td>
<td>A</td>
<td>A</td>
<td>DED 880 Approved electives</td>
</tr>
</tbody>
</table>

**University SLO’s**

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes and Professional Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</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).
2. How will the learning outcomes be assessed? What groups will be included in the assessment?

The following evidence will be collected during the first three years of the certificate program for all students in the program. We do not assume that there will be numerous completers during the first three years. Therefore, the data on student learning will focus primarily on the first required course, DED 820, as well as the logistics of the program, in order to improve the coursework as well as improve the delivery of the courses and the design and logistics of the certificate program.

(1) Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education (SJE)

1a. Total of cumulative individual scores for discussions using the Rubric for Participation in Online Discussions for DED 820 (direct)
1b. Individual student scores on Positionality Essay using Grading Rubric for Positionality Essay in DED 820 (direct)
1c. Individual student percent correct on knowledge test about theory and theoretical perspectives related to social justice and social justice education in DED 820 (direct)
1d. Student Self-Assessment of SLO, to promote reflective practice (SLO 5) in DED 820 and DED 880 (indirect)
1e. Data from surveys about student knowledge about theoretical perspectives that ground social justice and social justice education completed by faculty who teach the elective courses taken by students in the certificate program (at completion of certificate program – may to be used in first 3 years of the program) (indirect)
1f. Total percent score on ratings on the “knowledge base” section of Capstone SJE Experience Rating Scale by at least two members of the Steering Committee (at completion of certificate program – may to be used in first 3 years of the program) (direct)

(2) Understand and apply theory and research that informs the practice of SJE

2a. Individual student scores on Social Justice Education: Current State and Future Possibilities essay, using the Grading Rubric for SJE: Current State and Future Possibilities in DED 820 (direct)
2b. Individual student scores on Collaborative Film Analysis project using Grading Rubric for Film Analysis in DED 820 (direct)
2c. Student Self-Assessment of SLO, to promote reflective practice (SLO 5) (at completion of certificate program – may to be used in first 3 years of the program) (indirect)
2d. Individual student scores on checklist for SJE Initiative Proposal, using SJE Initiative Checklist, proposal section, DED 880 (at completion of certificate program – may to be used in first 3 years of the program) (direct)
2e. Data from surveys about perceptions of student knowledge about research related to SJE and application of research to completed by faculty who
teach the elective courses taken by students in the certificate program
(at completion of certificate program – may to be used in first 3 years of
the program) (indirect)

As students complete the certificate, exit interviews will be used to assess their
knowledge about social justice education theory and practice, their capacity for self-
reflection and improvement, and their self-describe learning from the program. In
addition, a survey of completers will be used to assess the quality of faculty and student
experiences in the program, suggestions for improvement, and intentions for future
graduate student and professional practice related to social justice education.

All students accepted to and enrolled in courses related to the SJE Graduate Certificate
will be included in these assessments for the first three years of the program. As the
program grows, a random sample of students in the program will be selected. We also
plan in the future to collect data only from program completers.

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

Data will be collected on a semester basis, with DED 820 faculty, Certificate
Coordinator, and advisors providing data as described above for the SJE program
evaluation database designed for the project and set up on Canvas. For example, at the
conclusion of DED 820, the required introduction course, the course instructor will enter
the data related to that course (1a, 1b, 1c, 2a, 2b) for individual students on the password-
protected site. Students will meet with their advisors and review their SJE Learning Plan,
scores on course activities, and self-assessments (1d, 2c). These will be entered on
Canvas by the advisor. Advisors will lead students in learning to reflect on course and
professional practice related to social justice education principles. Advisors will also note
feedback from students about the helpfulness of the course in facilitating student learning
of the SLOs.

Every semester, the Coordinator and the COE Associate Dean for Research will
summarize and provide representations of the assessment data. These data will be
provided as individual student data (not identified) and group data once a semester (3 X
annually) to the Steering Committee. This will allow close scrutiny of student learning
by providing individual student tracking of learning across time and group data across
semesters to note trends and to provide input for program improvement.

Year 1:
Summer semester: Collect and analyze individual and group data for 1a-d and 2a-
c; summarize and analyze data for Steering Committee; meeting of Coordinator
and Steering committee.
Fall semester: Collect and analyze individual and group data for 1a-d, 2a-c, and
1e and 2e, if applicable; summarize and analyze data for Steering Committee;
meeting of Coordinator and Steering committee.
Spring semester: Collect and analyze individual and group data for 1a-d, 2a-c and
1e and 2e, if applicable; summarize and analyze data for Steering Committee;
meeting of Coordinator and Steering committee to plan actions for program improvement.

Year 2:
Summer semester: Collect and analyze individual and group data for 1a-d and 2a-c; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee.
Fall semester: Collect and analyze individual and group data for 1a-d, 2a-c, and 1e and 2e, if applicable; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee.
Spring semester: Collect and analyze individual and group data for 1a-d, 2a-c, and 1e and 2e, if applicable; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee to look at actions planned and design changes in plan if indicated by data.

Year 3:
Summer semester: Collect and analyze individual and group data for 1a-d and 2a-c; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee. Committee will plan continuing assessment plan for after the first three years of the program.
Fall semester: Collect and analyze individual and group data for 1a-d, 2a-c, and 1e and 2e, if applicable; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee.
Spring semester: Collect and analyze individual and group data for 1a-d, 2a-c, and 1e and 2e, if applicable; summarize and analyze data for Steering Committee; meeting of Coordinator and Steering committee and examine results of program improvement plan and revise plan as indicated by data.

During the first three years of the certificate program, the Coordinator and the Steering Committee will meet three times a year to review the data on Canvas and to examine other formative evaluation data that will be collected for the purpose of program improvement.

The Coordinator will develop a brief summary of the findings from the data with recommendations for course instructors, advisors, and general program improvements.

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

The Certificate Coordinator and the Steering Committee will meet at least annually to review the data collected as described above and discuss the Coordinator’s summary and recommendations. This group will consult with COE faculty who teach the array of optional courses that make up choices of elective courses. Recommendations for program improvement to improve student learning will be discussed and plans will be made for implementing the changes, which will be reviewed at the next annual meeting. The Steering Committee meets three times a year; this review of assessment data will take place on the final meeting of each academic year.
**Non-Expedited Curriculum Changes**

**Master of Music**

**FROM:** Piano pedagogy  
**TO:** Piano pedagogy

**Major field**

6 hours individual instruction and the following courses:
- MUSIC 821 - Piano Pedagogy I  
  **Credits:** (3)
- MUSIC 822 - Piano Pedagogy II  
  **Credits:** (3)
- MUSIC 823 - Supervised Teaching in Piano  
  **Credits:** (2)
- MUSIC 824 - Half Recital in Piano  
  **Credits:** (1)
- MUSIC 825 - Lecture Recital in Piano  
  **Credits:** (1)

**Master's report (recital)**

In place of a master’s recital and report, all students will present a lecture-recital that will be musically-illustrated presentation on some aspect of piano pedagogy.

**RATIONALE:** This change reflects the revisions made in response to the NASM accreditation visit.

**IMPACT:** Graduate School, Dr. Carol Shanklin has approved this change in an email dated April 23, 2014.

**EFFECTIVE DATE:** Spring 2015