Minutes of the Graduate Council  
March 3, 2015 - 3:30 p.m.  
227 K-State Student Union


**Members Absent:** D. Deines, S. Eckels, E. Higgins, R. Larson, J. Mahoney, O. Prakash, V. Prasad, A. Rosine Underwood, W. Turnley, F. Weyher

**Guests:** S. Stauffer

**Graduate Student Council:** A. Fairbanks, A. Martens

**Graduate School:** G. Craig, M. Herman, M. Miller, S. Schlender, C. Shanklin

1. **Opening remarks**  
   Courtney Passow, doctoral candidate in Biology, has been selected to participate in the 65th Lindau Nobel Laureate Meeting scheduled for June 28-July 3, 2015 in Lindau, Germany. Courtney is one of 650 young scientists worldwide given the opportunity to attend the meeting and network with former Nobel Laureates.

2. Minutes of the February 3, 2015 meeting were approved as presented.

3. **Graduate School Actions and Announcements**  
The following appointments for graduate faculty membership were approved by the Dean of the Graduate School.

   **Membership Approvals**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/program</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Davis</td>
<td>Assist. Professor</td>
<td>Diagnostic Medicine &amp; Pathobiology</td>
<td>1/20/15</td>
</tr>
<tr>
<td>Eric Hartman</td>
<td>Assist. Professor</td>
<td>Educational Leadership</td>
<td>2/11/15</td>
</tr>
<tr>
<td>Daniel Rolles</td>
<td>Assist. Professor</td>
<td>Physics</td>
<td>2/9/15</td>
</tr>
<tr>
<td>Scott Schaake</td>
<td>Assoc. Professor</td>
<td>Animal Sciences &amp; Industry</td>
<td>2/11/15</td>
</tr>
</tbody>
</table>

4. **Academic Affairs Committee – Bill Zhang**  
At the February Academic Affairs Committee meeting, Bill Zhang was elected as the new committee chair. To assist the committee in this leadership transition, Associate Dean Herman provided the report for the Academic Affairs Committee. On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following for non-graduate faculty to teach graduate courses, and graduate faculty associate, membership, and certification. The motion passed.
Graduate Faculty Nominations:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/program</th>
<th>Graduate faculty type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jo Anderson</td>
<td>Instructor</td>
<td>Special Education, Counseling, &amp; Student Affairs</td>
<td>Non-Graduate</td>
</tr>
<tr>
<td>Cynthia Domenghini</td>
<td>Instructor</td>
<td>Horticulture, Forestry, &amp; Recreation Resources</td>
<td>Non-Graduate</td>
</tr>
<tr>
<td>Linda Blong</td>
<td>Adjunct Faculty</td>
<td>Communication Studies</td>
<td>Associate</td>
</tr>
<tr>
<td>Janet Crow</td>
<td>Project Manager</td>
<td>Family Studies &amp; Human Services</td>
<td>Associate</td>
</tr>
<tr>
<td>Roger Friedman</td>
<td>Instructor</td>
<td>English</td>
<td>Associate</td>
</tr>
<tr>
<td>David Propst</td>
<td>Adjunct</td>
<td>Biology</td>
<td>Associate</td>
</tr>
<tr>
<td>Benjamin Schwab</td>
<td>Assist. Professor</td>
<td>Agricultural Economics</td>
<td>Associate</td>
</tr>
<tr>
<td>Mark Sorell</td>
<td>Adjunct</td>
<td>Statistics</td>
<td>Associate</td>
</tr>
<tr>
<td>David Vail</td>
<td>Ancillary</td>
<td>Geography</td>
<td>Associate</td>
</tr>
<tr>
<td></td>
<td>Assist. Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeffrey DeFrain</td>
<td>Adjunct Faculty</td>
<td>Animal Sciences &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>Leigh Fine</td>
<td>Assist. Professor</td>
<td>Educational Leadership</td>
<td>Membership</td>
</tr>
<tr>
<td>Larry Kuehn</td>
<td>Adjunct Faculty</td>
<td>Animal Sciences &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>Kevin McClusky</td>
<td>Research Professor</td>
<td>Plant Pathology</td>
<td>Membership</td>
</tr>
<tr>
<td>Warren Snelling</td>
<td>Adjunct Faculty</td>
<td>Animal Sciences &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>R. Mark Thallman</td>
<td>Adjunct Faculty</td>
<td>Animal Sciences &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>Aimee Wertz-Lutz</td>
<td>Adjunct Faculty</td>
<td>Animal Sciences &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>William Wilson</td>
<td>Research Microbiologist</td>
<td>Diagnostic Medicine &amp; Pathobiology</td>
<td>Membership</td>
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<td></td>
</tr>
<tr>
<td>Daniel Flippo</td>
<td>Assist. Professor</td>
<td>Biological &amp; Agricultural Engineering</td>
<td>Certification</td>
</tr>
<tr>
<td>Zifei Liu</td>
<td>Assist. Professor</td>
<td>Biological &amp; Agricultural Engineering</td>
<td>Certification</td>
</tr>
<tr>
<td>Daniel Rolles</td>
<td>Assist. Professor</td>
<td>Physics</td>
<td>Certification</td>
</tr>
<tr>
<td>Aleksey Sheshukov</td>
<td>Assist. Professor</td>
<td>Biological &amp; Agricultural Engineering</td>
<td>Certification</td>
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</tbody>
</table>
Course and curriculum issues

Expedited Course Changes

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following expedited course changes. The motion passed.

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</thead>
<tbody>
<tr>
<td>AT 545: GLOBAL APPAREL AND TEXTILE PRODUCTION AND DISTRIBUTION</td>
<td>AT 600: GLOBAL APPAREL AND TEXTILE SUPPLY CHAIN MANAGEMENT</td>
</tr>
<tr>
<td>Short Title: Global Prod/Distribn</td>
<td>Short Title: Global AT Supply Chain Mgmt</td>
</tr>
<tr>
<td>Credits: (3)</td>
<td>Credits: (3)</td>
</tr>
<tr>
<td>Analysis of global fiber, textile, and apparel production and distribution, structure of industry and distribution channels; impact of culture, economics, and government regulations on production and distribution.</td>
<td>Analysis of global fiber, textile, and apparel production and distribution, structure of industry and distribution channels; impact of culture, economics, and government regulations on production and distribution.</td>
</tr>
<tr>
<td>When Offered: Spring</td>
<td>When Offered: Spring</td>
</tr>
<tr>
<td>UGE: None</td>
<td>UGE: None</td>
</tr>
<tr>
<td>K-State 8: Global Issues and Perspectives</td>
<td>K-State 8: Global Issues and Perspectives</td>
</tr>
<tr>
<td>Pre-Requisites: AT 245 and ECON 110</td>
<td>Pre-Requisites: AT 245 and ECON 110</td>
</tr>
</tbody>
</table>

RATIONALE: Recent revisions to the AT graduate curriculum have been made to reflect the program emphasis areas of globalization and sustainability. As part of these modifications, this course has been added to the program requirements for the Apparel and Textiles (M.S.) and Apparel and Textiles (Ph.D.) degrees. This course, formally AT 545, needs to be renumbered to a 600-level course to reflect the decision that all graduate students in the AT resident graduate programs are now required to complete this course. This course is also required for all Senior-level undergraduate students in the Apparel and Textiles program.

IMPACT: None

EFFECTIVE DATE: Fall 2015

<table>
<thead>
<tr>
<th>FROM:</th>
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<tbody>
<tr>
<td>AT 830: FASHION THEORY</td>
<td>AT 830: FASHION BEHAVIOR &amp; SUSTAINABILITY</td>
</tr>
<tr>
<td>Credits: (3)</td>
<td>Credits: (3)</td>
</tr>
<tr>
<td>Examination of historical, sociological, psychological, marketing, and economic concepts, theories, and research that contributes to current understanding of the fashion process in the apparel and textile field.</td>
<td>Evaluation of historical, sociological, psychological, economic, and theoretical underpinnings of fashion process, and examination of approaches fostering greater sustainable apparel consumption.</td>
</tr>
<tr>
<td>When Offered: Fall, even years.</td>
<td>When Offered: Fall, even years.</td>
</tr>
</tbody>
</table>
AT 880: Physical Analysis of Textiles

Short Title: Physical Analysis of Textiles
Credits: (3)

Theory, principles, and procedures in evaluating the physical properties of textile fibers, yarns, fabrics, and products for apparel, interior furnishings, and industrial uses.

When Offered: Spring, even years
UGE: None
K-State 8: None
Pre-Requisites: AT 265

Two hours lecture and three hours lab a week.

AT 880: Textile Sustainability

Short Title: Textile Sustainability
Credits: (3)

Principles and procedures in assessing textile sustainability across the lifecycle from fibers, yarns, fabrics, and textile products. Survey of sustainability indices, eco labels, and sustainable practices in the textile industry. Exploration of test methods and analytical discussions to evaluate the sustainability of textile products.

When Offered: Fall
UGE: None
K-State 8: None
Pre-Requisites: AT 265, AT 700

RATIONALE: To tailor in the subject of textile sustainability to be consistent with the departmental educational initiative of sustainability.

IMPACT: None

EFFECTIVE DATE: Fall 2015
FROM: AT 990: DISSERTATION PROPOSAL SEMINAR
Short Title: Sem/Dissertatn Prop
Credits: (1)
Presentation and discussion of proposals for dissertation research.
Grading Basis: Graded
When Offered: Fall, Spring
UGE: None
K-State 8: None
Pre-Requisites: Six hours of statistics, three hours of research design or methods, and consent of major professor.
Component/Default Size: REC/5

TO: AT 990: DISSERTATION PROPOSAL SEMINAR
Short Title: DISSERTATION PROPOSAL SEMINAR
Credits: (1)
Presentation and discussion of proposals for dissertation research.
Grading Basis: Credit/No Credit
When Offered: Fall, Spring
UGE: None
K-State 8: None
Pre-Requisites: Six hours of statistics, three hours of research design or methods, and consent of major professor.
Component/Default Size: REC/10

RATIONALE: AT 990 is a one-credit hour seminar course that students take in the semester they intend to present their dissertation proposal. Currently, it is a letter graded course and is inconsistent with the grading scale used for AT 999 Dissertation Research. The ATID graduate faculty have decided to modify AT 990 to a credit/no-credit grading scale.

IMPACT: None

EFFECTIVE DATE: Fall 2015

FROM: HN 631: Clinical Nutrition 1
Credits: (2)
First course of a two semester study of the application of nutrition principles in disease; includes physiological basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy, in-class team diagnoses presentations, and nutrition counseling.
When Offered: Fall
UGE: None
K-State 8: Ethical Reasoning and Responsibility
Pre-Requisites: HN 450

TO: HN 631: Clinical Nutrition 1
Credits: (3)
First course of a two semester study of the application of nutrition principles in disease; includes physiological basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy, in-class team diagnoses presentations, and nutrition counseling.
When Offered: Fall
UGE: None
K-State 8: Ethical Reasoning and Responsibility
Pre-Requisites: HN 450

RATIONALE: The course content requirements are very difficult to meet in a 2 credit course. A 3 credit course will allow time to cover all content in sufficient detail.
IMPACT: Hospitality Management & Dietetics (HMD). The Dietetics Program Advisory Committee agreed last spring 2014 that this was a necessary change.

EFFECTIVE DATE: Fall 2015

<table>
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<tr>
<th>FROM:</th>
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<tbody>
<tr>
<td>FSHS 756: FINANCIAL COUNSELING</td>
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</tr>
<tr>
<td>Credits: (3)</td>
<td>Credits: (3)</td>
</tr>
<tr>
<td>Theory and research regarding the interactive process between the client and the practitioner, including communication techniques, motivation and esteem building, the counseling environment, ethics, and methods of data intake, verification, and analysis. Other topics include legal issues, compensation, uses of technology to identify resources, information management, and current or emerging issues.</td>
<td>Theory and research regarding the interactive process between the client and the practitioner, including communication techniques, motivation and esteem building, the counseling environment, ethics, and methods of data intake, verification, and analysis. Other topics include legal issues, compensation, uses of technology to identify resources, information management, and current or emerging issues.</td>
</tr>
<tr>
<td>When Offered: Fall</td>
<td>When Offered: Fall</td>
</tr>
<tr>
<td>UGE: None</td>
<td>UGE: None</td>
</tr>
<tr>
<td>K-State 8:</td>
<td>K-State 8:</td>
</tr>
<tr>
<td>Pre-Requisites: FSHS 301 and KSU cumulative GPA of 2.5 or higher</td>
<td>Pre-Requisites:</td>
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</table>

RATIONALE: Students must demonstrate a basic understanding helping skills and general analytic skills to be successful in this advanced course.

IMPACT: None. FSHS 301 is already required as part of the curriculum.

EFFECTIVE DATE: Summer 2015

<table>
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<tr>
<th>FROM:</th>
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</thead>
<tbody>
<tr>
<td>FSHS 757: FINANCIAL BEHAVIOR ASSESSMENT CONSULTING</td>
<td>FSHS 757: FINANCIAL BEHAVIOR ASSESSMENT CONSULTING</td>
</tr>
<tr>
<td>Credits: (3)</td>
<td>Credits: (3)</td>
</tr>
<tr>
<td>Students will learn characteristics, cultural factors, support issues, confidentiality and facilitation of discussions concerning the personal involvement, the family involvement, and the financial professional involvement in financial planning and counseling. The intent is</td>
<td>Students will learn characteristics, cultural factors, support issues, confidentiality and facilitation of discussions concerning the personal involvement, the family involvement, and the financial professional involvement in financial planning and counseling. The intent is</td>
</tr>
</tbody>
</table>
to provide financial planners and counselors a framework for guiding individuals and families in restructuring dysfunctional developmental financial behavior.

**When Offered:** Spring  
**K-State 8:** Empirical and Quantitative Reasoning; Social Sciences  
**Pre-Requisites:** FSHS 756  
**Component/Default Size:** REC/20

**RATIONALE:** This is an elective course and no longer being offered regularly due to current resources. Completion of FSHS 756 is not required for successful completion of FSHS 757. Removal of the prerequisite will facilitate enrollment when FSHS 757 is offered intermittently.

**IMPACT:** None.

**EFFECTIVE DATE:** Summer 2015

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<tr>
<th>FROM</th>
<th>TO</th>
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</table>
| **FSHS 772: PERSONAL INCOME TAXATION**  
**Short Title:** Personal Income Tax  
**Credits:** (3)  
This course provides in-depth information of income tax practices and procedures including tax regulations, tax return preparation, the tax audit process, the appeals process, preparation for an administrative or judicial forum, and ethical considerations of taxation. New and emerging issues related to taxation will be covered. Family/individual case studies provide practice in applying and analyzing tax information and recommending appropriate tax strategies  
**When Offered:** Fall  
**UGE:** None  
**K-State 8:** None  
**Pre-Requisites:**  
**Component/Default Size:** REC/25 | **FSHS 772: PERSONAL INCOME TAXATION**  
**Short Title:** Pers Income Taxation  
**Credits:** (3)  
This course provides in-depth information of income tax practices and procedures including tax regulations, tax return preparation, the tax audit process, the appeals process, preparation for an administrative or judicial forum, and ethical considerations of taxation. New and emerging issues related to taxation will be covered. Family/individual case studies provide practice in applying and analyzing tax information and recommending appropriate tax strategies  
**When Offered:** Fall  
**UGE:** None  
**K-State 8:** None  
**Pre-Requisites:** KSU cumulative GPA of 2.5 or higher  
**Co-Requisite:** FSHS 405  
**Component/Default Size:** LEC/40 |
RATIONALE: Students must demonstrate a basic understanding personal financial planning to be successful in this advanced course.

IMPACT: None; FSHS 405 is already required as part of the curriculum.

EFFECTIVE DATE: Summer 2015

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<th>FROM:</th>
<th>TO:</th>
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</table>
| **KIN 792: HEALTH-FITNESS INSTRUCTOR INTERNSHIP**  
Credits: (6 to 8) | **KIN 792: HEALTH-FITNESS INSTRUCTOR INTERNSHIP**  
Credits: (3 to 8) |

Supervised field experience in settings such as Hospital Wellness Centers, YMCA, YWCA, municipal recreation agency, or industrial fitness agency.

Note: May be completed with half-time assignment for 12-16 weeks or full-time assignment for 6-8 weeks.

When Offered: Fall, Spring, Summer  
UGE: None  
K-State 8: None  
Pre-Requisites: KIN 335/336, KIN 520, 625, 655, and consent of instructor

Supervised field experience in settings such as Hospital Wellness Centers, YMCA, YWCA, municipal recreation agency, or industrial fitness agency.

Note: May be completed with half-time assignment for 12-16 weeks or full-time assignment for 6-8 weeks.

When Offered: Fall, Spring, Summer  
UGE: None  
K-State 8: None  
Pre-Requisites: Consent of Instructor

RATIONALE: Change pre-requisites to represent necessary requirements for course. Change credit hours for course to allow more students internship experience.

IMPACT: None.

EFFECTIVE DATE: Fall 2015

<table>
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<tr>
<th>FROM:</th>
<th>TO:</th>
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</thead>
<tbody>
<tr>
<td><strong>RRES 620: (4) Human Wildlife Conflicts</strong></td>
<td><strong>WOEM: 620 (4) Human-Wildlife Conflicts</strong></td>
</tr>
</tbody>
</table>

This course explores the theory and practice of assessing and controlling damage done by wild and feral vertebrate animals, especially mammals and birds. Content covers the philosophical, biological, and practical basis for conducting vertebrate pest control. It includes basic information on use of traps, toxicants, repellents, exclusion and other wildlife control methods. Emphasis is on

This course explores the theory and practice of assessing and controlling damage done by wild and feral vertebrate animals, especially mammals and birds. Content covers the philosophical, biological, and practical basis for conducting vertebrate pest control. It includes basic information on use of traps, toxicants, repellents, exclusion and other wildlife control methods. Emphasis is on
protecting agricultural crops and livestock, forest resources, and property.

RATIONALE: The change in prefixes from RRES to WOEM reflects the simplification and consolidation of curricular components, and should aid with course selection amid the dozens of RRES one-credit-hour distance courses residing under our department.

IMPACT: None.

EFFECTIVE DATE: Spring 2015

FROM:

CNS 655 - Current Trends in Construction
Credits: (2)

Broad overview of relevant topics in the construction industry in the areas of project management, field supervision, estimating, contracting, and various other special topics, taught by industry professionals who specialize in their area of expertise.

Requisites
Prerequisite: CNS 641, 642, and 645.
Prerequisite or concurrent enrollment: CNS 650.

When Offered: Fall, Spring

TO:

CNS 655 - Current Trends in Construction
Credits: (2)

Broad overview of relevant topics in the construction industry in the areas of project management, field supervision, estimating, contracting, and various other special topics, taught by industry professionals who specialize in their area of expertise.

Requisites
Prerequisite: CNS 641, 642, and 645.
Prerequisite or concurrent enrollment: CNS 650 and 660.

When Offered: Fall, Spring

RATIONALE: A correction of the intended co-requisite for the course.

IMPACT: None.

EFFECTIVE DATE: Spring 2015

FROM:

FSHS 603: COPING WITH LIFE CRISSES
Credits: (3)

The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and in the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict;

TO:

FSHS 530: COPING WITH LIFE CRISSES
Credits: (3)

The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and in the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict;
models of effective family functioning in the presence of stress and crises and the current literature on how families cope with a variety of life transitions and crises.

**When Offered:** Summer  
**UGE:** None  
**K-State 8:** Social Sciences  
**Component:** REC

models of effective family functioning in the presence of stress and crises and the current literature on how families cope with a variety of life transitions and crises.

**When Offered:** Summer  
**UGE:** None  
**K-State 8:** Social Sciences  
**Component:** LEC (to correct ISIS)

**RATIONALE:** This course is offered at both a graduate level (FSHS 763) and undergraduate level; however, the current course # (FSHS 603) is confusing for students since 600 level courses also count as grad-level. Changing the course # to FSHS 530 will reduce the confusion and also bring it together with the other courses in the Conflict Analysis and Trauma Studies Minor and Conflict Resolution undergraduate Certificate courses.

**IMPACT:** None.

**EFFECTIVE DATE:** Summer 2015

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<th>FROM</th>
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</table>

**RATIONALE:** Dr. Thomson is a CVM faculty member who researches and teaches feedlot production medicine. He has worked directly or indirectly with feeder cattle for over twenty years. Dr. Thomson was recently transferred from the Department of Clinical Sciences (C/S) into the Department of Diagnostic Medicine Pathobiology (DMP) to focus more on research and would like to take his course with him.

**IMPACT:** It was brought to our attention by proposing CS 610 change to DMP 610, there is another CS course in the series. Both CS 610 Feedlot Health Systems and CS 611 Cow Calf Health Systems are very popular courses to the students in Animal Science and Industry. At a later date in the near future, we will propose changing CS 611 to DMP 611, to help avoid confusion and we will communicate with students outside the College of Veterinary Medicine who wish to enroll in both courses.

**EFFECTIVE DATE:** Fall 2015
DMP 810. Cancer Pathogenesis. (2) I. This lecture will meet once a week for 2 hours per period. The first hour of each meeting will consist of brief student presentations of research papers illustrating key concepts presented in the previous lecture. The second hour of each meeting will consist of a lecture on the indicated topic.

RATIONAL: The enrollment of previous years has been 5 students per class; thus, I would like to change the term offered from annual Fall semester to every other year (even years) of the Fall semester.

IMPACT: None.

EFFECTIVE DATE: Fall 2016

ARCH 705 – Project Programming
The development of program for ARCH 707, Architectural Design VIII under direction of a faculty member.

Credits: (2)
Pre-Requisite: ARCH 606, or ARCH 505/506, ARCH 650, and approval of the faculty committee.

RATIONAL: It will allow the course to cover necessary background material formerly covered in ARCH 650. This course is offered in a small seminar format and will be better able to satisfy the requirements of the new accreditation standards.

IMPACT: None.

EFFECTIVE DATE: Fall 2016

ARCH 805 – Project Programming
Development of an architectural program for ARCH 807. Identify evaluation criteria and prepare statement of objectives; perform appropriate research and analysis; and create programming document.
Credits: (2)
Prerequisite: ARCH 650; either ARCH 606 or ARCH 507

Rationale: It will allow the course to cover necessary background material formerly covered in ARCH 650. This course is offered in a small seminar format and will be better able to satisfy the requirements of the new accreditation standards.

Impact: None.

Effective Date: Fall 2016

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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<tbody>
<tr>
<td>BIOL 622 – Cellular and Developmental Biology of the Nervous System. (3)</td>
<td>BIOL 622 – Cellular and Developmental Biology of the Nervous System. (3)</td>
</tr>
<tr>
<td>An introduction to the cellular and molecular biology and embryology of developing brains and nervous systems of vertebrates and some model invertebrates. Pr.: Two courses in biology.</td>
<td>Introduction to the evolution, development, and functional organization of nervous systems in vertebrates and some invertebrates. Pr.: Two courses in biology.</td>
</tr>
</tbody>
</table>

Rationale: The previous instructor of this class has retired. The new instructor plans to teach the course. The minor change in course description in requested to better describe the content of the course. A change in the semester that it is offered is requested to align it with the teaching schedule of the new instructor.

Impact: None.

Effective Date: Fall 2015

<table>
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<tr>
<th>FROM:</th>
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<tbody>
<tr>
<td>GEOL 832 – Seismic Data Processing. (3)</td>
<td>GEOL 741 – Seismic Data Processing. (3)</td>
</tr>
<tr>
<td>Principles of seismic data analysis and the application of industrial software package(s) to convert data from seismic arrays into a form useful for geophysical interpretation. Pr.: GEOL 743; GEOL 745.</td>
<td>Principles of 3D seismic data processing techniques and the application of industrial software package(s) to process raw field seismic reflection data to render it in a form suitable for the seismic interpretation stage. This form of seismic data is used in subsurface reservoir characterization. Pr.: GEOL 640.</td>
</tr>
</tbody>
</table>

Rationale: The change requested is needed to better reflect syllabus changes as well as respond to departmental curriculum changes in response to recommendations by an external curriculum review committee.

Impact: None.

Effective Date: Fall 2015
FROM:
GEOL 834 – Seismic Data Interpretation.
(3) S. Principles of seismic data interpretation and the application of industrial software package(s) to convert processed data into 3D and 4D (time lapse) visualizations of subsurface geological features. Pr.: GEOL 743.

TO:
GEOL 742 – Seismic Data Interpretation.
(3) II. Fundamental interpretation of 3D seismic reflection data as applied to hydrocarbon exploration and development problems. Students will conduct a project interpreting surface 3D seismic reflection data using industrial software package(s) for subsurface reservoir characterization. Pr.: GEOL 640.

RATIONALE: The changes requested is needed to better reflect syllabus changes as well as respond to departmental curriculum changes in response to recommendations by an external curriculum review committee.

IMPACT: None.

EFFECTIVE DATE: Fall 2015

FROM:
MC 640 – Advertising Campaigns. (3) I, II. The managerial development and execution of consumer, industrial, and institutional advertising campaigns. Pr.: MC 396, MC 446, and MC 456 with grades of C or better.

TO:
MC 640 – Advertising Campaigns. (3) I, II. The managerial development and execution of consumer, industrial, and institutional advertising campaigns. Pr.: MC 396, MC 446, and MC 456 or MC 480 with grades of C or better.

RATIONALE: There is a mistake in the catalog, which specifies the prerequisites for MC 640 Advertising Campaigns, but does not list one pre-req, MC 480 Advertising and Public Relations Design and Production, with its current course number. (MC 480 is a class that was created by consolidating two courses: MC 456 and MC 480, which was an action two years ago, but we failed to update the catalog listing with the new MC 480 as a prerequisite for MC 640.) We will continue to list MC 456 for the benefit of students from that era when it was a required advertising class and might still have that number n their transcript.

IMPACT: None.

EFFECTIVE DATE: Fall 2015

FROM:
PSYCH 802 – Quantitative Methods in Psychology. (3) I. Examination of the nature of statistical inference in psychological research: hypothesis testing and statistical estimation, including a survey of nonparametric methods; consideration of PSYCH 802 – Psychological Research Design and Analysis I. (3) I. Introduction to techniques of research planning and design, including critical evaluation of psychological research practices and selected research studies. Pr.: STAT 325 or equivalent.

TO:
correlational techniques useful with different kinds of psychological data. Pr.: STAT 325 or equivalent.

RATIONALE: The graduate psychology methods sequence (Psych 802/805) is being revised to reflect advances in the field.

IMPACT: FSHS. I received the following from Dr. Durband, Director of FSHS, on January 12, 2015: “After checking with the unit leaders of the graduate programs in the school, it is now clear that your changes would not impact our students.”

EFFECTIVE DATE: Fall 2015

FROM:

| PSYCH 805 – Experimental Design in Psychology. (3) II. Introduction to techniques of research planning and experimental design, including critical evaluation of selected experiments. Pr.: PSYCH 802. |

TO:

| PSYCH 805 – Psychological Research Design and Analysis II. (3) II. Extensive coverage of repeated measures designs, advanced experimental design, and the treatment of common psychological measures. Pr.: PSYCH 802 with a grade of B or better. |

RATIONALE: The graduate psychology methods sequence (Psych 802/805) is being revised to reflect advances in the field. Given the strongly sequential nature of the revised courses, we have judged that a B in the prerequisite, PSYCH 802, is now a necessity for continuing to PSYCH 805.

IMPACT: FSHS. I received the following from Dr. Durband, Director of FSHS, on January 12, 2015: “After checking with the unit leaders of the graduate programs in the school, it is now clear that your changes would not impact our students.”

EFFECTIVE DATE: Fall 2015

FROM:

| CS 832. Communications with the Agricultural Worker. (2) II. An elective course focused on improving communications between veterinarians and animal caretakers in production agriculture and equine industries. The course will use face to face discussions and online seminars in KSOL to teach communications skills with a focus on common terminology and vocabulary necessary for effective communication. Audio-visual teaching utilizing immersion philosophy is utilized to provide the material course work. Pr: 2nd or 3rd year standing in |

TO:

| CS 832. Communications with the Agricultural Worker. (2) II. An elective course focused on improving communications between veterinarians and animal caretakers in production agriculture and equine industries. The course will use face to face discussions and online seminars in KSOL to teach communications skills with a focus on common terminology and vocabulary necessary for effective communication. Audio-visual teaching utilizing immersion philosophy is utilized to provide the material course work. Pr: 2nd or 3rd year standing in |

the College of Veterinary Medicine or enrolled as a graduate student.

**RATIONALE:** This course will now be offered in both the spring and fall semesters.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

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<tr>
<td><strong>CS 881. Veterinary Ophthalmic Surgery Techniques. (3) II.</strong> Lectures will cover ophthalmic instruments and proper surgical techniques for commonly performed ophthalmic surgeries. Cadavers will be available to practice adnexal and corneal ophthalmic surgeries. Pr.: Ophthalmology or surgery resident at Kansas State University Veterinary Medical Teaching Hospital.</td>
<td><strong>CS 881. Veterinary Ophthalmic Surgery Techniques. (3) II.</strong> Lectures will cover ophthalmic instruments and proper surgical techniques for commonly performed ophthalmic surgeries. Cadavers will be available to practice adnexal and corneal ophthalmic surgeries. Pr.: Ophthalmology resident at Kansas State University Veterinary Health Center.</td>
</tr>
</tbody>
</table>

**RATIONALE:** This course will only be offered to Ophthalmology residents.

**IMPACT:** None.

**EFFECTIVE DATE:** Spring 2016
**Expedited Course Drops**

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following expedited course drops. The motion passed.

**URDU 799. Problems in Modern Languages.**

**RATIONALE:** Course is no longer being offered.

**IMPACT:** None.

**EFFECTIVE DATE:** Spring 2015

**KIN 604. Exercise and Mental Health.** Credits: (3). Study of research and theory related to mental health consequences of physical activity. Topics will include the role of exercise in developing self-esteem and body image as well as the use of exercise as a therapy for emotional and behavioral disorders.

**RATIONALE:** Course no longer taught in Kinesiology program.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

**KIN 608. Body Image, Eating Disorders & Obesity.** Credits: (3). Study of research and theory related to mental health consequences of physical activity. Topics will include the role of exercise in developing self-esteem and body image as well as the use of exercise as a therapy for emotional and behavioral disorders.

**RATIONALE:** Course no longer taught in Kinesiology program.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

**KIN 703. Minority Groups in Sport.** Credits: (3). The contributions by, problems of, and discrimination against minority groups in sports.

**RATIONALE:** Course no longer taught in Kinesiology program.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015
Expedited Curriculum Changes

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following expedited curriculum changes. The motion passed.

Architectural Engineering Program
Construction Science and Management Program

ACADEMIC STANDARDS

After admission to the Professional Program, students will be subject to the following academic standards that are more stringent than those for the University.

1. **Academic Grade Policy**
   A letter grade of ‘C’ or better is required for all pre-requisites prior to taking subsequent professional program courses.

2. **Warning of Unsatisfactory Progress**
   Regardless of the overall g.p.a., a student with any “D” or “F” grade in any term or who has a term g.p.a. below 2.3 will receive a “Warning of Unsatisfactory Progress.” This warning will be removed if the student earns “C”s” or better in at least 12 credit hours of core courses with no “D”s” or “F”s” during the next semester in residence.

   A student whose cumulative resident g.p.a. drops below 2.3 will receive a “Warning of Unsatisfactory Progress.” This warning will be removed if the student raises his or her cumulative resident g.p.a. to 2.3 or above during the following semester.

3. **Professional Program Probation for Unsatisfactory Progress**
   Regardless of the overall g.p.a., a student who has received a “Warning of Unsatisfactory Progress” will be placed on “Professional Program Probation for Unsatisfactory Progress” if he or she receives a “D” or “F” or earns below a 2.3 semester g.p.a. for any subsequent term, including any summer session.

   A student whose cumulative resident g.p.a. has dropped below 2.3 and has received a “Warning of Unsatisfactory Progress” will also be placed on “Professional Program Probation for Unsatisfactory Progress” if he or she does not raise his or her cumulative resident g.p.a. to 2.3 or above during the “Warning of Unsatisfactory Progress” semester. A student placed on Professional Program Probation may not automatically enroll in any Department of Architectural Engineering and Construction Science courses.

The student may remain in the Professional Program after the probationary semester provided that the student has demonstrated the ability and desire to meet the criteria as set forth in the above paragraphs. The student placed on probation must take the schedule of courses assigned by the Academic Affairs Committee of the department and achieve a minimum g.p.a. of 2.3 or greater, OR a minimum GPA as established by the Academic Affairs Committee, with no “D” or “F” grades during the “probationary semester” to be eligible to remain in the Professional Program and to take Professional Program courses.
Any appeal for removal of this probation may be made by filing an appeal form with the Department Head of Architectural Engineering and Construction Science at least ten calendar days prior to the first day of the semester. The Department Head may reject any application or may submit it to the Academic Affairs Committee for consideration. Any and all actions on applications submitted by the Department Head will be made by the Academic Affairs Committee of the Department in a hearing in which the student will be interviewed.

4. **Dismissal from the Program**
   If a probationary student meets the requirements to remain in the Professional Program, any subsequent grade of “D” or “F” or a term GPA below a 2.3 during any subsequent term will result in dismissal from the Professional Program for a period of one semester. During this period, the student cannot enroll in any courses offered by the department. After the one-semester dismissal, the student may be readmitted to the program with their course schedule and grade point to be earned to be established by the Academic Affairs/Professional Program Committee of the department. Failure to meet the academic standards outlined above in any ensuing term or failure to comply with the academic committee’s direction will result in permanent dismissal from the programs of the department.

**The warning, probation, and dismissal actions referenced above are departmental actions that are separate and distinct from Academic Warning and Academic Dismissal as defined by the University General Catalog. Grades earned during an intersession will not be considered by the Department in the determination of unsatisfactory academic progress by the department.**

**EFFECTIVE DATE:** Spring 2015
### Master of Architecture Program - Non-Baccalaureate Track

Courses in **Bold** are Graduate Level

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<td><strong>FIRST Semester</strong></td>
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<td><em>Environmental Design Studies Program</em></td>
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<td>ENVD 201 Environmental Design Studio I</td>
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<td>ENVD 203 Survey of Design Professions</td>
<td>ENVD 203 Survey of Design Professions</td>
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Undergraduate Hours 140
Graduate Hours 30
Total Degree Requirement 170

* A minimum of twenty-eight (28) general elective credits must be taken outside of the College of Architecture, Planning and Design.

** The M.Arch degree requires twenty-four (24) hours of professional support (PSE) electives, twelve (12) for undergraduate credit and twelve (12) for graduate credit. Of the undergraduate credits, at least three (3) hours must be planning elective credits; the other nine (9) are usually fulfilled in the 8th semester as part of the 4th year study options. At least six (6) hours of the graduate level PSE must be architecture seminars. See the M. Arch Handbook for further details. Students may not count more than three (3) total hours of department approved extracurricular PSE credits (such as Oz, NOMAS, Plot Club etc.) toward graduation.

Undergraduate Hours 140
Graduate Hours 30
Total Degree Requirement 170

* A minimum of thirty (30) general elective credits must be taken outside of the College of Architecture, Planning and Design. They may be taken any time before or during the Architecture program and may include K-State-approved AP, IB, CLEP and transfer credit. General electives may include K-State-approved extracurricular work as allowed by university regulations; see catalog.k-state.edu/content.php?catoid=13&navoid=1410&returnto=search#cred_for_extr. Students may not count more than 3 total hours of recreation credits toward graduation.

** The M.Arch degree requires twenty-four (24) hours of professional support (PSE) electives, twelve (12) for undergraduate credit and twelve (12) for graduate credit. Of the undergraduate credits, at least three (3) hours must be planning elective credits; the other nine (9) are usually fulfilled in the 8th semester as part of the 4th year study options. At least six (6) hours of the graduate level PSE must be architecture seminars. See the M. Arch Handbook for further details. Students may not count more than three (3) total hours of department approved extracurricular PSE credits (such as Oz, NOMAS, Plot Club etc.) toward graduation.

One of the undergraduate elective courses must fulfill the Human Diversity in the United States area of the K-State 8
RATIONAL: The changes proposed in this package were motivated by recent changes in the criteria used by the National Association of Architectural Accreditation Boards (NAAB) to evaluate and accredit architectural programs. With regard to architectural programming, the changes to the accreditation criteria de-emphasize some of the topics covered in our Architectural Programming course (ARCH 650) and place greater emphasis on other issues, notably the demonstration of a student’s ability to prepare a comprehensive architectural program. In response to the shifting criteria we are proposing to eliminate the Architectural Programming course, and shift those credit hours to two places where they can be better used to satisfy accreditation requirements. First, an additional hour is being added to our Project Programming course (ARCH 805) a, smaller seminar style experience where students are mentored in the preparation of architectural programs. Second, the remaining two hours are distributed differently in our Non-Baccalaureate and Post-Baccalaureate degree tracks. In the Non-Baccalaureate track we are adding these hours in to our “general elective” requirements. This will bring us into conformance with NAAB standards. In our Post-Baccalaureate track the hours are being added to our “professional support elective” requirements, to add depth and breadth to students’ professional studies.

IMPACT: None.

EFFECTIVE DATE: Fall 2015
# Master of Architecture Program-Post Baccalaureate Track

Courses in **Bold** are Graduate Level

## FROM:

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Incoming students must meet the minimum requirements of the Graduate School – completion of their undergraduate degree and a 3.0 GPA over the last 60 hours of undergraduate study. International students must meet additional requirements of English proficiency, visa status, etc.

The following courses (or their equivalents) must be completed prior to entry into the post-baccalaureate track: MATH 100, COMM 105, PHYS 113 or PHYS 115, ENGL 200, a studio-based art or design course, and a course in architecture or art history.

*RThe Post-Baccalaureate degree requires 23 hours of professional support (PSE) electives, 11 for undergraduate credit and 12 for graduate credit. At least 6 hours of the 12 graduate level PSE must be architecture seminars. See the M.Arch Handbook for further details.

**RATIONALE:** The changes proposed in this package were motivated by recent changes in the criteria used by the National Association of Architectural Accreditation Boards (NAAB) to evaluate and accredit architectural programs. With regard to architectural programming, the changes to the accreditation criteria de-emphasize some of the topics covered in our Architectural Programming course (ARCH 650) and place greater emphasis on other issues, notably the demonstration of a student’s ability to prepare a comprehensive architectural program. In response to the shifting criteria we are proposing to eliminate the Architectural Programming course, and shift those credit hours to two places where they can be better used to satisfy accreditation requirements. First, an additional hour is being added to our Project Programming course (ARCH 805) a, smaller seminar style experience where students are mentored in the preparation of architectural programs. Second, the remaining two hours are distributed differently in our Non-Baccalaureate and Post-Baccalaureate degree tracks. In the Non-Baccalaureate track we are adding these hours in to our “general elective” requirements. This will bring us into conformance with NAAB standards. In our Post-Baccalaureate track the hours are being added to our “professional support elective” requirements, to add depth and breadth to students’ professional studies.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015
FROM: 
**Master's degree requirements**
The department offers three degree options at the master’s level:

**Thesis Option**
The Program of Study should include a minimum of 30 credit hours, with the following additional requirements:

**Required Curriculum**
1. The candidate should earn credit for at least 6 credit hours of Master’s Thesis Research (ME 899 or NE 899) culminating in a successfully defended thesis.
2. At least 18 hours, of the required minimum of 30 hours, should be at the 700 level and above, including ME 800 Graduate Seminar/Research Paper, and the thesis/research and the report/problems hours required by the thesis and report options.
3. The MS candidate must satisfy the 75% attendance requirement (0 credit hour) in at least two semesters of ME 800 Graduate Seminar/Research Paper. (refer to ME 800 course requirements)
4. Courses at the 600-level may be included in the Program of Study, but 500-level courses in the student’s major area are expected to have been completed as undergraduate prerequisites to graduate study or as undergraduate deficiency courses assigned upon admission. The use of 500-level supporting courses in master’s programs is therefore restricted as follows:
   (a) No course in the student’s major area may be at the 500 level
   and
   (b) normally no more than 6 credit hours

TO: 
**Master's degree requirements**
The department offers three degree options at the master’s level:

**Thesis Option**
The Program of Study should include a minimum of 30 credit hours, with the following additional requirements:

**Required Curriculum**
1. The candidate should earn credit for at least 6 credit hours of Master’s Thesis Research (ME 899 or NE 899) culminating in a successfully defended thesis.
2. At least 18 hours, of the required minimum of 30 hours, should be at the 700 level and above, including ME 800 Graduate Seminar/Research Paper, and the thesis/research and the report/problems hours required by the thesis and report options.
3. The MS candidate must satisfy the 75% attendance requirement for on-campus students in at least two semesters of ME 800 (0 credit hours). Graduate Seminar/Research Paper. Refer to ME 800 course requirements.
4. Courses at the 600-level may be included in the Program of Study, but 500-level courses in the student’s major area are expected to have been completed as undergraduate prerequisites to graduate study or as undergraduate deficiency courses assigned upon admission. The use of 500-level supporting courses in master’s programs is therefore restricted as follows:
   (a) No course in the student’s major area may be at the 500 level
   and
   (b) normally no more than 6 credit hours
5. A minimum of 18 credit hours of graded coursework (i.e., courses in which a letter grade is assigned)

6. The graded coursework should include at least one 3 credit hour course in engineering mathematics or applied mathematical analysis. Courses that may be used to meet this requirement are:

- Math 616
- MATH 632 - Elementary Partial Differential Equations Credits: (3)
- MATH 713 - Advanced Applied Matrix Theory Credits: (3)
- MATH 740 - Calculus of Variation Credits: (3)
- MATH 745 - Ordinary Differential Equations Credits: (3)
- MATH 855 - Methods of Applied Mathematics I Credits: (3)
- MATH 856 - Methods of Applied Mathematics II Credits: (3)
- MATH 864 - Theory of Ordinary Differential Equations I Credits: (3)
- Math 865
- Math 866
- Math 867
- ME 760 - Engineering Analysis I Credits: (3)
- ME 860 - Engineering Analysis II Credits: (3)
- PHYS 801 - Mathematical Methods of Physics Credits: (3)
- PHYS 802 - Computational Methods in Physics Credits: (4)

7. A student obtaining Nuclear Master Degree must take the following core courses.

- NE 620 Introduction to Nuclear Engineering Fall/Spring
- NE 612 Principles of Radiation Detection Fall
- NE 630 Nuclear Reactor Theory Fall
- NE 690 Radiation Protection and
Options for Completing 30 Credit Hour Requirement
In addition to the minimum graded coursework requirement (18 credit hours) and the minimum Master’s Thesis Research requirement (6 credit hours), the candidate must complete 6 more credit hours to meet the minimum credit requirement of 30 credit hours. This can be done through any combination of the following:
• Up to 2 additional credit hours of Master’s Thesis Research (ME899 or NE899)
• Up to 3 credit hours of ME 800 Seminar/Research Paper (refer to ME800 course requirements)
• Up to 3 credit hours of independent study
• Up to 6 credit hours of additional coursework

Report Option
• The Program of Study should include a minimum of 30 credit hours, including 28 credit hours of graded coursework and 2 credit hours of Master’s Report. One credit hour of ME800 Seminar/Research Paper (earned by giving a successful seminar presentation) may be included in the 28 credit hours of required coursework.
• In addition, items (2), (3), (4), and (6) from the MS Thesis requirements above

Options for Completing 30 Credit Hour Requirement
In addition to the minimum graded coursework requirement (18 credit hours) and the minimum Master’s Thesis Research requirement (6 credit hours), the candidate must complete 6 more credit hours to meet the minimum credit requirement of 30 credit hours. This can be done through any combination of the following:
• Up to 2 additional credit hours of Master’s Thesis Research (ME899 or NE899)
• Up to 3 credit hours of ME 800 Seminar/Research Paper (refer to ME800 course requirements)
• Up to 3 credit hours of independent study
• Up to 6 credit hours of additional coursework

Bettis Reactor Engineer School (BRES) graduates who enter the Nuclear Master program may transfer up to 4 courses (12 credits) toward fulfillment of degree requirements. The department maintains a list of course equivalencies. Naval Nuclear Power School graduates may be awarded transfer credits for Introduction to Nuclear Engineering (NE 620). Applicants with an undergraduate degree in NE may have this requirement waived.

Report Option
• The Program of Study should include a minimum of 30 credit hours, including 28 credit hours of graded coursework and 2 credit hours of Master’s Report. One credit hour of ME800 Seminar/Research Paper (earned by giving a successful seminar presentation) may be included in the 28 credit hours of required coursework.
• In addition, items (2), (3), (4), and (6) from the MS Thesis requirements above

Shielding Fall
• NE 830* Nuclear Reactor Engineering
Spring (course number change pending from NE 699).
apply directly to the MS Report Option Program of Study.
- The MS Report Option must culminate in a successfully defended report.
- The MS Report Option must culminate in a successfully defended report.

Coursework Option
- The Program of Study should include a total of 30 credit hours of graded coursework.
- Items (2), (4), and (6) from the MS Thesis requirements above apply directly to the MS Course Work Option Program of Study.
- The MS Course Work Option must culminate in a final oral examination.

Coursework Option
- The Program of Study should include a total of 30 credit hours of graded coursework.
- Items (2), (4), and (6) from the MS Thesis requirements above apply directly to the MS Course Work Option Program of Study.
- The MS Course Work Option must culminate in a final oral examination.

Note
Students on self-support can choose whatever option they want. Students supported by research projects or the Department should take the thesis option.

Note
Students on self-support can choose whatever option they want. Students supported by research projects or the Department should take the thesis option.

RATIONALE: The Department of Mechanical and Nuclear Engineering (MNE) at Kansas State University (KSU) has developed a Master of Science (MS) in Nuclear Engineering (NE) program specifically tailored to the needs of working Navy personnel with previous NE training. This program builds on the currently-administered undergraduate minor in NE and other distance education efforts in NE. The flexibility of this new MS-NE program also makes it well-suited for professionals in a wide variety of disciplines outside the Navy.

IMPACT: None.

EFFECTIVE DATE: Fall 2015

Non-Expedited New Courses
On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following non-expedited new courses. The motion passed.

ART 613. History of Northern Renaissance Art. (3) I, II. Renaissance Art of Northern Europe from the fourteenth through the sixteenth century. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-State 8 RATIONALE: Teaches how to interpret form and iconography of works of art (aesthetic interpretation); teaches historical events and contexts in Renaissance Europe (historical perspectives).

RATIONALE: Splitting existing course into two separate courses to more accurately reflect accepted pedagogical practices.
IMPACT: None.

EFFECTIVE DATE: Spring 2016

**ECON 684. International Finance and Open Economy Macroeconomics.** (3) II.
Introduction to international finance and open-economy macroeconomics, including the foreign exchange market, the balance of payments, international financial markets, and recent and ongoing financial crises. Covers core theoretical material, the course will examine current policy issues. Pr.: ECON 110, 120 (or AGEC 120 or 121) and ECON 510.

**K-STATE 8: Global Issues and Perspectives; Social Sciences.**

**K-STATE 8 RATIONALE:** This course has a focus on foreign exchange and currency values. It has a global perspective and focus.

**RATIONALE:** This course has been taught each of the past two years successfully (as ECON 595 and ECON 599). We would like to officially get this course “on the books” as it has proven to be quite popular with our students.

**IMPACT:** This course should not affect any other departments.

**EFFECTIVE DATE:** Spring 2015

**GEOG 705. Thematic Remote Sensing.** (3) I, II.
Introduction to digital image analysis in remote sensing, with an emphasis on extraction of thematic information from imagery. Emphasizes mastery of both practical classification techniques and the theory behind those techniques. Topics covered include preparing imagery for classification; per-pixel and object-based classification techniques; use of parametric, non-parametric, and machine learning\AI-based decision rules; and techniques for validating classification accuracy. Classification techniques for hyperspectral imagery will also be covered. Pr.: GEOG 605 or equivalent.

**RATIONALE:** Since its introduction in 2007, this course has been taught as a version of Geography 711, Topics in Remote Sensing. Currently, the Topics course encompasses several different versions, including this proposed course (Thematic Remote Sensing), biophysical remote sensing, UAV Remote Sensing, and Digital Image Processing. Students who would wish to do extensive coursework in remote sensing are therefore required to repeat this particular class several times, which can result in difficulties with conforming to departmental and graduate school rules for repeating courses under the same number or title. Offering this course under its own number and title would eliminate these problems. Selecting a 700 number allows the course to be a part of a sequence of remote sensing courses taught in the department, beginning at the 600-level Remote Sensing of Environment, and including a proposes 800-level biophysical remote sensing course. Offering this course under its own, dedicated number also “frees up”
GEOG 711 for its original purpose, which was to offer specialized courses in remote sensing topics.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

**AT 700. Foundations of Sustainability in Apparel and Textiles.** (3)
Introduction to the theory, principles, and practices of sustainability. Examination of the challenges to environmental, social, and economic sustainability on both a global and apparel and textile industry scale. Exploration of innovative practices and social change strategies for furtherance of sustainability.

**RATIONALE:** This course will provide students with a theoretical understanding of sustainability and will ensure that all graduate students in the department have the sustainability knowledge and skills necessary for application throughout the graduate studies.

**IMPACT:** This new course will not impact any other department and it will not require additional department resources has already been taught for two years as a special topics course and is already part of a faculty member’s regular teaching assignment

**EFFECTIVE DATE:** Fall 2015

**COMM 790. Dialogue, Deliberation, and Public Engagement: Theoretical Foundations.**
(4) I. Explores the conceptual and theoretical underpinnings of the Dialogue, Deliberation, and Public Engagement field, including group theory, civic space, and deliberative democracy.

**RATIONALE:** This survey course explores the conceptual and theoretical underpinnings of the Dialogue, Deliberation, and Public Engagement field. It is the foundational course for the DDPE certificate.

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

Café, Sustained Dialogue, Appreciative Inquiry, 21St Century Town Hall. Pr.: COMM 790.

RATIONALE: This survey course explores the process models employed in the Dialogue, Deliberation, and Public Engagement field. It is the second of four sequential courses for the DDPE certificate.

IMPACT: We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

EFFECTIVE DATE: Fall 2015


RATIONALE: This course focuses on the application of dialogue & deliberation theories and processes to public engagement efforts. This is the third of four sequential courses for the DDPE certificate.

IMPACT: We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

EFFECTIVE DATE: Fall 2015

COMM 793. Dialogue, Deliberation, and Public Engagement: Capstone Experience. (1) S, May Intersession. Focuses on the individualized goals, objectives, and interests of the student, designed to integrate insights from the courses on theoretical foundations, process models, and conceptual frameworks for evaluation and design. Students will meet face-to-face with national leaders to present their research. Pr.: COMM 790, COMM 791, and COMM 792.

RATIONALE: This capstone course offers students an opportunity to present and receive feedback on their DDPE project proposal from experts in the field. This is the fourth of four sequential courses for the DDPE certificate.

IMPACT: We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to
the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

**GEOG 706. Biophysical Remote Sensing.** (3) I, II. An advanced seminar covering methods and models for retrieving quantitative information about the Earth’s surface from remotely sensed data. Topics covered will include inversion techniques for determining surface radiance and reflectance, correction of atmospheric effects, theory of vegetation indices and their use in empirical determination of canopy properties, canopy models and their inversion, and the use of hyperspectral data for retrieval of surface biophysical information. Pr.: GEOG 605. Other requirements: A course in a physical or biological science, Math 210 or 220, or equivalent.

**RATIONALE:** Since its introduction in Fall, 2008, this course has been taught as a version of Geography 711, Topics in Remote Sensing. Currently, the Topics course encompasses several different versions, including Thematic Remote Sensing, UAV Remote Sensing, and Digital Image Processing. Students who wish to do extensive coursework in remote sensing are therefore required to repeat this particular class several times, which can result in difficulties with conforming to departmental and graduate school rules for repeating courses under the same number or title. Offering this course under its own number and title would eliminate these problems. Offering this course under its own, dedicated number also “frees up” GEOG 711 for its original purpose, which was to offer specialized courses in remote sensing topics. Retaining a 700-level course number allows the class to be taken by both undergraduate and graduate students.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

**GEOL 735. Fossil Fuel Sedimentology.** (3) I. An introduction to organic matter and fossil fuels as components of sedimentary rocks. Pr.: CHM 230, GEOL 630.

**RATIONALE:** Fossil Fuel Sedimentology has been offered as a Geology 790-, Studies in Geology, course each fall since the 2010-2011 academic year. Over that time, it has become very popular with students whose career destination is the energy sector (i.e., the majority of our students), regularly exceeding minimum enrollment numbers for a course at this level. The Geology Department intends to continue to offer this course on an annual basis. Therefore, it is now timely to establish Fossil Fuel Sedimentology as its own, rather than a generic “problems” course.

**IMPACT:** Currently, students who enroll in Fossil Fuel Sedimentology as a Geology 790 (Problems in Geology) course must get approval from the university so that taking Fossil Fuel Sedimentology does not adversely affect how many 790-level courses they are permitted to take.
Most Geology 790 (Problems in Geology) courses involve an independent project undertaken by the student. Fossil Fuel Sedimentology is taught as a traditional in-class course, and would be more appropriately described with its own unique course number. I (the instructor, Dr. M. Lambert) propose GEOL 735 as the course number in order to preserve it as a 700-level offering, reflecting its relevance and accessibility to both upper-level undergraduates and graduate students.

**EFFECTIVE DATE:** Fall 2015

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**GEOL 738. Formation Evaluation.** (3) I. Investigates projects on well log interpretation, petro-physical calculations, log corrections, and post-drilling decision workflows through lectures, discussions, laboratory exercises, or field trips. Pr.: GEOL 730.

**RATIONALE:** A course in Formation Evaluation was initiated within the Geology Department curriculum in 2010 in response to growing demand from students interested in careers in the energy sector. The course has maintained its popularity over this time period and the department intends to continue to offer this course on an annual basis. Therefore, it is now timely to establish Formation Evaluation as a course in its own right rather than a generic “problems” course.

**IMPACT:** Establishing this course under its own course number will only have positive impacts. There are no negative repercussions envisaged for any other departments within the university. The Head of Department is fully supportive of this change.

**EFFECTIVE DATE:** Fall 2015
GEOL 835. Advanced Petroleum Exploration, Imperial Barrel Award Competition. (3) I. Evaluation of exploration prospects in frontier and underdeveloped petroleum provinces using borehole-derived and geophysical data. Team taught courses that uses industry provided datasets and current data management and interpretation software to reach drill or no-drill decisions based on science, risk analysis, and economics.

RATIONALE: This course will provide access for KSU Geology graduate students to the highly successful AAPG Imperial Barrel Award competition. This includes access to industry data that students will evaluate using the most modern techniques and software. In addition to the capstone-like academic component of the course, the enrolled students will have an opportunity to successfully present their results in a highly visible, industry attended event during the competition.

IMPACT: There are no negative repercussions envisaged for any other department within the university. The Head of Department is fully supportive of this change.

EFFECTIVE DATE: Fall 2015

HIST 855. History and Security: Modern Africa since 1850. (3) I, or II. Focuses on major political events and their repercussions. Key topics include war in African history, the creation and administration of colonial empires, decolonization, and the political and security struggles of the post-independence era.

RATIONALE: This course will be available to both History graduate students and Security studies students. It will be valuable to History graduate students who wish to develop a field in African or world history, and Security Studies students seeking to understand the long-term political and security situation in Africa. The department needs a Security Studies course focused on African history to complement existing regional courses in Asian, Middle Eastern, Latin American and European regions.

IMPACT: No impact on other units.

EFFECTIVE DATE: Fall 2015
Non-Expedited Course Changes

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following non-expedited course changes. The motion passed.

FROM:

**ART 612 – Renaissance Art History.** (3) I, II.
Renaissance art of northern and southern Europe in the fifteenth and sixteenth centuries, with a brief discussion of its fourteenth century origins.

TO:

**ART 612 – History of Italian Renaissance Art.** (3) I, II. Renaissance art of Italy from the thirteenth through the sixteenth century.

**RATIONALE:** Splitting one course into two separate courses to more accurately reflect pedagogical practices.

**IMPACT:** None.

**EFFECTIVE DATE:** Spring 2016

FROM:

**KIN 610: PROGRAM PLANNING AND EVALUATION**
Credits: (3)

Theories and models and the stages and activities of planning, implementing, and evaluating health promotion programs.

**When Offered:** Fall, Spring, Summer

UGE: None

K-State 8: Global Issues and Perspectives
Social Sciences

Pre-Requisites: **KIN 345, KIN 346**

TO:

**KIN 610: PROGRAM PLANNING AND EVALUATION**
Credits: (3)

Theories and models and the stages and activities of planning, implementing, and evaluating health promotion programs.

**When Offered:** Fall

UGE: None

K-State 8: Ethical Reasoning and Responsibility: Social Sciences

K-State 8 Rationale: Addresses ethical questions from multiple perspectives dealing with public health and, in particular, health promotion practice (e.g. is obesity a public health problem? Is it ethical to change someone’s health behavior?).

Pre-Requisites: **C or better in both KIN 310 and KIN 345**

**RATIONALE:** Change pre-requisites to represent necessary requirements for course.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015
### FSHS 760: FAMILIES, EMPLOYMENT BENEFITS, AND RETIREMENT PLANNING

**Short Title:** Fam/Employment/Benefits/Retire

**Credits:** (3)

Study of micro and macro considerations for retirement planning. Survey of various types of retirement plans, ethical considerations in providing retirement planning services, assessing and forecasting financial needs in retirement, and integration of retirement plans with government benefits.

**When Offered:** Fall, Summer

**UGE:** None

**K-State 8:** None

**Pre-Requisites:**

**Component/size:** SEM/30

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### FSHS 760: RETIREMENT PLANNING FOR FAMILIES

**Short Title:** Retirement Planning

**Credits:** (3)

Study of micro and macro considerations for retirement planning. Survey of various types of retirement plans, ethical considerations in providing retirement planning services, assessing and forecasting financial needs in retirement, and integration of retirement plans with government benefits.

**When Offered:** Fall

**UGE:** None

**K-State 8:** None

**Pre-Requisites:** FSHS 405 or FINAN 450 with a grade of “B” or better and KSU cumulative GPA of 2.5 or higher

**Component/size:** LEC/40

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### RATIONALE:

Students must demonstrate a basic understanding personal financial planning to be successful in this advanced course.

### IMPACT:

FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase. CBA advisor, Ashley Croisant, was also notified of the change on September 17, 2014 as it affects students taking this course as part of the CBA thematic sequence. She did not anticipate any problems.

### EFFECTIVE DATE:

Summer 2015
stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice will be studied. Current and emerging issues, and ethics will be an integral part of the course.

**When Offered:** Fall, Summer  
**UGE:** None  
**K-State 8:** Pre-Requisites:  
**Component/Default size:** REC/25

**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase.

**EFFECTIVE DATE:** Summer 2015

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**FROM:**  
**FSHS 764: ESTATE PLANNING FOR FAMILIES**  
**SHORT TITLE:** ESTATE PLANNING FOR FAMILIES  
**Credits:** (3)  
Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tools/techniques used in implementing an effective estate plan.  
**When Offered:** Fall, Spring  
**UGE:** None  
**K-State 8:** None  
**Pre-Requisites:**  
**Component/Default Size:** REC/25

**TO:**  
**FSHS 764: ESTATE PLANNING FOR FAMILIES**  
**SHORT TITLE:** ESTATE PLANNING  
**Credits:** (3)  
Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tools/techniques used in implementing an effective estate plan.  
**When Offered:** Spring  
**UGE:** None  
**K-State 8:** None  
**Pre-Requisites:** FSHS 405 or FINAN 450 with a grade of “B” or better and KSU cumulative GPA of 2.5 or higher  
**Component/Default Size:** LEC/40

**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.
**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase. CBA advisor, Ashley Croisant, was also notified of the change on September 17, 2014 as it affects students taking this course as part of the CBA thematic sequence. She did not anticipate any problems.

**EFFECTIVE DATE:** Summer 2015

---

**FROM:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Short Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHS 766</td>
<td>INSURANCE PLANNING FOR FAMILIES</td>
<td>Insurance Planning for Fam.</td>
<td>(3)</td>
<td>An in-depth study of risk management concepts, tools, and strategies for individuals and families, including: life insurance; property and casualty insurance; liability insurance; accident, disability, health, and long-term care insurance; and government-subsidized programs. Current and emerging issues, as well as ethical considerations, relative to risk management will be discussed. Case studies will provide experience in selecting insurance products suitable for individuals and families.</td>
</tr>
</tbody>
</table>
|            |                                  |                              |         | When Offered: Fall, Spring  
UGE: None  
K-State 8: None  
Pre-Requisites: FSHS 405 or FINAN 450 with a grade of “B” or better and KSU cumulative GPA of 2.5 or higher  
Component/Default Size: REC/25 |

**TO:**

<table>
<thead>
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</tr>
</tbody>
</table>
|            |                                  |                              |         | When Offered: Spring  
UGE: None  
K-State 8: None  
Pre-Requisites: FSHS 405 or FINAN 450 with a grade of “B” or better and KSU cumulative GPA of 2.5 or higher  
Component/Default Size: LEC/40 |

**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase.

**EFFECTIVE DATE:** Summer 2015
FROM:

**GEOL 743 – Introduction to Geophysics.**
(3) I. Introduction to geophysics, its uses in studies of the earth’s interior, its utility for illuminating subsurface geological features, and its applications in fields such as groundwater studies and the development of energy resources. Pr.: PHYS 114, MATH 220.

TO:

**GEOL 640 - Introduction to Geophysics.**
(3) I. Introduction to geophysics, its uses in studies of the earth’s interior, its utility for illuminating subsurface geological features, and its applications in fields such as groundwater studies and the development of energy resources. Pr.: PHYS 114 or PHYS 214; MATH 220.

**RATIONALE:** The change requested is needed to better reflect syllabus changes as well as respond to departmental curriculum changes in response to recommendations by an external curriculum review committee.

**IMPACT:** The proposed change should have no impact on other departments within the university beyond Geology. Head of Department contacted on 02 November 2014.

**EFFECTIVE DATE:** Fall 2015
Non-Expedited New Curriculum

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following non-expedited new curriculum. The motion passed.

Dialogue, Deliberation, and Public Engagement Graduate Certificate:

Admission: Degree or non-degree seeking students must be admitted into the certificate program.

a. For non-degree seeking students, acceptance into the program is determined by the DDPE Director, DDPE faculty chair, and Communication Studies Graduate Coordinator
b. For degree seeking graduate students, acceptance into the program is contingent on satisfactory standing with the graduate school. Approval must be granted by the student’s graduate committee and the DDPE director

Once admitted to the program, students must complete the following 4 courses in sequential order (12 credits):

COMM 790 - Dialogue, Deliberation, and Public Engagement: Theoretical Foundations Credits (4)

COMM 791 - Dialogue, Deliberation, and Public Engagement: Process Models Credits (3)

COMM 792 - Dialogue, Deliberation, and Public Engagement: Core Skills and Strategies Credits (4)

COMM 793 - Dialogue, Deliberation, and Public Engagement: Capstone Credits (1)

12 Credit Hours Total

RATIONALE: We believe there is a desire and need for a graduate certificate in Dialogue, Deliberation, and Public Engagement (DDPE). Based on a variety of indicators, including a reputable track record, market demand, and scholarly significance, we believe a DDPE graduate certificate would be attractive to both traditional and non-traditional / on-campus and distance graduate students. A graduate certificate in DDPE would also advance and move the communication studies graduate offerings into an area of increasing interest and demand.

The DDPE curriculum was initiated in 2004 by faculty at Fielding Graduate University (Santa Barbara, CA) and designed collaboratively with the International Institute for Sustained Dialogue, the Kettering Foundation, the Centre for Citizenship and Public Policy, University of Western Sydney and the Public Dialogue Consortium. The primary architect and champion for the DDPE was Dr. Barnett Pearce (Fielding University) who was a well-known and respected scholar in communication studies. Dr. Pearce passed away in 2011 and Fielding University decided to discontinue the curriculum.
Those individuals and centers that helped create the DDPE were interested in continuing the program. They needed an academic home for the curriculum and came to Kansas State University. They approached K-State because of the reputation of KSU’s Institute for Civic Discourse and Democracy (ICDD). K-State’s ICDD has developed a national reputation in deliberation and public engagement. Since its formation in 2004, ICDD has developed strong ties with the Kettering Foundation, America Speaks, the National Issues Forums and other national deliberation organizations. Additionally, this community of practice was familiar with KSU’s ICDD because Dr. David Procter (ICDD Director) and Dr. Tim Steffensmeier (ICDD Research Associate) served as editors of the online journal, *The Journal of Public Deliberation*. These national organizations also knew that K-State was teaching, researching and conducting outreach in deliberation and public engagement. After significant negotiation with representatives of the DDPE, K-State’s Global Campus, and K-State’s department of communication studies, we decided to take responsibility for administering and teaching the DDPE.

Academic attention toward issues of dialogue, deliberation, and public engagement has increased significantly in the last decade. Research in deliberative practice and civic engagement submitted to academic conferences, professional journals, and edited volumes are on the increase. Research in this field appears in a variety of disciplinary fields ranging from political science to philosophy, education to public policy, leadership studies to sociology. While the interdisciplinary nature of this field is evident, communication studies is a natural academic home for this graduate certificate. The National Communication Association (NCA), recognizing the emergence of this academic area, established a research and teaching division within NCA called “Public Dialogue and Deliberation” in November, 2014. This division will generate graduate students, research, and new Ph.D.s in this field. So, we believe the DDPE is being proposed at both an important and opportune time.

Beginning in Fall, 2013, ICDD offered the DDPE through Global Campus as a non-credit certificate program. When this certification curricula was announced, we received 76 inquiries. Ten of those students matriculated into the program and 8 of the ten completed the non-credit certificate program in April 2014. We are currently negotiating with Mexico’s Tec de Monterrey system to bring the DDPE to their campus. Additionally, we are negotiating with South Australia’s Local Government Association based on their request to bring the DDPE to South Australia.

Theoretically, there is also a need for this curriculum. This area of study demands a clearer and unifying theory and a more common vocabulary. Defining “the field” is necessary. This field consists of both practitioners and academics, and those scholars come from a wide range of academic disciplines. Scholars in this area share a commitment to broad democratic values and efforts to meaningfully engage people in public processes. However, the work is called many different things, and each of these terms has specific meaning to those of us who use it, and our particular organizations and efforts have different missions, methods, and goals. This graduate certificate would help address these definitional issues. The skills and strategies outlined in this program are critical for advancing civil society in our global and increasingly interconnected world. As K-State faculty, the idea of offering this certificate would greatly enhance the leadership and problem-solving competencies of our students, and those professionals and
alumni who call K-State their “home.” The proposed curriculum would also complement our current certificate programs in conflict resolution by extending communication and facilitation skills essential for engaging in conflict constructively. In my opinion, each of the modules identified would provide a deeper understanding of, and prepare citizens to better contribute to, the challenges we face as this century unfolds. Definitely a win-win!

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**Contact List:**
Dr. Kristina Boone, Head, Communications and Agricultural Education (letter of support attached)
Dr. Mary Tolar, Director, Staley School of Leadership Studies (letter of support attached)
Dr. Birgit Wassmuth, Director of A.Q. Miller School of Journalism and Mass Communication (e-mailed proposal 10-3-14, no response)
Dr. Jeffrey Pickering, Head, Political Science (affirmative response to proposal on 10-24-14)

**EFFECTIVE DATE:** Fall 2015
Personal Financial Planning (Ph.D.)

The Ph.D. degree in Personal Financial Planning is designed to provide talented and ambitious students with knowledge, skills, and tools necessary to achieve success as college and university faculty, practitioners of financial planning, and productive citizens of the State of Kansas and the United States. A dedicated commitment to enhancing students’ personal development will prepare students to excel academically and professionally, leading ultimately to more rewarding and creative lives.

Degree Requirements (91 credit hours)

Supporting Courses (minimum 18 credit hours)

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

Professional Courses (minimum 12 credit hours)

- FSHS 825 - Family Resource Management Credits: (3)
- FSHS 894 - Readings in Family Studies and Human Services Credits: (1-18)
- FSHS 956 - Clinical Research and Applications in Financial Counseling and Planning Credits: (3)
- FSHS 979 - Advanced Professional Issues in FSHS Credits: (3)

Elective Courses: (minimum 15 credit hours)

- FSHS 768 - Introduction to Financial Therapy Credits: (3)
- FSHS 769 - Money and Relationships Credits: (3)
- FSHS 770 - Applied Behavioral Finance Credits: (3)
- FSHS 771 - Financial Therapy Theory & Research Credits: (3)
- FSHS 909 - Topics in Personal Financial Planning Credits: (0-3)

Research Courses (minimum 46 credit hours)

- Grades of B or better are required for FSHS 806, 906, 888, 890, 907.
- FSHS 806 - Statistical Methods in Family Studies and Human Services I Credits: (3)
- FSHS 888 - Research Methods in FSHS I Credits: (3)
- FSHS 890 - Research Methods in FSHS II Credits: (3)
- FSHS 906 - Statistical Methods in Family Studies and Human Services II Credits: (3)
- FSHS 907 - Advanced Family Research Methods Credits: (3)
- FSHS 990 - Dissertation Proposal Seminar (1)
- FSHS 999 - PhD Research in Family Studies and Human Services Credits: (1-18)

Rationale: According to the Bureau of Labor Statistics, there is an expected job growth rate of 27% for personal financial advisors between 2012 and 2022. The job growth has spurred the Certified Financial Planner Board of Standards, Inc. to be a strong advocate for additional universities to offer doctoral degrees in financial planning. Reasons for providing doctoral level education include: (a) developing a flow of candidates to teach in the growing number of academic programs providing financial planning education, (b) strengthening consumer protection by standardizing counseling and planning techniques through research initiatives,
and (c) improving the quality of Personal Financial Planning research that can inform public policy in the domain of financial planning. A separate degree in Personal Financial Planning is being proposed outside of the current emphasis within the College of Human Ecology degree name to meet the needs of the profession.

**Impact:** None

**Effective Term:** Fall 2016

**New Degree Request – Kansas State University**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Identification &amp; CIP</td>
<td>Doctorate of Philosophy in Personal Financial Planning, CIP Code 52.0804</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>College of Human Ecology, School of Family Studies &amp; Human Services</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>Currently, Personal Financial Planning is a sub-plan within the College of Human Ecology doctoral degree. The proposal is for a stand-alone Ph.D. in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program. Reclassifying the program as an independent degree will help students obtain faculty positions at research and teaching institutions in Human Ecology and Business. Employers consistently report the need for graduates to have a degree clearly titled as Personal Financial Planning to help meet accreditation needs of the Association to Advance Collegiate Schools of Business.</td>
</tr>
<tr>
<td>4. Demand/Need for the Program</td>
<td>The U.S. Bureau of Labor Statistics has projected 32% job growth for financial planners between 2010 and 2020. The Ph.D. is Personal Financial Planning will educate professors of Personal Financial Planning to train future financial planners. We have consistently accepted the maximum capacity of students per year (8-10) to help fill the need for financial planners and professors of financial planning with a wait list of applicants each year.</td>
</tr>
<tr>
<td>5. Comparative/Locational Advantage</td>
<td>Kansas State University offers the only known distance-based Ph.D. in Personal Financial Planning. The doctoral degree program is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds. Students enter as a class cohort. Students take at least one and as many as three online courses in the fall and spring semesters for approximately three years. There is a 10 day in-person requirement for the first four years of study. As designed, the proposed degree program offers students the best of both online training and education with the advantages of meeting</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
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<tr>
<td>6. <strong>Curriculum</strong></td>
<td>The primary academic objectives are to provide students with the opportunity to: 1) understand and conduct scholarly research in Personal Financial Planning; 2) solve real world problems; 3) apply their creativity in helping others meet challenges; 4) develop and refine communication skills; 5) work in multidisciplinary and diverse teams; 6) obtain an understanding of 21st century technologies; 7) learn through instruction by faculty committed to both teaching and research; 8) participate in professional groups and activities; 9) assume professional leadership positions; 10) be part of a growing program that is devoted to building the finest Personal Financial Planning program in the nation while meeting the growing need for well-trained graduates.</td>
</tr>
<tr>
<td>7. <strong>Faculty Profile</strong></td>
<td>The Personal Financial Planning unit has 10 faculty members involved with the Ph.D. degree program (6 holding the Certified Financial Planner™ designation): 5 Assistant Professors, 4 Associate Professors, and 1 Professor. We also have 4 full-time tenured/tenure-track Family Studies and Human Services providing instruction support for the program.</td>
</tr>
<tr>
<td>8. <strong>Student Profile</strong></td>
<td>There are 42 Ph.D. students enrolled in the Personal Financial Planning sub-plan within the College of Human Ecology degree. 43% are women whose ages range from 25 to 61. 83% are non-Hispanic White. Most of the students hold a full-time job and are taking classes part-time.</td>
</tr>
<tr>
<td>9. <strong>Academic Support</strong></td>
<td>The unit employs one full-time unclassified professional staff person to provide support services and recruit new students.</td>
</tr>
<tr>
<td>10. <strong>Facilities &amp; Equipment</strong></td>
<td>No additional space requirements, facilities, renovations will be needed.</td>
</tr>
<tr>
<td>11. <strong>Program Review, Assessment, Accreditation</strong></td>
<td>In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. An internal review occurs on an annual basis as required by the Certified Financial Planner (CFP) Board of Standards, since we maintain registration with the CFP Board to allow students to take the CFP® Exam upon graduation.</td>
</tr>
<tr>
<td>12. <strong>Costs, Financing</strong></td>
<td>All salaries and operating expenses (OOE) have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.</td>
</tr>
</tbody>
</table>
Fiscal Summary for Proposed Academic Program

IMPLEMENTATION YEAR FY 2016

Institution: Kansas State University  
Proposed Program: Ph.D. Personal Financial Planning

<table>
<thead>
<tr>
<th>Part I. Anticipated Enrollment</th>
<th>Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>A. Full-time, Part-time Headcount:</td>
<td>0</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>B. Total SCH taken by all students in program</td>
<td>504</td>
<td>504</td>
<td>504</td>
</tr>
</tbody>
</table>

**Part II. Program Cost Projection**

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

<table>
<thead>
<tr>
<th>Costs:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,046,000</td>
<td>$1,066,000</td>
<td>$1,086,000</td>
</tr>
<tr>
<td>OOE</td>
<td>$14,000</td>
<td>$15,000</td>
<td>$16,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,060,000</td>
<td>$1,081,000</td>
<td>$1,102,000</td>
</tr>
</tbody>
</table>

All salaries and OOE have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.
NEW PROGRAM PROPOSAL
for Ph.D. in Personal Financial Planning

BASIC PROGRAM INFORMATION

1. Proposing Institution
   a. Kansas State University
2. Title of Proposed Program
   a. Personal Financial Planning
3. Degree to be Offered
   a. Ph.D.
4. Anticipated Date of Implementation
   a. Spring 2016
5. Responsible Units
   a. College of Human Ecology, School of Family Studies and Human Services
6. Center for Education Statistics, Classification of Instruction Program (CIP) Code
   a. 52.0804 Financial Planning and Services

PROGRAM PROPOSAL NARRATIVE

(1) PROGRAM JUSTIFICATION

Personal Financial Planning is a growing field of practice and study. According to the Bureau of Labor Statistics, there is an expected job growth rate of 27% for personal financial advisors between 2012 and 2022. With the increase in need for financial advisors comes the need for instructors of students in financial advising/planning majors. As new careers develop, it is important to show that the Personal Financial Planning program has a strong academic grounding to provide the level of education necessary to help graduates move into the specified career. There are currently five doctoral programs (Kansas State University, Louisiana State University, Texas Tech University, University of Georgia, and University of Missouri) registered with the accrediting body of financial planners, the Certified Financial Planner Board of Standards. Only one university (Texas Tech University) has a stand-alone doctoral degree program in Personal Financial Planning. The others are contained with larger college or school programs.

The Certified Financial Planner Board of Standards, Inc. has been a strong advocate for additional universities to offer doctoral degrees in financial planning. Reasons for providing doctoral level education include: (a) developing a flow of candidates to teach in the growing number of academic programs providing financial planning education, (b) strengthening consumer protection by standardizing counseling and planning techniques through research initiatives, and (c) improving the quality of Personal Financial Planning research that can inform public policy in the domain of financial planning.

Personal Financial Planning is a sub-plan within the College of Human Ecology doctoral degree at Kansas State University. The purpose of separating Personal Financial Planning into its own degree program is to meet the professional demands of solidifying Personal Financial Planning as an independent and developing program and growing the visibility of the program. It is important for students to communicate to employers that their training is in Personal Financial Planning. As currently structured, students do not receive a degree in Personal Financial Planning, but rather an emphasis in Personal Financial Planning.

We have several doctoral students who are employed in small Colleges of Business Administration who must abide by the Association to Advance Collegiate Schools of Business (AACSB) accreditation standards. Currently, degrees in Human Ecology are not considered to be within field specialties. This means that a graduate from our program will be excluded from program teaching and administration within these colleges. We do not want to limit the employability of our graduates, so we have been working with CFP Board to begin dialog with AACSB about the niche of financial planning. CFP Board is fully supportive of the notion that a Kansas State University graduate is qualified to teach in either a College of Human Ecology or a College of Business. CFP Board is currently lobbying AACSB to recognize programs such as ours as being “within the field.” In general, we believe that for clarity it makes sense to have a degree, not an emphasis, in Personal Financial Planning. The majority of our graduates will likely seek employment in business colleges and will benefit from a more appropriately titled degree versus the general Human Ecology title.

(a) Is the Program Central to the Mission of the Institution?
Kansas State University has a goal of being a top 50 public research institution by the year 2025. Establishing a doctoral program in Personal Financial Planning will help meet this aspiration. The thematic goals outlined by the 2025 committee and how the Personal Financial Planning programs intend to help meet these goals is outlined below:

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

- The Personal Financial Planning doctoral students regularly present at national conferences including the Financial Planning Association, American Council on Consumer Interests, Association for Financial Counseling and Planning Education, and Academy of Financial Services. Their research is published in national and international outlets. With managing a large doctoral program comes a diversified and qualified faculty. The Personal Financial Planning faculty are highly productive with an average publication rate of 4.5 peer-reviewed articles per year per faculty member. Grants are challenging to attain in the field given the lack of government granting agency and foundations dedicated toward personal finance issues. However, our faculty have generated just over $165,000 in external grants and nearly $40,000 in internal research grants over the past three years.
Theme 2: Undergraduate Educational Experience
Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

- Ph.D. students in Personal Financial Planning are eligible to teach online sections of Introduction to Personal Financial Planning for undergraduate students at Kansas State University. Their experience as practitioners is valuable to students wanting to pursue a career in financial planning.

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

- We are able to attract students from across the country and world given the hybrid nature of the courses. Students are required to come to the Manhattan, Kansas campus for 10 days during the first three years of the program. In their fourth year of study, students meet in an international destination for the 10 day in-person requirement. The remainder of their coursework is taken part-time at a distance (with live internet components) so that they may continue in their professional careers without a significant break in service. We have 5 state of Kansas students, 24 from the greater mid-west, 11 from the east, and 5 from the west. We also have a student living in Guam and one in Germany.

- In addition to their geographical diversity, students are required to engage in professional development opportunities. The students are expected to attend at least one national conference per year where they present their research.

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

- The Institute of Personal Financial Planning clinic offers community members the opportunity to receive free financial counseling while providing faculty and students with valuable research data. We are also the leader in Financial Therapy offering the first graduate certificate program in the nation.

Theme 5: Faculty and Staff
Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

- Becoming a stand-alone degree program will help attract and retain high quality financial planning educators and researchers to Kansas State University. The
increased visibility of Personal Financial Planning will also help us reach industry partners for support and development funding. One goal is to obtain an endowed professor position from industry funding within the next 5 to 7 years.

**Theme 6: Facilities and Infrastructure**
Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

- Our program utilizes web-based coursework delivery in a similar way to what students would receive on-campus. We utilize the web-based program, Zoom, for live and recorded class sessions, K-State Online for message board discussions, and papers submitted via K-State Online.
**Locational and Comparative Advantages of Program**

The proposed programs offer unique locational and comparative advantages in the relation to similar academic units of study nationally and internationally. The doctoral degree program is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds. Students enter as a class cohort. Students take at least one and as many as three online courses in the fall and spring semesters for approximately three years. As mentioned above, there is a 10 day in-person requirement for the first four years of study. As designed, the proposed degree program offers students the best of both online training and education with the advantages of meeting face-to-face on a yearly basis. This distinctive approach to graduate education builds upon the internationally recognized strengths of Kansas State University, namely, student-centered high technology education.

Currently, there are five doctoral programs registered with Certified Financial Planner Board of Standards (Kansas State University, Louisiana State University, Texas Tech University, University of Georgia, and University of Missouri). Nearly all Research 1 universities that offer doctorate training, in general, focus on financial and economic analysis at the macro and/or corporate level rather than study at the consumer level; however, this is indicative of a major need for additional consumer and household focused degrees. The academic study of ‘household finance’—essentially an extension of personal finance and financial planning—is now one of the fastest growing fields in the United States; yet, there are few individuals being trained in this area. Much of the groundbreaking academic work is being conducted by Personal Financial Planning faculty housed in units similar to the one at Kansas State University and by faculty transitioning from traditional finance, economics, psychology, and sociology disciplines. Second, as suggested above, personal finance education and research is a relatively new field of study, meaning that the present offers a unique opportunity to establish a Personal Financial Planning doctoral program in a burgeoning discipline. Third, prior to the new millennium, financial planning, as a professional endeavor, was still in its infancy. Today, the discipline is maturing. As with all growing disciplines, the demand for advanced Personal Financial Planning academic training has also grown. The result is that universities have tended to overlook the development of financial planning education as a primary field of advanced graduate work. The roots of professional financial planning can be traced back to 1969. Education of financial planners has followed the path of other professions – self-education, licensure, certification, bachelor’s, master’s level of education. The next logical step is education at the doctoral level—particularly through a program that can be offered using a 21st century distance-education framework.

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

The Personal Financial Planning program houses the Institute of Personal Financial Planning, which provides education and outreach for the greater Manhattan community as well as conducts multidisciplinary research. Research funded through the Institute has been published in national and international journals.
(b) What is the Student Demand for the Program and what are the Characteristics of the Students Who Will Participate in the Program?

Distance-based graduate education is beneficial to individuals already in the workforce who want to advance in their career or switch careers. A distance-education based Personal Financial Planning doctoral degree has proven to have even higher demand than we initially anticipated. We reached capacity in the first year of the program and have continued to reach capacity in the last four years. There is virtually no competition nationally or internationally at this time.

A reason most planners do not return to school to obtain a doctorate degree is the income opportunity cost. The majority of financial planning business owners have net earnings that exceed $100,000 per year. The Financial Planning Association estimates that the average sole practitioner generates $425,000 in revenue per year. The top 25% of all practitioner-owned firms have revenue in excess of $1.5 million per year, with these practitioners earning over $215,000 yearly. In order to return full-time to school to obtain a Ph.D. in today’s academic marketplace, these successful advisors would need to terminate their practice or potentially manage their practice as an absentee owner. The lost income and increased ownership burden associated with returning to school makes the choice problematic for successful advisors. What is needed, therefore, is a Personal Financial Planning Ph.D. opportunity for students that minimizes these opportunity costs while maintaining academic rigor and adaptability to the needs of successful practitioners and those who wish to transition into the financial planning academic profession.

The next table shows the enrollment in the Personal Financial Planning sub-plan over the past five years.

<table>
<thead>
<tr>
<th>Fall Enrollment</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>42</td>
<td>41</td>
<td>34</td>
<td>27</td>
<td>17</td>
</tr>
</tbody>
</table>

We exceed the minimum requirements for number of majors, degrees granted annually, and faculty size for the Personal Financial Planning sub-plan as shown in the next table.

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirement</th>
<th>Actual (as of Fall 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors:</td>
<td>Doctorate = 5</td>
<td>Doctorate = 39</td>
</tr>
<tr>
<td>Number of Degrees Granted Annually:</td>
<td>Doctorate = 2</td>
<td>Doctorate = 4</td>
</tr>
<tr>
<td>Number of Faculty with Terminal Degrees:</td>
<td>Doctorate = 8</td>
<td>Doctorate = 14 (7 tenure/tenure-track core faculty, 3 non-tenure-track faculty, 4 supporting tenured)</td>
</tr>
</tbody>
</table>

Current Acceptance Rates

The demand for the Personal Financial Planning doctoral program has grown dramatically over the five years of existence. The acceptance rate for 2014 was 22.5% and it is anticipated to be approximately the same percent or lower for 2015.

(c) What is the Demand for Graduates of this Program?

The demand for a degree in Personal Financial Planning has been growing. The United States Department of Labor, Bureau of Labor Statistics projects a 27% job growth for financial planners between 2012 and 2022, which is much faster than average for all occupations. Today’s aging population will be the primary driver of growth as baby boomers reach retirement. Other drivers include decreased funds and shortfalls for corporate and state pensions, and all of these drivers will increase demand for financial planners. Instructors of Personal Financial Planning curriculums are needed.

(2) CURRICULUM OF THE PROPOSED PROGRAM

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

(a) Describe the More Important Academic Objectives of the Proposed Program, Including the Range of Skills and Knowledge Future Graduates will Possess.

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

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

(b) The course work required of all students who major in this program shall be described.

The proposed curriculum includes the following 91 semester credit hours:

Supporting (Core) Content Courses (minimum 18 credit hours)

- FSHS 760 Retirement Planning (3)
- FSHS 762 Investing for the Family's Future (3)
- FSHS 764 Estate Planning for Families (3)
- FSHS 766 Insurance Planning for Families (3)
- FSHS 772 Personal Income Taxation (3)
- FSHS 836 Financial Planning Case Studies (3) - Grade of A or B is required

Professional Courses (minimum 12 credit hours)

- FSHS 825 Family Resource Management (3)
- FSHS 894 Readings in Family Studies and Human Services (3)
- FSHS 956 Financial Counseling (3)
- FSHS 979 Advanced Professional Issues in FSHS (3)

Elective Courses (minimum 15 credit hours)

- FSHS 757 Financial Behavior Assessment Consulting (3)
- FSHS 768 Introduction to Financial Therapy (3)
- FSHS 769 Money and Relationships (3)
- FSHS 770 Applied Behavioral Finance (3)
- FSHS 771 Financial Therapy Theory and Research (3)
- FSHS 808 Research Application in Personal Financial Planning (1-3) – may be informally referred to as "research clusters"
- Or other elective as agreed upon by the student’s committee

**Research Courses (minimum 46 credit hours) – Grades of A or B are required for FSHS 806, 906, 888, 890, 907**

- FSHS 806 Statistical Methods in Family Studies and Human Services I (3)
- FSHS 888 Research Methods in FSHS I (3)
- FSHS 890 Research Methods in FSHS II (3)
- FSHS 906 Statistical Methods in Family Studies and Human Services II (3)
- FSHS 907 Advanced Research Methods (3)
- FSHS 990 Dissertation Proposal Seminar (1)
- FSHS 999 Ph.D. Research in Family Studies and Human Services (30)

*(c) Internships and practica required of students in this program shall be described.*

Internships are not required for this program.

*(d) If clinical are required, are sufficient sites available?*

Clinical placements are not required for this program.
## PROGRAM FACULTY

### (a) Faculty Qualifications

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Degree, Appt. Type</th>
<th>Certification</th>
<th>Credentials &amp; Role in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE TENURED/TENURE-TRACK FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonya Britt, Associate Professor</td>
<td>Ph.D., tenured</td>
<td>CFP®</td>
<td>Dr. Sonya Britt, CFP® is the Program Director of Personal Financial Planning. Britt’s research interests include financial literacy and the impact of physiological stress on financial behaviors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments:</strong> Serve as chair and committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments:</strong> Retirement Planning in</td>
</tr>
<tr>
<td>Kristy Archuleta, Associate Professor</td>
<td>Ph.D., tenured</td>
<td>LMFT</td>
<td>Dr. Kristy Archuleta’s, LMFT, research interests include development of financial therapy practice models.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Ph.D. courses taught:</strong> Money and Relationships, Research Application in PFP, Research Methods I, Financial Counseling, Adv. Professional Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments:</strong> Serve as chair and committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments:</strong> Financial Counseling in undergraduate degree program</td>
</tr>
<tr>
<td>Stuart Heckman, Assistant Professor</td>
<td>Ph.D., tenure-track</td>
<td>CFP®</td>
<td>Dr. Stuart Heckman, CFP® specializes in large data set analysis and the effect of student loan debt on academic achievement of undergraduate students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Ph.D. courses taught:</strong> Retirement Planning, Research Application in PFP, Statistics I, Readings in FSHS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments:</strong> Serve as committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments:</strong> Adv. PFP, Retirement Planning, and Insurance Planning in undergraduate degree program, Retirement Planning in master’s degree program</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Designation</td>
<td>Research Focus</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elizabeth Kiss,</td>
<td>Ph.D.</td>
<td>Assistant</td>
<td>Dr. Elizabeth Kiss serves as the State of Kansas Extension Specialist in Family</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>tenure-</td>
<td>track</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Maurice MacDonald,</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>Dr. Morey MacDonald’s research revolves around aging population issues.</td>
</tr>
<tr>
<td>Professor</td>
<td>tenured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cliff Robb,</td>
<td>Ph.D.</td>
<td>Associate</td>
<td>Dr. Cliff Robb’s research relates to financial behaviors of college students.</td>
</tr>
<tr>
<td>Professor</td>
<td>tenure-</td>
<td>track</td>
<td></td>
</tr>
<tr>
<td>Martin Seay,</td>
<td>Ph.D.</td>
<td>Assistant</td>
<td>Dr. Martin Seay’s, CFP® research interests include housing and mortgage issues.</td>
</tr>
<tr>
<td>Professor</td>
<td>tenure-</td>
<td>track</td>
<td></td>
</tr>
</tbody>
</table>
## NON-TENURED/TENURE-TRACK CORE FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree, Track</th>
<th>Certification</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Coulson</td>
<td>Assistant Professor</td>
<td>Ph.D., non-tenure track</td>
<td>CFP®</td>
<td>Dr. Ann Coulson, CFP® specializes in the core PFP content areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Ph.D. courses taught</strong>: Investments, Estate Planning, Insurance Planning, Taxation, Case Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments</strong>: Serve as committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments</strong>: Careers in PFP, Case Studies, and Taxation in undergraduate degree program and Investments, Estate Planning, Insurance Planning, and Taxation in master’s degree program</td>
</tr>
<tr>
<td>Brad Klontz</td>
<td>Associate Professor</td>
<td>Psy.D., non-tenure track</td>
<td>CFP®</td>
<td>Dr. Brad Klontz, CFP® specializes in the psychological aspects of financial planning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Ph.D. courses taught</strong>: Intro. to Financial Therapy, Applied Behavioral Finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments</strong>: Serve as committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments</strong>: none</td>
</tr>
<tr>
<td>Ron Sages</td>
<td>Assistant Professor</td>
<td>Ph.D., non-tenure track</td>
<td>CFP®</td>
<td>Dr. Ron Sages, CFP® specializes in practice-based issues of financial planners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Ph.D. courses taught</strong>: Case Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments</strong>: Serve as committee member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments</strong>: Applied Behavioral Finance in undergraduate and master’s degree programs, Case Studies in master’s degree program</td>
</tr>
</tbody>
</table>

## TENURED/TENURE-TRACK SUPPORTING FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree, Tenure</th>
<th>Certification</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briana Goff</td>
<td>Professor</td>
<td>Ph.D., tenured</td>
<td></td>
<td><strong>Ph.D. elective courses taught</strong>: Violence and Prevention, Foundations of Trauma and Traumatic Stress, Crises Across the Lifespan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other Ph.D. program assignments</strong>: Serve as committee member, if requested</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Other teaching assignments</strong>: assigned to FSHS</td>
</tr>
</tbody>
</table>
(b) **Number of Graduate Assistants Needed to Serve Program**

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

(4) **ACADEMIC SUPPORT**

(a) **What are the Academic Support Services for this Program?**

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

The Institute currently employs a full-time graduate coordinator whose responsibilities include student recruitment and advising. All anticipated student support materials are currently available in an online format either through the Kansas State University Global Campus or through the Kansas State University library system.

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

- Sonya Britt
- Kristy Archuleta
- Ann Coulson
- Stuart Heckman
- Elizabeth Kiss
- Brad Klontz

| Elaine Johannes, Associate Professor | Ph.D., tenured | **Ph.D. elective courses taught**: Grant Development and Management  
**Other Ph.D. program assignments**: Serve as committee member, if requested  
**Other teaching assignments**: assigned to FSHS |
| Rick Scheidt, Professor | Ph.D., tenured | **Ph.D. elective courses taught**: Topics in FSHS: Aging, Research Methods I  
**Other Ph.D. program assignments**: Serve as committee member, if requested  
**Other teaching assignments**: assigned to FSHS |
| Walter Schumm, Professor | Ph.D., tenured | **Ph.D. elective courses taught**: Program Evaluation  
**Other Ph.D. program assignments**: Serve as committee member, if requested  
**Other teaching assignments**: assigned to FSHS |
(b) What New Library Materials and Other Forms of Academic Support will be Needed Beyond Normal Additions?
No additional library or other academic support will be needed in the immediate future.

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

(5) Facilities and Equipment
(a) What are the Anticipated Facilities Requirements?
No additional space requirements, facilities, renovations will be immediately needed.

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

(6) PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION
(a) What Program Review Process Methods will be used to Review the Program?
See Attachment A for the Assessment of Student Learning Plan

(b) What Student Learning Outcomes Measures Will Be Used to Assess the Program’s Effectiveness?

STUDENT LEARNING OUTCOMES
SLO 1: Students will demonstrate the ability to critically analyze the application of the fundamentals of the financial planning processes as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.

SLO 2: Students will demonstrate understanding and ability to apply to empirical methodological and statistical procedures relevant in personal finance.

SLO 3: Students will demonstrate understanding and the ability to apply theoretical orientations relevant in personal finance.

SLO 4: Students will demonstrate oral and written communication skills appropriate for personal finance research.

SLO 5: Students will demonstrate understanding of standards of ethical conduct, which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.
SLO 6: Students will exhibit awareness and application of standards of ethical conduct related to personal finance research.

(c) What are the Institution's Plans Regarding Program Accreditation?
Currently, the Certified Financial Planner Board of Standards, Inc. (CFP Board) serves as the accreditation/registration body for all college and university financial planning curriculums in the United States. Re-accreditation/registration occurs every two years. The personal financial planning program director is responsible for coordinating the accreditation process.

To maintain our registration with the CFP Board, we must submit documentation showing how we cover 72 topics covering the financial planning process in our classes. They review our course syllabi and textbook selections on a biennial basis to be sure we are providing up-to-date knowledge to our students.

The Association for Financial Counseling and Planning Education also registers the Personal Financial Planning programs. This registration allows graduates to obtain the Accredited Financial Counselor designation.

At the current time, accreditation costs are minimal (i.e., less than $2,500 per year). Costs associated with achieving and maintaining accreditation will be paid for by the Institute of Personal Financial Planning.
Attachment A: Assessment of Student Learning Plan
Doctoral Degree in Personal Financial Planning

I. Introduction
A. College, Department, and Date

College: College of Human Ecology
Department: School of Family Studies and Human Services
Date:

B. Contact Person(s) for the Assessment Plans
Sonya L. Britt, Ph.D. Associate Professor
Kristy L. Archuleta, Ph.D., Associate Professor

C. Degree Program
Doctorate of Philosophy in Personal Financial Planning

II. Overview of Assessment
A. List of SLOs for Degree Program

Knowledge & Skills
SLO 1: Students will demonstrate understanding and the ability to critically analyze the application of the fundamentals of the financial planning processes as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.

SLO 2: Students will demonstrate understanding and ability to apply to empirical methodological and statistical procedures relevant in personal finance.

SLO 3: Students will demonstrate understanding and the ability to apply theoretical orientations relevant in personal finance.

Skills
SLO 4: Students will demonstrate oral and written communication skills appropriate for personal finance research.

Attitudes and Professional Conduct
SLO 5: Students will demonstrate understanding of standards of ethical conduct, which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.

SLO 6: Students will exhibit awareness and application of standards of ethical conduct related to personal finance research.
### B. Program Assessment Alignment Matrix

<table>
<thead>
<tr>
<th>SLO/Required Courses/Experiences</th>
<th>Course Number(s)</th>
<th>Course Number(s)</th>
<th>Course Number(s)</th>
<th>Course Number(s)</th>
<th>International Experience: FSHS 979</th>
<th>Preliminary Exams</th>
<th>Thesis/Report/Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree program SLOs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The financial planning processes as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical methodological and statistical procedures relevant in personal finance.</td>
<td></td>
<td></td>
<td>X</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding through critically thinking and application of theoretical orientations relevant in personal finance.</td>
<td></td>
<td>X</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral and written communication skills appropriate for personal finance research.</td>
<td>X</td>
<td>X</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards of ethical conduct which adhere to the <em>Code of Ethics and</em></td>
<td>X/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

- 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 courses, evaluation of final thesis, report, dissertation)

C. List of Website where the Program SLOs, Assessment summary and Alignment Matrix will be located:

http://www.he.k-state.edu/fshs/assessment/

III. Assessment Strategies and Review of Assessment Results

Assessment occurs externally by our registration body, Certified Financial Planner Board of Standards (CFP Board), and internally through direct and indirect observations. Below is an overview of the assessment process, including how SLOs are assessed, the timetable for collecting and compiling assessment data, and the process for using assessment results to improve student learning. Following is a table describing the program SLO, the corresponding graduate school SLO, where the observation occurs, and how the observation occurs.
**External Evaluation**
The graduate program is registered with the CFP Board, which means an external association is responsible for monitoring our program on a biennial basis. The CFP Board requires that 72 topics be included in the curriculum and that these topics be incorporated as student centered learning objectives. They also require extensive self-evaluation addressing the strengths and weaknesses of the program and how the weaknesses are being addressed. Based on the results of the program assessment, the faculty will meet to discuss changes that need to be made in order increase student learning.

**Internal Evaluation**
Evaluation occurs at every stage of the doctoral program using direct or indirect measures. Data for each direct observation will be compiled each year and reviewed by the doctoral program faculty during the spring semester. Indirect observations are discussed at every faculty meeting. Based on the results of both direct and indirect assessment, the faculty will discuss plans for making improvements in the program to increase student learning.

Direct Observations: SLOs are measured using standard examinations, reflection papers, preliminary examinations, and the dissertation defense. Some SLOs are measured directly in class through assignments and exams, but most SLOs are measured directly through the preliminary examination and dissertation defense processes.

The preliminary exams are taken when a student completes most of their coursework. An exam review committee comprised of the student’s major professor and two other faculty members review the exams. Students can receive the following outcomes: Pass, Pass with Orals, Pass with Rewrite, Conditional Pass, or Fail. In order to pass, students must receive a score of 3 or above on each of the SLOs identified in the Preliminary Exam Rubric (see below) (Knowledge, Critical Thinking, i.e. Skills; Written Communication; Attitudes of Professional Conduct; and Oral Communication (if applicable). If an exam review committee member scores the exam below a 3 on any one SLO, then the exam committee meets to make the outcome decision. If committee decides on a decision to Pass with Rewrites or a Conditional Pass, the student will have one opportunity to rewrite or retake the exam upon which the committee will decide to Pass or Fail using the same rubric.

The dissertation defense is the final direct observation in the program. The dissertation defense rubric is used to assess the quality of the student’s written dissertation and oral defense. Members of the student’s dissertation committee complete the rubric. Students must receive a score of 3 or higher on all SLOs represented in the rubric to pass. A score below 3 on any one SLO by any given member of the committee will warrant discussion among committee members for about the outcome for the student. Students may be asked to make revisions to the dissertation or an alternate outcome decided by the committee.

Indirect Observations: Indirect measures are employed through faculty observations and student self-reports. Faculty observation is one of the primary ways indirect observation occurs. As a faculty, we observe students’ needs in class to help them understand and grasp material as well as to become active in professional development opportunities. These...
observations are discussed on a regular basis during faculty meetings held every three weeks. A recurring theme in these meetings is our desire to inspire passion for the profession of financial planning and academics among students.

A second indirect measure implemented is through an individual annual progress review where active doctoral students are required to submit their vita and supporting documentation every spring to the faculty. The faculty provides feedback on students’ progress toward program milestones and address any deficiencies in individual meetings. Students also have the opportunity to share self-reported progress and feedback with the faculty.

The third indirect measure occurs after the completion of coursework and preliminary exams. Students work primarily with their faculty major professors to guide them towards completion of their dissertations.
ASSESSMENT PLAN
The plan below (see Table 1) depicts the program SLO that will be assessed, the University SLO the program SLO aligns with, where the SLO will be assessed, how the SLO will be assessed, and the how we will know that a student has met the given SLO. Table 1 is followed by Tables 2 and 3, which are the assessment tools for the dissertation and preliminary examination direct observations.

Table 1. Assessment Plan

<table>
<thead>
<tr>
<th>SLO: Students will...</th>
<th>University-wide SLO for Graduate Programs</th>
<th>Course(s)/Procedures Evaluated</th>
<th>Measure</th>
<th>Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Demonstrate understanding and the ability to apply the fundamentals of the financial planning processes as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.</td>
<td>Knowledge &amp; Skills</td>
<td>Preliminary Examination</td>
<td>Direct Measure: Preliminary Examination Rubric</td>
<td>Students must score a 3 or above on the rubric on both the Knowledge and Critical Thinking sections of the rubric.</td>
</tr>
<tr>
<td>SLO 2: Demonstrate understanding and the ability to apply empirical methodological and statistical procedures relevant in personal finance.</td>
<td>Knowledge &amp; Skills</td>
<td>Preliminary Examination; Dissertation Defense</td>
<td>Direct Measure: Preliminary Examination and Dissertation Rubrics</td>
<td>Students must score a 3 or above on the rubrics on the knowledge and critical thinking sections of the respective rubric.</td>
</tr>
<tr>
<td>SLO 3: Demonstrate understanding and the ability to apply application of theoretical orientations relevant in personal finance.</td>
<td>Knowledge &amp; Skills</td>
<td>Preliminary Examination; Dissertation Defense</td>
<td>Direct Measure: Preliminary Examination and Dissertation Rubrics</td>
<td>It is expected that 70% of students will score 70% on the examination.</td>
</tr>
<tr>
<td>SLO 5: Exhibit awareness of standards of ethical conduct which</td>
<td>Attitudes and Professional Conduct</td>
<td>FSHS 836</td>
<td>Direct Measure: Students complete an examination over the profession’s Code of</td>
<td></td>
</tr>
</tbody>
</table>
| Adhere to the *Code of Ethics and Professional Responsibility* developed by the Certified Financial Planner Board of Standards. | Ethics and Responsibilities developed by the CFP Board of Standards.  
Indirect Measure:  
1. Faculty observation  
2. Student self-report at individual annual evaluation | It is expected that students will successfully complete all of the IRB training modules. The modules contain quiz questions that test knowledge. Students will receive a certificate of completion from the Institutional Review Board upon successful completion.  
Students must receive a 3 or higher on respective rubrics |
|---|---|---|
| **SLO 6:** Exhibit awareness and application of standards of ethical conduct related to personal finance research. | **Attitudes and Professional Conduct**  
FSHS 888; Preliminary Examination; Dissertation Defense | **Direct Measure:**  
1. Students will successfully complete university IRB-Human Subjects training modules.  
2. Preliminary Examination and Dissertation Rubrics  
Indirect Measure:  
1. Faculty observation  
2. Student self-report at individual annual evaluation |
Table 2. Ph.D. PFP Preliminary Examination Assessment Rubric

<table>
<thead>
<tr>
<th>Attribute (SLO)</th>
<th>OUTSTANDING (5)</th>
<th>VERY GOOD (4)</th>
<th>ACCEPTABLE (3)</th>
<th>SOMEWHAT DEFICIENT (2)</th>
<th>VERY DEFICIENT (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 1, 2, and 3</td>
<td>Demonstrates mastery of methodological and theoretical issues.</td>
<td>Demonstrates mastery of methodological OR theoretical issues.</td>
<td>Demonstrates adequate description of research and theory.</td>
<td>Lacks ability to describe relevant research applicable theory. Does not address question.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking and Research Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 1, 2, and 3</td>
<td>Demonstrates advanced ability to reach clear and coherent conclusions based on relevant theoretical and empirical literature. Demonstrates outstanding ability to apply research skills.</td>
<td>Demonstrates solid ability to reach clear and coherent conclusions based on relevant theoretical and empirical literature. Demonstrates solid ability to apply research skills.</td>
<td>Demonstrates ability to reach clear and coherent conclusions based on relevant theoretical and empirical literature. Demonstrates ability to apply research skills.</td>
<td>Lacks evidence to reach clear and coherent conclusions based on relevant theoretical and empirical literature. Demonstrates a limited ability to apply research skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 4</td>
<td>Reads like an outstanding publication. Very well organized. No typos, grammatical or spelling errors. No revisions or changes needed.</td>
<td>Well written and organized. Easy to read and understand. Few typos, grammatical or spelling errors. Very few changes or corrections needed.</td>
<td>Acceptable writing and mostly organized. Limited typos, grammatical and/or spelling errors. Some changes necessary.</td>
<td>Writing is weak and somewhat unorganized. Many typos, grammatical and/or spelling errors. A number of changes and/or revisions necessary.</td>
<td>Unorganized and requires a professional editor. Sentence structure, language and style are deficient. Major revisions are required.</td>
</tr>
<tr>
<td><strong>Attitudes and Professional Conduct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 6</td>
<td>Demonstrates excellent awareness and engagement of professional integrity and ethical conduct relevant to question. Presentation of ideas very well organized and extremely professional. All questions answered in a knowledgeable manner.</td>
<td>Demonstrates awareness and engages of professional integrity and engages in ethical conduct relevant to question. Professional presentation, well planned and organized. Most questions answered in a knowledgeable manner.</td>
<td>Demonstrates some awareness and engages in professional integrity and ethical conduct relevant to question. Good presentation skills. Able to answer majority of questions. Acceptable</td>
<td>Demonstrates limited understanding and engagement of professional integrity and ethical conduct relevant to question. Not well organized. Rambled and/or dwelt on unimportant issues. Had difficulty</td>
<td>Demonstrates lack of ability to understand and engage in professional integrity and ethical conduct relevant to question.</td>
</tr>
<tr>
<td><strong>Oral Communication Skills (if applicable)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
knowledgeable and respectful manner. Visual materials are outstanding.

visual materials. answering questions or showed defensiveness/ lack of respect. Problems with visual materials.

Table 3. PFP Ph.D. Dissertation Assessment Rubric

<table>
<thead>
<tr>
<th>Attribute (SLO)</th>
<th>OUTSTANDING (5)</th>
<th>VERY GOOD (4)</th>
<th>ACCEPTABLE (3)</th>
<th>SOMewhat DEFICIENT (2)</th>
<th>VERY DEFICIENT (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge SLO 1, 2, and 3</td>
<td>Original and creative idea. Makes important contributions to field. Demonstrates advanced understanding of topic, emphasis, or profession.</td>
<td>Very original work. Makes at least one contribution to field. Demonstrates solid understanding of topic, emphasis, or profession.</td>
<td>Demonstrated originality. Introduces a new idea. Demonstrates understanding of topic, emphasis, or profession.</td>
<td>Extends prior knowledge to a limited degree. Primary focus is on established information and ideas. Demonstrates limited understanding of topic, emphasis, or profession.</td>
<td>Merely reviews established information and ideas. No new ideas presented. Demonstrates lack of understanding of topic, emphasis, or profession.</td>
</tr>
<tr>
<td>Critical Thinking and Research Skills SLO 1, 2, and 3</td>
<td>Demonstrates advanced ability to come clear conclusions and implications based on data, theory and relevant literature. Is able to apply advanced research methods to answer a new question by being able to superiorly interpret, analyze, synthesize and apply information about topic.</td>
<td>Demonstrates solid ability to come clear conclusions and implications based on data, theory and relevant literature. Demonstrates ability to apply research methods skills to a new question by being able to interpret, analyze, synthesize and apply information about topic in an excellent fashion.</td>
<td>Demonstrates ability to come clear conclusions and implications based on data, theory and relevant literature. Demonstrates ability to apply research skills by being able to interpret, analyze, synthesize and apply information about topic in a basic fashion.</td>
<td>Demonstrates limited ability to come clear conclusions and implications based on data, theory and relevant literature. Exhibits limited potential to apply research methods by being able to interpret, analyze, synthesize and apply information about topic.</td>
<td>Lack of evidence to come clear conclusions and implications based on data, theory and relevant literature. Demonstrates inability to apply research methods by being able to interpret, analyze, synthesize and apply information about topic.</td>
</tr>
<tr>
<td>Written</td>
<td>Reads like an</td>
<td>Well written and</td>
<td>Acceptable</td>
<td>Writing is weak</td>
<td>Unorganized</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>outstanding publication. Very well organized. No typos, grammatical or spelling errors. No revisions or changes needed.</td>
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<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO 4</strong></td>
<td>writing and mostly organized. Limited typos, grammatical and/or spelling errors. Some changes necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication Skills</strong></td>
<td>Professional presentation, well planned and organized. Most questions answered in a knowledgeable and respectful manner. Good visual materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO 4</strong></td>
<td>Good presentation skills. Able to answer majority of questions. Acceptable visual materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes and Professional Conduct</strong></td>
<td>Demonstrates excellent awareness and engagement of professional integrity and ethical conduct. Ethical guidelines were followed and explicitly described.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO 6</strong></td>
<td>Demonstrates some awareness and engages in professional integrity and ethical conduct. Ethical guidelines were followed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates limited understanding and engagement of professional integrity and ethical conduct. Limited ethical conduct and how protocol was followed was vaguely described. Potential issues with plagiarism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates lack of ability to understand and engage in professional integrity and ethical conduct. Did not follow proper ethical procedures, evidence of plagiarism.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Non-Expedited Curriculum Changes
On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following non-expedited curriculum changes. The motion passed.

FROM:
Master of Accountancy (M.ACC)
The M.ACC curriculum is a 30-credit-hour program of study offered through the Accounting graduate program that may be completed in two regular semesters and a summer term or in three semesters. Students without prior or complete business and accounting training must acquire basic competency in the following business core foundation areas: accounting, statistics, management information systems, economics, finance, marketing, and management. These competencies may be acquired through specified business core foundation course work. The specific number of business core foundation courses required depends on the applicant’s prior academic work. The basic competency course work may be taken after admission to the MAcc program, but certain business core foundation courses must be completed prior to taking MAcc courses that are in the same subject or that otherwise require a knowledge of the business core foundation material.

The objective of the master of accountancy program is to provide candidates with a greater breadth and depth in accounting than is possible in the baccalaureate or master of business administration program in preparation for careers as professional accountants in financial institutions, government, industry, nonprofit organizations, and public practice. For complete application information, see the College of Business Administration website.

Requirements
The following courses are required of all MAcc students. The typical semester offerings

TO:
Master of Accountancy (M.ACC)
The M.ACC curriculum is a 30-credit-hour program of study offered through the Accounting graduate program that may be completed in two regular semesters and a summer term or in three semesters. Students without prior or complete business and accounting training must acquire basic competency in the following business core foundation areas: accounting, statistics, management information systems, economics, finance, marketing, and management. These competencies may be acquired through specified business core foundation course work. The specific number of business core foundation courses required depends on the applicant’s prior academic work. The basic competency course work may be taken after admission to the MAcc program, but certain business core foundation courses must be completed prior to taking MAcc courses that are in the same subject or that otherwise require a knowledge of the business core foundation material.

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Requirements
All MAcc students are expected to make themselves aware of and conform to the
All MAcc students are expected to make themselves aware of and conform to the academic policies of the Graduate School as described in the Graduate Handbook and the Graduate Catalog. In addition to an overall 3.0 GPA required by the graduate school, Master of Accountancy students must maintain a 3.0 GPA in graduate accounting course. In addition to completing the business foundation, each candidate must complete the following 30-hour program. If you need to complete the entire business foundation, you will be required to complete the Bachelor's degree in Accounting first.

### Required Courses

- **ACCTG 731** - Advanced Financial Reporting Credits: (3)
- **ACCTG 890** - Seminars in Professional Accounting Credits: (Var.)

### Accounting Electives (12 credit hours)

You may select your accounting electives based on one of the following four accounting specialty areas: (1) Financial Accounting and Auditing, (2) Management Accounting/Controllership, (3) Taxation or (4) Enterprise Information Systems, but a specialty area is not required.

- **ACCTG 832** - Advanced Auditing Credits: (3)
- **ACCTG 833** - Corporate Taxation Credits: (3)
- **ACCTG 834** - Partnership Taxation Credits: (3)
- **ACCTG 835** - Advanced Management Accounting Credits: (3)
- **ACCTG 844** - Design of Accounting and Business Information Processes Credits: (3)
- **ACCTG 845** - International Accounting Credits: (3)
- **ACCTG 884** - Enterprise Information Systems

### Required Courses

- **ACCTG 731** - Advanced Financial Reporting Credits: (3)
- **ACCTG 833** - Corporate Taxation Credits: (3)

### Accounting Electives (12 credit hours)

Students may select 12 credit hours from ACCTG labelled courses at the 800 level. Students are encouraged to consult with their Master of Accountancy advisor to design a set of accounting and other electives consistent with their planned career objective.

### Other Electives (12 credit hours)

Students may select courses based on the following criteria.

- Any accounting course at the 800 level not taken as an accounting elective.
- Other business or non-business courses at the 600 level or above approved by the student’s supervisory committee.

### Culminating experience
<table>
<thead>
<tr>
<th>Assurance Credits: (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Electives (6 credit hours)</td>
</tr>
<tr>
<td>These courses may be selected from non-accounting courses numbered 800 or above within the College of Business Administration. There are 12 current available electives from which to choose.</td>
</tr>
<tr>
<td>Non-Business Electives (6 credit hours)</td>
</tr>
<tr>
<td>These courses may be selected from courses numbered 500 or above outside the College of Business Administration.</td>
</tr>
</tbody>
</table>

All students must complete one of the following four activities as an integrative/culminating experience as part of the Master of Accountancy program. The experience must be completed after admission to the program, or after commencement of graduate coursework, whichever is earlier.

- An approved study abroad experience of at least 7 days (for or not for credit)
- An approved internship consisting of at least four weeks of full-time work (for or not for credit)
- A course such as GENBA 890 involving a semester-long hands-on project.
- A written comprehensive exam

Consult with your Master of Accountancy advisor prior to commencing any integrative/culminating activity for pre-approval.

**RATIONALE:** These changes allow this program to better meet the needs of students. Master of accountancy programs have become more accounting-focused, and less broad, thus these changes help our students take more technical courses to be more competitive with their peers.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015
The Department of Apparel, Textiles, and Interior Design offers graduate resident programs in Apparel and Textiles that focus on design, product development, and marketing of apparel and textile products. Individualized programs of study, capitalizing on the interests and disciplinary backgrounds of students and faculty, are developed to build the theoretical, technical, and methodological skills necessary to solve human ecological problems involving apparel and textiles. The M.S. degree in Apparel and Textiles prepares students for professional careers within industry, for college instructor positions, and as preparatory work for a Ph.D. degree. Students select from the program options presented when planning his/her program of study.

**Design Emphasis — Design Project Report Option**

The emphasis in Design focuses on the design process to research, design, develop, and evaluate apparel and textiles using both creative and technical methods. The Design Project Report and related exhibition provides the M.S. student an opportunity for advanced creative design of apparel and/or textiles that demonstrates the student’s synthesis of a defined problem or context that results in a written report and a body of original works for University exhibition and submission for juried review. The Design Project Report requires 30 credit hours, of which 2 credit hours are AT 896 Design Project Report and 4 credit hours are AT 897 Design Project Exhibit, and a defense of the report and exhibit.

**Required Courses (12 hours)**

AT 780 – Textile Surface Design, Credits: (3)
AT 805 – Research in Design, Credits: (3)
AT 896 – Design Project Report, Credits: (1–2)
AT 897 – Design Project Exhibit, Credits: (1–6)

The Department of Apparel, Textiles, and Interior Design offers graduate resident programs in Apparel and Textiles that focus on the design and marketing of apparel and textile products. Individualized programs of study, capitalizing on the interests and disciplinary backgrounds of students and faculty, are developed to build the theoretical, technical, and methodological skills necessary to solve human ecological problems involving apparel and textiles. The M.S. degree in Apparel and Textiles prepares students for professional careers within industry, for college instructor positions, and as preparatory work for a Ph.D. degree.

**Required Courses:**

AT 600 – Global Apparel and Textile Supply Chain Management, Credits: (3)
AT 700 – Foundations of Sustainability in Apparel and Textiles, Credits: (3)
AT 780 – Textile Surface Design, Credits: (3)
### Research Methods (6 hours)

One research methods course is required. Options include:

- AT 850 – Research Methods in Apparel and Textiles, Credits: (3)
- EDCEP 816 – Research Methods in Education, Credits: (3)
- FSHS 888 – Research Methods in FSHS I, Credits: (3)

One additional research course is required. Dependent upon the nature of the design project analysis, students select either one quantitative statistics or one qualitative methods course.

#### Quantitative course options:

- EDCEP 817 – Statistical Methods in Education, Credits: (3)
- FSHS 806 – Statistical Methods in Family Studies and Human Services I, Credits: (3)
- PSYCH 802 – Quantitative Methods in Psychology, Credits: (3)
- SOCIO 825 – Quantitative Methods, Credits: (3)
- STAT 703 – Introduction to Statistical Methods for the Sciences, Credits: (3)

#### Qualitative course options:

- EDLEA 838 – Qualitative Research in Education, Credits: (3)
- FSHS 902 – Qualitative Research Methods in FSHS, Credits: (3)
- HN 841 – Consumer Response Evaluation, Credits: (3)
- SOCIO 824 – Qualitative Methodology, Credits: (3)

### AT 899 – Thesis Research in Apparel and Textiles, Credits: (Var.)

Students are also required to complete a Thesis or Design Project Report Option. Students selecting the Thesis option are required to complete 6 hours of AT 899 Thesis Research and an oral defense of the thesis.

- AT 830 – Fashion Behavior and Sustainability, Credits: (3)
- AT 850 – Research Methods in Apparel and Textiles, Credits: (3)
- AT 880 – Textile Sustainability, Credits: (3)
**Remaining Courses**

Recommended Additional Courses (select courses to fulfill 30 hour requirement)

Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses may be selected in place of the recommended courses.

- AT 610 – Computer-Aided Design of Apparel, Credits: (3)
- AT 655 – Apparel Pattern Development I, Credits: (3)
- AT 670 – Apparel Pre-Production Processes, Credits: (3)
- AT 695 – Apparel Pattern Development II, Credits: (3)
- AT 830 – Fashion Theory, Credits: (3)
- AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)
- AT 840 – Apparel and Textile Product Development, Credits: (3)
- AT 845 – Consumers in the Apparel and Textile Market, Credits: (3)
- AT 880 Physical Analysis of Textiles, Credits: (3)
- THTRE 711 – Topics in Technical Theatre, Credits: (3)

**Design Emphasis – Thesis Option**

The Design Project Report and related exhibition provides the M.S. student an opportunity for advanced creative design of apparel and/or textiles that demonstrates the student’s synthesis of a defined problem or context that results in a written report and a body of original works for University exhibition and submission for juried review. Students selecting this option are required to fulfill 2 credit hours of AT 896 Design Project Report and 4 credit hours of AT 897 Design Project Exhibit, and a defense of the report and exhibit.

- AT 896 – Design Project Report, Credits: (1-2)
- AT 897 – Design Project Exhibit, Credits: (1-6)

**Remaining Courses:**

Recommended Additional Courses (select courses to fulfill 30 hour requirement)

Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses may be selected in place of the recommended courses.

- AT 610 – Computer-Aided Design of Apparel, Credits: (3)
- AT 625 – Apparel and Textile Business Strategy, Credits: (3)
- AT 655 – Apparel Pattern Development I, Credits: (3)
- AT 670 – Apparel Pre-Production Processes, Credits: (3)
- AT 695 – Apparel Pattern Development II, Credits: (3)
- AT 825 – Strategic Merchandising, Credits: (3)
- AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)
The Design emphasis thesis option requires 30 credit hours, of which 6 credit hours are AT 899 Thesis Research, and an oral defense. Students follow the course requirements above but replace the report and exhibit hours with thesis research hours.

Product Development Emphasis—Thesis Option
The emphasis in Product Development includes the research, design, engineering, evaluation, management, and marketing of innovative apparel and textile products for specialty markets, such as but not limited to medical, sports, military, agricultural, therapeutic, and protective. The Thesis option requires 30 credit hours, of which 6 hours are AT 899 Thesis Research, and an oral defense of the thesis.

Required Courses (18 credit hours)
- AT 835—Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)
- AT 840—Apparel and Textile Product Development, Credits: (3)
- AT 845—Consumers in the Apparel and Textile Market, Credits: (3)
- AT 880—Physical Analysis of Textiles, Credits: (3)
- AT 899—Master’s Thesis Research in Apparel and Textiles, Credits: (Var.)

Research Methods and Statistics (6 credit hours)
One research methods course is required. Options include:
- AT 850—Research Methods in Apparel and Textiles, Credits: (3)
- EDCEP 816—Research Methods in Education, Credits: (3)
- FSHS 888—Research Methods in FSHS I, Credits: (3)

One statistics course is required. Options include:
- EDCEP 817—Statistical Methods in Education, Credits: (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHS 806</td>
<td>Statistical Methods in Family Studies and Human Services I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYCH 802</td>
<td>Quantitative Methods in Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>SOCIO 825</td>
<td>Quantitative Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>STAT 703</td>
<td>Introduction to Statistical Methods for the Sciences</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Recommended Additional Coursework (select courses to fulfill 30 hour requirement)**

Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses, including those in other disciplines such as Management, Marketing, and Finance, may be selected in place of the recommended courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 655</td>
<td>Apparel Pattern Development I</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 670</td>
<td>Apparel Pre-Production Processes</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 725</td>
<td>Theory and Practice of Apparel/Textile Marketing and Distribution</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Marketing Emphasis — Thesis Option**

The Marketing emphasis focuses on relevant theories and practices used to satisfy the apparel and textile consumer. Students utilize enhanced knowledge of the consumer to build a deeper understanding of marketing processes necessary for success in the highly competitive apparel and textile marketplace. The Thesis option requires 30 credits hours, of which 6 hours are AT 899 Thesis Research, and an oral defense of the thesis.

**Required Courses (15 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 725</td>
<td>Theory and Practice of Apparel/Textile Marketing and Distribution</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 835</td>
<td>Strategic Economic Analysis of Apparel and Textile Industries</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 845</td>
<td>Consumers in the Apparel and Textile Market</td>
<td>(3)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>AT 899</td>
<td>Master’s Thesis Research in Apparel and Textiles</td>
<td>(Var.)</td>
</tr>
<tr>
<td></td>
<td>Research Methods and Statistics (6 credit hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One research methods course is required. Options include</td>
<td></td>
</tr>
<tr>
<td>AT 850</td>
<td>Research Methods in Apparel and Textiles</td>
<td>(3)</td>
</tr>
<tr>
<td>EDCEP 816</td>
<td>Research Methods in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>FSHS 888</td>
<td>Research Methods in FSHS I</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>One statistics course is required. Options include:</td>
<td></td>
</tr>
<tr>
<td>EDCEP 817</td>
<td>Statistical Methods in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>FSHS 806</td>
<td>Statistical Methods in Family Studies and Human Services I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYCH 802</td>
<td>Quantitative Methods in Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>SOCIO 825</td>
<td>Quantitative Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>STAT 703</td>
<td>Introduction to Statistical Methods for the Sciences</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Recommended Additional Coursework (select courses to fulfill 30 hour requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses, including those in other disciplines such as Marketing, Sociology, and Management, may be selected in place of the recommended courses.</td>
<td></td>
</tr>
<tr>
<td>AT 830</td>
<td>Fashion Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 840</td>
<td>Apparel and Textile Product Development</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 880</td>
<td>Physical Analysis of Textiles</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Coursework Option**

Students are expected to complete the Thesis or the Design Project Report option. There is also the Coursework only option, but this option is held for extenuating circumstances.
and must be approved by the ATID graduate faculty after review of a written petition submitted by the student. The written petition shall outline the extenuating circumstances and be submitted to the graduate program director for review by the graduate faculty. The coursework option requires 33 credits hours of course work and a comprehensive written examination. An oral defense may be scheduled if deemed necessary by the major professor committee members. Required courses include: Research Methods (3 cr.), Statistics (3 cr.), and 12 credit hours in Apparel and Textiles graduate level coursework. Students are to consult with their major professor and supervisory committee to select courses beyond the requirements.

**RATIONALE:** To reflect recent revisions in course offerings in the AT graduate curriculum and program emphasis areas of globalization and sustainability.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015
**Ph.D. Requirements**

**Required Courses:**
- AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)
- AT 845 – Consumers in the Apparel and Textile Market, Credits: (3)
- AT 990 – Dissertation Proposal Seminar, Credits: (1)
- AT 995 – Grantsmanship and Publication, Credits: (3)
- AT 999 – Dissertation Research in Apparel and Textiles, Credits: (Var.)
- EDCI 943 – Principles of College Teaching, Credits: (3)
- At least two additional AT courses (6 credits) at the 800 level or above, not including independent courses, are required.

One research methods course is required.

**Ph.D. Requirements**

**Required Courses:**
- AT 600 – Global Apparel and Textile Supply Chain Management, Credits: (3)
- AT 700 – Foundations of Sustainability in Apparel and Textiles, Credits: (3)
- AT 780 – Textile Surface Design, Credits: (3)
- AT 830 – Fashion Behavior and Sustainability, Credits: (3)
- AT 850 – Research Methods in Apparel and Textiles, Credits: (3)
- AT 880 – Textile Sustainability, Credits: (3)
- AT 990 – Dissertation Proposal Seminar, Credits: (1)
- AT 999 – Dissertation Research in Apparel and Textiles, Credits: (Var.)
- EDCI 943 – Principles of College Teaching, Credits: (3)
Options include:
- AT 850 — Research Methods in Apparel and Textiles, Credits: (3)
- EDCEP 816 — Research Methods in Education, Credits: (3)
- FSHS 888 — Research Methods in FSHS I, Credits: (3)

A minimum of 6 hours of graduate level statistics are required. Select courses from one department. Department options include:

Educational Counseling
- EDCEP 817 — Statistical Methods in Education, Credits: (3)
- EDCEP 819 — Survey Research, Credits: (3)
- EDCEP 917 — Experimental Design in Educational Research, Credits: (3)

Family Studies and Human Services
- FSHS 806 — Statistical Methods in Family Studies and Human Services I, Credits: (3)
- FSHS 906 — Statistical Methods in Family Studies and Human Services II, Credits: (3)

Psychology
- PSYCH 802 — Quantitative Methods in Psychology, Credits: (3)
- PSYCH 805 — Experimental Design in Psychology, Credits: (3)

Sociology
- SOCIO 825 — Quantitative Methods, Credits: (3)
- SOCIO 925 — Specialized Approaches to Sociological Research, Credits: (3)

Statistics
- STAT 703 — Introduction to Statistical Methods for the Sciences, Credits: (3)
- STAT 705 — Regression and Analysis of Variance, Credits: (3)

Qualitative course options
Students interested in qualitative research will enroll in a minimum of 3 credit hours of

A minimum of 6 hours of graduate level statistics are required. Options include:

Educational Counseling
- EDCEP 817 — Statistical Methods in Education, Credits: (3)
- EDCEP 819 — Survey Research, Credits: (3)
- EDCEP 917 — Experimental Design in Educational Research, Credits: (3)

Family Studies and Human Services
- FSHS 806 — Statistical Methods in Family Studies and Human Services I, Credits: (3)
- FSHS 906 — Statistical Methods in Family Studies and Human Services II, Credits: (3)

Psychology
- PSYCH 802 — Quantitative Methods in Psychology, Credits: (3)
- PSYCH 805 — Experimental Design in Psychology, Credits: (3)

Sociology
- SOCIO 825 — Quantitative Methods, Credits: (3)
- SOCIO 925 — Specialized Approaches to Sociological Research, Credits: (3)

Statistics
- STAT 703 — Introduction to Statistical Methods for the Sciences, Credits: (3)
- STAT 705 — Regression and Analysis of Variance, Credits: (3)

Qualitative course options
Students interested in qualitative research will enroll in a minimum of 3 credit hours of
qualitative methods. These hours are in addition to the required 3 hours of research methods and 6 hours of statistics. Course options include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLEA 838</td>
<td>Qualitative Research in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>FSHS 902</td>
<td>Qualitative Research Methods in FSHS</td>
<td>(3)</td>
</tr>
<tr>
<td>HN 841</td>
<td>Consumer Response Evaluation</td>
<td>(3)</td>
</tr>
<tr>
<td>SOCIO 824</td>
<td>Qualitative Methodology</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Remaining Courses
Students consult with their major professor and supervisory committee to select courses that support their program objectives and fulfill the total hour requirement.

Recommended Additional Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 610</td>
<td>Computer-Aided Design of Apparel</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 625</td>
<td>Apparel and Textile Business Strategy</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 655</td>
<td>Apparel Pattern Development I</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 670</td>
<td>Apparel Pre-Production Processes</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 695</td>
<td>Apparel Pattern Development II</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 825</td>
<td>Strategic Merchandising</td>
<td>(3)</td>
</tr>
<tr>
<td>AT 835</td>
<td>Strategic Economic Analysis of Apparel and Textile Industries</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Substitute Course Policy for Research Methods and Statistics
Ph.D. students in Apparel and Textiles may not substitute a research methods course taken as part of a master’s degree.

Substitute Course Policy for Research Methods and Statistics:
Ph.D. students in Apparel and Textiles may not substitute a research methods course taken as part of a master’s degree.

**RATIONALE:** To reflect recent revisions in course offerings in the AT graduate curriculum and program emphasis areas of globalization and sustainability.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015
Non-Expedited Curriculum Drops

On behalf of the Academic Affairs committee, Associate Dean Herman proposed approval of the following non-expedited curriculum drops. The motion passed.

Management of Animal Health Related Organizations Graduate Certificate

The Graduate Certificate in the Management of Animal Health Related Organizations (GCMAHRO) program provides an opportunity for individuals to gain business skills and advanced business knowledge about management without having to participate in a full time, two-year MBA program. Students will learn how to use applied skills and attain an understanding of the basic functional areas of business and how each contributes to an effective business organization in the context of the animal health industry. The purpose of the certificate is to improve the effectiveness of companies in the animal health industry by educating employees and preparing them to take on more responsibilities and expand their career opportunities. The lead course will focus on the managerial challenges and dynamics of the animal health industry. This will be followed by business functional area courses that draw on examples from a range of industries. The certificate program will end with a detailed project that is based on a practical need in the employing organization. Students will propose strategic business strategies that will result in improved effectiveness for their company and make a formal presentation to their sponsoring organization.

Required Foundation Course:

MANGT 870 - Managing Animal Health Organizations Credits: (3)

Required Capstone Course:

GENBA 890 - Business Capstone Credits: (3)

Business Tools Elective Courses (Select three courses from these five online courses):

FINAN 815 - Corporate Finance Credits: (3)
ACCTG 810 - Foundations of Accounting and Finance Credits: (3)

MKTG 810 - Marketing Concepts and Research Credits: (3)
MANGT 810 - Operations and Supply Chain Management Credits: (3)
MANGT 820 - Behavioral Management Theory Credits: (3)

RATIONAL: The certificate is not being utilized by students and therefore is being discontinued.

IMPACT: None

EFFECTIVE TERM: Fall 2015
Food Science Graduate Certificate

Course Work
Twenty credit hours of the Certificate Program are required. Additional hours may be selected from the course offerings found in the Graduate Catalogue. Up to 6 credit hours of transfer graduate credit directly relating to food science can be applied toward the Graduate Certificate.

Required Courses:
FDSCI 501 - Food Chemistry Credits: (3)
FDSCI 815 - Advanced Food Chemistry Credits: (3)
FDSCI 690 - Principles of HACCP Credits: (2)
FDSCI 727 - Chemical Methods of Food Analysis
Credits: (2)
FDSCI 728 - Physical Methods of Food Analysis
Credits: (2)
HN 701 - Sensory Analysis Credits: (3)
STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3)

Notes: Depending on the background of the students a higher numbered course e.g. FDSCI 815 Advanced Food Chemistry may be substituted for FDSCI 501.
Other graduate courses from the food science graduate course list may be substituted with the approval of the student’s advisor and the Coordinator of the Food Science Graduate Program.

Distance Education Course Work
Fifteen credit hours of the Certified Program are required. Elective courses listed below are taught by distance and can be taken to satisfy the balance of the 20 hours requirement. Up to 6 credit hours of transfer graduate credit directly relating to food science can be applied toward the Graduate Certificate.

Required Courses:
FDSCI 501 - Food Chemistry Credits: (3)
FDSCI 815 - Advanced Food Chemistry Credits: (3)
FDSCI 690 - Principles of HACCP Credits: (2)
FDSCI 725 - Food Analysis Credits: (3)
HN 701 - Sensory Analysis Credits: (3)
STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3)

Elective Courses:
ASI 640 - Poultry Products Technology Credits: (3)
ASI 671 - Meat Selection and Utilization Credits: (2)
CHE 715 - Biochemical Engineering Credits: (3)
RATIONAL: The Food Science Graduate Coordinating Committee has unanimously voted to recommend that the food science faculty vote to discontinue the Food Science Graduate Certificate. The certificate was approved in 2001 to provide an option for distance graduate students to receive some type of certification of further education. At the time we did not have the distance MS program option. Since then only several graduate students have pursued the certificate as we now have several masters degree options and these are more desirable and have value in regards to promotions and salary increases in food companies. We can safely discontinue this certificate without any adverse effect on students in our campus or distance program.

IMPACT: None

EFFECTIVE DATE: Fall 2015
Chapter 3: The Doctoral Degree
A. Admission and General Requirements

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.

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.

The Ph.D. requires at least three years of full-time study beyond the bachelor's degree, equivalent to at least 90 semester hours of course work and research credits. The Ed.D. requires 94 hours beyond the baccalaureate, including course work and research credits. 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). Students who hold professional doctorate degrees (DVM, MD, JD, etc.) may transfer a maximum of 12 graduate credit hours from a professional doctorate degree toward either doctorate degree (See section 3.D.5c). The regulations governing supervisory and examining committees, preliminary and final examinations, and dissertations are the same for both degrees.

FIRST READING
- Graduate Faculty

The Committee on Planning proposes the following changes to the Graduate Handbook.

A.2 Procedures for Tenured Faculty, and Faculty in the Probationary Period for a Tenured Position, and Research Faculty

The Graduate Faculty assumes that the University’s procedures for tenuring faculty members, and appointing new faculty to tenure-earning positions, and appointing research faculty are sufficient to identify qualified members of the Graduate Faculty. In the case of an already-tenured faculty member holding the terminal degree or research faculty appointment, or a faculty member in the probationary period for a tenured faculty position who holds the terminal degree, nominations are sent to the Dean of the Graduate School by the head of the nominee’s department or the chairperson of the nominee’s program. In every case, the Graduate Faculty of the department or program must submit a written evaluation of the candidate, including the number of faculty at the nominating session, the number eligible to vote, the number of votes in favor, the number opposed, and the role in the graduate program to be pursued by the nominee. A copy of the nominee’s curriculum vita should accompany the nomination. The Dean of the Graduate School will appoint the candidate to the Graduate Faculty.
FIRST READING
- Adjunct Graduate Faculty
The Committee on Planning proposes the following changes to the Graduate Handbook.

Chapter 5: The Graduate Faculty
D. Special Graduate Faculty Memberships
D.3 Adjunct Professors Faculty
An adjunct faculty member is one a person from outside the university who contributes to the University's educational efforts through a courtesy appointment without regular compensation. Payment may be made for classroom instruction, although adjunct faculty members are normally not appointed to serve in the formal teaching program. Individuals may become adjunct members of the faculty by a process defined in the University Handbook. Departments or graduate programs may deem it advantageous to include adjunct faculty as members of their graduate faculties, and may nominate adjunct faculty to be considered for admission to the Graduate Faculty according to procedures outlined elsewhere in Chapter 5 Section A.3 of the Graduate Handbook. Adjunct appointees may not serve as major professors for graduate students, but may serve as co-major professors with a regular member of the graduate faculty.

FIRST READING
- Intellectual Property
The Committee on Planning proposes the following changes to the Graduate Handbook.

Chapter 2 Section I
I. THESSES AND REPORTS
I.1 General
A master's thesis presents the results of an original investigation of a problem or topic approved by the candidate's supervisory committee. Its purpose is to demonstrate the candidate's ability to conduct original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee.

A master's report is generally shorter than a thesis, and it may present the results of a more limited original investigation. Alternatively, it may review the state of a particular scholarly or scientific problem, or especially in the case of professional programs or applied disciplines it may describe a project appropriate to the discipline.

Candidates who undertake a thesis or report should schedule their work to allow sufficient time (at least ten working days) for review by the major professor and the supervisory committee and for making any necessary revisions before proceeding to the final examination.

See Appendix B for more information on theses and reports.

See Appendix R of the Kansas State University Handbook (http://www.k-
state.edu/academicpersonnel/fhbook/fhx-1.html) for a full description of University policies and associated institutional procedures for intellectual property.

With unanimous approval of the supervisory committee, a student majoring in Modern Languages may write a thesis or report in a language other than English, provided that the language is clearly appropriate to the subject matter.

The use of mailed questionnaires to gather material for the thesis is discouraged. If such a method is used, caution should be exercised in the interpretation of data.

I.2 Copies
The candidate must provide a copy of the thesis or report to each member of the supervisory committee and all members of the committee must certify that they have received acceptable copies of the thesis or report before a final examination can be scheduled. A copy of the thesis or report must also be available at the examination.

Following a successful final examination, the candidate must provide an electronic copy of the thesis or report to the Graduate School, which will be deposited with the University Libraries. Theses and reports submitted to the Graduate School must be in final and acceptable form, incorporating any revisions required by the supervisory committee. The final electronic copy must also conform to the stylistic guidelines adopted by the academic unit and to the physical requirements established by the Graduate School, available on the Graduate School website under Requirements and Guidelines for Electronic Theses, Dissertations, and Reports.

Chapter 3 Section K
K. DISSERTATION
A dissertation is required of all candidates for the award of a doctorate degree. Its purpose is to demonstrate the candidate's ability to conduct significant original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee. A dissertation must be written in a form appropriate to the discipline. General guidelines about the format of a dissertation appear in Appendix B.

See Appendix R of the Kansas State University Handbook (http://www.k-state.edu/academicpersonnel/fhbook/fhx-1.html) for a full description of University policies and associated institutional procedures for intellectual property. The candidate must provide a copy of the dissertation to each member of the final examining committee (see below) at least two weeks before the final examination. Following a successful final examination and approval of the final form of the dissertation by the examining committee, the candidate shall submit an electronic dissertation to the Dean of the Graduate School by the required deadlines associated with the commencement at which the degree is to be conferred.
Appendix B

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

See Appendix R of the Kansas State University Handbook (http://www.k-state.edu/academicpersonnel/fhbook/fhxs-1.html) for a full description of University policies and associated institutional procedures for intellectual property.

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

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

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

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

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

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

7. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair
   The Committee on Assessment and Review will receive full program review reports in the
   near future. The committee is working on updating instructions for completing program
   reviews.

8. Graduate Student Council Information – Amanda Fairbanks, President
   • The Graduate Student Council is accepting submissions for the Spring 2015 Notable
     Scholarly Achievements Newsletter. Faculty members are encouraged to submit
     accomplishments their graduate students have made from October 15, 2014-March 15,
     2015
   • The annual K-State Research Forum is scheduled for March 31, 2015 on the second floor
     of the K-State Student Union. The GSC is still in need of faculty volunteers to serve as
     judges. Volunteers may express their interest by completing a brief online form:
     https://ksugsc.wufoo.com/forms/p13q23gq1ns9bbn/
   • The GSC is currently accepting applications for GSC officer positions for the 2015-2016
     academic year. Graduate students may access application materials at: http://www.k-
     state.edu/grad/students/studentcouncil/leaderopportunities.html
   • April 6-10 is Graduate Student Appreciation Week. The GSC will host a Recognition
     Reception on April 8 to recognize graduate students who have earned the GSC’s
     professional development certificate, were selected as award winners at this year’s
     research forums, and who have engaged in leadership and service in the GSC. Graduate
     students selected by each of the academic colleges also will be recognized. Additional
     information will be distributed in the near future.

9. University Research and Scholarship
   • Sarachek Predoctoral Honors Fellowship and Scientific Travel Awards for doctoral
     students conducting research using contemporary molecular biological techniques.
     http://www.k-state.edu/grad/financing/sarachek/. Application deadline: March 1, 2015
   • University Distinguished Professors Graduate Student Award – The award is
     intended to recognize exceptional achievement in graduate studies. Applicants must
     demonstrate excellence in scholarship through publications and other accomplishments
     appropriate for his or her academic field. http://www.k-
     state.edu/grad/faculty/distinguished/. Nomination deadline: April 1, 2015
   • Commerce Bank Distinguished Graduate Faculty Award – The award honors current
     members of the graduate faculty who are recognized nationally and internationally for
     their outstanding scholarly achievements and for their contributions to graduate education
     at the university. Recipients of the award will receive an honorarium, are recognized
     during the fall Graduate School commencement ceremony and during a public lecture to
the campus community. [http://www.k-state.edu/grad/faculty/distinguished/](http://www.k-state.edu/grad/faculty/distinguished/). Nomination deadline: May 1, 2015

- See funding opportunities for graduate students beginning on page 7 of Attachment A: ORSP Funding Connection

### 10. Graduate School – Geraldine Craig, Associate Dean-Recruitment Strategies

- All Donoghue Fellowships for Fall 2015 have been awarded. Renewal notices will be distributed in late spring/early summer for graduate students currently funded by a Donoghue Fellowship.
- A search process is underway to hire a new marketing specialist for the Graduate School. As part of their job duties, this individual will work with graduate programs to improve web-based recruitment efforts.
- The Graduate School will soon distribute a survey to graduate program directors to learn about their program recruitment initiatives.

### Graduate School Calendar of Events

**March**

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

1. Sarachek Predoctoral Honors Fellowship and Scientific Travel Awards Deadline [http://www.k-state.edu/grad/financing/sarachek/](http://www.k-state.edu/grad/financing/sarachek/)

2. Submission deadline to complete iSIS Graduation Application for May graduation

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

2. The Library and Your Research: Using Zotero, workshop, 1:30-2:30pm, 407 Hale Library

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

4. Graduation Deadlines and ETDR Forum, 1:00pm-3:00pm, Union Room 209

4. GSC Professional Development event, Preparing Materials for Publication, 3:00pm-5:00pm, Union 226 or 207

5. Becoming Financially Independent, Powercat Financial Counseling workshop, 4:00pm-5:00pm, 207 Union

9. The Library and Your Research: Finding the Data You Need, workshop, 1:30-2:30pm, 407 Hale Library
9 Deadline to nominate graduate students for Alumni Association Graduate Award for Outstanding Leadership and Graduate Award for Outstanding Academics, http://www.k-state.com/s/1173/index.aspx?sid=1173&gid=1&pgid=2582&cid=4880

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

16-20 -------------------------Spring Break Week-------------------------

23 Application deadline for Dissertation Writing Retreat (scheduled May 18-22), http://www.k-state.edu/grad/students/studentcouncil/professional-development/writing-retreat.html

26 Graduation Deadlines and ETDR Forum, 1:30pm-3:30pm, Union Room 207

30 The Library and Your Research: Know Your Author Rights!, workshop, 1:30-2:30pm, 407 Hale Library

31 K-State Research Forum (8:00am-5:00pm – 2nd floor Union)

April

1 University Distinguished Professors Graduate Student Award deadline http://www.k-state.edu/grad/udp/

1 Deadline to submit “Approval to Schedule Final Examination” to the Graduate School to have your name appear in the May commencement program.

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

3 GSC Professional Development seminar, Communicating Your Research to the Public, noon-1 pm, 227 Union

3 Powercat Financial Counseling workshop, Student Loan Repayment, 1-2 pm, 227 Union

6 Graduate Student Council meeting, noon-1pm, Purple Pride Room, Alumni Center (Officer Elections)

6 The Library and Your Research: Understanding Academic Integrity through Multiple Lenses, workshop, 1:30-2:30pm, 407 Hale Library

6-10 Graduate Student Appreciation Week

7 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 May Graduate Council Meeting
13 The Library and Your Research: Preparing Your ETDR for Submission, workshop, 1:30-2:30pm, 407 Hale Library

14 Start Smart Salary Negotiation, Career and Employment Services workshop, 4-6 pm, Room 123 Leadership Studies Building

24 Deadline to participate in Spring Commencement.
   • Online registration to participate in commencement must be completed. Beginning in late March, commencement information and the web address to register online to participate in commencement will be sent to those students whose Approval to Schedule Final Examination form has been received in the Graduate School.

24 To officially graduate in May 2015, your final examination ballot and the final copy of the electronic dissertation or master’s level thesis/report must be in the Graduate School.

26 President’s Picnic for Graduate Students (5:00-6:30pm, West Stadium Center)

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

**2014-2015 Graduate Council Meeting Dates**

April 7, 2015    May 5, 2015