Supplemental Information
Course and Curriculum items
FS Academic Affairs Committee Review
March 24, 2015 Meeting

College of Human Ecology (2-8-15)

Non-Expedited Course Change Proposals numbered 599 and below

Department of Kinesiology

COURSE ADD: **KIN 108** **STRENGTH AND CONDITIONING SPECIALIST** **Credits:** (2) Course prepares students for completion of exam required for Certified Strength and Conditioning Specialist (CSCS) credential from the National Strength and Conditioning Association. Online lecture/lab **When Offered:** Summer UGE: None K-State 8: None **Pre-Requisites:** KIN 220, KIN 335

Rationale: The Certified Strength and Conditioning Specialist certification is the gold standard for strength and conditioning professionals seeking a career in collegiate or professional strength and conditioning. This course will help prepare students looking to obtain this credential and pursue a career in strength and conditioning.

Impact: None

Effective: Fall 2015

Course Discontinue	
KIN 515 **HISTORY OF SPORT** **Credits:** (2) The historical development of sport (especially in Europe and North America) including the growth of competition, the rise of mass spectator sports, elitism, and the changing function of sport. History of sport as business and history of the relationship between sport and other institutions.	

Rationale: Course no longer fits content of the Kinesiology major. Course was utilized when there was a physical education teaching option to degree program.

IMPACT: Course is co-listed with history department as Kin515/Hist515. Department head Louise Breen was contacted on Thursday, December 4, 2014. A response has not been received.

Effective: Fall 2015

Non-expedited Undergraduate Curriculum Change Proposals

Department of Human Nutrition

Athletic Training (B.S.)	**Athletic Training (B.S.)**
General requirements (~~51-54~~ credit hours)	**General requirements (46-48 credit hours)**
Communications (8-9 credit hours)	**Communications (8-9 credit hours)**
• ENGL 100 - Expository Writing I **Credits:** (3) • ENGL 200 - Expository Writing II **Credits:** (3)	• ENGL 100 - Expository Writing I **Credits:** (3) • ENGL 200 - Expository Writing II **Credits:** (3)
One of the following two courses	**One of the following two courses**
• COMM 105 - Public Speaking IA **Credits:** (2) • or • COMM 106 - Public Speaking I **Credits:** (3)	• COMM 105 - Public Speaking IA **Credits:** (2) • or • COMM 106 - Public Speaking I **Credits:** (3)
Social Science (9 credit hours)	**Social Science (9 credit hours)**
• ECON 110 - Principles of Macroeconomics **Credits:** (3) • ~~or~~ • ~~ECON 120 - Principles of Microeconomics **Credits:** (3)~~ • PSYCH 110 - General Psychology **Credits:** (3) • SOCIO 211 - Introduction to Sociology **Credits:** (3)	• ECON 110 - Principles of Macroeconomics **Credits:** (3) • PSYCH 110 - General Psychology **Credits:** (3) • SOCIO 211 - Introduction to Sociology **Credits:** (3)
Humanities (6 credit hours)	**Humanities (6 credit hours)**
(Only a course of 3 credits or more will apply.)	*(Only a course of 3 credits or more will apply.)*
Natural and Physical Sciences (~~20~~ credit hours)	**# Natural and Physical Sciences (16 credit hours)** (Grades of C or higher required)
*(Include at least one course with a laboratory.)	*(Include at least one course with a laboratory.)
Complete 12 credit hours in Biological Sciences • BIOL 198 - Principles of Biology **Credits:** (4) • BIOL 340 - Structure and Function of the Human Body **Credits:** (8) • or • KIN 360 - Anatomy and Physiology **Credits:** (8)	**Complete 12 credit hours in Biological Sciences** • BIOL 198 - Principles of Biology **Credits:** (4) • BIOL 340 - Structure and Function of the Human Body **Credits:** (8) • or • KIN 360 - Anatomy and Physiology **Credits:** (8)
Complete 4 credit hours in Chemistry	**Complete 4 credit hours in Chemistry**
• CHM 110 - General Chemistry **Credits:** (3) • and • CHM 111 - General Chemistry Laboratory **Credits:** (1)	• CHM 110 - General Chemistry **Credits:** (3) • and • CHM 111 - General Chemistry Laboratory **Credits:** (1)

- or
- CHM 210 - Chemistry I **Credits:** (4)

~~**Complete 4 credit hours in Physics**~~

- ~~PHYS 113 - General Physics I **Credits:** (4)~~

Quantitative Studies (~~7-~~9 credit hours)

Complete ~~4-~~6 credit hours in Math

- MATH 100 - College Algebra **Credits:** (3)
- ~~and~~
- ~~MATH 150 - Plane Trigonometry **Credits:** (3)~~
- or
- MATH 220 - Analytic Geometry and Calculus I **Credits:** (4)

Complete 3 credit hours in Statistics

- STAT 325 - Introduction to Statistics **Credits:** (3)

Integrative Human Ecology Course (1 credit hour)

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

Professional studies (~~59~~ credit hours)

(Grades of C or higher are required)

Nutrition courses (44 credit hours)

- HN 120 - Introduction to Athletic Training **Credits:** (2)
- HN 121 - Introduction to Athletic Training Lab **Credits:** (1)
- HN 132 - Basic Nutrition **Credits:** (3)
- HN 320 - Care and Prevention of Athletic Injuries **Credits:** (3)
- ~~HN 400 - Human Nutrition **Credits:** (3)~~
- HN 450 - Nutritional Assessment **Credits:** (2)
- HN 535 - Energy Balance **Credits:** (2)
- HN 551 - Evaluation of Athletic Injuries of the Extremities **Credits:** (3)
- HN 552 - Emergency Procedures and Evaluation of Core Athletic Injuries **Credits:** (3)
- HN 553 - Pharmacology in Athletic Training **Credits:** (2)
- HN 554 - General Medical Conditions in the Athlete **Credits:** (2)

- or
- CHM 210 - Chemistry I **Credits:** (4)

Quantitative Studies (6-7 credit hours)

Complete 3-4 credit hours in Math

- MATH 100 - College Algebra **Credits:** (3)
- or
- MATH 220 - Analytic Geometry and Calculus I **Credits:** (4)

Complete 3 credit hours in Statistics

- STAT 325 - Introduction to Statistics **Credits:** (3)

Integrative Human Ecology Course (1 credit hour)

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

Professional studies (60 credit hours)

(Grades of C or higher are required)

Nutrition courses (44 credit hours)

- HN 120 - Introduction to Athletic Training **Credits:** (2)
- HN 121 - Introduction to Athletic Training Lab **Credits:** (1)
- HN 132 - Basic Nutrition **Credits:** (3)
- HN 320 - Care and Prevention of Athletic Injuries **Credits:** (3)
- HN 450 - Nutritional Assessment **Credits:** (2)
- HN 535 - Energy Balance **Credits:** (2)
- HN 551 - Evaluation of Athletic Injuries of the Extremities **Credits:** (3)
- HN 552 - Emergency Procedures and Evaluation of Core Athletic Injuries **Credits:** (3)
- HN 553 - Pharmacology in Athletic Training **Credits:** (2)
- HN 554 - General Medical Conditions in the Athlete **Credits:** (2)
- HN 555 - Therapeutic Modalities in Athletic Training **Credits:** (3)

• HN 555 - Therapeutic Modalities in Athletic Training **Credits:** (3) • HN 556 - Rehabilitation and Conditioning for Athletic Injuries **Credits:** (3) • HN 557 - Administration of Athletic Training Programs **Credits:** (3) • HN 583 - Practicum I in Athletic Training **Credits:** (1) • HN 584 - Practicum II in Athletic Training **Credits:** (1) • HN 585 - Practicum III in Athletic Training **Credits:** (1) • HN 586 - Practicum IV in Athletic Training **Credits:** (1) • HN 587 - Practicum V in Athletic Training **Credits:** (1) • HN 588 - Practicum VI in Athletic Training **Credits:** (1) • HN 635 - Nutrition and Exercise **Credits:** (3) **Kinesiology courses (~~15~~ credit hours)** • KIN 220 - Biobehavioral Bases of Physical Activity **Credits:** (4) • KIN 310 - Measurement and Research Techniques in Kinesiology **Credits:** (~~3~~) • KIN 330 - Biomechanics **Credits:** (3) • KIN 335 - Physiology of Exercise **Credits:** (4) • KIN 336 - Physiology of Exercise Lab **Credits:** (1) **Unrestricted electives (~~7-10~~ credit hours)** **Total credit hours required for graduation (120)**	• HN 556 - Rehabilitation and Conditioning for Athletic Injuries **Credits:** (3) • HN 557 - Administration of Athletic Training Programs **Credits:** (3) • HN 558 – Advanced Techniques in Athletic Training **Credits:** (3) • HN 583 - Practicum I in Athletic Training **Credits:** (1) • HN 584 - Practicum II in Athletic Training **Credits:** (1) • HN 585 - Practicum III in Athletic Training **Credits:** (1) • HN 586 - Practicum IV in Athletic Training **Credits:** (1) • HN 587 - Practicum V in Athletic Training **Credits:** (1) • HN 588 - Practicum VI in Athletic Training **Credits:** (1) • HN 635 - Nutrition and Exercise **Credits:** (3) **Kinesiology courses (16 credit hours)** • KIN 220 - Biobehavioral Bases of Physical Activity **Credits:** (4) • KIN 310 - Measurement and Research Techniques in Kinesiology **Credits:** (4) • KIN 330 - Biomechanics **Credits:** (3) • KIN 335 - Physiology of Exercise **Credits:** (4) • KIN 336 - Physiology of Exercise Lab **Credits:** (1) **Unrestricted electives (12-14 credit hours)** **Total credit hours required for graduation (120)**

Rationale: In the past year, the faculty has reviewed the curriculum and discussed changes to be made to better align with vision of the degree program. The discussion was also prompted by the Department of Kinesiology updating their curriculum which is integrated into our degree program as well.

Impact: The department heads for Kinesiology, Physics, and Math were contacted on Dec. 15, 2014. The Department Head for Kinesiology emailed back with his support for the changes. Responses have not been received from the departments of Physics or Math.

Effective Term: Fall 2015

College of Veterinary Medicine (2-23-15)

Non-Expedited Curriculum Change – College of Veterinary Medicine (Effective Fall 2015)

Change: Reduce the required electives in the DVM curriculum from 13 to 12 credit hours.

Rationale: The Department of Clinical Sciences recently proposed to merge two courses (CS 728 Theriogenology – Companion Animal Core, and CS 789 Theriogenology Production Animal Core) into a single core/required course (CS 728 Theriogenology). However, this change would increase the credit hours for the 3rd year, fall curriculum from 21 to 22. In order to keep the curriculum credit hour neutral, one credit hour must be dropped. This proposal will account for this credit hour and allow the changes in the theriogenology course to proceed. Elective credits must be completed before the beginning of the 4th year. There is no requirement for the number of elective credits to be taken each semester; only that the total number required are completed during the first 3 years of the curriculum. The proposed curriculum change shows changes in the numbers of electives required for each semester to a flexible (0-3), rather than static number (2 or 3). This should hopefully make it clearer to students that they have some flexibility regarding when they can take electives. The main issue is that they have the required number completed prior to the start of the 4th year. The CS courses on the attached list have already been approved by the College Curriculum Committee.

Professional Curriculum

First Year - Current				**First Year - Proposed**			
Fall Semester	**Hours**	**Spring Semester**	**Hours**	**Fall Semester**	**Hours**	**Spring Semester**	**Hours**
AP 700 Gross Anatomy I	5	AP 705 Gross Anatomy II	6	AP 700 Gross Anatomy I	5	AP 705 Gross Anatomy II	6
AP 710 Microanatomy	5	AP 740 Integration II	1	AP 710 Microanatomy	5	AP 740 Integration II	1
AP 730 Integration I	1	AP 747 Veterinary Physiology II	6	AP 730 Integration I	1	AP 747 Veterinary Physiology II	6
AP 737 Veterinary Physiology I	5	DMP 705 Veterinary Immunology	3	AP 737 Veterinary Physiology I	5	DMP 705 Veterinary Immunology	3
DVM 700 Career Development	0	DMP 708 Principles of Epidemiology	2	DVM 700 Career Development	0	DMP 708 Principles of Epidemiology	2
Electives	3	Electives	2	Electives	~~3~~ 0-3	Electives	~~2~~ 0-3
	19		**20**		**~~19~~ 16-19**		**~~20~~ 18-21**
Second Year				**Second Year**			
Fall Semester	**Hours**	**Spring Semester**	**Hours**	**Fall Semester**	**Hours**	**Spring Semester**	**Hours**
DMP 712 Veterinary	3	DMP 720 Systemic Pathology	5	DMP 712 Veterinary	3	DMP 720 Systemic Pathology	5

Bacteriology & Mycology				Bacteriology & Mycology			
DMP 713 Vet Bacti & Mycology Lab	1	DMP 801 Toxicology	2	DMP 713 Vet Bacti & Mycology Lab	1	DMP 801 Toxicology	2
DMP 718 Veterinary Parasitology	4	DMP 775 Clinical Pathology	4	DMP 718 Veterinary Parasitology	4	DMP 775 Clinical Pathology	4
DMP 715 General Pathology	4	CS 715 Radiology	3	DMP 715 General Pathology	4	CS 715 Radiology	3
AP 770 Pharmacology I	4	AP 772 Pharmacology II	2	AP 770 Pharmacology I	4	AP 772 Pharmacology II	2
DMP 730 Cross Course Integration III	1	DMP 722 Veterinary Virology	3	DMP 730 Cross Course Integration III	1	DMP 722 Veterinary Virology	3
Electives	2	DMP 740 Cross Course Integration IV	1	Electives	~~2~~ 0-3	DMP 740 Cross Course Integration IV	1
	19	Electives	1		**~~19~~ 17-20**	Electives	~~1~~ 0-3
			21				**~~21~~ 20-23**
Third Year				**Third Year**			
Fall Semester	**Hours**	**Spring Semester**	**Hours**	**Fall Semester**	**Hours**	**Spring Semester**	**Hours**
CS 742 Clinical Skills	0	CS 711 Medicine II	4	CS 742 Clinical Skills	0	CS 711 Medicine II	4
CS 709 Medicine I	4	CS 710 Medicine III	3	CS 709 Medicine I	4	CS 710 Medicine III	3
CS 712 Food Animal Medicine	4	CS 730 Vet Surgery II	4	CS 712 Food Animal Medicine	4	CS 730 Vet Surgery II	4
CS 729 Veterinary Surgery I	5	CS 714 Clinical Nutrition	2	CS 729 Veterinary Surgery I	5	CS 714 Clinical Nutrition	2
CS 737 Zoological Medicine	2	DMP 753 Veterinary Public Health	2	CS 737 Zoological Medicine	2	DMP 753 Veterinary Public Health	2
CS 728 ~~or CS 789~~ Theriogenology	2	CS 741 Practice Management	1	CS 728 or CS 789 Theriogenology	~~2~~ 3	CS 741 Practice Management	1
DVM 704 Ethics/Jurisprudence	1	CS 779 Clinical Pharmacology	2	DVM 704 Ethics/Jurisprudence	1	CS 779 Clinical Pharmacology	2
Electives	3	CS 742 Clinical Skills	1	Electives	~~3~~ 0-3	CS 742 Clinical Skills	1
	21	Electives	2		**~~21~~ 19-22**	Electives	~~2~~ 0-3
			21				**~~21~~ 19-22**

No proposed change for Fourth Year

Fourth Year

Required Before Fourth Year	**Hours**	**Summer, Fall and Spring Semesters** **34** Semester Hours Required Core Rotations	**Hours**
CS 766 Food Animal (Mixed Practice Mentorship)	1	CS 727 Ophthalmology	2
CS 767 Small Animal Practice Mentorship	1	CS 752 Sm An Internal Medicine	3
CS 768 Non-Traditional/Other Veterinary Practice Mentorship	1	CS 753 Sm An General Medicine	3
	3	CS 754 Cl Sm An Soft Tissue Surgery	3
		CS 755 Cl Sm An Orthopedic Surgery	3
		CS 750 Eq Med or CS 751 Eq Surg or CS 772 Equine Field Service for total of	4
		CS 775 Primary Care	2
		CS 748 Food Animal Local Practice	2
		CS 749 Food Animal Med & Surgery	2
		CS 724 Vet Diag Imaging I (Radiology)	3
		CS 725 Clinical Anesthesiology	3
		DMP 785 Diagnostic Medicine	3
		CS 771 Dentistry	1
			45
		Plus minimum 11 semester hours rotational electives	**11**
		TOTAL HOURS	**169**

College of Education (2-24-15)

Non-Expedited, Undergraduate New Courses
School of Leadership Studies

#1 LEAD 195. CAT Community Connections. (1-3) I, II. Interdisciplinary course that explores the connections among two different fields, courses, or disciplines. For first-year students enrolled in a specific CAT (Connections Across Topics) Community linked to the Staley School of Leadership Studies.

IMPACT: There is no impact to any other unit.

RATIONALE: We have been using the LEAD 502 for this course since 2010. The CAT Communities are now well established, with 34 planned across the university, and 5 within our department for 2015-2016. The course needs its own permanent course designation in the catalog.

EFFECTIVE DATE: Fall 2015

#2 LEAD 399. Internships for Career Development. (1) I, II, S. This course helps you apply your academic knowledge, skills and understanding to experiences as a developing leader within the workplace. The course is structured to incorporate your internship experience with self-directed analysis to develop your personal, academic and professional competencies. You will practice and reflect on your leadership strengths.

K-STATE 8:
Social Sciences

Rationale for K-State 8 tag: In this course students will reflect on social factors that influence behavior in their internship site. They will assess their individual role within the social context as well as how the organization influence individuals, other institutions or society.

IMPACT: There is no impact to any other unit.

RATIONALE: We have been using the LEAD 502 topics number to offer this course for a couple of years. The course continues to have high demand from students, and we plan to continue to offer the course. It meets a need for students who want to enroll in coursework related to their internship if they do not have a requirement or option through their college. Therefore, the course needs its own permanent course designation in the catalog.

EFFECTIVE DATE: Fall 2015

Special Education, Counseling and Student Affairs

EDSP 415. Manual Communications I. (3) I, II. Manual Communications I is a sign language course. Approximately 700 vocabulary words along with the manual alphabet and numbers are taught. Lessons also include information about the various signing systems used in the United States as well as information about Deaf Culture.

IMPACT:
Presented below is an email reply to a request to Dr. Dorothy Durband, Director of the School of Family Studies and Human Services, for an email supporting the transfer of the course from FSHS to SECSA. The email request and reply were dated 1/7/15.

Ken,
The purpose of this email is to let you know that I am in support of moving Manual Communications 1 and 2 to Special Education, Counseling, and Students Affairs. I sincerely hope that the courses will be beneficial to your students. Best wishes in 2015!
Dottie

Dorothy B. Durband, Ph.D.
Director
School of Family Studies and Human Services
College of Human Ecology
Kansas State University
302 Justin Hall
785.532.1472

RATIONALE: Manual Communications I, offered through Global Campus, has been offered by Family Studies and Human Services (FSHS) in the College of Human Ecology. It is proposed to be transferred as a new course to Special Education, Counseling, and Student Affairs (SECSA) in the College of Education. Family Studies and Human Services decided it would no longer offer the course. Based on discussions with SECSA, it was agreed that the course would fit with Special Education.

EFFECTIVE DATE: Fall 2015

Graduate course and curriculum changes (3-3-15)

Non-Expedited New Courses

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. Coverers 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 underpinings 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

COMM 791. Dialogue, Deliberation, and Public Engagement: Process Models. (3) January Intersession. A survey of and introduction to the variety of process models for Dialogue, Deliberation, and Public Engagement, including the following: National Issues Forums, World 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

COMM 792. Dialogue, Deliberation, and Public Engagement: Core Skills and Strategies. (4) II. Instruction in the assessment of situations and application of theoretical and conceptual frameworks for DDPE to real-world contexts and scenarios. Pr.: COMM 790 & COMM 791.

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

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. Pr.: Consent of the Instructor.

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

FROM:	TO:
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.~~	**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:	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, ~~Spring, Summer~~ UGE: None K-State 8: ~~Global Issues and Perspectives~~ Social Sciences Pre-Requisites: ~~KIN 345, KIN 346~~	**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

FROM:	TO:
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~~	**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

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

FROM:	TO:
FSHS 762: Investing for the Family's Future **Short Title:** ~~Invest/Family Future~~ **Credits:** (3) An in-depth study of investment options for clients, this course will include common stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice	**FSHS 762: Investing for the Family's Future** **Short Title:** Inv for Family's Future **Credits:** (3) An in-depth study of investment options for clients, this course will include common 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~~	will be studied. Current and emerging issues, and ethics will be an integral part of the course. **When Offered:** <u>Spring</u> **UGE:** None **K-State 8:** **Pre-Requisites:** <u>FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher</u> **Component/Default size:** <u>LEC/40</u>

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:	TO:
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~~	**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:** <u>FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher</u> **Component/Default Size:** <u>LEC/40</u>

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:	TO:
FSHS 766: INSURANCE PLANNING FOR FAMILIES **Short Title:** Insurance ~~Pln/Family~~ **Credits:** (3) 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. **When Offered:** ~~Fall,~~ Spring **UGE:** None **K-State 8:** None **Pre-Requisites:** **Component/Default Size:** ~~REC/25~~	**FSHS 766: INSURANCE PLANNING FOR FAMILIES** **Short Title:** Insurance Planning **Credits:** (3) 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. **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:	TO:
~~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.	**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
<u>Non-Expedited New Curriculum</u>

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

CURRICULUM CHANGES

<u>Non-Expedited Curriculum Changes</u>

FROM:	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. 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.	**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 are noted, but are always subject to change based on instructor availability. Please consult the line schedule for current offerings.~~ 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)~~	For complete application information, see the College of Business Administration website. **Requirements** 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. **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.

~~•ACCTG 844 - Design of Accounting and Business Information Processes Credits: (3)~~ ~~•ACCTG 845 - International Accounting Credits: (3)~~ ~~•ACCTG 884 - Enterprise Information Systems Assurance Credits: (3)~~ ~~Business Electives (6 credit hours)~~ ~~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.~~ ~~Non-Business Electives (6 credit hours)~~ ~~These courses may be selected from courses numbered 500 or above outside the College of Business Administration.~~	• <u>Other business or non-business courses at the 600 level or above *approved by the student's supervisory committee*.</u> **Culminating experience** <u>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.</u> • <u>An approved study abroad experience of at least 7 days (for or not for credit)</u> • <u>An approved internship consisting of at least four weeks of full-time work (for or not for credit)</u> • <u>A course such as GENBA 890 involving a semester-long hands-on project.</u> • <u>A written comprehensive exam</u> <u>Consult with your Master of Accountancy advisor prior to commencing any integrative/culminating activity for pre-approval.</u>

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

FROM:	**TO:**
Apparel and Textiles (M.S.) 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	**Apparel and Textiles (M.S.)** 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

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.~~	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 (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)~~ ~~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)~~	**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)
One additional research course is required~~.~~ ~~Dependent upon the nature of the design project analysis, s~~tudents select either one	One additional research course is required. Students may select either one quantitative statistics or one qualitative methods course.

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)	**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) 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 899 – Master’s Thesis Research in Apparel and Textiles, Credits: (Var.). 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)

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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)
<s>AT 830 – Fashion Theory, Credits: (3)</s>
AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)
<s>AT 840 – Apparel and Textile Product Development, Credits: (3)</s>
<s>AT 845 – Consumers in the Apparel and Textile Market, Credits: (3)</s>
<s>AT 880 Physical Analysis of Textiles, Credits: (3)</s>
<s>THTRE 711 – Topics in Technical Theatre, Credits: (3)</s>

<s>Design Emphasis – Thesis Option</s>
<s>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.</s>

<s>Product Development Emphasis – Thesis Option</s>
<s>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</s></td>
<td><u>AT 897 – Design Project Exhibit, Credits: (1-6)</u>
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)
<u>AT 625 – Apparel and Textile Business Strategy, Credits: (3)</u>
AT 655 – Apparel Pattern Development I, Credits: (3)
AT 670 – Apparel Pre-Production Processes, Credits: (3)
AT 695 – Apparel Pattern Development II, Credits: (3)
<u>AT 825 – Strategic Merchandising, Credits: (3)</u>
AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)</td>
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</table>

~~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)~~ ~~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)~~ ~~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.~~	

~~AT 655 – Apparel Pattern Development I, Credits: (3)~~ ~~AT 670 – Apparel Pre-Production Processes, Credits: (3)~~ ~~AT 725 – Theory and Practice of Apparel/Textile Marketing and Distribution, Credits: (3)~~ ~~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)~~ ~~AT 725 – Theory and Practice of Apparel/Textile Marketing and Distribution, Credits: (3)~~ ~~AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)~~ ~~AT 845 – Consumers in the Apparel and Textile Market, 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)~~ ~~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)~~ ~~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 Marketing, Sociology, and Management, may be selected in place of the recommended courses.~~ ~~AT 830 – Fashion Theory, Credits: (3)~~ ~~AT 840 – Apparel and Textile Product Development, Credits: (3)~~ ~~AT 880 – Physical Analysis of Textiles, Credits: (3)~~	
~~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.	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 credit hours of course work and a comprehensive written examination. An oral defense may be scheduled if deemed necessary by the major professor or 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

FROM:

Apparel and Textiles (Ph.D.)

The department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Apparel, Textiles, and Interior Design. The degree is designed to enable students to combine knowledge of apparel and textiles with an understanding of its application to a broader human perspective. The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree – including 60 hours of course work and 30 hours of dissertation research. A master's degree is required and up to 30 hours from the student's Master's degree may be applied toward the course work requirement. A program of study will be individually planned to capitalize on the interests, goals, and disciplinary backgrounds of the student and faculty. A preliminary written examination and oral defense are required upon completing two-thirds of the program of study. A dissertation and oral defense of the dissertation are required.

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.~~

TO:

Apparel and Textiles (Ph.D.)

The department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Apparel, Textiles, and Interior Design. The degree is designed to enable students to combine knowledge of apparel and textiles with an understanding of its application to a broader human perspective. The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree – including 60 hours of course work and 30 hours of dissertation research. A master's degree is required and up to 30 hours from the student's Master's degree may be applied toward the course work requirement. A program of study will be individually planned to capitalize on the interests, goals, and disciplinary backgrounds of the student and faculty. A preliminary written examination and oral defense are required upon completing two-thirds of the program of study. A dissertation and oral defense of the dissertation are 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)

~~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)~~	
A minimum of 6 hours of graduate level statistics are required. ~~Select courses from one department. Department~~ options include:	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)	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)	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 – Quantiative Methods in Psychology, Credits: (3) PSYCH 805 – Experimental Design in Psychology, Credits: (3)	Psychology PSYCH 802 – Quantiative 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)	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)	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 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: 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) 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. 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. Ph.D. students may substitute up to 3 credit hours of statistics from the master's degree.	qualitative methods. These hours are in addition to the required 3 hours of research methods and 6 hours of statistics. Course options include: 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) 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: 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) 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. Ph.D. students may substitute up to 3 credit hours of statistics from the 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

CURRICULUM DROPS

Non-Expedited Curriculum Drops

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)

RATIONALE: 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)
FDSCI 630 - Food Science Problems Credits: (Var.)
FDSCI 695 - Quality Assurance of Food Products Credits: (3)
FDSCI 713 - Rapid Methods and Automation in Microbiology Credits: (2)
GRSC 602 - Cereal Science Credits: (3)
HN 600 - Public Health Nutrition Credits: (3)
STAT 704 - Analysis of Variance Credits: (2)
STAT 705 - Regression and Correlation Analyses Credits: (2)

RATIONALE: 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

NEW CURRICULUM
Doctorate of Philosophy in Personal Financial Planning
College of Human Ecology

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

Criteria	Program Summary
1. Program Identification & CIP	Doctorate of Philosophy in Personal Financial Planning, CIP Code 52.0804
2. Academic Unit	College of Human Ecology, School of Family Studies & Human Services
3. Program Description	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 (AACSB).
4. Demand/Need for the Program	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.
5. Comparative/Locational Advantage	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 face-to-face on a yearly basis.

6. Curriculum	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.
7. Faculty Profile	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.
8. Student Profile	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.
9. Academic Support	The unit employs one full-time unclassified professional staff person to provide support services and recruit new students.
10. Facilities & Equipment	No additional space requirements, facilities, renovations will be needed.
11. Program Review, Assessment, Accreditation	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.
12. Costs, Financing	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.

Fiscal Summary for Proposed Academic Program

IMPLEMENTATION YEAR FY 2016

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

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	0	42	0	40	0	40
B. Total SCH taken by all students in program		504		504		504

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.			
	Year 1	Year 2	Year 3
Costs: Salaries	$1,046,000	$1,066,000	$1,086,000
OOE	$14,000	$15,000	$16,000
Total	$1,060,000	$1,081,000	$1,102,000

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[1]. 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

1 http://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm

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[2] 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.

Fall Enrollment	**2014**	**2013**	**2012**	**2011**	**2010**
Doctorate	42	41	34	27	17

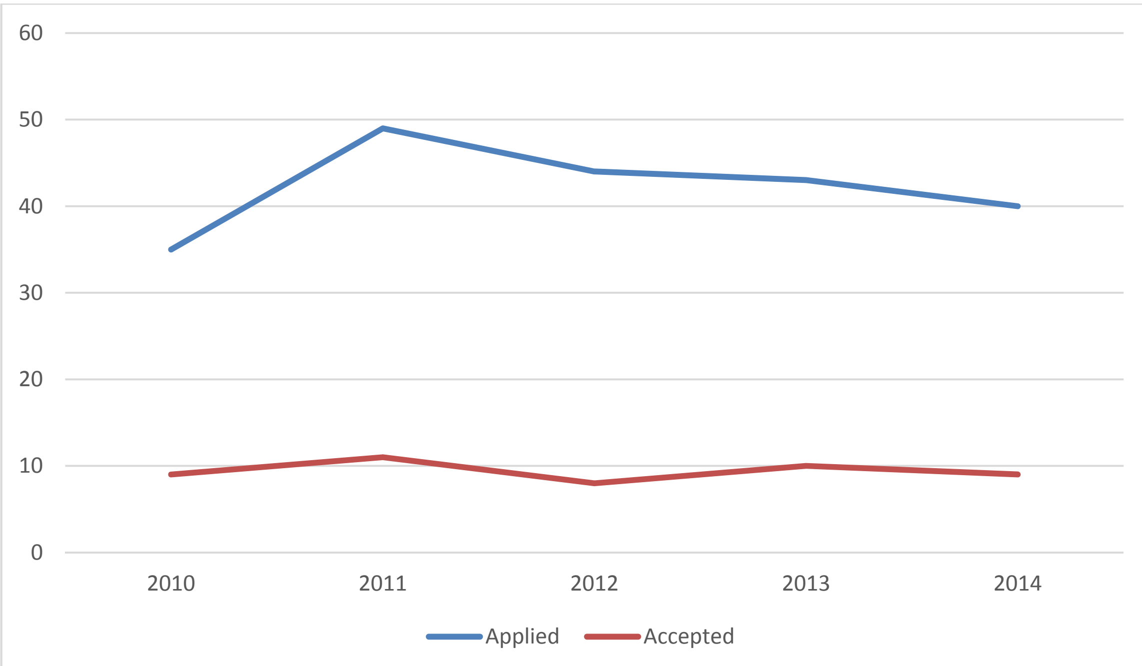
We exceed the minimum requirements for number of majors, degrees granted annually, and faculty size for the Personal Financial Planning sub-plan as shown in the next table.

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

2 The Financial Planning Financial Performance Studies of Financial Advisory Practices. Denver: FPA.

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[3]. Instructors of Personal Financial Planning curriculums are needed.

3 http://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm

(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.

<u>(3) PROGRAM FACULTY</u>

(a) Faculty Qualifications

Faculty Member	Degree, Appt. Type	Certification	Credentials & Role in Program
CORE TENURED/TENURE-TRACK FACULTY			
Sonya Britt, Associate Professor	Ph.D., tenured	CFP®	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. **Ph.D. courses taught:** Retirement Planning, Financial Therapy Theory and Research, Research Application in PFP, Family Resource Management, Research Methods II, Adv. Professional Issues **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** Retirement Planning in master's degree program
Kristy Archuleta, Associate Professor	Ph.D., tenured	LMFT	Dr. Kristy Archuleta's, LMFT, research interests include development of financial therapy practice models. **Ph.D. courses taught:** Money and Relationships, Research Application in PFP, Research Methods I, Financial Counseling, Adv. Professional Issues **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** Financial Counseling in undergraduate degree program
Stuart Heckman, Assistant Professor	Ph.D., tenure-track	CFP®	Dr. Stuart Heckman, CFP® specializes in large data set analysis and the effect of student loan debt on academic achievement of undergraduate students. **Ph.D. courses taught:** Retirement Planning, Research Application in PFP, Statistics I, Readings in FSHS **Other Ph.D. program assignments:** Serve as committee member **Other teaching assignments:** Adv. PFP, Retirement Planning, and Insurance Planning in undergraduate degree program, Retirement Planning in master's degree program

Elizabeth Kiss, Assistant Professor	Ph.D., tenure-track		Dr. Elizabeth Kiss serves as the State of Kansas Extension Specialist in Family Financial Management. **Ph.D. courses taught:** Research Application in PFP, Adv. Professional Issues **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** none
Maurice MacDonald, Professor	Ph.D., tenured		Dr. Morey MacDonald's research revolves around aging population issues. **Ph.D. courses taught:** Research Application in PFP, Family Resource Management **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** Intro. to PFP in undergraduate degree program, Practicum in master's degree program
Cliff Robb, Associate Professor	Ph.D., tenure-track		Dr. Cliff Robb's research relates to financial behaviors of college students. **Ph.D. courses taught:** Research Application in PFP, Adv. Research Methods, Adv. Professional Issues **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** Family Economics in undergraduate degree program
Martin Seay, Assistant Professor	Ph.D., tenure-track	CFP®, CRC	Dr. Martin Seay's, CFP® research interests include housing and mortgage issues. **Ph.D. courses taught:** Investments, Statistics I, Statistics II, Research Application in PFP, Adv. Professional Issues **Other Ph.D. program assignments:** Serve as chair and committee member **Other teaching assignments:** Estate Planning in undergraduate degree program and Investments in undergraduate and master's degree programs

NON-TENURED/TENURE-TRACK CORE FACULTY			
Ann Coulson, Assistant Professor	Ph.D., non-tenure track	CFP®	Dr. Ann Coulson, CFP® specializes in the core PFP content areas. **Ph.D. courses taught:** Investments, Estate Planning, Insurance Planning, Taxation, Case Studies **Other Ph.D. program assignments:** Serve as committee member **Other teaching assignments:** Careers in PFP, Case Studies, and Taxation in undergraduate degree program and Investments, Estate Planning, Insurance Planning, and Taxation in master's degree program
Brad Klontz, Associate Professor	Psy.D., non-tenure-track	CFP®	Dr. Brad Klontz, CFP® specializes in the psychological aspects of financial planning. **Ph.D. courses taught:** Intro. to Financial Therapy, Applied Behavioral Finance **Other Ph.D. program assignments:** Serve as committee member **Other teaching assignments:** none
Ron Sages, Assistant Professor	Ph.D., non-tenure track	CFP®	Dr. Ron Sages, CFP® specializes in practice-based issues of financial planners. **Ph.D. courses taught:** Case Studies **Other Ph.D. program assignments:** Serve as committee member **Other teaching assignments:** Applied Behavioral Finance in undergraduate and master's degree programs, Case Studies in master's degree program
TENURED/TENURE-TRACK SUPPORTING FACULTY			
Briana Goff, Professor	Ph.D., tenured		**Ph.D. elective courses taught:** Violence and Prevention, Foundations of Trauma and Traumatic Stress, Crises Across the Lifespan **Other Ph.D. program assignments:** Serve as committee member, if requested **Other teaching assignments:** assigned to FSHS
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) 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
- Maurice MacDonald
- Cliff Robb
- Ron Sages
- Martin Seay

(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.

<u>(5) Facilities and Equipment</u>

(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.

<u>(6) PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION</u>

(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

SLO/Required Courses/experiences	Course Number(s) FSHS 825 FSHS 756	Cour Number(s) FSHS 624 FSHS 762 FSHS 764 FSHS 766 FSHS 772 FSHS 836	Course Number(s) FSHS 806 FSHS 888 FSHS 890 FSHS 894 FSHS 906 FSHS 907	International Experience: FSHS 979	Preliminary Exams	Thesis/ Report/ Dissertation
Degree program SLOs						
The financial planning processes as the process applies to the behavioral, economic, social, and cultural environments in which individuals and families live.	X	X		X	A	
Empirical methodological and statistical procedures relevant in personal finance.			X		A	A
Knowledge and understanding through critically thinking and application of theoretical orientations relevant in personal finance.			X		A	A
Oral and written communication skills appropriate for personal finance research.	X		X		A	A
Standards of ethical conduct which adhere to the *Code of Ethics and Professional Responsibility* developed by the Certified Financial Planner Board of Standards.		X/A				
Standards of ethical conduct related to personal finance research.			X		A	A

University SLOs (Graduate Programs)						
Knowledge	X	X	X	X	A	A
Skills	X	X	X	X	A	A
Attitudes and Professional Conduct		X	X		A	A

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

SLO: Students will…	University-wide SLO for Graduate Programs	Course(s)/ Procedures Evaluated	Measure	Expected Level of Performance
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.	Knowledge & Skills	Preliminary Examination	Direct Measure: Preliminary Examination Rubric Indirect Measure: 1. Faculty observation 2. Student self-report during annual evaluation	Students must score a 3 or above on the rubric on both the Knowledge and Critical Thinking sections of the rubric.
SLO 2: Demonstrate understanding and the ability to apply empirical methodological and statistical procedures relevant in personal finance.	Knowledge & Skills	Preliminary Examination; Dissertation Defense	Direct Measure: Preliminary Examination and Dissertation Rubrics Indirect Measure: 1. Faculty observation 2. Student self-report at individual annual evaluation	Students must score a 3 or above on the rubrics on the knowledge and critical thinking sections of the respective rubric.
SLO 3: Demonstrate understanding and the ability to apply application of theoretical orientations relevant in personal finance.	Knowledge & Skills	Preliminary Examination; Dissertation Defense	Direct Measure: Preliminary Examination and Dissertation Rubrics Indirect Measure: 1. Faculty observation 2. Student self-report at individual annual evaluation	Students must score a 3 or above on the rubrics on the knowledge and critical thinking sections of the respective rubric.
SLO 5: Exhibit awareness of standards of ethical conduct which adhere to the *Code of Ethics and Professional*	Attitudes and Professional Conduct	FSHS 836	Direct Measure: Students complete an examination over the profession's Code of Ethics and Responsibilities	It is expected that 70% of students will score 70% on the examination.

Responsibility developed by the Certified Financial Planner Board of Standards.			developed by the CFP Board of Standards. Indirect Measure: Faculty observation 2. Student self-report at individual annual evaluation	
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	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

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

	answered in a knowledgeable and respectful manner. Visual materials are outstanding.	knowledgeable and respectful manner. Good visual materials.	Acceptable visual materials.	difficulty answering questions or showed defensiveness/ lack of respect. Problems with visual materials.	many questions. Poor visual materials.

Table 3. PFP Ph.D. Dissertation Assessment Rubric					
Attribute (SLO)	OUTSTANDING (5)	VERY GOOD (4)	ACCEPTABLE (3)	SOMEWHAT DEFICIENT (2)	VERY DEFICIENT (1)
Knowledge SLO 1, 2, and 3	Original and creative idea. Makes important contributions to field. Demonstrates advanced understanding of topic, emphasis, or profession.	Very original work. Makes at least one contribution to field. Demonstrates solid understanding of topic, emphasis, or profession.	Demonstrated originality. Introduces a new idea. Demonstrates understanding of topic, emphasis, or profession.	Extends prior knowledge to a limited degree. Primary focus is on established information and ideas. Demonstrates limited understanding of topic, emphasis, or profession.	Merely reviews established information and ideas. No new ideas presented. Demonstrates lack of understanding of topic, emphasis, or profession.
Critical Thinking and Research Skills SLO 1, 2, and 3	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.	Demonstrates solid ability to come clear conclusions and implications based on data, theory and relevant literature. Demonstrates solid 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.	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.	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.	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.
Written Communication Skills SLO 4	Reads like an outstanding publication. Very well organized. No typos, grammatical or spelling errors. No revisions or changes needed.	Well written and organized. Easy to read and understand. Few typos, grammatical or spelling errors. Very few changes	Acceptable writing and mostly organized. Limited typos, grammatical and/or spelling errors. Some	Writing is weak and somewhat unorganized. Many typos, grammatical and/or spelling errors. A number of changes and/or	Unorganized and requires a professional editor. Sentence structure, language and style are deficient. Major

		or corrections needed.	changes necessary.	revisions necessary.	revisions are required.
Oral Communication Skills SLO 4	Presentation of ideas very well organized and extremely professional. All questions answered in a knowledgeable and respectful manner. Visual materials are outstanding.	Professional presentation, well planned and organized. Most questions answered in a knowledgeable and respectful manner. Good visual materials.	Good presentation skills. Able to answer majority of questions. Acceptable visual materials.	Not well organized. Rambled and/or dwelt on unimportant issues. Had difficulty answering questions or showed defensiveness/ lack of respect. Problems with visual materials.	Very poorly organized and/or unprepared. Disjointed presentation. Unable to answer many questions. Poor visual materials.
Attitudes and Professional Conduct SLO 6	Demonstrates excellent awareness and engagement of professional integrity and ethical conduct. Ethical guidelines were followed and explicitly described.	Demonstrates awareness and engages of professional integrity and engages in ethical conduct. Ethical guidelines were followed and were well described.	Demonstrates some awareness and engages in professional integrity and ethical conduct. Ethical guidelines were followed.	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.	Demonstrates lack of ability to understand and engage in professional integrity and ethical conduct. Did not follow proper ethical procedures, evidence of plagiarism.