1. Opening Remarks
   • Graduate Council election results (Attachment A)

2. Minutes of the April 3, 2018 meeting:
   http://www.k-state.edu/grad/faculty/graduate-council/agendaminutes/2018_04%20min.pdf

3. Graduate School Actions and Announcements

   Non-Graduate Faculty to Teach Graduate Courses

<table>
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<tr>
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   Membership Approvals

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<td>Yingying Wu</td>
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4. Academic Affairs Committee – Charles Stark, Chair

   Graduate Faculty Nominations

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<tr>
<td>Kristin Nowlin</td>
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<td>Paul Busk</td>
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   Course and curriculum items:
   To view course and curriculum proposals, you must log into Curriculog (https://kstate.curriculog.com/) using your K-State EID and password.

   With each section of proposals listed below is a link to a Curriculog agenda. Click on the link to view the proposals for that section. You will see a list of proposals.
   • Clicking on the proposal name will simply show a proposal summary.
   • When hovering over a proposal name, icons will appear to the right. Click on the View Proposal icon to see full proposal details.
   For additional information on viewing a proposal:
   http://www.k-state.edu/curriculog/training/help/proposals/view/index.html

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To view curriculum changes in Curriculog, you must open files attached to the proposal. Attachments are listed near the end of the proposal summary, before the comments section.

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5. Graduate Student Affairs Committee – Dan Wilcox, Chair

6. Graduate School Committee on Planning – Gary Brase, Chair

Reading two:
Chapter 2: The Master’s Degree

D.5 Courses Applied Toward Two Degrees: Multiple Degrees

No graduate student Graduate students may not apply use credit from the same course in meeting toward the requirements for both an undergraduate and a graduate degree, except as described in the concurrent B.S./master/graduate certificate programs approved by the Graduate Council. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be applied.

Transferring graduate credit Overlapping graduate credit:

a. Students who take two master’s degrees may apply up to six hours of graduate credit from the first degree to the program of the second. Students who take more than one master’s degree may not apply more than six hours of overlapping graduate credit in total across the degree programs.

b. Students who wish to earn a master’s degree after earning a doctorate may not apply a maximum of more than 10 credit hours of doctoral work from the first degree toward the master's degree.

DVM Students enrolled in a Master’s Program

a. For students concurrently enrolled in the DVM program and a Master's program, a maximum of 12 graduate credit hours from the College of Veterinary Medicine DVM curriculum may be applied to their Master's program of study.

b. For students who have not yet earned a bachelor's degree and are enrolled in the DVM program and a Master's program, the Master's degree shall be awarded concurrently with the DVM.
D.6 Transfer of Credit Transferred from another Institution

Kansas State University accepts graduate credit from another institution only under the following conditions:

a. The other institution is accredited by the cognizant regional accrediting association to offer graduate degree programs appropriate to the level of credit being transferred;

b. The credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and

c. The credit is applicable to the student’s program of study for an advanced degree at Kansas State University.

The program of study should consist solely of courses directly related to the master’s degree.

Subject to recommendation of the supervisory committee, master’s students with professional doctorate degrees (DVM, MD, etc.) may include a maximum of 12 graduate credit hours from a professional doctorate degree in their 30-hour master’s program. As an earned degree, the transfer credit is not subject to the six year time limit.

Graduate credit transferred from another university may not exceed 10 credit hours for the master’s degree, and then only for courses graded B or better. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be transferred except as noted above. Research credit earned at other institutions cannot be transferred for credit as part of a program of study.

Discussion Item:
Time limit to transfer credit from an earned master’s degree

7. Graduate School Committee on Assessment and Review – Phillip Payne, Chair
   - Revised guidelines for assessment of student learning (ASL) and program review report (PRR) submission (Attachment B)

8. Graduate Student Council – Manzamasso Hodjo, President-Elect

9. University Research and Scholarship – Carol Shanklin, Graduate School Dean

10. Calendar of Upcoming Events and Deadlines - [http://www.k-state.edu/grad/events/](http://www.k-state.edu/grad/events/)

MAY

1. Nomination deadline for CGS/ProQuest Distinguished Thesis Award

1. Nomination deadline for MAGS/ProQuest Distinguished Dissertation Award

1. Nomination deadline for Commerce Bank and WT Kemper Foundation Distinguished Graduate Faculty Award

3. Grad Bash, 4:00-6:00pm, K-State Alumni Center

11. Graduate School Commencement, 1:00pm, Bramlage Coliseum

16. 2018 K-State Research Showcase, 4:00 – 6:30 pm

14-25. Graduate Student Writing Retreat
April 2, 2018

Dear Dean Shanklin and Members of the Graduate Council,

The Department of Art’s Graduate Faculty hereby nominates Kristin Powers Nowlin for Associate Graduate Faculty Membership, with scope limited to teaching. A vote of the Department’s Graduate Faculty was taken on February 23, 2018. Four faculty members were not present at the meeting, but all twelve present voted in support of her nomination. If our nomination of her is endorsed, she would teach Art 679: Color Experiments, Theory, and Application next fall, and would be eligible to teach future 600 level courses in the areas of drawing and printmaking.

Ms. Nowlin has taught a number of classes for us since joining the department in 2016. Prior to K-State, she taught for seven years at Southeast Missouri State University where she was a member of the Graduate Faculty, and six years at Clarion University of Pennsylvania where she was promoted to Associate Professor with Tenure. Ms. Nowlin has taught in a number of other programs, and has been a visiting artist or workshop leader at universities and printmaking venues throughout the U.S.

Kristin Nowlin completed her BFA at Columbus College of Art & Design in 1992 and her 60 credit hour MFA at Ohio University in 1995 with an emphasis in printmaking. Her research record is long and impressive, with exhibitions, grants, residencies, visiting artist lectures, portfolio exchanges, conference leadership and permanent collections among her many accomplishments. Competitive group shows of note include the International Print Center in NYC (IPCNY); the 57th Chautauqua Annual Exhibition in New York, juried by Jerry Saltz art critic for New York Magazine; a national contemporary print show at the Torpedo Factory Art Center in Alexandria, Virginia juried by Joann Moser from the Smithsonian Museum of American Art; the Fifth Annual National Juried Exhibition held at Nexus Gallery in NYC, juried by Dana Miller of the Whitney Museum of American Art, and numerous others.

Ms. Nowlin’s research record and teaching experience are substantial, and her knowledge of color theory in particular, is exceptional. The Graduate Faculty Members of the Department of Art feel that Kristin’s training, impressive research and area of specialization make her an outstanding candidate for Graduate Faculty Associate.

Thank you for your consideration.

Professor Matthew Gaynor,
Department Head
matthewgaynor@ksu.edu
NOMINATION FOR GRADUATE FACULTY

SELECT ONE TYPE OF MEMBERSHIP

☐ Membership (Tenure track with terminal degree)
Upon departmental nomination, the Dean of the Graduate School will appoint the candidate to the graduate faculty. *See Graduate Handbook Chapter 5, section A.2*

☐ Membership (Non-tenure track, adjunct, or no terminal degree; requires Graduate Council approval)

☐ Associate Membership (requires Graduate Council approval)
  ■ Teach graduate courses
  ■ Serve on supervisory committees

☐ Certification to direct doctoral students (requires Graduate Council approval)

Note: Doctoral certification can be sought when a tenure track faculty member with a terminal degree is nominated for membership on the graduate faculty or at any subsequent time. HOWEVER, a faculty member may not be nominated for only Certification if they have not already been nominated for Membership.

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<thead>
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<th>Name: Kristin Powers Nowlin</th>
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<tr>
<td>Rank: Instructor</td>
<td>Email: <a href="mailto:kpnowlin@ksu.edu">kpnowlin@ksu.edu</a></td>
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Is the candidate’s highest degree a terminal degree for candidate’s field of specialization? [ ] Yes [ ] No

Please record vote information below. Only the graduate faculty members of a department/program may vote on membership matters. *Two-thirds of eligible graduate faculty in the program must participate in the vote*

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**Only certified graduate faculty of the program are eligible to vote on certification nominations**

AUTHORIZING SIGNATURE (Dept. Head or Graduate Program Director):

By typing or signing your name here, you authorize approval of the nomination and confirm accuracy of voting information.

PLEASE SUBMIT THIS FORM, LETTER OF NOMINATION, AND ONE-PAGE VITA (using Word template or PDF form) AS A SINGLE PDF TO gradinfo@ksu.edu

- LETTER OF NOMINATION: The department head must submit a letter that states the intended role(s) of the nominee as a member of the graduate faculty (e.g., teaching graduate level courses, serving on supervisory committees of master's or doctoral students, directing master's or doctoral students). The letter should also describe the nominee's research or creative activities and additional qualifications to serve as a member of graduate faculty.

- ONE-PAGE VITA: A one-page vita prepared using the one-page vita Word template or PDF form, which may be accessed at http://www.k-state.edu/grad/faculty/graduate-council/forms.html, must be submitted

- COMPLETE VITA: Please also submit a complete vita, with peer-reviewed publications clearly designated, as a separate pdf to gradinfo@ksu.edu

For a nomination processing timeline, go to: http://www.k-state.edu/grad/faculty/graduate-council/forms.html

FOR GRADUATE SCHOOL USE ONLY:

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Committee Agenda  Graduate Council Agenda  Database  Catalog  HRIS  Letter

6
Kristin Nowlin
Department of Art

Education:
B.F.A. 1992  Columbus College of Art & Design, mcl
M.F.A. 1995 University of Ohio, Printmaking

Professional experience: (List current and three most recent positions)
Current: 2016 - present Instructor, Department of Art, Kansas State University, Manhattan, KS
Previous: 2008 - 2015 Instructor (full-time, renewable), Southeast Missouri State University, Cape Girardeau, MO
2004 - 2005 Associate Professor with Tenure, Clarion University of Pennsylvania, Clarion, PA
2001 - 2004 Assistant Professor, Clarion University of Pennsylvania, Clarion, PA
1998-1999 Assistant Professor, Adams State College, Alamosa, CO

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.)

2017  IPCNY New Prints 2017/Summer! International Print Center (IPCNY) New York, NYC. Juror: Katherine Bradford, Yale School of Art

2016  Stand Out Prints 2016: Juried International Print Exhibition, Highpoint Center for Printmaking, Minneapolis, MN. Juror: Elizabeth Wycoff, Saint Louis Art Museum


2014  57th Chautauqua Annual Exhibition, Anonymous Donor Award Winner, Visual Arts at Chautauqua Institution, Chautauqua, NY. Juror: Jerry Saltz, New York Magazine

April 2, 2018

Dear Dean Shanklin,

The purpose of this letter nominate Mr. Paul Busk for associate graduate faculty status. As an associate member of the graduate faculty, Paul would teach clinically-oriented master’s courses in the Couple and Family Therapy (CFT) program. Paul would not serve on students’ committees or be involved in their research training or advising.

The master’s degree in couple and family therapy is a clinical degree, focused on basic clinical training preparatory to students practicing full time as couple and family therapists. The doctoral degree, in contrast, is focused on student development as a scholar preparatory to an academic position; it is not advanced clinical training but is focused on research training. For this reason, there is ambiguity relative to what is considered a terminal degree in couple and family therapy. While a doctoral degree is the highest degree in the field, the master’s degree is technically the terminal degree for clinical training; the doctoral degree is the highest degree for research training. Because of the distinct foci of these graduate programs, having instructors who are clinically licensed and active in full time clinical practice is of much greater value to the clinically-focused master’s training program than an instructor who is focused on research and scholarship. To address this, the program has developed, and through unanimous vote approved, an equivalence policy document (approved July 2017) through which equivalence to a doctoral degree is evaluated in the case where a potential instructor does not have a doctorate (see attached).

Mr. Busk exceeds all of the program requirements for equivalence. He is a Licensed Marriage and Family Therapist, has well over 1000 direct client contact hours, and has been practicing in full-time clinical practice for two and a half years, both in agency and private practice settings. Paul has taught two master’s level courses in the CFT program: CFT 864 Clinical Theory and Practice and CFT 872 Family Therapy. He has done an excellent job with these courses and students have been very positive about their experience. Associate graduate faculty status will allow the program to continue to benefit from Paul’s rich experience and skill.

Sincerely,

[Signature]

Dorothy B. Durband, Ph.D.
Director and Professor
NOMINATION FOR GRADUATE FACULTY

SELECT ONE TYPE OF MEMBERSHIP

☐ Membership (Tenure track with terminal degree)
Upon departmental nomination, the Dean of the Graduate School will appoint the candidate to the graduate faculty.
*See Graduate Handbook Chapter 5, section A.2*

☐ Membership (Non-tenure track, adjunct, or no terminal degree; requires Graduate Council approval)

☒ Associate Membership (requires Graduate Council approval)
☒ Teach graduate courses ☐ Serve on supervisory committees

☐ Certification to direct doctoral students (requires Graduate Council approval)

Note: Doctoral certification can be sought when a tenure track faculty member with a terminal degree is nominated for membership on the graduate faculty or at any subsequent time. HOWEVER, a faculty member may not be nominated for only Certification if they have not already been nominated for Membership.

Name: Paul Busk  
Department: School of Family Studies and Human Services

Rank: Instructor  
Email: pbusk@ksu.edu  
Employee ID: W000095920

Is the candidate’s highest degree a terminal degree for candidate’s field of specialization? ☐ Yes ☒ No

Please record vote information below. Only the graduate faculty members of a department/program may vote on membership matters. *Two-thirds of eligible graduate faculty in the program must participate in the vote*

**Only certified graduate faculty of the program are eligible to vote on certification nominations**

ASSOCIATE MEMBERSHIP OR MEMBERSHIP

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AUTHORIZING SIGNATURE (Dept. Head or Graduate Program Director):  
Dorothy B. Durband

By typing or signing your name here, you authorize approval of the nomination and confirm accuracy of voting information.

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Signature:  
Signature:
Paul D. Busk  
School of Family Studies and Human Services

Education:
B.S. 2009 Weber State University, Family Studies  
M.S. 2015 Kansas State University, Marriage and Family Therapy

Professional experience:
Current: 2017 – present  
Instructor, School of Family Studies and Human Services,  
Couple and Family Therapy Program, Kansas State University, Manhattan KS

2017 – present  
Licensed Marriage and Family Therapist, Andrews & Associates, Manhattan, KS

2017 – present  
Lead Facilitator, “Healthy REWARDS” Relationship Education, Kansas State University, Manhattan, KS

Previous: 2015 - 2017  
Licensed Marriage and Family Therapist, Pawnee Mental Health Services, Manhattan, KS

Supplemental Teaching:
Fall 2017:  
Guest Lecturer in “Personal Wellness” HN 352, Kansas State University, Manhattan, KS

2013-2015:  
Graduate Research Assistant, Kansas State University:  
- Primary instructor online and face-to-face, “Introduction to Marriage and Family Therapy” – Mentor: Dr. Joyce Baptist  
- Assisted in managing a face-to-face classroom in the Family Studies Department – Mentor: Dr. Jaimee Hartenstein  
- Guest Lecturer in “Trauma and Traumatic Stress” CNRES 529 (October, 2015), Kansas State University, Manhattan, KS

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:


Couple and Family Therapy Program
The following provides the minimum threshold for “equivalent experience” to teach master’s level courses in the Kansas State University Couple and Family Therapy Program.

The Higher Learning Commission Guidelines indicate the following (Section B2a)
Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

Instructors
Below are the minimum qualifications required to establish “equivalent experience” for instructors who have not completed a doctoral degree and who are recommended to teach in the Couple and Family Therapy (CFT) master’s program. The coursework in the CFT master’s program is primarily focused on students’ development as clinicians. As a result, the “equivalent experience” requirements are clinical in nature.

- Completion of a master’s level course equivalent in nature to the course being taught.
- Graduation from an accredited master’s program in CFT/MFT
- 1,000 hours of direct client contact
- Minimum of one year of experience post-degree providing clinical services including experience working with the specific client population(s) that will be a focus of the course.

Note that the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards require that doctoral students complete a total of 1,000 hours of direct client contact before being awarded their doctoral degrees. Thus, the above criteria match the clinical experience requirements of accredited doctoral CFT/MFT programs.

Supervisors
In addition to the above qualifications, in order to be approved to provide clinical supervision in the CFT program toward students’ course credit for CFT 885 Practicum in CFT, supervisors must be either an American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor or an AAMFT Approved Supervisor Candidate. In order to qualify as an AAMFT Approved Supervisor Candidate outside supervisors must be licensed as an LMFT or LCMFT, must be pre-clinical fellows or clinical fellows of AAMFT, and must take the AAMFT Supervision course sequence within the first year of beginning supervision.
Review Process
Potential instructors who have not earned doctoral degrees who are invited to teach or supervise in the CFT program must submit documentation to the Program Director of the CFT program demonstrating completion of the above requirements. The CFT faculty will then review the documentation to ensure that all of the full-time CFT faculty are satisfied that all of the requirements have been met. Documentation will be kept on file by the CFT Program Director and the School Director.
April 12, 2018

Dr. Carol Shanklin
Dean of the Graduate School
103 Fairchild Hall
CAMPUS

Dear Dr. Shanklin:

Enclosed please find nomination papers and documents in support Dr. Alfonso Torres’s appointment as a member of the Graduate Faculty in the Pathobiology Graduate Program. Dr. Torres is an Emeritus Professor at Cornell University and has been an adjunct Professor in the Department of Diagnostic Medicine and Pathobiology since 2014. Dr. Torres has a distinguished career in Veterinary Medicine and has held leadership roles in academia and federal agencies, such as Plum Island Foreign Animal Diseases Laboratory and USDA Animal and Plant Health Inspection Agency. Dr Torres has had extensive experience in supervising research related to Biocontainment Level 3, Select Agents and Transboundary Diseases. Because of his expertise and experience, Dr. Torres has been asked to participate in teaching courses related to Biosafety, Biocontainment and Select Agents, which are required courses for the newly approved Graduate Certification in Agricultural Biosecurity.

Dr. Torres’s curriculum vitae and a ballot were circulated to the Pathobiology Graduate Group in the week of March 12, 2017 for members to vote. The Pathobiology program has 61 graduate faculty members. Dr. Torres’s nomination for membership received 55 yes votes with six ballots not returned. None voted no or abstained.

Based on the recommendation of the Pathobiology Graduate Group, I would like to request approval of the nomination of Dr. Alfonso Torres for membership in Graduate Faculty.

Sincerely,

T. G. Nagaraja
Director of the Graduate Program

CC: Dr. Derek Mosier, Head of DM/P
NOMINATION FOR GRADUATE FACULTY

SELECT ONE TYPE OF MEMBERSHIP

☐ Membership (Tenure track with terminal degree)
   Upon departmental nomination, the Dean of the Graduate School will appoint the candidate to the graduate faculty.
   *See Graduate Handbook Chapter 5, section A.2*

☒ Membership (Non-tenure track, adjunct, or no terminal degree; requires Graduate Council approval)

☐ Associate Membership (requires Graduate Council approval)
  ☐ Teach graduate courses ☐ Serve on supervisory committees

☐ Certification to direct doctoral students
   (requires Graduate Council approval)

Note: Doctoral certification can be sought when a tenure track faculty member with a terminal degree is nominated for membership on the graduate faculty or at any subsequent time. HOWEVER, a faculty member may not be nominated for only Certification if they have not already been nominated for Membership.

Name: Alfonso Torres
Department: Diagnostic Medicine/Pathobiology
Rank: Adjunct Professor
Email: at97@cornell.edu
Employee ID

Is the candidate's highest degree a terminal degree for candidate's field of specialization? ☒ Yes ☐ No

Please record vote information below. Only the graduate faculty members of a department/program may vote on membership matters. *Two-thirds of eligible graduate faculty in the program must participate in the vote*

ASSOCIATE MEMBERSHIP OR MEMBERSHIP

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AUTHORIZING SIGNATURE (Dept. Head or Graduate Program Director):

[T. C. Nagaya]

By typing or signing your name here, you authorize approval of the nomination and confirm accuracy of voting information.

PLEASE SUBMIT THIS FORM, LETTER OF NOMINATION, AND ONE-PAGE VITA (using Word template or PDF form) AS A SINGLE PDF TO gradinfo@ksu.edu

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Signature:Signature:
Alfonso Torres  
Department of Diagnostic Medicine/Pathobiology

Education:
D.V.M. 1968 National University of Colombia, Veterinary Medicine  
M.S. 1971 University of Nebraska-Lincoln, Veterinary Pathology  
Ph.D. 1973 University of Nebraska Medical Center, Medical Microbiology (Virology)

Professional experience: (List current and three most recent positions)
Current: 2015 - present Professor Emeritus, College of Veterinary Medicine, Cornell University, Ithaca, NY
Previous: 2006 - 2015 Professor & Associate Dean for Public Policy, College of Veterinary Medicine, Cornell University, Ithaca, NY  
2002 - 2006 Professor & Associate Dean for Public Policy, College of Veterinary Medicine, Cornell University, Ithaca, NY  
Executive Director, New York State Animal Health Diagnostic Center  

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.)

April 4, 2018

Dean Shanklin and members of the Graduate Council
Kansas State Graduate School

Dear colleagues:

Please accept this as a request to consider Dr. Stephanie Shames for both membership on the KSU Graduate Faculty and for certification to direct graduate students.

Dr. Shames was selected for a tenure-track assistant professorship, which began in 2017. It was a highly competitive search, and its premise was that the successful candidate participate in research, service and instruction.

The Division of Biology’s expectation, therefore, regarding Dr. Shames’ graduate program is that she participate in:

- Instruction in graduate-level courses
- Service on supervisory committees
- Advising students at the Master degree level
- Advising students at the doctoral level [certification to direct doctoral students].

The Division faculty have strongly endorsed these expectations.

Sincerely,

James A. Guikema, Ph.D.
NOMINATION FOR GRADUATE FACULTY

SELECT ONE TYPE OF MEMBERSHIP

☒ Membership (Tenure track with terminal degree)
Upon departmental nomination, the Dean of the Graduate School will appoint the candidate to the graduate faculty.
*See Graduate Handbook Chapter 5, section A.2*

☐ Membership (Non-tenure track, adjunct, or no terminal degree; requires Graduate Council approval)

☐ Associate Membership (requires Graduate Council approval)
☐ Teach graduate courses ☐ Serve on supervisory committees

☐ Certification to direct doctoral students (requires Graduate Council approval)

Note: Doctoral certification can be sought when a tenure track faculty member with a terminal degree is nominated for membership on the graduate faculty or at any subsequent time. HOWEVER, a faculty member may not be nominated for only Certification if they have not already been nominated for Membership.

Name: Stephanie R. Shames  Department: Division of Biology
Rank: Assistant Professor  Email: sshames@ksu.edu  Employee ID W0000108251

Is the candidate's highest degree a terminal degree for candidate's field of specialization? ☒ Yes ☐ No

Please record vote information below. Only the graduate faculty members of a department/program may vote on membership matters. *Two-thirds of eligible graduate faculty in the program must participate in the vote*

**Only certified graduate faculty of the program are eligible to vote on certification nominations**

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AUTHORIZING SIGNATURE (Dept. Head or Graduate Program Director): James Guikema

By typing or signing your name here, you authorize approval of the nomination and confirm accuracy of voting information.

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Signature: Signature:
Stephanie Shames, Ph.D.
Assistant Professor
Kansas State University Division of Biology

EDUCATION

University of British Columbia, Vancouver, BC, Canada 2012
PhD, Microbiology and Immunology

University of Western Ontario, London, ON, Canada 2006
Honors BMSc, Microbiology and Immunology, with distinction

Postdoctoral Fellow 2012-2017
Department of Microbial Pathogenesis
Yale University, New Haven, CT
Advisor: Dr. Craig R. Roy
Research project: INSeq identifies Legionella pneumophila effectors required for infection in multiple hosts

PEER-REVIEWED PUBLICATIONS

Arasa, K., Mikami, Y., Shames, S.R., Inoue, H., Wakana, Y., Tagaya, M.
M. Legionella Effector Lpg1137 shuts down ER-mitochondria communication through cleavage of Syntaxin 17. Nature Communication 8: 15406


March 30, 2018

Dr. Carol Shanklin
Dean, Graduate School
Kansas State University

Dear Dr. Shanklin:

On behalf of our School graduate faculty and with the endorsement of our Personal Financial Planning unit, I am pleased to nominate Dr. Elizabeth Kiss to be certified to direct doctoral dissertations. Associate Professor Kiss joined our faculty in 2012, and she has been substantially involved in our Ph.D. program for the past three years.

Dr. Kiss has taught FSHS 825 Family Resource Management for our M.S. in Family and Community Services students and assisted many PFP doctoral students during our intensive August on-campus sessions to formulate analysis plans that have launched their dissertation proposals. For example, recently Dr. Kiss has been responsible for leading Gloria Preece as co-major professor with Dr. MacDonald for Gloria’s dissertation analysis to understand the influence of financially responsible behaviors on mortgage payment performance across three survey waves spanning before and after the Great Recession. We expect that Gloria will defend her work in the next few weeks. Additionally, Dr. Kiss has served as a co-major professor for doctoral students Sara Berkowicz and NaRita Anderson.

A feature worth noting regarding the quality of Dr. Kiss’s own research is that her publications with Extension co-authors appear in the *Journal of Human Sciences and Extension* and the *Family and Consumer Sciences Research Journal* about their research on young adults’ student loan decisions as well as innovative strategies to teach about health insurance. She is an active member of multi-state research project, “Behavioral economics and financial decision-making and information management across the lifespan” (NC2172). Her scholarship related to health insurance operates in the context of *Cooperative Extension’s National Framework for Health and Wellness* (ECOP, 2014) and appointment by ECOP as one of six members to a Health Insurance Literacy action team.

In summary, our faculty is convinced that Dr. Kiss has the experience and expertise necessary to supervise doctoral students as a major professor. Please contact me if you need additional information.

Sincerely,

Dorothy B. Durband, Ph.D.
Director
**NOMINATION FOR GRADUATE FACULTY**

**SELECT ONE TYPE OF MEMBERSHIP**

- [ ] Membership (Tenure track with terminal degree)
  Upon departmental nomination, the Dean of the Graduate School will appoint the candidate to the graduate faculty.
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- [ ] Associate Membership (requires Graduate Council approval)
  - [ ] Teach graduate courses
  - [ ] Serve on supervisory committees

**Certification** to direct doctoral students (requires Graduate Council approval)

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---

**Name:** D. Elizabeth Kiss  
**Department:** Family Studies & Human Services  
**Rank:** Associate Professor  
**Email:** dekiss4@ksu.edu  
**Employee ID:** W0000088141

Is the candidate's highest degree a terminal degree for candidate's field of specialization?  
[ ] Yes  
[ ] No

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**AUTHORIZING SIGNATURE** (Dept. Head or Graduate Program Director): Dorothy B. Durband  
By typing or signing your name here, you authorize approval of the nomination and confirm accuracy of voting information.

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Signature:  
Signature:
Diane Elizabeth Kiss
School of Family Studies and Human Services

Education:
B.S. 1983 Iowa State University, History
B.S. 1991 University of Illinois, Urbana-Champaign, Foods in Business
M.S. 1993 University of Illinois, Urbana-Champaign, Human Resources and Family Studies
Ph.D. 2001 University of Illinois, Urbana-Champaign, Human Resources and Family Studies

Professional experience: (List current and three most recent positions)
Current: 2015 - present Associate Professor and Extension Specialist, School of Family Studies and Human Services, Kansas State University, Manhattan
Previous: 2012 - 2015 Assistant Professor and Extension Specialist, School of Family Studies and Human Services, Kansas State University, Manhattan
2010 - 2012 Adjunct Faculty, Ivy Tech Community College, School of Liberal Arts and Science, Lafayette, IN; Muncie, IN
2000 - 2009 Extension Specialist, Department of Consumer Sciences, Purdue University, West Lafayette, IN

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.)

To: Graduate Faculty Members

From: Carol Shanklin

Date: April 4, 2018

Subject: Graduate Council Election Results

Below you will find the 2018 Graduate Council election results. Please take a moment to congratulate those recently elected. New members' duties will begin at the September 4, 2018 Graduate Council meeting. Thanks for your participation and support in the 2018 Graduate Council elections.

**College of Agriculture**
Sanzhen Liu, Assistant Professor, Plant Pathology

**College of Architecture**
Timothy Keane, Professor, Landscape Architecture and Regional and Community Planning

**College of Arts and Sciences**
Takashi Ito, Professor, Chemistry

**Applied Natural Sciences Academic Area**
Mithila Jugulam, Associate Professor, Agronomy

**Arts and Humanities Academic Area**
Phillip Payne, Associate Professor, School of Music, Theatre and Dance

**Basic Natural Sciences Academic Area**
Kristin Michel, Associate Professor, Biology

**Business and Education Academic Area**
Doris Carroll, Associate Professor, Counseling and Student Development
Jaebeom Suh, Associate Professor, Marketing

**Mathematical and Engineering Sciences Academic Area**
Rina Anno, Assistant Professor, Mathematics
Juan Du, Associate Professor, Statistics

**Social Sciences Academic Area**
Kim Hiller Connell, Associate Professor, Apparel Textiles & Interior Design
Guidelines for Submission of the Program Review and Assessment of Student Learning Reports

Approved Spring 2018
Graduate School Program Review Report

The Graduate Program Review Report (PRR) is three-pages for each degree program (i.e., MS/MA one report; PhD/EdD one report), using two pages to answer #1-7 and the third page for #8. The first two pages is for KBOR. If a department includes both a MS/MA and PhD/EdD, then one report may be submitted but items 3, 4, 7, and 8 must address each degree level separately. The final iteration of this report will be provided in its entirety as an appendix to the submitted KBOR report.

The PRR focuses on the purpose, need, and future plans for each academic program. In other words, this report describes the academic program and includes the inputs and resources required to provide a strong and viable program to meet the needs of the students, faculty, state, nation, and international community. The report may also include other types of information and/or data that may enhance the respective discipline (e.g., number of grant proposals, continuing education enrollments, GPIDEA, etc.).

The Graduate School Program Review Report includes:1

1. Mission, Centrality, Uniqueness – What do we do and why do we do it
   Centrality of the degree program to fulfilling the mission and role of the institution
   - Brief mission statement.
   - Brief statement of the centrality of the Department and its academic degrees to the College, University, and State.
   - Brief statement of the uniqueness of the Department’s academic degrees to the College, University, Regents System, State, Region, Nation, and Global Community.

2. Quality of the Faculty – Who does it
   The quality of the degree program as assessed by the strengths, productivity and qualifications of the faculty (faculty profile)
   - Effective teaching (class size, use of appropriate instructional technology)
   - Research/scholarship activities
   - Service and extension/outreach activities
   - Include special awards and recognition
   - Number of approved Graduate Faculty in program
     - Master’s program minimum = 6 (unless just masters, then 3)
     - Doctoral minimum = 8 (unless just doctoral, then 5)

3. Quality of Degree Programs- How well do we do it and who thinks so
   The quality of the degree program as assessed by its curriculum and impact on students (student profile, productivity, placement rates, national rankings, awards)
   - Brief description of the quality of the students in the degree program (admissions qualifications).
   - Explain enrollment trends (e.g., increases or decreases).
     - Master minimum = 20
     - Doctorate minimum = 5
   - Describe sub-specialties within a degree program.
   - Provide various awards and recognitions by students in the program
   - Admissions rates
   - Accreditation/external reviews

---

1 The seven areas listed must be addressed within the Program Review Report. The bullet points provided are suggestions for content within each area. Include relevant material that will support your findings or reporting in each area.
• Graduation rates – Number of Degrees Granted (Five Year Average); explain if program does not meet the minimum
  o Masters = 5
  o Doctoral = 2

4. **External Demand**
   Provide demonstrated student need and employer demand for the degree program
   • Types of employers
   • Types of positions – projected employment needs
   • Areas of the country employed
   • External indicators – employer survey, societal demands, evaluation of program by alumni

5. **Service the graduate program provides to the Discipline, the University and Beyond – Plans to advance the degree program**
   • Provide information on any special information resources and services (e.g., library collections, counseling clinic, animal clinic, etc.).
   • Briefly describe the service courses provided that are required by various majors at the university
   • Faculty and Staff development
   • Service to constituents
   • Consulting
   • Conferences planned and held

6. **Cost Effectiveness**
   The program’s cost-effectiveness should be discussed in terms of the size and quality of the graduate degree program relative to its costs. Costs are the faculty time required to offer the necessary courses for majors, the support and equipment required for students, and the necessary infrastructure to produce a high quality degree.

7. **Assessment of Student Learning Outcomes Summarized**
   Overview of the assessment of the Department/Program including methods used to assess the extent to which students learned, description of the results, and how the evidence or information gathered has been used for program improvements.
   • Describe the results of the assessment strategies
   • Describe the effects on student learning of the actions and/or revisions that occurred during the review cycle.
   • Describe the process by which program faculty reviewed the results and decided on the actions and/or revisions that were indicated by those result.

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2 See Section A
Program Vision

8. Program Vision (1-2 Pages)\(^3\)
   i. The primary purpose of this section is to reflect on the mission of the program and its current impact grounded in evaluation of the outcomes and findings of the previous academic cycle.
      1. Articulate a plan for the next 5 years to address strengths and weaknesses within the program.
      2. Major Achievements or Accomplishments and Major Challenges or Issues (s)
         • This section should contain a discussion of the following:
           • Internal review – brief description of the process to include a review the program
           • Summarize any major achievements or accomplishments from the last review.
           • Discuss any major challenges and your plans to address, including but not limited to, curriculum, assessment, operations, faculty resources, or recruitment and retention
           • Adjustments or refinement based on program assessment\(^4\)
             o Student learning outcomes
             o Program Goals
             o University Goals
             o Future Goals Based on Recent Assessment
         • Provide recommendations and justifications for retaining or discontinuing the program(s).

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\(^3\) Inter-Departmental Degrees will submit individual Program Vision Statements (Area 8) for their respective departments.
\(^4\) These should be grounded in information collected from students, faculty, and stakeholders. All perspectives should be reflected in this section.
SECTION A

Graduate Assessment of Student Learning (ASL) Report
(Approximately three pages)
Submitted concurrently with the Program Review Report

A. Program Information
   College(s):
   Department(s):
   Program:
   Contact Name:
   Contact Email:
   Program assessment website (includes all outcomes and a summary of your current report):

B. Outcome Reporting
   Enter the following information for each outcome:

   Student Learning Outcomes
   List the program student learning outcome.

   Assessment Method(s) (must include at least one direct measure)
   Describe the assessment tools, measures, instruments, and/or forms of evidence utilized to demonstrate students’ achievement of the learning outcomes. Provide information on who is assessed and expected levels of student performance (minimum expected level, proficient level, etc.).

   Results
   Identify how many students were assessed and the number of students who achieved at each level of the program’s expected achievement levels over the past 4 (mid-cycle) or 8 (full-cycle KBoR) years. Include a statement reflecting on what the longitudinal results may mean in terms of student achievement and programmatic expectations.

   Supplemental Documents
   Upload relevant supplemental documents (excel tables of results, plans, etc.) when you upload the report.

C. Program Self Review
   Faculty Review of Assessment Data and Process
   Describe how program faculty reviewed the assessment results and process to decide on actions/revisions.

   Program Improvements
   Briefly describe any program improvements resulting from the assessment process. These can be direct instructional or curricular changes as a result of data, new insights or ways of thinking about assessment, and/or changes in the program’s assessment process.

   Future Plans
   Briefly describe plans to improve the assessment process and/or student learning. Plans can be immediate or longer-term.

   Summary Paragraph of this Report
   A one paragraph summary that details student achievement of your program’s learning outcomes and programmatic efforts to improve.
SECTION B

Timeline for Graduate Programs for ASL & PRR

Fall
- The Graduate School communicates with programs informing the Graduate Program Directors, Department Heads and College Deans the upcoming review (Occurs the AY before report is due)

Spring
- The Graduate School Dean (Representative) meets with the coordinator from each college that have programs that are designated for review. This meeting will discuss the timeline, format for the Program Review Report (PRR) and Assessment of Student Learning (ASL) report. (AY before report is due)
- Office of Assessment and Planning and Analysis provide data to programs undergoing review by March 1.
- The Department prepares the PRR and ASL to be approved by the Department Head prior to submission to the Graduate School.
  - Suggested timeline:
    - June 1 – Submit PRR and ASL to the Department Head for review and suggestions for revision.
    - June 15 – Submit to Graduate School

June 15
- Departments submit the PRR and ASL reports in docx format to the Graduate School with Department Head’s signature to grad@ksu.edu.

Aug – Nov
- Graduate Council Assessment Review Committee reviews the PRRs.

November 15
- The Graduate Council Assessment and Review Committee provides feedback with list of changes, comments, or additional documentation needed for the PRR. Programs are expected to respond to suggestions by revising their PPR accordingly in the report via track changes or comments.

December 15
- Programs submit final PRR in .docx format to the Graduate School, with cc: to College Dean, and Office of Planning and Analysis.

Dec – Feb
- The Graduate Council Assessment and Review Committee reviews all ASLs and Future Plans (Section 8 of PRR) providing specific feedback to programs regarding their plans and current assessment findings.

February
- Office of Planning and Analysis submits program review reports to Kansas Board of Regents (KBOR).
- The Graduate Council Assessment and Review Committee provides feedback with list of changes, comments, or additional documentation needed for the ASLs and Future Plans in PRR. Programs are expected to respond to suggestions by revising their ASLs and PRR Future Plans accordingly in the report via track changes or comments.

April
- Final revised ASL and PRR Future Plans should be sent to the Graduate School and Office of Assessment by April 10 at 5 p.m.
Who is my first point of contact? 
TBD

What should I do first?
Find your previous review... locate, and begin with it as a template.

What is the function of the PRR and ASL Process? 
One of the primary purposes is to identify areas of success and improvement in all programs. The process of submitting review materials to the Graduate School for the Program Review Report (PRR) and the Assessment of Student Learning (ASL) is intended to provide meaningful feedback through an intensive review process from peers regarding the program and assessment processes. The responses provided are intended to help add an extra set of eyes in setting goals for your program moving forward as you begin the next academic cycle. While only a portion of your PRR will be in the primary KBOR report, your program’s PRR (Sections 1-7) will be provided as an appendix to the Kansas Board of Regents Report in its entirety.

Is there a strict page limit for the PRR? 
Yes. There is a 2-page limit on sections 1-7 of the PRR. Since the full report will be provided as an appendix in the KBOR report, we must adhere to this limit. If your report (sections 1-7) SLIGHTLY exceeds 2 pages, the Assessment and Review committee will provide feedback of possible edits and revisions. The A&R committee’s task is to help your program get to the 2-page limit without losing critical data that you would like shared with KBOR.

Some guiding questions to consider as you examine your current data:

What do you want to know about your graduates that you do not already know?

As you examine your assessment data, consider what the data are telling you and where you would like to know more. Are there specific areas that students continue to struggle? Are there consistent patterns of performance that need addressing... in the final section of the PRR is where you can identify these areas and share with the committee the strengths of the program as well as where you would like to see growth. In both areas you will use the assessment data to support your ideas.

How will you find this out?

What are some strategies or areas for consideration when addressing these areas of concern or strength? How will your adjustments to program or assessment allow you to gather the required information? How will you use the mid-cycle ASL review as a measuring stick or guiding force in determining the effectiveness? The committee will also be able to provide some insight in these areas as well.

What is the purpose of the assessment?

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5 If the Department Head and Graduate Program Coordinator are the same person or if the program is interdisciplinary, the Department Head signature will be fulfilled by the all appropriate Associate Deans.

6 See section D
Assessment is solely for your benefit. As a program, think about what best defines learning in your field, and what graduates of your program should be able to do when leaving the university. Then describe how they will do this and to what extent. The committee then can provide insight on clarity and add helpful suggestions in collection and analyzing. Program assessment is for the program’s benefit and allows the program self-examine the areas of success as well as areas in need of enhancement.

**What should be submitted?**

When submitting a PRR and ASL, please refer to the documents provided on the Graduate School Website. Essentially there are two parts: a three-page Program Review Report and an Assessment of Student Learning report. The three-page PRR report has specific sections (1-8) to address with section 1-7 on the first two pages and section 8 on the third page. [Insert link] The ASL has a specific format that can be found here: [insert link].

**What feedback should we expect?**

The committee will provide feedback on clarity and quality for sections 1-7. These will then be communicated directly to the Graduate Program Coordinator who will then submit the revised copy to the Graduate School Dean’s office by December 15. Section 8 and the ASL will also be reviewed by the Assessment and Review Committee. Here you will receive a narrative feedback on both the vision for the program and the ASL. For both documents, constructive feedback will be provided to help with continual development of the program and quality control for the university.

*I also work on the undergraduate reviews. What are the differences between the two reviews?*

The primary difference is the focus on Graduate Faculty Status. Most other items are similar in scope and depth.

**What are considerations when refining and revising outcomes?**

Learning within any academic program may occur within cognitive (concepts, principles), psychomotor (physical procedures), and affective (attitudes, dispositions) domains. Outcomes must be stated as clearly and specifically as possible in order to allow for easier and more meaningful measurement. There are certain conventions established by instructional designers for the formulation of student learning objectives (SLOs) that may be helpful.

One such convention is the ABCD structure – (intended target) Audience, (desired observable) Behavior, Conditions (under which said behavior will be performed), and Degree (of accuracy of performance). SLO statements including all of these four parts are called behavioral SLOs, because they measure learning as expressed in observable behavior.

Within higher education contexts – where complex concepts, principles, procedures, and attitudes/dispositions are to be learned – it may also help to structure SLO statements into terminal (TO) and enabling (EO) objectives. TOs relate to the achievement of complex, multi-faceted, superordinate learning goals. EOs relate to the subordinate/component learning goals that must be met in order to enable the achievement of the TO.

Following such conventions while structuring SLO statements makes it much easier to subsequently formulate meaningful and appropriate rubrics to measure performance of the given SLOs.
Other considerations:
- What are the qualities beyond the passing level?
- All graduate students are expected to pass once at the thesis or dissertation step in the process. The most valuable information emerges from qualifying the levels of achievement among those who pass. Who are passing at the expected level? Who are passing at a level that exceeds most, if not all, expectations? Who completes a project that is a true exemplar that demonstrates the highest level in a given field.
- How does (or how well) does our program develop the special qualities beyond the passing level?
- Is it a specific program of study?
- Is it localized in specific areas?

What should our overall focus be?
A program can continue to review and strengthen or develop levels of rigor and expectations throughout all 8 years of their review cycle. Use the mid-cycle ASL review as a chance to determine growth or trajectory to the current point. Then consider revising to ensure enough usable data and reporting for the full cycle review. The focus of the Assessment and Review Committee is to provide meaningful and constructive feedback through a peer review process to allow for self-governance of quality control for all programs across the Graduate School.
## SECTION D

### For Sections 1-7

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>Content provided is superficial and not useful for any type of meaningful program review. Analysis of information provided is not possible due to lack of pertinent information.</td>
<td>Content provided attempts to address areas 1-7 for program review. Analysis of the findings is presented, but thoughtful examination of the program is not apparent.</td>
<td>Content provided addresses areas 1-7 for program review. Analysis of the findings is thorough and discussion accurately reflects the current program from a variety of perspectives.</td>
<td>Content provided thoroughly addresses areas 1-7 for program review. Analysis of the findings is thorough and discussion accurately reflects the current program from a variety of perspectives.</td>
</tr>
<tr>
<td><strong>Clarity:</strong></td>
<td>Report is unclear as to program implementation or analysis. More work in developing the report is needed.</td>
<td>Report provided covers the requested information; however, some clarification is needed regarding program implementation or analysis. See changes for more details.</td>
<td>Report provided addresses a great deal of information with precision. Implementation is clear and understandable for a wide audience and clearly establishes the value of the program through prose.</td>
<td>Report provided addresses a great deal of information with extreme clarity. Multiple audiences would arrive at the same interpretation of the data presented based on the given reflection.</td>
</tr>
<tr>
<td><strong>Succinctness:</strong></td>
<td>Full program report (excluding section 8) exceeds the 2-page limit by more than one page or is not long enough to deliver the requirements of content and clarity.</td>
<td>Full program report (excluding section 8) exceeds the 2-page maximum by less than one page or is not long enough to satisfactorily meet the requirements of content and clarity.</td>
<td>Full program report (excluding section 8) is provided within the 2-page maximum with little impact on clarity.</td>
<td>Full program report (excluding section 8) is provided within the 2-page maximum with no impact on clarity.</td>
</tr>
</tbody>
</table>

**Changes Requested:**

- **Mandatory:**
- **Recommended:**
- **General Comments:**
## For Section 8

<table>
<thead>
<tr>
<th>5-Year Plan:</th>
<th>Unsatisfactory</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is cursory and only superficially addresses the necessary reflective points. No real reflection is observed in the reading of the plan.</td>
<td>Plan described contains a stated vision for the program moving forward. There is a lack of clarity in intended adjustments to the program based on current assessment data.</td>
<td>Plan described contains a clear vision for the program moving forward and provides logical adjustments to the program based on current assessment data.</td>
<td>Plan described contains a clear vision for the program moving forward and provides logical and measurable adjustments to the program based on assessment data gathered from a variety of sources.</td>
<td></td>
</tr>
</tbody>
</table>

| Review Process: | No clear process of program review is evident. More work is needed in this area. | The process is provided, but there is a lack of clarity in how the decisions are made implemented. | The process is clear and logical. The description provides for a great deal information in a limited amount of space on how program evaluation occurs. | The process is clear, logical, and measurable. The description provides an optimal framework for decision making at the program level. |

| Challenges: | Strengths and challenges are missing and/or no action plan to enhance the program is articulated. | Strength and challenges are shared, but action plan is unclear or not well articulated. | Strengths and challenges are clearly articulated and assessed in a succinct manner. A plan to address challenges is clear and purposeful. | Strengths and challenges are clearly articulated and assessed in a succinct manner. A plan to address challenges is grounded in multiple data sources and approaches. |

| Adjustments based on assessment: | Adjustments to the program are not provided or are not clearly articulated. | Adjustments to the program are provided but no connection to the assessment data is clear. | Adjustments to the program are grounded in meaningful and relevant assessment data. | Adjustments to the program are clearly grounded in assessment data and are triangulated from a variety of sources to enhance the program. |

| Reflection: | Reflection is limited and represents superficial data analysis. | Reflection provided, but connection with the assessment process and program evaluation is not completely clear. Necessary information is present but more connection with the data is warranted. | Reflection is a meaningful and serves as the foundation of the current PRR. All responses are thoughtful and will serve the program well through the next academic cycle. | Reflection is clearly embedded in the assessment process of the current program and serves as the foundation of the current PRR as well as the assessment process. All responses are thoughtful and will serve the program well through the next academic cycle. |

| Recommendation to Retain or Discontinue | Recommendation is unsupported. | Recommendation is listed, but support is lacking. | Recommendation is supported. | |

### Changes Requested:

**Mandatory:**

**Recommended:**

**General Comments:**