



**Graduate School**  
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## **GRADUATE COUNCIL AGENDA FOR MEETING OF May 6, 2008**

TO: Graduate Council Members

FROM: Carol Shanklin, Interim Dean of the Graduate School

DATE: May 1, 2008

The Graduate Council will meet at 3:30 p.m. Tuesday, May 6, 2008 in Room 213 of the K-State Student Union.

Agenda items are as follows:

### **1) Opening remarks**

### **2) Minutes of the April 1, 2008 meeting. (4-23)**

### **3) Graduate School Actions and Announcements**

#### **Appointments for Graduate Faculty Membership**

<b>Name</b>	<b>Position</b>	<b>Department/Program</b>	<b>Date approved by Graduate School</b>
Kingsley Olibe	Assistant Professor	Accounting	4/9/08

### **4) Academic Affairs Committee**

**Graduate Faculty Nominations:** Approved by the Academic Affairs Committee on 4/24/08.

#### **Non-Graduate Faculty to teach Graduate Courses (*One-Year Approval*)**

Kimberly Charland	Instructor	Accounting (24)
John Morris	Assistant Professor	Accounting (25)

#### **Faculty - Membership**

David Hodgson	Associate Professor	Clinical Sciences (26)
Thu A. Le	Research Assistant Professor	Physics (27)
Steve Maxwell	Assistant Professor	Music (28)
Ralph Richardson	Dean/Professor	Clinical Sciences (29)

**Faculty - Membership and Certification**

Jason Bergtold	Assistant Professor	Agricultural Economics (30)
Tim Dalton	Associate Professor	Agricultural Economics (31)

**Faculty – Certification Only**

Timothy Frey	Assistant Professor	Special Education, Counseling, and Student Affairs (32)
Jeong-Hee Kim	Assistant Professor	Secondary Education (33)

**Course and curriculum issues*****Changes***

ENGL 795	Literary Criticism (34)
MC 625	Media Relations (34)
MC 645	Public Relations Campaigns (34)
MC 665	<u>Managing Integrated Strategic Communications</u> (35)
MC 710	History of <u>Mass Communications</u> (35)
MC 720	Ethics in <u>Mass Communications</u> (36)
MC 725	International Communications (36)
MC 730	Seminar on Issues in the Media (37)
MC 740	Colloquium in Mass Communications (37)
MC 765	Communication Theory (38)
MC 770	Professional Journalism Practicum (38)
CIS 625	Concurrent Software Systems (39)
IMSE 605	Advanced Industrial Management (39)
IMSE 610	Occupational Safety Engineering (39)
IMSE 625	Work Environments (39)
IMSE 633	Production Planning and Inventory Control (40)
IMSE 641	<u>Quality Engineering</u> (40)
IMSE 643	Industrial Simulation (40)
IMSE 662	Computer Aided Manufacturing (41)
IMSE 760	Stochastic Calculus Financial Engineering (41)
IMSE 805	Management of Research and Engineering (41)
IMSE 806	Engineering Project Management (41)
IMSE 841	Advanced Topics in Quality Engineering (42)
IMSE 842	Reliability Theory I (42)
IMSE 850	Ergonomics (Human Factors) Engineering (42)
IMSE 822	Advanced Engineering Economy (42)
IMSE 890	Applied Methods in Industrial Engineering II (43)
Master of Accountancy Students GPA Policy (43)	
Concurrent B.S./M.S.I.E. Degree (43)	

***New***

AMETH 650	Seminar in American Ethnic Studies (44)
ENGL 703	Critical Approaches to Children's Literature (44)
ENGL 797	Professional Writing Internship (44)
MC 662	International and Intercultural Public Relations (44)
MC 682	Seminar in Public Relations (44)
MUSIC 638	Concert and Ethnic Percussion Techniques (44)

MUSIC 639      Jazz and Marching Percussion Techniques (45)  
Human Ecology Doctorate with an emphasis in Personal Financial Planning (46-158)

***Drop***

IMSE 820      Intelligent Manufacturing Systems (159)  
MC 715      History of Electronic Media (159)

**5) Student Affairs Committee**

**6) Committee on Planning**

Second reading, Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E - Graduate Assistants (160-161)

**7) Committee on Assessment and Review**

Human Ecology Doctorate with an emphasis in Personal Financial Planning

**8) Graduate Student Council Information**

Ice-Cream Social held on April 17  
2008-2009 GSC officers

**9) University Research and Scholarship**

Policy regarding use of departmental non-grant funds for graduate student tuition (162-163)

**10) Other business**

GTA/GRA Study (Big XII and Peer Institutions) (164-173)

cc: Academic Deans and Directors  
Departments (please post)



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Minutes of the Graduate Council  
April 1, 2008

~~As approved by the Graduate Council, May 6, 2008~~

**Members present:** K. Adhikari, B. DePaola, M. Donnelly, T. Easton, J. Fallin, B. Fees (named S. Haar as proxy), J. Fliter, D. Goodin, C. Griffin, D. Gruenbacher, S. Haar, M. Hancock, M. Herman, S. Hutchinson, J. Katz, J. Keller, K. Kershner, A. Knackendoffel, S. Kovar, J. Neill, J. Reese, B. Schultz, K. Taylor, F. White, M. Zolkiewski

**Members absent:** S. Bossmann, J. Faubion, S. Garimella, M. Hossain, M. Kaff, V. Krstic, B. Roland, J.S. Smith,

**Graduate School staff present:** S. Fox, J. Guikema, K. Lease, C. Shanklin

**1) Opening remarks**

Carol Shanklin announced that based upon input and concerns expressed by faculty and students, representatives from Housing and Dining Services and Administration and Finance met and have crafted an alternative for Jardine residents who are interested in continuing a monthly payment option.

Supplemental contract information is now being drafted by Jardine administrative staff, which will offer a monthly or a semesterly billing option to Jardine residents. If the student chooses the semesterly billing option the entire semesterly charge will be applied to the central University bill and will be subject to standard billing procedures, payment options and financial aid processes. If the student indicates to the Jardine Office a desire to have the monthly billing option, Housing and Dining Services will manage the interface of the students charges to the central University bill on a monthly basis. .

**2) Minutes** of the March 4, 2008 meeting were approved as presented.

**3) Graduate School Actions and Announcements**

The following appointments for graduate faculty membership were approved by the Dean of the Graduate School:

**Appointments for Graduate Faculty Membership**

Name	Position	Department/Program	Date approved by Graduate School
DeAnn Presley	Assistant Professor	Agromony	3/3/08

**4) Graduate Council Academic Affairs Committee**

A motion was made to approve the following faculty members for graduate faculty membership only, membership and certification and certification only. The motion passed.

**Faculty - Membership**

Bradford Seabourn	Adjunct Professor	Grain Science & Industry
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**Faculty - Membership and Certification**

Melinda Daniels	Assistant Professor	Geography
Ganga Hettiarachchi	Assistant Professor	Agronomy
Dirk Maier	Professor	Grain Science & Industry
Kevin Price	Professor	Agronomy & Geography

**Faculty – Certification Only**

Philip Gayle            Assistant Professor  
Teresa Selfa             Assistant Professor

Economics  
Sociology, Anthropology  
and Social Work

**Course and curriculum issues:** A motion was made to approve the following course and curriculum changes and additions. The motion passed.

<b>Current Course Description</b>	<b>Proposed Course Description</b>
<b>EDSEC 615. Laboratory and Safety Techniques in Teaching Agriculture.</b> (3) I. The course is designed to provide students with the knowledge and skills necessary to design, organize, and conduct programs in agricultural laboratory instruction in secondary agricultural education programs. Students will gain experiences in the development of laboratory lesson plans, safety and technical demonstrations, student management in a laboratory setting, laboratory design, and laboratory curriculum development. Pr.: Conc. enrollment in EDSEC 420 Block II Lab/Ag.	<b>AGED 615 Laboratory and Safety Techniques in Teaching Agriculture.</b> (3) I. The course is designed to provide students with the knowledge and skills necessary to design, organize, and conduct programs in agricultural laboratory instruction in secondary agricultural education programs. Students will gain experiences in the development of laboratory lesson plans, safety and technical demonstrations, student management in a laboratory setting, laboratory design, and laboratory curriculum development. Pr.: Conc. enrollment in EDSEC 420 Block II Lab/Ag.
<b>EDCI 704. Extension Organization and Programs.</b> (3) I, S. Development and objectives of Cooperative Extension and other university adult education programs; with emphasis on programs and procedures. Pr.: Senior standing.	<b>AGED 704 Extension Organization and Programs.</b> (3) I, S. Development and objectives of Cooperative Extension and other university adult education programs; with emphasis on programs and procedures. Pr.: Senior standing.
<b>EDCI 705. Organization Problems in Teaching Agricultural Mechanics.</b> (Var.) On sufficient demand. Analysis of the agricultural mechanics course of study; needs and interests of students; learning difficulties; skills and technical knowledge required; correlation with agriculture; application of laws of learning to the teaching process; determination of objectives. Pr.: EDCI 586.	<b>AGED 705 Organization Problems in Teaching Agricultural Mechanics.</b> (Var.) On sufficient demand. Analysis of the agricultural mechanics course of study; needs and interests of students; learning difficulties; skills and technical knowledge required; correlation with agriculture; application of laws of learning to the teaching process; determination of objectives. Pr.: EDCI 586.
<b>EDCI 706. Principles of Teaching Adults in Extension.</b> (3) II, S. Methods and principles of adult teaching with emphasis on Cooperative Extension Service; application to various adult education programs. Pr.: Senior standing.	<b>AGED 706 Principles of Teaching Adults in Extension.</b> (3) II, S. Methods and principles of adult teaching with emphasis on Cooperative Extension Service; application to various adult education programs. Pr.: Senior standing.
<b>EDCI 734. Practicum in Agriculture-Related Occupations.</b> (3) II, S. Methods and principles of adult teaching with emphasis on Cooperative Extension Service; application to various adult education programs. Pr.: Senior standing.	<b>AGED 734 Practicum in Agriculture-Related Occupations.</b> (3) II, S. Methods and principles of adult teaching with emphasis on Cooperative Extension Service; application to various adult education programs. Pr.: Senior standing.
<b>EDCI 736. Practicum in Extension Education.</b> (1-6) On sufficient demand. Related occupational or professional experiences in approved industry, school, Cooperative Extension Service, or similar agency setting under faculty supervision. Pr.: Consent of instructor.	<b>AGED 736 Practicum in Extension Education.</b> (1-6) On sufficient demand. Related occupational or professional experiences in approved industry, school, Cooperative Extension Service, or similar agency setting under faculty supervision. Pr.: Consent of instructor.

Current Course Description	Proposed Course Description
<b>EDCI 823. Agricultural Education for Beginning Teachers.</b> (1-3) I, II. Securing and organizing information and planning teaching activities which will help the beginning vocational agriculture teacher. Pr.: Graduation from the curriculum in agricultural education.	<b><u>AGED</u> 823 Agricultural Education for Beginning Teachers.</b> (1-3) I, II. Securing and organizing information and planning teaching activities which will help the beginning vocational agriculture teacher. Pr.: Graduation from the curriculum in agricultural education.
<b>EDCI 824. Young Farmer and Adult Farmer Education in Agriculture.</b> (2-3) I, II, S. Organization, objectives, and procedures of conducting young farmer and adult farmer classes. Designed for teachers in service. Pr.: Experience in teaching vocational agriculture.	<b><u>AGED</u> 824 Young Farmer and Adult Farmer Education in Agriculture.</b> (2-3) I, II, S. Organization, objectives, and procedures of conducting young farmer and adult farmer classes. Designed for teachers in service. Pr.: Experience in teaching vocational agriculture.
<b>EDCI 850. Curriculum Development in Agriculture I.</b> (2-3) S. Curriculum problems; planning local programs in agriculture; developing facilities and plans for meeting current and advanced problems in the teaching of agriculture. Pr.: One year of teaching in agriculture.	<b><u>AGED</u> 850 Curriculum Development in Agriculture I.</b> (2-3) S. Curriculum problems; planning local programs in agriculture; developing facilities and plans for meeting current and advanced problems in the teaching of agriculture. Pr.: One year of teaching in agriculture.
<b>EDCI 852. Curriculum Development in Agriculture II.</b> (2-3) S. Continuation of EDCI 850. Pr.: EDCI 850.	<b><u>AGED</u> 852 Curriculum Development in Agriculture II.</b> (2-3) S. Continuation of <u>AGED</u> 850. Pr.: <u>AGED</u> 850.
<b>EDCI 855. Field Studies in Agricultural Education.</b> (2-3) On sufficient demand. Planning, organizing, and coordinating the various phases of the local program of vocational education in agriculture. Pr.: Experience in teaching agriculture.	<b><u>AGED</u> 855 Field Studies in Agricultural Education.</b> (2-3) On sufficient demand. Planning, organizing, and coordinating the various phases of the local program of vocational education in agriculture. Pr.: Experience in teaching agriculture.
<b>FDSCI 725. Food Analysis.</b> (3) I, II. Principles, methods, and techniques necessary for quantitative, instrumental, physical, and chemical analyses of food and food products for off-campus students using an audio/video taped format. The analytical principles will be related to standards and regulations for food processing. Pr.: <del>ASI 501</del> .	<b><u>FDSCI</u> 725. Food Analysis.</b> (3) I, II. Principles, methods, and techniques necessary for quantitative, instrumental, physical, and chemical analyses of food and food products for off-campus students using an audio/video taped format. The analytical principles will be related to standards and regulations for food processing. <u>Rec. Pr.:</u> <u>FDSCI</u> 501.
<b><del>HRIMD</del> 621. Hospitality Law.</b> (3) I. Legal aspects of managing hospitality operations and responsibilities for the operations, patron civil rights, governmental regulations, franchising, and commercial transactions. Pr.: Junior standing, 60 hours or more.	<b><u>HMD</u> 621. Hospitality Law.</b> (3) I. Legal aspects of managing hospitality operations and responsibilities for the operations, patron civil rights, governmental regulations, franchising, and commercial transactions. Pr.: Junior standing, 60 hours or more.
<b><del>HRIMD</del> 624. Procurement in the Hospitality Industry.</b> (2) II. Principles and theories of procurement of food and supplies for hospitality operations. Includes management, financial, safety, and ethical considerations in the procurement process. Pr.: <del>HRIMD</del> 342.	<b><u>HMD</u> 624. Procurement in the Hospitality Industry.</b> (2) II. Principles and theories of procurement of food and supplies for hospitality operations. Includes management, financial, safety, and ethical considerations in the procurement process. Pr.: <u>HMD</u> 342.
<b><del>HRIMD</del> 635. Foodservice Equipment and Layout.</b> (2) I, II. Factors affecting the selection and arrangement of equipment in foodservice systems. Field trip required. Pr.: <del>HRIMD</del> 342.	<b><u>HMD</u> 635. Foodservice Equipment and Layout.</b> (2) I, II. Factors affecting the selection and arrangement of equipment in foodservice systems. Field trip required. Pr.: <u>HMD</u> 342.

Current Course Description	Proposed Course Description
<b><del>HRIMD</del> 640. Entrepreneurship in Hospitality Management and Dietetics.</b> (3) Even numbered years. Development and management of small businesses or private practice within the dietetics or hospitality industry. Business plan development, marketing, cost considerations. Overview of consulting to healthcare and hospitality operations and examination of skills required for success. Pr.: <del>HRIMD</del> 342, ACCTG 231.	<b><u>HMD</u> 640. Entrepreneurship in Hospitality Management and Dietetics.</b> (3) Even numbered years. Development and management of small businesses or private practice within the dietetics or hospitality industry. Business plan development, marketing, cost considerations. Overview of consulting to healthcare and hospitality operations and examination of skills required for success. Pr.: <u>HMD</u> 342, ACCTG 231.
<b><del>HRIMD</del> 664. Lodging Management Theory.</b> (3) II. Application of management theories to the lodging industry including yield management, multicultural issues, marketing strategies, environmental issues, and future trends. Pr.: <del>HRIMD</del> 362.	<b><u>HMD</u> 664. Lodging Management Theory.</b> (3) II. Application of management theories to the lodging industry including yield management, multicultural issues, marketing strategies, environmental issues, and future trends. Pr.: <u>HMD</u> 362.
<b><del>HRIMD</del> 665. Casino Management.</b> (3) I. Investigation of the histories and overall operations of casino properties and their impacts on the foodservice and hospitality industry from the social, economic, political, and environmental perspectives. Pr.: Junior standing, 60 hours or more.	<b><u>HMD</u> 665. Casino Management.</b> (3) I. Investigation of the histories and overall operations of casino properties and their impacts on the foodservice and hospitality industry from the social, economic, political, and environmental perspectives. Pr.: Junior standing, 60 hours or more.
<b><del>HRIMD</del> 705. Computer Implementation in Foodservice and Hospitality Operations.</b> (3) S. In alternate years. Review of computer development in foodservice and hospitality operations; development of criteria for implementation of a computer system; analysis of foodservice and hospitality hardware and software. Pr.: CIS 101; and <del>HRIMD</del> 480 or 560 or MANGT 420.	<b><u>HMD</u> 705. Computer Implementation in Foodservice and Hospitality Operations.</b> (3) S. In alternate years. Review of computer development in foodservice and hospitality operations; development of criteria for implementation of a computer system; analysis of foodservice and hospitality hardware and software. Pr.: CIS 101; and <u>HMD</u> 480 or 560 or MANGT 420.
<b><del>HRIMD</del> 710. Readings in Foodservice and Hospitality Management.</b> (1-3) I, II, S. Directed study of current literature in foodservice and hospitality management and related areas. Pr.: <del>HRIMD</del> 480 or 560 or MANGT 420.	<b><u>HMD</u> 710. Readings in Foodservice and Hospitality Management.</b> (1-3) I, II, S. Directed study of current literature in foodservice and hospitality management and related areas. Pr.: <u>HMD</u> 480 or 560 or MANGT 420.
<b><del>HRIMD</del> 720. Administration of Health Care Organizations.</b> (3) Comprehensive review of current healthcare institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.	<b><u>HMD</u> 720. Administration of Health Care Organizations.</b> (3) Comprehensive review of current healthcare institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.
<b><del>HRIMD</del> 785. Practicum in Foodservice Systems Management.</b> (1-6) I, II, S. Professional experiences in approved foodservice organization as a member of the management team under faculty supervision. Pr. or conc.: <del>HRIMD</del> 342; and <del>HRIMD</del> 480 or 560 or MANGT 420.	<b><u>HMD</u> 785. Practicum in Foodservice Systems Management.</b> (1-6) I, II, S. Professional experiences in approved foodservice organization as a member of the management team under faculty supervision. Pr. or conc.: <u>HMD</u> 342; and <u>HMD</u> 480 or 560 or MANGT 420.

Current Course Description	Proposed Course Description
<b>HRIMD 805. Food Production Management.</b> (3) II, in alternate years. Production planning and controls in foodservice systems analysis in foodservice systems. Decision optimization and systems analysis in foodservice organizations. Consideration of various types of foodservice systems. Pr.: <del>HRIMD</del> 342; and <del>HRIMD</del> 480 or 560 or MANGT 420.	<b>HMD 805. Food Production Management.</b> (3) II, in alternate years. Production planning and controls in foodservice systems analysis in foodservice systems. Decision optimization and systems analysis in foodservice organizations. Consideration of various types of foodservice systems. Pr.: <u>HMD</u> 342; and <u>HMD</u> 480 or 560 or MANGT 420.
<b>HRIMD 810. Research Techniques for Foodservice and Hospitality Management.</b> (3) II. Survey and application of research methodology in foodservice and hospitality management. Pr.: STAT 702 or STAT 703.	<b>HMD 810. Research Techniques for Foodservice and Hospitality Management.</b> (3) II. Survey and application of research methodology in foodservice and hospitality management. Pr.: STAT 702 or STAT 703.
<b>HRIMD 820. Problems in Hotel, Restaurant, Institution Management and Dietetics.</b> (Var.) I, II, S. Individual investigation of problems in foodservice and hospitality management. Conferences and reports at appointed hours. Pr.: <del>HRIMD</del> 342; and <del>HRIMD</del> 480 or 560 or MANGT 400.	<b>HMD 820. Problems in Hospitality Management and Dietetics.</b> (Var.) I, II, S. Individual investigation of problems in foodservice and hospitality management. Conferences and reports at appointed hours. Pr.: <u>HMD</u> 342; and <u>HMD</u> 480 or 560 or MANGT 400.
<b>HRIMD 885. Seminar in Foodservice and Hospitality Management.</b> (1) I, II, S. Discussions of research related to foodservice and hospitality management. Pr.: Consent of instructor.	<b>HMD 885. Seminar in Foodservice and Hospitality Management.</b> (1) I, II, S. Discussions of research related to foodservice and hospitality management. Pr.: Consent of instructor.
<b>HRIMD 890. Administration of Foodservice and Hospitality Organizations.</b> (3) I. Advanced study of management applied to foodservice and hospitality organizations. Pr.: <del>HRIMD</del> 480 or 560 and MANGT 420.	<b>HMD 890. Administration of Foodservice and Hospitality Organizations.</b> (3) I. Advanced study of management applied to foodservice and hospitality organizations. Pr.: <u>HMD</u> 480 or 560 and MANGT 420.
<b>HRIMD 895. Cost Controls in Foodservice Systems.</b> (3) I. Review of the components of cost control systems; analysis of financial data for foodservice operations; techniques for budget planning and control. Pr.: ACCTG 260; <del>HRIMD</del> 342; and <del>HRIMD</del> 480 or 560 and MANGT 420.	<b>HMD 895. Cost Controls in Foodservice Systems.</b> (3) I. Review of the components of cost control systems; analysis of financial data for foodservice operations; techniques for budget planning and control. Pr.: ACCTG 260; <u>HMD</u> 342; and <u>HMD</u> 480 or 560 and MANGT 420.
<b>HRIMD 899. Research in Foodservice or Hospitality Management.</b> (Var.) I, II, S. Individual research which may form the basis for master's report or thesis. Pr.: Consent of instructor.	<b>HMD 899. Research in Foodservice or Hospitality Management.</b> (Var.) I, II, S. Individual research which may form the basis for master's report or thesis. Pr.: Consent of instructor.
<b>HRIMD 975. Research and Applied Theories in Consumer Behavior in Foodservice and Hospitality Management.</b> (3) II, in alternate years. Critique of theoretical constructs and research applications in the study in foodservice and hospitality management. Emphasis on preliminary stages of research development including preparation of literature reviews and preliminary proposals for research.	<b>HMD 975. Research and Applied Theories in Consumer Behavior in Foodservice and Hospitality Management.</b> (3) II, in alternate years. Critique of theoretical constructs and research applications in the study in foodservice and hospitality management. Emphasis on preliminary stages of research development including preparation of literature reviews and preliminary proposals for research.



Current Course Description	Proposed Course Description
<p><b><del>HRIMD</del> 980. Administration of Dietetics and Hospitality Programs.</b> (3) II, in alternate years. An in-depth study of the development of dietetic and hospitality education and influence of the professional associations. Assigned observations and limited participation in administration of coordinated dietetics and hospitality management programs. Pr.: EDCEP 927 and consent of instructor.</p>	<p><b><u>HMD</u> 980. Administration of Dietetics and Hospitality Programs.</b> (3) II, in alternate years. An in-depth study of the development of dietetic and hospitality education and influence of the professional associations. Assigned observations and limited participation in administration of coordinated dietetics and hospitality management programs. Pr.: EDCEP 927 and consent of instructor.</p>
<p><b><del>HRIMD</del> 985. Advances in Foodservice and Hospitality Management.</b> (3) I, in alternate years. Analysis of selected topics and research in foodservice and hospitality management. Pr.: <del>HRIMD</del> 810 and consent of instructor.</p>	<p><b><u>HMD</u> 985. Advances in Foodservice and Hospitality Management.</b> (3) I, in alternate years. Analysis of selected topics and research in foodservice and hospitality management. Pr.: <u>HMD</u> 810 and consent of instructor.</p>
<p><b><del>HRIMD</del> 990. Dissertation Proposal Seminar.</b> (I), I, II, S. Presentation and discussion of proposals for dissertation research. Pr.: Six hours of statistics, 3 hours of research design or methods, and consent of major professor.</p>	<p><b><u>HMD</u> 990. Dissertation Proposal Seminar.</b> (I), I, II, S. Presentation and discussion of proposals for dissertation research. Pr.: Six hours of statistics, 3 hours of research design or methods, and consent of major professor</p>
<p><b><del>HRIMD</del> 995. Grantsmanship and Publication.</b> (3) I, even years. Grant writing, identifying external funding, managing grants, preparing manuscripts for peer-reviewed publication, and preparing papers and posters for presentation at professional meetings. Pr.: <del>HRIMD</del> 810.</p>	<p><b><u>HMD</u> 995. Grantsmanship and Publication.</b> (3) I, even years. Grant writing, identifying external funding, managing grants, preparing manuscripts for peer-reviewed publication, and preparing papers and posters for presentation at professional meetings. Pr.: <u>HMD</u> 810.</p>
<p><b><del>HRIMD</del> 999. Research in Foodservice or Hospitality Management.</b> (Var.) I, II, S. Research in foodservice or hospitality management for the doctoral dissertation. Pr.: Consent of major professor.</p>	<p><b><u>HMD</u> 999. Research in Foodservice or Hospitality Management.</b> (Var.) I, II, S. Research in foodservice or hospitality management for the doctoral dissertation. Pr.: Consent of major professor.</p>
<p><b>AP 796. Topics in <del>Kinesiology</del>.</b> (1-4) I, II, S. On sufficient demand. Intensive study of a selected topic in <del>kinesiology</del> involving either great in-depth study, or application of theory presented in a related course. May be repeated as topic varies. Pr.: <del>6 hrs in Kinesiology 500 and above</del>. Only 6 hours may be counted toward degree. Cross-listed with Kinesiology. See KIN 796.</p>	<p><b>AP 796. Topics in <u>Exercise Physiology</u>.</b> (1-4) I, II, S. On sufficient demand. Selected topics in <u>Exercise Physiology</u> involving either greater in-depth study, or application of theory presented in a related course. May be repeated as topic varies. Pr.: <u>KIN 335, KIN 336</u>. Only 6 hours may be counted toward degree. Cross-listed with Kinesiology. See KIN 796.</p>

## ***CURRICULUM CHANGES:***

MS in Dietetics (GPIDEA)

FROM:

(Required course)

~~HRIMD 890. Administration of Foodservice and Hospitality Organizations. (3) I. Advanced study of management applied to foodservice and hospitality organizations. Pr.: HRIMD 480 or 560 and MANGT 420.~~

TO:

(Required course)

HMD 891. Environmental Scanning and Analysis of Current Issues in Dietetics. (3) I. Discussion of changes in the economic, social, ethical, political, legal, technological, and ecological environments in which dietitians practice. Implications of these changes for education, practice and research within the field with particular emphasis on the healthcare industry.

Change Name of Department from: ~~Hotel, Restaurant, Institution~~ Management and Dietetics (~~HRIMD~~)

Change Name of Department to: Hospitality Management and Dietetics (HMD)

### **M.S. Agricultural Economics Thesis Option**

#### **Topic Area**

#### **Credit Hours**

#### **Economic Theory**

#### **6 Total**

ECON 720 Microeconomic Theory

3

Select one course from list below:

3

ECON 805 Income and Employment Theory

~~ECON 823 Advanced International Economics~~

AGEC 810 Price and Income Policies for Agriculture

AGEC 840 International Markets and Agricultural Trade

ADD AGEC 825 Natural Resource Policy

#### **Agricultural Economics Theory**

select two courses from list below:

#### **6 Total**

AGEC 805 Agricultural Marketing

AGEC 823 Production Economics II

AGEC 880 Agribusiness Industry Structures

#### **Quantitative Methods**

#### **6 Total**

STAT 706 Basic Elements of Statistical Theory

3

ECON 830 Econometrics I

3

#### **Electives**

#### **6 Total**

AGEC Elective (700 level or higher)

3

General Elective (700 level or higher)

3

#### **Thesis Research**

#### **6 Total**

AGEC 899 Agricultural Economics Master's Research

6

**Total Credit Hours**

**30**

## M.S. Agricultural Economics Non-Thesis Option

Topic Area	Credit Hours
<b>Economic Theory</b>	<u>6 Total</u>
ECON 720 Microeconomic Theory	3
select one course from list below:	3
ECON 805 Income and Employment Theory	
<del>ECON 823 Advanced International Economics</del>	
AGEC 810 Price and Income Policies for Agriculture	
AGEC 840 International Markets and Agricultural Trade	
ADD <u>AGEC 825 Natural Resource Policy</u>	
<b>Agricultural Economics Theory</b> select two courses from list below:	<u>6 Total</u>
AGEC 805 Agricultural Marketing	
AGEC 823 Production Economics II	
AGEC 880 Agribusiness Industry Structures	
<b>Quantitative Methods</b>	<u>9 Total</u>
STAT 706 Basic Elements of Statistical Theory	3
AGEC 712 Optimization Techniques for Ag Econ	3
ECON 830 Econometrics I	3
<b>Electives</b>	<u>15 Total</u>
AGEC (700 level or higher)	9
AGEC or Business Electives*(700 level or higher)	6
<b>Total Credit Hours</b>	<b>36</b>

\*The three hours of Agricultural Economics electives and six hours of the Ag Econ or Business Electives may be substituted for by a Specialty consisting of nine hours at the 700 level or above.

The student is required to demonstrate evidence of scholarly effort by completing a creative component consisting of a written paper and an oral defense. The written paper will be on a topic provided by the student's advisory committee relating to the student's field of study.

**NEW:**

**AGCOM 610. Crisis Communication.** (3) II. Focus is placed on the application of effective crisis communication practices and techniques. Students will learn relevant interpersonal and organizational communication theory, assess/evaluate organizational risks, and develop a crisis communication plan. Students will partner with a community business to create and deliver a comprehensive crisis communication plan. Three hours lec. a week. Pr.: MC 200, or 60 hours of college credit, or instructor permission. Same as MC 610.

**AGED 621. Program Planning in Agricultural Education.** (3) I, II. The program development and planning process; development of guides for teaching and evaluating reimbursable secondary programs. Pr.: EDSEC 620.

**AGRON 625. Applications of Nutrient Management.** (3) I. Principles for developing plant nutrient management programs in the Great Plains. Topics include assessing crop nutrient needs, making fertilizer recommendations, applying application technology and products to enhance nutrient use efficiency, using sensing technology to assess in-season nutrient needs, quality control functions, and the use of waste products as nutrient sources. Three hours lec. a week. Recommended pr.: AGRON 375.

**HORT 690. Sustainable Agriculture.** (2) I, in odd years. Historical perspectives of the sustainable agriculture movement in the U.S. and world-wide will be examined and critiqued. Components of sustainable agriculture such as agroecosystem theory, permaculture, energy use efficiency, and organic standards will be compared and evaluated. Students will demonstrate their understanding and application of the material by conducting research on a topic within sustainable agriculture and presenting the topic to the rest of the class. Two hours lec. per week. Pr.: Junior standing.

**PLPTH 611. Agricultural Biotechnology Laboratory.** (2) I. Laboratory course designed to provide practical applications of recombinant and genomic techniques related to agricultural biotechnology. Typical techniques include bioinformatics basics, DNA isolation, PCR applications, southern-and northern-blot analysis, linkage mapping, genetic and disease ID through DNA-based approaches, ELISA assays, eukaryotic transformation techniques. Six hours lab per week. Pr.: PLPTH610/AGRON 610 or concurrent enrollment.

**PLPTH 612 Genomics Applications.** (3) II. An introduction to applications of genomics technologies to the analysis of genomes. Three hours lec. per week. Pr: BIOL 450 or ASI 500. Recommended pr.: BIOCH 521.

**PLPTH 613 Bioinformatics Applications.** (2) II. Analysis of genetic and genomic data, focusing on practical use of public computational resources. One hour lec. and two hours lab per week. Pr: PLPTH 612 or concurrent enrollment.

**PLPTH 614. Internship for Applied Genomics and Biotechnology.** (1-3) I, II, S. Approved and supervised work-study programs in various areas of agribusiness. Project reports required. Pr.: Consent of instructor.

**HMD 891. Environmental Scanning and Analysis of Current Issues in Dietetics.** (3) I. Discussion of changes in the economic, social, ethical, political, legal, technological, and ecological environments in which dietitians practice. Implications of these changes for education, practice, and research within the field with particular emphasis on the healthcare industry.

**CS 610. Feedlot Health Systems.** (2) I. Health of cattle in a commercial feedyard. Includes health risk assessment, cattle handling, processing, vaccination protocols, identification/treatment of sick cattle, necropsy techniques, using computer data to make management decisions for feeder cattle, other management issues. Discussion of disease syndromes and foreign diseases.

**DMP 816. Trade and Agricultural Health.** (2) II. This course considers the multilateral trading system as it relates to food safety, food security, animal health, plant health, and international cooperation. The course content will be of value to students interested in food safety and security, epidemiology, public health, agriculture, food science, security studies, political science, agricultural economics, veterinary medicine, and international relations.

**DMP 910. Pathogenic Mechanisms of Viruses.** (3) I in even-numbered years. The goals of the course are to learn various pathogenic mechanisms (virus-host interactions) of selected virus (RNA and DNA) and Prion diseases. The course will cover the molecular, cellular and immunological bases of pathogenesis both in vitro and in animal models. Pr: BIOL 730 (General Virology) and BIOL 670 (Immunology). Students without the prerequisite must have the permission of the course coordinator.

**PROPOSAL**  
**GRADUATE CERTIFICATE IN PUBLIC HEALTH CORE CONCEPTS**  
**(Requested Effective Date: Fall 2008)**

**SECTION I: PROGRAM DESCRIPTION**

<b>A statement of the educational objectives of the certificate program</b>
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This certificate program is designed to give individuals, both working professionals and graduate students on campus with no formal public health education, a strong foundation of knowledge in the five core concept areas in public health: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. The courses required for the certificate are the same ones required in the core concept areas for the Master of Public Health (MPH) degree program currently offered at Kansas State University. These five areas meet the Council of Education for Public Health (CEPH) program accreditation standards. The following are the basic or core competencies in each of the five discipline areas.

**Biostatistics:** collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.

**Epidemiology:** distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health.

**Environmental health sciences:** environmental factors including, biological, physical, and chemical factors that affect the health of a community.

**Health services administration:** planning, organization, administration, management, evaluation, and policy analysis of health programs.

**Social and behavioral sciences:** concepts and methods of social and behavioral sciences relevant to the identification and the solution of public health problems.

<b>A list of the courses associated with the certificate, including titles and course descriptions both for existing courses and any new course that may be developed</b>
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Coursework can be taken in a distance learning format or in the traditional on-campus classroom setting. The certificate program in public health core concepts requires a total of 16 credit hours taken from the following six courses: (\*denotes courses offered through distance learning)

**\*STAT 703 *Statistical Methods for Natural Scientists.* (3) I, II, S.** Statistical concepts and methods basic to experimental research in the natural sciences; hypothetical populations, estimation of parameters; confidence intervals; parametric and nonparametric tests of hypothesis; linear regression, correlation; one-way analysis of variance; t-test; chi-square test. Pr.: Junior standing and equivalent of college algebra.

**Note:** *STAT 702 Statistical Methods for Social Sciences (3) may be taken in place of STAT 703. STAT 702 is currently available only on campus.*

**\*DMP 708 *Principles and Methods of Epidemiology.* (2) II.** Ecologic and epidemiologic concepts in the study of diseases in populations; epidemiologic methods emphasizing problem solving and application to epidemiologic principles of disease control.

**DMP 854 Disease Epidemiology. (3) I.** Epidemiologic principles relative to infectious and noninfectious diseases transmissible from animals to humans, and application of these principles by use of case investigations.

**DMP 806 Environmental Toxicology. (2) II.** An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment.

**KIN 818 Social and Behavioral Bases of Public Health. (3) II.** This course examines the role of behavioral, social, economic, cultural, and social structural factors in both the occurrence of health problems in groups and populations, and in the development of the risk factors that contribute to these problems. Principles of health behavior change and their application of these principles to a variety of health issues as well as an emphasis on how social structural factors impact health are examined to better understand health behavior and health inequities in contemporary society.

**\*HRIMD 720 Administration of Health Care Organizations. (3) S.** Comprehensive review of current healthcare institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.

<b>A statement of how the courses associated with the certificate will meet the stated educational objectives</b>
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These six courses will provide sufficient breadth to allow each student as a current or future public health professional to attain knowledge and skills in the core public health concepts needed to improve population-level health. The common focus of all public health professionals, whether educated in public health or a related discipline, is on population-level health. The basis of this focus is an ecological model of health which assumes that health and well being are affected by interaction among the multiple determinants of health.

To apply for admission into the certificate program, students must have completed an undergraduate degree with a GPA of 3.0 or higher based on the last 60 credits of the bachelor's degree AND be concurrently enrolled in a graduate program at K-State OR be admitted as a non-degree student. Acceptance into the certificate program does not automatically mean acceptance into the MPH degree program. The full sixteen hours in the graduate certificate, however, may be applied to the MPH degree upon application and acceptance into the MPH program.

<b>A statement of the need for the proposed certificate and the basis for such a need, supported by either externally or internally derived data</b>
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Background. The history of public health in the United States in the 20<sup>th</sup> century was marked with collective achievements that prevented countless premature deaths, almost doubled life expectancy at birth, and improved the quality of life. Near the end of the past century, however, there was a growing perception among scientists and public health professionals that this country had lost sight of its public health goals and had allowed the infrastructure to fall into disarray. The Committee for the Study of the Future of Public Health<sup>1</sup> concluded that “concerted action would be needed to successfully counter both the continuing and emerging threats to the health and safety of the public (pages 1-18).” Events in the opening years of the 21<sup>st</sup> century reinforced and confirmed these conclusions<sup>2</sup>. Such events include continuing crises such as the HIV/AIDS and obesity epidemics and lack of health care for a growing population of medically indigent, and impending crises foreshadowed by acts of bioterrorism and outbreaks of infectious diseases.

Need for well-trained personnel. The public health infrastructure in the United States is dependent on people and requires a workforce that can meet the continuing and emerging challenges of the 21<sup>st</sup> century. As the population ages and becomes increasingly diverse, the need for public health services will expand and as they do, so will the number of jobs.<sup>2</sup> Well-prepared leaders with advanced knowledge and leadership skills will be needed to fill positions as they develop. The traditional and most direct educational path to a career in public health was to obtain a graduate degree from a school of public health. In response to a movement for credentialing public health workers<sup>3</sup>, several universities have established certificate and/or public Preparation of public health professionals involves training in discipline-based knowledge from cutting-edge research, but also an understanding of how a specialized discipline relates to the whole of public health, and the skills to provide leadership in a large, complex, socially

responsive enterprise. Personnel employed in public health, whether they have formal preparation or not, will need continuing opportunities to keep up with advances in knowledge and practice as new threats to security, safety, and health emerge.

Target audiences:

- Those who work in public health settings, but who have never had any formal public health education
- Those who deliver health services who need knowledge and skills in the core public health disciplines, but may not want the full MPH degree curriculum
- Those who wish to pursue an MPH degree and intend to apply these credits toward that goal
- Those who are enrolled in advanced degrees in related areas such as agricultural economics, public administration, food safety, veterinary medicine, nutrition, and kinesiology who wish to enhance their professional knowledge of key public health concepts

References:

1. Committee for the Study of the Future of Public Health, Institute of Medicine. *The Future of Public Health*. Washington, DC, National Academy Press, 1988.
2. Committee on Assuring the Health of the Public in the 21st Century, Institute of Medicine. *The Future of the Public's Health in the 21st Century*. Washington, DC, National Academies Press, 2003.
3. DeBuono BA, Tilson H (eds.). *Advancing Healthy Populations: The Pfizer Guide to Careers in Public Health*. New York: Pfizer Inc., 2002.
4. Lloyd DS. Credentialing the public health workforce—its time has arrived. *Public Health Reports* 2000;115:582.

**A description of the certificate program's administration, including coordinating/governing committees, additional requirements for membership on student supervisory committees if the certificate is linked with graduate degree programs**

The Director of the Master of Public Health degree program will serve as the administrator of the proposed graduate certificate in public health core concepts. Currently, Dr. Carol Ann Holcomb from the Department of Human Nutrition, College of Human Ecology, serves as the Director. An unclassified program assistant position will be needed to provide support for processing of applications, marketing and recruitment of students, maintaining databases, and other related clerical duties. The existing MPH Program is governed by a ten-member Coordinating Committee representing all five units participating in the program: Department of Diagnostic Medicine/Pathobiology; Department of Hotel, Restaurant, Institutional Management and Dietetics; Department of Human Nutrition; Department of Kinesiology; and the Food Science Institute. The Coordinating Committee meets once a month throughout the academic year. The Director of the MPH Program serves as the moderator at the meetings.

There are currently 44 graduate faculty members who participate in the MPH Program. These individuals will serve as advisors for students in the Graduate Certificate program. Students in the certificate program will not have a supervisory committee to guide their program of study. All students admitted to the certificate program will take the same six required courses for a total of 16 credit hours. Admission to the certificate program is contingent upon meeting the requirements for admission to the Graduate School.

**Estimated budget to support the certificate program**

All of the required courses in the proposed graduate certificate in public health core concepts are the same ones required in the interdisciplinary Master of Public Health degree offered in residence at Kansas State University. All programs have documented that they support the faculty teaching the core courses to continue to do so for both the MPH and the certificate program. Recent discussion with the college deans and the Provost resulted in the identification of continuing support of the graduate program director, a program assistant, and general operating support for the program. In addition, support for the initial accreditation for the MPH program has been identified (\$10,000 from the College of Human Ecology, \$5,000 from the College of Agriculture, and \$5,000 from the College



of Arts and Sciences.

<b>Budget item</b>	<b>Amount committed for FY 2009</b>
<b>Total personnel expenses:</b>	<b>\$110,000 - \$125,000</b>
A. Director's salary and benefits	\$80,000 - \$90,000
B. Program assistant's salary and benefits	\$30,000 - \$35,000
<b>Total operating expenses:</b>	<b>\$100,000</b>
C. Telephone equipment	\$2,500
D. Mailing and postage	\$1,000
E. Computer upgrades and software licenses	\$5,000
F. Web support	\$1,000
G. Office supplies	\$1,500
H. Printing costs	\$2,000
I. Travel expenses and conference exhibits	\$5,000
J. Student support	\$82,000
<b>Total Budget Request for the MPH Program Office</b>	<b>\$210,000 - \$225,000</b>

#### **DESCRIPTION OF BUDGET ITEMS:**

- A. Director's salary and fringe benefits for 12 months
- B. Program assistant's salary and fringe benefits
- C. Telephone lines to the offices of the director and program assistant
- D. Postal and other delivery services for print mailings of correspondence and recruiting materials
- E. Upgrades to existing desktop and laptop computers, as well as appropriate site licenses for software applications
- F. Technical support for redesign and updating of the program website
- G. Routine office supplies of stationery, envelopes, cards, writing paper, clips, pens, staples, etc.
- H. Printing of displays for professional meeting exhibits, brochures, flyers, letterhead, business cards, etc.
- I. Travel expenses for the director and program assistant to attend state, regional, and national public health and other professional meetings to promote the program and recruit new students; Fees for exhibit space and registration at professional meetings

**J. Student support for MPH students completing dual DVM and MPH or practicing veterinarians pursuing the MPH degree**

Initially the certificate courses will be offered only on campus, but future plans do include continued development of all six courses for a distance learning format. Income generated from tuition and fees for the distance courses will be returned to the departments and the faculty who teach the courses.

**The names of faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the curriculum. Adjunct faculty members associated with the program should provide a current curriculum vita**

<b>Name</b>	<b>Position</b>	<b>Course and/or program role</b>
Boyer, John E.	Professor and Head, Statistics	STAT 703
Barrett, Betsy	Associate Professor, HRIMD	MPH Coordinating Committee Member
Canter, Deborah	Professor, HRIMD	HRIMD 720
Dzewaltowski, David	Professor and Head, Kinesiology	MPH Coordinating Committee Member
Fung, Daniel Y.C.	Professor, ASI	MPH Coordinating Committee Member
Haub, Mark	Associate Professor, Human Nutrition	MPH Coordinating Committee Member
Higgins, James J.	Professor, Statistics	STAT 703
Holcomb, Carol Ann	Professor, Human Nutrition	Director of the MPH Program
Larson, Robert	Professor, Clinical Sciences	MPH Coordinating Committee Member
McElroy, Mary	Professor, Kinesiology	KIN 818 and MPH Coordinating Committee Member
Moro, Manuel	Assistant Professor, DM/P	DMP 708 and MPH Coordinating Committee Member
Nguyen, Thu Annelise	Assistant Professor, DM/P	DMP 806
Oehme, Frederick W.	Professor, DM/P	DMP 806
Pickrell, John	Associate Professor, DM/P	DMP 806
Retzlaff, Deanna D.	Assistant Professor, Food Science Institute	MPH Coordinating Committee Member
Sanderson, Michael	Associate Professor, Clinical Sciences	DMP 854
van der Merwe, Deon	Assistant Professor, DM/P	DMP 806

**The name and address of the faculty member designated as the coordinator of the program**

**For 2007-2008 academic year:**

Carol Ann Holcomb, PhD, CHES  
 Professor and Director of the MPH Program  
 Department of Human Nutrition  
 210 Justin Hall  
 Manhattan, KS 66506-1407  
 Phone: 785-532-0152  
 FAX: 785-532-3132  
 Email: carolann@ksu.edu

**Beginning Summer 2008 until a permanent program director is hired:**

Robert (Bob) L. Larson, DVM, PhD  
Professor and Interim Director of the MPH Program  
Coleman Chair in Food Animal Production Medicine  
Department of Clinical Sciences  
Q217 Mosier Hall  
Manhattan, KS 66506  
Phone: 785-532-5700  
Email: rlarson@vet.k-state.edu

<p><b>Endorsements from those academic units whose students, courses, or programs could be impacted by the creation of the new graduate certificate</b></p>
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**Letters of endorsement from the following department heads are attached:**

**Dr. M. M. Chengappa, Department of Diagnostic Medicine/Pathobiology, supporting DMP 708, DMP 806, and DMP 854**

**Dr. John E. Boyer, Jr, Department of Statistics, supporting STAT 702 and STAT 703**

**Dr. David A. Dzewaltowski, Department of Kinesiology, supporting KIN 818**

**Dr. Deborah D. Canter, Department of Hotel, Restaurant, Institution Management and Dietetics, supporting HRIMD 720**

**Letters of endorsement from the following deans are attached:**

**Dean Virginia Moxley, College of Human Ecology; Dean Ralph C. Richardson, College of Veterinary Medicine; and Dean Steve White, College of Arts and Sciences**

## **5) Student Affairs Committee**

J. Scott Smith, chair of the Student Affairs Committee presented an update of the committee's progress. The committee is working to revise the outside chair Evaluation of Final Examination to clarify the role of the outside chair. In order to facilitate the roles of the outside chair and the supervisory committee, the committee is also working to revise the Final Approval for Electronic Submission to include signature approval for all committee members. Feedback from the Council will be incorporated into the revisions to these documents.

## **6) Committee on Planning**

On behalf of the Committee on Planning, Kevin Lease proposed the following changes to the Graduate Handbook:

### **Second reading. Changes to the Graduate Handbook, Chapter 6, Graduate Council Constitution, By-laws, and Procedures, Section B.3. Election Procedures**

It is the responsibility of the Graduate Council to supervise the election of Graduate Council members from academic areas and colleges.

Each academic area will elect four representatives to the Graduate Council, and each representative will have a term of three years. Terms will be arranged that at least one member is elected each year from each academic area. The four representatives of each academic area must be from at least two colleges.

Each college will elect one representative to the Graduate Council, and each representative will have a term of three years. Terms will be arranged so that at least two college representatives are elected each year.

No academic unit may have more than one member on Graduate Council. A representative is eligible for reelection ~~following a~~ after one year. ~~layout.~~

The Graduate Council is responsible for supervising the election of Graduate Council members. No later than the ~~first Monday of March~~ second Monday of February, the Election Committee will call for nominations of eligible Graduate Faculty members to stand for election for the vacant Graduate Council seats. Ballots for the election of representatives to the Graduate Council will be provided electronically ~~mailed~~ by the Dean of the Graduate School.

Members of the Graduate Faculty ~~who will be stationed at Manhattan during the first academic year of the term~~ are eligible to serve as representatives to the Graduate Council. College and university administrators (those with more than 50% administrative appointments, e.g., the Provost, Vice- Provosts, Associate Provosts, Assistant Provosts, Deans, Associate Deans, Assistant Deans, Assistants to the Dean, etc.) are not eligible to serve as representatives. Graduate Faculty from all departments and graduate programs within the college or the academic area vote for the eligible members. The election of representatives must be completed by ~~May~~ April 1.

Motion passed.

### **Second reading. Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section G – Graduate Work by Faculty and Staff**

Full-time ~~employees~~ faculty and staff, with the approval of their department heads or deans, may enroll in graduate or undergraduate work not to exceed 6 credit hours in a regular semester or 3 credit hours during the summer session.

Full-time faculty and staff of the University may audit classes without cost if they have permission of their deans and the deans of the colleges in which the courses are offered.

Kansas State University does not permit the awarding of advanced degrees to its faculty who hold the rank of assistant professor or higher within their own departments or as requirements for promotion or tenure. ROTC

~~personnel are excluded from this policy. except as noted below. Consequently, these faculty may undertake graduate work at Kansas State University only as special students. Exceptions to this policy include ROTC personnel and those who wish to work for degrees outside their own departments, provided that the degrees are not requirements for promotion or tenure in their own departments. Residency requirements must be met.~~

The motion passed.

### **First reading, Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E - Graduate Assistants**

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships (GTA), graduate research assistantships (GRA) and graduate assistantships (GA). These assistantship appointments carry with them a nominal service requirement, typically directed at improving professional skills in their academic fields. Award of assistantships is based on the student's ability and promise and is usually made for either nine or twelve months. The maximum appointment is for 0.5 full-time equivalent (FTE), but appointments for lesser fractions may be made. Continuation of appointments is subject to the availability of funds and academic performance. Information on applying for graduate assistantships may be obtained from the head of the department concerned.

Tuition responsibilities for students appointed as graduate assistants for 0.4 ~~full-time equivalent (FTE)~~ or greater depends on the nature of the appointment. Students holding at least 0.4 FTE appointments as graduate research assistants, graduate teaching assistants or graduate assistants (or any combination of graduate assistant appointments) pay reduced assessed tuition at the staff resident rate according to an established schedule. Students holding at least a 0.4 total FTE appointment during the semester but an appointment of less than 0.4 FTE as a teaching assistant are eligible to receive a partial tuition waiver based on the amount of the teaching appointment. Students holding 0.4 FTE appointments as graduate teaching assistants (GTA) ~~have their receive tuition waivers.~~ GTA tuition waivers are provided for tuition benefits only; students will be responsible for campus privilege fees (student health, activity fees, etc).

Students holding GTA, GRA or GA appointments who receive stipend checks from September 1 through November 17 receive tuition benefits for the fall semester, and students holding GTA, GRA or GA appointments who receive stipend checks from February 1 through April 17 receive tuition benefits for the spring semester. (Dates are subject to change.) If a graduate appointment does not begin by these dates or terminates before these ending dates, all tuition benefits will be lost. The student then is responsible for the total tuition payment.

To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of six (6) semester hours of graduate credit in a fall and spring semester. Individual departments may also require minimum enrollment in the summer of 3 graduate credit hours. The maximum enrollment for graduate assistants is 10 hours for a 0.5 FTE appointment and 12 hours for a 0.4 FTE appointment. The corresponding maximums for a summer term are 5 and 6 hours, respectively. Graduate students who are both enrolled and have at least a 0.4 FTE teaching appointment during the summer semester are eligible to receive a full tuition waiver. Graduate students ~~who hold holding~~ at least a 0.4 FTE total appointment during the summer semester but only a partial appointment as a teaching assistant are eligible to receive the employee assessed tuition at the resident rate and receive a partial tuition waiver based on the amount of the teaching appointment.

The Kansas Board of Regents requires all prospective graduate teaching assistants who are non-native speakers of English to achieve a minimum score of 50 on the TSE (Test of Spoken English).

Disputes concerning graduate assistants (GTA/GRA/GA) are employment matters that should be originated with the appointing department and be addressed through normal supervisory channels. The student should begin addressing the concern with the assigned supervisor of the assistantship and, if necessary, proceed to the department or unit head. If the matter is not resolved at the department or unit level, the student may present it to the Dean of the College of which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals having employment disputes believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" in the University Handbook should contact Affirmative Action or the Office of Student Life.

Motion passed.

The motion passed.

#### **7) Committee on Assessment and Review**

Kevin Lease presented an update of the committee's progress. The Graduate Certificate in Technical Writing and Professional Communication was approved by the Committee on March 25, 2008.

Full BOR reports are expected to be submitted to the Graduate School by April 18, 2008. Mid-cycle reports are expected to be submitted to the Graduate School by September 1, 2008.

#### **8) Graduate Student Council Information**

Kellan Kershner, Graduate Student Council (GSC) President, presented an update of the Graduate Student Council's activities.

- ❖ The GSC Spring Ice Cream Social will be held on April 17, 2008 from 12:30-2:00 pm on the east side of Fairchild Hall.
- ❖ Nominations are being accepted for GSC president-elect, secretary and treasurer. If you would like to submit a nomination please email GSC at [egsc@ksu.edu](mailto:egsc@ksu.edu). Committee chairs applications are also being accepted. For additional information please visit the GSC website at: <http://www.k-state.edu/grad/gspeopleorg/gsc/index.htm>.

#### **9) University Research and Scholarship**

Federal requirements to deposit copies of papers resulting from NIH-funded research go into effect in April. Lori Goetsch, Dean of Libraries and Jim Guikema, Vice Provost for Research are working to clarify compliance procedures and to define a role for K-State Libraries in the submission process.

#### **10) Other business**

Carol Shanklin announced the following results of the 2008 Graduate Council election:

##### **2008 GRADUATE COUNCIL ELECTION RESULTS:**

##### **College of Business Administration**

Mark Linville (Accounting)

##### **College of Education**

Royce Ann Collins (Educational Leadership)

##### **College of Engineering**

James Steichen (Biological and Agricultural Engineering)

##### **Applied Natural Sciences Academic Area**

Jay Ham (Agronomy)

##### **Arts and Humanities Academic Area**

Fred Burrack (Music)

##### **Basic Natural Sciences Academic Area**

Susan Brown (Biology)

**Business and Education Academic Area**

Gail Shroyer (Elementary Education)

**Mathematical and Engineering Sciences Academic Area**

Zongzhu Lin (Mathematics)

**Social Sciences Academic Area**

Linda Hoag (Family Studies & Human Services)

Council was adjourned at 4:57 p.m.

**Kimberly D. Charland**  
Department of Accounting

**Education:**

B.S.	1983	Kansas State University, Business Administration - Accounting
M.Acc	1985	Kansas State University, Accounting

**Professional experience: (List current and three most recent positions)**

Current:	1996 - present	Ernst & Young – Beta Alpha Psi Teaching Fellow and Instructor, Department of Accounting, Kansas State University, Manhattan
Previous:	1991 - 1996	Manager, Sink, Gillmore & Gordon LLP, Manhattan, KS Prepared and reviewed corporation, partnership, and individual income tax returns, planned and supervised audit engagements, and coordinated and taught in-house continuing education courses
	1990 - 1991	Instructor, Department of Accounting, Kansas State University, Manhattan
	1987 - 1990	Senior, KPMG Peat Marwick, Kansas City, MO

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

Presented Volunteer Income Tax Assistance International Training, *Beta Alpha Psi*, Manhattan, KS, February 15, 2003, and January 25, 2002

“Accounting in Crisis”, *The Public Accountants Association of Kansas, Inc., Spring Accountants Seminar*, Manhattan, KS, May 17, 2002

Regularly interact with accounting professionals at the local, regional, and national levels through service as Beta Alpha Psi accounting honorary faculty advisor, as a member of three Kansas Society of Certified Public Accountants (CPA) committees, attending Accounting Advisory Council activities, and in the process of completing professional development activities in excess of 60 hours per year to maintain an active CPA license

Regularly attend research presentations by visiting faculty members and College of Business Administration faculty members

Performed five textbook reviews for leading Financial and Principles of Accounting textbooks



**John J. Morris**  
Department of Accounting

**Education:**

B.S.	1976	University of South Dakota, Accounting
MBA	2003	Kent State University, Finance
ABD	2007	Kent State University, Accounting

**Professional experience: (List current and three most recent positions)**

Current:	2007 - present	Assistant Professor, Department of Accounting, Kansas State University, Manhattan
Previous:	2003 - 2007	Teaching Fellow & Adjunct Professor, Department of Accounting, Kent State University, Kent, Ohio
	1998 - 2003	Vice President/CFO Metasystems, Inc. Cleveland, Ohio
	1996 - 1998	Senior Manager, Ernst & Young, LLP, Cleveland, Ohio

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

"Earnings Management Following Implementation of Enterprise Resource Planning Systems," presented at national meeting of American Accounting Association (AAA), Chicago, Illinois (August 7, 2007), Ohio Region meeting of AAA, Columbus, OH (May 11, 2007), and IS Section meeting of AAA, Savannah, GA (January 2007).

"New Economy or Irrational Exuberance: An Empirical Study of Market Valuations Surrounding the Dot-Com Bubble of the 1990s," presented at national meeting of AAA, Chicago, Illinois (August 7, 2007), and Ohio Region meeting of AAA, Cleveland, Ohio (May 2006).

"Was Section 404 of the Sarbanes-Oxley Act of 2002 necessary? Evidence from Accelerated Filers," presented at Ohio Region meeting of AAA, Cleveland, Ohio (May 2006), and Mid-Atlantic Region meeting of AAA, Pittsburgh, PA (April 2006).

"Intelligent Management Information Systems: A Conceptual Design Framework for a System that Addresses the Problem of Too Much Data and Not Enough Information," presented at Mid-Atlantic Region meeting of AAA, Pittsburgh, PA. (April 2006).

"The Impact of Enterprise Resource Planning Systems on Shareholder Value," presented at IS Section meeting of AAA, Scottsdale, AZ. (January 2006).

**CURRICULUM VITAE**  
**David S. Hodgson**  
Department of Clinical Sciences  
Kansas State University

**Education:**

B.S.	1966	Kansas State University
DVM	1968	Kansas State University
Residency Anesthesiology	1986	University of California Davis

**Professional Experience:**

Current:	2008 – present	Professor, Department of Clinical Sciences, Kansas State University, Manhattan
	1993 -2007	Associate Professor, Department of Clinical Sciences, KSU
	1989 – 1993	Assistant Professor, Department of Clinical Sciences, KSU
	1985 – 1989	Assistant Professor, Clinical Sciences, Colorado State Univ
	1984 – 1985	Associate Professor, Clinical Sciences, Texas A&M Univ
	1968 – 1984	Military service, 10 yrs veterinary practice, Residency

**Selected Refereed Journal Articles:**

Schmid RD, **Hodgson DS**, McMurphy RM: Comparison of chamber anesthetic inductions of cats using isoflurane in oxygen or liquid isoflurane. Accepted for publication, J Am Vet Med Assoc, 2008

Henao-Guerrero N, McMurphy RM, KuKanich B, **Hodgson DS**: Effect of morphine on the Bispectral Index of isoflurane anesthetized dogs. Accepted for Publication, Vet Anaes Analg, 2008

**Hodgson DS**: Comparison of isoflurane and sevoflurane for short-term anesthesia in piglets. Vet Anaes Analg, 34, 117-174, 2007

**Hodgson DS**: Anesthetic concentrations in enclosed chambers using an innovative delivery device. Vet Anaes Analg, 34, 99-107, 2007

Ray-Miller WM, **Hodgson DS**, McMurphy RM, Chapman, PL: Comparison of recoveries from anesthesia of horses placed on a rapidly inflating-deflating air pillow or the floor of a padded recovery stall. J Am Vet Med Assoc., 229(5), 711-716, 2006

**Hodgson DS**: An inhaler device using liquid injection of isoflurane for short term anesthesia in piglets. Vet Anaes Analg, 33,207-213, 2006

Heano-Guerrero PN, **Hodgson DS**, Mason DE: Letter to the editor, Capnograph Dysfunction resulting in false elevation of end-tidal and inspired CO<sub>2</sub> in clinical patients. Vet Anaes Analg, 32, 233-235, 2005

Radlinsky MG, Mason DE, **Hodgson DS**: Transnasal laryngoscopy for the diagnosis of laryngeal paralysis in dogs. J Am Anim Hosp Assoc, 40, 211-215, May/June 2004

McMurphy RM, Davidson HJ, **Hodgson DS**: Effects of atracurium on intraocular pressure, eye position, and blood pressure in eucapnic and hypocapnic isoflurane-anesthetized dogs. Am J Vet Res, 65, 179-182 February 2004

**Hodgson DS**, Dunlop CI, Chapman PL, Smith JA: Cardiopulmonary effects of xylazine and acepromazine in pregnant cows in late gestation. Am J Vet Res, 63, 1695-1699, 2002

**Thu A. Le**  
Department of Physics

**Education**

Ph.D. Belarussian State University, Minsk, Republic of Belarus, 1994

B.S. Belarussian State University, Minsk, Republic of Belarus, 1990

**Employment**

Sept. 01 – present: Research Assistant Professor (June 2006 - now),

Research associate (Sept. 2003 – June 2006),

Visiting scientist (Sept. 2001 - Sept. 2003),

Department of Physics, Kansas State University

Sept. 00 - Sept. 01: Post-doctoral fellow, Memorial University of Newfoundland, Canada

May 98 - May 99: Guest scientist, Max Planck Institute, Dresden, Germany

Jan. 95 - Sept. 00: Researcher, Institute of Physics, Hanoi, Vietnam

**Research interests**

- Intense laser-matter interaction, attosecond physics
- General three-body collisions, charge-transfer processes

**Professional service**

Serve as a referee for *Physical Review Letters*, *Physical Review A*, *Journal of Physics A* & *B*, *Physica Scripta*

**Membership:** Member of the American Physical Society

**Publications**

30 papers in peer-reviewed international journals. **Recent selected publications:**

1. D. Ray, B. Ulrich, I. Bocharova, C. Maharajan, P. Ranitovic, B. Gramkow, M. Magrakvelidze, S. De, I. V. Litvinyuk, A. T. Le, T. Morishita, C. D. Lin, G. G. Paulus, and C. L. Cocke, *Large-angle electron diffraction structure in laser-induced rescattering from rare gases*, Phys. Rev. Lett. **100**, 143002 (2008)
2. A. T. Le, R. D. Picca, P.D. Fainstein, D. A. Telnov, M. Lein, and C.D. Lin, *Theory of high-order harmonic generation from molecules by intense laser pulses*, J. Phys. B **41**, 081002 (2008)
3. T. Morishita, A. T. Le, Z. Chen, and C. D. Lin, *Accurate retrieval of structural information from laser-induced photoelectron and high-harmonic spectra by few-cycle laser pulses*, Phys. Rev. Lett. **100**, 013903 (2008)

**Dr. Steven Maxwell**  
Department of Music

**Education:**

B.M.	2000	Iowa State University, in Music Education
M.M.	2002	Kansas State University, in Music Performance
Ph.D.	2006	University of Missouri—Kansas City, in Music Performance

**Professional experience: (List current and three most recent positions)**

Current: 2008 - present Associate Professor, Department of Music, Kansas State University, Manhattan

Previous: 2002 - 2007 Instructor, Department of Music, Kansas State University

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

*Guest Artist Recital*, Great Plains Tuba Euphonium Conference, March 3, 2007

*Guest Artist Recital*, Fort Hayes State University, Fort Hayes, KS, January 26, 2006

*Guest Artist Recital*, 2005 Rocky Mountain States International Tuba Euphonium Regional Conference, April 9, 2005

*Guest Artist Recital*, the 26<sup>th</sup> Annual William Bell Memorial Tuba and Euphonium Day, Perry, IA, November 6, 2004

*Guest Artist Recital*, Iowa State University, March 24, 2004

*Guest Artist Recital*, 2003 Great Plains Tuba Euphonium Conference, February 17th, 2003

*Baroque Literature: How to Get Started*; International Tuba and Euphonium Association Journal, Volume 33, No 3, Summer 2006

Review of *American Popular Music: From Minstrelsy to MTV*; College Music Symposium, Volume 43 (2003)

*Military Band Database*, sponsored by the International Tuba and Euphonium Association. [www.itea.org/militarybands](http://www.itea.org/militarybands)

**Ralph C. Richardson**  
Department of Clinical Sciences

**Education:**

B.S.	1969	Kansas State University, Manhattan, KS
D.V.M.	1970	Kansas State University, Manhattan, KS

**Professional experience:**

Current:	1998 - present	Dean & Professor, College of Veterinary Medicine, Kansas State University
Previous:	1987 - 1998	Head, Department of Veterinary Clinical Sciences, Purdue University
	1984 - 1987	Professor of Internal Medicine and Comparative Oncology, Department of Small Animal Clinics, Purdue University
	1980 - 1984	Associate Professor of Medicine, Department of Small Animal Clinics, Purdue University
	1976 - 1980	Assistant Professor of Medicine, Department of Small Animal Clinics, Purdue University
	1975 - 1976	Small Animal Internal Medicine, Knowles Animal Clinic, P.A., Miami, Florida
	1973 - 1975	Resident, Small Animal Internal Medicine, Department of Veterinary Medicine and Surgery, College of Veterinary Medicine, University of Missouri-Columbia
	1972 - 1973	Intern, Small Animal Medicine and Surgery, Department of Small Animal Clinics, School of Veterinary Medicine, Purdue University
	1970 - 1972	Captain, U.S. Army Veterinary Corps.

**Selected Refereed Journal Articles:**

Hahn KA, Richardson RC, Cline MA, Teclaw RF, Carlton WW, DeNicola DB, Bonney PL. Is maintenance chemotherapy appropriate for the management of canine malignant lymphoma? *J Vet Intern Med* 1992;6:3-10

Knapp DW, Richardson RC, Bottoms GD, Teclaw R, Chan TCK. Phase I trial of piroxicam in 62 dogs bearing naturally occurring tumors. *Cancer Chemother Pharmacol* 1992;29:214-218.

Knapp DW, Richardson RC, Chan TCK, Bottoms GD, Widmer WR, DeNicola DB, Teclaw R, Bonney PL, Kuczek T. Piroxicam therapy in 34 dogs with transitional cell carcinoma of the urinary bladder. *J Vet Intern Med* 1994;8:273-278.

Hahn KA, Richardson RC, Hahn EA, Chrisman CL. The diagnostic and prognostic importance of chromosomal aberrations identified in 61 dogs with lymphosarcoma. *Vet Path* 1994;31:528-540.

Krohne SG, Henderson NM, Richardson RC, Vestre WA. Prevalence of ocular involvement in dogs with multicentric lymphoma: Prospective evaluation of 94 cases. *Vet and Comp Opth* 1994;4:127-135.

Hubbell JA, Richardson RC, Heider JA. Workforce needs for clinical specialists at colleges and schools of veterinary medicine in North America. *J Amer Vet Med Assoc* 2006;10:1580-1583.

## Jason Scott Bergtold

### Work:

Department of Agricultural Economics  
Kansas State University  
304F Waters Hall  
Manhattan, KS 66506-4011  
(785) 532-0984  
Email: [bergtold@ksu.edu](mailto:bergtold@ksu.edu)

### Home:

509 Stonedale Dr.  
Manhattan, KS 66503  
(785) 587-0550  
Email:  
[masterecon@hotmail.com](mailto:masterecon@hotmail.com)

## EDUCATION

**Ph.D. Economics**, 2004, Virginia Tech, Blacksburg, VA

**M.S. Agricultural and Applied Economics**, 2001, Virginia Tech, Blacksburg, VA.

**B.A. Economics**, 1999, Colorado State University, Fort Collins, CO.

## RESEARCH AND TEACHING EXPERIENCE

### Assistant Professor

12/2007 to Present

Department of Agricultural Economics Kansas State University, Manhattan, KS.

### Affiliate Assistant Professor

06/2004 to Present

Dept. of Agricultural Economics and Rural Sociology, Auburn University, Auburn, AL.

### Agricultural Economist

06/2004 to 12/2007

National Soil Dynamics Laboratory, Agricultural Research Service, USDA, Auburn, AL.

### Graduate Research Assistant

05/2002 to 06/2004

Department of Agricultural and Applied Economics, Virginia Tech, Blacksburg, VA.

### Graduate Teaching Assistant

Spring 2002/2004

Department of Agricultural and Applied Economics, Virginia Tech, Blacksburg, VA.

### Instructor, Principles of Economics

Spring 2001/2003

Department of Economics, Virginia Tech, Blacksburg, VA.

### Graduate Research Assistant,

08/1999 to 08/2001

Office of International Research and Development, Virginia Tech, Blacksburg, VA.

## PEER-REVIEWED JOURNAL PUBLICATIONS

R.L. Raper and J.S. Bergtold. "In-Row Subsoiling: A Review and Suggestions for Reducing Cost of This Conservation Tillage Operation." *Applied Engineering in Agriculture*, 23(2007): 463 – 471.

Bergtold, J.S., G. Norton and C. Brewster. "Lomé to Cotonou: Trade Policy Alternatives for the Senegalese Groundnut Sector." *Agricultural Economics*. 33(2005): 315 – 323.

Bergtold, J.S., E. Akobundu and E.B. Peterson. "The FAST Method: Estimating Unconditional Demand Elasticities for Processed Foods in the Presence of Fixed Effects." *Journal of Agricultural and Resource Economics*, 29(2004): 276 – 295.

*1 Page Summary Curriculum Vitae*

**Timothy J. Dalton**

Department of Agricultural Economics  
337A Waters Hall  
Kansas State University  
Manhattan, KS 66506-4011  
Tel: 785-532-6941

**1. Present Position**

Associate Professor, 1/2008-present  
Department of Agricultural Economics, Kansas State University

**2. Education**

Ph.D., Agricultural Economics, 1996, Purdue University  
M.S. Agricultural Economics, 1992, University of Illinois at Urbana-Champaign  
A.B. History, 1988, Columbia University

**3. Professional Experience**

Associate Professor, 2005 to 2007; Assistant Professor, 1999 to 2005  
Department of Resource Economics and Policy, University of Maine

Visiting Scientist, October 2006-June 2007, Food and Agriculture Organization of the UN  
Rome, Italy

Associate Editor, *American Journal of Agricultural Economics*, 2006-present

Production Economist, 1996 to 1999 West Africa Rice Development Association

**4. Publication and Presentation Summary**

15 Peer reviewed journal articles: 1996-2001=2, 2002-2007=13  
2 Book chapters  
19 Peer reviewed manuscripts (bulletins, staff papers, research reports)  
8 Conference proceedings papers  
14 Conference paper abstracts

**5. Grants, Contracts and Cooperative Agreements**

PI or Co-PI on 19 external grants from international, Federal, State of Maine and industry sources totaling approximately \$3.5 million.

**6. Supervised Masters Theses and Non-thesis Projects**

Supervisor of 7 M.S. theses-one of which received national and regional awards  
Committee member on 6 additional M.S theses  
Committee member on 2 Ph.D. dissertations

**Timothy J. Frey**  
**Special Education, Counseling, and Student Affairs**

**Education:**

Ph.D. 2005 Indiana University, Special Education  
M.Ed. 2000 Doane College, Curriculum and Instruction  
B.A. 1997 Doane College, K-12 Special Education

**Professional Experience:**

Current: 2006-present Assistant Professor, Department of Special Education, Counseling,  
and Student Affairs, Kansas State University

Previous: 2002-2005 Associate Instructor, Department of Curriculum and Instruction,  
Indiana University  
1997-2002 Special Education Teacher,  
Papillion/LaVista Schools, Papillion, Nebraska

**Additional Training:**

National Center for Special Education Research Training Institute: Single Case-Design (April 15-16, 2008, Washington, D.C.). Trained in use of quantitative analysis techniques in the use of single-case methodologies, including hierarchical linear modeling as meta-analysis technique.

**Honors and Awards:**

Chancellor's Fellow, Indiana University 2002-2005

**Selected Refereed Journal Articles:**

Frey, T.J. (in press) An Analysis of Online Professional Development and Outcomes for Students with Disabilities. Accepted 1/2008 to *Teacher Education and Special Education*.

Frey, T.J. (2008). Determining the Impact of On-line Practicum Facilitation for In-service Teachers. *Journal of Technology and Teacher Education*, 16(2), 181-210.

Cullen, T., Brush, T.A., Frey, T.J., Hinshaw, R., & Warren, S.J. (2006). NCLB Technology and a Rural School: A Case Study. *The Rural Educator*, 28(1), 9-16.

Knapczyk, D.R., Frey, T.J., & Wall-Marencik, W. (2005). An Evaluation of web conferencing in online teacher preparation. *Teacher Education and Special Education*, 28(2), 144-124.

Odom, S.L, Brown, W.H., Frey, T., Karasu, N., Smith-Canter, L.L., & Strain, P.S. (2003). Evidence-based practices for young children with autism: Contributions of single-subject design research. *Focus on Autism and Other Developmental Disorders*, 18, 166-175.



**Jeong-Hee Kim**  
Kansas State University  
College of Education  
Department of Secondary Education  
(785) 532-6976

**Education:**

B.S.	1988	Chonnam National University, English Education, South Korea
M.S.	2000	Arizona State University, Teaching English as a Second Language
Ph.D.	2005	Arizona State University, Curriculum Studies in Curriculum and Instruction

**Professional experience:**

Fall 2005 – present	Assistant Professor, Department of Secondary Education, Kansas State University, Manhattan, KS
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**Publications**

**Peer Reviewed Journal Articles**

Kim, J. H. (Oct. 2008, In Press). A Romance with Narrative Inquiry: Toward an Act of Narrative Theorizing. *Curriculum and Teaching Dialogue*

Kim, J. H. & Taylor, K. A. (March/April 2008). An alternative for whom: Rethinking alternative education to break the cycle of educational inequality. *Journal of Educational Research*, 101 (4). pp. 207-219. Acceptance Rate: 15%

Kim, J. H. (2006). For whom the school bell tolls: Conflicting voices inside an alternative high school. *International Journal of Education & the Arts*, 7(6). pp. 1-19. Available online at <http://www.ijea.org/v7n6/>. Acceptance Rate: 15%. Received **Outstanding AERA Narrative Research Article Award, April 2007** from the American Educational Research Association (national organization).

**Peer Reviewed Journal Articles Under Review**

Kim, J. H. & Macintyre Latta, M. (Under review). Praxis: Inciting educator agency through narrative inquiry. *Journal of Teacher Education*

Kim, J. H. (Under review). The Meaning of Student Resistance among Adolescence: Toward Relational Pedagogy. *Journal of Teaching and Teacher Education*.

Kim, J. H. (Under review). (Re)Imagining Alternative Education for At-Risk Students Through Kevin's Voice. *Education and Urban Society*.

**Book Chapters**

Kim, J. H. (2009) (Reprint). For whom the school bell tolls: Conflicting voices inside an alternative high school. In Gay, L. Mills, G. & Airasian, P. *Educational research: competencies for analysis and applications*. 9<sup>th</sup> ed. pp. 392-401. Upper Saddle River, NJ: Merrill-Pearson.

Macintyre Latta, M. & Kim, J. H. (2009, In Press). The Deprofessionalization of teachers and its influence on the role of education professors. In Slater, J., Callejo, D., & Fain, S. (Eds.), *The War against the Professions: The Impact of Politics and Economics on the Idea of the University*: Sense Publishers

## COURSE AND CURRICULUM

### COURSE CHANGES:

Current Course Description	Proposed Course Description
<p><b>ENGL 795. Literary Criticism.</b> (3) <del>I, II</del> S. Major trends in American and British criticism and theory, with practice in the analysis of individual literary works. Pr.: Senior standing.</p>	<p><b>ENGL 795. Literary Criticism.</b> (3) <u>II</u>, alternate years. <u>A historical survey of literary theory and criticism. Pr.: Junior standing.</u></p> <p><i>Rationale: The course is actually taught as a historical survey of literary theory and criticism, with much of the material coming from places other than the UK or US. The scope of the survey means that any “practice in the analysis of individual literary works” comes in the students’ papers, while the current description suggests that significant class time will be devoted to the topic. The course is only offered every other year, hence the change to “alternate years.” Because it is only offered every other year, by restricting it to seniors some undergraduates would effectively be barred from taking it. We would rely on advisors to ensure that any juniors who enroll are adequately prepared.</i></p>
<p><b>MC 625. Media Relations.</b> (3) II. Examines management skills necessary for establishing, maintaining, and evaluating a media relations program. Discussion includes working with journalists, conducting media events, preparing spokespersons, and developing crisis communications. Pr.: <del>MC 445</del>.</p>	<p><b>MC 625. Media Relations.</b> (3) II, <u>alternate years</u>. Examines management skills necessary for establishing, maintaining, and evaluating a media relations program. Discussion includes working with journalists, conducting media events, preparing spokespersons, and developing crisis communications. Pr.: <u>MC 280 with grade of C or better.</u></p> <p><i>Rationale: Change of pre-requisite and of semester-offered schedule only. MC 445 was previously renumbered to MC 280.</i></p>
<p><b>MC 645. Public Relations Campaigns.</b> (3) I, II. Advanced study of an organization’s public relations needs. Includes researching the situation, analyzing audiences, and preparing strategic plans for approved clients. Pr.: <del>MC 595</del> and <del>MC 635</del> with grades of C or better.</p>	<p><b>MC 645. Public Relations Campaigns.</b> (3) I, II. Advanced study of an organization’s public relations needs. Includes researching the situation, analyzing audiences, and preparing strategic plans for approved clients. Pr.: <u>MC 396</u> and <u>MC 480</u> with grades of C or better.</p> <p><i>Rationale: Prerequisites MC 595 and MC 635 have been renumbered to MC 396 and MC 480, respectively.</i></p>

Current Course Description	Proposed Course Description
<p><b>MC 665. Advertising/Public Relations Management.</b> (3) II. Investigation of managerial decision making in advertising and public relations programs. Emphasizes strategic and logical thinking in the decision-making process. Theories and practices from media management, social/cognitive psychology, and integrated communication. Pr.: <del>MC 221 or 280</del> with grade of C or better <del>or instructor consent</del>.</p>	<p><b>MC 665. <u>Managing Integrated Strategic Communications</u>.</b> (3) II. Investigation of managerial decision making in advertising and public relations programs. Emphasizes strategic and logical thinking in the decision-making process. Theories and practices from media management, social/cognitive psychology, and integrated communication. Pr.: <u>MC 120 or MC 180</u> with grade of C or better.</p> <p><i>Rationale: Change of title, change in text of course description to more accurately describe the subject matter of this course. Instructor consent dropped as redundant.</i></p>
<p><b>MC 710. History of Journalism.</b> (3) I. Growth and development of the news media in the United States and their economic, political and social significance. Pr.: Graduate standing, or <del>senior standing</del> with a 2.5 GPA and completion of a U.S. History course.</p>	<p><b>MC 710. History of <u>Mass Communications</u>.</b> (3) I. Growth and development of the news media <u>and mass communication media and systems</u> in the United States and their economic, political and social significance. Pr.: Graduate standing, or <u>instructor permission</u> with a 2.5 GPA and completion of a U.S. History course.</p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>

Current Course Description	Proposed Course Description
<p><b>MC 720. Ethics in Mass Communications.</b> (3) I, II. Moral analysis, argument, and decision-making by the mass communicator. Pr.: Graduate standing, or <del>senior standing</del> with a 2.5 GPA and completion of a philosophy course.</p>	<p><b>MC 720. Ethics in Mass Communications.</b> (3) I, II. Moral analysis, argument, and decision-making by the mass communicator. Pr.: Graduate standing, or <u>instructor permission</u> with a 2.5 GPA and completion of a philosophy course.</p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>
<p><b>MC 725. International Communications.</b> (3) I. Comparative study of world media systems and the role of mass communications in national development. Pr.: Graduate standing, or <del>senior standing</del> with a 2.5 GPA.</p>	<p><b>MC 725. International Communications.</b> (3) I. Comparative study of world media systems and the role of mass communications in national development. Pr.: Graduate standing, or <u>instructor permission</u> with a 2.5 GPA.</p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>

Current Course Description	Proposed Course Description
<p><b>MC 730. Seminar on Issues in the Media.</b> (3). A study of philosophical and technological advances in mass communications with emphasis on projected patterns of future growth and development. Pr.: Graduate standing, or <del>senior standing</del> with a 2.5 GPA.</p>	<p><b>MC 730. Seminar on Issues in the Media.</b> (3). A study of philosophical and technological advances in mass communications with emphasis on projected patterns of future growth and development. Pr.: Graduate standing, or <u>instructor permission</u> with a 2.5 GPA.</p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>
<p><b>MC 740. Colloquium in Mass Communications.</b> (1-3) Discussion of selected topics in mass communications research and practice. May be repeated once for credit when topic varies. Pr.: <del>Senior or graduate standing.</del></p>	<p><b>MC 740. Colloquium in Mass Communications.</b> (1-3) Discussion of selected topics in mass communications research and practice. May be repeated once for credit when topic varies. Pr.: <u>Graduate standing or instructor permission.</u></p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>

Current Course Description	Proposed Course Description
<p><b>MC 765. Communication Theory.</b> (3) I. An examination of major communication theories as they relate to mass communications. Pr.: Graduate standing, or <del>senior standing</del> with 2.5 GPA.</p>	<p><b>MC 765. Communication Theory.</b> (3) I. An examination of major communication theories as they relate to mass communications. Pr.: Graduate standing, or <u>instructor permission</u> with 2.5 GPA.</p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>
<p><b>MC 770. Professional Journalism Practicum.</b> (1-4) <del>For advanced students.</del> Supervised practical work in professional journalism and mass communications. Includes laboratory investigation, field work, and internships. Pr.: <del>MC 241 or 306 and consent of supervising instructor.</del></p>	<p><b>MC 770. Professional Journalism Practicum.</b> (1-4) Supervised practical work in professional journalism and mass communications. Includes laboratory investigation, field work, and internships. Pr.: <u>Graduate standing.</u></p> <p><i>Rationale: The School of Journalism and Mass Communication has traditionally offered 700-level conceptual classes to both graduate and undergraduate students, a practice that has proven problematic, since undergrads typically dominate enrollments, forcing professors to focus on those learning styles rather than teaching to the advanced needs of the graduate students. To remedy this problem, the faculty has adopted new 500-level undergraduate courses in this and other subjects, which leaves the 700-level version of this class to be oriented toward the higher-level research and theory needs of the graduate program. The modified course description thus ensures that enrollment in this class is primarily restricted to graduate students, while allowing instructors the opportunity to admit undergraduates with exceptional abilities.</i></p>

Current Course Description	Proposed Course Description
<p><b>CIS 625. Concurrent Software Systems. (3) I.</b> Architecture, design, modeling, implementation, and verification of concurrent, parallel, and distributed software; aspects such as real-time programming, parallel simulation; fault-tolerant programming; grid computing, embedded systems control. Pr.: CIS 501.</p>	<p><b>CIS 625. Concurrent Software Systems. (3) II.</b> Architecture, design, modeling, implementation, and verification of concurrent, parallel, and distributed software; aspects such as real-time programming, parallel simulation; fault-tolerant programming; grid computing, embedded systems control. Pr.: CIS 501.</p> <p><i>Rationale: In order to make more effective use of our personnel, it is better to offer this course in Spring semesters.</i></p>
<p><b>IMSE 605. Advanced Industrial Management. (3) I.</b> <del>Managing groups of employees in engineering settings, theory of organization design; designing engineering and technological organizations; professionalism and ethical considerations in engineering.</del> Three hours lec. a week. Pr.: IMSE 501.</p>	<p><b>IMSE 605. Advanced Industrial Management. (3) I.</b> <u>Contemporary management philosophies and their impact on engineers and engineering managers. Topics include planning, organizing, leading and controlling.</u> Three hours lec. a week. Pr.: IMSE 501 or MANGT 420.</p> <p><i>Rationale: The course description changes reflect the proper content being taught.</i></p>
<p><b>IMSE 610. Occupational Safety Engineering. (3) II.</b> An overview of factors affecting safety in organizations, emphasizing analysis techniques and design strategies. Topics include occupational safety, accidents, fire protection, industrial hygiene, hazardous waste, toxicology, radiation safety, product liability, and federal standards. A project involving a hazard analysis and the design of solutions for a field location is required. Three hours lec. a week. Pr.: IMSE 250 and 251.</p>	<p><b>IMSE 610. Occupational Safety Engineering. (3) II,</b> <u>in even numbered years.</u> An overview of factors affecting safety in organizations, emphasizing analysis techniques and design strategies. Topics include occupational safety, accidents, fire protection, industrial hygiene, hazardous waste, toxicology, radiation safety, product liability, and federal standards. A project involving a hazard analysis and the design of solutions for a field location is required. Three hours lec. a week. Pr.: IMSE 251.</p> <p><i>Rationale: This course is only offered every second year in the spring semester. The elimination of IMSE 250 is due to the fact that it is the prerequisite of IMSE 251 already.</i></p>
<p><b>IMSE 625. Work Environments. (3) II.</b> Basic Structure and performance of the human, viewed as a component in information processing and control systems. Effect of visual, auditory, toxic, and thermal environments. Two hours rec. and two hours lab a week. Pr.: IMSE 250 and IMSE 251.</p>	<p><b>IMSE 625. Work Environments. (3) II,</b> <u>in odd numbered years.</u> Basic Structure and performance of the human, viewed as a component in information processing and control systems. Effect of visual, auditory, toxic, and thermal environments. Two hours rec. and two hours lab a week. Pr.: IMSE 251.</p> <p><i>Rationale: This course is only offered every second year in the spring semester. The elimination of IMSE 250 is due to the fact that it is the prerequisite of IMSE 251 already.</i></p>

Current Course Description	Proposed Course Description
<p><b>IMSE 633. Production Planning and Inventory Control.</b> (3) I, <del>II</del> Principles, techniques, and applications of production planning and inventory control. <del>Design of control systems.</del> Three hours rec. Pr.: IMSE 250. Pr. or conc.: IMSE 560.</p>	<p><b>IMSE 633. Production Planning and Inventory Control.</b> (3) I. Principles, techniques and applications of production planning and inventory control. <u>The course covers strategic planning tools such as forecasting and aggregate planning as well as tactical tools such as</u> <u>inventory management and scheduling.</u> Three hours rec. Pr.: IMSE 250. Pr. or conc.: IMSE 560.</p> <p><i>Rationale: The course description changes reflect the proper content being taught. This course is offered only in the Fall semester.</i></p>
<p><b>IMSE 641. Statistical Process Control in Manufacturing.</b> (3) II. An introduction to the modern practice of quality engineering concepts, systems, strategies, and tools. Topics include advanced techniques related to statistical process control, international quality standards, quality data management, and automatic inspection. Three hours lec. a week. Pr.: STAT 511.</p>	<p><b>IMSE 641. <u>Quality Engineering.</u></b> (3) II. An introduction to the modern practice of quality engineering concepts, systems, strategies, and tools <u>to both manufacturing and service industries.</u> Topics include advanced techniques related to statistical process control, international quality standards, quality data management, and automatic inspection. Three hours lec. a week. Pr.: STAT 511.</p> <p><i>Rationale: This title change better reflects the content of this course better. The minor change in course description clarifies the application areas better as well.</i></p>
<p><b>IMSE 643. Industrial Simulation.</b> (3) I, II. Basic concepts of computer simulation modeling of manufacturing, production, service, and other systems. Use of a commercial simulation software environment to build, analyze, verify, and validate models. Use of models as a system design tool. Three hours rec. per week. <del>Pr.: IMSE 560.</del> Pr. or conc.: STAT 511.</p>	<p><b>IMSE 643. Industrial Simulation.</b> (3) I, II. Basic concepts of computer simulation modeling of manufacturing, production, service <u>and other stochastic systems.</u> Use of a commercial simulation software environment to build, analyze, verify, and validate models. Use of models as a system design tool <u>through statistical and optimization techniques.</u> Three hours rec. per week. Pr. or conc.: STAT 511, <u>IMSE 660.</u></p> <p><i>Rationale: The prerequisites changes reflect the new topics frequently introduced in the course contents, including healthcare and finance systems, stochastic sampling, applications in new optimization techniques, and modeling of natural disaster/epidemic phenomena. The minor change in course description clarifies the emphasized technical areas better also leaves room for the instructors to enhance the course by introducing variety of application domains.</i></p>



Current Course Description	Proposed Course Description
<p><b>IMSE 662. Computer Aided Manufacturing.</b> (3) I. Concepts in CAM, integrated control of machine tools and transport devices with production control. Concepts of CAM and automated assembly in small lot production environment. Two hours lec. and three hours lab a week. Pr.: <del>IMSE 250 and</del> IMSE 251 and CIS 209 <del>or equiv.</del></p>	<p><b>IMSE 662. Computer Aided Manufacturing.</b> (3) I. Concepts in CAM, integrated control of machine tools and transport devices with production control. Concepts of CAM and automated assembly in small lot production environment. Two hours lec. and three hours lab a week. Pr.: IMSE 251 and CIS 209, <u>or 200, or ME 400.</u></p> <p><i>Rationale: The elimination of IMSE 250 is due to the fact that it is the prerequisite of IMSE 251 already. The elimination of “or equiv” provides a more consistent format of prerequisite requirement in class catalog.</i></p>
<p><b>IMSE 760. Stochastic Calculus Financial Engineering.</b> (3). I. This course will serve as an introduction to the basic concepts and computing techniques of financial engineering and its real-life applications. These basics can be applied in many other aspects of Industrial Engineering used throughout stochastic processes, probability theory, system simulation, portfolio/risk management, and supply chain optimization. Pr.: <del>CIS 209 or equivalent, IMSE 530, and IMSE 660.</del></p>	<p><b>IMSE 760. Stochastic Calculus Financial Engineering.</b> (3). I. This course will serve as an introduction to the basic concepts and computing techniques of financial engineering and its real-life applications. These basics can be applied in many other aspects of Industrial Engineering used throughout stochastic processes, probability theory, system simulation, portfolio/risk management, and supply chain optimization. Pr.: IMSE 530, 660, and CIS 209, <u>or 200, or ME 400.</u></p> <p><i>Rationale: The elimination of “or equivalent” provides a more consistent format of prerequisite requirement in class catalog. Instead, all courses suitable for the programming prerequisite are listed.</i></p>
<p><b>IMSE 805. Management of Research and Engineering.</b> (3) I. Engineering administration; organization factors in decision-making. Three hours rec. a week. Pr.: IMSE 501.</p>	<p><b>IMSE 805. Management of Research and Engineering.</b> (3) I. Engineering administration; organization factors in decision-making. Three hours rec. a week. Pr.: IMSE 501 <u>or MANGT 420.</u></p> <p><i>Rationale: MANGT 420 can substitute for IMSE 501. This addition in category will provide better information for students.</i></p>
<p><b>IMSE 806. Engineering Project Management.</b> (3) II. Planning, scheduling, and controlling engineering projects. Includes determination of appropriate project team, cost/benefit analysis, PERT and CPM scheduling techniques, reporting, and use of computerized project management tools. Three hours lec. a week. Pr.: IMSE 501 and IMSE 530.</p>	<p><b>IMSE 806. Engineering Project Management.</b> (3) II. <u>On sufficient demand.</u> Planning, scheduling, and controlling engineering projects. Includes determination of appropriate project team, cost/benefit analysis, PERT and CPM scheduling techniques, reporting, and use of computerized project management tools. Three hours lec. a week. Pr.: IMSE 530 and IMSE 501 <u>or MANGT 420.</u></p> <p><i>Rationale: MANGT 420 can substitute for IMSE 501. This addition in category will provide better information for students.</i></p>

Current Course Description	Proposed Course Description
<p><b>IMSE 841. Advanced Topics in Quality Engineering.</b> (3) I. A survey of current advances in quality engineering. Includes both off-line and on-line quality engineering. Three hours lec. a week. Pr.: STAT 704, 705 and IMSE 641 <del>and knowledge of Lotus 123 and (Fortran, Pascal or C).</del></p>	<p><b>IMSE 841. Advanced Topics in Quality Engineering.</b> (3) I. A survey of current advances in quality engineering. Includes both off-line and on-line quality engineering. Three hours lec. a week. Pr.: STAT 704, 705, IMSE 641, <u>CIS 209, or 200, or ME 400.</u></p> <p><i>Rationale: The change of prerequisite reflects the advances in programming languages.</i></p>
<p><b>IMSE 842. Reliability Theory I.</b> (3) I. The mathematics of reliability theory. The hazard function. Calculation of failure density and mean life for series, parallel systems, and various types of standby systems. Hypotheses tests on mean life. <del>Left</del> testing with censoring. Three hours rec. a week. Pr.: STAT 511 <del>or equiv.</del></p>	<p><b>IMSE 842. Reliability Theory.</b> (3) I. The mathematics of reliability theory. The hazard function. Calculation of failure density and mean life for series, parallel systems, and various types of standby systems. Hypotheses tests on mean life. <u>Life</u> testing with censoring. Three hours rec. a week. Pr.: STAT 511.</p> <p><i>Rationale: This course is the only Reliability Theory course in the IMSE curriculum. Prerequisite wording change is to maintain consistence of the class catalog format. A typo is found in the original course description.</i></p>
<p><b>IMSE 850. Ergonomics (Human Factors) Engineering I.</b> (3) I. The design and analysis of applied experimental research on human behavior as applied to engineering systems. An experimental project. Two hours rec. and three hours lab a week. Pr.: STAT 702 or 703.</p>	<p><b>IMSE 850. Ergonomics (Human Factors) Engineering.</b> (3) I. The design and analysis of applied experimental research on human behavior as applied to engineering systems. An experimental project. Two hours rec. and three hours lab a week. Pr.: STAT 702 or 703.</p> <p><i>Rationale: This course is the only advanced Ergonomics course.</i></p>
<p><b>IMSE 822. Advanced Engineering Economy.</b> (3) (alternate years). This course expands on the principles of the fundamental engineering economics analysis. Emphasis is placed on quantification and evaluation of risk and uncertainty factors, capital allocation and budgeting concerns, the effects of inflation, economics consequence estimating models, engineering capital equipment replacement analyses and decision-tree and multi-attribute decision models in the context of engineering economics analysis of engineering problems. <del>Lecture style with mini-projects, spreadsheet applications and group discussions to enhance learning.</del> Three hours lec. a week. Pr.: IMSE 530, or ME 560, or CE 680, <del>or equivalent.</del></p>	<p><b>IMSE 822. Advanced Engineering Economy.</b> (3) <u>I. On sufficient demand.</u> This course expands on the principles of the fundamental engineering economics analysis. Emphasis is placed on the quantification and evaluation of risk and uncertainty factors, effects of inflation and taxes, economic consequences of estimating models, <u>utility theory</u>, engineering capital equipment replacement analysis and decision-tree and multi-attribute decision models. Three hours lec. a week. Pr.: IMSE 530, or ME 560, or CE 680</p> <p><i>Rationale: The catalog description of this course will be changed to more properly reflect the content of this course.</i></p>

Current Course Description	Proposed Course Description
<b>IMSE 890 Applied Methods in Industrial Engineering II.</b> (2) I, II. This class requires students to have at least 12 weeks of full-time work experience in a job related to Industrial Engineering. This course can be taken only once by a graduate student. Pr. Approval of major professor and department head.	<b>IMSE 890 Applied Methods in Industrial Engineering II.</b> (2) I, II, <u>S</u> . This class requires students to have at least 12 weeks of full-time work experience in a job related to Industrial Engineering. This course can be taken only once by a graduate student. Pr. Approval of major professor and department head.  <i>Rationale:</i> No other department will be affected by this change.

## ***CURRICULUM CHANGES:***

### **Modification of GPA Policy for Master of Accountancy Students:**

**From:** ~~To graduate, a student must maintain a 3.0 GPA.~~

**To:** To graduate a student must maintain an overall 3.0 GPA and a 3.0 GPA in graduate accounting courses.

*Rationale: The accounting profession is a very challenging career. By raising the standard for graduation, students are more prepared to meet the challenges of the profession and for passing exams for professional certification. This requirement strengthens the MAcc program.*

### **IMSE Curriculum Changes – Concurrent B.S./M.S.I.E. Degree**

Drop the following degree requirement:

The student must complete 124 undergraduate credit hours. This will require taking some hours of unrestricted electives that must be approved by the advisor.

*Rationale: This is just an unnecessary requirement by the program. We incorrectly interpreted a Regent's rule that required all B.S. degrees to have 124 undergraduate hours. Concurrent B.S./M.S. programs allow 9 hours of graduate credits to count toward the undergraduate degree. We wanted our students to have the full benefit of this rule.*

**NEW:**

**AMETH 650. Seminar in American Ethnic Studies.** (3) II. A capstone course for seniors enrolled in the American Ethnic Studies major. Integrating the learning from all previous courses through the writing of a major research paper and completion of a multicultural portfolio will be emphasized. Pr.: AMETH 160, AMETH 449, AMETH 450, AMETH 550.

*Rationale: This course is a requirement for the American Ethnic Studies major.*

**ENGL 703. Critical Approaches to Children's Literature.** (3) I, II. Introduction to advanced study of children's and young adult literature.

*Rationale: As a literature course, ENGL 703 offers students an opportunity to study the literary arts and should, thus, fulfill the "Literary" basic requirement.*

**ENGL 797. Professional Writing Internship.** (Var.) I, II, S. Faculty-supervised professional experience, emphasizing application of writing skills in professional contexts. Student projects must be approved by on-site supervisor and faculty supervisor. Report must be submitted at the end of the semester. Pr.: ENGL 510 or ENGL 665 or ENGL 759 or ENGL 765.

*Rationale: This new course will enable us to offer internship credit on a pass/fail basis as needed. We have been offering selected internships through a special section of our independent study number. This will permit us to offer the internship under its own number. Because the work in these internships is highly variable and the emphasis is not on reading, no reading lists or list of major topics is being attached.*

**MC 662. International and Intercultural Public Relations.** (3) II, alternate years. Global diversity in business, governmental, and charitable organizations and the demographic changes within countries and across communities that affect the role and practice of public relations worldwide. Pr.: MC 280 with grade of C or better.

*Rationale: One of six electives public relations students must choose among. Course recommended in report by national Commission on Public Relations Education.*

**MC 682. Seminar in Public Relations.** (3) I, alternate years. Contemporary topics in public relations practice, theory, and research. Pr.: MC 280, MC 380, MC 382 with grades of C or better.

*Rationale: Having a seminar with changing topics allows the public relations sequences to address current professional issues such as public relations issues involving food safety, or public relations issues in politics during election times.*

**MUSIC 638. Concert and Ethnic Percussion Techniques.** (2-3) S. Advanced study of percussion performance techniques commonly associated with concert band and percussion ensemble, as well as percussion techniques associated with music of other cultures. The three credit-hour option includes additional assignments.

*Rationale: This course will be an integral component of the summer master's degree program, offering more specialized study and greater depth in topic areas. Additionally, the course will offer another option of study for professionals in the field who require graduate credits for professional development and/or certification. The 3 credit hour option includes a summative paper and other assignments not required of the 2 credit hour option.*

**MUSIC 639. Jazz and Marching Percussion Techniques.** (2-3) S. Advanced study of percussion performance techniques commonly associated with marching percussion and jazz idioms. The three credit-hour option includes additional assignments.

*Rationale: This course will be an integral component of the summer master's degree program, offering more specialized study and greater depth in topic areas. Additionally, the course will offer another option of study for professionals in the field who require graduate credits for professional development and/or certification. The 3 credit hour option includes a summative paper and other assignments not required of the 2 credit hour option.*

## **New Program Proposal**

### ***Basic Program Information***

1. Proposing Institution
  - a. Kansas State University
2. Title of Proposed Program
  - a. Human Ecology Doctorate with an emphasis in Personal Financial Planning
3. Degree to be Offered
  - a. Ph.D.
4. Anticipated Date of Implementation
  - a. Summer 2009
5. Responsible Units
  - a. College of Human Ecology
  - b. School of Family Studies and Human Services
6. Center for Education Statistics, Classification of Instruction Program (CIP) Code
  - a.

### ***Program Proposal Narrative***

#### ***a. Program Need and Student Characteristics***

A need exists today for a Human Ecology doctoral program with an emphasis in Personal Financial Planning that combines the best aspects of intense student-to-faculty interaction with the advantages of distance education. As proposed, Kansas State University will be the leading international doctoral granting Personal Financial Planning institution with the acceptance of this proposal. The following narrative outlines the current need for a Ph.D. emphasis in the field of financial planning.

The personal financial planning profession is one of the fastest growing occupational fields in the United States. Those beginning careers in the profession can expect to be paid well. According to the Department of Labor,<sup>1</sup> the “median annual earnings of personal financial advisors were \$62,700 in 2004-2005. The middle 50 percent earned between \$41,860 and \$108,280. Median annual earnings in the industries employing the largest number of personal financial advisors in 2004 were as follows:”

Other financial investment activities	\$78,350
Securities and commodity contracts intermediation and brokerage	63,310
Depository credit intermediation	57,180
Agencies, brokerages, and other insurance related activities	56,950

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<sup>1</sup> <http://www.bls.gov/oco/ocos259.htm>

At the current time, a bachelor's degree is generally required for a new person entering the profession. Increasingly, employers expect their employees to obtain a graduate degree and/or certifications in financial planning. The Department of Labor summarized the situation this way:

Although not required for personal financial advisors and planners to practice, certification can enhance one's professional standing and is strongly recommended by many employers. Personal financial advisors may obtain the Certified Financial Planner credential, often referred to as CFP®, demonstrating extensive training and competency in financial planning. This certification, issued by the Certified Financial Planner Board of Standards, requires relevant experience, the completion of education requirements, passing a comprehensive examination, and adherence to an enforceable code of ethics. The CFP® exams test the candidate's knowledge of the financial planning process, insurance and risk management, employee benefits planning, taxes and retirement planning, and investment and estate planning. The exam has been revised in recent years. Candidates are now required to have a working knowledge of debt management, planning liability, emergency fund reserves, and statistical modeling. It may take from 2 to 3 years of study to complete these programs.

Personal financial advisors also may obtain the Chartered Financial Consultant (ChFC) designation, issued by the American College in Bryn Mawr, Pennsylvania, which requires experience and the completion of an eight-course program of study. The ChFC designation and other professional designations have continuing education requirements.

A license is not required to work as a personal financial advisor, but advisors who sell stocks, bonds, mutual funds, insurance, or real estate may need licenses to perform these additional services.<sup>2</sup> Also, if legal advice is provided, a license to practice law may be required. Financial advisors who do not offer these additional services often refer clients to those who are qualified to provide them.

### The Growth of Personal Financial Planning as a Professional Endeavor

Personal financial planners (i.e., financial advisors and analysts) hold 355,000 jobs in the U.S., of which 158,000 are directly involved in personal financial planning. The majority of financial planners work for large firms, such as Ameriprise Financial, Edward Jones, and Charles Schwab. The Department of Labor estimates that more than 50% of advisors work for finance and insurance companies, including securities and commodity brokers, banks and credit institutions, and insurance carriers. A significant trend in the profession is the growth of smaller boutique firms owned and operated by one or a few owners. Today, 40% of all financial planners are self-employed, operating small to moderate sized investment advisory firms, usually in urban areas.

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<sup>2</sup> Planners who provide advice for a fee (rather than commission) must register as an Investment Advisor in the state in which they conduct business. Advisors with more than \$25 million in assets under management may choose to register with the Securities and Exchange Commission.

Employment trends at Kansas State University indicate that undergraduate personal financial planning students are heavily recruited by small financial planning firms. This concurs with the Department of Labor's own estimates of employment trends. According to the Department of Labor, "Overall employment of financial analysts and personal financial advisors is expected to increase *faster than average* for all occupations through 2014, resulting from increased investment by businesses and individuals. Personal financial [planners] and advisors will benefit even more than financial analysts as baby boomers save for retirement and as a generally better educated and wealthier population requires investment [and financial advice]. In addition, people are living longer and must plan to finance more years of retirement. The globalization of the securities markets also will increase the need for analysts and advisors to help investors make financial choices. Financial analysts and personal financial advisors who have earned a professional designation are expected to have the best opportunities."

### Educational Trends in Personal Financial Planning

Nearly all practicing financial advisors who have been in the business for 10 or more years earn significant six-figure incomes. The Certified Financial Planner Board of Standards, Inc. and the Financial Planning Association have noted that as an advisor's income increases his or her desire to obtain certifications and advanced degrees also increases. This may be due to the fact that planners who hold the CFP® certification and/or an advanced academic degree earn, on average, more than their non-certified and less well-educated counterparts. It may also be the result of individuals attempting to increase their human capital and personal well-being. Whatever the reason, it is important to note that the number of academic programs offering (a) an undergraduate, (b) a master's, and/or (c) a certificate level of training to meet the needs of those pursuing financial planning education has increased dramatically over the past 10 years. Currently, there are over 40 master's level programs operating in the United States (nine of these programs are offered at a distance via the Internet).<sup>3</sup> However, the number of qualified faculty to teach in these programs is limited, especially at those institutions that offer graduate courses. A need exists today to provide doctoral level personal financial planning education that will help fill this need.

A logical progression in the training and education of financial planners involves advanced study at the doctoral level. Only one university in the United States (i.e., Texas Tech University) offers a Ph.D. in financial planning.<sup>4</sup> The need for individuals who hold a Ph.D. or equivalent degree is growing. The demand for such education is significantly higher than can be accommodated by one academic institution. The Certified Financial Planner Board of Standards, Inc. has been a strong advocate for additional universities to offer doctorate 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

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<sup>3</sup> Kansas State University is currently an active leader in the training of personal financial planning professionals. Over the past seven years, the School of Family Studies and Human Services has granted 134 graduate certificates and 43 master's degrees in financial planning. At the current time (2007-2008), 65 students are enrolled in the Personal Financial Planning master's degree through K-State.

<sup>4</sup> The program is offered through the College of Human Services at Texas Tech University.



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.

***(1) Is the Program Central to the Mission of the Institution?***

Kansas State University is a comprehensive, research, land-grant institution first serving students and the people of Kansas, and also the nation and the world. Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents' institutions.

Through quality teaching, the University is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. Kansas State University prepares its students to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Research and other creative endeavors comprise an essential component of Kansas State University's mission. All faculty members contribute to the discovery and dissemination of new knowledge. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this mission is the University's commitment to broad-based programs in graduate education at both the master's and doctoral levels.

Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research. The University addresses this charge through mutually supportive activities on its Manhattan and Salina campuses, research and extension sites at numerous locations, outreach programs offered throughout the State and nation, and international activities.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well-being of Kansas, the nation, and the international community.

Establishing a Doctoral emphasis in Personal Financial Planning meets one of the basic aspirations of Kansas State University as described by the Provost's Committee Report of 1992:

As a proud member of the American land-grant system, we will continue to reach throughout the state to people in cities and towns and rural communities and farms with advice and information on human health and well-being. We renew our dedication to being a major source of practical assistance to the people of Kansas, particularly in agriculture and its allied industries, which will continue to be a cornerstone of the state's economy. In a society that is richly diverse in cultures, we will continue to strive to attract students of color and members of ethnic minorities, both to our student body and faculty. We aspire to hiring more women faculty members in areas where women are under-represented. We dedicate ourselves to offering a setting in which women and members of racial and ethnic minorities can have a full opportunity to succeed as faculty members and students. We aspire to creating increased appreciation of different cultures, both in our country and around the world. Recognizing the interdependence of our country with many others in a global economy, we will work to heighten awareness in our faculty and in our student body of international political and economic affairs. To all of these aspects of opportunity, cultural diversity and international awareness we dedicate ourselves, not only to make this a better university, but to improve our society: to help ensure that each individual has a full opportunity to achieve her or his full potential.

Specifically, a doctorate program with an emphasis in Personal Financial Planning meets the aspirational needs of the University in the following ways:

**1. Providing quality education and strong research programs for our students.** A doctoral program will enhance the recruitment and retention of high quality students by allowing research and learning experiences and opportunities that meet the needs of students when and where they live through a combination of on-campus and distance-education courses.

**2. Enhancing the infrastructure of Kansas State University including distributed computing, the Library, equipment, and laboratory, teaching, and research space.** Because the proposed program combines distance education with intensive residency requirements, it is possible that the program will enhance the spirit of cooperation, provide a positive atmosphere and environment, and achieve the resources necessary for students, faculty, and staff to reach their full potential by creating interactive learning environments.

**3. Developing innovative techniques for teaching and learning processes in large audience or group settings both for lecture/recitation and laboratory oriented courses.** The proposed doctorate will be unique in its use of current technology including multi-media communications systems, computer simulations, and clinical demonstrations. Based on the dual approach of distance education and intensive residency sessions, it is anticipated that experienced and senior faculty will spearhead the development and implementation of such techniques and courses.

**4. Utilizing available and potential resources in the development of graduate education and research programs.** A Human Ecology Ph.D. emphasis in Personal Financial Planning will work to enhance undergraduate education by contributing to the quality and breadth of the undergraduate experience primarily by providing enhanced interaction among undergraduate and graduate students. Further, research conducted by graduate students will complement the content of classes taught at the undergraduate level.

**5. Increasing the number of African-American, Native American, Hispanic, and Asian American tenure-track faculty members to 30 over the next three years.** Having a Human Ecology Ph.D. emphasis in Personal Financial Planning at Kansas State University is integral in recruiting underrepresented students and faculty to Kansas. Currently, students interested in obtaining a doctorate in the field must leave the state of Kansas; once these students leave it becomes increasingly difficult to recruit them back because of the intense competition from other universities to hire underrepresented faculty.

**6. Increasing the multi-cultural diversity of the university experience.** One of the building blocks of the doctorate program involves incorporating strategies that not only integrate culturally diverse students into U.S. and Kansas culture, but that also incorporate traditional students into those diverse cultures and activities already present at the university. Specifically, it is anticipated that 1/3 of each incoming class will be comprised of non-U.S. students, primarily from Asian countries. It is also possible that a large portion of each class will consist of Hispanic, Asian, and African-American students, primarily because the distance education nature of the program will allow these individuals to pursue career and family obligations concurrently with their academic studies.

**7. Enhancing the quality of the undergraduate educational experience at Kansas State University.** Over time, a Human Ecology Ph.D. emphasis in Personal Financial Planning will have a direct impact on undergraduate teaching. Having doctoral students involved in teaching initiatives and research projects will most certainly result in the development of innovative and cooperative instructional approaches. It is also anticipated that the development of the basic core curriculum in financial planning can be enhanced by applying what is learned at the graduate level within the undergraduate curriculum.

**8. Increasing the efficiency of administration and support services.** Currently, Kansas State University is one of a just a few universities to offer undergraduate, certificate, and master's level financial planning education. Responsibility for marketing the certificate and master's programs, as well as administering funds and providing student services, is handled through the Institute of Personal Financial Planning. The addition of a doctorate program will help the Institute expand in a way that maximizes the use of faculty and support staff resources.

**9. Optimizing the use of all instructional resources of Kansas State University.** The proposed doctoral program is unique nationally as the first curriculum to fully utilize the on-campus and distance education strengths of Kansas State University. The combination of online teaching and intense residency courses ensures that facilities, faculty, staff, and support resources are linked to enrollment levels. Ultimately, qualified admissions, tightened academic dismissal policies, and a

per credit hour fee structure will allow Kansas State University – through the Personal Financial Planning degree program – to increase the effective use of instructional resources.

## ***(2) What is the Student Demand for the Program?***

The potential market for a distance-education based doctoral emphasis in personal financial planning within Human Ecology is potentially very large. To begin with, there is virtually no competition nationally or internationally at this time. However, the demand from students for a program, at least from anecdotal evidence, is high. For example, K-State recently marketed its graduate level distance education certificate program at the National Association of Personal Financial Advisors international conference in Chicago. Numerous attendees were interested in distance education; however, the majority of attendees either had a certification or a master's degree. The overwhelming question was, "Does K-State offer a Ph.D. program at a distance?"<sup>5</sup> Further, the Institute of Personal Financial Planning, which houses the graduate certificate in personal financial planning, fields, on average, one to two emails per week from those inquiring about a distance-provided Ph.D. Also, of those that have graduated with an M.S. in Family/Personal Financial Planning, approximately 10% to 15% indicate a desire to continue their education at the Ph.D. level. Finally, the potential market, comprised of successful financial planning business owners, is extremely large. If, for instance, it is assumed that 63,200 financial planners own their own firm (Department of Labor estimate), and that 5% of this number have an interest in obtaining a doctorate degree, the potential market, just from practicing financial planners, exceeds 3,000.<sup>6</sup>

There is one *primary* reason most planners do not return to school to obtain a doctorate degree, namely, a huge income opportunity cost. The majority of financial planning business owners have net earnings that exceed \$100,000 per year. The Financial Planning Association<sup>7</sup> 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. Quite simply, the lost income and increased ownership burden associated with returning to school makes the choice problematic for nearly all successful advisors. What is needed, therefore, is a Human Ecology 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 profession.

Another potential group of students includes financial planning executives from newly developed countries, particularly in Asia. In China today, for instance, insurance companies hire more financial advisors and insurance agents in a three month period than the number of all insurance advisors working in the United States. The wealth accumulation of citizens in countries such as China, Taiwan, Malaysia, Thailand, and Singapore is prompting an

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<sup>5</sup> These individuals are not only interested; they can also afford the time and tuition.

<sup>6</sup> It is reasonable to expect that 5% of this total have the interest, time, and financial ability to start a doctoral program; using this assumption, the potential U.S. market is comprised of at least 3,000 planners.

<sup>7</sup> The Financial Planning Financial Performance Studies of Financial Advisory Practices. Denver: FPA.

unparalleled growth of financial planning internationally. Consider the growth of the International Association of Registered Financial Consultants. This credentialing organization is now the fastest growing financial planning association in the world – based almost entirely on membership explosion in Asia. The Asian market for graduate education is tremendous. Among Asians, in general, advanced education is highly valued. Obtaining a doctorate from a prestigious U.S. university, such as Kansas State University, is highly valued. It is not unreasonable to believe that 25% to 40% of those who enroll in a distance education doctorate in financial planning will come from Asian countries.

### ***(3) What is the Demand for Graduates of this Program?***

Demand for graduates is potentially very high. University and college demand for faculty with a specialization in Personal Financial Planning is large and growing. Take, for example, the job market in 2007-2008. During this period many large land grant universities initiated job searches at the Assistant, Associate, and Full Professor rank. The University of Wisconsin, for instance, had three positions open during this time period. Texas Tech University had two positions open. Kansas State University had one faculty position and one instructor position open. Virginia Tech, the University of Alabama, California State Northridge, the University of Missouri, the University of Georgia, and Ohio State University also had open positions. In addition to these peer institutions, many smaller undergraduate teaching focused institutions had job listings for faculty. The number of qualified candidates, however, was (is) not sufficient to meet the need now or in the future. At Kansas State University, for example, only six applicants applied for the open tenure-track position. There simply are not enough new Ph.D. students available in the marketplace to meet the need for tenure track positions. It is even more difficult to recruit seasoned Associate or Full Professors to fill positions. In these cases, faculty demand relatively high salaries, enhanced benefit packages, and access to graduate student assistants. This last point is of particular importance. In order to recruit faculty, a program must have a vibrant doctoral program, but in order for there to be a graduate program there must be faculty to develop and grow graduate-level curriculums. *Kansas State University stands at a unique juncture in time and history to begin a Human Ecology doctoral program; the result will be well trained graduate students and an increased national/international reputation for the university. Ultimately, this will help the university recruit better students and faculty.*

In addition to collegiate teaching opportunities for graduates, those who graduate with a Ph.D. will be in strong demand within the private sector in Kansas, nationally, and internationally. The financial planning profession is among the fastest growing sectors of the financial services marketplace. The growth trend should intensify as the baby boom generation increasingly enter retirement and their demand for personal finance advice grows. In order to keep pace with technological changes and shifts in the marketplace successful financial planning firms will need to funnel more resources into research and outreach endeavors. The ideal people to lead these initiatives are those who hold a Human Ecology Ph.D. with an emphasis Personal Financial Planning. It is also possible that firms will want to recruit doctoral graduates for the status (e.g., research skills and advanced knowledge) these candidates will bring to a practice. High attained education is a highly valued attribute in the profession. Obtaining the highest academic degree is a way to differentiate oneself (or a firm) in the marketplace and to increase one's reputation among colleagues and clients.

#### ***(4) What are the Locational and Comparative Advantages of this Program?***

The proposed program offers unique locational and comparative advantages in the relation to similar academic units of study nationally and internationally. The degree program is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds. Students will enter as a class cohort. Cohorts will include between 7 and 10 students. Students will take at least one, and as many as three, online courses in the fall and spring semesters for three to four years, depending on the number of credit hours accepted from their master's degree and the student's time frame. The final two years of work will consist of dissertation research hours. The dissertation requirement will be met by requiring students to write three peer-reviewed papers for publication.

However, it is the manner in which student and faculty interaction is accomplished that makes the program truly unique. Students will meet, in person, for ten days each year, typically two weeks prior to the beginning of the fall semester during four consecutive years. During residency sessions students will take a total of four (4) credit hours towards degree completion. All courses will be taught in English. It is expected that class cohorts will meet in an international location at least once during the four year residency cycle. This will allow students to gain a global perspective of financial planning. Other residency sessions will meet in Manhattan or another U.S. city. 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.

Establishing a Human Ecology Ph.D. with an emphasis in Personal Financial Planning will provide the university with a rare comparative advantage in the marketplace for higher education. Currently, only one university in the United States offers a Ph.D. emphasis in Personal Financial Planning (i.e., Texas Tech University). There are no universities, colleges, or other institutions of higher learning within the Regents system that offers the same or similar program. The fact that only one university currently offers a Ph.D. in financial planning is indicative of three factors.<sup>8</sup> First, 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' – basically 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 current time offers a unique opportunity to establish a Human Ecology doctoral program in a burgeoning discipline. Third, prior to the new millennium, financial planning, as a

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<sup>8</sup> Several major universities offer doctoral degrees in consumer and family economics where students may do emphasis work in financial planning; example include, Ohio State, Purdue, and Virginia Tech.

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. This is not surprising. 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 a program that can be offered using a 21<sup>st</sup> century distance-education framework. The following outline describes competing programs in the marketplace for similar education.

*Universities offering a Doctorate in Personal Financial Planning*

Texas Tech University  
Resident Program

*Universities offering a Doctorate in Family and Consumer Economics with a Financial Planning & Counseling Option*

Ohio State University  
Purdue  
University of Missouri  
University of Wisconsin  
University of Georgia  
Virginia Tech

*Colleges and Universities offering a Graduate Degree Related to Personal Financial Planning*

- ✓ The International Graduate Doctoral Program in Economics at the Universitat Autònoma de Barcelona (Doctorate in Economic Analysis)
- ✓ Trium Executive Graduate School (Paris) offers an MBA with a tuition that exceeds \$80,000.
- ✓ Thunderbird School of Global Management. Thunderbird offers both on-campus and distance education *MBA* degrees. Typical tuition costs are approximately \$60,000 with the following payment schedule:
  - \$2,850 Deposit due upon admission into the Global MBA On-Demand program
  - \$11,400 Due 16 September 2007
  - \$11,400 Due 7 January 2008
  - \$11,400 Due 19 April 2008
  - \$11,400 Due 7 September 2008
  - \$11,400 Due 3 January 2009

*Universities and Colleges Offering Some Type of Distance Education Financial Planning Program*

<b>University or College</b>	<b>M.S./MBA Option</b>
American College, The <i>CFP® Certification Curriculum</i>	X
American College, The <i>Accelerated Professional Financial Planning Program</i>	
Bentley College <i>Master of Science in Financial Planning</i>	X
Boston University <i>Boston University Online Program for Financial Planners</i>	
California Lutheran University <i>Certificate in Financial Planning</i>	X
City University <i>Graduate Certificate in Personal Financial Planning</i>	
Cleary University <i>B.S. Financial Planning</i>	
College for Financial Planning <i>Master of Science Financial Planning Concentration</i>	X
DePaul University <i>e-Financial Planning Certificate Program</i>	
Dowling College <i>Certificate in Financial Planning</i>	
Florida Community College at Jacksonville – Institute for Financial Studies	
Florida State University <i>Certificate in Financial Planning Online</i>	
Golden Gate University <i>Undergraduate Financial Planning Certificate &amp; Graduate Financial Planning Certificate</i>	X
Iowa State University <i>Certificate in Family Financial Planning Great Plains Interactive Distance Education Alliance (GPIDEA)</i>	X
Kansas State University <i>M.S. in Family Studies and Human Services with a Specialization in Family Financial Planning</i>	X
Kaplan University <i>Certificate in Financial Planning</i>	
Metropolitan Community College <i>Certificate of Achievement Personal Financial Planning</i>	
Mississippi State University <i>Certificate in Financial Planning</i>	
Missouri Southern State University <i>Professional Certificate in Financial Planning</i>	
Montana State University <i>Certificate in Family Financial Planning</i>	
Morehead State University <i>B.B.A., Finance</i>	
New Jersey City University <i>Master of Science in Finance Professional Financial Planning Concentration</i>	X
North Dakota State University <i>Certificate in Family Financial Planning</i>	
Oglethorpe University <i>Financial Planner Program</i>	
Oklahoma State University <i>Certificate in Family Financial Planning</i>	
Rice University - School of Continuing Studies <i>Web-Delivered CFP® Certification Education Program</i>	
Salem International University <i>Certified Financial Planner™ Certification Education Program</i>	
South Dakota State University <i>Certificate in Family and Consumer Sciences</i>	
Texas A&M University - Commerce <i>Certificate in Financial Planning</i>	
University of California - Irvine <i>Certificate in Personal Financial Planning</i>	



University or College	M.S./MBA Option
University of California - Los Angeles <i>Certificate Program in Personal Financial Planning</i>	
University of Dallas <i>MBA Financial Services</i>	X
University of Georgia <i>The Terry College of Business - Greene Consulting Online Executive Program for Financial Planning Certification</i>	
University of Nebraska - Lincoln <i>Certificate in Family and Consumer Sciences with a Specialization in Family Financial Planning</i>	
University of Oklahoma <i>e-Financial Planning Certificate Program</i>	
Utah State University <i>Personal Financial Planning Certificate Program Online</i>	

Kansas State University has many competitive advantages as a doctoral granting institution that makes offering a Human Ecology Ph.D. with an emphasis in Personal Financial Planning attractive to students and employers. First and foremost, the Personal Financial Planning unit is well known and respected both nationally and internationally. Employer demand for undergraduate and master's level graduates continues to grow. This is based, in part, on the quality of education received by students at Kansas State University. Recent program rankings based on financial planning reviews by outside agencies and employers and research productivity are shown below:

1. Texas Tech University
- 2. Kansas State University**
3. Virginia Tech
4. University of Missouri
5. Ohio State University
6. Fort Hays State University
7. University of Georgia
8. Minnesota State University
9. Utah State University
10. San Diego State University

Another unique strength of the K-State proposal is the opportunity for graduate students to be affiliated with the Institute of Personal Financial Planning. The Institute is housed in the Personal Financial Planning unit (School of Family Studies and Human Services, College of Human Ecology). Currently, the Institute provides education outreach in the form of continuing education credit courses and a Certificate in Personal Financial Planning that is registered with the Certified Financial Planner Board of Standards, Inc. and the International Association of Registered Financial Consultants. The Institute also sponsors research projects. Most recently, the Institute funded a region-wide survey of the use and opinion of payday and title loan lending companies. Research funded through the Institute has been published in national and international journals.

A significant competitive advantage is provided by the multidisciplinary nature of the School of Family Studies and Human Services, which houses the Personal Financial Planning unit. Faculty working in the School support the proposed degree. This support includes a willingness to teach supporting courses and the willingness to serve on student graduate committees.

***(5) What are the Characteristics of the Students Who Will Participate in this Proposed Program?***

The potential demand for a Human Ecology Ph.D. emphasis in Personal Financial Planning, as noted above, is very high. It is likely that applicants for admission will come from the following sources:

1. *Traditional Graduate Student Populations.* Approximately 15% of students who complete the master's degree in Personal Financial Planning from Kansas State University report a desire to continue their education at the doctoral level. These students generally work in a field affiliated with financial planning. Demographically, the group is split equally between men and women, ranging in age between 28 and 50 years of age. Although the largest number of students are non-Hispanic White, a significant portion of students are Hispanic, Asian, and African-American.
2. *Career Changers.* Nearly two-thirds of each cohort entering the graduate-level financial planning certificate program are career changers – most typically from the military (e.g., Army, Navy, and Air Force). Financial planning offers individuals facing a second career the perfect blend of time flexibility and financial reward. As such, it is expected that a large percentage of each incoming doctoral-level class will consist of similar career change students. Because many of these students will come from the military it is likely that each class will have wide ethnic and socioeconomic diversity.
3. *Business Owners.* As discussed above, it is estimated that there are approximately 3,000 financial planning business owners in the United States who have the interest, time, and resources to pursue a Ph.D. program that emphasizes Personal Financial Planning education. Of these potential applicants, at least one-third are female.
4. *Business Executives.* The two fastest growing segments of the financial planning profession are (a) providing financial planning services to middle-market Americans and (b) introducing American planning principles and practices internationally. Executives at financial services firms are increasingly driven to obtain advanced degrees to increase their knowledge and expertise of these two markets. Further, as Asian countries become more economically stable, the demand for financial services and planning will increase. Financial services firms, and the executives who run these firms, need advanced education that focuses learning on the cultural, economic, and social interactions that occur at the individual and family level, particularly among non-U.S. households. The proposed Human Ecology Ph.D. emphasis is designed to meet this need.
5. *Non-U.S. Students and Business Leaders.* It is anticipated that a large percent of students who apply for admission to the program will come from outside the United States. As suggested above, the dramatic growth in many Asian economies is generating wealth at the individual level. Few business executives and/or policy makers in developing Asian markets have the technical wherewithal to provide financial planning services to

individuals. The proposed Human Ecology Ph.D. emphasis will be a natural draw for Asian students, executives, and policy makers who are interested in applying U.S. principles and practices to their own growing financial planning marketplace.

Admission to the program will be based on policies outlined in the Graduate School handbook, as discussed below:

*1. Graduates from colleges and universities in the United States*

- a. A bachelor's degree from a college or university accredited by the cognizant regional accrediting agency,<sup>9</sup>
- b. Undergraduate or graduate preparation in one of the following preferred major fields equivalent to that acquired by a graduate of KSU, or evidence of an appropriate background for undertaking an advanced degree program, and
- c. An undergraduate average of B or higher in the junior and senior years and an average B or higher for all previous graduate work.

Undergraduate/Graduate Fields Useful for Preparation in the Degree Program:<sup>10</sup>

- a. Financial Planning
- b. Personal Financial Planning
- c. Family Financial Planning
- d. Financial Counseling
- e. Family Finance
- f. Personal Finance
- g. Household Finance
- h. Consumer Finance
- i. Family and Consumer Economics
- j. Household (Family) Resource Management
- k. Family Studies
- l. Marriage and Family Therapy
- m. Business
  - a. MBA Finance
  - b. MBA Management
  - c. Accounting (CPA)
  - d. Insurance and Risk Management
- n. Economics
- o. Agricultural Economics
- p. Psychology

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<sup>9</sup> Students with a bachelor's degree who want to pursue a doctorate will be accepted first into the M.S. Family Financial Planning degree program at Kansas State University – no more than 30 credits can be transferred into the Ph.D. program. This will require a student without a master's degree to complete between four and eight years of study beyond the undergraduate degree.

<sup>10</sup> Applicants from fields and disciplines not listed may be accepted into the program. These applicants may need additional leveling course work in the areas of economics, calculus, and statistics or show prior work experience that is equivalent to this type of course work.

- a. Applied
- b. Clinical
- c. Theoretical
- q. Social Work
- r. Family Therapy
- s. Military Science and Planning

## *2. Graduates of foreign colleges and universities*

All international students admitted to the Graduate School must demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and give evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied students from technical schools, which may provide excellent training in special areas but do not offer degrees equivalent to those of colleges and universities. As a rule, students from abroad are not admitted to nondegree status (that is, as special students). Questions about the qualifications of international students should be directed to the Graduate School.

International applicants whose native language is not English must demonstrate competence in the English language. All international applicants must include with their application materials an official report of their scores on the Test of English as a Foreign Language (TOEFL). The TOEFL is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in processing their applications for admission. Further information is available from the Graduate School. Those who have received a degree in the last two years from a United States college or university are exempt from this requirement.

A score of at least 550 (213 on the computer-based test) on the TOEFL is required to be considered for admission to the Graduate School. (NOTE: Some programs require a TOEFL score higher than stated here.) Applicants with scores of 600 (250 on the computer-based test) or above may be considered for regular admission. Applicants with scores between 550/213 and 599/249 may be admitted provisionally and must at the time of their enrollment demonstrate proficiency in reading and writing English and in understanding spoken American English to the satisfaction of the Graduate School. Those who do not meet the minimum proficiency standard may be recommended for enrollment in University English courses or for part-time English courses offered by the English Language Program (ELP) on campus. Those who are determined to need substantial work in English will be required to participate in the ELP. Intensive English training for students who have TOEFL scores below 550/213 is also available through the ELP.

### *Admission Categories*

All new graduate students, domestic or foreign, are assigned to one of four categories upon admission:

Full standing

- a. Undergraduate training essentially the same as that at Kansas State University.
- b. B average or higher in junior and senior years.

#### Provisional

- a. Transcript evaluation uncertain, as is sometimes the case with international students.
- b. B average or higher in junior and senior years, but some course deficiencies in undergraduate work.
- c. Final transcripts indicating award of a degree not yet in hand; applicant completing degree; other criteria for full standing met.

#### Probationary

- a. *Grade point average from 2.65 to 2.99 (A=4.00) in last two years*  
If work has shown a marked improvement in later semesters and there are grades of B or better in demanding courses in major and related areas, admission is considered.
- b. *Grade point average below 2.65 in last two years*  
Admission is considered only upon documentation that the student is now qualified to do graduate work. Evidence may include: (1) satisfactory grades on a GRE Advanced Test or Miller Analogies Test; (2) satisfactory work at another graduate school; or (3) outstanding professional experience that demonstrates the ability to handle academic work in the major area.

Probationary and provisional students are advised of deficiencies and of other conditions to be met to achieve full standing. Their status is reviewed after completing 9 hours of course work at Kansas State University. Those who have earned grades of B or higher and GPAs of 3.0 or higher for the first 9 hours, exclusive of individualized study, and removed all deficiencies specified at the time of admission, will be placed in good standing.

#### *Procedures and Criteria*

The following procedures and criteria, as adapted from the Kansas State University Graduate School policy manual, will be used for admission into and completion of this program:

1. A minimum of 91 hours is required for the Doctor of Philosophy degree. The Ph.D. must include at least 30 hours of research credits.
2. Of the 24 to 30 hours of course work beyond the master's degree is normally required by the supervisory committee, 15 hours should be at the 800-level or above, in addition to doctoral research credit hours.
3. No more than 6 hours of course work (outside the major field of study) at the 500 level, beyond those on the master's degree, are permitted on the doctoral program of study. For students who bypass the master's degree, no more than 12 hours of course work at the 500 level are permitted.
4. Only 6 hours of problems or other individualized study (such as Readings) may be applied towards the doctoral degree.

5. Courses designated as deficiencies by the School and Unit at the time of admission cannot be used on a program of study.
6. A maximum of 30 hours from a master's degree may be used on the doctoral degree, if the supervisory committee decides that the course work is relevant to the doctoral program. However, it is anticipated that most students with a M.S. degree will transfer 24 to 27 credits into the program. If the master's degree was in a program different from the doctoral degree, written justification for use on the doctoral program of study must be submitted by the major professor and the supervisory committee. If the master's degree is from another university, an official transcript is required and must be mailed directly from the other university to the Graduate School and be on file in the Graduate School before a program of study can be approved.
7. If a master's degree was not earned, 10 hours of master's or doctoral-level work taken elsewhere may be transferred. If a master's degree was earned and 30 hours of credit from the degree have been included in a doctoral program, an additional 10 hours of transfer credits may be transferred for doctoral-level work. (These hours must represent credit earned beyond a master's degree, even when the master's program included more than 30 hours.) The Graduate School may grant exceptions to this limit when justified by inter-institutional collaborations. In either case, credits that were earned more than seven years prior to the semester in which the program of study is approved cannot be transferred. (This does not include the credits earned as part of a master's degree.) It should be noted on the program of study if the transfer courses are to be taken in the future. Final program approval in such cases cannot be determined until all transcripts are received. Students must have received an A or B in courses to be transferred.
8. If a doctoral student does not complete the requirements for the degree within five years after taking preliminary examinations, the student may be dropped from candidacy.
9. If changes need to be made to a program of study or the committee after approval by the Graduate School, a Program/ Committee Change form must be completed. Unless there are extensive changes, a revised program does not have to be submitted.

### *Preliminary Examination*

A doctoral student must be given a written preliminary examination, which may be supplemented by an oral examination as prescribed by the supervisory committee. These are designed to test the student's breadth and depth of knowledge in the proposed field of specialization, as well as the student's ability to explore problems on the boundaries of knowledge. Satisfactory performance in the examination is an indication that the student is prepared to perform independent work toward the doctoral degree and results in the student being classified as a doctoral candidate, upon affirmative recommendation by the supervisory committee. The examination may be scheduled after the program of study is filed and at a time deemed appropriate by the supervisory committee. The preliminary examination must be completed at least seven months before the final oral examination.

Once the supervisory committee and the student decide when the examination is to be taken, the student should notify the Graduate School one month before the scheduled date. A ballot is sent to the major professor by the Graduate School. Copies of the examination are filed with the

academic unit and made available on request to any graduate faculty member for a period of two years from the date of examination.

The results of the preliminary examination are indicated on the ballot by the signatures of those members of the departmental or program examining committee responsible for administration and grading of the examination. The format of the examination and the structure of the examining committee may differ among doctoral programs, and in some programs, the examining committee will differ from the supervisory committee. Within one week following the completion and determination of the results of the preliminary examination, including those of any oral portion, the supervisory committee must sign and return the ballot to the Graduate School, indicating that the preliminary examination has been completed and recommending approval or disapproval of the student's admission to candidacy for the doctoral degree. The student is considered to have passed the examination and to be recommended to candidacy if at least three fourths of the supervisory committee voted to approve candidacy.

In case of failure of the first preliminary examination, the supervisory committee may approve a second examination with no more than one dissenting vote. A second examination can be taken no sooner than three months following the initial failure. Once the supervisory committee and the student decide when the second examination is to be taken, the student should notify the Graduate School one month before the scheduled date. The composition of the supervisory committee shall not be changed before a final decision is reached on admission to candidacy. A second failure constitutes denial of admission to candidacy for the doctoral degree in the field of study of the graduate program. As with the first examination, the signed ballot must be returned to the Graduate School within one week of the determination of the results of the examination.

### *Candidacy*

A full-time doctoral student should normally complete the preliminary examination within three years of entry into the doctoral program, and, upon satisfactory completion of the examination, the student is automatically advanced to candidacy for the degree.

The period of candidacy may last up to five years from the end of the semester in which the preliminary examination was passed. If a student fails to complete both the dissertation and final oral examination within this period, the student will be dropped from candidacy. Any student whose candidacy has thus lapsed may regain the status of a doctoral candidate by successfully retaking the preliminary examination.

### *Continuous Enrollment*

A student working for a doctorate must be enrolled at Kansas State University during the semester in which the preliminary examination is taken and in each subsequent semester (fall and spring) until the degree requirements are met and the dissertation is accepted by the Graduate School. Failure to enroll will result in loss of candidacy. To regain candidacy, the student must successfully petition the Readmission Committee of the Graduate School.

If it is necessary to interrupt progress toward the degree after the preliminary examination has been passed, the student or major professor may petition for a leave of absence of up to 1 year. The petition must be submitted at least 1 month before the effective date of leave. Approval must be granted by the major professor, the department head or chairperson of an interdepartmental program, and the Dean of the Graduate School. The Dean will establish the conditions of the leave. An extension of a leave of absence beyond one year may be granted by the Dean of the Graduate School upon recommendation of the student's supervisory committee.

If, after passing preliminary examinations, a doctoral candidate moves more than 30 miles from Manhattan and is no longer taking course work on campus, the requirement to pay campus privilege fees can be waived. The student must notify the Graduate School if this situation exists. Information about enrollment will then be sent to the student each semester by the Graduate School. Actual enrollment must be done by each student through the K-State Access Technology System (KATS) by phone or via the Web. Students should contact the Graduate School for more information.

### *Dissertation*

A dissertation is required of all candidates for the award of a doctoral degree. Its purpose is to demonstrate the candidate's ability to conduct significant original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee. A dissertation must be written in a form appropriate to the discipline. Rather than completing a dissertation, students may opt, with the approval of their graduate committee and major professor, to write three papers for peer-review.

The candidate must provide a copy of the dissertation or peer-review papers to each member of the final examining committee (see below) at least two weeks before the final examination.

Following a successful final examination and approval of the final form of the dissertation by the examining committee, the candidate shall submit three copies of the dissertation or peer-review papers to the Dean of the Graduate School at least one month prior to the commencement at which the degree is to be conferred.

### *Final Examination*

When the student is admitted to candidacy, the Dean of the Graduate School appoints an examining committee. This committee consists of the supervisory committee and a member of



the graduate faculty not on the supervisory committee. The additional member serves as a chairperson for the final oral examination.

The outside chairperson, as the representative of the Graduate School, is responsible for conducting the final examination in an orderly manner, evaluating it as a test of the candidate's expertise, submitting the final ballot, and making other reports as appropriate or required. As a member of the examining committee, the chairperson also has the right and the responsibility to evaluate the candidate's performance and to cast a vote.

The final oral examination may be taken when the student has completed the program of study and satisfied all other program requirements. All final examinations must be given on the Manhattan campus and scheduled at least two weeks in advance.

When the dissertation has been approved, the oral final examination has been passed, and all other requirements have been met, the candidate is recommended by the Dean of the Graduate School to the Faculty Senate for approval to award the degree.

### *Important Notes*

1. Based on university rules, the proposed Human Ecology doctoral emphasis requires at least three years of full-time study beyond the bachelor's degree; however, the time needed in actuality will be longer depending on the number of courses taken during the fall, spring, and summer semesters.
2. Doctoral studies should be complete within eight (8) years.
3. During the 1<sup>st</sup> year of study, a committee should be formed – four members (1 major professor, 1 professor outside of the major professor's department, and 2 additional professors).
4. The Preliminary exam should be taken in the 2<sup>nd</sup> year of doctoral study.
5. After the Preliminary exam has been passed, the student's committee will recommend doctoral candidacy.
6. Candidacy may last up to five (5) years after Preliminary examination has been passed. Thirty hours of research is required.

### Student Interactions

Once a student has been admitted, he/she will follow a structured curriculum. Students will enter the program in cohort groups. Each cohort will meet during the summer prior to the fall semester. During this time students will interact with each other and faculty through for-credit courses and seminars. During the fall and spring semesters students will enroll in online courses provided by distance using *K-State Online*. Although these courses are taught at a distance, there are ample opportunities to interact using chat rooms, discussion boards, live lectures, and interactive lectures.

### ***b. Curriculum of the Proposed Program***

The goals and objectives of the proposed Human Ecology Ph.D. with an emphasis in Personal Financial Planning at Kansas State University are designed to support and enhance the School of Family Studies and Human Service's vision for the future. Specifically, the program is designed to provide talented and ambitious students with the 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.

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 21<sup>st</sup> century technologies;
- Learn through instruction by faculty committed to both teaching and research;
- Participate in professional groups and activities;
- Assume leadership positions in school and professionally;
- Be part of a growing program that is devoted to building the finest personal finance (financial planning) program in the nation while meeting the growing need for well trained Ph.D. graduates.

Other academic program objectives include:

- Providing courses that meet the criteria to maintain the program's registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets.
- Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations.
- Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives.
- Encouraging student participation in professional publishing activities.
- Encouraging students to sit for and pass the national CFP<sup>TM</sup> Certification Examination.

### Program Description

The proposed program was designed to be adaptable to the time constraints of students from a wide variety of backgrounds (e.g., international students, successful practitioners, and business executives). The following summarizes the key aspects proposed for the curriculum:

- ❖ Class cohorts are expected to include between 7 and 10 students.

- ❖ Students will take one to two online courses in the fall and spring semester for three to four years, depending on the number of credit hours accepted from the master's degree.
- ❖ The final two years of work will consist of dissertation research hours.
- ❖ The dissertation requirement will be met by requiring students to write three peer-reviewed papers for publication.
- ❖ Students will meet, in person, for ten days each year, typically two weeks prior to the beginning of the fall semester. It is possible that students will meet in different diverse locations in order to gain a global perspective of financial planning; however, students will initially meet in Manhattan.
  - a. During residency sessions students will take a total of four (4) credit hours towards degree completion.
  - b. All courses will be taught in English.
- ❖ The program, as structured, can be completed in five (5) years without the need of a student to leave their current status of employment.

### Sample Plan of Study

*Sample course work for students entering the program is shown below (Note: each student will develop, with the support and approval of their graduate committee, a graduate plan of study; it is possible that courses not shown in the sample plan of study may be incorporated into a student's plan; for example, a student may elect to take course in the College of Business Administration through the Graduate Certificate in Organizational Leadership or Business Administration. Possible courses include GRAD 801 – Foundations of Leadership; GRAD 820 – Leadership Practicum; ACCTG 810 – Accounting Concepts and Analysis; FINAN 815 – Managerial Finance I; MANGT 810 – Operations Management and Analysis; MKTG 810 – Marketing Concepts and Research; and MANGT 820 – Behavioral Management Theory. Students may also takes elective courses in Statistics, Education, and Psychology. ):*

## SAMPLE PLAN OF STUDY

### Proposed Human Ecology Ph.D. Emphasis in Personal Financial Planning<sup>11</sup>

A minimum of 91 credit hours is required.<sup>12</sup>

I.	Major Area: 21 Credit Hours <sup>13</sup>	
	a. FSHS 709 Public Policy and Family Economic Well-Being	3
	b. FSHS 756 Financial Counseling (Theory of FP&C)	3
	c. FSHS 757 Financial Behavioral Assessment Consulting	3
	d. FSHS 836 Case Studies	3
	e. FSHS 894 Readings in Family Studies and Human Services	6
	f. FSHS 979 Advanced Family Life Education and Consultation	3
II.	PFP/FSHS/Other Electives: Minimum 6 Credit Hours	6
III.	Statistics and Research Methods (min. 6 hours from courses listed in Sec. III)	6
	a. STAT 702 Statistical Methods for Social Sciences OR	
	b. STAT 703 Statistical Methods for Natural Sciences AND	
	c. STAT 704 Analysis of Variance and Covariance	
	d. STAT 705 Regression and Correlation Analysis OR	
	e. EDCEP 817 Statistical Methods in Education AND	
	f. EDCEP 917 Experimental Design	
IV.	Research Methods: 9 Credit Hours	
	a. FSHS 888 Research Methods in FSHS I OR	3
	b. EDCEP 816 Research Methods OR	
	c. FSHS 776 Program Evaluation & Research Methods in Gerontology AND	3
	d. FSHS 890 Research Methods in FSHS II	3
	e. Other 800+ Research Methods Course	3
V.	Ph.D. Research (minimum 31 credit hours) (e.g., FSHS 903)	
	a. FSHS 990 Ph.D. Dissertation Proposal Seminar	1
	b. FSHS 999 Ph.D. Dissertation Research	30
VI.	Supporting Courses (minimum 18 credit hours)	
	a. FSHS 624 Fundamentals	3
	b. FSHS 766 Insurance Planning for Families	3
	c. FSHS 762 Investing for the Family's Future or FINAN 653	3
	d. FSHS 772 Personal Income Taxation	3
	e. FSHS 760 Retirement Planning, Employee Benefits & The Family	3
	f. FSHS 764 Estate Planning for Families	3
VII.	<b>TOTAL</b>	<b>91</b>

<sup>11</sup> Rules in Brief: 91 hours minimum required; 30 hours minimum research required; At least 15 hours at the 800 or above level required; Only 6 hours of 500 level allowed; Only 6 hours of readings allowed; Maximum of 30 hours from master's degree allowed.

<sup>12</sup> No more than 30 credit hours from a master's degree may be applied to fulfill the Ph.D. requirement; students with an M.S./MBA in Financial Planning can expect to apply 21 to 27 credit hours towards the degree.

<sup>13</sup> College of Human Ecology rules require 12 doctoral core course meeting the following criteria: (a) credit hours at the 900 level; OR (b) 800 level course covering concepts and knowledge critical to the degree; OR 800 level course in which the majority of students enrolled are in the doctoral program.

### ***c. Program Faculty***

#### Quality of Faculty

Regents' rules require that a unit offering a Ph.D. program or doctoral emphasis be staffed with qualified faculty. Specifically, eight faculty are need to support a bachelors, master's, and Ph.D. curriculum. The proposed Human Ecology Ph.D. emphasis in Personal Financial Planning meets these requirements as shown in the summary table below (note: curriculum vitas are attached in the appendix).

Faculty Member	Degree	Certification	Role in Program	Biography
John Grable	Ph.D.	CFP®, RFC	Core	<p>Dr. John Grable, CFP®, RFC holds the Vera Mowery McAninch Professor of Human Development and Family Studies professorship at Kansas State University. He received his undergraduate degree in economics and business from the University of Nevada, an MBA from Clarkson University, and a Ph.D. from Virginia Tech. He is the Certified Financial Planner™ Board of Standards Inc. and International Association of Registered Financial Consultants registered undergraduate and graduate program director at Kansas State University. Teams of undergraduate financial planning students mentored by Dr. Grable have won the National Collegiate Financial Planning Championship in 2000, 2003, 2005, and 2006. Dr. Grable also serves as the director of The Institute of Personal Financial Planning at K-State. Prior to entering the academic profession he worked as a pension/benefits administrator and later as a Registered Investment Advisor in an asset management firm. Dr. Grable served as the founding editor for the <i>Journal of Personal Finance</i>, a rigorous peer-reviewed research journal. His research interests include financial risk-tolerance assessment, financial planning help-seeking behavior, and financial wellness assessment. He has been the recipient of several research and publication awards and grants, and is active in promoting the link between research and financial planning practice where he has published more than 60 refereed papers. Dr. Grable served on the Board of Directors of the International Association of Registered Financial</p>

				<p>Consultants (IARFC), as Treasurer for the American Council on Consumer Interests (ACCI), and on the Research Advisory Council of the Take Charge America Institute (TCAI) for Consumer Education and Research at University of Arizona. In 2004 he won the prestigious Cato Award for Distinguished Journalism in the Field of Financial Services, and in 2006 he was honored with the IARFC Founders Award. In 2007 Dr. Grable was awarded the Dawley-Scholer Award for Faculty Excellence in Student Development.</p>
Esther Maddux	Ph.D.	CFP®	Core	<p><b>WORK EXPERIENCE</b></p> <p><b>2007 to Present –Chemical and Behavioral Addictions Counselor—Professional Treatment Services LLC, Lawrence, KS.</b>  Provide assessment and treatment services for chemical and/or behavioral addictions. Treatment services include alcohol and drug information school, outpatient, and intensive outpatient programs.</p> <p><b>2003 to Present – Professor and Extension Specialist – Personal Financial Planning, Kansas State University, Manhattan, KS.</b>  College of Human Ecology, School of Family Studies and Human Services, Personal Financial Planning Unit and K-State Research and Extension. Provide financial education resources to enhance the financial well-being of individuals and families of Kansas throughout the lifespan. Teach three distance learning graduate courses: Fundamentals of Financial Planning, Professional Practices in Family Financial Planning, and Field Studies in Financial Planning. Serve as Graduate Program Director for School of Family Studies and Human Services. From 2004 to 2006 served as Personal Financial Planning Certificate Program Director.</p> <p><b>2002 to 2003 – Owner, Maddux Financial Services, A Fee-only Financial Planning Firm.</b>  Consulted with individuals and/or families to develop personal financial plans. Services included fee-only financial planning, educational seminars, and educational publications. Compensation was solely through client fees, not commission.</p>

			<p><b>2000 to 2001 – Financial Advisor, Variable Annuity Life Insurance Company (VALIC).</b></p> <p>Teamed with a partner to market and sell retirement plans (ORP, 403(b), 401(a), 457, 401(k), NQDA, SEP-IRA, IRA), mutual funds and life insurance to 12 groups with over 1600 participants in the Athens/Clarke County area. Employer groups included The University of Georgia, Athens/Clarke County Government, Clarke County Board of Education, and Athens Technical School. Tasks included organizing financial records to review client accounts; meeting with clients to match needs and products and sell products; processing of paperwork after meeting; consulting with clients to resolve minimum distribution, account administration, and death claim administration issues. Consulted with employer leaders to design, implement, and maintain plans as well as resolve employee issues. Prepared plan documentation to enroll new groups. Conducted seminars for employees to explain retirement plan benefits.</p> <p><b>1973 to 2000 – Professor (Tenured). The University of Georgia.</b></p> <p>Department of Housing and Consumer Economics in College of Family and Consumer Sciences - Extension Financial Management Specialist, Cooperative Extension Service (50% appointment); Office of Development - Planned Giving Officer (50% appointment). Retired, April 2000.</p> <p>Developed comprehensive financial planning curriculum for general public to empower them to build and maintain financial self-sufficiency. Selected titles include: Household Records: What to Keep and Where, Financial Record Book, How To Make Your Money Go Further, Credit and Debt, Insure Adequately, Starting Your Investment Program With \$1 to \$1000, Retirement Planning, Wills and Estate Planning, and Money Patterns. Selections of these resources have been adapted for curriculum and training for Army and Marine Corps financial counselors worldwide. Taught Honors Seminar: How To Be A Millionaire; Start Planning Today For Your Financial Tomorrow. Presented over 750</p>
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				<p>seminars to empower participants to build and/or maintain financial self-sufficiency. Trained and assisted county Extension agents in 159 Georgia counties in designing financial management education programs for youth and adults.</p> <p>Conducted estate planning seminars to encourage UGA alumni and friends to make major and planned gifts to UGA. Assisted with raising private gifts and solving gift-related issues for the University of Georgia. Consulted with Deans, Development Directors and donors to structure gifts that would meet needs of all parties.</p> <p>Chaired committee of UGA faculty and bankers to establish Consumer Credit Counseling Service in Athens, GA.</p> <p>As President of Association For Financial Counseling and Planning Education (AFCPE), collaborated with board of directors and employees to direct organization and develop mission statement; moved organization from volunteer leadership to paid professional leadership status; negotiated solutions regarding hiring, managing, terminating employees; negotiated conflicts among board, staff, and members; resolved issues concerning members.</p> <p>Research examines how to manage personal financial behavior to achieve financial security.</p> <p><b>EDUCATION</b></p> <p>1979 Ph.D. Ph.D., Purdue University, West Lafayette, IN, Family Resource Management</p> <p>1973 M.S. The University of Tennessee, Knoxville, TN, Family Economics</p> <p>1972 B.S. The University of Georgia, Athens, GA, Home Economics</p> <p><b>FINANCIAL PLANNING DESIGNATIONS AND LICENSES</b></p>
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				<p>CFP®, Certified Financial Planner, College for Financial Planning, Denver, CO 1988</p> <p>State of Georgia Insurance License, 2000</p> <p>Series 6, Mutual Funds, 2000</p> <p>Series 63, Variable Annuities 2000</p> <p>Series 65, Registered Investment Advisor, 2002</p> <p><b>ADDICTION AND PREVENTION STUDIES (AAPS)</b></p> <p>Kansas AAPS Certified Counselor, August 2007</p> <p><b>COMPUTER SKILLS</b></p> <p>Word, Power Point, Excel, Internet, Axio and Blackboard On-line Technology</p> <p><b>PROFESSIONAL SOCIETIES</b></p> <p>Association for Financial Counseling &amp; Planning Education (AFCPE); President, 1995-1996</p> <p>Financial Planning Association; Chairman, Georgia Society, 1992-1993</p> <p>International Society for Quality of Life Studies</p> <p>International Federation for Home Economics</p> <p>Kansas Association of Addiction Professionals, Allen County Student Chapter President (Current), 2006-2008</p> <p><b>AWARDS</b></p> <p>1995 – Louis M. Linxwiler Award by National Foundation for Consumer Credit, recognizes an individual's contributions to the field of consumer credit education on a national scale</p> <p>2000 – Distinguished Fellow Award, Association for Financial Counseling and Planning Education, for providing a plan for the organization to mature and grow by shifting it from a volunteer one to one employing professional staff.</p>
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				<p>2001 – Distinguished Alumni Award, Purdue University, College of Consumer and Family Sciences</p> <p>2006 – Distinguished Alumni Award, University of Georgia, College of Family and Consumer Sciences</p>
Ann Coulson	Ph.D.	CFP®, AFC	Core	<p>Dr. Coulson received her B.S. from the University of Missouri-Columbia in 1974 in Vocational Home Economics Education. She spent the next eight years working for utility companies in Arkansas and Missouri providing public relations and public education. She completed her M.S. in Operations Management from the University of Arkansas in 1980 and her Ph.D. in Human Environmental Sciences (Family &amp; Consumer Economics) from the University of Missouri-Columbia in 1988. She completed the requirements for the CFP® certification in 1991.</p> <p>From 1987 until 1996, Dr. Coulson taught at Kansas State University where she initiated the first CFP® registered undergraduate program in Kansas. While at K-State she was awarded the Conoco Undergraduate Teaching Award. She moved to Chicago in 1995. While in Chicago, Dr. Coulson served as the Director of the Institute for Personal Finance, an educational institution under the auspices of the Association for Financial Counseling and Planning Education. The purpose of the institute was to educate financial and housing counselors. In 2001, Dr. Coulson and her family returned to Kansas. She lives in Emporia, Kansas where she manages L. Ann Coulson, Ph.D., CFP®, L.L.C, a fee-only financial planning practice. She also serves as an adjunct faculty member for Kansas State University where she teaches online graduate level classes in financial planning. She has mentored fifteen cohorts through the CFP® registered certificate program curriculum.</p>
Farrell Webb	Ph.D.		Core	<p>Farrell J. Webb, PhD, is a Community Sociologist and Social Psychologist, who serves as an Associate Professor of Family Studies in the School of Family Studies &amp; Human Services. He has taught courses in Diversity in Families, Family Studies, Family Theory, Statistics (basic and advanced), Sampling, Research Methods, Advanced Research Methods, Program Evaluation, and Computerized Data Analysis. He recently completed post-doctoral/sabbatical training at The Pennsylvania State University—University Park in the Center for Human Development and</p>

				Family Research in Diverse Contexts in the areas of Ethnography, Spatial Demography, and Epidemiological Research Methods. He has extensive experience in data collection among hidden communities and served as the principal investigator on two CDC investigations that examined HIV knowledge, attitudes, and behaviors among MSM, IDU, and at-risk Heterosexuals. His upcoming publications focus on the role of families in the production of prejudice across race, ethnic, and sexually varying groups.
Jared Anderson	Ph.D.	LMFT	Support	Dr. Jared Anderson is an Assistant Professor of Marriage and Family Therapy at Kansas State University. He received his undergraduate degree in psychology from Graceland College, a M.S. in Marriage and Family Therapy from Kansas State University, and a Ph.D. in Family Social Science from the University of Minnesota. He is a licensed marriage and family therapist and a certified relationship educator. His scholarship is focused in two main areas: marriage and health. His marriage scholarship focuses on the development and change in marital quality over the life course and in understanding the process of marital turnarounds in unhappy couples. His health scholarship focuses on the development and evaluation of community initiatives to improve the health and well-being of individuals and families. Dr. Anderson serves as a reviewer for the Journal of Marital and Family Therapy and teaches graduate courses in clinical assessment, theory, and research.
Joyce Baptist	Ph.D.	LMFT	Support	Dr. Joyce Baptist, LCMFT, is an Assistant Professor in Family Studies and Human Services at Kansas State University. She has a Management Accounting qualification from the Chartered Institute of Management Accounting, U.K., a M.A. from Loyola University Chicago and a Ph.D. in Human Development from Virginia Tech. She is a Licensed Clinical Marriage and Family Therapist in Kansas, an American Association of Marriage and Family Therapy Approved Supervisor, and a National Vocational Qualification, U.K., Assessor. Prior to pursuing graduate studies in the United States, Dr. Baptist served in both teaching and administrative capacities in a business college in her home country, Malaysia, for 8 years. Prior to joining Kansas State

				<p>University, she was an Assistant Professor at California State University, Sacramento and their Marriage, Family and Child Counseling Program Head. During her graduate training as a clinician, she completed internships at the Dartmouth Medical Family Residency, Concord, New Hampshire and at Asian Human Services, Chicago, Illinois. She serves on the Editorial Board of the Journal of Feminist Family Therapy and is a special topics editor for Family Relations. Her research interests include marginalized groups such as, orphans and families in Africa, and trauma. She received a grant from the African Studies Center, Kansas State University for her research on AIDS prevention among orphans in Africa. Dr. Baptist served on the Elections Committee for the American Association of Marriage and Family Therapy, California Division. She teaches graduate students and coordinates the Marriage and Family Therapy doctoral internship. Her teaching focuses on culture and diversity, couple and family therapy theory and practice, psychopathology, and research in Marriage and Family Therapy. She provides training and consultation in marriage and family therapy in South East Asia.</p>
Walter Schumm	Ph.D.		Support	<p>Dr. Schumm is a Professor of Family Studies in the School of Family Studies and Human Services, College of Human Ecology. Dr. Schumm is internationally known for the development of scales and measures used by clinicians, researchers, and practitioners in the area of marriage and family therapy and family counseling. During his tenure at Kansas State University he has published more than 100 peer-reviewed articles. Since 1992 he has served as a Senior Faculty Fellow, U.S. Army Research Institute, Alexandria, Virginia, and since 2004 as Fellow, National Council on Family Relations 1972 – 2002. In addition to his international experience as a researcher, Dr. Schumm served as a Colonel, U.S. Army Reserve (LT, 1972-1979; CPT, 1979-1985; MAJ, 1985-1989; LTC, 1989-1994; COL, 1994-2002).</p>
Dave Evans (Fall 2008 new hire)	Ph.D.		Core	Ohio State University Graduate
Kristy Archuleta	Ph.D.		Core	Kansas State University Graduate

(Fall 2008 new hire)				
Other Supporting Faculty				<p>This program utilizes courses taught by faculty at the graduate level through a long-term collaboration with institutions that partner with Kansas State University through the Great Plains Distance Education Interactive Alliance. The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) is a consortium of eleven universities offering online graduate programs. Each university brings a unique strength to the multi-institution academic programs by offering courses that are accepted by partner institutions. Online courses are taught by the <i>best</i> faculty in the discipline from several universities. The Ph.D. program will utilize courses taught at:</p> <p>Iowa State University  Montana State University  Oklahoma State University  North Dakota State University  South Dakota State University  University of Nebraska</p> <p>Faculty loads at K-State are dramatically reduced by incorporating contributing GPIDEA course work into the curriculum.</p>

#### Number of Graduate Assistants Needed to Serve Program

No graduate teaching assistants are needed to implement the program.

#### ***d. Academic Support***

##### What are the Academic Support Services for this Program?

All student advising will be provided by staff 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.

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 Division of Continuing Education or through the K-State library system.

##### 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.

What New Supporting Staff will be Required Beyond Normal Additions?

No additional supporting staff will be needed.

***d. Facilities and Equipment***

What are the Anticipated Facilities Requirements?

No additional space requirements, facilities, renovations will be needed.

What New Equipment will be Required Beyond Normal Additions?

No new equipment will be needed.

***NOTE:***

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

- ✓ John Grable
- ✓ Esther Maddux
- ✓ Kristy Archuleta
- ✓ Dave Evans
- ✓ Ann Coulson

Supporting faculty include (these faculty will provide instruction and serve on student committees):

- ✓ Farrell Webb
- ✓ Walter Schumm
- ✓ Joyce Baptist
- ✓ Jared Anderson

Student recruitment and advising will be administered by Kim Missenhelter in the Institute of Personal Financial Planning.

The integration of this program with courses currently taught in the GPIDEA master's degree (many of the supporting courses are taught by graduate faculty at peer institutions) means that the current faculty is sufficient to support *both* the M.S. and the proposed Ph.D., even with the addition of dissertation research. Any additional graduate student support for faculty will be funded from resources generated by the Institute of Personal Financial Planning.

## *f. Program Review*

### What Program Review Process Methods will be used to Review the Program?

The program review process will follow procedures in place at Kansas State University through the Office of Assessment. The following outline summarizes the procedure that will be followed:<sup>14</sup>

- Faculty will describe the ideal student in the program at various phases throughout the program. Specific strengths, skills, and values that faculty feel are the result of, or at least supported and nurtured by, the program experience. Faculty will then ask:
  - What does this student know?
  - What can this student do?
  - What does this student care about?
- Faculty will list and briefly describe the program experiences that contribute most to the development of the ideal student.
- Faculty will list the achievements implicitly expected of graduates in each major field.
- Faculty will describe alumni in terms of such achievements as career accomplishments, lifestyles, citizenship activities, and aesthetic and intellectual involvement.
- Instructional materials will be collected and reviewed; three broad categories will be used to synthesize the information: recognition/recall, comprehension/simple application, critical thinking/problem-solving. Examples of documentation includes the following:
  - syllabi and course outlines
  - course assignments and tests
  - textbooks (especially the tables of contents, introductions, and summaries)
- Similarly, faculty will collect and review documents that describe the School and its programs, including:
  - brochures and catalogue descriptions
  - accreditation reports
  - curriculum committee reports
  - mission statements
- Materials will then be reviewed to solicit reactions to goals and objectives from another unit that is similar but external (e.g., another department in the Big 12 Conference).
- Once reactions are assessed, faculty will use the 25 percent problem to refine or reduce a set of goal statements. Based on this step, goals will be reassessed to determine which goals will be retained and which will be discarded.
- Faculty will then administer a goals inventory or conduct an interview study. Students, administrators, and other stakeholders will be involved when possible.
- Delphi techniques will be employed to administer a series of related questionnaires in which information from the initial form is provided so that respondents can use it to revise their responses on subsequent forms. The objective is to develop consensus before writing goals or objectives.
- Finally, unit and program goals and objectives will be established.

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<sup>14</sup>This procedure was derived from information presented on the Ball State University's web site: (<http://web.bsu.edu/IRAA/AA/WB/chapter2.htm> ), which was accessed in the summer of 2003 and reprinted on the Kansas State University website (<http://www.k-state.edu/assessment/slo/resources.htm>) in 2007.

## Student Learning Outcomes

Student learning outcomes will be measured and assessed by determining how effectively students are able to:

- a. understand the integral role of individuals and families in the financial decision-making process;
- b. demonstrate an understanding of the international and multicultural issues facing consumers of financial services products in the 21<sup>st</sup> century;
- c. understand how socioeconomic factors influence micro- and macro-economy as it relates to financial planning environments;
- d. use essential communication skills, including oral and written communication, basic technological competence, and skills appropriate when working with others – both colleagues and clients;
- e. understand appropriate assessment techniques for evaluating risk tolerance, risk capacity, time horizons, and expectations;
- f. demonstrate mastery of complicated personal finance mathematics, including budgeting and cash flow analysis, time value of money concepts, and ratio analysis;
- g. demonstrate the ability to integrate complex theoretical modeling into conceptual frameworks of research and assessment;
- h. understand the dynamics involved in behavioral decision making.
- i. demonstrate an understanding of integrated nature of all aspects of financial planning;

Specific minimal learning outcomes for Human Ecology doctoral students studying Personal Financial Planning is shown below:

<b>Student Outcomes</b>	<b>Univ. SLOs</b>	<b>Measurements</b>
1. Understand the fundamentals of the financial planning process.	S, K	a,b,c,d K,S
2. Calculate and interpret the time value of money.	S, K	a,b,c,d K,S
3. Develop a clear professional understanding of insurance policies and strategies.	S, K	a,b,c,d K,S
4. Understand risk management concepts.	S, K	a,b,c,d K,S
5. Apply tax planning strategies to meet the goals of the client.	S, K	a,b,c,d K,S
6. Become skilled in applying retirement planning strategies.	S, K	a,b,c,d K,S
7. Develop estate planning strategies for the benefit of clients.	S, K	a,b,c,d K,S
8. Develop investment planning strategies to assist clients in meeting financial goals.	S, K	a,b,c,d K,S
9. Understand the fundamental processes involved in family financial wealth accumulation	S, K	c,d,e, K,S,D
10. Solve real world problems.	S, K	a,b,c,d,e, K,S
11. Develop and refine communication skills.	S, AP	c,d



12. Show evidence of breadth and depth in the application of financial planning theory to research questions.	S, K	D
13. Participate in professional groups and activities.	S, AP	c,d,e
14. Develop and refine quality writing skills	S, K	S,D
15. Demonstrate standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards	K,AP	a,b,c,d,e K,S
16. Obtain an understanding of the skills necessary to make a meaningful contribution to the advancement of financial planning as a professional endeavor.	S, K	a,b,c,d
17. Demonstrate a high competence in statistical methodologies.	S, K	a,b,c,d,e K,S
18. Develop and use behavioral tools and techniques for use in classroom teaching.	S, K	a,b,c,d,e K,S
19. Empirical research findings associated with personal finance research.	S, K	a,b,c,d, K,S, D
20. How financial planning is shaped by diverse contexts, cultures, and family relationships.	K,AP	a,b,c,d, K,S

a = online examinations

b = online assignments (including case studies)

c = live chat sessions and discussion via K-State Online

d = out-of-class activities

e = group projects and activities

K = knowledge assessment

S= Skills assessment

D = Dissertation assessment

AP = attitudes and professional conduct

Of the 20 student learning outcomes developed by PFP faculty in accordance with the graduate student learning outcomes' project, the unit will focus on the following four outcomes in our initial three-year-assessment plan (the complete assessment plan – with a Ph.D. dissertation assessment rubric – can be found in a separate document).

✓ Students will demonstrate their knowledge and understanding of

1. The standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by the Certified Financial Planner Board of Standards.
2. The fundamentals of the financial planning process.
3. Empirical research findings associated with personal finance research.
4. How financial planning is shaped by diverse contexts, cultures, and family relationships.

Student learning outcomes were originally developed and based on a market analysis for the proposed Human Ecology Ph.D. emphasis in Personal Financial Planning. The analysis looked at the market for a doctoral program and an internal review of Kansas State University's strengths as they relate to offering a wide range of curriculum alternatives in the marketplace (i.e., undergraduate, graduate, and certificate programs). It was determined, based on these two sources of information, that a quality student-centered doctorate program could fill an important niche in the university.

### What are the Institution's Plans Regarding Program Accreditation?

Currently, the Certified Financial Planner Board of Standards, Inc. serves as the accreditation/registration body for all college and university financial planning curriculums in the United States. Re-accreditation/registration occurs every three years. The program coordinator/director is responsible for managing the accreditation process. The undergraduate, master's, and certificate programs offered at Kansas State University are accredited/registered with the CFP® Board at this time. It is anticipated and expected that the doctoral program will also be accredited/registered upon inception. Further, the International Association of Registered Financial Consultants registers academic programs at the undergraduate and graduate level. As a result, graduates are eligible to obtain the Registered Financial Consultant certification upon graduation. Similarly, the Association for Financial Counseling and Planning Education registers 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.

## **Appendix**

- a. Summary of Proposed Academic Program
- b. Curriculum Outline for Proposed Academic Program
- c. Fiscal Summary for Proposed Academic Program

**Attachment 1**

Summary of Proposed Academic Program

**New Degree Request – Kansas State University**

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification CIP	
2. Academic Unit	School of Family Studies and Human Services, College of Human Ecology
3. Program Description	
4. Demand/Need for the Program	
5. Comparative/Locational Advantage	
6. Curriculum	
7. Faculty Profile	
8. Student Profile	
9. Academic Support	
10. Facilities & Equipment	
11. Program Review, Assessment, Accreditation	
12. Cost, Financing	

Attachment 2

**CURRICULUM OUTLINE**  
**NEW DEGREE PROPOSALS**  
**Kansas Board of Regents**

I. Human Ecology Ph.D. emphasis in Personal Financial Planning

II. Course Required for Each Student in the Major

	Course Name & Number	Credit Hours
Core Courses:	a. FSHS 624 Fundamentals of Family Financial Planning b. FSHS 766 Insurance Planning for Families c. FSHS 762 Investing for the Family's Future or FINAN 653 d. FSHS 772 Personal Income Taxation e. FSHS 760 Retirement Planning, Employee Benefits & The Family f. FSHS 764 Estate Planning for Families g. FSHS 709 Public Policy and Family Econ. Well-Being h. FSHS 756 Financial Counseling (Theory of FP&C) i. FSHS 757 Fin. Behavioral Assessment Consulting j. FSHS 825 Contemporary Personal Finance Issues in Family Resource Management k. FSHS 836 Case Studies l. FSHS 894 Readings in Personal Finance m. FSHS 979 Professional Issues for Advanced FSHS Professionals	3 3 3 3 3 3 3 3 3 3 3 3 3 3
Electives:	n. FSHS 758 Housing and Real Estate o. FSHS 850 Family Studies OR p. Other Elective	3 3
Research:	q. FSHS 806 Statistical Methods in FSHS AND r. FSHS 906 Advanced Statistical Methods in FSHS s. FSHS 888 Research Methods in FSHS I t. FSHS 890 Research Methods in FSHS II AND u. EDCEP 816 Research Methods OR v. FSHS 776 Program Evaluation & Research Methods in Gerontology w. FSHS 990 Ph.D. Dissertation Proposal Seminar x. FSHS 999 Ph.D. Dissertation Research	3 3 3 3  3 1 30
TOTAL		91

**IMPLEMENTATION YEAR FY 2009****Fiscal Summary for Proposed Academic Programs****Institution: Kansas State University****Proposed Program: Human Ecology Ph.D. with an emphasis in Personal Financial Planning**

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:						
B. Total SCH taken by all students in program						
<b>Part II. Program Cost Projection</b>						
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.						
	Fall, Implementation Year		Year 2		Year 3	
Costs:						
Salaries						
OOE						
Total						

Indicate source and amount of funds if other than internal reallocation:

Revised: September 2003

Approved: \_\_\_\_\_

## CURRICULUM VITAE

*John E. Grable, Ph.D., CFP®, RFC*

Personal Financial Planning

School of Family Studies and Human Services

Kansas State University

318 Justin Hall

Manhattan, KS 66506

(785) 532-1486 (office)

(785) 537-1967 (home)

E-mail: jgrable@ksu.edu

### **Education**

Doctor of Philosophy (Ph.D.) (1997)

Resource Management (Family and Personal Finance)

Virginia Polytechnic Institute and State University

Master of Business Administration (1988)

Clarkson University, Potsdam, New York

Bachelor of Science - Business/Economics (1987)

University of Nevada, Reno

### **Academic Positions**

Associate Professor (August 2003 - Present), Kansas State University

The Vera Mowery McAninch Professor of Human Development and Family Studies

### **Graduate Faculty and CFP® Program Director/Coordinator**

### **Great Plains Alliance Teaching Faculty**

Director of the Institute of Personal Financial Planning

Assistant Professor (August 1999 – May 2003), Kansas State University

Agriculture Extension Service Research Appointment (2002 – 2003)

Assistant Professor (January 1998 - May 1999), Texas Tech University

Graduate Faculty

Instructor (1997), Virginia Polytechnic Institute and State University

Instructor (1994 - 1995), University of Nevada, Reno

Instructor (1994 - 1995), Truckee Meadows Community College

Instructor (1992 - 1994), Career College of Northern Nevada

### **Other Employment**

Research Associate, Center for Financial Responsibility, Texas Tech University (1999-2000)  
Research/Teaching Assistant (1995 - 1997), Virginia Tech  
Financial Planner/Investment Advisor (1992 - 1997)  
Benefits/Pension Administrator (1990 - 1992)  
Accounting Assistant (1989 - 1990)  
Owner/Manager (1988) – The Comstock Baking Company

### **Certification and Licensure**

Certified Financial Planner (CFP®, January 1993).  
Registered Financial Consultant (RFC, May 2000).  
Fee-only, independent, Registered Investment Advisor (not currently active).  
Registered with the Securities & Exchange Commission (1990 - 1997).  
State Investment Advisor Licensee – Series 63 & 65 Licensee (not currently active).

### **Books Authored or Co-Authored**

Grable, J. E., Klock, D., & Lytton, R. H (In press). *A case approach to financial planning*. Cincinnati, OH: National Underwriter.  
Lytton, R. H., Grable, J. E., & Klock, D. (2006). *The process of financial planning*. Cincinnati, OH: National Underwriter.  
Grable, J. E. (Ed.) (2000). *Retirement plan administration: Course one of the Certified Retirement Administrator designation*. Washington, DC: International Foundation for Retirement Education.  
Lytton, R. H., Grable, J. E., & Klock, D. (2000; 1<sup>st</sup> and 2<sup>nd</sup> editions). *Personal financial management: Teaching manual*. Upper Saddle River, NJ: Prentice Hall.  
Lytton, R. H., Grable, J. E., & Klock, D. (2000; 1<sup>st</sup> and 2<sup>nd</sup> editions). *Personal financial management: Student study guide*. Upper Saddle River, NJ: Prentice Hall.

### **Book Contributions**

Grable, J. E. (in press). Risk Tolerance. In J. J. Xiao (Ed.), *Advances in Consumer Financial Behavior Research*. New York: Springer Publishing in conjunction with TCAI, University of Arizona.  
Roszkowski, M., & Grable, J. E. (2007). Wealth, happiness, and the hedonic treadmill [book chapter] in *Wealth Management: An Introduction*. Hyderabad, India: ICFAI Books.  
Roszkowski, M., & Grable, J. E. (2006). Wealth, happiness, and the hedonic treadmill [book chapter] in *Emerging World of Wealth Management*. Hyderabad, India: ICFAI Books.  
Contributor to *Tips for the top: Targeted advice from America's top money minds* (Edie Milligan, Editor), Upper Saddle River, New Jersey: Alpha Books (Pearson Education) (2002).  
Author of 1/3 of all end of chapter questions, and co-author of four-part continuing case, *Personal Finance: Turning Money Into Wealth* by Art Keown (2000; 1<sup>st</sup> and 2<sup>nd</sup> editions).



## Editorial Activities

Editor, *Journal of Personal Finance*. Funded December 2001 – June 2006.  
Editorial Board, *Financial Counseling and Planning*. May 2003 – ongoing.  
Editorial Board, *Journal of Consumer Education*. 2007 – ongoing.  
Barnhill, R. (1999). *Retirement planning*. John E. Grable (Ed.). Course Three, Retirement Counselor Certification. International Foundation for Retirement Education, Washington, DC: author.  
Garman, E. T., Grable, J. E., & Joo, S. (1997). *Personal Finances and Worker Productivity, Vol. 1 No. 1*.

## Journal and Proceedings Reviewer Activities

*AFCPE Proceedings*  
*Consumer Interests Annual*  
*Family and Consumer Sciences Research Journal*  
*Financial Counseling and Planning (Advisory Board)*  
*Financial Services Review*  
*Journal of Consumer Affairs*  
*Journal of Consumer Education (Advisory Board)*  
*Journal of Family and Economic Issues*  
*Journal of Personal Finance (Founding Editor)*  
*Personal Finances and Employee Productivity*  
*Psychological Reports*

## Refereed Journal Publications

Joo, S-H., Grable, J. E., & Choe, H. (2007). Who is and who is not willing to use on-line employer-provided retirement investment advice. *Journal of Employment Counseling*, 44, 73-85.  
Bagwell, D., Joo, S-H, & Grable, J. E. (in press). The academic impact of financial stress on college students. *Journal of College Student Retention*.  
Grable, J. E., Britt, S., & Cantrell, J. (in press). An exploratory study of the role financial satisfaction and stressors have on the thought of subsequent divorce. *Family and Consumer Sciences Research Journal*.  
Schuchardt, J., Bagwell, D. C., Bailey, W. C., DeVaney, S. A., Grable, J. E., Leech, I. E., Lown, J. M., Sharpe, D. L., & Xiao, J. J. (2007). Personal finance: An interdisciplinary profession. *Financial Counseling and Planning*, 18 (1), 61-69.  
Grable, J. E., & Roszkowski, M. J. (2007). Self-assessment of risk tolerance by women and men. *Psychological Reports*, 100, 795-802.  
Roszkowski, M. J., & Grable, J. (2007). How are income and net worth related to happiness? *Journal of Financial Service Professionals*, 61 (1), 64-80.  
Joo, S-H., & Grable, J. E. (2006). Using predicted perceived emergency fund adequacy to segment prospective financial consulting clients. *Financial Services Review*, 15, 297-131.

- Grable, J. E., & Britt, S. (2006). A further examination of the validity of the Kansas Marital Satisfaction Scale: Implications for financial consultants. *Journal of Personal Finance*, 5 (2), 17-31.
- Grable, J. E. (2006). Personal finance, financial planning, and financial counseling publication rankings. *Journal of Personal Finance*, 5 (1), 68-78.
- Roszkowski, M. J., & Grable, J. (2006, April). Wealth, Happiness, and the Hedonic Treadmill: Ramifications of the Puzzle for Wealth Managers. *Wealth Optimizer* (India), 1-17.
- Grable, J. E., & Joo, S-H. (2006). Student racial differences in credit card debt and financial behaviors and stress. *College Student Journal*, 40, 400-408.
- Grable, J. E., Lytton, R. H., O'Neill, B., Joo, S-H., & Klock, D. (2006). Risk tolerance, projection bias, vividness and equity prices. *Journal of Investing*, 15 (2), 68-74.
- Roszkowski, M. J., & Grable, J. E. (2005). Estimating risk tolerance: The degree of accuracy and the paramorphic representations of the estimate. *Financial Counseling and Planning*, 16 (2), 29-48.
- Grable, J. E. (2005). The future of financial planning academic programs: Does the future look bleak? *Journal of Personal Finance*, 4 (4), 91-98.
- Roszkowski, M. J., & Grable, J. E. (2005). Gender stereotypes in advisors' clinical judgments of financial risk tolerance: Objects in the mirror are closer than they appear. *Journal of Behavioral Finance*, 6, 181-191.
- Joo, S-H., & Grable, J. E. (2005). Employee education and the likelihood of having a retirement savings program. *Financial Counseling and Planning*, 16 (1), 37-49.
- Roszkowski, M. J., Davey, G., & Grable, J. E. (2005). Insights on measuring risk tolerance from psychology and psychometrics. *Journal of Financial Planning*, 18 (4), 68-76.
- Grable, J. E., & Joo, S-H. (2004). Environmental and biopsychosocial factors associated with financial risk tolerance. *Financial Counseling and Planning*, 15 (1), 73-88.
- Grable, J. E. (2004). Assessing financial risk-tolerance attitudes using semantic differential scales. *Journal of Personal Finance*, 3 (3), 68-88.
- Lytton, R. H., & Grable, J. E. (2004). FCS academic programs and financial planning industry: partnering to meet growing demand. *Journal of Family and Consumer Sciences*, 96 (3), 41-45.
- Grable, J. E., Lytton, R. H., & O'Neill, B. (2004). Projection bias and financial risk tolerance. *The Journal of Behavioral Finance*, 5, 240-245.
- Grable, J. E., & Cantrell, J. (2004). An employee hiring strategy based on the four domains of student performance. *Journal of Financial Planning (Online)*. Available at <http://www.fpanet.org/journal/betweentheissues/yourpractice/060104A.cfm>.
- Asebedo, G., & Grable, J. E. (2004). Predicting mutual fund over-performance over a nine-year period. *Financial Counseling and Planning*, 15 (1), 1-12.
- Joo, S., & Grable, J. E. (2004). An exploratory framework of the determinants of financial satisfaction. *Journal of Family and Economic Issues*, 25, 25-50.
- Grable, J. E., & Cantrell, J. (2003, December). Future value calculations and the geometrically varying annuity. *Journal of Financial Planning (Online)*. Available at <http://www.fpanet.org/journal/BetweenTheIssues/Contributions/120103.cfm>
- Grable, J. E., & Lytton, R. H. (2003). The development of a risk assessment instrument: A follow-up study. *Financial Services Review*, 12, 257-274.
- Grable, J. E., & Joo, S. (2003). A snapshot view of the help-seeking market. *Journal of Financial Planning*, 16 (3), 88-94.

- Joo, S., Grable, J. E., & Bagwell, D. (2003). Credit card attitudes and behaviors of college students. *College Student Journal*, 37, 405-419.
- Grable, J. E., & Cantrell, J. (2002). A technique for calculating the maximum withdrawal from accumulated retirement assets. *Personal Financial Planning Monthly*, 1 (9), 12-20.
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- Joo, S., & Grable, J. E. (2001). Factors associated with seeking and using professional retirement-planning help. *Family and Consumer Sciences Research Journal*, 30, 37-63.
- Lytton, R. H., Decker, L. R., & Grable, J. E. (2001). Student credit card debt: Looking beyond the financial issue. *Family Relations and Human Development/Family Economics and Resource Management Biennial*, 4, 105-113.
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- Grable, J. E., & Joo, S. (1999). How to improve financial knowledge, attitudes, and behaviors among consumer science constituencies. *The Journal of Consumer Education*, 20-26.
- Grable, J. E., & Lytton, R. H. (1999). Assessing financial risk tolerance: Do demographics, socioeconomic, and attitudinal factors work? *Family Economics and Resource Management Biennial*, 3, 80-88.
- Grable, J. E., & Lytton, R. H. (1998). Investor risk tolerance: Testing the efficacy of demographics as differentiating and classifying factors. *Financial Counseling and Planning*, 9, 61-74.
- Grable, J. E., & Joo, S. (1998). Does financial education affect attitudes, knowledge, and behavior? An empirical analysis. *Personal Finances and Worker Productivity*, 2 (2), 213-220.
- Chen, P., Hanna, S., & Grable, J. E. (1997). Employee personal retirement plan asset allocation: The case for 100% stocks. *Personal Finances and Worker Productivity*, 1 (1), 211-215.
- Grable, J. E., & Lytton, R. H. (1997). Determinants of retirement savings plan participation: A discriminant analysis. *Personal Finances and Worker Productivity*, 1 (1), 184-189.
- Grable, J. E., & Joo, S. (1997). Determinants of risk preference: Implications for family and consumer science professionals. *Family Economics and Resource Management Biennial*, 2, 19-24.
- Garman, E. T., Leech, I. E., & Grable, J. E. (1996). The negative impact of employee poor personal financial behaviors on employers. *Financial Counseling and Planning*, 7, 157-168.

## Professional Journals and Published Abstracts

- Garrett, K. C., & Grable, J. E. (2007). State investment adviser representative examination and waiver requirements. *Journal of Personal Finance*, 6 (1), 38-43.
- Kasper, T., & Grable, J. E. (2006). Summary of author and article citations: Journal of Personal Finance volumes 1, 2, 3, & 4. *Journal of Personal Finance*, 5 (2), 101-111.
- Grable, J. (2006, July/August). Pursuing a national title. *Solutions*, 22-23.
- Grable, J. E. (2006). Does your client's mood matter? *The Register*, 7 (2), 6.
- Kasper, T., & Grable, J. E. (2005). Summary of author and article citations: Journal of Personal Finance Volumes 1, 2, & 3. *Journal of Personal Finance*, 4 (2), 85-91.
- Grable, J. E., & Joo, S-H. (2004). Providing financial services to university faculty and staff: A strategic approach. *The Register*, 5 (9), 8-9.
- Grable, J. E., & Joo, S-H. (2004). Assessing the link between sensation seeking and financial risk tolerance. *The Register*, 5 (5), 6.
- Grable, J. E., Lytton, R. H., O'Neill, B. (2003, September). Predicting risky investment behavior: Do heuristics work? *Journal of the National Association of Personal Financial Advisors*, 1; 36-39.
- Joo, S., & Grable, J. E. (2003). The meaning and measurement of personal financial wellness: A summary of professional insights. *Consumer Interests Annual*, 40. Available at [http://consumerinterests.org/public/articles/ProfessionalInsights\\_03.pdf](http://consumerinterests.org/public/articles/ProfessionalInsights_03.pdf)
- Grable, J. E., & Maddux, E. (2003). Help seeking and the Internet. *The Register*, 4 (6), 13.
- Grable, J. E. (2002). A strategy to use when working with nervous clients. *The Register*, 3 (5), 3.
- Grable, J. E. (2002). Penetrating the 457 marketplace. *The Register*, 3 (4), 1-3.  
Republished in *The Advisor's Network*, 11 (5), 39-40.
- Herbers, A., & Grable, J. E. (2001, June). On sponsoring and recruiting interns: Building win-win relationships now and for the future. *The Journal of the National Association of Personal Financial Advisors*, 18- 25.
- Grable, J. E. (2000). Recruiting new hires from college programs: A program administrator's perspective. *The Register*, 1 (3), 3-6.
- Grable, J. E., & Joo, S. (1999). Gender and financial education: Changing financial knowledge and attitudes. *Journal of Family and Consumer Sciences*, 91 (4), 29.
- Joo, S., & Grable, J. E. (1999). Survey with college students reveals needs for curriculums to include credit education. *Journal of Family and Consumer Sciences*, 91 (4), 28.
- Grable, J. E., & Joo, S. (1999). Workplace retirement education: Analysis and recommendations. *Retirement Planning: The Journal of the International Society for Retirement Planning*, 2, 10-12.
- Grable, J. E., & Joo, S. (1999, July). Predicting risk tolerance: Do heuristics work? *The Journal of the National Association of Personal Financial Advisors*, 1-6.
- Grable, J. E., & Lytton, R. H. (1998). Investor risk tolerance: Testing the efficacy of demographics as differentiating and classifying factors. *Capital Markets - Asset Pricing and Valuation*, 1 (3), [On-line]. Available:  
[http://papers.ssrn.com/paper.taf?abstract\\_id=132598](http://papers.ssrn.com/paper.taf?abstract_id=132598)

## Refereed Professional Proceedings (with presentations)

- Grable, J. E., Webb, F., Britt, S., & Park, J-Y. (2007). The effect of religiosity on financial risk taking. *Proceedings of the Association for Financial Counseling and Planning Education*, 45-54.
- Joo, S-H., & Grable, J. E. (2005). Who is and who is not willing to use on-line employer-provided investment advice. *Proceedings of the Association for Financial Counseling and Planning Education*, 77-84.
- Grable, J. E., Cantrell, J., & Maddux, E. (2004). Seeking financial help from friends and relatives. *Proceedings of the Association for Financial Counseling and Planning Education*, 20-28.
- Grable, J. E., & Joo, S-H. (2003). Objective and subjective factors associated with financial risk tolerance. *Proceedings of the Association for Financial Counseling and Planning Education*, 9-18.
- Grable, J. E., Adityavarman, R., & Joo, S. (2001). Assessing cross-disciplinary risk-taking preferences of individuals. *Proceedings of the Association for Financial Counseling and Planning Education*, 71-78.
- Grable, J. E., Lytton, R. H., & Cantrell, J. (2001). Financial services employment opportunities: Beyond product sales. *Proceedings of the Association for Financial Counseling and Planning Education*, 132-142.
- Joo, S., Grable, J. E., & Bagwell, D. (2001). College students and credit cards. *Proceedings of the Association for Financial Counseling and Planning Education*, 8-15.
- Grable, J. E., & Cantrell, J. (2000). Testing the relationship between sensation seeking and financial risk tolerance. *Proceedings of the Association for Financial Counseling and Planning Education*, 45-54.
- Grable, J. E., & Joo, S. (2000). A cross-disciplinary examination of financial risk tolerance. *Consumer Interests Annual*, 46, 151-157.
- Joo, S., & Grable, J. E. (2000). A retirement investment and savings decision model: Influencing factors and outcomes. *Consumer Interests Annual*, 46, 43-48.
- Grable, J. E., & Lytton, R. H. (1999). Financial risk tolerance: Results of a concurrent validity analysis. *Proceedings of the Association for Financial Counseling and Planning Education*, 65-75.
- Joo, S., & Grable, J. E., Bagwell, D. C. (1999). Financial behaviors of clerical workers: An examination and implications. *Proceedings of the Association for Financial Counseling and Planning Education*, 91-101.
- Joo, S., & Grable, J. E. (1999). Understanding retirement planning help-seeking behavior. *Proceedings of the Association for Financial Counseling and Planning Education*, 1-8.
- Grable, J. E., & Joo, S. (1999). Factors related to risk tolerance: A further examination. *Consumer Interests Annual*, 45, 53-58.
- Joo, S., & Grable, J. E. (1999). Developing a model for the determinants of financial satisfaction: An exploratory study. *Consumer Interests Annual*, 45, 117-122.
- Joo, S., & Grable, J. E. (1999). Determinants of financial satisfaction. *Proceedings of the 1999 Eastern Family Economics and Resource Management Association*, 18-26.

- Grable, J. E., & Orr, S. (1998). Retirement counselor certification: Strengthening a new profession. *Proceedings of the Association for Financial Counseling and Planning Education*, 28-31.
- Grable, J. E., & Lemoine, C. (1998). Predicting mutual fund over-performance: A benchmark approach. *Proceedings of the Association for Financial Counseling and Planning Education*, 128-135.
- Grable, J. E., Lytton, R. H., & Kratzer, C. (1998). Determinants of defined contribution plan employee participation: A 403(b) perspective. *Consumer Interests Annual*, 44, 109-114.
- Lytton, R. H., & Grable, J. E. (1998). Financial manager profile scale: An initial analysis. *Consumer Interests Annual*, 44, 13-18.
- Grable, J. E., & Brunson, B. H. (1997). A cost and benefit comparison of equity mutual fund and direct stock investing. *Proceedings of the Association for Financial Counseling and Planning Education*, 142-150.
- Grable, J. E. (1997). An investigation of four risk preference rules-of-thumb. *Consumer Interests Annual*, 43, 36-38.
- Lytton, R. H., & Grable, J. E. (1997). A gender comparison of financial attitudes. *Proceedings of the 1997 Eastern Family Economics and Resource Management Association*, 1-8.

### **Professional Presentations**

- Invited panelist: *Naming the Profession* (with J. Schuchardt, J. Lown, D. Durban, I. Leech, B. Bailey, J. Xiao). Association for Financial Counseling and Planning Education, November 2007, Tampa.
- The Influence of Mood on the Willingness to Take Financial Risks (with S. Britt). American Council on Consumer Interests Annual Conference, April, 2007, St. Louis, Missouri.
- Survey of Client Risk Tolerance. International Association of Registered Financial Consultants Annual Conference, May, 2007, Las Vegas.
- Invited panelist: *Setting a Research Agenda in Financial Education and Counseling*. Association for Financial Counseling and Planning Education, November 2006, San Antonio, Texas.
- Assessing and Understanding Financial Risk Tolerance. Invited Presenter. International Association of Registered Financial Consultants Fall Conference, September 2006, New York and Boston.
- How Well do Individuals Assess Their Own Risk Tolerance? An Empirical Examination (with M. Roszkowski, S-H. Joo, B. O'Neill, and R. Lytton). American Council on Consumer Interests Annual Conference, March, 2006, Baltimore, Ohio.
- University of Minnesota, Guest Lecturer (using online Breeze), Assessing and Understanding Financial Risk Tolerance, October 19, 2005.
- University of Arizona, Research Advisory Board Presentation, Risk Tolerance and Consumer Issues, September 16, 2005.
- KSU Institute of Personal Financial Planning. *Family and Consumer Sciences (Kansas) Fall Update*, August 30, 2005, Manhattan, Kansas.
- Predicting Emergency Fund Adequacy Using Classification Trees (with So-Hyun Joo). *American Council on Consumer Interests Annual Conference*, April, 2005, Columbus, Ohio.
- Examining the link between sensation seeking and financial risk taking of young professionals (with S. Joo & R. Adityavarman). *Academy of Financial Services Annual Meeting*, October 2003, Denver.

The meaning and measurement of personal financial wellness: A summary of professional insights (with So-Hyun Joo). *American Council on Consumer Interests Annual Conference*, April, 2003, Atlanta.

A cost and benefit comparison of equity mutual fund and direct stock investing (with Bruce H. Brunson). *Academy of Financial Services Annual Meeting*, October, 1998, Chicago.

Gender differences and retirement plan participation within the university setting (with Emily J. Grable). *The 14<sup>th</sup> Annual Conference for the Advancement of Women in Higher Education*. April 17, 1998, Texas Tech University.

Investor risk preference: Testing the efficacy of demographics as differentiating and classifying factors. *The 25<sup>th</sup> Annual Southwestern Finance Association Meeting*. March 6, 1998, Dallas, Texas.

### **Refereed Posters, Book Reviews, and Other Papers**

Grable, J. E. (2006). The logic of failure: Recognizing and avoiding error in complex situations. *Financial Counseling and Planning*, 17 (1), in press.

Grable, J. E., & Cantrell, J. (2005). Personal finance: Skills for life. *Financial Counseling and Planning*, 16 (2), 101-102.

Grable, J. E. (2005). Profitable socially responsible investing? An institutional investor's guide. *Journal of Personal Finance*, 4 (3), 109-113.

Grable, J. E. (2005). The richest man in Babylon for today: New secrets for building wealth in the 21<sup>st</sup> century. *Journal of Personal Finance*, 4 (1), 86-89.

Grable, J. E. (2004). The psychology of judgment and decision making. *Journal of Personal Finance*, 3 (3), 145-147.

Grable, J. E. (2004). Keeping clients for life: How to build a successful financial practice. *Journal of Personal Finance*, 3 (2), 90-92.

Grable, J. E. (2004). Garrett's guide to financial planning: How to capture the middle market and increase your profits. *Journal of Personal Finance*, 3 (1), 97-100.

Grable, J. E., & Joo, S-H. (2003). Assessing risk tolerance with a Likert-type scale. *Poster session presented for the annual Association for Financial Counseling and Planning Education Conference*, Savannah, Georgia.

Grable, J. E. (2002). The journal is coming. *The Register*, 3 (10), 1-2.

Grable, J. E. (2002). RFAs are on the air. *The Register*, 3 (9), 10-11.

Grable, J. E. (2002). Investment madness: How psychology affects your investing and what to do about it. *Journal of Personal Finance*, 1 (1), 58-60.

Grable, J. E. (2000). Getting started as a financial planner. *Financial Counseling and Planning*, 11 (1), 75-76.

Grable, J. E. (2000). Searching for alpha: The quest for exceptional investment performance. *The Register*, 1 (4), 12-13.

Grable, J. E. (1999). The mutual fund business. *Financial Counseling and Planning*, 10 (2), 77-78.

Grable, J. E., & Lytton, R. H. (1998, November). Financial risk tolerance assessment: A multidimensional approach. *Poster session presented for the annual Association for Financial Counseling and Planning Education Conference*, Ft. Lauderdale, Florida.

- Grable, J. E., & Grable, E. J. (1998, April). Gender differences and retirement plan participation within the university setting. *Poster session presented for the 14<sup>th</sup> Annual All-University Conference on the Advancement of Women in Higher Education, Texas Tech University.*
- Grable, J. E., & Lemoine, C. (1998, March). Predicting equity mutual fund performance. *Poster session presented for the Annual Research/Creative Projects Human Sciences Week, Texas Tech University.*
- Grable, J. E. (1997). The Merrill Lynch Web Site [Review of the Merrill Lynch web site]. *Financial Services Review*, 6, 71-72.
- Grable, J. E., & Campbell, C. (1997, April). Predicting investor risk preference. *Poster session presented at the annual research symposium, Graduate Student Assembly, Virginia Tech.*
- Grable, J. E. (1997, February). Age and risk preference: Unmasking a financial planning myth. *Poster session presented at the annual meeting of the Eastern Family Economics and Resource Management Association, Athens, Georgia.*
- Grable, J. E. (1996, Jan/Feb). Teams win. [Letter to the editor]. *Bloomberg Personal Finance*, 2, 9.
- Grable, J. E. (1996, October). Risk-tolerance model is faulty [Letter to the editor]. *Financial Planning*, 26, 12.
- Grable, J. E. (1996, August). A chart of resource accounts. *Poster session presented at the annual meeting of the Virginia Family and Consumer Science Association, Roanoke, VA.*

### **Grants Received**

- Payday Lending: A Study of Predatory Lending Practices (with F. Webb, A. Sanders, T. Tonn, & J. Park). (2007). Funded internally by the Institute of Personal Financial Planning. Amount: \$25,000.
- Journal of Personal Finance: Editorial continuation grant. (2006). Funded by the International Association of Registered Financial Consultants. Amount: \$2,800.
- Journal of Personal Finance: Yearly editorial funding grant. (2004-2005). Funded by the International Association of Registered Financial Consultants. Amount: \$7,800.
- Financial Workshops and Peer Financial Counseling. (2003). Funded by the Office of the Kansas Banking Commissioner. Amount: \$25,000.
- Kansas Saves (with E. Maddux). (2003). Funded by the Incentive Grant Fund, College of Human Ecology. Amount: \$1,000
- Journal of Personal Finance: Yearly editorial funding grant. (2001 – 2005). Funded by the International Association of Registered Financial Consultants. Amount: \$21,600.
- Cross Disciplinary Risk Taking: Assessment and Evaluation (with Ryadi Adityavarman). (1999 – 2000). Funded by the USRG and IDEC. Amount: \$1,320.
- Financial Wellness: A Review of the Literature (with S. Joo) (1999). Funded by the National Endowment for Financial Education. Amount: \$1,500.
- The Development of a Financial Wellness Assessment Instrument and an Investigation of Financial Planning Help Seeking Behavior (1999). Funded by the Texas Tech University Research in Agriculture, Business Administration, Engineering, and Human Sciences Fund. Amount: \$4,000.
- The Determinants of Savings Behavior and Pension Plan Participation. (1998). Funded by the Texas Tech University Research in Agriculture, Business Administration, Engineering, and Human Sciences Fund. Amount: \$4,000.



Credit Card Knowledge and Usage Among College Students (with R. Lytton). (1998).  
Funded by the USDA/CSREES, Washington, DC. Amount: \$1,250.

Determinants of Investor Risk Preference. (1997). Funded by the Certified Financial Planner  
Board of Standards, Denver, Colorado. Amount: \$2,900

## **News and Public Service**

Research featured on Bankrate.com website:

[http://www.bankrate.com/goosekeyword/news/financial\\_literacy/Oct\\_07\\_investing\\_main\\_a1.asp?s=10&caret=63](http://www.bankrate.com/goosekeyword/news/financial_literacy/Oct_07_investing_main_a1.asp?s=10&caret=63) (October 22, 2007).

Quoted in “K-State 1 of 3 Universities to Start Campaign to Encourage Students to Save Money” (November 1, 2007) in *Kansas State Collegian*.

Research featured in, “Risk and the path to riches.” Kansas State University *Focus Alumni Newsletter* (Fall 2007).

Research discussed in, “Life Sciences: Investigators at Kansas State University zero in on life sciences.” *Women’s Health Law Weekly* (September 2, 2007).

Quoted in “Will the Prize Go To the Cautious or the Daring?” (June 25, 2007) in *The News Journal* (Delaware).

Quoted in “From Lemonade Sales to High Finance” (May 10, 2007) in *The Manhattan Mercury*.

Program and students featured in “New Planning Grads Face Good Prospects” (April 20, 2007) in *Investment News*.

Quoted in “Credit Card Debt Affects Students” (February 22, 2007) in *Kansas State Collegian*.

Invited panelist: Payday Lending Roundtable – Kansas State Senate sponsored by the Office of the Attorney General (February 2007).

Quoted (research featured) in “An Up Market is Good Time to Assess Risk Tolerance,” in *Baltimore Sun* (December 3, 2006).

Syndicated by the *Los Angeles Times*, December 3, 2006.

Syndicated by the Chicago Tribune, December 18, 2006.

Research featured in “Campus Plastic.” (Fall, 2006) in *Region Focus*, a publication of the Federal Reserve Bank of Richmond.

Research featured in “Who’s Taking the Risks?” (November 3, 2006 & May 29, 2007) in *WebCPA.com*.

Research featured in “So You Think You’re a Risk Taker?” (October 30, 2006) in the *South Florida Sun-Sentinel Times*.

Research featured in “Women Want to have Funds” (2006, September) in *SmartMoney.com*.

Research featured in “Rethinking Risk Tolerance” (2006, March) in *Financial Planning Magazine*.

Research featured in “Taking the Scientific Approach” (2005) in Money Management, the leading Australian financial services publication.

Program featured in April 21, 2005 Topeka Capital-Journal editorial – “KSU Wins National Title.”

Quoted in “Financial Planning Team Takes Top Honor During National Competition in Minneapolis” in *Kansas State Collegian*, April 19, 2005.

Quoted in “K-State Wins National Financial Planning Title” (April 17, 2005) in Topeka Capital-Journal, B10.

Interviewed for *Consumer Economists* magazine March 2005

Served as invited national judge in the “Duel in the Desert” financial case competition sponsored by the University of Arizona, March 2005.

Quoted in *Wired Magazine* – May 2005.

Quoted in “Personal Finance for Seniors” (2005), Peachtree, GA: FC&A Publishers.

Personal Financial Planning program and students featured in February 2005 *Investment Advisor* magazine.

Quoted in “Avoid Breaking the Bank This Christmas,” in The Hutchinson News, December 1, 2004.

Risk-tolerance scale reproduced in Institut quebecois de planification financiere publication, September 2004.

Featured in “To Write Truthfully Is Powerful,” *Financial Services Advisor*, March/April 2004, p. 34.

Personal Financial Planning internship program featured in *News and Views*, FPA Kansas City, June, 2004.

Quoted in “Risk Tolerance Should Be Defined As You Map Your Investing Course,” in Chicago Tribune (syndicated), March 14, 2004.

Invited speaker (with E. Maddux) for the 1<sup>st</sup> K-State Federal Credit Union speakers series, March 2, 2004.

Quoted in “Giving Helps More Than Just The Soul,” in Kansas City Star, December 25, 2003.

Quoted in “K-State Family Center Helps Families While Training Students,” in K-State Perspectives. Available at:  
<http://www.mediarelations.ksu.edu/WEB/News/Webzine/0204/familycenter.html>

Quoted in “Students to Advise Peers on Money Matters,” by Kansas State Collegian, September 24, 2003.

Interviewed for “Risk Rewards,” *Of Mutual Interest*, Invesco Mutual Fund Company’s quarterly shareholder report, Summer 2003.

Interviewed for “Kansas State Team Win National Financial Planning Championship,” by *Kansas City Star*, April 22, 2003.

Quoted in “Students Win National Financial Planning Championship,” by *Kansas State Collegian*, April 23, 2003.

Research featured in “Out of Your Safety Zone?” by *Bloomberg Personal Finance*, June 2002, pp. 47-53.

Risk research featured in French Quebec journal *Objectif Conseiller* (English: Advisor’s Edge), summer 2002. Later published in The Institut québécois de planification financière book on investment in 2004.

Quoted in “Wealth-Poor Mostly Young, Study Says,” by Medill News Service, Washington, D.C. – appearing in *Topeka Capital Journal*, May 14, 2002.

Featured in 2002 article titled “The IARFC Interviews John Grable.” *The Register*, 3 (5), 13-14.

Faculty advisor to the Future Financial Planner’s financial radio call-in show. Weekly Sunday and Thursday nights from 7 pm to 8 pm, Wildcat 91.9 FM. Beginning Spring 2002.

Interviewed and quoted in “Three Financial Planning Students Place In National Competition,” by the *Kansas State Collegian*, May 1, 2002.

Interviewed and quoted in “K-State Professional Describes Basics Of Family Financial Planning Degree Program,” by the *Kansas State Collegian*, May 2002.

Faculty advisor to Kansas State Collegian series titled “Ask the Financial Planners,” a student authored weekly series focused on answering student questions related to money, business, and financial relationships. Weekly during the Fall 2001 semester.

Interviewed for KKSU radio report “Investment Lessons From the Enron collapse.” January 28, 2002.

Interviewed and quoted in American Legacy Magazine, Winter, 2002 regarding the future of the financial planning industry.

Interviewed and quoted in “Mindreading in 25 Questions,” in Inside Information, December 2001.

Interviewed for KSU radio report “K-State Financial Planner Discusses Stock Market.” Session aired on KMAN radio September 25 & October 1, 2001.

Interviewed and quoted in “Speaker touts financial planning,” by the *Kansas State Collegian*, November 2000.

Featured in “NAIFA Rewards Excellence in College-Level Advisor Education,” in *Advisor Today*, June 2000.

Quoted in “1<sup>st</sup> Few Months Vital in Post-College Careers,” by the *Kansas State Collegian*, May 2000.

Featured in “K-State Financial Planning Team Wins National Title,” in the Kansas City Star, April 2000.

Featured in “K-State Students Reach Finals of Financial Planning Contest,” in the *Kansas City Star*, April 2000.

Quoted in “Prize-Winning Planners,” in the *Kansas State Collegian*, April 2000.

Featured in “Planning: The Next Generation,” in *Financial Planning Interactive*, April 2000.

Featured in “KSU Students Selected for Financial Competition” and “Financial-Planning Major Offered through College of Human Ecology,” by the *Kansas State Collegian*, March 2000.

Interviewed and quoted in “Time, Planning Can Ease Season’s Spending Stress,” by the *Kansas State Collegian*, December 1999.

Research quoted in “Financial planning and the mature woman,” by the *Bank Securities Journal*, May/June, 1999.

Research quoted in “When buying stock beats a fund in your portfolio,” by the *Toronto Globe and Mail*, May 1, 1999

Interviewed and quoted in the *New York Daily Post*, December 1998.

Invited guest lecturer, Retirement and Investing, College of Human Sciences Capstone Course Series, Texas Tech University, November 1998.

Interviewed and quoted in “Government Reports Employees Are Picking Up More 401(k) Fees,” by the *Associated Press (U. S. News & World Report; Houston Chronicle)*, July 1998.

Invited discussant: Financial Planning Basics, Texas Tech Alumni Association Staff, June 1998.

Research featured in “Financial Distress,” in the *Navy Times*, November, 1997.

Interviewed and quoted in "Brokers May Cost Less Than Funds," in *The Christian Science Monitor*, December 1996.

Featured and interviewed in *Better Investing*, November 1996.

Family financial management lecture to 1st year engineering students, Virginia Tech, November 1996.

Financial management lecture to undergraduate students, Virginia Tech, April 1996.

Interviewed and quoted in "Treasuries Might Suit You To a 'T'," in *The Reno Gazette-Journal*, November 1994.

Interviewed and quoted in "The Fed's Interest In Your Pocket," in *The Reno Gazette-Journal*, September, 1994.

Interviewed and quoted in "Finance Planners Offer Advice for Stretching Dollars," in *The Reno Gazette-Journal*, August 1994.

Interviewed and quoted in "Planner Helps Others Succeed," in *The Reno Gazette-Journal*, July 1994.

Interviewed and quoted in "Giving Yourself Credit," in *The Reno Gazette-Journal*, December 1993.

Interviewed and quoted in "Beat Post-Holiday Bills," in *The Reno Gazette-Journal*, November 1993.

Interviewed and quoted in "Low Rates Prompt Individual Investors To Rethink Strategies," in *The Wall Street Journal*, February 1992.

## Awards

Winner of the 2007 Program Excellence Through Research Award (Eastern Region) and National Winner of the National Extension Association of Family and Consumer Sciences Annual Awards Program for national survey worked conducted through the Rutgers Cooperative Extension online survey service. Team members include: Barbara O'Neill (lead), Jing Xiao, and Ruth Lytton.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team (2<sup>nd</sup> Place), Year 2007, sponsored by Ameriprise Financial Advisors, Financial Planning Association, and Certified Financial Planner Board of Standards, Minneapolis, MN. Recognized with a \$5,000 scholarship award for the Personal Financial Planning program.

Faculty mentor for the Kansas State University International Association of Registered Financial Consultants Financial Planning Finalist team (2<sup>nd</sup> Place), Year 2007, Las Vegas. Recognized with a \$3,000 scholarship award for the Personal Financial Planning program.

The Dawley-Scholer Award for Faculty Excellence in Student Development, College of Human Ecology, May 2007.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team (1<sup>st</sup> Place), Year 2006, sponsored by Ameriprise Financial Advisors, Financial Planning Association, and Certified Financial Planner Board of Standards, Minneapolis, MN. Recognized with a \$10,000 scholarship award for the Personal Financial Planning program.

Winner of the CFP Board's Best Financial Planning Paper at the annual American Council on Consumer Interests conference, March, 2006, Baltimore, Ohio (co-authors included M. Roszkowski, S-H. Joo, B. O'Neill, and R. Lytton).

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team (1<sup>st</sup> Place), Year 2005, sponsored by American Express Financial Advisors, Financial Planning Association, and Certified Financial Planner Board of Standards, Minneapolis, MN. Recognized with a \$11,000 scholarship award for the Personal Financial Planning program.

Winner of the Cato Award for Distinguished Journalism in the Field of Financial Services, Presented at the Financial Advisors Forum, New Orleans, May, 2004.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team, Year 2004, sponsored by American Express Financial Advisors, Financial Planning Association, and Certified Financial Planner Board of Standards, Minneapolis, MN. Recognized with a \$1,000 scholarship award for the Personal Financial Planning program.

Winner of the 2003 “Outstanding Conference Paper Award” presented by the Certified Financial Planner Board of Standards at the 2003 Association for Financial Counseling and Planning Education conference, Savanna, Georgia (with S-H. Joo).

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team, Year 2003 (1<sup>st</sup> Place), sponsored by American Express Financial Advisors, Financial Planning Association, and Certified Financial Planner Board of Standards, Huntington Beach, CA. Recognized with a \$10,000 scholarship award for the Personal Financial Planning program.

Instructional team member awarded the 2003 ACHE Region 8 Exceptional Credit Program Award for the Master’s in Family Financial Planning program offered through the Great Plains IDEA.

Winner of the 2002 “Best Theoretical Journal Article Award” presented by the Association for Financial Counseling and Planning Education for *A Further Examination of Financial Help-Seeking Behavior* (with S-H. Joo).

Recognized as the “Faculty Member of the Week,” during the November 16, 2002 Nebraska/Kansas State University football game.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team, Year 2002 (3<sup>rd</sup> Place), sponsored by American Express Financial Advisors, Minneapolis. Recognized with a \$1,000 scholarship award for the Personal Financial Planning program.

Instructional team member recognized with the Distance Education Alliance Excellence in Distance Education Award, Year 2002, sponsored by the American Distance Education Consortium.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Finalist team, Year 2001 (4<sup>th</sup> Place), sponsored by American Express Financial Advisors, Minneapolis. Recognized with a \$1,000 scholarship award for the Personal Financial Planning program.

Winner of the 2000 Dean Barbara S. Stowe Faculty Development Award, Kansas State University, College of Human Ecology.

Faculty mentor for the Kansas State University National Collegiate Financial Planning Championship team, Year 2000 (1<sup>st</sup> Place), sponsored by American Express Financial Advisors, New York City; recognized with a \$10,000 scholarship endowment for the Family Financial Planning Program.

Winner of the 1999 Certified Financial Planner Board of Examiners best paper award (with S. Joo).

Winner of the 1999 Best Research Paper Conference Award (with R. Lytton) presented by the National Association for Financial Counseling and Planning Educators, Scottsdale, Arizona.

Winner of the 1997 Best Student Paper Award presented at the Family Economics and Resource Management & Family Relations and Human Development Pre-Conference, Washington, D.C.

### **Committee Memberships and Professional Associations**

College of Human Ecology – College Affairs.

FSHS Priority Goal Setting Committee.

Research Advisory Council of the Take Charge America Institute for Consumer Education and Research at the University of Arizona, 2005 – present.

Certified Financial Planner (CFP™) Program Coordinator (Director), registered with the CFP Board of Standards, Denver, Colorado for K-State undergraduate, graduate, and certificate programs, 1999 – ongoing.

Committee Member: 2006 CFP Board Model Financial Planning Curriculum North Central Region (NCR) – 52 Committee Member, 2004-2005.

Faculty Advisor: Future Financial Planners Student Organization, Kansas State University, 1999 – ongoing.

Graduate School Commencement Marshall, December 2004.

College of Human Ecology Student Learning Outcomes Assessment Committee, 2004.

School of Family Studies and Human Services Student Learning Outcomes Assessment Committee, 2004 – ongoing.

School of Family Studies and Human Services Office Space Allocation Committee, 2004.

Ad Hoc Assessment Committee, College of Human Ecology, 2004 – ongoing.

Academic Affairs Committee, College of Human Ecology, 2002 – 2004.

Faculty Workload Ad Hoc Committee, FSHS, 2001 – 2004.

Family Center Enhancement Committee, FSHS, 2001 – 2003.

Chair: Family Financial Management Extension Search Committee, FSHS 2001 – 2002.

Family Studies and Human Services Faculty Council, KSU, 1999 - 2003.

Family Studies and Human Services Web Page Committee, KSU, 1999 – 2001.

Human Sciences Faculty Council, Texas Tech University, 1998-99.

Chair: “Growing the Profession,” American Council on Consumer Interests (ACCI), 1998-99.

Search Committee Member: Assistant/Associate Professor, Family Financial Planning, Texas Tech University, 1998.

Section Chair (1997 - 1999) for the “Investment and Savings” Internet forum of the Survey of Consumer Finances (SCF) users group.

Search committee member: Associate Dean for Innovation, Graduate Studies and Research, Virginia Tech, 1997.

HIDM, Virginia Tech, Graduate Advisory Committee member 1996 - 1997.

### **Non-classroom Instruction**

CFP Board Model Financial Planning Curriculum Committee, 2005 – 2006.

Course content developer for the Association for Financial Counseling and Planning Educator's "It's Your Move" 10-session investment training course (2006).

Primary course developer for the Kansas State University Certificate in Personal Financial Planning program.

Curriculum advisor and course co-author, Institute of Personal Financial Planning, Continuing Education Unit program, February 2002 - ongoing.

### **Student Research/Thesis/Dissertation Committee Involvement**

Major Advisor for all Family Financial Planning students enrolled in the Kansas State University (60+ students) Inter-Institutional Distance Education Master's degree program (1999 – ongoing).

Archuleta, Kristy (2006 – ongoing). Co-major professor, Family Studies and Human Services, Marriage and Family Therapy.

Britt, Sonya (2004). Master's committee chair, Family Studies and Human Services, Marriage and Family Therapy.

Bealby, Alicia (2001). Master's committee member, College of Business, Kansas State University.

Hochman, Melissa (2001). Kappa Omicron Nu national undergraduate research award.

Hall, Carolyn (2000 – ongoing). Doctoral committee member, Kansas State University.

Hammond, Phil (1999). Master's Chairperson, Texas Tech University.

Moore, C. L. Wayne (1998). Doctoral committee member, Texas Tech University.

Owens, Barbara (2002 – ongoing). Doctoral committee member, Kansas State University.

Raley, Linda (1999). Doctoral committee member, Texas Tech University.

Sanders, Ann (2007 – ongoing). Co-major professor, Family Studies and Human Services, Family Studies.

White, Vera (2001 – ongoing). Doctoral committee member, Kansas State University.

## **Professional Associations**

Association for Financial Counseling and Planning Education (AFCPE).

Proceedings Research Papers Chair: 2007

Investment Committee Member, 2001 – 2003; 2007 – ongoing

Student Proceedings Editor, 1999 - 2000

International Association of Registered Financial Consultants (IAFRC).

Academic Board Member, 2000 – 2006

Founding Editor, *Journal of Personal Finance*, 2001 - 2006

National Association of Personal Financial Advisors

American Association of Family and Consumer Sciences

American Council on Consumer Interests (ACCI).

Treasurer, 2006 – 2009

Chair, Investment/Finance Committee, 2006 – 2009

Investment/Finance Committee Member, 2004 - 2005

Family Economics and Resource Management Association.

Academy of Financial Services.

Financial Planning Association (FPA).

Society for the Advancement of Behavioral Economics.

## **Academic Honor Societies**

Phi Kappa Phi, 1997.

Kappa Omicron Nu, 1995.

Chapter Treasurer, 1996.

Virginia Tech Graduate Honor Court, 1995 - 1997.

University of Nevada Economics Honor Society, 1985 - 1987.

Business College Dean's Honor Roll (UNR), 1986 - 1987.



**KANSAS STATE UNIVERSITY  
CURRICULUM VITA**

**I. Academic History**

**A. Name:** Estoria (Esther) M. Maddux, Ph.D., CFP®

**B. Rank:** Professor  
Personal Financial Planning Unit  
School of Family Studies and Human Services  
College of Human Ecology  
Kansas State University

**Date of Appointment:** January 19, 2003

**Proportion time assignments:**

25% FTE Teaching  
25% FTE Extension  
10% FET Service

**C. Tenure Status:** Tenured

**Date of Appointment:** March 4, 2005

**D. Administrative Title:** None

**E. Graduate Faculty Status:** Graduate Faculty Membership

**Date of Appointment:** Membership: October 9, 2003  
Ph.D. Certification: October 4, 2005.

**F. Highest Degree, the Institution, the Date:**

Ph.D., Purdue University, West Lafayette, IN, Family Resource Management, 1979.

Doctoral Dissertation: Food resources of Indiana low-income families as related to food stamp participation.

M.S., The University of Tennessee, Knoxville, TN, Home Management, Equipment, and Family Economics, 1973.

Master's Thesis: Selected economic activities of 150 families living in Knoxville, Tennessee.

B.S., The University of Georgia, Athens, GA, Housing and Home Management, 1972.

**Financial Planning Designations and Licenses Held**

CFP®, College For Financial Planning, Denver, CO, 1988 to present  
State of Georgia Insurance License, 2000  
Series 6, Mutual Funds, 2000  
Series 63, Variable Annuities, 2000  
Series 65, Registered Investment Adviser, 2001

**G. Positions in Chronological Order:**

2001 – 2002 – Financial Advisor and Owner, Maddux Financial Services

2000 – 2001 – Financial Advisor, Variable Annuity Life Insurance Company (VALIC).

1994-2000 - Professor, Department of Housing and Consumer Economics in The College of Family and Consumer Sciences and Extension Financial Management Specialist, Cooperative Extension Service (50% Appointment); Planned Giving Officer, Development Office, The University of Georgia, Athens, GA (50% Appointment).

1985-1994 - Associate Professor, Department of Housing and Consumer Economics in The College of Family and Consumer Sciences and Extension Financial Management Specialist, The University of Georgia Cooperative Extension Service, Athens, GA.

1980-1985 - Assistant Professor, Department of Housing and Consumer Economics in The College of Family and Consumer Sciences and Extension Financial Management Specialist, The University of Georgia Cooperative Extension Service, Athens, GA.

1976-1979 - Graduate Research and Teaching Assistant, Purdue University, West Lafayette, IN.

1973-1976 - County Extension Agent, University of Georgia Cooperative Extension Service, Cobb County, Marietta, GA.

1972-1973 - Home Management Residence Consultant, The University of Tennessee, Knoxville, TN.

**II. Teaching (25% Time)**

**A. Classroom Instruction**

1. **FSHS 760** (3 credit hours) Families, Employment Benefits, and Retirement Planning;

Fall 2003 Enrollment: 38

2. **FSHS 835** (3 credit hours) Professional Practices in Family Financial Planning; Enrollment: 31

Spring 2004 Enrollment: 31

Spring 2005 Enrollment: 29

Spring 2006 Enrollment: 25

Spring 2007 Enrollment: 30

3. **FSHS 624** (3 credit hours) Fundamentals of Financial Planning

Fall 2004 Enrollment: 34

Fall 2005 Enrollment: 37

Fall 2006 Enrollment: 29

4. **FSHS 675** (3 credit hours) Field Study in Family Economics
 

Spring 2005	Enrollment:	6
Summer 2005	Enrollment:	3
Fall 2005	Enrollment:	20
Spring 2006	Enrollment:	12 (2 Guided Independent Study)
Summer 2006	Enrollment:	3
Fall 2006	Enrollment:	16 (9 in Self-Designed; 7 in Guided Independent Study)
  
5. **FSHS 894** (3 credit hours) RDG/Family Studies and Human Services  
Independent Study
 

Topic: Income Tax Preparation		
Fall 2005	Enrollment:	1

**B. Nonclassroom Instructional and Curriculum-related Activity**

1. Supervise student practicum experiences in FSHS 675 Field Study in Family Economics. See Appendix I for list of project topics.
  
2. Graduate Student Research
 

Master's Students

Chair: (List Names of Students)		
Number:	0	
Committee Member: (List Names of Students)		
Number:	1.	Kristy Archuletta, (December, 2005).
		Title: Farm Wives' Level of Involvement in the Financial Management of the Farm Operation and Their Perception of Marital Quality
	Participated on GPIDEA M.S. in Family Financial Planning on committees for students from other states	
	1.	Kellie Masters      Iowa State University
	2.	Rebecca Bender      South Dakota State University
	3.	Carrie Johnson      Iowa State University

Doctoral Students

Co-Chair: (List Names of Students)		
Number:	1.	Ann Sanders, Graduate Teaching Assistantship
Comments:	Ann is participating with me on implementing the NASD/University of Tennessee Grant entitled: Preparing Young Employees to Build Wealth over Their Working Careers (In Process)	

Outside Chair: (List Students and Departmental Affiliation)

- Number: 1. Prayong Udomvarapant; Animal Sciences and Industry; 12/01/05  
Title: Process Development and Properties of A Cook-In-Bag Product from Lamb Shoulder Meat
2. Carol Trissell; Educational Leadership  
Topic: Mobile Learning Information Technology; (In Process)

3. Formed partnership with Allen County Community College Addiction and Prevention Studies Program to create an articulation agreement to offer a 2 x 2 (2 year A.S. degree with 2 year B.S. degree in FSHS) Program to combine Addiction and Prevention Studies with an undergraduate degree in Family Studies and Human Services. It has been approved by both institutions and is being finalized.

**C. Clinical Instruction**

1 Support clinical instruction. Cooperated with two Marriage and Family Therapy graduate students to co-author a financial guide for helping professionals to use when working with clients with financial problems. The workbooks were introduced throughout Kansas at three workshops entitled, *Financial Tools for Helping Professionals*.

Archuleta, K., Maddux, E.M., Britt, Sonya. L. (2004). *Financing Your Lifestyle: A Financial Checkup*. This workbook is a financial planning guide for professionals working with families to guide clients in organizing financial information discussing financial issues. 115 pages. Content includes: 1. Setting goals to manage financial lifestyle, 2. Attitudes, expectations, and money, 3. Relationships and money, 4. Sources of income, 5. Why live within a budget, 6. Net worth, 7. Tracking progress, 8. Budget review.

**D. Supervise student employment**

1. Beda Garcia, Food Resource Management for Hispanic Audiences
2. Gabriel Asebedo, Kansas Saves Social Marketing Campaign
3. 2005 to 2006: Ann Sanders, Ph.D. Graduate Teaching Assistant, Financially Upward: Young Employee Investor Education Project funded by National Association of Securities Dealers (NASD) Grant.

**E. Supervised production of student radio show entitled “Money Talks”. 2003 – 2004.**

**II. RESEARCH AND OTHER CREATIVE ENDEAVORS (0% Time)**

**A. Area of research interest:**

How to develop one's 12 character trait potentials by changing one's self, by changing how one relates to other's, and by changing the balance of power when there are interpersonal differences to achieve financial security.

1. Refereed Abstract

Maddux, E.M. (2006). Steps for maximizing the prospect of optimal quality of financial life in the new millennium. *Prospects for Quality of Life in the New Millennium*. 7<sup>th</sup> Coonference of the International Society for Quality-of-Life Studies. Grahamstown, South Africa: Rhodes University, Page 70.

1. Was submitted for publication on Conference CD on 10/30/06.
2. Was submitted for publication in the Conference Volume on 10/30/06.

2 Invited paper

Maddux, E.M. (2005). Empowering Families and Strengthening Communities Through Financial Education. First International Home Economics Conference, March 2005. Government College of Home Economics, LaHore, Pakistan.

3. Papers published

Maddux, E.M. (2005). Empowering families and strengthening communities through financial education Area: Financial management. In M. Zia (ED.), *Proceedings First International Conference of Home Economics, 14<sup>th</sup> – 16<sup>th</sup> of March 2005, Government College of Home Economics, Lahore Pakistan*, (pp. 65 to 75), Lahore, Pakistan: Meeran Jee Printing.

4. Maddux, E.M. (2004). Advancing financial quality of life in a turbulent world. *Proceedings of the International Society for Quality of Life Studies*. CD-ROM. Available from Website: <http://market1.cob.vt.edu/isqols>. International Society for Quality-of-Life Studies Annual Conference, Philadelphia, PA.

5. Grable, J. & Maddux, E. M. (2003). Help seeking and the internet. *The Register*, p. 13.

6.. Personal Financial Planning Unit documents

Mayo, Megan, Moxley, G.M., & Maddux, E.M. (2003). *College of Human Ecology Kansas State University Personal Financial Planning: Academic Programs, Research, Outreach: Where We Are, Where We Want To Be*.

Maddux, E.M.; Grable, J.; & Wood, D. (2006) *Recertification of Financial Planning Curriculum for Certificate in Personal Financial Planning Kansas State University*. Manhattan, KS: Kansas State University School of Family Studies and Human Services.

## B. Extension unit documents

1. Maddux, E.M.; Sanders, A.; Mace, D.; and NASD Design Team. (2006, Revision). *Starting Your Investment Program with \$1 to \$1,000*. Manhattan KS: K-State Research and Extension. (Available in hard copy, CD, and on web at [www.oznet.ksu.edu/financialmanagment](http://www.oznet.ksu.edu/financialmanagment)).

*Starting Your Investment Program With \$1 to \$1,000* is a basic savings and investment education program to be delivered at worksites. The primary target audience is young workers age 18 to 24.

It has been developed by faculty from Kansas State University, The University of Tennessee, The University of Kentucky, and The University of Florida. Funding for the program is from a grant from the National Association of Securities Dealers (NASD) Investor Education Foundation.

Starting Your Investment Program with \$1 to \$1,000 is a ten-lesson series that includes a lesson plan, handout, power point presentation, and evaluation for each lesson. The class may be offered as a traditional classroom series, as a web-based learning experience, or on CD as a part of new employee orientation or at strategic times throughout the year.

The lesson topics are:

Lesson One:	Where Do I Begin?
Lesson Two:	Why Save?
Lesson Three:	Which Is The Best Alternative For Me?
Lesson Four:	What's What In Savings and Investments?
	Savings
Lesson Five:	What's What In Savings and Investments?
	Investments
Lesson Six:	What's What In Savings and Investments?
	Retirement Plans
Lesson Seven:	Where Will I Place The Money I Save?
Lesson Eight:	How Do I Protect My Nest Egg?
Lesson Nine:	How Do I Choose A Financial Adviser?
Lesson Ten:	How Do I Read The Financial Pages?

2. Maddux, E.M. (2006). *Financial Record Book and Instructions for Completing Financial Record Book*. Manhattan, KS: K-State Research and Extension. (Available in hard copy and on CD).
3. Maddux, E.M. (2003). *Kansas Saves Financial Management for Life Program Planning Logic Model*. Manhattan, KS: Kansas State University Research and Extension.

4. Maddux, E.M. (2003). *Kansas Saves, Build Wealth Not Debt, Financial Management for Life*. Manhattan, KS: Kansas State University Research and Extension.
- B. Review publications: Serve as peer reviewer for creative works of peers upon request
1. Six Steps to Financial Well-Being.  
For: Journal of Personal Finance
  2. Dress to Impress: Wardrobe Plans for the Workplace  
For: Marla Day
  3. Served as reviewer for Journal of Happiness Studies  
The Paradox of Happiness: Towards An Alternative Explanation  
What Buys Happiness? Analyzing Rends in Subjective Well-Being in 15 European Countries, 1973 - 2002  
Subjectivity and the Problem of Wellbeing Assessment in Economics  
Reliability of Job Satisfaction Measures

### III. EXTENSION (25%)

**Brief Description:** Kansas Saves is a part of a nationwide social marketing campaign, America Saves, in which a broad coalition of nonprofit, corporate, and government groups work together to influence non-savers or under-savers to save money. Through information, advice, and encouragement, Kansas Saves assists those who wish to pay down debt, build an emergency fund, save for an education, save for a home, or save for retirement. Financially healthy individuals lead to a financially healthy state.

#### Significance and Purpose

Kansans have a low savings rate and inadequate emergency reserves. In 2004, the annual personal savings rate as a percentage of disposable personal income was 1.8%, the lowest it had been since the period from 1920 to 1933. The purpose of the Kansas Saves Social Marketing Campaign is to influence non-savers and under-savers to save money. Specifically, Kansas Saves encourage Kansas savers to set a monthly savings goal of as little as \$10, then try to save that amount each month. The long-term intended outcome is to encourage best personal financial practices among Kansas residents that include:

- a. Human factors in personal financial planning
  1. Develop one's 12 character traits
  1. Practice healthy individual self-management habits
  2. Practice healthy interpersonal relationship habits
  3. Practice healthy principles for managing imbalance of personal power to achieve financial security.
- b. Financial factors in personal financial planning
  1. Maintain organized financial records
  2. Control cash flow to cover basic living expenses: housing, transportation, food, apparel and services, health care, insurance
  3. Manage credit and debt wisely; protect against identity theft
  4. Insure adequately
  5. Establish/contribute to savings/investments regularly
  6. Pay necessary taxes but no more
  7. Prepare for and maintain pre-retirement lifestyle during retirement
  8. Plan estate
  10. Build confidence and enhance decision-making skills in relation to finances
  11. Special issues: How to deal with income loss

## **Program Focus**

The goal of the Kansas Saves Social Marketing Campaign is to reach 20% of target populations with financial management educational interventions over the next five years.

## **Primary Target Audiences**

1. K-College teachers and students including after school programs
2. Employees at the workplace
3. Women managing the farm
4. Helping professionals: Marriage and family therapists, mediators, mental health professionals, ministers
5. Hispanic audiences
6. Older adults

## **Curriculum Content**

### **1. K – College Teachers and Students including after school programs**

- A. The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP): The NEFE HSFPP® is a six-unit, ten hour curriculum that includes a free instructor's manual (406 pages) and student guide (128 pages) for each student. Content includes:
1. Financial planning: Your roadmap
  2. Career: Labor you love
  3. Budget: Don't go broke
  4. Savings and investments: Your money at work
  5. Credit: Buy now, Pay later
  6. Insurance: Your protection

### **2. Workplace Education**

Fannie Mae Foundation Growing Your Money: Personal Financial Tools Program: The Growing Your Money Curriculum is a nine-unit, eighteen hour curriculum that includes an instructor's guide and participant's workbooks.

Level I (Beginner Content) includes:

1. Developing a spending plan
2. Working with checking and saving accounts
3. Understanding credit and your credit report
4. Getting a loan

Level II (Advanced Content) includes:

5. Preparing a Foundation for Financial Freedom
6. Identifying Your Investment Needs and Goals
7. Developing Investment Strategies
8. Investing in Homeownership and Real Estate
9. Planning Your Retirement

### **3. Women Managing The Farm**

Women Managing The Farm is a 1/12 day workshop that includes the following content:

1. Risk management skills – crop insurance, marketing contracts
2. Financial management
3. Succession planning
4. Landlord/tenant issues



5. Conduct family business meetings to discuss financial, employee and other farm related issues
6. Form support network to meet on continuing basis

In 2005, seminars were presented in Dodge City, KS; Lawrence, KS; and Logan, KS to 171 participants.

#### **4. Helping Professionals: Marriage and Family Therapists, Mediators, Mental Health Professionals, Ministers**

Financial Tools for Professionals Working with Families is a one-day workshop designed to:

1. Identify scope of financial considerations for families in conflict and crisis
2. Discuss tools to guide clients in problem solving and decision-making
3. Provide a framework for guiding client in planning strategies for a successful financial future
4. Be aware of where to access related professionals and resources for collaboration.

Topics include:

1. Financial considerations for families in conflict and crisis
2. Financial tools
3. Integrating financial planning into therapy
4. Principles for mediating
  - a. Property settlements
  - b. Child and spousal support
5. Tools and strategies for mediation
6. Collaborations and referrals

In the Fall of 2004, seminars were presented in Olathe, KS; Hays, KS; & Wichita, KS to 102 participants.

#### **5. Hispanic Population**

Food Resource Management for Low-Income Hispanic FNP Audiences.

Topics include:

1. Manage money to buy adequate nutritious food throughout the month
2. Plan for spending food money
3. Look for food money
4. Track food money
5. How food fits in the family spending plan
6. Put in place a system to manage food money
7. Know food needs versus food wants
8. Choose foods from the food guide pyramid
9. Plan meals
10. Make a grocery list
11. Know good foods to have on hand.

The English and Spanish version of this program is available at

[http://www.oznet.ksu.edu/financial\\_management](http://www.oznet.ksu.edu/financial_management).

#### **6. Older Adults**

Invest Before You Invest is available at [http://www.oznet.ksu.edu/financial\\_management](http://www.oznet.ksu.edu/financial_management).

1. What Is A Security?
2. When Rules Are Broken
3. Assessing Your Risk Tolerance
4. Questions To Ask When You Are Thinking About Buying A Security
5. What To Do If You Have Trouble

## 7. K-State Saves

**K-State Saves** is for all K-State employees. It is a brown bag lunch series that meets weekly during Fall and Spring Semesters. K-State Saves classes are designed to help employees create ways to increase income, decrease expenses, and develop positive financial behaviors to save money to do the things that are important to them. The classes serve as a support group to look at all areas of financial planning, to discuss issues of concern, and to receive information to develop personal behavior and financial skills.

## Kansas Saves 2006 Annual Impact Report

### 1. Protecting Your Nest Egg

**Program Description:** Protecting Your Nest Egg is a Family and Consumer Sciences Leader Guide, Fact Sheet, and Video for retirees and working adults. The educational goals are to: 1. Discover how state securities regulators work to protect and inform investors; 2. Learn why you should verify the credentials of any financial professional with who you are considering working with; 3. Recognize common tactics used to deceive and defraud investors; 4. Learn where and how to report problems or questions.

**Actual Outputs:** Family and Community Educator Leaders presented the lessons to clubs in the following counties to the following number of people:

Date	4/18/05	11/8/05	11/75	9/28/05	9/13/05	9/14/05	9/21/05	9/22/05
County	Labette	Johnson	Johnson	Johnson	Kearny	Wichita	Finney	Hamilton
Male				1				
Female	9	10	7	8	4	10	12	5
Age: Teen						1		
Age: 20 to 40								
Age: 41 to 60	2	1	1		3	4	1	1
Age 61+	7	9	6	9	1	5	11	4
Types of financial products owned								
Stocks	1	7	4	5	1	2	7	4
Bonds	1	5	4	3	3	2	6	3
Mutual Funds	1	6	3	6	2	4	7	5
CDs	1	7	5	8	1	2	8	3
Annuities	1	3	2	9	3	5	4	1
Insurance	1	5		2	4	5	6	3
401(k) IRA		1		1				1
Land, rental property	1		2	2			2	
Savings account						3		

**Actual Inputs:** Protecting Your Nest Egg Leader Guide and Fact Sheet; Video entitled Investment Scams: What con artists don't want you to know.

**Success Story:** "I enjoyed presenting this lesson. I used the video "What Con Artists Don't Want You To Know" as suggested in the Leader's Guide. I also contacted the Office of the Kansas Securities Commissioner and received the investor education packets for each one in our group. At our county-wide SENIOR QUEST FAIR, I was able to pick up several different brochures for our group from the booth of our county District Attorney's Office. When I present the lessons I really appreciate the outside references to support the lesson. Most of our members will not go the extra mile to secure information from these resources. Again thanks for your efforts on our behalf", Johnson County leader.

**Impact Statement:** Program reports were presented from 6 counties; 8 programs were presented to 66 people who discovered how the state securities regulator works to protect and inform investors; learn why you should verify the credentials of any financial professional with who you are considering

working with; recognize common tactics used to deceive and defraud investors; and learned where and how to report problems or questions.

## **2. K-State Saves**

**Program Description:** K-State Saves is a weekly brown-bag lunch series where participants bring their lunch and beverage and participate in an educational support group to develop personal financial knowledge and behavioral skills. It is open to all K-State Employees. K-State Saves is sponsored by the K-State Classified Senate, Faculty Senate, and Administration. It meets from 12:10 p.m. to 2:10 p.m. in the K-State Union. Weekly room locations and handouts are posted on the K-State Saves website at [www.oznet.ksu.edu/financialmanagement](http://www.oznet.ksu.edu/financialmanagement). For the first few weeks of Spring 2006, discussions will focus on answering the following questions: 1. Where Do I Begin? 2. Why Save? 3. What's What In Savings and Investments? 4. Which Is the Best Alternative For Me? 5. Where Will I Place The Money I Save? 6. What's What in Retirement Plans? 7. How Do I Protect My Nest Egg? 8. How Do I Choose A Financial Adviser?

**Inputs:** K-State Saves classes are an educational, supportive environment designed to help participants create ways to increase income, decrease expenses, and develop positive financial behaviors to have enough money to do the things that are important to them.

There are lots of ways to be a K-State Saver: They may do one or all of the following:

1. Complete a K-State Saver enrollment brochure. The brochure is available at the classes or on-line at [www.oznet.ksu.edu/financialmanagement](http://www.oznet.ksu.edu/financialmanagement). 2. Download K-State Saver educational resources from the website. Visit the website at [www.oznet.ksu.edu/financialmanagement](http://www.oznet.ksu.edu/financialmanagement). Participate in any or all of the K-State Saves brown-bag lunch series sessions.

**Actual Outputs:** K-State Saves has been offered in Spring Semester 2005, Fall Semester 2006, and will be offered again in Spring Semester 2006.

**Success Story:** I want to just take time to thank you for your efforts with K-State Saves. The sessions started soon after my husband told me he wants to end our marriage. You had me hooked after the first session when you said that "nothing is so hopeless that it can't be made better." Stupidly (in retrospect) I have done nothing with the family budgets, taxes, etc for 27 years. I have been learning lots by going through records at home, and look forward to completing the sessions. Your upbeat attitude and patience help to quell some of the panic I felt about being on my own financially. I am still an emotional mess so I couldn't bring any of this up in class without turning into a tearfest but I wanted you to know how much I appreciate your input. See you on Tuesday!

**Impact Statement:** Participants have reported that they have taken the following actions as a result of participating in K-State Saves. 1. Time is short and being middle aged and a single parent, it has forced me into looking for a good means of making ends meet. I couldn't go out and pay to have someone help me, so K-State Saves has provided me the opportunity to do this without going further into debt. It has shown me different ways and ideas of what could be tried and plugged into my life and lifestyle. The opportunity to hear other peoples ideas and opinions gives ideas also on how to do things differently. 2. Things I have initiated or changed since starting this class: opened a savings account at K-State Federal Credit Union and put \$125.00 in it; filled out paperwork and submitted for payroll deduction of \$10.00/pay period; enrolled in averaged payment plans with both gas and electric companies; have been keeping track (pretty faithfully) of where money is spent—self and spouse; went over Quicken reports with my husband to analyze last year's spending and current spending; turned down thermostat settings; been using up what is in freezer (lost of ground pork instead of buying hamburger); and succeeded in bringing my lunch most of the time rather than buying in Union; 3. I had been saying to my husband that I needed to know what bills we had and when they needed to be paid each month, plus the amount of the bills. We

now have that written down in a notebook. My husband and I had also been saying that it cost a lot each month to live. After doing the cash flow chart, I am now aware of the monthly living costs. It has caused me to think–re-think purchases–needs or luxuries. 4. Changes in behaviors/awareness - communication with spouse–more open, realistic spending goals are set; January and February are expensive months with recovering from end of year expenses, holiday expenses, etc. And it is hard to save when making ends meet living paycheck to paycheck; important for me to pay myself first with direct deposit into a savings account each pay period; make decisions on spending instead of impulse spending; work on goals of spending, what the family needs vs. wants and what we can afford. 5. Balance my checkbook on a regular basis!!; have become more aware of my spending habits. 6. I think hard about a decision to buy something before I actually buy it. Ask the 5 questions: Do I need this?, Do I love this?, Do I have a place for this?, Am I going to toss this soon?, Do I have another one?; I also work harder at not spending change and putting it away to save; I try hard to not use credit card; Behaviors I have changed: much more aware of when/how I'm spending money; do not spend as much on QuickShop cokes: now I buy a 12 pack and take to work; do not give in to impulse buying as much, paying for items in cash, not putting on credit card.

### **3. Financially Upward Grant entitled: Preparing Young Employees to Build Wealth Over Their Working Careers.**

**Funders:** National Association of Securities Dealers, \$47, 004  
Kansas Office of the Securities Commissioner, \$26, 586

**Lead Institution:** The University of Tennessee

**Program Description:** K-State is cooperating with the University of Tennessee, the University of Florida, and the University of Kentucky to develop an investor education program for young workers ages 18 to 24 to be delivered at worksites. Once the final project is complete, it will be made available nationwide. Here is an overview of the scope of the project and the stages of participation that are available to agents.

#### **Inputs:**

Stage 1: Kansas State is providing the curriculum entitled “*Starting Your Investment Program with \$1 to \$1,000 (SYIP)*”.

The curriculum was piloted by Extension Agents Tennessee, Florida, Kansas, and Kentucky, in Spring Semester 2006 using K-State On-line. The agents reviewed the curriculum and co-created teaching tools. From February 1 to March 22, educators participated in the on-line course. The chat room convened at 3 pm CST each Wednesday for eight weeks. The curriculum that was piloted was an eight unit educational series with a pre-test and post-test.

Unit 1.	Wednesday, February 1	Where Do I Begin?
Unit 2.	Wednesday, February 8	Why Save?
Unit 3.	Wednesday, February 15	What's What In Savings and Investments?
Unit 4.	Wednesday, February 22	Which Is the Best Alternative For Me?
Unit 5.	Wednesday, March 1	Where Will I Place The Money I Save?
Unit 6.	Wednesday, March 8	What's What In Retirement Plans?
Unit 7.	Wednesday, March 15	How Do I Protect My Nest Egg?
Unit 8.	Wednesday, March 22	How Do I Choose A Financial Adviser?

Participants were asked to complete the following tasks:

1. Complete Pre-test
2. Review the Unit that was posted for each week.
3. Participate in interactions to discuss the unit
  - a. Chat room for the week which was on Wednesday at 3:00 pm CT. Lessons were posted the previous Monday. On Wednesday, there was a live chat from 3:00 to 4:00 PM CT. As many educators as possible joined in the chats to discuss the content and methods for each lesson. Chat room participation was optional.
  - b. Message Board (Message Board participation was optional)
4. Once the lesson for the week was posted on-line, agents became familiar with the content and made suggestions for any changes or additions that might improve it. They shared interactive activities, ice breakers, visuals or other materials that might enrich the content and serve as useful tools for educators presenting the material either in the classroom or on-line.
5. Complete Post-test.

Agents were encouraged to find time Monday through Wednesday of the weeks of January 16 - March 8 to take a look at the course materials on line and note comments, suggestions or materials they wished to contribute. They then joined as often as possible for the Wednesday chats where they had an opportunity to ask questions about the lesson content and helped finalize the format. They also posted suggestions on the Message Board.

### **Actual Outputs**

Stage 1:

The agent on-line training was completed in March. As a result of the pilot training, the curriculum was heavily edited and added two additional units.

Stage 2: Agent Training

An agent training was conducted in Manhattan on May 11 (Noon to 5) and 12 (8 to Noon) in Manhattan, KS. 21 attended. Travel expenses were paid by the NASD Grant. The training included an overview of "Starting Your Investment Program with \$1 to \$1,000" but mainly focused on how to reach the target audience, marketing, implementation, and evaluation.

Stage 3: Implement the project with employers in your community. By September 30, 2007, the goal is to reach 25 worksites and 2500 employees in Kansas. Training resources will be available at the website that is being created for the project. The website is [www.oznet.ksu.edu/financialmanagement](http://www.oznet.ksu.edu/financialmanagement).

**Success Story:** The class was piloted at Caterpillar Work-Tool Plant in Wamego, KS in May and June.

### **Impact Statement:**

NASD Investor Education Progress Report Fall 2006

Prepared by Ann Sanders

October 24, 2006

Summary Impact Report for Caterpillar Sessions

Seven sessions were held with employees of Caterpillar Inc.'s Work Tools division in Wamego, KS. By working with the site Human Relations staff, we were able to adapt the curriculum to complement the company's benefit plans and the employees expressed needs and concerns.

Twenty-four participants completed evaluation forms at the end of the final session. 96% of respondents felt that they had enhanced skills as a result of the program. More than 91% of respondents learned new skills, found the program to be worthwhile and were inspired to change behavior because of the training. 88% said that they had learned another way of looking at financial concepts due to the sessions.

The most frequently cited benefit was that of learning more about the company's retirement plan and options, with 60% of respondents affirming. The planned changes most frequently noted involved savings and budgeting as well as actively managing investments, putting more into retirement savings and changing 401(k) plan allocations. Skills learned as a result of the training included making wiser investment choices and budgeting and money management techniques.

Response from company management has been very positive as well and we anticipate another series of sessions with more employees next year.

### **Funding Received to Support Kansas Saves**

Funding received that was facilitated by Esther Maddux and collaborators since 1/19/03 appointment

1. \$1,000 – Dean's SRO Funds, Kansas Saves Incentive Grant
2. \$2,250 – Dean's SRO Funds, Financial Tools for Helping Professionals
3. \$1,000 – Kate Archer Lecture Series Fund, Kansas Saves Training
4. \$1,500 – America Saves, Kansas Saves: Build Wealth Not Debt, Look Before You Leap
5. \$50,000 – Kansas Office of the Securities Commissioner, Building Financially Resilient Families in Kansas
6. \$1,000 – National Endowment for Financial Education, Administering the NEFE High School Financial Planning Program
7. \$1,000 – FNP Program "Food Resource Management for Hispanic Audiences" (Received in 2003)
8. \$8,841 – FNP Program "Food Resource Management for Hispanic Audiences" (Received in 2003)
9. \$11,987 - CFP® Board of Standards – Alliance To Increase Number of Minority Students Enrolling for the CFP® Exam
10. \$4,427 – General Extension Operating Funds
11. \$40,000 – North Central Risk Management Center
12. \$1,300 – Faculty Development Award (Guikema - \$500; Kellett - \$500; Meredith - \$300) to support travel to present paper at First International Conference in Home Economics at Government College of Home Economics in Lahore, Pakistan.
13. \$47,004 – National Association of Securities Dealers (NASD) Investor Education Program
- Total \$171,309

- D. Provide content for media releases by participating in media interviews or prepare media articles

1. News person: Nancy Peterson
  - a. Article Topic:  
Think Before Spending Tax Refund, Released March 4, 2003  
Speed Tax Refund  
Skip Interest-Free Loans  
Reduce Debt, Save Money  
Pay Self First  
Plan Emergency Fund
  - b. Article Topic:  
Do Homework Before Buying or Leasing a Car, Truck, Released June 9, 2003  
Reduce Guesswork When Buying Car  
Simplify Buy or Lease Decision  
Get Head Start on Car Payments  
Check Prices to Save
  - c. Article Topic:  
Manage Holiday Spending
  - d. Article Topic  
Use Credit Card to Your Advantage  
Need More Money? Give Yourself a Credit Card Check-Up  
Credit Card ABC's  
Disappointed in a Product or Service?  
Credit Available Can Impact Borrowing Power
2. Reprint of Peterson Articles
  - a. Don't Let Spending Spiral Out of Control This Holiday Season, Kansas City Star, December 16, 2003
  - b. Use Credit Cards to Your Advantage, Kansas City Star, January 14, 2004
3. News person: Angela Johnson, K-State Media Relations  
Topic: Kansas Saves Program To Help Residents Save Money, Plan for Future  
Interview Date: 09/11/03
4. News person: Nancy Peterson, K-State Research and Extension  
Topic: Use Credit Card to Your Advantage  
Release Date: 1/13/04
5. News person: Nancy Peterson, K-State Research and Extension  
Topic: Available Credit Can Impact Borrowing Power  
Release Date: 1/20/04
6. New person: Glenna Wilson, Free Lance Writer  
Topic: Should We Have A Yard of Garage Sale?
7. Extension agent articles written from news releases  
Plan now on how to spend windfall in Salina Journal by Mary Lou Odle, April 20, 2003  
Wise investments key to financial success by Donna Martinson, October 31, 2003

8. Young Families Newsletter  
 Topic: Holiday Expenses  
 Date: 09/03  
 Topic: Organizing Personal Records for Taxes  
 Date: 12/03  
 Topic: Raising Money Smart Children  
 Date: 3/04  
 Topic: Back to School Money Thoughts  
 Date: 9/04  
 Topic: Children, Grandparents, and Money  
 Date: 1/05
9. News Person: Teri Cullen, Wall Street Journal Online  
 Topic: Pennies Hold Valuable Lessons in Teaching Kids About Money  
 Date: 3/10/05

#### **IV. SERVICE (0% Time)**

##### *Professional Service*

- A. Participate in professional organizations

##### Membership in Professional Organizations

Financial Planning Association (FPA)  
 International Society for Quality of Life Studies (ISQOLS)  
 International Federation for Home Economics

- B. Participate in professional development opportunities.

1/23/04 New Employee Orientation, K-State Human Resources  
 2/19/03 Dynasty Trusts and Charitable Lead Trusts, Financial Planning Association, Kansas City, KS  
 2/26/03 Community Forum on Individual Development Accounts, Salina, KS  
 3/19/03 Deferred Compensation, Financial Planning Association, Kansas City, KS  
 4/8/03 Estate Planning, Kansas State University Human Resources, Manhattan, KS  
 4/9/03 Extension en Espanol, Extension Clearinghouse for Spanish Language Teleconference  
 4/15/03 Social Security/Medicare/State of Kansas Health Insurance, Kansas State Human Resources, Manhattan, KS  
 5/12/03 Poverty Simulation, Missouri Association for Community Action, Kansas City, KS  
 6/18-21/03 Attended Social Marketing Conference, Clearwater Beach, FL  
 7/16/03 Behavioral Finance, Financial Planning Association, Kansas City, KS  
 8/15/03 New Faculty Orientation, Kansas State University, Manhattan, KS  
 9/5/03 2003 College of Human Ecology Fall Forum, Manhattan, KS  
 10/15/03 Success Mastery for Financial Planners, Financial Planning Association, Kansas City, KS



11/1-4/03 National Success Forum, Financial Planning Association,  
 Philadelphia, PA,  
 11/5/03 Kansas Office of the Securities Commissioner Compliance Seminar,  
 Wichita, KS  
 11/19/03 Investment Outlook for 2004, Financial Planning Association, Kansas  
 City, KS  
 11/22/03 CFP Board of Standards, GPIDEA, 1890 Institutions Workshop to  
 increase minority participation in financial planning, Savannah, GA  
 12/10/03 Finding Financial Solutions for Landowners, Financial Planning  
 Association, Kansas City, KS  
 1/6-9/04 Roadmap to Excellence, Annual Extension Conference, Manhattan, KS  
 1/21/04 Annual Tax Update, Financial Planning Association, Kansas City, KS  
 3/17/04 Elder Care for Financial Planners, Financial Planning Association,  
 Kansas City, KS  
 4/15/04 Common Language & Approaches to Student Learning Outcomes,  
 Kansas State University Office of Assessment & Program Review,  
 Manhattan, KS  
 4/16/04 Developing an Outline for Assessing Student Learning Outcomes,  
 Kansas State University Office of Assessment & Program Review,  
 Manhattan, KS  
 5/13/04 Financial Planning Association, Greater Kansas City Chapter  
 Personal Financial Planning Conference  
 7/21/04 Financial Planning Association, Greater Kansas City Chapter  
 Income For Life Annuities and Reverse Mortgages  
 8/5 to CFP® Board of Standards Program Directors Annual  
 8/7/04 Conference  
 9/10 to Financial Planning Annual Convention, Denver, CO  
 9/14/04  
 1/19/05 Financial Planning Association, Greater Kansas City Chapter  
 Annual Tax Update  
 4/22/ to Financial Planning Association, Greater Kansas City Chapter  
 4/23/05 Midwest Regional Advanced Planners Conference  
 8/17/05 Regulation & Compliance, Financial Planning Association, Greater  
 Kansas City Chapter  
 11/16/05 Investing in Bonds, Financial Planning Association, Greater  
 Kansas City Chapter  
 1/12/06 Assessment and Program Review for Graduate Programs, K-State Union  
 1/18/06 Tax Update, Greater Kansas City Financial Planning Association  
 4/28/06 Study Abroad Workshop, Kansas State University  
 5/17/06 Annual Financial Planning Update, Greater Kansas City FPA Chapter  
 6/21/06 Ethics, Greater Kansas City FPA Chapter  
 6/22/06 K-State On-line Update, Kansas State University  
 7/19/06 Dispelling Retirement Literacy, Greater Kansas City FPA Chapter  
 8/16/06 Dawn of the Fiduciary Advisor, Greater Kansas City FPA Chapter  
 9/20/06 Successful Planning Strategies for the Financial Planner, Greater  
 Kansas City FPA Chapter  
 9/22 to  
 9/26/06 Transported and supervised undergraduate Personal Financial Planning  
 Students attending annual National Association of Government  
 Deferred Compensation Administrators meeting in Kansas City

- C. Presented professional workshops or seminars
- 3/6 to 3/7/03 United Association Meeting of Association of Family and Consumer Sciences, Association of Extension Family and Consumer Sciences, Association of Teachers of Family and Consumer Sciences; Wichita, KS
    - 1. Kansas Saves Exhibit
    - 2. High School Financial Planning Program Exhibit
  - 3/11/03 State of Kansas House of Representatives Education Committee  
Presented Letter of Testimony: Kansas Senate Bill 74 – Personal Financial Literacy in Schools
  - 3/27/03 Spring Action Conference, Kansas Research and Extension Faculty, Salina, KS  
Presented Kansas Saves Social Marketing Campaign Strategic Plan
  - 4/10/03 Kansas Ag Bankers  
Presented Kansas Saves Social Marketing Campaign Strategic Plan
  - 4/30/03 Northeast Area Family and Consumer Science Agent Training, Manhattan, KS  
Produced video presentation: Kansas Saves Social Marketing Campaign: Program Needs Assessment
  - 5/8/03 Missouri Society of CPA's Kansas City Chapter, Kansas City, MO  
Presented Overview of K-State's Personal Financial Planning Program
  - 5/13/03 K-State Agricultural Economists  
Presented Overview of Kansas Saves Social Marketing Campaign
  - 6/12/03 Kansas Department of Transportation Retirement Planning Seminar, Topeka, KS  
Presented A Keynote On A Milestone: Retiring and Living Well
  - 5/21/03 Kansas State University Community Health Institute Evaluation Roundtable  
Presented Overview of Kansas Saves Social Marketing Campaign Evaluation
  - 7/18/03 Future Business Leaders of America Advisors  
Presented Overview of National Endowment for Financial Education High School Financial Planning Program
  - 7/30/03 Kansas State University Community Health Institute Evaluation Roundtable  
Presented Overview of Kansas Saves Social Marketing Campaign Evaluation Update
  - 8/5/03 National Endowment for Financial Education High School Financial Planning Program State Coordinator's Meeting, Denver, Co  
Presented the Kansas Strategic Plan for delivering the NEFE High School Financial Planning Program
  - 9/24/03 Johnson County Credit Union, High School Financial Planning Program
  - 10/17/03 Kansas Business Education Teacher Association, Wichita, KS  
Presented NEFE High School Financial Planning Program
  - 10/24/03 Kansas Association of Teachers of Mathematics, Hays, KS  
Presented NEFE High School Financial Planning Program
  - 10/27-29/03 K-State Research and Extension Agent Training, Manhattan, KS  
Coordinated Kansas Saves Training

11/7/03 Kansas Credit Union Association, Wichita, KS  
Presented Kansas Saves Overview

1/14/04 Southeast Area Extension Agents Program Enhancement, Cottonwood Falls, KS  
Presented Kansas Saves Overview

1/22/04 Traumatic Brain Injury Support Group, Manhattan, KS  
Presented Financing Your Lifestyle

1/26/04 Growing Your Money Pilot Series, Manhattan, KS  
Presented Preparing a Foundation for Financial Freedom

1/27/04 Lyons Federal Savings, Ellsworth, KS  
Presented Financing Your Lifestyle

1/30/04 USDA Radio Interview with Kristy Pettis  
Presented Use of Credit Cards

2/2/04 Growing Your Money Pilot Series, Manhattan, KS  
Presented Identifying Your Investment Needs and Goals

2/9/04 Growing Your Money Pilot Series, Manhattan, KS  
Presented Developing Investment Strategies

2/16/04 Growing Your Money Pilot Series, Manhattan, KS  
Presented Investing in Home Ownership and Real Estate

2/23/04 Growing Your Money Pilot Series, Manhattan, KS  
Presented Planning Your Retirement

2/24/04 Growing Your Money Pilot Series Graduation Ceremony, Manhattan, KS

3/2/04 Kansas State Employees Federal Credit Union, Manhattan, KS  
Presented Planning Your Retirement

3/4/04 United Association Meeting, Wichita, KS  
Presented Kansas Saves

3/31/04 K-State Research and Extension Agent Training, Southeast Spring Action Conference, Pittsburg, KS  
Presented Kansas Saves

4/1/04 K-State Research and Extension Agent Training, Northeast Spring Action Conference, Manhattan, KS

4/6/04 K-State Research and Extension Agent Training, Northwest Spring Action Conference, Hays, KS

4/7/04 K-State Research and Extension Agent Training, Southwest Spring Action Conference, Garden City, KS

11/18/04 Savings Basics, Ft. Riley Deploying Soldiers, 180 attended

7/26/05 How To Make Your Money Go Further, Ft. Riley Deploying Soldiers, 180 attended

9/26/05 How To Make Your Money Go Further, Architectural Engineering Management Graduating Seniors, 26 attended.

10/15/05 Teaching Young Children About Money, Kansas Association for the Education of Young Children, 20 attended.

10/18/05 Promoting Learning Anywhere, Anytime for Soldiers and Family Members, Advisory Council for Military Education, Ft. Riley, Manhattan, KS.

11/12/05 Taking Charge of Money Matters: I Can Cope, An Educational Class for Those Facing Cancer, Mercy Hospital, Manhattan, KS.

1/23/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

1/30/06 K-State Saves for Kansas State University Employees Lunch 'n Learn

Manhattan, KS

2/9/06 Presented Young Investor Education Overview to K-State Research and Extension Agents, Manhattan, KS

2/13/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

1/20/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

3/6/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

3/13/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

3/27/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

3/29 to

3/31/06 Young Investor Program for University of Tennessee and University of Kentucky Agents

4/3/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

4/4/06 Land 'O Lakes Farmers Cooperative Annual Women's Program, McPherson, KS

4/10/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

4/17/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

4/24/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

5/1/06 K-State Saves for Kansas State University Employees Lunch 'n Learn, Manhattan, KS

5/11 to

5/12/06 Young Investor Program for Kansas Extension Agents, Manhattan, KS

5/7/06 Young Investor Program, Caterpillar, Wamego, KS

5/15/06 Young Investor Program, Caterpillar, Wamego, KS

5/22/06 Young Investor Program, Caterpillar, Wamego, KS

5/29/06 Young Investor Program, Caterpillar, Wamego, KS

6/5/07 Young Investor Program, Caterpillar, Wamego, KS

6/12/07 Young Investor Program, Caterpillar, Wamego, KS

6/19/07 Young Investor Program, Caterpillar, Wamego, KS

7/11/06 Financial Planning for Admissions Representatives at Kansas State University

9/27/06 Presented Young Investor Program to Kansas Extension Agents at Extension Conference, Manhattan, KS

9/28/06 Co-led Family Resource Management Program Focus Team at Extension Conference, Manhattan, KS

11/7 to

11/9/06 Young Investor Training for University of FL Extension Agents, Gainesville, FL

IV. Institutional Service to Program Unit, School, College, and/or University:

A. Serve on Unit, School, College, and/or University committees

1. Family and Consumer Science Unit

2003 Family and Consumer Sciences Extension Agents in Metro Counties  
Financial Management Design Team

- 2003 4-H Consumer Quiz Bowl Support Team
- 2003 TenderHearts: A Helping Hand for Caregivers of the Elderly Design Team
- B. Personal Financial Planning Unit
- 2003 Personal Financial Planning Program Faculty/Staff Team Committee to design documents that describe and promote program
- Facilitated the development and presentation of: College of Human Ecology Kansas State University Personal Financial Planning: Academic Programs, Research, Outreach: Where We Are, Where We Want To Be
1. 4/30/03  
Used in meeting in Washington, DC with key agency leaders to seek their advise on personal financial planning program direction  
American Savings Education Council  
Consumer Federation of America  
Department of Defense  
Department of Treasury Office of Financial Education  
Fannie Mae Foundation  
Federal Reserve Board  
United States Department of Agriculture  
Cooperative State Research, Education and Extension Service  
Science Policy and Legislative Affairs  
U.S. Securities and Exchange Commission
  2. 5/4,5,6/03  
Used in meeting with CFP Board of Standards to seek financial resources to reach underserved diverse populations to prepare them to sit for CFP exam.
  3. 7/30/03  
Used in meeting with Kansas State Treasurer and with Investor Education Director in Kansas State Securities Commissioner's Office to guide discussion for building collaborative partnership.
- C. School of Family Studies and Human Services (FSHS)
- 2003 Family Center Committee to update mission/vision statement and strategic plan to focus on collaborative efforts
- 2004/06FSHS Graduate Program Coordinator. Oversee the day-to-day coordination of the graduate programs in FSHS. Resolve issues related to graduate study in FSHS. The Graduate Programs are Early Childhood Education M.S.; Family Life Education and Consultation M.S. and Ph.D., Life Span Human Development M.S. and Ph.D.; Marriage and Family Therapy M.S. and Ph.D.; Personal Financial Planning Distance Education Graduate Certificate, Master's Degree, and Ph.,D (traditional); Gerontology Distance Education Graduate Certificate and Master's Degree; and Youth Development Distance Education Graduate Certificate and Master's Degree.
- Serve as FSHS Graduate Program Director
- Prepare agenda items for and chair faculty meetings

## Graduate Faculty Meetings

### Professorial Performance Awards

Update policy statements in FSHS Graduate Program Handbook

Facilitate FSHS Board of Regents Graduate Program Review

Address probation, dismissal, retention, and disciplinary issues

Resolve grade issues

Prepare letters of recommendation for students

Review graduate applications to be forwarded to Graduate School

Promote FSHS at Graduate School Fair

Served as Director of Personal Financial Planning Certificate Program until Fall 2006

Worked with web designer to update web pages

Responded to visits, emails, phone calls, and correspondence to promote program

Sent brochures to people on lists we received from DCE and CFP® Board

Prepared 2006 Recertification Document

Attended GPIDEA Personal Financial Planning Faculty Meeting in Minneapolis, MN (4/1 to 4/2/06)

Represented K-State Financial Planning Unit at Greater Kansas City Financial Planning Association

## Meetings

Met with financial industry representatives to promote program

Reviewed graduate applications

Addressed probation, dismissal, retention, and disciplinary issues

Served as FSHS United Way Chair

## Appendix I

### FSSH 675 Field Study in Family Economics Independent Study Project Titles Projects supervised for Student Practicum Experiences

#### **Projects That Were Completed in 2006**

##### Counseling/Consulting

Developed a comprehensive financial plan for a high net worth client going through a highly contested divorce

Developed a comprehensive financial plan for a young couple

Tax Preparer with the M-VITA Program at Tyndall Air Force Base, FL; prepared 133 returns

AARP Tax Aide Volunteer; completed 8-hour efile training, completed tax preparation training class and passed exam to become certified tax preparer; volunteered three days a week for 10 hours per week during tax season;

##### Internship

Completed an internship with a fee-only, fee-based firm

##### Paper/article/publications written

A Guide to Understanding and Including Long Term Care Insurance in a Financial Planning Practice

Save your Children from Financial Disaster: A Parent's Guide

We Can No Longer Afford to Fail Our Students: A position paper to encourage schools to teach personal finance

Developed an outline for a textbook for a specific target audience (content and audience is confidential because it will be submitted for publication)

Wrote articles and created first issue of a financial planning magazine for women.

##### Workshops/classes presented

Taught Mgt 372 Investing and Financial Responsibility for 43 U.S. Air Force Academy cadets

Promoted, developed, delivered and evaluate a financial planning workshop to a faith-based group

Prepared strategic plan and established initial contacts to conduct a NASD Investor Education at Ft. Riley, KS.

Prepared Power Point presentation and conducted a six-part webinar series for employer clients on "Understanding and Choosing Retirement Plans for Employees"

##### Practice Management

Developed, implemented, and summarized a community survey to determine target audience for a new financial planning practice.

Developed a comprehensive business strategic plan for

- a. creating a fee-based financial planning firm to serve military members and their families
- b. creating and operating a non-financial planning service company
- c. incorporating a financial planning practice into an ongoing CPA practice

##### Projects developed

Developed lesson guide with problems and Power Point presentation for teachers to use in math classes to teach students how to use math skills to solve financial planning problems.

Developed a financial planning leader guide, handout and Power Point presentation to teach financial planning to high school students.

## Fall 2005 Projects That Were Completed

### Counseling/Consulting

Prepared and presented a comprehensive financial plan for an actual client. The plan included the engagement letter, personal information, primary goals, statement of financial condition, current estate tax calculation, problem areas identified, retirement needs analysis, recommendations, and further considerations, investment summaries.

Prepared and presented an Investment Policy Statement for a scholarship fund for a non-profit organization. The Investment Policy Statement was reviewed by the Finance Committee and the Board of Directors, approved, and now in operation.

### Papers written

Wrote a paper entitled, *“How to properly analyze debt repayment decisions”*.

Wrote a paper entitled, *“Military Retirement: OurFuture’s Investment”*. The paper provides an overview of what income one can expect in retirement if one takes advantage of military retirement plans.

### Workshops/Classes Presented

Developed, marketed and presented workshops for the seniors entitled: *“Preventing Financial Fraud”*. Topics included: the should haves done, mental questions to ask, red flags; resources; questions and answers.

Prepared presentation for the 2005 National Association of Student Financial Aid Administrators (NASFAA), presented the session, and evaluated the session entitled *“Financial Planning and Debt Management for Graduate/Professional Students: Helping Your Students Meet Their Financial Goals”*; Developed *“Managing Costs During School”* notebook for Graduate/Professional Students.

Taught class entitled: *“Investing and Financial Responsibility”* for 3 hours of undergraduate credit at the Air Force Academy.

Taught Fundamentals of Investments for 3 hours of undergraduate credit at Des Moines Area Community College.

### Projects Developed

Developed a comprehensive curriculum for a money management class for high school students.

Developed resource manual entitled, *“Financial Management Resource Manual” for Victims of Domestic Violence*, and presented content to victims of domestic violence.

Prepared marketing and educational materials for an accounting firm to use give to employee and to use with clients for their employees. Marketing and Educational brochure topics included: *401(k) Fact Sheet: What is a 401(k) Plan? The Importance of Fee Disclosure in Qualified Plans Or, What You Don’t Know Can Hurt You! 401(k) Fact Sheet: Catch Up Contributions; 401(k) Fact Sheet: Non Discrimination Testing; Your Payroll-Deduction Individual Retirement Account; 2006 Payroll and Benefit Limits; New 401(k) Funds; Group Health Insurance Program; Helping 401(k) Plan Participants Understand their Investment Choices*. PowerPoint presentation topic was entitled, *“Employee Benefits Update”*.



Developed, conducted, and summarized a financial planning needs assessment survey of community residents to use in developing financial planning firm's business plan. The survey data helped define the target population, define the timeline for implementation, target financial planning services on which the firm will focus, and the most effective marketing strategy for the business.

Coauthored with instructor grant entitled: Increasing Financial Competence and Well-Being of Financial Advisors. The purpose of the project is to develop professional skills of advisors to assist individuals and families to become responsible financial managers through the financial planning and counseling process. The funds will be used to offer a Financial Counseling and Planning Distance Learning Academic Certificate to financial advisers at military installations, financial institutions, financial aid officers, and Consumer Credit Counselors. The courses would include: Fundamentals of Financial Planning, Financial Counseling, Financial Behavioral Assessment Consulting, and Real Estate.

Wrote feature newsarticles on the following topics: *Smart Money Rules for Smart Money Makers (For Young Professionals)*; *Family Financial Values: Children Reap What Parents Sow (For Parents of Young Children)*; *The Rewards of Bible-Based Financial Planning*.

Developed Financial Management Course to meet the requirements of the US Treasury for the discharge of a bankruptcy. Topics included: Financial Management Definition and Concepts; Where You Are Now and How You Got Here; Budgeting; Credit: Friend or Foe; Other Financial Considerations.

### **Projects Supervised Prior to Fall 2005**

#### Papers written

Family Caregivers in Kansas: Financial Information, an Extension publication written for the Tenderhearts: Caregivers for the Elderly website.

When You Hang Up Your Boots, Will You Be All Set? published in the Professional Women International newsletter in November 2004 [Done in conjunction with a workshop series]

Where Are All My Clients? An article for beginning financial planners to develop a strategy to draw clients to the new financial planning practice in a way that fits the personality of the planner. Revision of Extension Service publication entitled "Starting Your Investment Program with \$1 to \$,1000" for Kansas State Research & Extension.

Article entitled "The Use of Technology to Improve Quality and Customer Service as Well as to Increase the Productivity of Business Processes at the Chicago Board of Options Exchange" submitted to the *Journal of Personal Finance*.

Deploying Service Members Financial Situation Survey. The paper is being used to develop a grant to provide academic undergraduate distance learning education to Unit Command Finance Specialist Non-Commissioned Offices throughout the Department of Defense worldwide.

#### Workshops Presented

Fundamentals of Financial Freedom Workshop Series

1. Your Money Mind Set

2. Defining Your Values and Goals: Creating Your Ideal Future
3. The Magic of Defining Your Net Worth: Your Financial Foundation Making It Strong and Secure
4. Putting It All Together In A Real Financial Plan: What About Investing?
5. Individual Appointments for Personal Financial Plan Review

The marketing materials, class outline, and summary of participant responses provide evidence of the completion of the workshops.

Financial Education – Junior Achievement Experience

“Our World” and “Personal Economics” curriculum were taught to middle schoolers. “Our World” was a five week program. “Personal Economics” was a ten-week program.

#### Research Conducted

Conducted research and coordinated a discussion that resulted in a proposed curriculum outline for a Distance Learning Doctorate in Financial Services that is under consideration by the Great Plains Interactive Distance Education Alliance (GPIDEA) administrators.

#### Counseling/Consulting

Internal Revenue Service (IRS) Volunteer Tax Assistance (VITA) Program

1. Military Installation
2. Program sponsored by a state and IRS at Goodwill Industries done in conjunction with Tax Counseling for the Elderly.

#### Marketing

- a. Marketing plan for starting a financial planning practice.

#### Curriculum Developed or Translated

Money for Food notebook (13 lessons) for limited resource audiences was translated into Spanish and made available to KS Extension agents by CD, hard copy and website. Is being prepared for publication on E-Extension in Espanol to be available nationwide.

Teaching Resources for Extension Agents in Basic Money Management: 1. Budgeting, 2. Savings, 3. Credit.

1. Developed a Power Point Presentation for the three lessons.
2. Developed handouts for three lessons.
3. Developed evaluation tools for the three lessons.

## Vita

### **Joyce Baptist, Ph.D., L.C.M.F.T.**

Assistant Professor

School of Family Studies and Human Services

Kansas State University

212 Campus Creek Complex, Manhattan, KS 66506

Phone: (785) 532 6891; E-mail: jrbaptist@ksu.edu

### **I. Education:**

1. Virginia Polytechnic Institute and State University, Blacksburg, VA:  
*Ph.D. Human Development with an emphasis in Marriage and Family Therapy, 2002*
2. ***Loyola University Chicago, Chicago, IL:***

### **M.A. Community Counseling, 2000**

3. Systematic College, Kuala Lumpur, Malaysia:  
*Chartered Management Accounting, U.K., 1992*

### **II. License/Certification:**

1. *Licensed Clinical Marriage and Family Therapist, Kansas State Board*
2. *Approved Supervisor, American Association of Marriage and Family Therapy*
3. *Level 3 Assessor, National Vocational Qualification, Royal Society of Arts, London, England*

### **III. Teaching Assignments:**

1. ***Kansas State University, Manhattan, KS:***  
Assistant Professor, 2006 – present  
*Courses taught:* Research in Marriage and Family Therapy, Family Systems in Cultural Context, Practicum in Marriage and Family Therapy  
*Course to be taught:* Assessment and Treatment of Psychopathology
2. ***California State University, Sacramento, CA:***  
Assistant Professor, 2003 - 2006  
*Courses taught:* Multicultural/Ethnic Counseling, Gender Roles and Sexuality, Diagnosis and Treatment Planning, Seminar: Marriage, Family and Child Counseling, Practicum in Marriage, Family and Child Counseling, and Field Study in Counseling  
*Courses developed:* Couple Therapy, Systems Approach to Psychotropic Medications, and Power, Privilege and Self-Identity
3. Dartmouth Family Medicine Residency Program, Concord Hospital, Concord, NH:  
  
Clinician, 2002 – 2003; Doctoral Intern, 2001 - 2002  
*Courses taught:* Behavioral Medicine, Family Systems
4. ***Virginia Polytechnic Institute and State University, Blacksburg, VA:***  
Adjunct Faculty, Summer 2001; Graduate Assistant, 1999 – 2001  
*Course taught:* Human Services I

5. *Systematic College, Petaling Jaya, Malaysia:*  
Lecturer, 1990 – 1995  
*Courses taught:* Strategic Planning and Marketing, Financial, Cost and Management Accounting

#### **IV. Publications:**

##### ***Peer-reviewed:***

1. Brucker, P. S., Faulkner, R. A., Baptist, J., Grames, H., Beckham, L. G., Walsh, S., & Willert, A. (2005). The Internship Training Experiences in Medical Family Therapy of Doctoral Level Marriage and Family Therapy Students, *American Journal of Family Therapy*, 33, 131-146.

##### ***Submitted for review:***

1. Baptist, J., & Allen, K. A Family's Coming Out Process: Systemic Change and Multiple Realities. *Contemporary Family Therapy*.

##### ***Non peer-reviewed:***

1. Baptist, J. (2007). Make Stress an Opportunity for Growth. *Beyond*, 5, pg 7.

##### ***In process:***

1. Marriage and Family Therapy Trainees' and the Treatment of LGBT Clients
  2. Psychosocial State of Orphans and Vulnerable Children in Kenya
  3. Challenges of Orphan Caregivers in Kenya
  4. \*The Effects of Deployment on Military Couples
  5. \*Conceptualization of Trauma: A Review of Research in the Last Two Decades
- \* Publications with students.

#### **V. Professional Presentations:**

##### ***Peer-reviewed:***

1. "Research Team: A Template for Design, Development and Administration," National Council on Family Relations 69<sup>th</sup> Annual Conference, Workshop, Pittsburgh, PA: Nov. 2007
2. "Conceptualization of Trauma: A Review of Research in the Last Two Decades," National Council on Family Relations 69<sup>th</sup> Annual Conference, Poster Session, Pittsburgh, PA: Nov. 2007.
3. "The Coming Out Process: A Family's Perspective," American Association for Marriage and Family Therapy 65<sup>th</sup> Annual Conference, Poster Session, Long Beach, CA: Oct. 2007.
4. "Special Roundtable on African Family Relations in Sacramento/USA," 15<sup>th</sup> Annual African/Diaspora Conference, California State University, Sacramento, CA, 2006.
5. "HIV-AIDS Education Curriculum Development in Nigerian Secondary Schools," 14<sup>th</sup> Annual African/Diaspora Conference, California State University, Sacramento, CA, 2005.

##### ***Submitted for review:***

1. Lessons Learned from Developing Leadership in Clinical Supervision in Malaysia. *International Family Therapy Association Annual Conference*.

##### ***Non peer-reviewed:***

1. "The Role of Primary Care Providers in the Treatment of Breast Cancer Patients,"

2. Dartmouth Residency Video Conference, Concord and Hanover, NH: Feb. 2002.
3. "Conducting Case Study Research with Families," Roundtable Discussion, Department of Human Development, Virginia Tech, Blacksburg, VA: Sept. 2000.
4. "Working with immigrants and refugees from Southeast Asia," Social Work seminar, Radford University, VA, March and Sept. 2000.

## **VI. Research:**

### ***Data collected and currently being analyzed:***

1. Trauma Research, Education, & Consultation at K-State (TRECK). Leading the qualitative data analysis team.
2. Preventing AIDS among Orphans and Vulnerable Children in Kenya
3. Marriage and Family Therapy Trainees' and the Treatment of LGBT Clients

### ***Developing:***

1. "Landscape / Lifescape Analyses of the Sustainable Nexus in AIDS-impacted Africa," An interdisciplinary study with the Departments of Agriculture, Nutrition, Sociology, Communications, and Horticulture and Forestry.
2. "Competent Care: Training of Clinical Supervisors in Malaysia," a study with faculty at Loyola University Chicago.
3. "Effectiveness of Para-professional Mental Health Providers in Malaysia," an independent study with Calvary Ministry, Kuala Lumpur.

## **VII. Grants:**

### ***Received:***

1. African Studies Center, Kansas State University, Manhattan, KS. For "Preventing AIDS: Orphans and Vulnerable Children," 2007. Amount: \$10,000
2. Tilford Incentive Grant, Kansas State University, Manhattan, KS. For "Family Systems in Cultural Context," 2007. Amount: \$2,000.

### ***Denied:***

1. Faculty Development Award, Spring 2007
2. John Lyold Foundation

### ***Submitted for review:***

1. Faculty Development Award, Fall 2007 for "Competent Care: Supervision Training for Mental Health Professionals" in Malaysia.

### ***In process:***

1. National Science Foundation. An interdisciplinary study with the Departments of Agriculture, Nutrition, Sociology, Communications, and Horticulture and Forestry: "Landscape / Lifescape Analyses of the Sustainable Nexus in AIDS-impacted Africa."

## **VIII. Clinical Work:**

*The Family Center, Kansas State University, Manhattan, KS:*

Licensed Clinical Marriage and Family Therapist, 2006 – present

*Psychological Services, California State University, Sacramento, CA:*

Clinician, 2005 - 2006

*Dartmouth Family Medicine, Concord Hospital, Concord, NH:*

Clinician, 2002 - 2003

Doctoral Intern, 2001 - 2002

*Family Therapy Center, Virginia Polytechnic Institute and State University, Blacksburg, VA:*  
Resident Family Therapist, 2000 – 2001  
*Asian Human Services, Chicago, IL:*  
Counselor Trainee, 1998 – 1999

**Loyola University Chicago Medical Center Sexual Dysfunction Clinic, Oak Park, IL:**  
Trainee, 1999

**IX. Professional Service:**

*Editorial Board:*

Journal of Feminist Family Therapy

*Special Topics Editor:*

Family Relations: Interdisciplinary Journal of Applied Family Studies

*Planning Committee:*

The Annual Africa/Diaspora Conferences, 2005 - 2006

*American Association of Marriage and Family Therapy, California Division:*

Election Committee, 2005

**X. University Service:**

Kansas State University, Manhattan, KS:

*Search Committees, College of Human Ecology:*

*Marriage and Family Therapy*

*Financial Planning*

*Diversity and Internationalization Committee, College of Human Ecology*

*Advisor to student organizations:*

*Acting on AIDS*

*Malaysian Student Association*

*Coordinator, Marriage and Family Therapy Doctoral Internships*

*Supervisor, FSHS Undergraduate Honors project: Julie Stithem*

*Student committees:*

*Major Professor: Katie Curtis and Nancy Rumley, masters in MFT*

*Co-chair: Kevin Garrett, doctorate in MFT*

*Committee member: Kara McDaniel, Ph.D., Valerie Stull, masters in Human*

*Nutrition*

California State University, Sacramento, CA:

CACREP Steering Committee

Student Research Competition Juror

Department Advisory Committee

Academic Affairs Committee

Student Fulbright Interview Committee

**XI. Consultancy:**

Center for Psychology, Singapore

Calvary Ministry, Calvary Church, Malaysia

***EMMAUS Center for Counseling and Social Development, Malaysia***

## **XII. Managerial/Administrative Experience:**

*Coordinator, Marriage, Family and Child Counseling Program*

1. Department of Counselor Education, California State University, Sacramento, CA, 2005 - 2006

*Co-Coordinator, Marriage, Family and Child Counseling Program*

2. Department of Counselor Education, California State University, Sacramento, CA, 2004 - 2005

### **Department Head, Systematic College, Petaling Jaya, Malaysia**

Distance Learning Division, 1994 - 1997

Professional Studies Division, 1993 - 1997

Pre-professional Studies Division, 1990 – 1997

## **XIII. Award:**

### **The James D. Moran Memorial Dissertation Award, 2000**

College of Human Resources and Education

Virginia Polytechnic and State University, Blacksburg, VA

Vita  
November 2007

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### Education

B.S. 1974	University of Missouri–Columbia Vocational Home Economics Education
M.S. 1980	University of Arkansas Operations Management
Ph.D. 1988	University of Missouri–Columbia Human Environmental Science (Family and Consumer Economics)

Dissertation: A Comparison of Saving Behavior of the Baby Boom Generation with that of a Prior Comparable Age Cohort

### Certifications

CERTIFIED FINANCIAL PLANNER™ certificant, 1991 to present

### Professional Experience

2005-present	Member Manager, L. Ann Coulson, Ph.D., CFP®, L.L.C.
2001-present	Adjunct Faculty, Kansas State University online graduate certificate courses preparing students to sit for the CFP® exam
2000	Adjunct Faculty, College of Business, Northeastern Illinois University
1996-99	Director, Institute for Personal Finance, Association for Financial Counseling and Planning Education



1994-96	Associate Professor, School of Family Studies and Human Services, Kansas State University
1988-94	Assistant Professor, Department of Human Development and Family Studies, Kansas State University
1987-88	Instructor, Department of Human Development and Family Studies, Kansas State University
1983-87	Graduate Teaching Assistant, Department of Family Economics and Management, University of Missouri
1983-87	Graduate Research Assistant, Department of Family Economics and Management, University of Missouri
1981-83	Communications Editor, Arkansas Nuclear One, Arkansas Power and Light Company, Russellville, Arkansas
1980-81	Customer Service Representative, Arkansas Power and Light Company, Blytheville, Arkansas
1975-80	Customer Service Representative, Arkansas-Missouri Power Company, Blytheville, Arkansas

#### Honors

Leadership Emporia, 2006  
 Kappa Omicron Nu Award of Excellence in Research, 1992  
 Conoco Outstanding Undergraduate Teaching Award, Kansas State University, 1991  
 Outstanding Graduate Student, Department of Family Economics and Management, University of Missouri, 1985-86  
 Outstanding Graduate Student Teaching Award, College of Home Economics, 1984-85  
 Gregory Fellow, 1983-84  
 Outstanding Young Career Woman, Blytheville, Arkansas, 1979

#### Professional Organizations

Association for Financial Counseling and Planning Education  
 Financial Planning Association

#### Service

Emporia Chamber of Commerce, 2005 to present

Friends of the Emporia Public Library  
President, 2006-2007  
Vice-President, 2005  
Board of Directors, 2004  
USD253 Calendar Committee, 2006  
USD253 Strategic Planning Committee, 2004-2005  
Lowther Intermediate School Parent-Teacher Organization  
President, 2004-2005  
Vice-President, 2003-2004  
Lowther Intermediate School Site Council, 2003-2006  
Emporia Parent-Teacher Council  
President, 2007-2008  
Vice-President, 2006-2007  
Secretary, 2002-2005  
Butcher Children's School Parent-Teacher Organization  
Treasurer, 2002-2003  
Butcher Children's School Site Council, 2002-2003  
St. Andrews Lutheran School Parent-Teacher League  
President, 2000-2001  
Vice-President, 1999-2000  
Soroptimist International of the Americas  
President, Manhattan SI, 1990-92  
Chair, South Central Regional United Nations Committee, 1990-92  
Secretary, Manhattan SI, 1989-90  
Vice-President, Manhattan SI, 1994-95  
Manhattan Consumer Credit Counseling Service Advisory Board Member,  
1994-95

**Vita**  
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## EDUCATION

*University of Minnesota, Twin Cities*  
PhD, Family Social Science (1994)  
*New York University*  
M Phil, Sociology (Statistics) (1982)  
*California State University Long Beach*  
MA, Social Psychology (1979)  
*Loyola Marymount University*  
BS, Sociology (1977)  
BA, Communication Arts (1977)  
BS, Political Science (Public Administration) (1977)

## TEACHING EXPERIENCE

*Pennsylvania State University, Center for Human Development and Family Research in Diverse Contexts*, College of Health and Human Development. 2006. **Visiting Associate Professor and Post-Doctoral Scholar**. Studies in Ethnography, Spatial Demography, Geostatistics, and Epidemiological Research Methods. Participated in ethnographic research team.

*Kansas State University*, School of Family Studies and Human Services.  
1994-Present. **Associate Professor and Director of Developing Scholars Program**  
Teach graduate and undergraduate courses in, Black Families, Diversity in Families, Adolescence, Research Methodology, Family Policy, Introductory Statistics, Advanced Statistics, Advanced Multivariate Methods & Statistics, Developing Scholars and Honors Seminars.

*Kansas State University*, **Ombudsperson**, 2000-2003. Serve as member of KSU dispute resolution team. Solve problems, attempt resolution to issues, assist faculty and staff in the grievance process, offer assistance to faculty and staff as needed.

*New York University*, Department of Sociology  
1981-1983. **Instructor**  
1983-1987. **Adjunct Lecturer**  
Taught lower and upper division courses including Introduction to Sociology and a new course on Sexual Variations.

*Bloomfield College, Division of Social Science*

1982-1985. **Adjunct Assistant Professor**

Taught courses in Introductory Sociology, Sociology of the Family, Research Methods, Basic Statistics, and Race & Ethnic Relations.

*City University of New York, Division of Social Sciences*

1981-1983. **Instructor**

Taught courses in Social Philosophy and Introduction to Social Sciences to students on the regular campus and the Queens House of Detention (City Jail).

## **GRANT ACTIVITY**

### ***Awarded***

*Co-Principal Investigator, State of Kansas, Department of Social and Rehabilitation Services, Title IV-E Training Task Order Grant. Cultural Issues in Out of Home Placement of Minority Children, Award Amount: \$124,293 for Fiscal Year 1996.*

*Principal Investigator, State of Kansas, Department of Social and Rehabilitation Services, MAPP Grant. Models Approach to Parenting Project Training Services for SRS Field Offices. Award Amount: \$211,571 for Fiscal Year 1996.*

*Principal Investigator, State of Kansas, Department of Social and Rehabilitation Services, MAPP Grant. Models Approach to Parenting Project Training Services for SRS Field Offices. Award Amount: \$156,253 for Fiscal Year 1997.*

*Co-Principal Investigator, Department of Health and Human Services, SRS Service Providers Training/Foster and Adoptive Parents. Award Amount: \$957,585 for Fiscal Year 1997.*

*Principal Investigator, Centers for Disease Control and the State of Kansas, Department of Health and Environment, Bureau of Disease Prevention, Kansas Cares: Rural Health Issues in Kansas. Award Amount: \$47,091 for Fiscal Year 2000.*

*Principal Investigator, Centers for Disease Control and State of Kansas, Department of Health and Environment, Bureau of Epidemiology, HITS 2000 HIV Testing Survey. Awarded Amount: \$99,783 for Fiscal Year 2000-2001.*

*Principal Investigator, Centers for Disease Control and the State of Kansas, Department of Health and Environment, Bureau of Disease Prevention, Kansas Cares: Rural Health Issues in Kansas. Award Amount: \$52,060 for Fiscal Year 2002.*

*Principal Investigator, Kansas State University, Targeted Excellence Program, Intergration of parenting and family partnerships into the Developing Scholars Program for underrepresented college students. Award Amount: \$375,000 for Fiscal Years 2003-2008.*

*Co-Principal Investigator*, National Institutes of Health (R25), National Institute of General Medicine, Bridges Toward the Baccalaureate for Underrepresented Students, *Kansas Bridges to the Future*. Award Amount: \$708,018 for Fiscal Years 2003-2006.

*Co-Principal Investigator*, National Institutes of Health (R25), National Institute of General Medicine, Bridges Toward the Baccalaureate for Underrepresented Students, *Kansas Bridges to the Future*. Award Amount: \$600,000 for Fiscal Years 2006-2009.

*Principal Investigator*, Seed Grant, College of Human Ecology, Kansas State University, *Negotiating Identity in Rural/Frontier at-risk Men in Kansas*. Award Amount: \$2500 for Fiscal Year 2006.

### ***Applications Pending***

*Principal Investigator*, Kansas State University, Targeted Excellence Program, *Enhancing the Developing Scholars Program: Strategies for Continuing Excellence in Academic, Personal, and Professional Development of Underrepresented Students at Kansas State University*. (\$2,276,892).

*Principal Investigator*, Revision. *Negotiating Identity in Rural/Frontier at-risk Men*. R21 NIH Exploratory Development Research Grant Award. National Institutes of Health, National Institute of Mental Health, HIV/AIDS Research Branch. (\$401,500)

*Principal Investigator*, Revision. *Influences of Prevention Messages on Health Maintenance Messages on HIV/AIDS Behavioral Practices in Rural/Frontier Heterosexual Men*. National Institutes of Health, National Institute of Child Health and Human Development (\$149,000).

### ***Invited Presentations***

Webb, F.J. (2004). *The New American Family: Demographic Implications for Theory and Methods in Family Studies*. Pennsylvania State University, College of Health and Human Development, Department of Human Development and Family Studies and the Center for Human Development and Research in Diverse Contexts, University Park, PA.

Webb, F.J. (2006). Marriage and Family Therapy Research Conference, Fall 2006.

## PUBLICATIONS

Murray, J.P., & Webb, F.J. (Forthcoming) Multiculturalism, media, and money. In J.K. Asamen, M.L. Ellis, & C.L. Berry (Eds), *Handbook of Child Development: Multiculturalism and Media*. Thousand Oaks, CA: Sage Publications.

Grable, J., Webb, F.J., & Britt, S. (2007). Effects of Religiosity on Risk Taking. *Associated for Financial Counseling and Planning Education*. Proceedings, APFCE, November, 14-17, Tampa FL.

Schumm, W.R., Webb, F.J., Turek, D.E., & Ballard, G.E. (2007). Distance education in the armed forces: Army: In M.G. Moore (Ed), *Handbook of Distance Education*, 2<sup>nd</sup> Ed. Mahwah, NJ: Lawrence Erlbaum, 551-564.

Schumm, W.R., Webb, F.J., Turek, D.E., Jones, K.D., & Ballard, G.E. (2006). A comparison of methods for teaching critical thinking skills for US army officers. *The American Journal of Distance Education*, 20(1), 39-50.

Webb, F.J. (2005). The changing demographics of the family. In, V. Bengston et al., (Eds.), *Sourcebook of Family Theory and Research*. Thousand Oaks, CA: Sage Publications.

Schumm, W.R., Bollman, S.R., Jurich, A.P., Castello, C., Sanders, D., & Webb, F.J. (2000). Understanding mail survey response rates among male reserve component gulf war era veterans. *Psychological Reports*, 87, 859-880.

Schumm, W.R., Bollman, S.R., Jurich, A.P., Castello, C., Sanders, D., & Webb, F.J. (1999). Understanding mail survey response rates among female reserve component veterans serving during the persian gulf war. *Psychological Reports*, 85(2), 653-664.

Schumm, W.R., & Webb, F.J., & Bollman, S.R. (1998). Gender effects and marital satisfaction: A brief report from the National Survey of Families and Households. *Psychological Reports* 83, 319-327.

Schumm, W.R., Webb, F.J., & Lawrence-Wynn, E., (1997). A multivariate reanalysis of data from parenting behavior: A content analysis of TV family situation comedies. *Psychological Reports*, 80, 1336-1338.

Faragallah, M.H., Schumm, W.R., & Webb, F.J. (1997). Acculturation of Arab-American immigrants: An exploratory study. *Journal of Comparative Family Studies*, 28,3, 182-203.

Schumm, W.R., & Webb, F.J. (1995). President Bush was right: Send the troops home--the equipment can follow! *Defense Transportation Journal*, 15-21.

- Mays, V.M., Cochran, S.D., Hamilton, E., Kolson, J., Leung, L., Miller, N., Prado, U., Rothspan, S., Webb, F.J. (1993). Just cover up, barriers to heterosexual and gay young adults use of condoms. *Health Values, The Journal of Health Behavior*, 17,4, 41-47.
- Webb, F.J. (1992). *Economic and Emotional Well-Being of Rural Families in Minnesota*. Minnesota Extension Service, St. Paul, MN.
- Webb, F.J. (1992). The Role of the Hidden Agenda in Student Retention Problems. In C.A. Ford & M.L. Lang, *Strategies for Retaining Minority Students in Higher Education*, Greenwood Press, 201-217.
- McAllister, D.M., Russell, R.A. & Webb, F.J. (1991). Drug Abuse Update for Los Angeles County, Community Epidemiology Work Group, *Epidemiologic Trends in Drug Abuse*. National Institute on Drug Abuse, Public Health Service: 102-115.
- Webb, F.J. (1990). American Education: Panacea for the Black Community? *Western Journal of Black Studies*, 14,2, 1-9.
- Webb, F.J. (1990) Racism on College Campuses: The Monster in Our House. *Explorations in Ethnic Studies*, 13,1, 1-14.
- McAllister, D.M., Russell, R.A., Strantz, I.A., & Webb, F.J. (1990). Update on Drug Abuse Trends in Los Angeles County, Community Epidemiology Work Group, *Epidemiologic Trends in Drug Abuse*. National Institute on Drug Abuse, Public Health Service: 100-112.
- Webb, F.J. (1988). "College: The Undergraduate Experience in America" by Ernest L. Boyer. Book Review: *Journal of Negro Education*, 57,1, 117-119.
- Webb, F.J. (1988). "Racial Attitudes in America" by Howard Schuman, Charlotte Steeth, and Lawrence Bobo. Book Review: *Negro Educational Review*, 32, 2.
- Webb, F.J. (1985). Drugs in the Workplace, *Open Door*, 7, 1,5.

## **PUBLICATIONS IN PROCESS**

- Webb, F.J., Mendenhall, T.J, Powell, F.D., Wells, T.A., Lockett, L., Bateman, L., Shepperson, J., & Fountain, D. (Under Review). Family, Near-Family and Community Context in the Production of Racial/Ethnic Prejudices Among Young Adults in America. *Journal of Family Issues*.
- Webb, F.J., & Wells, T.A. Reception and Perception of HIV/AIDS Prevention Messages in Rural/Frontier Communities. (Under Review). *Journal of Health Communication*.
- Webb, F.J., & Wells, T.A. A brief ethnographic study of local health care worker attitudes toward HIV/AIDS in rural/frontier communities: Cause for concern (Under Review).

Webb, F.J., & Bauer, J.W., & Grable, J. (Under Review). Influences of Gender and Race on Financial Satisfaction Among Married Rural Families. *Journal of Financial Counseling and Planning*.

Webb, F.J., & Wells, T.A., & Mendenhall, T.J. (Under Review). Families and hate: Sources of homophobia among contemporary late adolescents. *Journal of Adolescent Research*.

## MULTIMEDIA PRODUCTIONS

Webb, F.J. (1999). Executive Producer, HIV Prevention Project: *Culturally Sensitive Conversation about HIV/AIDS with Adolescents*. Kansas State University, Co-Production of School of Family Studies, Family Center, Family Health Issues Series. 1 Hr.

## PUBLICATION RELATED ACTIVITIES

Reviewer. *Journal of Marriage and the Family*

Reviewer. *Family Relations*

Reviewer. *The Sociological Quarterly*

Reviewer. *Exploration in Ethnic Studies*

## SPECIALIZED TRAINING

Invited Participant: National Institute of Mental Health and the Family Research Consortium II, 2<sup>nd</sup> Annual Summer Institute, Adolescence and Beyond: Family Processes and Development, June 8-11, 1995, Ogunquit, ME.

Invited Participant: National Institute of Mental Health and the Family Research Consortium II, 3<sup>rd</sup> Annual Summer Institute, Continuity and Change: Family Structure and Processes, June 20-23, 1996, San Diego, CA.

Invited Participant: National Institute of Mental Health and the Family Research Consortium II, 4<sup>th</sup> Annual Summer Institute, Diversity and Families, June 19-22, 1997, San Antonio, TX.

Invited Participant: National Institute of Mental Health and the Family Research Consortium II, 5<sup>th</sup> Annual Summer Institute, Prevention Programs for Families: Process and Outcomes, June 27-June 30, 1998, Blaine, WA.

Invited Participant: National Institute of Mental Health and the Family Research Consortium III, 1<sup>st</sup> Annual Summer Institute, American Families: Who are they at Century's End?, June 24-June 27, 1999, Bretton Woods, NH.

Invited Participant: National Institute of Mental Health and the Family Research Consortium III, 2<sup>nd</sup> Annual Summer Institute, Race & Ethnicity in America, June 22-June 25, 2000, Keystone, CO.



Invited Participant: National Institute of Mental Health and the Family Research Consortium III, 3<sup>rd</sup> Annual Summer Institute, Public Policy, Socioeconomic Disadvantaged and Child Development, June 20-June 24, 2001, South Lake Tahoe, CA.

Invited Participant: National Institute of Mental Health and the Family Research Consortium III, 4<sup>th</sup> Annual Summer Institute, Family Processes, Mental Health, and Positive Development in Diverse Contexts, June 20-June 23, 2002, Charlotte, N.C.

Invited Participant: National Institute of Mental Health and the Family Research Consortium III, 5<sup>th</sup> Annual Summer Institute, Intervention as Science, June 26-June 29, 2003, Santa Ana Pueblo, NM.

Invited Participant: National Institute of Mental Health and the Family Research Consortium IV, 1<sup>st</sup> Annual Summer Institute, American Families: Research Practices, June 27-29 2004, San Juan, PR.

Invited Participant: National Institute of Mental Health and the Family Research Consortium IV, 2<sup>nd</sup> Annual Summer Institute, American Families, June 24-26, 2005, New Orleans, LA

Invited Participant: National Institute of Mental Health and the Family Research Consortium IV, 3<sup>rd</sup> Annual Summer Institute, American Families, June 24-26, 2006, Spokane, WA.

Invited Participant: National Institute of Mental Health and the Family Research Consortium IV, 4<sup>th</sup> Annual Summer Institute, American Families, June 24-26, 2006, Durham, NC.

## **PRESENTATIONS**

*Presenter.* Family and near family racial/ethnic prejudices: a three cohort study. *National Council on Family Relations*, Annual Meeting, November 2004, Orlando FL.

*Presenter.* National Council on Family Relations, Annual Conference, Milwaukee, WI: His and Her marriages revisited: Perspectives from the NSFH, November, 1998.

*Presenter.* National Rural Families Conference, Annual Meeting, Manhattan, KS: Confronting Racial and Ethnic Diversity Issues in the Delivery of In-Service Training. September 25-27, 1996.

*Presenter.* National Association of Ethnic Studies, Annual Conference, Bellingham, WA: Social Distance Revisited: How Families Foster Race and Gender Differences. March 21-24, 1996.

*Presenter.* National Rural Families Conference, Annual Meeting, Manhattan, KS: The Changing American Landscape, The New Rural Families. September 27-29, 1995.

*Presenter.* Kansas Association of Family and Consumer Sciences, Annual Meeting, Manhattan, KS: Exploring Values: Racial and Ethnic Differences. April 7-8, 1995.

*Presenter.* National Association of Ethnic Studies, Annual Conference, Boulder, CO: Race and Gender Differences in Adolescent Sexual Behavior. March 9-12, 1995.

*Convocation Speaker.* Kansas State University, Cultural Diversity Committee, Martin Luther King Observance Week Committee, Manhattan, KS: The Dumb-Bell Curve: The Dangers of Neo-conservatism. January 20, 1995.

*Presenter.* National Council on Family Relations, Annual Conference, Minneapolis, MN: Alienation, AIDS, and Family: The Role of Gender, Race, and Ethnicity in Adolescent Safer Sex Behavior, November 8-13, 1994.

*Presenter.* National Council on Family Relations, Annual Conference, Baltimore, MD: Familial Influences on Functional Ability in Later Life, November 10-15, 1993.

*Presenter.* Gerontological Society of America, Annual Scientific Meeting, New Orleans, LA: Factors Influencing the Magnitude of Income Change of Disabled Elders, November 19-23, 1993.

*Presenter.* Gerontological Society of America, Annual Scientific Meeting, New Orleans, LA: An Improved Measure of Functional Ability in Later Life, November 19-23, 1993.

Host Committee Conference **Chairperson.** Fifth Annual National Black Graduate Student Conference, Minneapolis, MN, May 27-30, 1993.

*Presenter.* National Council on Family Relations, Annual Conference, Orlando, FL; Work and Rural Families, November 5-12, 1992.

*Presenter.* Gerontological Society of America, Annual Scientific Meeting, Washington, D.C.: Catastrophic Out-of-Pocket Home Care Expenditures for Disabled Elderly: Who's Affected?

*Presenter.* National Association for Ethnic Studies, Minority Families: Agents of Social Development for the Aged Fort Collins, CO., March 7-11, 1990.

*Presenter.* V International AIDS Conference, Montreal, Quebec, CANADA. Social Correlates of AIDS Bigotry, June 4-9, 1989.

*Presenter.* National Association for Ethnic Studies, Seattle, WA. Racism on College Campuses: The Monster in Our House, March 3-6, 1989.

*Presenter.* National Association for Ethnic Studies, Hartford, CT. The Social Advancements of Black Americans: Institutional Confidence as a Retarding Agent, March 2-5, 1988.

*Presenter.* National Conference on the Decline of Black Enrollment in Higher Education, St. Louis, MO. Blacks and Higher Education: Is Improving the Headcount Enough?, February 18-19, 1988.

*Presenter.* National Conference on Black Student Retention, Tampa, FL. Can the University's Attention Increase Retention: Acknowledging the Hidden Agenda, November 1-5, 1987.

## RELEVANT HONORS AND AWARDS

- **Outstanding Teacher and Mentor**, *Women in Science*, Kansas State University, 2005.
- **Outstanding Undergraduate Teaching Award**, College of Human Ecology, Kansas State University, 1998-1999
- Independent Jury Award for **Outstanding Article of the Year**, Defense Transportation Journal, Shared with co-author W.R. Schumm.
- Mary Ellen McFarland Graduate Research Award.
- University of Minnesota, Neubeck Award.
- University of Minnesota, Waller Fellowship.
- NAACP Public Sector Scholar.
- New York University Fellow.
- Who's Who in American Colleges & Universities.
- Phi Kappa Phi, National Honor Society.

## PROFESSIONAL AFFILIATIONS

### *Offices Held*

*Chair*, Ethnic Minorities Section, National Council on Family Relations, 2003-2006.

*Secretary-Treasurer*, Ethnic Minorities Section, National Council on Family Relations, 2001-2003.

### *Memberships*

Member, National Council on Family Relations

Member, American Sociological Association

Member, National Association of Ethnic Studies

Member, Kansas Sociological Association

Member, Writing Programs Administrators

## **SPECIAL SKILLS**

- Computer Operating Systems Mainframe and PC Environments: WYLBUR, CYBER, MVS, NVE, TSO, UNIX, VM/CMS, VAX, DOS, Microsoft WINDOWS Operating Systems, and Novell Netware.
- Software: SPSS (complete product line), SAS, SEM software including AMOS, HLM, Microsoft Office [Word, Powerpoint, Excel, Access] Languages: C+,C++, HTML, JAVA, Visual Basic.
- GIS Related Software: ArcView, ArcGIS, GeoDa, CrimeStat
- Language Skill Proficiency:
  - Foreign Service Level I,
    - French;
  - Foreign Service Level II
    - Spanish.
  - Reading knowledge: Italian, Latin, Catalan.

## **UNIVERSITY & COLLEGE SERVICE**

### *University*

- Computer and Information Technology Advisory Committee (CITAC), Computing and Communications Technology Subcommittee (CCT), 1995-1997.
- Provost's Big 12 Faculty Fellowship Review Committee, 1997-2000.
- Committee on Research Involving Human Subjects,
- Provost's Committee on Recruitment & Retention of Minority Students, 1999-
- Blue Key Scholarship Review Committee
- Upward Bound Math/Science Initiative Program Advisor, 1996-
- Review Panel for Truman, Marshall and Rhodes Scholars, 1996-Present
- University Ombudsperson 2000-2003
- GIS Steering Committee 2006-

### *College and School*

- College of Human Ecology, Faculty Council *Chair*, 1999-2000
- CHE Faculty Senate Representative, Faculty Affairs, 1998
- Faculty Affairs Committee, *Secretary*, 1995-1997.
- Honors Program Faculty Sponsor (Sophomores), 1995-Present
- Stone House Fund Raising and Design Committee, 1996.
- Various Faculty/Staff Search Committees

**JARED R. ANDERSON**

**Assistant Professor**  
**School of Family Studies and Human Services**  
**Kansas State University**  
**209 Campus Creek Complex, Manhattan, KS 66506**  
**785-532-4198**  
**jra@ksu.edu**

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**EDUCATION**

**Ph.D. University of Minnesota**

2007 Family Social Science  
Specialization: Marriage and Family Therapy  
Advisor: William J. Doherty, PhD  
Dissertation: *Developmental Trajectories of Marital Happiness in Lower-Quality Marriages: Predictors & Outcomes*

**M.S. Kansas State University**

2001 (December) Marriage and Family Therapy  
Advisor: Briana S. Nelson-Goff, PhD  
Thesis: *The Transtheoretical Model of Change Applied to Couples Therapy*

**B.A. Graceland College**

1998 Psychology  
Advisor: Melanie Cary, PhD  
Senior Thesis: *The relation of parenting style to college student attributional style, educational outcome and extracurricular involvement*

**ACADEMIC AND PROFESSIONAL POSITIONS**

July 2007-present      Assistant Professor, School of Family Studies and Human Services,  
Kansas State University, Manhattan, KS

2002-2007              Graduate Research Assistant, Department of Family Social Science &

	School of Nursing, University of Minnesota, Minneapolis/St. Paul, MN ( <i>Minnesota Healthy Marriage and Responsible Fatherhood Project; Head Start Asthma Project; End of Life Care in the African American Community; Couples Coping with Breast Cancer</i> )
2003-2007	Marriage and Family Therapy Doctoral Intern, University Family Physicians, Phalen Village Clinic, University of Minnesota Medical School, Minneapolis, MN ( <i>Individual, couple, and family therapy/Trained medical residents in patient communication and conducted psychosocial consultations.</i> )
2005-2007	Marriage and Family Therapy Doctoral Intern, Center for Life Transformation, Brooklyn Center, MN ( <i>Individual, couple, and family therapy</i> )
2005/06 (Summer)	Instructor, Department of Family Social Science, University of Minnesota, St. Paul, MN ( <i>4150-7 Marriage in America &amp; 4150-6 The Making of a Healthy Marriage</i> )
2002-2003	Graduate Teaching Assistant, Department of Family Social Science, University of Minnesota, St. Paul, MN ( <i>FSoS 4103 Family Policy</i> )
2001	Instructor, School of Family Studies and Human Services, Kansas State University (Ft. Riley), Manhattan, KS ( <i>FSHS 350 Family Relationships and Gender Roles</i> )
2001	Marriage and Family Therapy Intern, St. Isidore's Catholic Student Center, Manhattan, KS ( <i>Pre-marital counseling</i> )
2000-2001	Marriage and Family Therapy Intern, The Family Center & Family Preservation Services, Kansas State University, Manhattan, KS ( <i>Individual, couple, and family therapy &amp; In-Home Therapy</i> )
2000-2001	Marriage and Family Therapy Intern, Homecare and Hospice, Manhattan, KS ( <i>Bereavement Counselor</i> )
2000-2001	Graduate Teaching Assistant, School of Family Studies and Human Services, Kansas State University, Manhattan, KS ( <i>FSHS 350 Family Relationships and Gender Roles</i> )
1999-2000	Graduate Research Assistant, School of Family Studies and Human Services, Kansas State University, Manhattan, KS ( <i>Alcohol Severities Index Follow-Up Project</i> )
1999	Instructor, Department of International Education, China Institute of Technology, Nangang, Taiwan ( <i>Conversational English</i> )

## PROFESSIONAL CREDENTIALS

Licensed Associate Marriage and Family Therapist, State of Minnesota, License No. 1493

## SCHOLARLY PUBLICATIONS

### Refereed Journal Articles & Book Chapters

Doherty, W. J., & **Anderson, J. R.** (2006). Can a family-focused approach benefit health care? In K. Bogenschneider (Ed.), *Family policy matters: How policymaking affects families and what professionals can do* (2<sup>nd</sup> ed., pp. 85-95). Mahway, NJ: Lawrence Erlbaum.

**Anderson, J. R.**, & Doherty, W. J. (2005). Democratic community initiatives: The case of overscheduled children. *Family Relations*, 54, 654-665.

Doherty, W. J., & **Anderson, J. R.** (2004). Community marriage initiatives. *Family Relations*, 53, 425-432.

Turner, W. J., Wallace, B. R., **Anderson, J. R.**, & Bird, C. (2004). The last mile of the way: Understanding caregiving in African American families at the end of life. *Journal of Marital and Family Therapy*, 30, 427-438.

### Refereed Journal Articles Completed and Currently Under Review

Anderson, J. R., & Turner, W. L. (in review). **Caring for our own: African American caregivers' end of life care preferences.** Submitted: Journal of Aging Studies (Revise & Resubmit).

### Manuscripts in Preparation

**Anderson, J. R.**, Doherty, W. J., & VanRyzin, M. (manuscript in preparation). *Developmental trajectories of marital happiness in lower-quality marriages: Predictors and outcomes.*

**Anderson, J. R., & VanRyzin, M.** (manuscript in preparation). *Developmental trajectories of marital happiness in continuously married individuals.*

**Anderson, J. R., Wilde, J., & Wiedower, S. E.** (manuscript in preparation). *From fragile families to flourishing marriages: Insights from “expert” couples.*

#### Nonreferred Publications

**Anderson, J. R., Willoughby, B. J., Gonzalez, C., Orieny, P., Gudmunson, C. G., Teik-Cheok Loy, J., & Schacher, G.** (2007, September). The challenges of balancing the demands of fatherhood and graduate school. *NCFR Report: Family Focus on Family Science Careers, F7-F8.*

### **PROFESSIONAL PRESENTATIONS**

#### **Peer-Reviewed Presentations at Professional Conferences**

**Anderson, J. R., Wilde, J., & Wiedower, S.** (2007, November). From fragile to flourishing: Insights from “Expert” couples. Poster presented at the Sixty-Ninth Annual Conference of the National Council on Family Relations, Pittsburgh, PA.

**Anderson, J. R., & Turner, W. L.** (2006, November). Caring for our own: A study of African American caregivers end of life care preferences. Poster presented at the Sixty-Eighth Annual Conference of the National Council on Family Relations, Minneapolis, MN.

**Anderson, J. R.** (2004, November). Cultural factors that influence nursing home placement in African American families. Paper presented at the Sixty-Sixth Annual Conference of the National Council on Family Relations, Orlando, FL.

White, M., West, D., Peterson, F. R., McIntyre, J., Zukowski-McDaniel, K., and **Anderson, J. R.** (2002, October). Understanding the process of between session change. Poster presentation at the Sixtieth Annual Conference of the American Association for Marriage and Family Therapy, Cincinnati, OH.

Nelson, B., Berg, N., Cromwell, T., Dunbar, C., Peterson, R., **Anderson, J.**, Carter, S., Joy, A., and MacDougall, K. (2001, December). Traumatized couples: Characteristics and clinical interventions. Workshop presented at the Fifteenth Annual International Society for Traumatic Stress Studies Conference, New Orleans, LA.

Nelson, B., **Anderson, J.**, and Higgins-Kessler, M. (2001, October). Development of a systemic



model of traumatic stress. Workshop presented at the Fifty-Ninth Annual American Association for Marriage and Family Therapy conference, Nashville, TN.

**Anderson, J., Nelson, B., & White, M.** (2001, October). The transtheoretical model of change applied to couples therapy. Poster presentation at the Fifty-Ninth Annual American Association for Marriage and Family Therapy conference, Nashville, TN.

### **Invited Professional Presentations**

**Anderson, J. R.** (2007, June). Becoming a marriage and family therapist in the United States: Overview of the accreditation process, degree requirements, and licensure procedures. Invited lecture given at the Shanghai Academy of Social Sciences, Shanghai, China.

**Anderson, J. R.** (2007, June). Promoting responsible fatherhood through U.S. federal policy. Invited lecture given at the Shanghai Academy of Social Sciences, Shanghai, China.

**Anderson, J. R.** (2006, March). Physically exhausted but can't sleep: A brief overview of insomnia in primary care. Noon conference presentation at St. John's Hospital for physicians and medical residents. Woodbury, MN.

**Anderson, J. R.** (2002, March). Family Therapy: History, present status, and case implementation. Invited lecture given at South China Normal University, Guangzhou, China.

**Anderson, J. R.** (2002, March). Parenting strategies and case consultation. Invited presentation at the First Yu Cai Kindergarten Guang Dong, Guangzhou, China.

### **Community/Outreach Presentations & Workshops**

**Anderson, J. R., & Kelleher, M.** (2006, November). Building strong relationships. A six-hour PREP workshop conducted for clients of Community Action of Minneapolis.

**Anderson, J. R., & Von Weiss, C.** (2006, October). Skills for building and enhancing healthy relationships. An eight-hour PREP workshop for couples presented in Edina, MN.

**Anderson, J. R., & Von Weiss, C.** (2006, April). Skills for building and enhancing healthy relationships. An eight-hour PREP workshop for couples presented in Edina, MN.

**Anderson, J. R.** (2006, March). Who's got time to be married? Workshop presented at the quarterly meeting of the Minnesota Retrouvaille association.

**Anderson, J. R.** (2006, January/February). Skills for building healthy families. A six-week psychoeducational workshop presented to individuals, couples, and families in Brooklyn Center, MN.

**Anderson, J. R.** (2001, October). Understanding grief and bereavement. Presentation at the annual Homecare and Hospice volunteer training, Manhattan, KS.

**Anderson, J. R.** (2001, March). Being there for the bereaved. Presentation at the First Annual Community Training Seminar presented by Homecare and Hospice, Manhattan, KS.

**Anderson, J. R.** (2000, October). Understanding grief and bereavement. Presentation at the annual Homecare and Hospice volunteer training, Manhattan, KS.

## **REVIEWER FOR PROFESSIONAL JOURNALS**

2007 Journal of Marital and Family Therapy

## **GRANT REVIEWER**

Grant Reviewer. (2005, August). Demonstration projects that improve child well-being by fostering healthy marriages within underserved communities. Children's Bureau Discretionary Grant Review, Administration for Children, Youth, and Families (HHS), Washington, DC.

Grant Reviewer. (2006, August). Demonstration projects in post-adoption services and marriage education. Children's Bureau Discretionary Grant Review, Administration for Children, Youth, and Families (HHS), Washington, DC.

## **PROFESSIONAL MEMBERSHIPS AND ACTIVITIES**

American Association for Marriage and Family Therapy (AAMFT)  
Student Member 1999-2007  
Clinical Member (Application in process)  
Participant in AAMFT research conference 2001, 2002

National Council on Family Relations  
Student Member 2000-2007  
Member 2007-present  
Conference Abstract Reviewer 2003, 2004, 2005, 2007

Kansas Association for Marriage and Family Therapy  
Member 1999-2001; 2007-present

Minnesota Association for Marriage and Family Therapy  
Member 2002-2007

## **COMMUNITY ORGANIZING ACTIVITIES**

### **Southwest Minneapolis (July 2003-June 2005)**

Co-leader of a lay led grass roots initiative called *Time IN For Family* whose mission was to change the culture of overscheduled and underconnected families by breaking down barriers to putting family time first. Part of the Families and Democracy Project, this was a two-year community project in Southwest Minneapolis that engaged the community around the issue of family time. Our work was cited in the Star Tribune (Minneapolis), the Wall Street Journal, and on the NBC evening news.

### **Wayzata, MN (Oct. 2002-August 2003)**

Member of *Putting Family First*, a grass roots initiative to deal with the issue of overscheduled kids and underconnected families. This was a community initiative based on William J. Doherty's Families and Democracy Model.

## **TRAINING/CERTIFICATIONS**

Certified Instructor for the Prevention and Relationship Enhancement Program (PREP)  
Certified Prepare/Enrich Counselor  
Certified Gottman Educator (CGE) for the Bringing Baby Home Program  
Completed instructor training in the Couples Communication Program I & II

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**Vita**  
**Dr. Walter Schumm**

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NAME	POSITION TITLE		
WALTER R. SCHUMM	PROFESSOR of Family Studies School of Family Studies and Human Services Kansas State University 1700 Anderson Avenue Manhattan, KS 66506-1403		
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
College of William and Mary, Williamsburg, VA	B.S.	1972	Physics
Kansas State University	M.S.	1976	Human Development
Purdue University	Ph.D.	1979	Family Studies

**A. Positions and Honors.** List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

**1979 – Present Professor, School of Family Studies and Human Services, Kansas State University (1979-1984, Assistant Professor; 1984 – 1990, Associate Professor; 1990 – Present, Professor)**

**1992 – Present Senior Faculty Fellow, U.S. Army Research Institute, Alexandria, Virginia**

**2004 -- Present Fellow, National Council on Family Relations**

**1972 – 2002 Colonel, U.S. Army Reserve (LT, 1972-1979; CPT, 1979-1985; MAJ, 1985-1989; LTC, 1989-1994; COL, 1994-2002)**

**B. Selected peer-reviewed publications (in chronological order).** Do not include publications submitted or in preparation.

Schumm, W. R. (2005) Making statistics come alive: a methods spotlight. Pp. 599-600 in V. L. Bengston, Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M.(Eds.), Sourcebook of Family Theory and Research. Thousand Oaks, CA: Sage.

Stanley, S. M., Allen, E. W., Markman, H. J., Saiz, C. C., Bloomstrom, G., Thomas, R., Schumm, W. R., & Bailey, A. E. (2005) Dissemination and evaluation of marriage education in the Army. Family Process, 44, 187-201.

Bell, D. B., & Schumm, W. R. (2005) Balancing work and family demands in the military: what happens when your employer tells you to go to war? In D. F. Halpern, & S. E. Murphy (Eds.) From work-familybalance to work-family interaction. Mahwah, NJ: Lawrence Erlbaum. Pp. 83-97.

Silliman, B., & Schumm, W. R. (2004) Adolescents' perceptions of marriage and premarital couples' education. Family Relations, 53, 513-520.

- Schumm, W. R., Bell, D. B., Ender, M., Schumann, P. M., & Rice, R. E. (2004). Expectations, use, and evaluation of communication media among deployed reservists. Armed Forces & Society, 30, 4, 649-662.
- Schumm, W. R. (2004) Preface. Pp. x-xii in D. Swenson, A neo-functional synthesis of theories in family sociology. Lewiston, NY: Edwin Mellen Press.
- Gade, P. A., Tiggle, R. B., & Schumm, W. R. (2003) The measurement and consequences of military organizational commitment in soldiers and spouses. Military Psychology, 15, 191-207.
- Schumm, W. R., & Turek, D. E. (2003) Distance-learning: first CAS3 class outcomes. Military Review, LXXXIII(5), 66-70.
- Schumm, W. R. (2003) 2000 Reserve Component Survey – Special Topics: Family Issues. Arlington, VA: Defense Manpower Data Center.
- Schumm, W. R., & Turek, D. E. (2003) Distance-learning: first CAS3 class outcomes. Military Review, LXXXIII(5), 66-70.
- Schumm, W. R., Webb, F. J., Castelo, C. C., Akagi, C. G., Jensen, E. J., Ditto, R. M., Spencer-Carver, E., & Brown, B. (2002) Enhancing learning in statistics classes through the use of concrete historical examples. Teaching Sociology, 30, 361-375.
- Bell, D.B., & Schumm, W.R. (2000) Providing family support during military deployments. Pp. 139-152 in J.A. Martin, L. N. Rosen, & L. R. Sparacino (eds.), The Military Family, Westport, CT.: Greenwood Publishing Company.
- Schumm, W. R., Bell, D. B., Segal, M. W., & Milan, L. M. (2000) The Family Support Group (FSG) Leaders' Handbook. (Study Report 2000-02, April). Alexandria, VA.: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Schumm, W. R., Bell, D. B., & Gade, P. A. (2000) Effects of a military overseas peacekeeping deployment on marital quality, satisfaction, and stability, Psychological Reports, 87, 815-821.
- Silliman, B., & Schumm, W. R. (2000) Marriage preparation programs: a literature review. The Family Journal, 8, 133-142.
- Schumm, W. R., Silliman, B., & Bell, D. B. (2000) Perceived premarital counseling outcomes among recently married Army personnel. Journal of Sex & Marital Therapy, 26, 177-186.
- Schumm, W. R., & Hemesath, K. K. (1999) Measurement in family studies. Chapter 11, pp. 291-305 in M. Sussman, S. K. Steinmetz, & G. Peterson (Eds.), Handbook of Marriage and the Family, New York: Plenum.
- Silliman, B., & Schumm, W. R. (1999) Improving practice in marriage preparation. Journal of Sex & Marital Therapy, 25, 23-43.
- Schumm, W. R., Resnick, G., Silliman, B., & Bell, D. B. (1998) Premarital counseling and marital satisfaction among civilian wives of military service members. Journal of Sex & Marital Therapy, 24(1), 23-30.
- Boss, P.B., Doherty, W., LaRossa, R., Schumm, W.R., & Steinmetz, S. (Eds.)(1993) Sourcebook of family theories and methods: a contextual approach. New York: Plenum.
- Acock, A.C., & Schumm, W.R. (1993) Analysis of covariance structures applied to family research and theory. Pp. 451-468 in Boss, P.B., Doherty, W., LaRossa, R., Schumm, W.R., & Steinmetz, S. (Eds.). Sourcebook of Family Theories and Methods: A Contextual Approach. New York: Plenum.

- Schumm, W.R. (1993) On publishing family research using "sophisticated" quantitative methodologies. Marriage and Family Review, 18, 1/2, 171-175.
- Schumm, W.R., Barnes, H.L., Bollman, S.R., Jurich, A.P., & Milliken, G.A. (1985) Approaches to the statistical analysis of family data. Home Economics Research Journal, 14, 112-122.
- Schumm, W.R. (1982) Integrating theory, measurement, and statistical analysis in family studies survey research. Journal of Marriage and the Family, 44, 4, 983-998.
- Schumm, W.R., Southerly, W.T. & Figley, C.R. (1980) Stumbling block or stepping stone: path analysis in family studies. Journal of Marriage and the Family, 42, 2(May), 251-262.

### **C. Research Support.**

- A. Alcohol and Drug Treatment Effectiveness, Follow-Up Study, State of Kansas, 12/1/2001 to 8/15/2003
- B. Ohio Desert Storm Research Project, 2/1/96 to Present
- C. Assessment of Carnegie Heroism Award Recipients, 1/21/04 to Present
- D. Family Stability Program (Program Evaluation of BSRF), 3/6/2001 – 1/31/2004
- E. Survey of Fort Riley Soldiers on Stress and Family Patterns, 4/1/2006 to Present

***DROP:***

**IMSE 820. Intelligent Manufacturing Systems.** (3) II. Concepts and applications of machine intelligence to manufacturing process and systems. Each student will develop a prototype system which demonstrates the appropriate application of machine intelligence to solve a practical integrated manufacturing systems problem. Two hours rec. and three hours lab a week. Pr.: IMSE 671 or equiv.

*Rationale: This course has not been offered in recent years. There is no plan to offer it again.*

**MC 715. History of Electronic Media.** (3) I, II. Growth and development of the electronic media in the United States and their economic, political and social significance. Pr.: Graduate standing or senior standing with a 2.5 GPA and completion of a U.S. History course.

*Rationale: The graduate faculty feels that the course is no longer necessary, given today's converged media environment. The class stems from a time when the divisions between broadcasting and print journalism were much more pronounced. In a separate action, the current MC 710 History of Journalism course is being given a name change (History of Mass Communications) to allow graduate students to have in-depth study of the subject in a seminar setting.*

## **PROPOSED**

### **Second reading, Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E - Graduate Assistants**

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships (GTA), graduate research assistantships (GRA) and graduate assistantships (GA). These assistantship appointments carry with them a service requirement, typically directed at improving professional skills in their academic fields. Award of assistantships is based on the student's ability and promise and is usually made for either nine or twelve months. The maximum appointment is 0.5 full-time equivalent (FTE), but appointments for lesser fractions may be made. Continuation of appointments is subject to academic performance and the availability of funds. Information on applying for graduate assistantships may be obtained from the department concerned.

Students holding GTA, GRA or GA appointments from September 1 through November 17 receive tuition benefits for the fall term, and students holding GTA, GRA or GA appointments from February 1 through April 17 receive tuition benefits for the spring term. If a graduate appointment does not begin by these dates or terminates before these ending dates, all tuition benefits will be lost. The student then is responsible for the total tuition payment.

GTAs and GRAs on a 0.5 FTE appointment are eligible to participate in the Kansas Board of Regents GTA/GRA health insurance plan. Information about enrollment in the health insurance plan is available from Human Resources.

The maximum number of credit hours in which a graduate student can enroll is 10 hours for a 0.5 FTE appointment and 12 hours for a 0.4 FTE appointment for the fall and spring terms. The corresponding maximums for a summer term are 5 and 6 hours, respectively. Students desiring to enroll in credit hours exceeding the maximum number permitted should obtain permission from their advisor and forward the permission to the Graduate School for final approval. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of 6 hours of graduate credit during fall and spring terms. Although the Graduate School does not require that graduate students be enrolled during the summer, individual departments may require minimum enrollment in the summer. Information pertaining to minimum enrollment during the summer may be obtained from the department concerned.

Tuition responsibilities for graduate students appointed for 0.4 FTE or greater depends on the nature of the appointment. Students holding at least 0.4 FTE GRA, GTA, or GA appointments (or any combination of these appointments) are assessed tuition at the resident rate according to an established schedule.

Graduate students appointed to a GTA are eligible for a tuition waiver. Graduate students appointed to a 0.4 FTE GTA appointment receive a tuition waiver for a maximum of 12 hours in the fall and spring terms and 6 hours in the summer term. Graduate students appointed to a 0.5 FTE GTA appointment receive a tuition waiver for a maximum of 10 hours in the fall and spring



terms and 5 hours in the summer term. Hours taken during January intercession are counted in the total number of hours for the tuition waiver paid in the spring term. Hours taken during May and August intercessions are counted in the total number of hours for the tuition waiver paid in the summer term. Tuition for credit hours taken exceeding the maximum enrollment limits will be the student's responsibility. Graduate students holding at least a 0.4 total FTE appointment during the fall, spring, or summer terms but an appointment of less than 0.4 FTE as a GTA are eligible to receive a partial tuition waiver based on the proportion of the teaching appointment. GTA tuition waivers are provided for tuition benefits only; students will be responsible for campus privilege fees (student health, activity fees, etc).

The Kansas Board of Regents requires all prospective GTAs who are non-native speakers of English to achieve a minimum score of 50 on the TSE (Test of Spoken English).

Disputes concerning graduate assistants (GTA/GRA/GA) are employment matters that should be originated with the appointing department and be addressed through normal supervisory channels. The student should begin addressing the concern with the assigned supervisor of the assistantship and, if necessary, proceed to the department or unit head. If the matter is not resolved at the department or unit level, the student may present it to the Dean of the College of which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals having employment disputes believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" in the University Handbook should contact Affirmative Action or the Office of Student Life.

### **Training Notes for E56XX payments**

**1. Object code E2690 should no longer be used when paying for student tuition/fees**

**2. Policy regarding use of departmental non-grant funds for payments**

- a. PPM 6320.050 now formally incorporates the policy to allow tuition for graduate students to be paid from non-appropriated departmental funds, such as restricted fees.
- b. When paying from departmental non-grant funds, departments should indicate on the payment document that the payees are graduate students
- c. If the student is an undergraduate and payment is not in lieu of salary, then the payment may still be completed if using Foundation funds. Funds requested from the Foundation should be deposited into departmental accounts in order to make the payment and the department should indicate on the payment document that the payee is an undergraduate and that the original source of funds is the Foundation.
- d. All checks requested from the Foundation should be deposited to departmental accounts. Departments should not send Foundation checks to the Cashier's Office to be directly applied to student accounts/sponsorships. This will allow all payments to be accompanied by the new form "Payments to/on behalf of individuals with Object Codes E56XX".

**3. Form to be completed along with payment documents**

- a. The form, "Payments to/on behalf of individuals with Object Codes E56XX" is available in E-forms in the Savable Forms category.
- b. It is to be completed and referenced on all payment documents using E56XX, regardless of the source of the funds being used (grants, departmental non-appropriated or Foundation)
- c. It does not need to be printed out and submitted with paper payment documents. The saved document number may simply be referenced on the payment document.
- d. The form may be completed once for situations where multiple payments of the same nature will be made. The document number of the saved form can just be referenced on all applicable payment documents.
- e. The saved forms can also be used by departments to help answer questions payees may have regarding why/how they were paid.

#### **4. New object code “E5610 – Tuition in lieu of salary”**

- a. Information on payments under this object code will be provided to Human Resources electronically, so this code requires a separate payment document. Other object codes may not be used on a payment document that is using E5610. The document must include payee name, employee ID, SID/WID, and amount applicable to each payee.
- b. This object code requires Human Resources to make adjustment to the payee’s withholdings and W-2, therefore it cannot be used to pay individuals that are not also on payroll and receiving paychecks at the time of the payment.
- c. If you previously were sending paper document copies to Human Resources, that is no longer necessary (they now have reports they use to get the necessary information).

#### **5. Special instructions for grants**

- a. A-21 guidelines are explained in detail on the new form to ensure compliance on grant-funded payments.
- b. If the grant is not a student aid or training grant, the new E5610 object code will need to be used
- c. Departments are also advised to ensure that grant-funded students are not receiving higher compensation than non-grant funded students doing the same work.

# Graduate Teaching and Research Assistants and Fellowship Recipients - Policies, Procedures and Average Stipend Amounts

## Big 12 Universities

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Baylor University</b>	Full tuition waivers are provided to all graduate students who teach or support research. There is no limit for the number of hours of tuition paid. Tuition is the same for all students.			The departments' research funds and from graduate school. The graduate school gets its budget from Provost's office. ***			Doctoral students who are teachers or lab assistants pay only the premium of \$200 and 50% of the premium for spouses and children is paid for by the assistantship. For research assistants, the assistantship pays for 85% of the premium for the student and 50% of the premium for spouses and children.			Only state institutions receive funding from the State of Texas. Baylor is a private institution.				
<b>Iowa State University (Big 12)</b> <a href="http://www.grad-college.iastate.edu/finance/assistantships.html">http://www.grad-college.iastate.edu/finance/assistantships.html</a>	All assistants who are appointed for quarter-time or greater pay resident tuition rates. Additionally, assistance in paying the full resident tuition rates, in the form of a Graduate College Scholarship, may be provided to assistants appointed half-time or greater in the form of 100% payment to doctoral, M.Arch, M.L.A, and M.F.A. students (50% of tuition paid to quarter-time appointments), and 50% assistance to masters' students appointed half-time (25% tuition paid for to quarter-time appointments). Assistance is available for 3 years for master's students and 5 years for doctoral and includes a FULL tuition waiver. Students must be appointed for at least 3 months during the semester. All graduate students are assessed at the full time resident rate of 9 credit hours.			The Graduate College Scholarship is paid either by the Graduate School, federal grants, state money or institutional funds.			Graduate assistants receive single student health insurance coverage which includes a prescription drug plan at no charge. (Additional coverage for a spouse, children, and dental is available for additional premiums.)			The Board of Regents allows a waiver of the nonresident tuition portion. The graduate school provides a scholarship for eligible assistants' remaining tuition.			No average available. Minimum: \$11,700 Maximum: \$28,350	

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Kansas State University</b>	If appointed at least 0.4 FTE, GTAs receive full tuition waiver for fall and spring. Waivers are not provided for the summer session, but if appointed during the spring semester, GTAs pay staff tuition rates for summer. Fees are not waived. Maximum enrollment for assistants is 10 hours.	If appointed at least 0.4 FTE, GRAs pay staff tuition rate. Maximum enrollment for assistants is 10 hours.		Tuition waivers come from state funds.	Tuition waivers must be accounted for in grant requests.		University pays 75% of the premium cost for GTAs and GRAs appointed at least 0.5 FTE. Assistant pays \$94.			State allows for GTA tuition waivers.			\$11,442	\$13,658
<b>Oklahoma State University</b> <a href="http://www.okstate.edu/register/Catalogs/2007-2008/07-08%20Graduate%20College.pdf">http://www.okstate.edu/register/Catalogs/2007-2008/07-08%20Graduate%20College.pdf</a>	The non-resident portion of the tuition is waived for all assistants. For 0.5 FTE appointments, 6 hours of tuition for Fall and Spring and 3 hours for summer are waived. For 0.25-0.5 FTE appointments, 3 hours of tuition are waived every semester. When a GRA is supported on a grant, OSU administration expects the grant to pay the resident portion of the tuition. GTAs and GRAs must pay all fees.		No policy yet on fellowships.	Tuition waivers come from state funds. The amount has built up in a series of budget requests.		No internal fellowships.	Health Insurance is provided for students who have at least 10 hour or more appointments and are enrolled in six graduate credit hours for fall and spring. (3 credit hours for summer).		No internal fellowships.	The Oklahoma State System of Higher Education allows tuition waiver scholarships, either resident or nonresident, with at least a 25% FTE graduate assistantship.			Minimum: \$6300	

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Texas A &amp; M University</b> <a href="http://ogs.tamu.edu/current/tuition-for-grad-assistants">http://ogs.tamu.edu/current/tuition-for-grad-assistants</a>	All assistants, as well as eligible students who receive competitive scholarships of \$1000 or more for the academic year for which they were enrolled, are eligible for resident tuition.		Dependent on specific fellowship.	If assistants are paid from state or other internal (designated / auxiliary) funds, the waiver comes from these funds. If assistant is paid from external funds, tuition must be written into the grant, etc.		Paid by funds of fellowship.	Insurance payment is taken out of paycheck (stipend); \$2122 annually for student only.		Dependent upon specific fellowship (merit provides).	State policy waives non-resident portion of tuition for graduate assistants.			\$12,547	\$13,121
	Full tuition waiver is provided for assistants appointed 0.5 FTE or greater, which can be applied to a maximum of 9 hours for fall/spring and 6 hours for summer. The waiver does not include student fees.	Full tuition waiver is provided for GRAs employed by the University and whose work is closely related to their academic field of study who are appointed 0.5 FTE or greater, which can be applied to a maximum of 9 hours for fall/spring and 6 hours for summer. The waiver does not apply to student fees.												
<b>Texas Tech University</b> <a href="http://www.depts.ttu.edu/gradschool/funding/tuitionfees.php">http://www.depts.ttu.edu/gradschool/funding/tuitionfees.php</a>	Certain tuition and fees are waived, which for the 2007-2008 year amounts to about 60% of the tuition/fees. Unwaived fees include: state tuition, graduate tuition, ID card, international education, cultural activities, energy fee, etc (see Texas Tech attachment). All assistants, as well as eligible students who receive competitive scholarships of \$1000 or more for the academic year for which they were enrolled, are eligible for resident tuition.		Dependent on specific fellowship, but typically not allowed for.	Waiver of fees is foregone revenue to the university since fees collected are direct revenue to the school as outlined in state statutes.		Typically tuition is not specifically paid by the fellowships which range in amount from \$2000-\$4000/year.	Students choose from two providers. A portion is paid by the assistantship for single student coverage (50%, leaving the student to pay \$180-190 depending upon the provider), a smaller percentage is paid by the assistantship for additional family members to be covered.		State policy waives non-resident portion of tuition for graduate assistants				\$12,266	

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>University of Colorado</b> <a href="http://www.colorado.edu/GraduateSchool/downloads/Shared/AppointmentManual.pdf">http://www.colorado.edu/GraduateSchool/downloads/Shared/AppointmentManual.pdf</a>	As employees of the university, GTAs and GRAs are assessed resident tuition, however they are technically charged for non-resident tuition, should they be a non-resident, of which the differential is paid by the university and the "resident" tuition waiver is paid by the department. Therefore, if a non-resident student enrolls in more than the amount of hours which can be assessed to an assistant with their appointment, then they are responsible for paying non-resident rates for the additional hours. See the "Colorado attachment" for the number of hours paid for based on appointment.		Typically covered, but may vary by fellowship.	Individual departments are billed for the difference of non-resident/resident tuition.		Fellowships may be funded by department general funds (state allocated) or auxiliary, gift funds or graduate school.	If assistants hold at least a 20% appointment, a portion of the cost of the health plan is paid by the university. All students are automatically enrolled in the program unless they decline coverage. The full cost of insurance for Fall 2007 and Spring/Summer 2008 was \$790 each term.			State will not allow tuition waiver.			\$14,446.10	\$15,969.00
<b>University of Kansas</b> <a href="http://www.provost.ku.edu/policy/graduate/pdf/gta_gra_benefits_sp2006.pdf">http://www.provost.ku.edu/policy/graduate/pdf/gta_gra_benefits_sp2006.pdf</a>	A percentage of tuition is paid for GTAs based on their appointment time. Tuition is paid as follows: 40%+ appointment - 100% tuition paid; 30% to 39% - 75% tuition paid; 20% to 29% - 50% tuition paid; 10% to 19% - 25% tuition paid. There is not a maximum number of hours that will be paid for, but students cannot enroll in more than 16 hours. Three credit hours of fees are also paid based on the previous framework. GRA tuition may also be paid by a grant, etc and it must be stipulated by the PI that the funds will be used for tuition. If this is not allowed for the grant or it is based on state funds, the university has a GRA tuition fund that is used to pay tuition. The fund will pay for 12 hours of tuition.		Dependent on specific fellowship.	State appropriated funds.	Will come from external research grants if budgeted for. University pool may provide funds if they are not budgeted for.	Dependent on specific fellowship.	University pays 75% of the premium cost for GTAs and GRAs appointed at least 0.5 FTE. Assistant pays \$94.			State provides funding to Graduate Teaching Assistants.			Minimums: First Year: \$11,250 Second Year: \$11,750 Third Year: \$12,250 Average \$12,224	\$13,041

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>University of Missouri</b> <a href="https://gradschool.missouri.edu/financial/assistantships-fellowships/tuition-waivers/">https://gradschool.missouri.edu/financial/assistantships-fellowships/tuition-waivers/</a>	Tuition waiver eligibility is limited to three years for master's students and five years for doctoral students (7 years if admitted without master's degree and 8 years if admitted with master's en route). The maximum number of hours in which the student can enroll is 16. The waiver applies only to courses applicable and relevant to the student's degree program, or to those that have been approved by the student's advisor. The GTA/GRA must hold at least 0.25 FTE assistantship, with a minimum salary of \$4758 for 9 months and university fellowship recipients must receive an amount equal to that established yearly by the Graduate School for 0.25 FTE assistantship. Summer tuition waiver is also provided. Other stipulations may apply (see Missouri attachment).			Administered by graduate school.			A Graduate Medical Insurance Subsidy (100%) Program exists for students with assistantships and fellowships.			State funds can be used for both GTA and GRA.***				
<b>University of Nebraska</b> <a href="http://www.unl.edu/gradstudies/current/funding-assist.shtml">http://www.unl.edu/gradstudies/current/funding-assist.shtml</a>	Tuition remission for both resident and non-resident of up to 12 hours per semester on courses which will prepare student for successful completion of the degree program. The assistant must be appointed continuously for the 4 months, and must receive a stipend equal to at least 9 hours of nonresident tuition and fees per semester, and must have an appointment totaling at least 13.33 hours per week.			Research grants and campus-level tuition remission account (if paid from state funds).			Graduate assistants will contribute about 21% (\$221) of the total annual cost of insurance (\$1052)			Colleges request funds for remission as part of budget request.			\$12,000-\$14,000 average/10 month/.5 FTE minimum \$8228 to receive benefits	
<b>University of Oklahoma</b> <a href="http://gradweb.ou.edu/Funding/TuitionWavers/GATuitionWaiver.asp">http://gradweb.ou.edu/Funding/TuitionWavers/GATuitionWaiver.asp</a>	A student must be appointed as a GTA or GRA at 0.5 FTE or more for the whole semester to be eligible. Resident tuition is waived for 7 hours, non-resident tuition is waived for 9 hours for the Fall and Spring and 4 hours for the Summer. Fees are not waived.			Graduate College awards the tuition waiver.			Qualified students may receive a health insurance waiver.			Most include a basic health insurance subsidy.			\$12,860	\$12,626
			All hours that count toward the degree are waived. These students are on a performance contract that requires grades and progress to be maintained.			Graduate college will award the waiver.			The Oklahoma State System of Higher Education allows resident tuition waiver scholarships with at least a 25% FTE graduate assistantship.					



	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Big 12	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>University of Texas</b> <a href="http://www.utexas.edu/ogs/employment/tuition/">http://www.utexas.edu/ogs/employment/tuition/</a>	All assistants, as well as eligible students who receive competitive scholarships of \$1000 or more for the academic year for which they are enrolled, are eligible for resident tuition.		Dependent on fellowship but is included in most.	Amount of TBA is determined every year by the provost's office.	Individual grants and contracts.	Dependent on fellowship, may be endowment or other funding.	UT and State of Texas will provide 50% of premiums for basic coverage package and up to 25% for dependent's coverage. Insurance policy is same as faculty and staff.	May be a stipend to support insurance, but it depends on the fellowship.		The authority of the Board of Regents to grant exemptions and waivers from tuition, fees, and other charges in accordance with statute, is delegated to the president of the institutions. (This is in contrast to Texas A&M and Texas Tech Univ.)			\$21,429	
	All TAs receive tuition benefit assistance (TBA) if employed for 10 hours or more, which is applied to the 9 credit hours in which the student MUST be enrolled each semester. See Texas additional information for actual amounts.	Payment of tuition is dependent on individual contracts and funding available from grant.												

\*\*\*This information is from 2005-2006. No new information could be obtained via email.

## Graduate Teaching and Research Assistants and Fellowship Recipients - Policies, Procedures and Average Stipend Amounts

### K-State Peer Institutions

Peer Institutions	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Colorado State University</b> <a href="http://graduateschool.colostate.edu/files/GAContractTerms/GradAsstApptManual2006.pdf">http://graduateschool.colostate.edu/files/GAContractTerms/GradAsstApptManual2006.pdf</a>	Tuition is paid commensurate with appointment for up to 9 hours: Half-time assistantship = full tuition paid; Fourth-time assistantship = half tuition paid.	For first year GRA, the difference of Resident and Non-Resident tuition is paid in a "tuition premium" for up to 9 hours. If appointed for less than half-time, appropriate adjustments are made (e.g. for quarter-time GRAs, 1/2 tuition premium is paid).	Most fellowships include scholarships to cover tuition.	Supported primarily by state-appropriated, Resident Instruction Budget from the State of Colorado.	Tuition Premium paid by account administered by Graduate School for qualified appointments. Typically paid by external funds (i.e. grant).	Scholarship is paid by fellowship.	Students may elect to enroll in the student health insurance plan and are eligible for worker's compensation. The cost of the plan is \$830 (Fall), \$910 (Spring/Summer), which may be paid by individual departments as a benefit of the assistantship.	May be covered in scholarship.	The State of Colorado provides Resident Instruction budget for GTA.	The Graduate School administers a GRA tuition premium account to fund the difference between resident and non-resident tuition for non-resident first-year GRAs	Covered by fellowship.	Minimum: \$11,745		

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)							
Peer Institutions	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA						
<b>Iowa State University (Big 12)</b> <a href="http://www.grad-college.iastate.edu/finance/assistantships.html">http://www.grad-college.iastate.edu/finance/assistantships.html</a>	All assistants who are appointed for quarter-time or greater pay resident tuition rates. Additionally, assistance in paying the full resident tuition rates, in the form of a Graduate College Scholarship, may be provided to assistants appointed half-time or greater in the form of 100% payment to doctoral, M.Arch, M.L.A, and M.F.A. students (50% of tuition paid to quarter-time appointments), and 50% assistance to masters' students appointed half-time (25% tuition paid for to quarter-time appointments). Assistance is available for 3 years for master's students and 5 years for doctoral and includes a FULL tuition waiver. Students must be appointed for at least 3 months during the semester. All graduate students are assessed at the full time resident rate of 9 credit hours.			Internal fellowships (funds from within the university) are called research assistantships.			The Graduate College Scholarship is paid either by the Graduate School, federal grants, state money or institutional funds.			Students are assessed full-time rate in accordance with residency status. Graduate College Scholarships do not apply.			Graduate assistants receive single student health insurance coverage which includes a prescription drug plan at no charge. (Additional coverage for a spouse, children, and dental is available for additional premiums.)			The Board of Regents allows a waiver of the nonresident tuition portion. The graduate school provides a scholarship for eligible assistants' remaining tuition.			No average available. Minimum: \$11,700 Maximum: \$28,350	

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Peer Institutions	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Kansas State University</b>	If appointed at least 0.4 FTE, GTAs receive full tuition waiver for fall and spring. Waivers are not provided for the summer session, but if appointed during the spring semester, GTAs pay staff tuition rates for summer. Fees are not waived. Maximum enrollment for assistants is 10 hours.	If appointed at least 0.4 FTE, GRAs pay staff tuition rate. Maximum enrollment for assistants is 10 hours.		Tuition waivers come from state funds.	Tuition waivers must be accounted for in grant requests.		University pays 75% of the premium cost for GTAs and GRAs appointed at least 0.5 FTE. Assistant pays \$94.			State allows for GTA tuition waivers.			\$11,442	\$13,658
<b>Oregon State University</b> <a href="http://catalog.oregonstate.edu/ChapterDetail.aspx?key=37">http://catalog.oregonstate.edu/ChapterDetail.aspx?key=37</a>	GTAs and GRAs pay a set amount per term plus overtime charges for each credit above 16 credits. For 2007-08 school year, this amount is \$482. All assistants are required to be enrolled in a minimum of 12 credit hours.		See "Oregon State Fellowships" attachment.	Departments are provided with an institutional subsidy to cover tuition waivers. It can only be used for waivers and any unused funds will be distributed to departments with negative balances.	Paid by funds of fellowship. If fellowship does not allow, may receive tuition offset if approved by academic unit and graduate school.	Health Insurance is automatically provided to graduate assistants as employees of the university. The university pays 75% of the premium and the remainder (\$52.92) is deducted from the employee's paycheck.	Fellowships do not provide access to assistant's health insurance plan.	Board of higher education allows full tuition waiver for assistants (appointment not less than .15 FTE).	No mention of fellowships in state board of higher education policy.	See Oregon State Stipend Guidelines Average: \$14,302				

	Amount of Tuition Paid Policy			Tuition Paid by			Health Insurance Benefits Policy			State Policy on Tuition Waivers			Average Stipend Amounts (All stipends have been converted to their 9-month, half-time equivalent)	
Peer Institutions	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA	Fellowships	GTA	GRA
<b>Oklahoma State University (Big 12)</b> <a href="http://www.okstate.edu/register/Catalogs/2007-2008/07-08%20Graduate%20College.pdf">http://www.okstate.edu/register/Catalogs/2007-2008/07-08%20Graduate%20College.pdf</a>	The non-resident portion of the tuition is waived for all assistants. For 0.5 FTE appointments, 6 hours of tuition for Fall and Spring and 3 hours for summer are waived. For 0.25-0.5 FTE appointments, 3 hours of tuition are waived every semester. When a GRA is supported on a grant, OSU administration expects the grant to pay the resident portion of the tuition. GTAs and GRAs must pay all fees.			Tuition waivers come from state funds. The amount has built up in a series of budget requests.			Health Insurance is provided for students who have at least 10 hour or more appointments and are enrolled in six graduate credit hours for fall and spring. (3 credit hours for summer)			The Oklahoma State System of Higher Education allows resident tuition waiver scholarships with at least a 25% FTE graduate assistantship.			Minimum: \$6300	
<b>North Carolina State University</b> <a href="http://www.ncsu.edu/grad/handbook/index.htm">http://www.ncsu.edu/grad/handbook/index.htm</a>	Tuition is waived for a limited number of semesters for an unlimited number of hours (see NC State Chart). To be eligible, students must be appointed on an assistantship or fellowship paid through the University receiving a minimum annualized stipend of \$3,000 per semester or \$8,000 per year (\$666.67 per month). This waiver does not apply to student fees.			Graduate School manages state-appropriated budget, allocating funds for Graduate Student Support plan in cooperation with designated coordinators from colleges/departments.			Provided at no cost to students.			State funds can be used for both GTA and GRA.				