

MINUTES
Faculty Senate Academic Affairs
February 20, 2007, 3:30 p.m.
K-State Union, Room 204

Present: Carroll, Chengappa, Fairchild, Hohenbary, Martin, Ramaswamy, Sachs, Stewart, Wang

Absent: Atkinson, Couvelha, King, Pacey

Visitors: Greg Eiselein, Sara Kearns, Karen Myers-Bowman, Les Hannah, Frank Spikes, Ken Hughey, Steve Benton, Monty Nielsen

1. Fred Fairchild, Chair, called the meeting to order at 3:32 p.m.
2. The February 6, 2007 minutes were approved as modified. Mary DeLuccie was added to the attendance.
3. Announcements
Fairchild welcomed the several visitors we have today from the General Education Task Force and from the College of Education.
4. General Education Task Force update
Greg Eiselein, Les Hannah, Sara Kearns, and Karen Myers-Bowman from the General Education Task Force were present to give an update to Academic Affairs about their progress and ask for input. Eiselein mentioned they've been working in this committee for about a year now. They've had different subcommittees throughout the year work on different areas of general education. This is a Provost initiated task force. They are to basically revamp general education as we know it at Kansas State University. They presented their recommendations to the provost in December and they were received well. The Provost has now requested they work on recommendations for implementation. A handout was passed out with the work so far from this committee. At this point they have four provisional ideas. These deal with pedagogy, general education goals and a clear distribution structure, first-year experiences for students, and finally an assessment program. They are very interested in doing something that *works* and *helps* students be prepared for their future. They've talked at length about the importance of leadership and responsible oversight of general education. They are here to gain insight and ideas from this body.

Fairchild asked for a simple definition of general education. Eiselein described that this is NOT the UGE program, but when they speak of general education it basically means what everyone with a college education should come away with. In other words, students should have a broad exposure to general courses such as the sciences, literature, etc. Currently, students are required to have 18 hours of general education, and they don't intend to meddle with this. However, the task force is looking at what general education should be in the future. Once defined, it will likely take the place of the current UGE program. What they would like is for all students to have a general education experience that gives them exposure to different fields and helps them to explore other areas. They believe an overlap will have to happen at some point in time and they would like to nurture this so this comes to an equitable arrangement between the colleges. It was brought out that students who are in mathematics already have logical reasoning and quantitative studies, and that students who are in human ecology already have the human connectedness, etc. So what they would like is for students to broaden their horizons. For example, the math students should take courses which expose them to the human connectedness. Also, general education happens currently within the major, so they're trying to think what type of general education really needs to happen within a major, as well as outside of a major.

Academic Affairs committee members had some good questions for the General Education Task Force and these were addressed. Also, they had some suggestions regarding the overlapping of courses. Hohenbary asked if this will eventually have to go on a college by college basis to be implemented. Yes, eventually it will probably have to come to that point so colleges can work together on this.

Carroll mentioned that between UGE, the General Education Task Force, and the University Honors Program, the *outcomes* are essential. Therefore, the assessment feature will be a vital aspect to all these initiatives.

Fairchild thanked the committee for their dedicated efforts in this area and invited them to again visit Academic Affairs. Eiselein thanked the committee for their time their suggestions. He has given Candace their email information.

5. Course and Curriculum Changes

A. Undergraduate Education

1. A motion was made by Chengappa and seconded by Carroll to approve the following course and curriculum changes approved by the College of Human Ecology on January 29, 2007:

COURSE CHANGES

General Human Ecology

Change:

DHE 002 ~~102 Service Learning Practicum~~ in Research, Teaching, Administration, or Extension

Department of Apparel, Textiles, and Interior Design

Changes:

AT 445 ~~Pre-Internship Seminar~~ Professional Development

AT 550 Apparel and Textile Internship

AT 576 Principles of Buying

Drop:

At 451 Apparel and Textile Marketing Practicum

Department of Human Nutrition

Change:

HN 510 Life Span Nutrition (semester change)

CURRICULUM CHANGES

General Human Ecology

Change:

Page 214, undergraduate catalog

Changes to the current Human Ecology Honors Program in order to comply with upcoming University Honors Program standards:

FROM:

~~Honors Program~~

~~Students with outstanding academic records are invited to participate in the honors program. High school students are selected according to their scores on the American College Test. Transfer and continuing K-State students with a 3.5 cumulative grade point average also are eligible.~~

~~Advisors help honors students plan individual programs of study, which can include honors courses and independent study. In the junior or senior year, students complete honors projects on topics of their choice. Each student participates in two semesters of service learning to help select an appropriate honors project topic and human ecology advisor, then develops the honors project with the advisor and the approval of the human ecology honors program coordinator~~

TO:

UNIVERSITY HONORS PROGRAM

College of Human Ecology Requirements

The College of Human Ecology and the University Honors Program welcomes qualified students to join the honors program at any point in their academic career in which they become academically eligible for admission into the University Honors Program. The University Honors Program is intended to recognize the high achievements of outstanding students who go beyond the curriculum

requirements for a given degree program to meet the challenges of completing advanced study, scholarship, leadership, and citizenship activities that are embodied in the honors program.

I. University Level.....7 credit hours or equivalent required

RETREAT for new students prior to fall semester (optional)

DHE 020 Students enroll in program each semester 0 credit

DHE 189 Introduction to University Honors Program 1 credit

Other Requirements 6 credits

-University honors courses generated by the University Honors Program Director each semester. These courses can be honors sections of required courses or elective seminars (most are 3 credit hours).

- Alternative opportunities (e.g., study abroad) to generate university level honor credit hours must be approved by both the Director of the University Honors Program and the college coordinator (or appropriate college representative). Under no circumstances will students be allowed to arrange for credit after the experience is completed.

II. College of Human Ecology Requirements

8 credit hours or equivalent required

Required experiences for all CHE University Honors Program Students:

A. * Practicum in Research, Teaching, Extension, or Administration (DHE102) ** 0-1 credit hours or equivalent **Note: Course currently is *DHE 002, Service-Learning in Research, Teaching, Extension or Administration*; course changes pending approval.

All Honors Program students are required to complete two semesters of *DHE 102 Practicum in Research, Teaching, Extension, or Administration*. This practicum experience is designed to help students learn more about possible options for Honors Projects and academia. When designed with career plans in mind, this experience can also be an excellent opportunity to prepare students for graduate or professional school.

Students will be asked to complete 30 hours each of the two semesters, which is equivalent to about two hours per week. Students may be involved in the same practicum experience across both semesters or may participate in different experiences each semester. Students may or may not be paid or receive academic credit for DHE 102 practicum experiences, depending upon their need for academic credit and faculty/administrators' access to funding. Students will complete a time sheet and description of their DHE 102 practicum experience, which will be included in their final UHP Portfolio. The course is available for course credit; students who choose not to take the course for credit will receive 1 equivalent credit per semester of completed DHE 102 Practicum.

B. Honors Project 2-3 credit hours

Capstone research or creative project - including presentation of findings to faculty and/or students. Requires supervision by a faculty mentor.

Additional optional experiences that can be used to meet UHP College requirements:

C. CHE Honors Seminars 1-2 credit hours

There will be at least one Honors Seminar offered each year in the college.

D. * Professional Development Activities (PDA) 3-5 PDAs

The activities shown in the following list are only intended as examples of ways by which professional development activities may be earned. The Professional Development Activities listed for each

example are not intended to be absolute. Final approval of an activity and the PDAs that can be earned for that activity are solely at the discretion of the UHP Director and CHE Honors Program Coordinator. Note that no one activity can be repeated for PDAs.

- International Study Abroad or National Student Exchange (3 PDAs)
- Faculty led study tour (1 PDA)
- Summer professional internship (2 PDAs)
- Semester COOP Experience (3 PDAs)
- Community Service including that organized by the college or university, religious organization mission trip, etc (1 to 2 PDAs)
- Submission of a design or written paper or poster for national student competition (2 PDAs).
- Personally presenting the paper or poster at a national meeting, add (1) PDA. Placing in the top 3 at the national level, add (1) PDA.
- Participation on a departmental or college sponsored student team at the regional or national level (2 PDAs). If the team leader, add (1) PDA.
- Student organization leadership position (local chapter president or vice president or equivalent) (1 PDA)
- CHE Ambassador (1 PDAs)
- Application for Nationally Competitive Scholarship Awards (Rhodes, Marshal, Truman, Goldwater, Udall or equivalent) (2 PDAs)

E. * **Other Courses**1-3 credit hours

These courses are in addition to any courses taken for the University Level Requirements. These courses may include the following:

- Other topics, problems, seminar courses internal or external to the College.
- Other Honors Courses/Sections
- Graduate coursework (700 level or higher graduate credit)
- Modern Languages (200 level or higher of a spoken modern language course such as Spanish, French, German, or other as approved. Does not include literature or history courses)
- Completion of an "Honors Experience" within a regular course (Students may contract with the instructor of any KSU undergraduate course to complete an additional "Honors Experience" within the course beyond the regular course requirements).

Requires a UHP plan, approved by UHP Director and CHE Honors Program Coordinator, submitted prior to the activity and a follow-up evaluation/self-reflection to be counted as an honors activity.

III. Total UHP Requirements 15 credit hours or equivalent PDAs

EFFECTIVE DATE: FALL 2007

Department of Apparel, Textiles, and Interior Design

Change:

Page 216, K-State Undergraduate Catalog

Change to the Bachelor of Science in Apparel and Textiles:

- Professional Studies: From: 63-~~64~~ Hours To: 63 Hours.
- Name change to AT 445. Increase one credit hour. Delete AT 451.
- Minus one credit hour for AT 550 Apparel and Textile Internship.
- Unrestricted electives: From: ~~13~~-17 To: 14-17.

Motion carried.

2. A motion was made by Ramaswamy and seconded by Chengappa to approve the following course and curriculum changes approved by the College of Arts & Sciences on February 1, 2007:

COURSE CHANGES:

Department of Geography

Add:

GEOG 360 Sustainability Science

School of Journalism and Mass Communications

Change:

MC 450 ~~290~~ Topics in Mass Communications

Add:

MC 535 Community Media

MC 564 History of Mass Communication

MC 572 International Mass Communication

MC 573 Ethics in Mass Communication

MC 580 Convergence Reporting

MC 589 Issues in Mass Communication

Department of Political Science

Change:

POLSC ~~507~~ 327 Introduction to Public Administration

Drop:

POLSC 541 International Relations

Department of Sociology, Anthropology, and Social Work

Add:

ANTH 522 Special Topics in Anthropology/World Systems and Globalization

CURRICULUM CHANGES:

Department of Journalism and Mass Communications

Page 121, K-State Undergraduate Catalog

Change:

Change to the Journalism and Mass Communications Advertising Option:

- Add: Choose One: MC 423, 557, 665, or 670.....3
- Electives: From: ~~15~~ To: 12.

Change to the Journalism and Mass Communications Electronic Journalism Option:

- Add MC 580 Convergence Reporting.
- Electives: From: ~~9~~ To: 6.

Change to the Journalism and Mass Communications Print Journalism Option:

- Add MC 580 Convergence Reporting.
- Electives: From: ~~12~~ To: 9.

Add:

Journalism and Mass Communication MINOR:

A minor in Journalism and Mass Communications can be earned by completing a minimum of 18 hours of credit.

Required courses include:

MC 110	Mass Communication in Society	3
MC 466	Law of Mass Communication	3

Choose **one** of the following:

MC 111	Journalism in a Free Society	3
MC 112	Web Communication in Society	3
MC 120	Principles of Advertising	3
MC 180	Fundamentals of Public Relations	3

Three elective classes totaling nine credit hours above the 100 level, one of which must have a pre-requisite in MC. One class must be at the 400 level or higher.

Department of Kinesiology

Change:

Changes to the B.S. in Human Nutrition and B.S. in Kinesiology (dual-degree)

- General Requirements: From: ~~80-86~~ hours To: 78-86 hours. (Changes in Math course requirements)

- Professional Studies: From: ~~68~~ hours To: 67 hours.

Nutrition Science: From: ~~33~~ hours To: 32 hours. (Delete HN 352. Add HN 535.)

Exercise Science: (Change course title to KIN 345. Add KIN 607 or KIN 657 as course choices)

- Total hours for graduation: From: ~~148-154~~ To: 145-153

See page 16 of white sheets for rationale.

Department of Political Science

Add:

Page 144, undergraduate catalog

Pre-Law Option

While law schools do not require applicants to take specific courses, they do stress completion of courses that will enable you to understand those human institutions and values with which the study and practice of law are concerned. You should also acquire the ability to think logically and creatively and achieve clarity in oral and written communication.

Political Science has a well-deserved reputation as the preeminent field of study for students considering legal education. The emphasis on understanding the nature and role of law in our public lives, on critical thinking about political issues and institutions, and on learning to express our thoughts clearly on these matters, make a degree in Political Science an excellent gateway to the study of law.

Along with a number of courses that specifically focus on the law, the Department of Political Science offers a broad array of classes on politics, political thought, international relations, and the different forms and functions of government. It also offers for-credit internships in professional legal environments, pre-law advising, and connections to a network of campus resources, for the prospective student of law.

Careers

Career opportunities in law include private practice, corporate practice with either a law firm or a private business or organization, public service in all levels of government, teaching positions in colleges and universities, and executive positions in industry and politics. In addition, some professionals in certain fields, for example, journalism and community planning, have found a law background to be advantageous.

Legal Internships

Internships are a great way to learn about a particular area of law. There are numerous internship opportunities for a pre-law student, including congressional and state legislative offices, interest groups, and local law firms. For more information contact the internship coordinator within the department.

The Pre-Law Curriculum

Students who choose the pre-law option, like all Political Science majors, are required to take introductory core courses in American politics, comparative government, world politics and political thought. Following the introductory courses, students must complete POLSC 400 and one upper level course in each of the core areas. In addition, students following the pre-law curriculum must complete three elective courses for a total of nine credits. Students with a pre-law emphasis must take three law-related courses, two required and one elective. These courses may be part of the upper level core courses or the electives required for the major. The following courses are required for the pre-law option:

POLSC 614. Constitutional Law I (3) I.

POLSC 615. Constitutional Law II (3) II.

Select one of the following courses:

POLSC 401. Topics: Law, Politics, and Literature (3)

POLSC 605. The American Presidency (3)

POLSC 607. Administrative Law (3) II.

POLSC 611. The Legislative Process (3) II.

POLSC 612. The Judicial Process (3)

POLSC 647. International Law (3)

There was concern raised over the validity of whether there is pre-law advising in the Political Science department for the pre-law option. Fairchild will follow up on this. Motion carried.

- B. Graduate Education – A motion was made by Stewart and seconded by Carroll to approve the following course and curriculum changes as approved by the Graduate Council on February 6, 2007:

COURSE CHANGES:

Changes:

AT 645 Private Label Apparel Product Development

AT 725 Theory and Practice of Apparel/Textile Marketing and Distribution

AT 800 Textile Surface Design

AT 830 Fashion Theory

AT 835 Strategic Economic Analysis of Apparel and Textile Industries

AT 840 Apparel and Textile Product Development

AT 845 Consumers in the Apparel and Textile Market

AT 850 Research Methods in Apparel and Textiles

AT 880 Physical Analysis of Textiles

AP 850 Stem Cell Techniques

Drop:

AT 745 Fiber Science

AT 750 New Developments in Textiles

AT 820 Comfort and Performance of Protective Clothing

Add:

AP 711 Stem Cells and Comparative Biomedicine

CS 766 Food Animal (Mixed) Practice Mentorship

CS 767 Small Animal Practice Mentorship

CS 768 Non-Traditional Practice Mentorship

CURRICULUM CHANGES:

Changes:

●Master of Public Health Degree (College of Human Ecology, **Attachment 1**)

●Master of Science in Counseling and Student Development: College Student Personnel Work: Option: Advising (College of Education, **Attachment 2**)

●Master of Science in Counseling and Student Development: College Student Personnel Work: Option: Administration (College of Education, **Attachment 2**)

●PhD in Student Affairs in Higher Education (College of Education, **Attachment 3**)

Add:

Master of Science in Academic Advising (College of Education, **Attachment 4**)

Frank Spikes, Steve Benton, and Ken Hughey were present from the College of Education to answer any questions regarding the new Master of Science in Academic Advising degree. Benton gave a brief history on the creation of the degree program. Academic Advising by non-faculty is being done more and more and since the time they established a certificate program they've had a good amount of students interested in this program. The program will be taught completely by distance education. Ramaswamy asked if there are any other distance education programs like this elsewhere. Stewart commented that DCE did market

research and found there are very few programs like this available anywhere, particularly offered on line. They have already had many inquiries as to when the degree will be available.

Motion carried.

6. A motion was made by Chengappa and seconded by Sachs to approve the December 2006 Graduation List and its additions:

Elizabeth A Cronn - Bachelor of Science, College of Arts & Sciences
Stephanie Fraker – Bachelor of Science, College of Arts & Sciences

Motion carried.

7. Committee Reports

- A. University Library Committee – Mohan Ramaswamy

No report.

- B. Committee on Academic Policy and Procedures (CAPP) – Fred Fairchild

There was an update on LASER given at their last meeting. Other items had to be deferred to the next meeting due to this report, such as the definition for plagiarism. Also, the final exam proposal for classes that meet once a week before 5 p.m. is being readdressed and will be brought to Academic Affairs when it's ready.

- C. Student Senate – Gavin Couvelha

No report.

- D. Course and Curriculum ad hoc committee – David Sachs

No report.

8. Old Business

9. New Business

10. For the good of the University

11. The meeting was adjourned at 4:43 p.m.

ATTACHMENT 1

Changes to the Master of Public Health (MPH) Program

See College of Human Ecology December 8, 2006 white sheets for rationale

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

ATTACHMENT 2

Changes to the Master of Science in Counseling and Student Development: College Student Personnel Work: Option: Advising

FROM:

TO:

EDCEP 715 Principles of Assessment EDCEP 815 Using Tests in Counseling EDCEP 877 Practicum in Counseling EDCEP 887 Counseling Internship (two semesters)	<u>EDCEP 835 Foundations of Academic Advising</u> <u>EDCEP 851 Multicultural Advising</u> EDCEP 877 Practicum in Counseling EDCEP 887 Counseling Internship <u>EDCEP 885 Practicum/Student Personnel Work</u>
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RATIONALE: The content of EDCEP 835 and EDCEP 851 is more relevant for students enrolled in this option. EDCEP 885 will provide experience related to College Student Personnel Work.

EFFECTIVE DATE: Fall 2007

Changes to the Master of Science in Counseling and Student Development: College Student Personnel Work: Option: Administration:

FROM:

TO:

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	<u>EDCEP 786 Topics: Diversity in Higher Education</u> <u>EDCEP 786 Topics: Current Issues in Higher Education</u> EDCEP 885 Practicum in College Student Personnel Work (two semesters) An elective approved by the graduate committee
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RATIONALE: EDCEP 875, Administration of College Student Personnel Services, is to be dropped as it contains content similar to EDCEP 818, Principles of College Student Personnel Services, one of the core requirements in the program. The content of EDCEP 819, Survey Research, is no longer considered relevant to the administration option of the program. The proposed courses, Diversity in Higher Education and Current Issues in Higher Education, address relevant content for students in the administration option.

EFFECTIVE DATE: Fall 2007

ATTACHMENT 3

Changes to the 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>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>
<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>Research Courses (9 hours) 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 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.)</p> <p>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) 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 402 hours minimum</p>	<p>Total Hours <u>93</u> hours</p>

RATIONALE: The proposed changes strengthen the program, enhance the relevance of the program, and effectively prepare graduates for the field.

EFFECTIVE DATE: Fall 2007

ATTACHMENT 4

NEW: Master of Science Degree in Academic Advising (College of Education, December 22, 2006 white sheets)

**DEPARTMENT OF SPECIAL EDUCATION, COUNSELING
AND STUDENT AFFAIRS**

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 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.
4. Demand/Need for the Program	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

	<p>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 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>
<p>6. Curriculum</p>	<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>
<p>7. Faculty Profile</p>	<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:</p> <p>Dr. Aaron Carlstrom, Assistant Professor Dr. Judy Hughey, Associate Professor Dr. Ken Hughey, Professor Dr. Marilyn Kaff, Associate Professor</p>

	<p>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 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>
10. Facilities and Equipment	<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>
11. Program Review, Assessment, Accreditation	<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>
12. Costs, Financing	<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</p>

	approximately \$59,400. We estimate annual materials and associated operating expenses at approximately \$3,000, to be funded through internal reallocation.
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**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