



Graduate School
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Minutes of the Graduate Council
February 6, 2007

As approved by the Graduate Council, March 6, 2007

Members present: K. Adhikari, S. Bossmann, T. Easton, J. Fallin, B. Fees (also proxy for D. Meyer-Brosdahl), D. Gruenbacher, M. Hancock, S. Hutchinson, M. Kaff, J. Katz, K. Kershner, A. Knackendoffel, S. Kovar, T. Miller, J. Neill, D. Olds, M. O’Shea, D. Smit, J.S. Smith, P. Wangemann, M. Zolkiewski

Members absent: K. Al-Khatib, K. Boone, J. Faubion, M. Herman, J. Keller, K. Kramer, V. Krstic, D. Margolies (proxy for J. Nechols), R. Schaeffer, B. Schenck-Hamlin, S. Smethers, M. Wilkerson

Graduate School staff present: S. Fox, J. Guikema, S. Schlender, C. Shanklin, R. Trewyn

Guests: S. Benton, K. Hughey, E. Minton (chair, Assessment and Review Committee) D. Youngman (library liaison)

1) Opening remarks

2) Minutes. The minutes of the December 5, 2006 meeting were approved as presented.

3) Graduate School Actions and Announcements

a) **Non-Graduate Faculty to teach Graduate Courses** (*Emergency Approval*)

Name	Position	Department/Program	Date approved by Graduate School
Farid Al-Salim	Instructor	History	12/21/06

4) Academic Affairs Committee

a) It was moved and seconded that the following faculty members be approved for Graduate Faculty Membership. The motion passed.

i) **for MEMBERSHIP AND CERTIFICATION**

Vikas Berry	Assistant Professor	Chemical Engineering
Peying Fong	Assistant Professor	Anatomy and Physiology
Krista Walton	Assistant Professor	Chemical Engineering

b) **Course and curriculum issues:** A motion was made and seconded to approve course changes, deletions, and additions. The motion passed.

i) **CHANGE**

Current Course Description	Proposed Course Description
AT 645. Private Label Apparel Product Development. (3) II. Capstone course using a team approach to synthesize and perform activities used by apparel retailers to create a line of private label merchandise for a targeting consumer market. Pr.: AT 460; AT 576, or AT 610, 655; senior standing.	AT 645. Private Label Apparel Product Development. (3) <u>I</u> , II. Capstone course using a team approach to synthesize and perform activities used by apparel retailers to create a line of private label merchandise for a targeted consumer market. Pr.: AT 460; AT 576 or AT 610, 655; senior standing.
AT 725. Theory and Practice of Apparel/Textile Marketing and Distribution. (3) II, alternate years . Theoretical and applied analysis of apparel/textile marketing and distribution strategies, with an emphasis on the effectiveness of a market-oriented approach for decision-making; assessment of environmental forces impacting affecting strategic decisions by firms in the apparel/textile distribution channel; synthesis of past and present trends in order to forecast probable future patterns. Pr.: AT 625 .	AT 725. Theory and Practice of Apparel/Textile Marketing and Distribution. (3) <u>I, in odd years</u> . Theoretical and applied analysis of apparel/textile marketing and distribution strategies, with an emphasis on the effectiveness of a market-oriented approach for decision-making; assessment of environmental forces affecting strategic decisions by firms in the apparel/textile distribution channel; synthesis of past and present trends in order to forecast probable future patterns.
AT 800. Textile Surface Design. (3) I, in alternate years . Application and analysis of textile surface design to include color and image addition and removal through wet processes and stitched surface manipulations.	AT 800. Textile Surface Design. (3) I, in <u>odd years</u> . Application and analysis of textile surface design to include color and image addition and removal through wet processes and stitched surface manipulations.
AT 830. Fashion Theory. (3) II, in alternate years . Examination of historical, sociological, psychological, marketing, and economic concepts, theories, and research that contribute to current understanding of the fashion process and fashion prediction in the apparel and textile field.	AT 830. Fashion Theory. (3) <u>I, in even years</u> . Examination of historical, sociological, psychological, marketing, and economic concepts, theories, and research that contribute to current understanding of the fashion process in the apparel and textile field.
AT 835. Strategic Economic Analysis of Apparel and Textile Industries. (3) I , in alternate years . Analysis of the current economic situation in the U.S. apparel and textile industries; examination of the internal and external forces affecting global production and distribution of apparel and textile products with emphasis on formulating strategies for industry success. Pr.: AT 545.	AT 835. Strategic Economic Analysis of Apparel and Textile Industries. (3) <u>II</u> , in <u>even years</u> . Analysis of the current economic situation in the U.S. apparel and textile industries; examination of the internal and external forces affecting global production and distribution of apparel and textile products with emphasis on formulating strategies for industry success. Pr.: AT 545.

Current Course Description	Proposed Course Description
<p>AT 840. Apparel and Textile Product Development. (3) I, in alternate years. Interdisciplinary teams generate ideas and develop concepts for innovative apparel and textile products or modifications of existing products; evaluate market and manufacturing potential; prepare marketing and technology transfer plan. Pr.: AT 645 or permission of instructor.</p>	<p>AT 840. Apparel and Textile Product Development. (3) <u>II</u>, in <u>odd</u> years. Interdisciplinary teams generate ideas and develop concepts for innovative apparel and textile products or modifications of existing products; evaluate market and manufacturing potential; prepare marketing and technology transfer plan. Pr.: AT 645 or permission of instructor.</p>
<p>AT 845. Consumers in the Apparel and Textile Market. (3) I, in alternate years. Analysis of apparel and textile consumers and their decision-making processes; examination of internal and external factors influencing evaluation and purchasing behavior in order to predict future behavior consumption and purchasing patterns. Pr.: AT 645.</p>	<p>AT 845. Consumers in the Apparel and Textile Market. (3) <u>II</u>, in <u>odd</u> years. Analysis of apparel and textile consumers and their decision-making processes; examination of internal and external factors influencing evaluation and purchasing behavior in order to predict future behavior consumption and purchasing patterns. Pr.: AT 645.</p>
<p>AT 850. Research Methods in Apparel and Textiles. (3) II. Review of current literature with implications for future research; analysis of research methodologies. Pr.: A graduate-level course in statistics and 6 hours in AT.</p>	<p>AT 850. Research Methods in Apparel and Textiles. (3) <u>II</u>, in <u>even</u> years. Review of current literature with implications for future research; analysis of research methodologies. Pr.: A graduate-level course in statistics and 6 hours in AT.</p>
<p>AT 880. Physical Analysis of Textiles. (3) I. Theory, principles, and procedures in evaluating the physical properties of textile fibers, yarns, fabrics, and products for apparel, interior furnishings, and industrial uses. Two hours lec. and three hours lab a week. Pr.: AT 265.</p>	<p>AT 880. Physical Analysis of Textiles. (3) <u>II</u>, in <u>even</u> years. Theory, principles, and procedures in evaluating the physical properties of textile fibers, yarns, fabrics, and products for apparel, interior furnishings, and industrial uses. Two hours lec. and three hours lab a week. Pr.: AT 265.</p>
<p>AP 850. Anatomical Techniques. (1-2) I, in odd years, S. Pr.: Consent of staff.</p>	<p>AP 850. <u>Stem Cell Techniques.</u> (2) <u>I</u>, <u>S</u>. <u>Cellular and molecular techniques and techniques on tissue culture. Lecture and laboratory hours to be determined.</u></p>

Master of Public Health (MPH) Degree Program:

Current public health core courses (14 credit hours)

STAT 702 Statistical Methods for Social Sciences (3)
OR
STAT 703 Statistical Methods for Natural Scientists (3)
DMP 806 Environmental Toxicology (2)
DMP 854 Disease Epidemiology (3)
HRIMD 720 Administration of Health Care Organizations (3)
KIN 818 Social and Behavioral Basis of Public Health (3)

Current areas of emphasis (16 credit hours)

(Courses are determined by the student's supervisory committee from the list of approved courses in the curriculum.)

Food Safety
Infectious Diseases/Zoonoses
Nutrition
Physical Activity
Nutrition and Physical Activity

Current capstone or culminating experience (6 credit hours)

Public health field experience (6)
OR
Public health field experience (4) plus master's report (2)
OR
Master's thesis in applied research (6)

Total credit hours for the MPH degree = 36

Proposed public health core courses (16 credit hours)

STAT 702 Statistical Methods for Social Sciences (3)
OR
STAT 703 Statistical Methods for Natural Scientists (3)
DMP 806 Environmental Toxicology (2)
DMP 854 Disease Epidemiology (3)
HRIMD 720 Administration of Health Care Organizations (3)
KIN 818 Social and Behavioral Basis of Public Health (3)
DMP 708 Principles and Methods of Epidemiology (2)

Proposed areas of emphasis (20 credit hours)

(Courses are determined by the student's supervisory committee from the list of approved courses in the curriculum.)

Food Safety and Biosecurity
Infectious Diseases/Zoonoses
Public Health Physical Activity
Public Health Nutrition
Public Health Nutrition and Physical Activity

Proposed capstone or culminating experience (6 credit hours)

Public health field experience (6)
OR
Public health field experience (4) plus master's report (2)
OR
Master's thesis in applied research (6)

Total credit hours for the MPH degree = 42

**Master of Science in Counseling and Student Development: College Student Personnel
Work: Option: Advising**

FROM:

EDCEP 715 Principles of Assessment
EDCEP 815 Using Tests in Counseling
EDCEP 877 Practicum in Counseling
EDCEP 887 Counseling Internship (two semesters)

TO:

EDCEP 835 Foundations of Academic Advising
EDCEP 851 Multicultural Advising
EDCEP 877 Practicum in Counseling
EDCEP 887 Counseling Internship
EDCEP 885 Practicum/Student Personnel Work

EFFECTIVE DATE: Fall 2007

**Master of Science in Counseling and Student Development: College Student Personnel
Work: Option: Administration**

FROM:

EDCEP 819 Survey Research
EDCEP 875 Administration of College Student
Personnel Services
EDCEP 885 Practicum in College Student
Personnel Work (two semesters)
An elective approved by the graduate committee

TO:

EDCEP 786 Topics: Diversity in Higher
Education
EDCEP 786 Topics: Current Issues in Higher
Education
EDCEP 885 Practicum in College Student
Personnel Work (two semesters)
An elective approved by the graduate committee

EFFECTIVE DATE: Fall 2007

Ph.D. in Student Affairs in Higher Education:

<p>From: Requirements unique to the Ph.D. in student affairs in higher education fall into the following areas. Students complete all core requirements and then select one specialization (either student development specialist or student affairs administration). All courses are 3 credit hours unless noted otherwise. Each program of study is determined individually in consultation with the student's major professor (advisor) and in light of the availability of, and demand for, courses. These lists are neither exhaustive nor exclusive. Substitutions for core and option requirements may be made on an individual basis, depending upon the student's prior preparation and career goals.</p> <p>EDCEP 715 Principles of Assessment or EDCEP 812 History and Philosophy of Higher Education EDCEP 818 Prin. College Student Personnel Services EDCEP 823 Counseling Theory EDCEP 829 Learning Principles EDCEP 838 The Coll. Student & College Environment EDCEP 858 Group Processes EDCEP 863 Trends in Career Development EDCEP 875 Admin. of Student Personnel Services EDCEP 912 Psych. Bases for Ed. Thought and Practice</p>	<p>TO: The Ph.D. in student affairs in higher education requires a minimum of 93 hours of post baccalaureate. A designated core of 15 hours of graduate credit, typically a part of the master's degree in college student personnel work, is required. These courses include the following: EDCEP 812, History and Philosophy of Higher Education; EDCEP 816, Research Methods; EDCEP 818, Principles of College Student Personnel Services; EDCEP 838, The College Student and the College Environment; and EDCEP 786, Diversity in Higher Education. These courses may be part of a master's degree or must be completed in addition to the doctoral course work.</p>
<p>EDCEP 715 Principles of Assessment or EDCEP 812 History and Philosophy of Higher Education EDCEP 818 Prin. College Student Personnel Services EDCEP 823 Counseling Theory EDCEP 829 Learning Principles EDCEP 838 The Coll. Student & College Environment EDCEP 858 Group Processes EDCEP 863 Trends in Career Development EDCEP 875 Admin. of Student Personnel Services EDCEP 912 Psych. Bases for Ed. Thought and Practice</p> <hr/> <p>Specialization (Select one of the two options, A or B) A. Student development specialist specialization (24 hours) EDCEP 815 Using Tests in Counseling EDCEP 877 Practicum in Counseling EDCEP 887 Counseling Internship EDCEP 915 Theory of Measurement EDCEP 955 Professional Counseling Ethics (3 hours) EDCEP 958 Advanced Group Counseling EDCEP 987 Counseling Supervision Practicum.</p> <p>B. Student affairs administration specialization (24 hours) EDCEP 819 Survey Research EDCEP 885 Practicum in College Student Personnel Work or EDCEP 991 Internship/Student Personnel EDCEP 927 Higher Education Administration EDCEP 986 Adv. Sem./Institutional Research in Higher Education EDADL 886 Seminar/Higher Education Law EDADL 886 Seminar/Higher Education Finance EDADL 886 Seminar/Enrollment Management</p> <p>Research Courses 9 hours EDCEP 816 Research Methods EDCEP 817 Statistical Methods in Education EDCEP 917 Experimental Design in Educ. Research (Note: A course in qualitative research methods is often advisable in addition to these three research courses.)</p>	<p>Professional Courses (15 hours)</p> <p>EDCEP 886 Seminar/Higher Education Law (3) EDCEP 886 Seminar/Higher Education Finance (3) EDCEP 886 Seminar/Enrollment Management (3) EDCEP 927 Higher Education Administration (3) EDCEP 948 Adv. Student Development Theory (3)</p> <hr/> <p>Research Courses (9 hours)</p> <p>EDCEP 817 Statistical Methods in Education (3) EDCEP 917 Experimental Design in Education Research (3) EDADL 838 Qualitative Research In Education (3)</p>
<p>Outside area of study 9-12 hours</p> <p>This specialization is developed in consultation with the major professor and must be approved by the student's program of study committee.</p> <p>Dissertation research (30 hrs. min.) Preliminary examination. Candidates must successfully complete completion of all segments of a monitored, written examination of at least 12 hours over all areas of the program of study.</p>	<p>Outside Area/Specialization (9 hours)</p> <p>This specialization is developed in consultation with the major professor and must be approved by the student's program of study committee.</p> <p>Dissertation Research (30 hours) EDCEP 999 Doctoral Research (30 hours) Preliminary examination. Candidates must successfully complete completion of all segments of a monitored, written examination of at least 12 hours over all areas of the program of study.</p>
<p>Total Hours 102 hours minimum</p>	<p>Total Hours 93 hours</p>

EFFECTIVE DATE: Fall 2007

ii) **DROP**

AT 745. Fiber Science. (3) I, in alternate years. Study of the fundamental concepts associated with fiber chemistry; fiber microstructure and macrostructure; fiber mechanical, physical and chemical properties and newer technologies in fiber science. Pr.: AT 265, AT 266, and CHM 350.

AT 750. New Developments in Textiles. (3) II. New technological advances in the production, structure, and properties of fibers, yards, and fabrics. Pr: AT 265

AT 820. Comfort and Performance of Protective Clothing. (3) II, alternate years. Design, material, and performance characteristics of different types of protective clothing; factors affecting the heat transfer properties and comfort characteristics of protective clothing. Pr.: AT 265; and STAT 702 or 703.

iii) **NEW**

AP 711. Stem Cells and Comparative Biomedicine. (2) II, S. Characteristics of major categories of stem cells. Applicable or potential clinical uses, including their utilization in tissue engineering or targeted delivery of therapeutics.

CS 766. Food Animal (Mixed) Practice Mentorship. (1) I, II, S. Structured one week (45 contact hrs) mentorship in a large animal (bovine) practice designed to promote clinical skills training in a private practice setting with practitioners who have completed orientation training and have expressed an interest in training and mentoring veterinary students. To be completed during the first 3 years of veterinary school, prior to entering the 4th year.

CS 767. Small Animal Practice Mentorship. (1) I, II, S. Structured one week (45 contact hrs) mentorship in a small animal practice designed to promote clinical skills training in a private practice setting with practitioners who have completed orientation training and have expressed an interest in training and mentoring veterinary students. To be completed during the first 3 years of veterinary school, prior to entering the 4th year.

CS 768. Non-Traditional Practice Mentorship. (1) I, II, S. Structured one week (45 contact hrs) mentorship in a nontraditional veterinary setting designed to promote skills training and awareness of nontraditional or exclusive practice experiences in a private or public practice setting with veterinarians who have completed orientation training and have expressed an interest in training and mentoring veterinary students. To be completed during the first 3 years of veterinary school, prior to entering the 4th year.

EFFECTIVE DATE: Fall 2007

NEW MASTER OF SCIENCE DEGREE IN ACADEMIC ADVISING

PROPOSAL:

Basic Program Information

1. Proposing institution: Kansas State University
2. Title of proposed program: Academic Advising
3. Degree to be offered: Master of Science in Academic Advising
4. Anticipated date of implementation: Fall 2007
5. Responsible department or unit: Department of Special Education, Counseling, and Student Affairs in the College of Education
6. CIP code: 13.1101

PROGRAM PROPOSAL NARRATIVE

A. Program Need and Student Characteristics

1. Centrality to the mission of Kansas State University

The proposed Master of Science in Academic Advising will be a unique online master's degree program offered by Kansas State University. The proposed graduate program is targeted for advising professionals and future professional advisors seeking to enhance their knowledge and ability to work more effectively with postsecondary students in their academic and career planning. Offering the degree online serves graduate students in Kansas and students both across and outside the country. The proposed program will contribute to the development of knowledgeable, educated, and professional advisors. Further, the proposed degree program will contribute to the development of "highly skilled and educated" professional advisors who through their work prepare undergraduates for their future careers. This theme is consistent with and follows from the Mission Statement of Kansas State University.

2. Student demand for the program

There is a demonstrated need for the proposed degree. The National Academic Advising Association (NACADA), with its central administrative offices in the College of Education of Kansas State University, has more than 9200 members worldwide. As academic advising gains in visibility and recognition on campuses as an important element in student success, retention, and learning, NACADA membership continues to increase. Over the last three years membership has grown by 41%. Among the professional development opportunities offered by NACADA are two intensive week-long summer institutes. Each year an increasing number of institute participants express interest in graduate credit and an online master's degree program. Many of these individuals are either currently enrolled in or have completed the 15-credit hour Graduate Certificate in Academic Advising offered by Kansas State University. At the time the certificate program was approved, it was not planned to add a degree program;

however, based on need and demand, the new degree program is being proposed.

The Graduate Certificate in Academic Advising offered by Kansas State University has attracted 328 enrollees since its inception in 2003. During the initial semester the certificate program was offered, 68 students enrolled in Foundations of Academic Advising, the only course in the program offered that semester. The first cohort to complete the certificate program in May 2005 included 30 individuals with an additional 29 completing the program through August 2006. As a natural continuance of the certificate program, the proposed master's degree should have similar appeal. Professional academic advisors have historically come from various academic backgrounds and gained advising expertise on the job or through professional development opportunities with NACADA. As higher education increasingly embraces the importance of academic advising to student success and retention, more professionals will seek graduate educational opportunities related to academic advising. This program will be the first and only graduate degree in academic advising in the United States.

In addition, the Department receives numerous inquiries per week (approximately 5 per week) regarding the availability of a master's degree in academic advising. Of the students who are in the graduate certificate program, approximately one-third do not have a master's degree and would be prospective students for the proposed master's degree.

It is estimated that approximately 40 students will apply to the program during the first year. Of this number, it is expected that approximately 20 students will enroll in six credit hours per semester and the others will enroll in 3 credit hours per semester.

3. Demand for graduates of the program

The Graduate Certificate Program in Academic Advising offered by Kansas State University now provides the only formal education program for this profession. The proposed master's degree program will likely be embraced by students completing the certificate program as these professionals continue to strive to enhance their educational and professional expertise and opportunities. NACADA is beginning to receive and post advising position announcements with the Graduate Certificate in Academic Advising as a preferred qualification. Higher education's continuing acknowledgment of the benefits of effective academic advising should provide for an increasing demand for more educated and qualified advising professionals. As the first and only master's degree program in academic advising, the graduates should have no difficulty finding employment in the advising profession. The degree will enhance students' marketability and competitiveness for positions.

4. Locational and comparative advantages of the program

As noted, the proposed online master's degree program is unique, in Kansas, nationally, and internationally. The proposed program is a priority for the College of Education. As a result of priority setting in the College of Education at Kansas State University, Academic Advising is one of the four priorities and initiatives to be emphasized (as noted in a memo from Dean Michael Holen to Provost Duane Nellis, dated June 5, 2006). The proposed degree program provides an opportunity to take advantage of the College of Education's ongoing relationship with NACADA. This relationship and the collaborative work with NACADA make Kansas State University the ideal location for the proposed degree. NACADA's support and involvement in the implementation of the proposed degree are valued and its relationship with the College of Education and the Department in this endeavor will be mutually beneficial. In addition, housing the proposed program in the Department of Special Education, Counseling, and Student Affairs in the College of Education is a natural fit with degree programs offered by the Department and the expertise of the faculty.

A letter of support from the National Academic Advising Association (NACADA) is included with this proposal. In addition, included is a letter of support from the Director of Student Services for Intercollegiate Athletics at Kansas State University, who is currently the president-elect of the National Association of Academic Advisors for Athletics (N4A). These two organizations represent professionals who are prospective students for the proposed degree.

5. Characteristics of students who will participate in the proposed program

Students who apply to the proposed program will likely be working as professional advisors in postsecondary institutions across the country. As a result, it is anticipated that students will enroll in at most six credit hours (two courses) per semester. They will come from a variety of academic backgrounds and disciplines. They will be motivated, academically strong students seeking to enhance their professional development and learning. As an example, students applying to the Graduate Certificate Program have a mean undergraduate grade point average of 3.57 (SD=.35).

Students admitted to the proposed Master of Science in Academic Advising must apply to the KSU Graduate School and be admitted as degree-seeking students. Admission decisions will be based on a combination of factors, including prior academic achievement, the nature of students' academic preparation, and the relatedness of the program's offering to students' goals. In general, a student with a bachelor's degree with a cumulative grade point average of at least 3.0 from an accredited institution can expect to be admitted to the proposed master's degree program. Students who have successfully completed the Graduate Certificate in Academic Advising would, upon application, be admitted to the proposed master's degree program. Students who have completed only a bachelor's degree and have a cumulative grade point average below a 3.0 would be required to submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores.

K-State Online will be the course management system used for the proposed online degree. In addition to interacting using the features of this system, students will interact with faculty through electronic mail or by telephone. Faculty will be available to respond to student inquiries and interact with students in ways that enhance their learning. In addition, opportunities for interaction will be planned for NACADA National Conferences.

B. Curriculum of the Proposed Program

Student learning outcomes have been identified for the proposed program. Upon successful completion of the Master of Science in Academic Advising, students will:

1. Know and apply advising strategies to institutional advising programs and individual advising.
2. Assess psychosocial factors that impact student learning.
3. Design interventions to assist students in overcoming learning barriers and enhancing learning approaches to improve their academic performance.
4. Know and apply student development theories to academic advising.
5. Know and apply theories of career development and related constructs to assist students with their academic and career planning.
6. Understand the influence of multicultural factors on the advising relationship and the content of advising with students.
7. Understand the needs and characteristics of specific groups of students (e.g., students with learning disabilities, student athletes, adult students, exploratory students) and apply this to academic advising.

8. Know and demonstrate skills and strategies needed to enhance communication and relationship building in advising.
9. Apply strategies for assessing academic advising programs and services.
10. Develop and implement advisor training programs.
11. Evaluate the performance of academic advisors.

The following are the courses to be included in the 30-hour online Master of Science in Academic Advising degree program:

Core Courses (27 hours)

- EDCEP 752 College Student Athletes (3)
- EDCEP 816 Research Methods (3)
- EDCEP 829 Learning Principles (3)*
- EDCEP 835 Foundations of Academic Advising (3)*
- EDCEP 838 College Student and the College Environment (3)*
- EDCEP 851 Multicultural Aspects of Academic Advising (3)*
- EDCEP 863 Trends in Career Development (3)*
- EDCEP 886 Seminar/Interpersonal Relations for Academic Advising (3)**
- EDSP 886 Seminar/College Students with Special Needs (3)**

Restricted Elective (3 hours)

- EDCEP 761 Intercollegiate Athletics and the College Student Athlete (3)
- EDCEP 886 Seminar/Administration of Academic Advising (3)**

Five of the courses listed above are part of the Graduate Certificate in Academic Advising (marked with *). Three new courses are being developed for the proposed program (marked with **). The students completing the proposed master's degree program will take one of the two electives based on students' interests. The electives are Intercollegiate Athletics and the College Student and Administration of Academic Advising.

Students completing the proposed master's degree will be enrolled in courses with students who may only be completing the certificate program. In general, it is anticipated that students will complete the degree in approximately two and one-half years. The courses will be offered in such a way to enable this to occur. A schedule of courses through Spring 2009 is attached to this proposal.

As a capstone activity and learning experience for the proposed Master of Science in Academic Advising, students will prepare a portfolio that demonstrates their knowledge and expertise in the academic outcomes for the program. In the development of these portfolios, students will draw from their learning in the courses and the application of their learning to academic advising. The portfolios will be reviewed and evaluated by their program committees.

Along with the student learning outcomes, the NACADA Core Values for Academic Advising and the Standards and Guidelines for Academic Advising, developed by the Council for the Advancement of Standards (CAS) in Student Services in cooperation with NACADA, provided relevant guidance for the development of the proposed master's degree program. The proposed Master of Science in Academic Advising will incorporate goals of both in the proposed curriculum. The following presents the NACADA Core Values for Academic Advising (retrieved from the NACADA Web site at <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>):

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- are responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their

departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

C. Program Faculty

1. Quality of Faculty

The faculty from the Department of Special Education, Counseling, and Student Affairs who will teach in the proposed program are professionals with academic specializations and backgrounds appropriate for and supportive of the proposed Master of Science in Academic Advising. The instructional and scholarly work of the core faculty teaching in the program will lead to a high quality program consistent with the mission of Kansas State University. Vitae of faculty are included with this proposal. In addition, the focus in academic advising addresses and supports priorities of the College of Education, as noted earlier in this proposal. The faculty teach in various graduate programs offered in the Department (i.e., College Student Personnel Work, School Counseling, Special Education). All faculty who teach in the proposed program will meet K-State Graduate School criteria to serve as members of the graduate faculty.

The following is a list of the Graduate Faculty and rank in the Department of Special Education, Counseling, and Student Affairs who will teach in the proposed program:

- Dr. Aaron Carlstrom, Assistant Professor
- Dr. Judy Hughey, Associate Professor
- Dr. Ken Hughey, Professor
- Dr. Marilyn Kaff, Associate Professor
- Dr. Adrienne Leslie-Toogood, Assistant Professor
- Dr. Christy Moran, Assistant Professor
- Dr. Fred Newton, Professor

Dr. Charlie Nutt, Assistant Professor

Each faculty member will be assigned a course or, in some cases, two courses for which he/she will have designated responsibility. Since the courses are offered online, they will be offered through Kansas State University Division of Continuing Education.

The proposed program requires 15 semester credit hours (5 courses) beyond coursework with underutilized capacity regularly offered through the presently approved Graduate Certificate Program in Academic Advising. Of the 5 courses, one (Research Methods) is offered each semester as part of other M.S. programs in the College of Education; the other courses will have an average instructional cost of about \$7,500 (each) to be funded through internal reallocation. During the Implementation Year, four of these courses will be offered at a total cost of approximately \$30,000. The second year adds one additional course (a restricted elective) at an approximate additional cost of \$7,500. Our enrollment estimates suggest revenue during the Implementation Year of approximately \$59,400. We estimate annual materials and associated operating expenses at approximately \$3,000, to be funded through internal reallocation.

Dr. Adrienne Leslie-Toogood, a member of the Graduate Faculty, will serve as the coordinator of the program and work collaboratively with Dr. Steve Benton, Chair of the Department. As coordinator, Dr. Leslie-Toogood will assist with recruiting, marketing, program planning and management, advising, and program assessment and evaluation.

D. Academic Support

Advisors will be assigned for students as they are admitted to the program. Advisors will be accessible to students and will help students with their academic planning. To facilitate communication, an online site will be developed for advising purposes and to enable students to access relevant program information. In addition, advisors will work with students as they prepare their portfolios, to be submitted for review during the last semester of their program.

K-State Online will be the course management system used for the delivery of the courses offered in the program. Students will have the normal resources provided by the Division of Continuing Education as they complete the online courses. For example, Division of Continuing Education students have access to K-State Library resources and services (e.g., checking out books, requesting journal articles, online databases and journals). In addition, reference assistance is available to students. The Division of Continuing Education Facilitation Center is available to provide assistance related to course issues and the K-State IT Help Desk provides assistance relative to technical issues with K-State Online. The current academic support services offered online are sufficient for the proposed program.

A plan will be developed to market the program through organizations (e.g., NACADA, N4A) and postsecondary institutions that employ academic advisors. In addition, the proposed master's degree program will be marketed through the Division of Continuing Education. A Web site will be developed as part of the marketing plan and will be linked to organization sites (e.g., NACADA). Additional marketing strategies (e.g., program brochure, program display for conferences, information dissemination through listservs) will be completed to promote the program.

E. Facilities and Equipment

No new facilities are required for the proposed program. In addition, there are no anticipated equipment expenditures except the typical technology upgrades to facilitate online instruction.

It is anticipated that approximately 40 students will begin the program in the first year with 20 students enrolling in six credit hours and 20 enrolling in three credit hours. In the second and third years, it is estimated that approximately 60 will be enrolled with approximately half of the students taking six credit hours and half taking three credit hours. The proposed tuition revenue for the Master of Science in Academic Advising program projected over the first three years follows:

Year	Tuition per Credit Hour*	Total Number of Credit Hours	Revenue Generated
1	\$330	180	\$59,400
2	\$363	270	\$98,010
3	\$400	270	\$108,000

*Based on an estimated 10% increase annually.

F. Program Review, Assessment, and Accreditation

The goal of program review and assessment is continuous program improvement. The program will be reviewed periodically by faculty teaching in the program with the review initiated by the program coordinator. The review will align with student learning outcomes and assessment plans for the student learning outcomes. The Assessment of Student Learning Plan for the proposed master’s degree program is included with this proposal. Faculty and student input will be sought on a regular basis to determine the program’s status and enhancements needed. In addition, periodic follow-up surveys will be conducted of employers of graduates to determine the quality of the education of program graduates.

The program’s effectiveness will be assessed using multiple strategies. The portfolio, completed as the culminating learning experience for students, will be one way of assessing students’ achievement of learning outcomes. Students’ assessment of their achievement of learning outcomes will also be used to assess the program’s effectiveness and areas in need of enhancement.

Accreditation will not be sought for the proposed master’s degree program, as there are no organizations that accredit such programs.

Accreditation will not be sought for the proposed master’s degree program, as there are no organizations that accredit such programs.

New Degree Request - Summary Master of Science in Academic Advising

The Department of Special Education, Counseling, and Student Affairs in the College of Education at Kansas State University seeks approval for a new graduate degree, Master of Science in Academic Advising.

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Academic Advising CIP 13.1101
2. Academic Unit	Department of Special Education, Counseling, and Student Affairs in the College of Education
3. Program Description	The proposed Master of Science in Academic Advising will be a

	<p>unique online master’s degree program offered by Kansas State University. The proposed graduate program is targeted for advising professionals and future professional advisors seeking to enhance their knowledge and ability to work more effectively with postsecondary students in their academic and career planning. Offering the degree online serves graduate students in Kansas and students both across and outside the country. The proposed program will contribute to the development of knowledgeable, educated, and professional advisors.</p>
<p>4. Demand/Need for the Program</p>	<p>There is a demonstrated need for the proposed degree. The Graduate Certificate in Academic Advising offered by Kansas State University has attracted 328 enrollees since its inception in 2003. During the initial semester the certificate program was offered, 68 students enrolled in Foundations of Academic Advising, the only course in the program offered that semester. The first cohort to complete the certificate program in May 2005 included 30 individuals with an additional 29 completing the program through August 2006. At the time the certificate program was approved, it was not planned to add a degree program; however, based on need and demand, the new degree program is being proposed. As higher education increasingly embraces the importance of academic advising to student success and retention, more professionals will seek graduate educational opportunities related to academic advising. This program will be the first and only graduate degree in academic advising in the United States. The proposed degree program provides an opportunity to take advantage of the College of Education’s ongoing and strong relationship with the National Academic Advising Association (NACADA), with its central administrative offices in the College of Education at Kansas State University. In addition to strong interest and support from NACADA for the proposed program, there is strong interest from individual professional advisors.</p>
<p>5. Comparative /Locational Advantage</p>	<p>The proposed online degree program is unique, in Kansas, nationally, and internationally. The proposed program is a priority for the College of Education. As a result of priority setting in the College of Education at Kansas State University, Academic Advising is one of the four priorities and initiatives to be emphasized, as stated by Dean Michael Holen in a memo to Provost Duane Nellis. The proposed degree program provides an opportunity to take advantage of the College of Education’s ongoing relationship with NACADA. This relationship and the collaborative work with NACADA make Kansas State University the ideal location for the proposed degree. NACADA’s support and involvement in the implementation of the proposed degree are valued and its relationship with the College of Education and the Department in this endeavor will be mutually beneficial. In addition, housing the proposed program in the Department of Special Education, Counseling, and Student Affairs in the College of Education is a natural fit with degree programs offered by the</p>

	<p>Department and the expertise of the faculty.</p> <p>Letters of support for the proposed master’s degree have been received from Susan Campbell, President of NACADA, and Phil Hughes, Director of Student Services for Intercollegiate Athletics at Kansas State University and President-Elect of the National Association of Academic Advisors for Athletics (N4A).</p>
6. Curriculum	<p>The Master of Science in Academic Advising will be a 30-hour, online degree offered by Kansas State University. The program will consist of nine core courses (27 hours) and one restricted elective course (3 hours). Five of the core courses are part of the Graduate Certificate in Academic Advising offered by Kansas State University.</p> <p>As a capstone experience for the proposed degree, students will prepare a portfolio that demonstrates knowledge and expertise in the outcomes of the program. In the development of the portfolios, students will draw from their learning in the courses and the application of their learning to academic advising.</p>
7. Faculty Profile	<p>The core program faculty involved in the proposed degree are faculty from the Department of Special Education, Counseling, and Student Affairs. The academic specializations along with the instructional and scholarly work of the faculty teaching in the program will lead to a high quality program. All faculty who teach in the proposed program will meet K-State Graduate School criteria to serve as members of the graduate faculty.</p> <p>Departmental faculty who will be teaching in the proposed program are as follows: Dr. Aaron Carlstrom, Assistant Professor Dr. Judy Hughey, Associate Professor Dr. Ken Hughey, Professor Dr. Marilyn Kaff, Associate Professor Dr. Adrienne Leslie-Toogood, Assistant Professor Dr. Christy Moran, Assistant Professor Dr. Fred Newton, Professor Dr. Charlie Nutt, Assistant Professor</p>
8. Student Profile	<p>It is estimated that approximately 40 students will begin the program in the first year with 20 students enrolling in six credit hours and 20 enrolling in three credit hours. Students who apply to the program will likely be working as professional advisors in postsecondary institutions across the country. They will come from a variety of backgrounds and disciplines. They will be motivated, academically strong students seeking to enhance their professional development and learning.</p>
9. Academic Support	<p>Advisors will be assigned for students as they are admitted to the program. Advisors will be accessible to students and will help</p>

	<p>students with their academic planning. To facilitate communication, an online site will be developed for advising purposes and to enable students to access relevant program information.</p> <p>Students will have the normal resources provided by the Division of Continuing Education as they complete the online courses. For example, Division of Continuing Education students have access to K-State Library resources and services (e.g., checking out books, requesting journal articles, online databases and journals). In addition, reference assistance is available to students. The Division of Continuing Education Facilitation Center is available to provide assistance related to course issues and the K-State IT Help Desk provides assistance relative to technical issues with K-State Online.</p>
<p>10. Facilities and Equipment</p>	<p>No new facilities are required for the proposed program. In addition, there are no anticipated equipment expenditures except the typical technology upgrades to facilitate online instruction. Faculty will use the existing support facilities for their work completed as part of the proposed degree.</p>
<p>11. Program Review, Assessment, Accreditation</p>	<p>The goal of program review and assessment in the proposed degree program is continuous program improvement. The program will be reviewed periodically by faculty teaching in the program with the review initiated by the program coordinator. The review will align with student learning outcomes and assessment plans for the student learning outcomes. Faculty and student input will be sought on a regular basis to determine the program's status and enhancements needed. In addition, periodic follow-up surveys will be conducted of employers of graduates to determine the quality of the education of program graduates.</p> <p>Accreditation will not be sought for the proposed program, as there are no organizations that accredit such programs.</p>
<p>12. Costs, Financing</p>	<p>The proposed program requires 15 semester credit hours (5 courses) beyond coursework with underutilized capacity regularly offered through the presently approved Graduate Certificate Program in Academic Advising. Of the 5 courses, one (Research Methods) is offered each semester as part of other M.S. programs in the College of Education; the other courses will have an average instructional cost of about \$7,500 (each) to be funded through internal reallocation. During the Implementation Year, four of these courses will be offered at a total cost of approximately \$30,000. The second year adds one additional course (a restricted elective) at an approximate additional cost of \$7,500. Our enrollment estimates suggest revenue during the Implementation Year of approximately \$59,400. We estimate annual materials and associated operating expenses at approximately \$3,000, to be funded through internal reallocation.</p>

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

I. Identify the new degree:

Master of Science in Academic Advising

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	EDCEP 752 College Student Athletes	3
	EDCEP 816 Research Methods	3
	EDCEP 829 Learning Principles	3
	EDCEP 835 Foundations of Academic Advising	3
	EDCEP 838 College Student and the College Environment	3
	EDCEP 851 Multicultural Aspects of Academic Advising	3
	EDCEP 863 Trends in Career Development	3
	EDCEP 886 Seminar/Interpersonal Skills	3
	EDSP 886 Seminar/College Students with Special Needs	3
	One elective is required for the program:	
Electives	EDCEP 761 Intercollegiate Athletics and the College Student Athlete	3
	EDCEP 886 Seminar/Administration of Academic Advising	3
Research	_____	_____
	_____	_____
	_____	_____
Practica	_____	_____
	_____	_____
	_____	_____
	Total	30

IMPLEMENTATION YEAR
FY 2008

Fiscal Summary

Proposed Program: Master of Science in Academic Advising

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		40		60		60
B. Total SCH taken by all students in program	180		270		270	
Part II. Program Cost Projection						
A. In <u>implementation</u> 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.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries	\$30,000		\$7,500		0	
OOE	3,000		750		0	
Total	33,000		8,250		0	

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

All internal reallocation.

**Schedule of Courses
for the M.S. in Academic Advising**

Core Courses (27 Hours)

	Fall 06	Spg 07	Su 07	Fall 07	Spg 08	Su 08	Fall 08	Spg 09
EDCEP 752*** College Student Athletes					X			
EDCEP 816** Research Methods	X	X	X	X	X	X	X	X
EDCEP 829* Learning Principles		X		X		X		X
EDCEP 835* Foundations of Academic Advising	X		X				X	
EDCEP 838* College Student and the College Environment	X			X		X		X
EDCEP 851* Multicultural Aspects of Academic Advising		X		X			X	
EDCEP 863* Trends in Career Development	X		X		X		X	
EDCEP 886*** Seminar/Interpersonal Relations for Academic Advising						X		
EDSP 886*** Seminar/College Students with Special Needs				X				

Restricted Elective (3 Hours)

	Fall 06	Spg 07	Su 07	Fall 07	Spg 08	Su 08	Fall 08	Spg 09
EDCEP 761*** Intercollegiate Athletics and the College Student Athlete							X	
EDCEP 886*** Seminar/Administration of Academic Advising					X			

* Graduate Certificate courses

**Underutilized capacity, presently offered

***New obligations for the MS in Academic Advising

EFFECTIVE DATE: Fall 2007

5) Graduate Student Affairs Committee

The committee is currently revising the Graduate Handbook, Appendix A, Section B Graduate Student Academic Grievance Procedures. In February the committee will meet with the University Attorney in hopes to finalize a draft to forward to the Committee on Planning.

6) Graduate School Committee on Planning

No report.

7) Graduate School Committee on Assessment and Review

- Graduate Program Review Outline

Ernie Minton (chair) reported the committee has revised and approved the amended Graduate Program Review Outline as illustrated below. He also noted that Certificate Program Assessment Plans and Annual Assessment Plans are due March 1, 2007. Following discussion of the documentation, the consensus was for the recommendations to be pilot tested for this year's cycle of programs to be reviewed.

Graduate Program Review Report

(prepared by academic Departments or programs for Kansas Board of Regents Review)

I. Introduction

- A. College, Department, and date.
- B. Person(s) responsible for preparing the report.
- C. Brief description of the Department.
- D. Brief history of the Department.
- E. A listing of all degrees offered by the Department by CIP code.

II. Departmental Purpose

- A. Brief mission statement.
- B. Brief statement of the centrality of the Department and its academic degrees to the College, University, and State.
- C. Brief statement of the uniqueness of the Department's academic degrees to the College, University, Regents System, State, Region, and Nation.
- D. Brief account of the Department's goals for academic degrees for the next 7 years.

III. Program Descriptions

- A. Identify the major instructional, scholarship, and service responsibilities of the Department. Include interdisciplinary programs where appropriate.
- B. Provide a brief description of the facilities and equipment for the Department.
- C. Provide information on any special information resources and services (e.g., library collections).
- D. Briefly indicate the Department's contributions to general education.
- E. Briefly indicate the Department's role in providing instructional services to students outside the Department.

IV. Self Evaluation of Faculty and General Programs

Briefly describe the quality of the faculty teaching, research/scholarship, service, and extension/outreach activities.

V. Self Evaluation of Academic Degree (s)

The following steps should be repeated for each CIP degree and cover all levels of the CIP degree: Bachelor, Master's and Doctoral.

- A. Briefly describe the quality of the academic CIP degree (*examples could include accreditation or regional, national, or international ranking among comparable degree programs; average time from admission to graduation*).
- B. Briefly describe the quality of the students in the CIP degree (*measures of quality of applicants could include GPA statistics and GRE scores, or other standardized scores— programs may use Tables V.5.1, V.5.2 (tabular data for domestic and international degree applicants, respectively) and V.5.3 (additional quality measures); measures of quality of students in the program could include evidence of local, regional, national or international awards received by students during the period of review; proportion of students presenting original research or creative work at national or international conferences during the period of review; proportion of students publishing research work in peer-reviewed journals or exhibiting creative work in national or international venues; years of work experience between bachelors degree and admission; proportion of students maintaining memberships or participating in service roles in discipline appropriate professional societies; proportion of students participating in professional development opportunities—grant workshops; TA training workshops/seminars; internships, etc.; performance of students in capstone course(s); teaching evaluations of graduate teaching assistants*).
- C. Briefly indicate the student demand for the CIP degree (*programs may use attached tables V.C.1-V.C.5 to document applicant and enrollment data—data in V.C.4 and V.C.5. should be available from the Office of Planning and Analysis;*

other evidence of student demand could include data of email or phone inquiries from prospective students).

- D. Briefly indicate the employment demand for students in the CIP degree (*programs may cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation*).

VI. Assessment of Student Learning (ASL) – A cumulative report since the last review or since 2006. (This section will be in lieu of the Annual Progress Report on ASL that is due in March of each year.)

- A. List the student learning outcomes that were assessed during the period of the review.
- B. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered. (Examples of direct measures can be accessed at <http://www.k-state.edu/assessment/plans/measures/direct.htm>).
- C. Describe the results of the assessments.
- D. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.
- E. Describe the actions and/or revisions that were implemented in response to the assessment results.
- F. Describe the effects on student learning of the actions and/or revisions.

TABLE V.B.1. INCOMING DEGREE¹ GPA² STATISTICS OF US RESIDENT GRADUATE APPLICANT³ POOL⁴												
	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
200x												
200x												
200x												
200x												
200x												
200x												
200x												
Ave												

¹ Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.

² Grade point average standardized to a 4.0 scale.

³ Use only completed applications to generate tabular data.

⁴ N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA.

TABLE V.B.2. INCOMING DEGREE¹ GPA² STATISTICS OF INTERNATIONAL GRADUATE APPLICANT³ POOL⁴												
	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
200x												
200x												
200x												
200x												
200x												
200x												
200x												
Ave												

¹ Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.

² Go to <http://www.k-state.edu/grad/deptinfo/international.html> for assistance in calculating GPAs from international transcripts.

³ Use only completed applications to generate tabular data.

⁴ N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA.

TABLE V.B.3. GRE SCORES OF GRADUATE APPLICANT POOL ¹

Year	All Applicants			Admitted Applicants			Matriculated Applicants		
	VERBAL	QUANT-ITATIVE	ANAL-YTICAL	VERBAL	QUANT-ITATIVE	ANAL-YTICAL	VERBAL	QUANT-ITATIVE	ANAL-YTICAL
200X									
200X									
200X									
200X									
200X									
200X									
200X									
200X									
AVE									

¹Tables for other standardized tests used by graduate programs for selection may be substituted as appropriate.

TABLE V.C.1. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.2. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS ADMITTED BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.3. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS MATRICULATED BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.4. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS CURRENTLY ENROLLED BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Data available from Office of Planning and Analysis.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.5. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS EARNING DEGREES BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Data available from Office of Planning and Analysis.

² W=numbers of women.

³ M=numbers of men.

The Committee on Assessment and Review will work with the Office of Planning and Analysis to incorporate the suggested changes to the Graduate Program Review Outline to assist programs participating in the assessment process this year.

8) Graduate Student Council Information

David Olds (President) summarized the following Graduate Student Council (GSC) activities:

- The Graduate Student Council continued its series of six professional development seminars for graduate students. The second seminar, “Preparing for an Academic Interview”, held on Thursday, January 25, 2007 attracted 40+ graduate students.
- The remaining professional development seminars will be held as follows:
 - Thursday, February 8, 2007, Preparing for Industry and other Non-Academic Professional Interviews - Big 12 Room (4:30 pm – 5:30 pm).
 - Thursday, February 22, 2007, Writing a Statement of Research Interests - Big 12 Room (4:30 pm – 5:30 pm).
 - Thursday, March 8, 2007, Conflict Resolution - Big 12 Room (4:30 pm – 5:30 pm).
 - Tuesday, March 27, 2007, Writing a Teaching Philosophy - Big 12 Room. (4:30 pm – 5:30 pm).

Kellan Kershner (President-Elect) summarized the following Graduate Student Council (GSC) activities:

- The Topeka Capitol Research Summit (TCRS) will be held on Thursday, March 15, 2007.
 - 10 abstracts have been selected for the TCRS.
 - GSC will provide transportation and food for participants.
 - This is an excellent opportunity to interact with legislators.
 - The Governor and Board of Regents are also invited to attend.
- The Graduate Research Forum (GRF) will be held in Student Union on Friday, March 2, 2007.
 - 49 abstracts will be presented at the GRF.
 - 1 undergraduate oral session will be held (7 presenters).
 - 3 graduate oral sessions will be held (7, 9, and 9 presenters respectively).
 - 1 poster session will be held (17 presenters).
 - GSC is aware that President Clinton will be speaking at Landon Lecture on the same day as GRF. They are looking into options concerning the potential time conflict.
- Faculty were asked to consider signing up to be a judge at the GRF. A sign-up sheet was distributed.

9) University Research and Scholarship

- Response Rate for National Research Council's Research Doctorate Program Study Faculty Survey

Dean Trewyn commended Biochemistry for their 100% participation and encouraged other programs to strive for 100%.

10) Other business

Dean Trewyn also announced the following:

- Any funds other than state appropriated dollars may be used to pay tuition for students. The Graduate School will request clarification as to whether tuition may be paid from grants.
- Beginning in August 2007, students participating in the university health care benefits will have a 180 day waiting period before costs related to pregnancy will be covered.

Council was adjourned at 4:35 p.m.