

Supplemental Information – New Curriculum proposals

FS Academic Affairs Committee Review

December 4, 2018 Meeting

Arts and Sciences / Business Administration

New - Concurrent B.S Economics./ M.B.A. **(<https://kstate.curriculog.com/proposal:2547/form>)**

Contact person: Daniel Kuester, dkuester@ksu.edu; 532-6341

A student that successfully completes this program will receive both a B.S. in Economics and an M.B.A. in the same semester.

Admission Requirements: A student must petition Kansas State University's Graduate School to be admitted into this program. The following requirements must be met before an individual can be admitted into this program.

- The student must be seeking a B.S. in Economics from K-State.
- The student must have completed at least 80 credit hours of his/her undergraduate degree.
- The student's cumulative undergraduate GPA must be at least 3.0.
- The student must have a member of KSU's Graduate Faculty in the Business School agree to be his/her major professor (this professor can be changed in accordance to K-State's policies.)
- The student must apply for this program before receiving his/her B.S. in Economics.

Program Formats and Guidelines:

The student must complete all B.S. in economics undergraduate requirements with the exception that up to 9 credit hours of 600 or 700 level professional electives taken for graduate credit can also count toward his/her undergraduate degree requirements.

The student must complete all the requirements of the M.B.A. program.

Once an individual is admitted to the concurrent B.S. Economics/M.B.A. degree program, the student should consult the graduate handbook for policies and procedures for graduate degrees, which include: supervisory committee, final examination, thesis defense, etc. The student's supervisory committee must approve the program of study, which is that student's graduation requirements for the M.B.A.

Once a student has completed all of the graduation requirements, he/she will graduate with both a B.S. in Economics and an M.B.A. degree in the same semester. Note: These are two separate degrees and it is not one degree.

In the event that a student begins this program, but does not wish to finish it, he/she must change the nine credit hours of his/her graduate classes to undergraduate credit and then he/she will receive a B.S. in economics degree.

The degree requires continuous enrollment. If a student fails to enroll in classes for over a year, then student has lost the ability to count courses toward both his/her undergraduate and graduate degree requirements unless granted permission by the respective departments.

Arts and Sciences / Business Administration

New: Intercultural Competence Certificate (Undergraduate)

<https://kstate.curriculog.com/proposal:2540/form>

Contact Person: Yolanda Broyles-Gonzalez

Rationale: The Cultural Competence Certificate for undergraduates will provide participants with multicultural competencies: strong multicultural socio-historical knowledge and behavioral foundations enabling them to effectively connect with, and interact productively with multiple sectors of *difference* in the workforce. The certificate will not only expand individuals' understandings about difference (racial/ethnic, economic class, gender, ability, sexuality) but also enable participants to design and implement cultural competence training for varied social institutions.

Intercultural Competence Certificate

The Intercultural Competence Certificate for undergraduates will provide participants with multicultural competencies such as strong multicultural socio-historical knowledge and behavioral foundations enabling them to effectively connect with, and interact productively with multiple sectors of *difference* in the workforce. The certificate will not only expand individuals' understandings about difference (racial/ethnic, economic class, gender, ability, sexuality) but also enable participants to design and implement cultural competence training within varied social institutions.

Upon completion of a certificate in Intercultural Competence participants will have acquired:

- a. an increased sensitivity to diverse multicultural U.S. histories
- b. an ability to interact respectfully and productively with diverse populations
- c. a self-understanding through transformative self-reflection
- d. the skills necessary to design and institutionalize cultural competent policies and practices within organizations such as businesses, schools, health services, social services, and more

The Intercultural Competence Certificate requires the completion of four courses (12 units) in American Ethnic Studies: AMETH 300; one AMETH course selected from this list, AMETH 351, AMETH 352, AMETH 353, or AMETH 354; and two other AMETH courses at any level. Certificate participants must take AMETH 300 but may substitute one of the following courses for one of the three other AMETH courses. Certificate courses can count towards the fulfillment of other College or University general education requirements, and can also count toward the major or minor in a variety of departments.

ANTH 513: Immigrant America
EDEL: Teaching Linguistically and Culturally Diverse Learners
DAS 475: Nonviolence Studies: Women and Peace Movements
ENGL 384: Multicultural Children's Literature
GENAG 210: Human and Cultural Diversity in the Food and Agricultural Sciences
HIST 311: Race & US Foreign Relations
HIST 537: History of the Indians of North America
LEAD 350: Culture and Context in Leadership
MUSIC 424: Jazz in Kansas City and the Southwest
PHILO 380: Philosophy and Race
PSYCH 556: Multicultural Psychology
SOCIO 570: Race and Ethnic Relations in the USA

Students who wish to enroll in the Intercultural Competence Certificate should consult with the Head of the American Ethnic Studies Department. The Head will assist with enrollment in the certificate.

Appendix M: Cultural Competence Certificate Proposal
American Ethnic Studies Department
Kansas State University
Undergraduate Credit Certificate

“Developing intercultural competence is a core capability in the 21st century and involves cultural self-awareness, understanding the experiences of people from diverse communities, and the capability to adapt one’s mindset and behavior to bridge across differences.” Mitchell R. Hammer, 2011

1) Purpose

The Cultural Competence Certificate will provide participants with multicultural competencies: strong multicultural socio-historical knowledge and behavioral foundations enabling them to effectively connect with, and interact productively with multiple sectors of *difference* in the workforce. Multicultural competence means productive human connection across differences: racial/ethnic, gender, ability, sexualities, economic class, etc. The certificate will not only expand individuals’ cultural understandings about difference and multiple heritages; it will also enable participants to implement cultural competence training within varied institutions.

The ethnic studies discipline has long been on the forefront of cultural competency education and research. At K-State, the American Ethnic Studies Department expands students’ understanding about five major ethnic groups: African American, Mexican American/Latin@, Native American, Asian American, and Euro-American. The Cultural Competence Certificate is indispensable to fostering an inclusive and productive multicultural vision *and* institutional praxis urgently needed by students, education workers, business people, health workers, social workers, legal workers, government workers, service workers, and within international affairs in an ever more globalizing society.

2) Evidence of demonstrated need or demand for proposed certificate

The need and/or demand for this proposed certificate manifests in various ways:

a) BUILDING BRIDGES ACROSS DIFFERENCE TO COMBAT RACISM. The world in general and our campus climate specifically will very directly benefit from the Cultural Competence Certificate. Students from this campus come from a variety of histories and life experiences. Educated students, regardless of major, need to expand their socio-cultural horizons in order to understand the experiences of people from diverse communities. The steep national rise in racism and overt racist incidents make it incumbent upon us to offer the Cultural Competence Certificate in order to help create a more harmonious and just society.

b) BOOST EMPLOYMENT OPPORTUNITY. Students from across campus who take one of our American ethnic studies courses typically express a need and desire to build upon the one course they usually take. This certificate will incentivize our students to expand their multicultural competencies, not only because of their inherent value, but also because it will boost employment opportunity for our graduates from all fields.

c) RESPOND TO U.S. MULTICULTURAL DEMOGRAPHICS. The United States’ multicultural demographics—such as the fact that the k-12 student population is majority people of color—

makes it increasingly imperative that everyone develop multicultural competence in order to function in all fields of employment.

d) **EXPAND ORGANIZATIONAL CULTURAL COMPETENCE.** On an almost daily basis our American Ethnic Studies Department receives inquiries concerning Cultural Competence training and courses. There is a high demand for courses which boost cultural competence within varied types of organizations. Although all our American Ethnic Studies courses address that need in indirect ways, the Cultural Competence Certificate offers direct practical training in developing cultural competency within institutional decision-making and in varied other practical applications of cultural competency.

3) Requirements:

Four courses are required (12 units): AMETH 300 (a new course) and three other AMETH courses at any level.

4) Desired outcomes

The desired overarching outcome is the creation a more multiculturally competent populace that will impact *institutions*, and thus create a more harmonious and productive society. A multiculturally competent citizenry has positive and productive interactions free from systemic cultural misunderstandings, prejudice, false assumptions, and/or cultural/racial conflict. The chief outcomes for participants who complete the Cultural Competence Certificate are:

- a. **INCREASED SENSITIVITY TO DIVERSE MULTICULTURAL U.S. HISTORIES:** Participants will learn the histories and varied worldviews of America's major cultural groups—Native American, Mexican American/Latin@/x, African-American, Asian American, Euro-American-and the implications of those histories for contemporary social institutions. In addition, participants will study the intersectional aspects of "culture" and identity such as gender, age, ability, sexuality, economic class, and bio-region. (cognitive: knowledge)
- b. **RESPECTFUL MULTICULTURAL INTERACTION:** Participants will demonstrate an ability to interact respectfully and productively with diverse populations. The multicultural competence certificate holder will demonstrate competent communication in varied domains and of cultural interaction: material, verbal, and non-verbal cultural expression. (behavioral: skills & personal attributes)
- c. **TRANSFORMATIVE SELF-REFLECTION:** The certificate holders will explore their own values, beliefs, cultures, assumptions, and behaviors, making them aware of their own conscious and unconscious biases and preparing them for productive communication in today's multicultural social environments. (affective: personal attributes)
- d. **DESIGN INCLUSIVE SYSTEMS OF POWER:** The certificate holders will be trained to examine existing social institutions, to understand the documented need for policies and practices that affect institutional cultural competence, and they will be able to

institutionalize practical applications of cultural competence within organizations such as businesses, health services, educational institutions, and social services. Each participant will produce a cultural competency training presentation tailored to a specific type of institutional context.

5) Assessment procedures

The four desired outcomes will be discussed and assessed in AMETH 300 and within the three other required courses. As with courses required for the AMETH major, the cumulative effect and not the sequence of those courses is significant. The four desired outcomes will develop and deepen in varied ways as students take each American Ethnic Studies course.

We will assess the four desired outcomes in a variety of ways including **behavioral, cognitive, and affective**.

a. SLO 1: COGNITIVE SKILLS: *Identify and critically analyze cultural relations of race and ethnicity.* Participants will demonstrate their understandings of race and ethnic relations, as well as other intersectional aspects of culture, through the mid-term and final exams of our courses.

b. SLO 2: BEHAVIORAL SKILLS AND PERSONAL ATTRIBUTES: *Demonstrate your ability to interact respectfully with diverse populations.*

Participants will demonstrate their interactive cultural abilities through role-playing, real world participant observation, analysis of situational interactions; communication exercises, and diary-keeping in order to measure changes in behavior and attitudes. These assessment procedures are applied in different degrees in all our courses.

c. SLO 3: TRANSFORMATIVE SELF-REFLECTION. *Demonstrate your ability to apply diverse cultural knowledge in interpersonal communication and within institutional delivery of services* Each student will undergo a personal participant assessment at the beginning of AMETH 300, and another assessment at the end. Participants will keep a diary of personal multicultural behavioral reflection, along with setting personal diversity behavior goals.

d. SLO 4: DESIGN INCLUSIVE SYSTEMS OF POWER: *Create a cultural competency training presentation tailored to a specific type of institutional context.* Term project in AMETH 300. The certificate holders will be trained to examine existing social institutions, to understand the documented need for policies and practices that affect institutional cultural competence, and they will demonstrate an ability to institutionalize practical applications of cultural competence policies within organizations such as businesses, health services, educational institutions, and social services.

6) Estimated budget and staff required:

The Cultural Competence Certificate requires no additional staff or budget. The American Ethnic Studies Department currently teaches the necessary courses, both face-to-face and online. If we advertise the certificate through Global Campus and it finds an online audience, it might

create a new revenue stream. Also, if successful, it will bring increased positive national visibility for K-State. Our Cultural Competence Certificate is more inclusive and encompassing than programs for specific workers. We have examined cultural competence training for medical workers, the field where the vast need for multicultural training was first developed because of the dire need for medical workers and communities to communicate or face devastating health consequences. We feel that our certificate is more encompassing. We can offer it to businesses, law offices, clinics, schools, university students, office workers.

7) Evidence of approval of their certificate program through internal academic channels.

The Cultural Competence Certificate has been discussed at length in our American Ethnic Studies Curriculum Committee. After that, it was brought to the Department faculty as a whole, and was approved on February 7, 2018

New: Travel and Tourism Promotion Certificate (Undergraduate)

Contact person: J Steven Smethers

<https://kstate.curriculog.com/proposal:2761/form>

Rationale: As covered in the enclosed document, a need exists in the Kansas Travel and Tourism industry for hospitality management professionals who have also been trained in strategic communications in order to make them better at written and mediated communications. This certificate proposal unites the two units on campus that can best provide that grounding, Hospitality Management in the College of Human Ecology, and Strategic Communications in the A.Q. Miller School of Journalism and Mass Communications.

Impact (i.e. if this impacts another unit) – Statement should include the date when the head of a unit was contacted, and the response or lack of: This action is the result of a collaborative process between Hospitality Management and Strategic Communications faculty members, which began last year. The endorsement of the Hospitality Management faculty is contained in this document.

The certificate in Travel and Tourism Promotion combines specialized skills from the hospitality management and strategic communications curricula that directly relate to providing media and communications skills for travel and tourism professionals. The certificate will be awarded to students who achieve a superior level of expertise in the communication relationship-building and management aspects of travel and tourism.

Promotion Certificate Structure and Requirements:

This certificate totals 18 hours, with 12 required credit hours (6 in Journalism and Mass Communications and 6 in Hospitality Management) and 6 elective hours (2 classes from either program's elective hours as suggested below).

Required Classes:

Journalism and Mass Communications

MC 180 Principles of Public Relations Credits: 3

MC 577 Travel and Tourism Strategic Communications Credits: 3

Hospitality Management

MC 120 Intro to the Hospitality Industry

Credits: 3

MC 230 Issues in Tourism

Credits: 3

Suggested Electives:**Journalism and Mass Communications**

MC 280 Public Relations Writing

Credits: 3

MC 370 Social Media Strategy

Credits: 3

MC 380 Public Relations Strategy and Planning

Credits: 3

MC 456 Media Relations

Credits: 3

MC 491 Mass Communications Internship

Credits: 1-3

MC 683 Reputation Management

Credits: 3

Hospitality Management

HM 361 Intro to Hotel Operations

Credits: 3

MC 363 Intro to Business Events

Credits: 3

MC 426 Fundraising and Nonprofit Events

Credits: 3

MC 475 Internship

Credits: 3

MC 621 Hospitality Law

Credits: 3

TRAVEL & TOURISM PROMOTION CERTIFICATE PROPOSAL

Partnership between

College of Human Ecology's Hospitality Management Program &
College of Arts & Sciences Journalism & Mass Communication Program

August 27, 2018

Certificate Purpose

The certificate in Travel & Tourism combines specialized skills from the hospitality management and public relations curricula that directly relate to careers and study in travel and tourism, one of the leading global industries. The certificate will be awarded to students who achieve a superior level of expertise in the communication relationship-building and management aspects of travel and tourism.

Benefits to the state of Kansas include:

- (1) Providing educated tourism practitioners to lead Kansas in developing its potential as a tourism destination, including promoting a strong brand for the state and engaging its tourism partners in developing their unique types of tourism through storytelling and public relations promotions.
- (2) Encouraging tourists to spend their travel dollars in Kansas, which adds to economic growth without major infrastructure investments.
- (3) Creating jobs and careers for Kansas urban and rural residents through the growth of the tourism industry.

Demonstrated Need & Demand for the Travel & Tourism Certificate**Industry Need:**

The World Travel & Tourism Council's latest annual research, in conjunction with Oxford Economics, shows Travel & Tourism's contribution to world GDP outpaced the global economy for the sixth consecutive year in

2016, rising to a total of 10.2% of world GDP (US\$7.6 trillion). The sector now supports 292 million people in employment – that’s 1 in 10 jobs on the planet. The outlook for the Travel & Tourism sector in 2017 remains robust and will continue to be at the forefront of wealth and employment creation in the global economy, despite the emergence of a number of challenging headwinds. Travel & Tourism forecasts over the next ten years also look extremely favorable with predicted growth rates of 3.9% annually.

<https://www.wttc.org/research/economic-research/economic-impact-analysis> (Retrieved 6.28.17).

The largest professional association of public relations practitioners in the world, the Public Relations Society of America’s (PRSA) Travel & Tourism Section more than 500 members includes practitioners from the wide variety of tourism entities from state and national tourism offices, convention and visitors bureaus, resorts, airlines, to public relations agencies.

Student Demand:

MC 577 Travel & Tourism Public Relations was introduced in the Journalism & Mass Communications public relations sequence as an elective course five years ago and enrollment has grown from 24 students in the first course to more than 40 students in the past two years.

Promotion Certificate Structure and Requirements:

This certificate totals 18 hours, with 12 required credit hours (6 in Journalism & Mass Communications and 6 in Hospitality Management) and 6 elective hours (2 classes from either program’s elective hours).

Certificate Required Courses (12 Hours):

JMC-Strategic Communication	Credits	Hospitality Management	Credits
MC 180 Principles of Public Relations	3	HM 120 Intro to the Hospitality Industry	3
MC 577 Travel & Tourism Public Relations	3	HM 230 Issues in Tourism	3
TOTAL	06	TOTAL	06

Certificate Elective Courses (6 Hours):

JMC-Strategic Communication	Credits	Hospitality Management	Credits
MC 280 Public Relations Writing	3		
MC 370 Social Media Strategy	3	HM 361 Intro to Hotel Operations	3
MC 380 Public Relations Strategy & Planning	3	HM 363 Intro to Business Events	3
MC 456 Media Relations	3	HM 426 Fundraising & Nonprofit Events	3
MC 491 Internship	3	HM 475 Internship	3
MC 683 Reputation Management	3	HM 621 Hospitality Law	3

Desired Outcomes:

- (1) Students will demonstrate proficiency in understanding and applying the combined hospitality management and public relations knowledge and skills through the capstone MC 577 Travel & Tourism Public Relations course as well as knowledge, skills, and experience acquired through an internship.
- (2) Students will find employment in tourism-related jobs & careers.

Certificate Assessment Document:

The final examination in MC 577 provides a comprehensive assessment of each student’s ability to display the elements of the Kansas State University’s Creative Thinking Value Rubric that encompasses all of the student learning objectives in each of the four required courses. The examination consists of a case study scenario written from a current real-world situation; students are required to devise a strategic tourism plan to address the situation, including researching the current situation, developing plan goals and objectives, devising a timeline for implementation of the plan, and developing a realistic plan evaluation document. Students also include logistical elements, including an estimated budget and required personnel to carry out the plan.

The most recent 2018 MC 577 Travel & Tourism Public Relations comprehensive course examination is included at the end of this proposal.

Budget & Staff

All of the required and elective courses listed above are currently offered in each department on a regular basis. This proposal does not require any additional staff or budget.

Course	Offered	JMC Staff	Course	Offered	HM Staff
MC 180	F, Sp, Su	Zhang & Myers	HM 120	F	King
MC 280	F, Sp	Skidmore, Borden, DeSanto	HM 230	Sp	King
MC 370	Sp	Borden & Tefertiller	GEOG 300	Sp	TBA
MC 380	F, Sp	Skidmore & DeSanto	HM 361	F	King
MC 456	F	Skidmore	HM 363	F	King
MC 491	F, Sp, Su	Freeland	HM 426	F	Horton
MC 577	Sp	DeSanto	HM 475		
MC 683	F	Zhang	HM 621		

Faculty Load & Compensation

Because all classes are currently offered on a regular basis in both programs, no additional faculty load considerations nor compensation is required.

Tuition & Fees

Because all classes are currently offered on a regular basis in both programs, no additional tuition or fees is required.

Support Services Provided by Each Partner

(1) Academic Advising

Each program will maintain its own advising for its majors, as this certificate will be available to both programs as a minor and/or concentration. Dr. Barbara DeSanto, JMC, visiting professor, will provide career advising for students in both programs.

(2) Financial Aid

Because all classes are currently offered on a regular basis in both programs, no additional financial aid requirements are necessary.

(3) Access to Facilities

Because all classes are currently offered on a regular basis in both programs, no additional facilities are needed.

(4) Transcript Procedures

With the formal establishment of this certificate, it will be necessary to add the certification to the student transcripts of all participants who successfully completed the certificate requirements.

Plans for Joint Use and/or Maintenance of Facilities

Because all classes are currently offered on a regular basis in both programs, no additional facilities are required nor is any joint use or maintenance required. In addition, the JMC Strategic Communication sequence will have a designated student production lab available for students enrolled in the certificate program.

ADDENDUM
2018 MC 589 TRAVEL & TOURISM PUBLIC RELATIONS FINAL EXAMINATION ESSAY

DUE: Monday, May 7, 2018 @ 10 P.M.

SUBMIT TO: Assignment Drop Box titled “Final Essay Examination”

POINTS: 90

E-MAIL LETTER/ESSAY OVERVIEW:

In 2011, Governor Sam Brownback moved the Kansas Department of Tourism from its position under the Department of Commerce to a combined department of Wildlife, Parks, and Tourism. The rationale was that hunting, fishing and other outdoor activities would increase the number of tourists visiting Kansas; particularly in the rural areas of the state. Here are some highlights from the 2015 Kansas Tourism Economic Impact Report (a copy of the complete report is included in the Canvas module titled “2017 MC 589 ZA Travel & Tourism Resources”).

Some of the interesting points about Kansas tourism in general:

- Only 1% of travelers to Kansas were international visitors, while the U.S. overall attracts 7% of its visitors from international locations.
- The majority of tourists in Kansas are Kansans who spend one or two nights in lodging outside of their homes, while many of the tourists are day-trippers who return to their own homes at night. One survey showed that Kansas is regarded as a “pass-through state” with 56% of the state’s visitors overnight guests on their way to other destinations.
- About 38% of Kansas overnight trips measured by number of hotel rooms occupied each night are business travelers, leaving 62% described as other types of visitors.
- Kansas spends about 50% less on tourism than the average of all U.S. states & the budget funding has been flat for the past five years, with the majority of the tourism dollars are spent on salaries of state tourism employees.

STOP HERE and review the Kansas Tourism Website: <https://www.travelks.com/> (Links to an external site.)

Here’s my professional “bottom line summary” of the state’s strategic tourism efforts:

Kansas has chosen to emphasize its wildlife and nature resources as its main tourism focus. It has not expanded its efforts to target and/or develop additional types of tourists from locations outside the state of Kansas. As of right now, there appears to be NO legislation in the Kansas House or Senate addressing tourism. Your aim is to make your selected legislator aware of the opportunities that Kansas is missing by not taking an expanded view of tourism by planning and supporting new efforts to develop tourism in the state.

One of the key characteristics of a public relations/strategic communicator is to be able to think creatively yet realistically, and then to share those insights with others. This assignment is designed to have you express how some of things you learned about travel and tourism in this course could benefit Kansas.

E-MAIL LETTER/ESSAY CONTENT:

Using all of the things you have learned about tourism strategic communication in this course, write a 750- to 1000-word essay to your SELECTED local legislator with your suggestions on increasing visitors to the State of Kansas. Your essay must contain the following elements:

- Your original suggestions with reasons why each suggestion could work.
- References supporting each of your suggestions. These references may come from readings in this course, from tourism sources you have found on your own, or a combination of the two. I do not care what type of reference format you use for citing your sources, just back up when you use them. For example, if you quote some statistic off the Kansas tourism website, say “The current Kansas tourism website says...” or if you quote something from a national tourism source, write “The American Hotel Motel Association points out...” It’s important that your legislator knows where you got the specific information you include, because he/she may just go check it out.

LEGISLATOR LETTER/ESSAY FORMAT:

The League of Women Voters of Kansas has the recommended format for this e-mail correspondence on its website: <http://lwvk.org/issues-and-advocacy/communication-tips> (Links to an external site.)Links to an external site.

Title your e-mail letter/essay this way: YOURLASTNAMEYOURFIRSTNAMEFINALESSAY, save it, and submit to the Assignment Dropbox titled “Final Essay Examination”.

E-mail Letter/Essay Examination Grading Rubric:

Assessment Criteria	Points	Earned
Your letter is addressed to a real-world Kansas legislator	10	
Your tourism suggestions are creative (Creative Thinking Value Rubric Taking Risks, Solving Problems, Innovative Thinking, Connecting, Synthesizing, Transforming)	15	
Your tourism suggestions are realistic (Creative Thinking Value Rubric Acquiring Competencies; Taking Risks; Solving Problems; Embracing Contradictions; Connecting, Synthesizing, Transforming)	15	
Your suggestions contain enough detail to help your legislator understand why you are proposing these suggestions (Creative Thinking Value Rubric Acquiring Competencies; Innovative Thinking)	15	
Your tourism suggestions are supported with credible, relevant sources	10	
Your tourism e-mail letter/essay is follows the League of Women Voters’ format (Creative Thinking Value Rubric Acquiring Competencies)	10	

Your tourism e-mail letter/essay is between 750 & 1500 words
(Creative Thinking Value Rubric Acquiring Competencies) 05

Your tourism suggestions reflect the concepts of tourism that you learned in this class (e.g. tourism as a business; tourism issues that involve government entities) (Creative Thinking Value Rubric Taking Risks; Solving Problems; Embracing Contradictions; Innovative Thinking; Connecting, Synthesizing, Transforming) 10

Your tourism essay is free of writing errors, including grammar, spelling, and punctuation errors; one point deducted for each error, including repeated errors (Creative Thinking VALUE rubric Acquiring Competencies)

Total Final Examination Points 90

Impact:
Kevin Roberts

Reply all

Today, 9:03 AM

Steven Smethers;

Michael Ottenbacher

Inbox

Dr. Smethers,

On behalf of our department head, Dr. Michael Ottenbacher, we wanted to let you know that the faculty in the department of hospitality management have reviewed your proposal for the Travel and Tourism Promotion Certificate at our faculty meeting on August 31, 2018. After careful discussion and consideration, the faculty voted unanimously to support the certificate.

If you have any questions or need any additional information, please don't hesitate to contact me or Dr. Ottenbacher, who is copied on my email.

Cordially,

Kevin

KEVIN R. ROBERTS, PHD

ASSOCIATE PROFESSOR

DIRECTOR, UNDERGRADUATE PROGRAM IN HOSPITALITY MANAGEMENT

CO-DIRECTOR, THE CENTER FOR FOOD SAFETY IN CHILD NUTRITION PROGRAMS

DEPT. OF HOSPITALITY MANAGEMENT | KANSAS STATE UNIVERSITY

104 JUSTIN HALL | 1324 LOVERS LANE | MANHATTAN, KS 66506

OFFICE: (785) 532-2399 | FAX: (785) 532-5522

JOIN US FEBRUARY 29, 2019 FOR THE HOSPITALITY CAREER MEET-UP!

Human Ecology

New: Community Health Certificate (Undergraduate)

Contact Person: Mark Haub

<https://kstate.curriculog.com/proposal:1745/form>

COMMUNITY HEALTH CERTIFICATE

Proposed: Fall 2018

Collaborative Effort between:

Department of Food, Nutrition, Dietetics, and Health

Department of Kinesiology

School of Family Studies and Human Services

Purpose:

The purpose for the Community Health certificate is to provide specific training to individuals seeking knowledge and experiences pertaining to Community Health. Based on information and dialogue with the Kansas Community Health Worker Coalition, this certificate program was designed to meet their expressed needs of training Community Health Workers. A Community Health Worker is someone who works with and educates small groups and communities to improve the health of their constituents. This academic certificate program is not a licensing or credentialing certification.

This certificate program will provide a community and public health-focused vocational direction for our students, and those currently working in public health seeking enhanced training. The courses are designed to complement several degree programs within Kansas State University. The content will require specific training in: public health and social determinants of health for small groups and community assessments/outcomes; and, lifestyle behaviors highly related to health risks.

The flexible and health-focused curriculum creates a very feasible and professionally aligned program that will allow students the opportunity to earn this certificate, while completing their degree on time. Hence, it will not require additional hours, thereby allowing students to graduate in their expected time frame; and, to do so within the Kansas Board of Regents mandate to keep undergraduate degree programs under 120 credit hours.

• **Evidence of demonstrated need or demand for proposed certificate:** Based on data from the Bureau of Labor Statistics, there is expected to be a 16% increase in employment of Community Health employees from 2016-2026.

Course Requirements (15 credit hours total)

Core Courses (8 cr hrs.)

- FNDH 115 (2) Intro to Health and Nutrition Professions
- FNDH 352 (3) Personal Wellness
- HDFS 301 (3) Helping Relationships

Supportive Courses (two of the following, 6-7 cr hr)

- FNDH 132 (3) Basic Nutrition
- GERON 315 (3) Introduction to Gerontology
- GNHE 310 (3) Human Needs
- HDFS 552 (3) Families and Diversity
- KIN 220 (4) Biobehavioral Aspects of Phys Activity
- PFP 105 (3) Introduction to Personal Financial Planning

Practical Requirement (1-2 cr hr)

- FNDH 650 (1-2 cr hr) Practicum in Human Nutrition
- OR
- HDFS 411 (1-2 cr hr) HDFS Practicum

• **Desired outcomes**

The primary desired outcomes are: increased employment opportunities for those seeking to work in healthcare immediately upon completing their bachelor's degree; and, increased enrollment into Kansa State University for those interested in supplementing their education with Community Health learning opportunities. Many students will seek acceptance into pre-Physician Assistance programs, pre-Physical Therapy, pre-Nursing, pre-Medicine, etc. However, some of our students will want to enter the healthcare work force upon completion of their B.S. degree, with or without acceptance into an accredited graduate health care program.

One unique aspect, and a significant strength of this certificate, will be the incorporation of Extension professionals within the training process. The practica will be with Extension Specialists or Agents, with specific selection depending on topic interest. Thus, students will be required to observe the Extension system and apply Community Health concepts to specific health concerns in the area/region of their assigned practica. Based on the information from the Kansas Community Health Worker Coalition, this exposure to communities is necessary for students to understand how communities function and thrive.

• **Assessment procedures**

The director of the certificate program will assess the capstone project to assess whether the primary learning outcome was met for each student.

After three years of data, faculty will analyze assignment and professional data to determine assessment markers that better predict professional success (employment in community health, and exam scores for those who may take a certification exam). This will enable us to make decisions about our certificate program and to provide data back to students about which aspects might be better to focus their attention when preparing for national certification exams.

• **Estimated budget and staff required:**

Since the required courses are already available and there is commitment from the departments involved, there will not be a need for new courses at this time. We will use our Global Campus revenue from this program to support needed instruction as faculty changes occur due to natural personnel turnover.

• **Evidence of approval** of their certificate program through internal academic channels.

This was supported by faculty vote of 0-0-0 (in favor – oppose – abstain). Statements of support from the other units (*and the KCCHW?*) are provided.

Assessment of Student Learning Plan
Community Health

Complete the following for each student learning outcomes (copy as many times as needed)

Student Learning Outcome:

Develop competent knowledge and skills for health professional

Assessment Measure(s): *(must include at least one direct measure)*

Reflection assignment from FNDH 650 or FSHS 411.

Assessment timeline: *(when, where, and how often the outcome will be measured)*

The assignment will be submitted after their capstone internship/practicum experience at the end of their certificate program (once per student).

Complete the following for the overall assessment plan

Plan for annual faculty review of outcome data:

As a collaborative effort, faculty from each unit will meet each semester to review the progress and effectiveness of the certificate program. These meetings will include Extension faculty, as Extension faculty will be the external professionals coordinating the practical experiences in communities.

Attach a Curricular/Assessment Matrix

Courses	Intended Student Learning Outcomes		
	Public Health	Community Relations	Awareness of strategies to improve health
FNDH 115	I		I
FNDH 352			I
HDFS 301		I	
FNDH 650	M	M	M
FSHS 411	M	M	M