

MINUTES
Faculty Senate Academic Affairs
May 15, 2007, 3:30 p.m.
K-State Union, Room 204

Present: Carroll, Hubler, King, Martin, Montelone, Ramaswamy, Weninger

Absent: Charney, Chengappa, Holcombe, Lehew, Pacey, Staggenborg

Visitors: Steve Benton, Judy Hughey, Nancy Morrow, Kaleen Knopp, Susan Allen, Steve Kiefer, Frank Spikes, Monty Nielsen, Carol Kennedy, Cia Verschelden, Fred Fairchild, and Naiqian Zhang

1. Doris Carroll, Chair, called the meeting to order at 3:34 p.m. New members and visitors were introduced.

2. The May 1, 2007 minutes were approved as submitted.

3. Announcements

Carroll asked for permission to add two UGE course items to the agenda. There was no objection. Carroll asked for a motion to approve EDCEP 103 (Healthful and Safe College Life) for UGE status as approved by the UGE Council on May 4, 2007. A motion made by King and seconded by Martin. This course was approved as a new course at the December 12, 2006 Faculty Senate meeting, however, it now needs approval for UGE status. Motion carried.

The second course from the UGE council is FREN 514 Contemporary French. The course title changed from French Civilization to Contemporary French and the course description underwent minor revisions. The course changes have been approved by the UGE council on May 11. Carroll asked for a motion to approve this course as approved by the UGE Council. A motion was made by Martin and seconded by Ramaswamy. Motion carried.

Carroll mentioned that we have received notification from the Industrial and Manufacturing Systems Engineering department regarding the curriculum item in question at the May 8 Faculty Senate meeting. They truly apologized for the error on their part. The English department was not notified and they have now contacted them for input. They hope to have more information prior to the June 12 Faculty Senate meeting. If the two departments are in agreement, this curriculum item may be brought back to the floor of Faculty Senate on June 12 for approval. If however, there are objections from the English department, the IMSE department may need to alter the proposal and bring it back to Faculty Senate for approval this coming fall.

4. UGE Policy Statement Proposal – Attachment 1

As you may recall, the UGE Council brought forward a policy statement proposal to Academic Affairs on January 9, 2007 regarding courses that have undergone substantive changes. The policy statement was not approved and was sent back to the UGE Council for further revision. The UGE Council is now proposing the policy statement below for approval by Academic Affairs. If approved, this policy statement will come before Faculty Senate in June for a first reading. Carroll requested a motion to approve this policy statement. A motion was made by Ramaswamy and seconded by King to approve this policy statement. Judy Hughey, of the UGE Council, briefly described the intent of the policy statement. Martin wanted to clarify that if there are major changes to the format of delivery to a UGE course that may impact the way students learn from the course, the UGE Council asks that they resubmit for continued UGE status. Yes, there is a one-page notification form that can be used for these types of changes and submitted to the UGE Council. The form template and other information is available on the UGE Council's website: <http://www.k-state.edu/uge/council/>. Motion carried. Martin also asked if a course is now not meeting the UGE standards what happens. Hughey responded they would try and work on this with the instructor(s), but if the course delivery would not change, it may be appropriate to remove it from UGE status at that time.

5. Course and Curriculum Changes

A. Undergraduate Education

1. A motion was made to bring this back to the table with the revised word. Motion carried. A motion was made by Ramaswamy and seconded by King to approve the following curriculum changes approved by the College of Engineering on October 13, 2006 (approved with modification from the term "track" to "option" by College of Engineering May 2007):

Computing and Information Sciences Department

Changes to the Bachelor of Science in Computer Science: Divide the current curriculum into two options. 1) The Computer Science Option and 2) The Software Engineering Option. The following are the changes that would be made from the current curriculum to separate out each option:

Computer Science Curriculum – Computer Science Option

Drop:	Add:
CIS 497.....1	CIS 570 or CIS 575.....3
CIS 540.....3	CIS 5983
CIS 541.....3	Unrestricted electives.....20-21
CIS 570.....3	Total.....26-27
CIS 575.....3	
Technical elective.....3	
MATH 655 or CIS 580.....3	
Free elective7-8	
Total26-27	

RATIONALE: The current curriculum makes it difficult for a student to complete a minor; study interdisciplinary subjects; or finish in four years. The revised curriculum focuses its requirements on the essential subjects that a Computer Scientist should know and allows a greater degree of freedom for specializing a student’s education. The unrestricted electives will be subject to an adviser’s approval.

EFFECTIVE: Fall 2007

IMPACT: The Mathematics Department has been informed of the intent to drop MATH 655.

Computer Science Curriculum– Software Engineering Option

Drop:	Add:
CIS 497.....1	CIS 5623
CIS 505.....3	CIS 6253
CIS 520.....3	CIS 5443
CIS 560.....3	Free electives20-21
CIS 570.....3	Total.....29-30
CIS 575.....3	
Technical elective.....3	
MATH 655 or CIS 580.....3	
Free electives7-8	
Total29-30	

RATIONALE: The current curriculum makes it difficult for a student to complete a minor, study interdisciplinary subjects, or finish in four years. The revised curriculum focuses its requirements on the essential subjects that a Software Engineer should know and allows a greater degree of freedom for specializing a student’s education. The unrestricted electives will be subject to an adviser’s approval.

EFFECTIVE: Fall 2007

IMPACT: The Mathematics Department has been informed of the intent to drop MATH 655.

Motion carried with one member abstaining from the vote.

2. A motion was made by Martin and seconded by King to approve the following new curriculum as submitted by the University Honors Program and as approved by the following colleges: Agriculture, Business Administration, Education, Engineering, Human Ecology, and Technology & Aviation:

University Honors Program

Minimum of 15 Credit Hours

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

RETREAT for new students prior to fall semester (optional)

XXX 020 Students enroll in program each semester.....0 credit

[XXX indicates that students will enroll by college, e.g., DAS 020]

XXX 189 Introduction to University Honors Program1 credit

[XXX indicates students will enroll by college. All 189 sections will have same content and format]

Other Requirements.....6 credits

- University honors courses and new courses generated by departments. 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 or their equivalent must be approved by both the Director of the University Honors Program and the college coordinator (or appropriate college representative). Students cannot use a given activity for both university and college level. Under no circumstances will students be allowed to arrange for credit after the experience is completed.

II. **College level**.....Minimum of 8 credit hours or equivalent required

Individual colleges will generate the courses and experiences that will be required of students in their college. These plans will be approved by the faculty in each college, the Director of the University Honors Program (working with the Honors Advisory Council), and Faculty Senate.

- The program must include a capstone Honors Project for each student, an activity that would represent a significant body of work and supervised by a faculty member. Amount of credit hours or their equivalent will likely vary across colleges.
- The total credit hours and/or equivalent credit must add to a minimum of 8 hours.
- In virtually all colleges, alternative opportunities (study abroad, internships, community service, etc.) can be used to fulfill this requirement, whether it is for academic credit or an equivalent. As noted above, these alternative opportunities must be approved by both the appropriate college representative and the University Honors Program Director and must be in place before the activity occurs.

King had a question regarding eligibility. There is nothing here stating the criteria. Martin asked where you can find the guidelines. Kiefer responded they are on the University Honors Program website. It was suggested that maybe a friendly amendment could be made to add the criteria to this proposal. Kiefer has worked these out with each of the colleges prior to this proposal. Martin amended her motion to request that the eligibility requirements be put in this proposal in order to bring it forward to the Executive Committee. King seconded. The general criteria for which a student would be considered would be an ACT composite score of 28 or above and also a high school (weighted or unweighted) GPA of 3.75. After further discussion Martin withdrew her motion, King seconded. Martin then made a motion to accept the proposed Honors Program as submitted with supplemental information to be provided regarding eligibility requirements for the Executive Committee. King seconded. Motion carried. It was agreed that the one page document on the University Honors Program website will be used as an attachment for the Executive agenda.

3. A motion was made by Martin and seconded by Weninger to approve the following curriculum changes approved by the College of Human Ecology on January 29, 2007:

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, Marshall, 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

Motion carried.

4. A motion was made by King and seconded by Weninger to approve the following curriculum changes approved by the College of Agriculture on March 6, 2007:

CURRICULUM CHANGES

NEW
University Honors Program
Requirements for the College of Agriculture

I. University Level Requirements 7 credits

RETREAT for new students prior to fall semester (optional)

GENAG 020 University Honors Program (Students enroll each semester) 0 credit

GENAG 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 Agriculture Requirements 8 credits

GENAG 515 Honors/Scholars Project (Required) 2 credits

Written and oral report required upon completion of research or creative project. Project must be approved by college advisory committee and university honors director and supervised by a faculty mentor.

AND

Select two of the following options 6 credits

GENAG 295 (1) Introduction to Scholarship and Discovery,

GENAG 395 (1) Research Topic Development or ASI 200 (1) Introduction to Research in Animal Science, and

GENAG 396 (1) Research Proposal and Methods 3 credits

GENAG 780 (1) International Ag Seminar, and

GENAG 505 (2) Comparative Agriculture OR

other approved equivalent international study experience credit 3 credits

Advanced course numbered 600 and above 3 credits

Additional course meeting university honors requirements,

advanced course numbered 600 and above,
GENAG 495 Honors Seminar,
an “honors contract” within a regular course, OR
additional research problem credits3 credits

Note: To complete the honors program, a student must complete a total of 15 credits and may not use any course to count toward both the university and college requirement sections.

CHANGE:

FROM: College of Agriculture Honors Program

~~The College of Agriculture honors program enables capable students to expand their skills and stimulate their curiosity for continual learning. Students can explore a career area of interest through working closely with a faculty member on an honors project, attend professional meetings for research presentations, and have the potential for publication of the final paper in a student or professional research journal. Participants are recognized at the College of Agriculture honors student recognition program and commencement, and a notation of honors program completion is included on the K State diploma and transcript. Funding for honors project expenses and scholarships for selected participants are also available.~~

~~Students, on advice from faculty members, propose, prepare, and conduct an honors project of their choice. This activity provides students with hands on experience in the functioning of persons in academia and, therefore, must be of a creative nature. This project will be relevant to one or more of the missions of land grant institutions: research, extension, and/or instruction. The honors project is typically completed during the junior or senior year. The supporting programs and courses taken during the freshman and sophomore years are designed to build toward the development of a successful honors project proposal.~~

~~Graduation with honors requires completion of an approved honors project and the reporting of that project in written and oral form in GENAG 515 Honors Presentation. The honors graduate must also complete a minimum of two upper level courses (600 or above) in the student's area of interest and have at least a 3.4 cumulative GPA. Membership in the honors program is by invitation and application.~~

~~Entering freshmen agriculture students with a 28 ACT (or equivalent SAT) or in the top 10 percent of their high school graduating class are invited to join the Freshman Honors Experience. Sophomores, juniors, seniors, or second semester junior transfer students with a GPA of 3.5 or above are invited to associate membership. Full membership is attained following submission of an approved honors project proposal.~~

TO: College of Agriculture Scholars Program

The College of Agriculture scholars program enables capable undergraduate students to expand their skills and stimulate their curiosity for continual learning. Students can explore a career area of interest through working closely with a faculty member on a research project or other scholarly activity. Students may have an opportunity to attend professional meetings to give presentations and have the potential for publication of the final paper in a student or professional research journal. Participants are recognized at the College of Agriculture student recognition program and at commencement. Funding for undergraduate research project expenses are also available.

Students, on advice from faculty members, propose, prepare, and conduct a project of their choice. This activity provides students with hands-on experience in the functioning of persons in academia and, therefore, must be of a creative nature. This project will be relevant to one or more of the missions of land-grant institutions: research, extension, and/or instruction. The research project is typically completed during the junior or senior year. Supporting courses taken during

the freshman and sophomore years are designed to build toward the development of a successful project proposal.

Eligibility: New freshmen agriculture students with a 28 ACT (or equivalent SAT) or in the top 10 percent of their high school graduating class, new transfer students with a 3.5 GPA on 24 hours or more of transfer credit, and continuing students with a 3.5 or above K-State GPA are invited to join the Agriculture Scholars Program.

Program Requirements: To graduate as a College of Agriculture scholar, students must have a cumulative K-State GPA of 3.4 or higher and complete the following course and credit requirements (total of 5 credits):

GENAG 000 - Ag Scholars Program (Enroll each semester) 0 credits

GENAG 515 Honors/Scholars Project (Required) 2 credits
(Written and oral report required upon completion of research or creative project. Project must be approved by college advisory committee and supervised by a faculty mentor.)

AND

Complete three additional credits of course work related to topic identification, project development, and/or conducting undergraduate research. The recommended courses to fulfill this requirement are:

GENAG 295 (1) Introduction to Scholarship and Discovery,
GENAG 395 (1) Research Topic Development or ASI 200 (1) Introduction to
Research in Animal Science, and
GENAG 396 (1) Research Proposal and Methods

RATIONALE: To maintain a program to facilitate and encourage additional students to pursue undergraduate research in the College of Agriculture after the college honors program is incorporated into the university honors program. The scholars program will serve the needs of some students who are not accepted into or may not be able to complete the university honors program. It will also better serve transfer students and students who become eligible after several semesters at K-State, and students who are primarily interested only in undergraduate research but not additional honors courses.

IMPACT: No impact on other colleges.

EFFECTIVE DATE: Fall 2007

It was requested that the information in the "From" section on page 7 be struck through to make it more clear what is taking place. Motion carried.

5. A motion was made by Ramaswamy and seconded by Martin to approve the following course and curriculum changes approved by the College of Architecture on April 13, 2007:

COURSE CHANGES

Environmental Design Studies Program

Changes:

~~DSFN~~ ENVD 201 (change to prefix and prerequisites)

~~DSFN~~ ENVD 202 (change to prefix and prerequisites)

~~DSFN~~ ENVD 203 (change to prefix)

CURRICULUM CHANGES

Make the previous course prefix changes to each of the following curricula:

- Department of Architecture (Undergraduate component)
- Department of Interior Architecture and Product Design (Undergraduate component)
- Department of Landscape Architecture and Regional and Community Planning (Undergraduate component)

FROM:

FIRST SEMESTER

DSFN 201	Environ. Design Studio I	4
MATH 100	College Algebra	3
ENVD250	History of Designed Environ. I	3
DSFN 203	Survey of Design Professions	1
SPCH 105	Public Speaking 1A	2
	*University Gen Ed Elective	<u>3</u>
		16

SECOND SEMESTER

DSFN 202	Environ. Design Studio II	4
PHYS 115	Descriptive Physics	5
ENVD 251	Hist.of Designed Environ. II	3
ENGL 100	Expository Writing I	<u>3</u>
		15

TO:

FIRST SEMESTER

<u>ENVD 201</u>	Environ. Design Studio I	4
MATH 100	College Algebra	3
ENVD250	History of Designed Environ. I	3
<u>ENVD 203</u>	Survey of Design Professions	1
SPCH 105	Public Speaking 1A	2
	*University Gen Ed Elective	<u>3</u>
		16

SECOND SEMESTER

<u>ENVD 202</u>	Environ. Design Studio II	4
PHYS 115	Descriptive Physics	5
ENVD 251	Hist.of Designed Environ. II	3
ENGL 100	Expository Writing I	<u>3</u>
		15

Motion carried.

6. A motion was made by Montelone and seconded by Hubler to approve the following course and curriculum changes approved by the College of Arts & Sciences on April 26, 2007:

COURSE CHANGES

Department of Modern Languages

New:

MLANG 398 Studies in Foreign Language

CURRICULUM CHANGES

College of Arts & Sciences

New:

Undergraduate Certificate in Nonviolence Studies- **Attachment 2**

Weninger inquired whether the Nonviolence Studies certificate program is duplicating the conflict resolution certificate. Verschedelen commented that this certificate is to teach how to deal with issues and avoid conflict rather than deal with it after it starts. Motion carried.

7. A motion was made by Montelone and seconded by Weninger to approve the following course and curriculum changes approved by the College of Human Ecology on May 2, 2007 and have Carroll find out whether there is a typo on the FSHS 585 course title.

COURSE CHANGES

School of Family Studies and Human Services

Change:

FSHS 405 Advanced Personal and Family Finance (change prerequisites)

FSHS 579 ~~Pre-Directed Field Experience~~ Orientation to FSHS Internship (change to title and prerequisites)

FSHS 580 ~~Directed Field Experience~~ FSHS Internship (change to title and prerequisites)

FSHS 585 Professional Seminar ~~in Family Life Education~~ FSHS (change to title and prerequisites)

Add:

FSHS 010 Orientation to FSHS

Department of Hotel, Restaurant, Institution Management and Dietetics

Change:

HRIMD 510 Introduction to Clinical Dietetics (course description changes and prerequisites)

HRIMD 570 ~~Senior Seminar in Dietetics~~ Professional Practice in Dietetics (change to title, course description, and prerequisites)

Add:

HRIMD 516 Communication Competencies in Dietetics Practice

HRIMD 517 Communication Competencies in Dietetics Practicum

HRIMD 562 Management in Dietetics Practicum Recitation

CURRICULUM CHANGES

School of Family Studies and Human Services

Drop Option:

Curriculum: Family Life and Community Science

Bachelor of Science in Family Studies and Human Services

Page 221, K-State Undergraduate Catalog 2006-2008

RATIONALE: To eliminate redundancy between the General Family Studies and Human Services program and the Life Span Human Development Program. The minor differences in the two programs have been incorporated into the proposed General Family Studies and Human Services program.

EFFECTIVE DATE: Fall 2007

Drop Option:

Curriculum: Life Span Human Development

Bachelor of Science in Family Studies and Human Services

Page 221, K-State Undergraduate Catalog 2006-2008

RATIONALE: To eliminate redundancy between the General Family Studies and Human Services program and the Life Span Human Development Program. The minor differences in the two programs have been incorporated into the proposed General Family Studies and Human Services program.

EFFECTIVE DATE: Fall 2007

Changes to the following curriculum: Family Studies and Human Services ~~General~~ (See Attachment 3)

Bachelor of Science in Family Studies and Human Services

Page 220-221, K-State Undergraduate Catalog 2006-2008

Effective Date: Fall 2007

Department of Hotel, Restaurant, Institution Management and Dietetics

Change to the following curriculum:

Coordinated Program in Dietetics

B.S. in Dietetics

Page 227, K-State Undergraduate Catalog

Under Program 1: Coordinated Program in Dietetics, change professional studies from 59 to 64 hours. (Delete unrestricted electives (3-5 hours) and add HRIMD 562, 510, 516, and 517. Total hours for graduation remain at 125.)

See May 2 white sheets for further detail.

Motion carried.

- B. Graduate Education – A motion was made by Weninger and seconded by King to approve the following course and curriculum changes as approved by the Graduate Council on May 1, 2007:

CHANGES:

GRMN 729	<u>Open Topics Seminar in German Literature and Culture</u>
GRMN 731	Advanced <u>German: Speaking and Writing</u>
GRMN 740	German Culture and Literature in Second-Language Learning
MUSIC 603	Percussion Pedagogy Workshop
EDSP 844	Special Education in Secondary Schools
ID 645	<u>Interior Design Studio 8</u>
FDSCI 898	Master's Report in Food Science

NEW:

CDPLN 601	Orientation to Community Development
CDPLN 615	Role of Tribal Colleges in Economic Development
CDPLN 622	Impact Analysis
CDPLN 623	Local Economic Analysis
CDPLN 630	Governance and the Community Development Process
CDPLN 631	Leadership for Change
CDPLN 632	Nonprofit Management
CDPLN 633	Grantwriting
CDPLN 655	Land Development Planning
CHM 766	Case Studies in Green Chemistry
MC 600	Economics of Mass Communication
FREN 898	Master's Report
GRMN 700-705	Topics in German Literature and Culture
GRMN 700	Topics in Medieval German Literature and Culture
GRMN 701	Topics in Eighteenth Century German Literature and Culture
GRMN 702	Topics in Nineteenth Century German Literature and Culture
GRMN 703	Topics in Early Twentieth Century German Literature and Culture
GRMN 704	Topics in German Literature and Culture since 1945
GRMN 705	Topics in Twentieth and Twenty-First Century German Literature and Culture
GRMN 898	Master's Report
SPAN 898	Master's Report

DROP:

GRMN 721	German Classicism
GRMN 722	German Romanticism
GRMN 723	Goethe and Faust
GRMN 724	German Prose and Drama of the Nineteenth Century
GRMN 725	Early Twentieth-Century German Literature
GRMN 726	German Literature since 1945
GRMN 727	The Modern German Novel
GRMN 732	Methods in German Literary Criticism
GRMN 733	The Enlightenment and Storm and Stress
GRMN 734	Literature of the German Democratic Republic
GRMN 735	German Lyric Poetry

CURRICULUM CHANGES:

CHANGE:

Changes to the Veterinary Biomedical Sciences Master of Science research credit hours

Changes to the Master of Science in Food Science: Add a Non-Thesis Option

DROP:

Drop the Master of Arts Degree in Environmental Planning and Management (see April 6 white sheets for rationale)

Motion carried.

C. General Education – nothing additional

6. A motion was made by Martin and seconded by Ramasamy to approve the following graduation additions:

Fall 2006

Christina Phillips – Bachelor of Science – College of Arts & Sciences

Spring 2006

Julie Lynn Anderson, Bachelor of Science – College of Arts and Sciences.

Motion carried.

7. Committee Reports

A. University Library Committee – Mohan Ramaswamy

The committee met last Thursday and they discussed the two motions that are being worked on for Academic Affairs. They should come back to Academic Affairs in the fall.

B. Committee on Academic Policy and Procedures (CAPP)

CAPP is continuing its work on the Academic Fresh Start Policy. Kelli Cox gave a report to CAPP on the status of the Course and Curriculum ad hoc committee. Nieslen commented they are progressing on the electronic catalog and it is scheduled to go live July 2008. Carroll informed CAPP members that the final exam policy was not approved by FS at its May 8 meeting.

C. Student Senate

Next year they will be working with Varney's on the on-line textbook program. The \$75 study abroad fee has been eliminated. Carroll thanked SGA for having representation on this committee.

D. Course and Curriculum ad hoc committee

No report.

8. New Business

Carroll requested a volunteer to be her alternate when she cannot attend a CAPP meeting. Martin volunteered.

9. For the good of the University

President Spikes thanked this committee for being willing to volunteer their time and energy on this committee. He reported that he will be attending the BOR meeting tomorrow and Thursday and will do his best to keep this committee informed of curriculum items that are approved by the BOR for our University. He also mentioned that FSLC will be meeting over the summer.

Carroll reminded the committee that the last two days interviews have been taking place for the Interim Dean of Continuing Education. Also, an interim VPAST search is also underway. Carroll encouraged all to attend the open feedback sessions for interviewees Rebecca Gould, Harv Townsend, and Lynn Carlin from 9:30-10:45 a.m. in Union room 213 this Wednesday, Thursday, and Friday.

Carroll thanked members for their time and attentiveness to this committee's needs.

10. The meeting was adjourned at 5:00 p.m.

Attachment 1
UGE Policy Statement Proposal

Date: April 25, 2007

To: Academic Affairs, Fred Fairchild, Chair

From: University General Education Council, Peter Mudrack, Chair

RE: Request for Approval by Academic Affairs of UGE Policy Statement (attached)

Dear Professor Fairchild:

The University General Education Council (UGE) has approved the following policy statement regarding the “Maintaining of UGE Designation in Multi-Section Courses Offered with Multiple Formats, Orientations, or Delivery Mechanisms.” This is a revised and revamped version of an earlier policy statement forwarded to Academic Affairs (December 11, 2006), entitled “Continued UGE Status for Courses that Have Undergone Substantive Changes in Format or Delivery Mechanisms.”

The UGE Council requests that this policy statement be considered for adoption by Academic Affairs. Council members would be pleased to meet with you and other members of Academic Affairs in order to discuss this further. The policy statement in question appears on another page (attached).

Sincerely,

Peter Mudrack, UGE Chair

cc. Center for the Advancement of Teaching and Learning

Attachment 1, continued

Maintaining UGE Designation in Multi-Section Courses Offered with Multiple Formats, Orientations, or Delivery Mechanisms (Approved by the UGE Council, April 2007)

Substantive changes to University General Education (UGE) courses (e.g., modified formats, orientations, or delivery mechanisms) require approval of the UGE Council. We propose that the UGE Council also be notified when different sections of an approved UGE course use differing formats, orientations, or delivery mechanisms. When changes of the sort described above do occur, the appropriate department will indicate how UGE criteria (an active learning environment, an experiential context for whatever is studied, and an opportunity for students to connect ideas) will be met or maintained.

The UGE Council proposes that notification of such changes occur along with responses to the Inter-Collegiate Coordination Panel's annual request of department heads to confirm that the UGE courses taught in their departments are being taught according to UGE guidelines regardless of who teaches the course. The UGE Council will review changes to assess whether UGE criteria continue to be met.

Rationale

Substantive changes to University General Education (UGE) courses require approval of the UGE Council, which is the current procedure. For example, if a UGE course's format, orientation, or delivery mechanism changes significantly, then such changes must receive UGE Council endorsement in order for the course to maintain its UGE designation. In such cases, an existing course format, orientation, or delivery mechanism has been replaced with another, and thus the course has been altered materially.

There may be instances, however, in which existing formats, orientations, or delivery mechanisms (approved by the UGE Council) are not simply abandoned and replaced with others. Rather, these continue to exist alongside different formats, orientations, or delivery mechanisms (not formally approved by the UGE Council) in the same course, albeit in different sections. Examples might include, but are not limited to, the following:

- some sections involve online instruction, while others take place in traditional classrooms
- some sections are characterized by video conferencing, while others take place in traditional classrooms
- some sections are characterized by a combination of lectures and labs, while others have only lectures
- some sections involve student group projects, while others involve individual student projects

Given the rapid expansion of formats, orientations, and delivery mechanisms available for university classes in recent years, some courses already approved by the UGE Council with, for example, one delivery mechanism may also co-exist with an alternative delivery mechanism that has not yet been so approved. The existence of alternative delivery mechanisms in different sections of the same course may jeopardize the ability of a course to maintain UGE criteria. Transformations of this nature (e.g., having one section of a multi-section course available in an online instruction format, or as "lecture only") do not necessarily require approval of the Academic Affairs committee of Faculty Senate, but are, nonetheless, directly relevant to the criteria and instructional philosophy of courses designated as "University General Education" courses (for additional information, see www.ksu.edu/uge). As discussed above, when UGE courses are taught with formats, orientations, or delivery mechanisms that differ across sections (specifically, that differ with respect to their original UGE-approved formats, orientations, or delivery mechanisms), appropriate department heads or their designates will notify the UGE Council of these differences.

Attachment 2

Undergraduate Certificate in Nonviolence Studies (College of Arts & Sciences)

STATEMENT OF NEED

A growing number of schools have come to understand that just as we need to know the alphabet if we are going to learn to read, we need to begin to provide nonviolence education if we are going to produce individuals who will form societies that know how to resolve conflict without resorting to violence.

In 2006, over 450 colleges and universities offered academic programs that address content similar to the Nonviolence Studies Program (NVS) that we propose for Kansas State University (*Global Directory of Peace Studies and Conflict Resolution Programs, 2006 Edition*, a joint project of the Peace and Justice Studies Association and the International Peace Research Association). Although programs vary somewhat in content and emphasis, they focus in general on two core areas, peace studies and conflict resolution. Within these two areas, programs take a variety of approaches – some programs concentrate on international work, some on anger management, some have a historical bent, some are more conservative with respect to social change (more top-down than grassroots, for example) with the goal to help people resolve conflicts within existing structures, and eventual inadequacy of violence as a means of solving problems and concentrate on promoting nonviolent solutions to problems and conflicts.

NVS at K-State, as proposed, will combine some aspects of nonviolence studies contained in other programs: historic background, methods of resolving conflict and controlling anger, theories of nonviolence, strategies for peace, practical training. Our program is perhaps unique in that we are working as a community to apply some of the methodologies of the global peace and nonviolence movements to the endemic problems of campus and community violence. (See attached news release “K-State’s campaign for nonviolence works to change attitudes as a way to prevent violence.”) Globally, we know that “if you want peace, work for justice.” Locally, “if we want a safe campus community, we need to work for just and equitable work and learning environments.”

The Introduction to NVS course was first offered at K-State in the Spring of 2004. For this foundational class, Susan Allen defined the scope of the class as follows:

We define violence and nonviolence within a dynamic, interlocking web of problems and outcomes, not as “black or white” polarities. Violence is individual and institutional, personal and political. It might be silence, bullying, harassment, physical assault, suicide, oppression, exploitation, war... Violence is injustice that results in dysfunctional, imbalanced relationships—among people, groups, nations; people and our environment; even within one body or mind. Nonviolence in this context means moving toward dynamic balance – justice, health, peace – by devising creative interventions into the dysfunctional systems, ideally, strategic action before a crisis occurs. At the same time, nonviolence involves developing understanding and skills in conflict resolution, direct action, and other creative, nonviolent methods, in the event that preventative efforts fail.

We are also interested in the concept of nonviolence as “praxis”, meaning a combination of theory and action. Nonviolence studies involves the building of the human capacity to create relationships within which inevitable conflict and eventual change can be facilitated without resorting to extremism and violence. Nonviolence is a social movement working to bring the world toward dynamic balance within its systems and, ultimately, to sustainability.

EDUCATIONAL OBJECTIVES

To earn the Certificate in Nonviolence Studies (NVS), students will examine violence and nonviolence within a holistic context. They will look at social justice issues as they relate to individuals, the community, and the world. They will take a comprehensive and far-reaching view of issues as they exist within the context of the culture and the world that surrounds them—as they exist through time and within a continuum that includes the precursors that lead to actual physical violence. They will imagine ways to apply nonviolence methodology to achieve better “cultural and social health” similarly to the way “public health” officials apply a preventative, contextual model.

In this way, “nonviolence” can give us a new language and philosophy as well as an unlimited supply of strategies to intervene in dysfunctional systems. A nonviolence paradigm can help us create and discover the problem-specific and ever-changing ways to move toward a better balance in the world and thus better odds for achieving sustainability. Nonviolence is a multi-faceted, many-layered framework for seeing and acting on inevitable problems/conflicts—not as extreme, dualistic situations and in crisis mode—but in contexts of both space and time and on a dynamic continuum in

terms of causes and possible outcomes. From this holistic perspective, nonviolence allows us to see conflict as change that causes imbalance in a system and then helps us look for alternative, win-win solutions from a spectrum of possibilities. The goal is to resolve conflict ahead of the crisis, at more manageable stages. Consistent application of nonviolence strategies encourages many positive outcomes, for instance: preventing acute situations; avoiding simplistic, reactionary, and reductionistic approaches to problems; finding remedies to the precursors of violence; addressing conflict as a shared societal problem instead of (only) an individual aberration; and addressing the faulty reasoning behind “us vs. them” and related mechanistic rather than organic explanations. A systematic intellectual and skill-building program is critical because nonviolence begins within individuals and is transferred to society by acts of will and choice that are informed by knowledge and understanding.

Undergraduate Certificate in Nonviolence Studies

Student Learning Outcomes

The NVS curriculum is designed to help students to learn the fundamentals of nonviolence and how they can be applied personally, locally, and globally. In the process of gaining broad philosophical understandings, students will:

- ... develop the ability to see their lives, including the inevitable problems and conflicts, within the context and complexity of whole systems. They will begin to see patterns and to recognize the importance of interconnectedness and interdependence on system sustainability.
- ... begin to develop a global, comparative “anthropological perspective” from which they will have the ability to both be members of their own group and at the same time be able to step outside their present circumstances and customs to engage themselves in unfamiliar contexts.
- ... understand that past actions have brought us to our current relationships (personal, among groups and cultures, and between humans and the Earth) and that present actions are forming the future. For instance, they will see the pattern that violence leads to more violence and that active nonviolence is the only path to a nonviolent future.
- ... understand that polarization, dualistic thinking, and extremism lead to violence. Violence will not maintain relationships; sustainable relationships require health, balance, and justice.
- ... appreciate the survival necessity of diversity within healthy systems and understand the importance of developing a willingness to live with the reality of diverse ideas, thus learning to avoid the kind of stridently parochial certainty that leads to extremism, dualism (us and them; win or lose), and violence.

Upon completion of an undergraduate certificate in nonviolence studies, student will be able to demonstrate...

...their understanding of:

- systems theory
- the differences between a mechanistic and organic worldview
- basic anthropological perspectives and concepts of holism
- history and theories of past and current nonviolence movements, including major writers
- their positionality in the social order in in what ways their life choices make a difference

...their ability to apply:

- the concepts and methodologies of nonviolent resistance and direct action
- holistic thinking to human issues ranging from local to global
- the basic skills of conflict resolution, mediation, and arbitration
- critical thinking to real-world situations
- nonviolence theories and concepts to real-world issues

NVS Certificate Course Requirements (15 credit hours)

DAS 355: Introduction to Nonviolence Studies (3) II. The theory and practice of nonviolence as a method of social change and as a personal way of life. This class will engage students in the consideration of violence and nonviolence, from dynamics that occur within ourselves to those that affect the future of the Earth and its many life forms. Students will share with each other from their own lived experience and will learn from the writings of people who have practiced nonviolence in their lives and work.

DAS 590: Applied Nonviolence (3) II, in even years. The capstone experience for the Undergraduate Certificate in Nonviolence Studies, includes field placement in campus or community organization in which student will have a skill-and-research-based experience in a nonviolence-related social change project. Projects can be local, regional, national, or international in scope. Concurrently, students will engage in academic readings and class sessions that address feminist and nonviolent approaches to social change, program design, and participatory action research. This course will provide students with professional and academic skills that relate to employment and graduate work in diverse fields. Cross-listed with WOMST 590: Women's Studies Practice and Theory. Pr: DAS 355

Electives* (9 credit hours)

(*Selected from a list of courses relevant to the Nonviolence Studies program and approved by the program committee. See below.)

Request to Approve Course for Nonviolence Studies Certificate

Department _____
Semester course will be taught _____
Name of course _____
Name of instructor _____
Syllabus attached _____ **yes**

Listed below are the Student Learning Outcomes for the Nonviolence Studies Certificate. The first set are broad statements of learning goals and the second set are much more specific knowledge and skill areas. For each goal and outcome that you address in your course, please describe the relevant content/learning activity and the assessment methods that will be used to measure student learning of that outcome.

The NVS curriculum is designed to help students to learn the fundamentals of nonviolence and how they can be applied personally, locally, and globally. In the process of gaining broad philosophical understandings, students will:

- ... develop the ability to see their lives, including the inevitable problems and conflicts, within the context and complexity of whole systems. They will begin to see patterns and to recognize the importance of interconnectedness and interdependence on system sustainability.
- ... begin to develop a global, comparative “anthropological perspective” from which they will have the ability to both be members of their own group and at the same time be able to step outside their present circumstances and customs to engage themselves in unfamiliar contexts.
- ... understand that past actions have brought us to our current relationships (personal, among groups and cultures, and between humans and the Earth) and that present actions are forming the future. For instance, they will see the pattern that violence leads to more violence and that active nonviolence is the only path to a nonviolent future.
- ... understand that polarization, dualistic thinking, and extremism lead to violence. Violence will not maintain relationships; sustainable relationships require health, balance, and justice.
- ... appreciate the survival necessity of diversity within healthy systems and understand the importance of developing a willingness to live with the reality of diverse ideas, thus learning to avoid the kind of stridently parochial certainty that leads to extremism, dualism (us and them; win or lose), and violence.

NVS Certificate Student Learning Outcomes

Upon completion of an undergraduate certificate in nonviolence studies, student will be able to demonstrate...

...their understanding of:

- systems theory
- the differences between a mechanistic and organic worldview
- basic anthropological perspectives and concepts of holism
- history and theories of past and current nonviolence movements, including major writers
- their positionality in the social order and in what ways their life choices make a difference

...their ability to apply:

- the concepts and methodologies of nonviolent resistance and direct action
- holistic thinking to human issues ranging from local to global
- the basic skills of conflict resolution, mediation, and arbitration
- critical thinking to real-world situations
- nonviolence theories and concepts to real-world issues

For NVS Program Committee use only

Approval Date _____

Director _____

Faculty have been contacted about offering courses that could be cross-listed for NVS credit; the response has been positive. The following are some examples of areas that might be included if courses are shown to address the student learning outcomes for the certificate:

International, global development/relations	Economic justice
Development economics	Gender studies
Minority/ethnic studies	Sociology, anthropology, psychology
History, philosophy	Environmental studies
Mediation, negotiation, conflict resolution	Political science/public policy
Ethics	Protest art and music
Comparative religion	International health issues
Labor relations	

Since the courses in the certificate require the completion of courses that are already in existence, no new staff or budget requirements will be necessary.

Template

**Degree Program
Assessment of Student Learning Plan
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

College, Department, and Date

College: Arts & Sciences
Department: none
Date: October 6, 2006

Contact Person(s) for the Assessment Plans

Cia Verschelden
Associate Professor, Women's Studies

Degree Program

Undergraduate Certificate in Nonviolence Studies

Assessment of Student Learning Three-Year Plan

Student Learning Outcome(s)

Upon completion of an undergraduate certificate in nonviolence studies, student will be able to demonstrate their understanding of:

- systems theory
- the differences between a mechanistic and organic worldview
- basic anthropological perspectives and concepts of holism
- history and theories of past and current nonviolence movements, including major writers

Special rationale for selecting these learning outcomes (optional):

[If applicable, provide a brief rationale for the learning outcomes that were selected]

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (<u>Undergraduate Programs</u>)					<i>Program SLO is conceptually different from university SLOs</i>
	<i>Knowledge</i>	<i>Critical Thinking</i>	<i>Communication</i>	<i>Diversity</i>	<i>Academic / Professional Integrity</i>	
<i>understanding of systems theory</i>	X	X		X		
<i>understanding of the differences between a mechanistic and organic worldview</i>	X	X		X		
<i>understanding of basic anthropological perspectives and concepts of holism</i>	X	X		X		
<i>understanding of history and theories of past and current nonviolence movements, including major writers</i>	X	X		X	X	
<i>understanding of their positionality in the social order and in what ways their life choices make a difference</i>		X		X	X	
<i>application of the concepts and methodologies of nonviolent resistance and direct action</i>	X	X	X		X	

<i>application of holistic thinking to human issues ranging from local to global</i>	X	X	X	X	X	
<i>application of the basic skills of conflict resolution, mediation, and arbitration</i>	X	X	X	X	X	
<i>application of critical thinking to real-world situations</i>	X	X	X	X	X	
<i>application of nonviolence theories and concepts to real-world situations</i>	X	X	X	X	X	

How will the learning outcomes be assessed? What groups will be included in the assessment?

A comprehensive exam will be given during the capstone course, DAS 590, on which students will be given appropriate prompts so that they can demonstrate their learning of the four SLOs. This exam will be designed by the Nonviolence Studies Curriculum and Assessment Committee.

When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Spring in even years.

What is the unit's process for using assessment results to improve student learning?

Exams will be scored by the instructor of the capstone course and by two other NVS faculty persons, always to include the chair of the Curriculum and Assessment Committee. Results will be shared with a core group of faculty to include the Curriculum and Assessment Committee, the Coordinating Committee, the Dean of Arts & Sciences or a designee from the Dean's Office, and other interdisciplinary faculty who teach courses for the certificate or are otherwise invested in the program. This group will also decide on recommendations for revisions in curriculum, pedagogy, advising, etc.

EFFECTIVE DATE: SPRING 2008

ATTACHMENT 3

Curriculum: Family Studies and Human Services General
 Bachelor of science in family studies and human services
 Page 220-221, K-State Undergraduate Catalog 2006 – 2008

FROM:

The family studies and human services degree program focuses on the development of the individual in a family context throughout the life cycle. Graduates work in youth programs, family and social service programs, residential programs, the courts, cooperative extension, higher education, and public health departments. Students who plan to major in a specialized program in family life and community services, life span human development, or personal financial planning initially enter the general family studies and human services degree program. Upon meeting a specialized program's admission requirements, students may request a curriculum change to that program.

General Requirements (36-37 hours)

Communications (8-9)

ENGL 100	Expository Writing I	3
ENGL 200	Expository Writing II	3
SPCH 105	Public Speaking IA	2
	or	
SPCH 106	Public Speaking I	3

Social sciences (9)

ECON 110	Principles of Macroeconomics	3
	or	
ECON 120	Principles of Microeconomics	3
PSYCH 110	General Psychology	3
SOCIO 211	Introduction to Sociology	3

Humanities electives (6)

Select from college approved list

Natural sciences (7 hours)

Life science and physical science electives (One course must be taken from each area; one course must include a laboratory.)

Quantitative studies (6)

MATH 100	College Algebra	3
	or	
	Any college level calculus course	3
	Any 3-unit introductory 300-level statistics course	3

Professional studies (63 hours)

(Grades of C or higher)

Professional Courses (33 hours)

FSHS 105	Introduction to Personal and Family Finance	3
	or	
FSHS 400	Family and Consumer Economics	3
FSHS 110	Introduction to Human Development	3
FSHS 301	Helping Relationship	3

FSHS 420	Interaction Tech Y.C.	3
FSHS 302	Introduction to Human Sexuality	3

Select two of the following three courses:

FSHS 310	Early Childhood	3
	or	
FSHS 506	Middle Childhood and Adolescence	3
	or	
FSHS 510	Human Development and Aging	3
FSHS 350	Family Relationship and Gender Roles	3
FSHS 550	The Family	3
FSHS 670	Working With Parents	3

Two FSHS electives

(300 level or above) 6

Professional electives (24)

Select 9 hours in courses numbered 100 or higher from any of the content areas listed below and 15 hours in courses numbered 300 or higher from one content area.

Select from the following areas: Psychology, Sociology, Women's Studies, American Ethnic Studies, Gerontology, Speech Communication, Business, Education, Leadership Studies and Modern Languages.

Integrative studies (6)

GNHE 310	Human Needs	3
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Curriculum: Family Studies and Human Services
 Bachelor of science in family studies and human services
 Page 220-221, K-State Undergraduate Catalog 2006 – 2008

TO:

The family studies and human services degree program focuses on the processes underlying human development in a family context across the life cycle. Students learn to implement and assess programs and services designed to strengthen and enhance individual and family well-being. Graduates are employed in various social service arenas – for example, youth programs, family and community service programs, residential programs, the judicial system, Cooperative Extension, higher education, elder care facilities, and public health programs. Graduates who have completed all of the degree requirements including the internship series are qualified to apply for the Provisional Certified Family Life Education (CFLE) designation administered by the National Council on Family Relations.

General Requirements (39-40 hours)

Communications (8-9)

ENGL 100	Expository Writing I	3
ENGL 200	Expository Writing II	3
SPCH 105	Public Speaking IA	2
	or	
SPCH 106	Public Speaking I	3

Social sciences (12)

ECON 110	Principles of Macroeconomics	3
	or	
ECON 120	Principles of Microeconomics	3
PSYCH 110	General Psychology	3
SOCIO 211	Introduction to Sociology	3
ANTH 200/204	Introduction to Cultural Anthropology	3

Humanities electives (6)

Select from college approved list

Natural Sciences (7 hours)

Life science and physical science electives (One course must be taken from each area; one course must include a laboratory.)

Quantitative studies (6)

MATH 100	College Algebra	3
	or	
	Any college level calculus course	3
	Any 3-unit introductory 300-level statistics course	3

Professional studies (66)

(Grades of C or higher and credit in FSHS 010)

Professional Courses (39 hours)

FSHS 010	Orientation to FSHS	0
FSHS 105	Introduction to Personal and Family Finance	3
	or	
FSHS 400	Family and Consumer Economics	3
FSHS 110	Introduction to Human Development	3
FSHS 301	Helping Relationship	3
FSHS 302	Introduction to Human Sexuality	3
FSHS 310	Early Childhood	3
FSHS 506	Middle Childhood and Adolescence	3
FSHS 510	Human Development and Aging	3
FSHS 350	Family Relationship and Gender Roles	3
FSHS 550	The Family	3
FSHS 552	Families and Diversity	3
FSHS 585	Professional Seminar in FSHS	3
FSHS 670	Working With Parents	3
	Diversity Course	3

Professional electives (21)

Select 12 hours in courses numbered 100 or higher from any of the content areas listed below. Select 9 hours in courses numbered 300 or higher from one content area or complete the FSHS internship (approval required).

Select from the following areas: FSHS, Political Science, Public Administration, Psychology, Women's Studies, American Ethnic Studies, Gerontology, Leadership Studies, and courses from the Department of Anthropology, Sociology & Social Work.

OR

FSHS 579	Orientation to FSHS Internship	1
FSHS 580	FSHS Internship	8

HN 132	Basic Nutrition	3
	Or	
HN 352	Personal Wellness	3
Unrestricted electives		24-25
Total for graduation.....		124

Integrative studies (6)		
GNHE 310	Human Needs.....	3
HN 132	Basic Nutrition.....	3
	Or	
HN 352	Personal Wellness.....	3
Unrestricted electives		<u>18-19</u>
Total for graduation		124