

AGENDA
KSU Faculty Senate Meeting
Tuesday, June 12, 2007 3:30 pm
K-State Union, Big 12 Room

1. Call meeting to order
2. Approval of the May 8, 2007 minutes
3. Reports from Standing Committees
 - A. Academic Affairs Committee – Doris Carroll (Pages 2-7; **Attachments on pages 8-28**)
 - B. Faculty Affairs Committee – Betsy Cauble
 1. Limited Retirement Health Care Bridge – **Attachment 8 (page 29)**
 2. Course Accessibility Policy – **Attachment 9 (pages 30-31)**
 3. Administrator Review Proposed Handbook Changes (B123, C41, C157) – **Attachment 10 (pages 32-38)**
 4. Child Care Survey Results Information – **Attachment 11 (page 39 – see a 20-page pdf file attached to email for details)**
 - C. Faculty Senate Committee on University Planning – Roger Adams
 - D. Faculty Senate Committee on Technology – Michael North
4. Announcements
 - A. Presidential announcements
 1. Ombudsperson (2007-2010)
 2. Faculty Senate committee appointments and recommendations
 3. Parliamentarian
 4. Replacements on Faculty Senate: Tweed Ross for Steven Harbstreet, Donita Whitney-Bammerlin for Rick McFarland
 - B. Faculty Senate Leadership Council
 - C. Kansas Board of Regents Meeting – **Attachment 12 (page 40)**
 - D. Report from Student Senate
5. New Business
6. For the Good of the University
7. Adjourn

Next Meeting: September 11, 2007, K-State Union Big 12 room, 3:45 p.m.

ACADEMIC AFFAIRS

1. Undergraduate Education Changes

- A. Approve the following curriculum change approved by the College of Engineering on October 13, 2006 (approved with modification to the word “track” by the College of Engineering May 2007):

CURRICULUM CHANGE

Computer 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 598 3
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 elective 7-8	
Total 26-27	

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 562 3
CIS 505..... 3	CIS 625 3
CIS 520..... 3	CIS 544 3
CIS 560..... 3	Free electives 20-21
CIS 570..... 3	Total 29-30
CIS 575..... 3	
Technical elective. 3	
MATH 655 or CIS 580..... 3	
Free electives 7-8	
Total 29-30	

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.

- B. Approve the University Honors Program curriculum outline (as approved by the Colleges of Agriculture, Business Administration, Education, Engineering, Human Ecology, and Technology & Aviation this semester): **(See Attachment 1)**
- C. Approve the following curriculum changes approved by the College of Human Ecology on January 29, 2007 on the June Faculty Senate agenda: **(See Attachment 2)**
- D. Approve to place the following curriculum changes approved by the College of Agriculture on March 6, 2007: **(See Attachment 3)**
- E. Approve the following curriculum changes approved by the College of Architecture, Planning and Design on April 6, 2007:

CURRICULUM CHANGES

Department of Architecture

Drop: Bachelor of Architecture Degree

Rationale: The Bachelor of Architecture degree is being replaced by the Master of Architecture degree. The Bachelor of Architecture will no longer be accredited by the National Architectural Accrediting Board after 2011. They are accrediting the new Master of Architecture instead.

Effective Date: Fall 2011

Department of Interior Architecture and Product Design

Drop: Bachelor of Interior Architecture & Product Design Degree

Rationale:

1. The Department of Interior Architecture and Product Design, as well as, the other programs in the College of Architecture, Planning and Design have transformed all its undergraduate programs into Masters Degree programs only. All undergraduate programs are being phased out.
2. The new Masters program has received accreditation by both the Council for Interior Design Accreditation (CIDA) and the National Association of Schools of Art and Design (NASAD).

Effective Date: Fall 2011

Department of Landscape Architecture/Regional and Community Planning

Drop: Bachelor of Landscape Architecture Degree

Rationale: **(See Attachment 4)**

Effective Date: Fall 2011

- F. Approve the following course change approved by the College of Business Administration on April 18, 2007:

COURSE CHANGE

Department of Management

Change:

MANGT 366 ~~Management Information Systems~~ Information Technology for Business

- G. Approve the following course and curriculum changes approved by the College of Architecture, Planning and Design 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

- H. 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 (**See Attachment 5**)

- I. Approve the following course and curriculum changes approved by the College of Human Ecology on May 2, 2007:

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 6)

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.

2. Graduate Education Changes: Approve the following course and curriculum changes 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)

3. General Education Changes – Approve the following course changes as approved by the UGE Council on April 6 & 13, and May 4, 2007:

Changes:

- ◆CHM 220 ~~Chemical Principles I~~ Honors Chemistry I (change to course description as well)
- ◆CHM 250 ~~Chemical Principles II~~ Honors Chemistry II (change to course description as well)
- ◆PSYCH 202 Drugs and Behavior (change in credit hours from 2 to 3)
- ◆ECDEP 103 Healthful and Safe College Life (approve for UGE status)
- ◆FREN 514 ~~French Civilization~~ Contemporary France (change to course description as well)

Add:

- ◆BIOCH 111 Biochemistry and Society
- ◆SOCIO 470 The Criminal Justice System and Family Violence

4. Graduation additions – 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

5. Honor & Integrity System Constitution changes- second reading – **Attachment 7**

ATTACHMENT 1

**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 Program 1 credit

[XXX indicates students will enroll by college. All XXX 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.

Supplemental information regarding the University Honors Program:

Kansas State University Honors Program
Application for Admission
Instructions

The general criteria for admission to the University Honors Program are:

- A high school (weighted or unweighted) GPA of 3.75
- An ACT score of 28 or above
- Submitting an application form with an accompanying essay/project (see below)
- One letter of support from teacher/counselor/individual familiar with your record

Students who have notable extracurricular experience and/or leadership activities and who, for whatever reason, do not quite achieve the GPA and ACT cutoffs are still encouraged to apply. Also, because of the high quality and number of applicants, meeting the above criteria does not necessarily guarantee admission. All components of the application are used to reach a final decision.

Please use the following steps to complete your application. Completed applications will be evaluated upon receipt and applicants will be notified of a decision as soon as possible.

1. Fill out the application form with your background information. This form is available on this website. You can submit the form as a hard copy (University Honors Program, 7 Leasure Hall, Kansas State University, Manhattan, KS 66506-3500) or submit it electronically to ksuhonors@ksu.edu.
2. Using your imagination, thought, and creativity provide a one page (8 ½ x 11) supplement to your application form. You are free to put anything on this page that you feel expresses your desire and ability to be a part of an exciting honors program. Rather than sending three dimensional objects, you may send CDRoms, DVDs, electronic files, slides, videotapes, etc. with the written description. Be sure your name is clearly indicated on all your materials. Please note that these materials will not be returned.
3. Request that one letter of support be filled out by an individual from your school, K-State, or someone who can attest to your qualifications for admittance to the University Honors Program. A form for the letter can be found on this website. Note that we are asking specifically about their evaluation of you as a potential honors student and that their letter should be focused on this issue. Be sure that the letter is sent to the University Honors Program, 7 Leasure Hall, Kansas State University, Manhattan, KS 66506-3500. *This letter cannot be sent electronically.*

Review of applications is done on a rolling basis. We will notify you of a decision as soon as possible. If you have any questions, please feel free to email us (ksuhonors@ksu.edu), call (785-532-2642), or write using the address mentioned above.

ATTACHMENT 2

General Human Ecology

Curriculum 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 Courses1-3 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

ATTACHMENT 3
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 credits 3 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

ATTACHMENT 4

Rationale for dropping the Bachelor of Landscape Architecture Degree

The following explanation provides justification for the dissolution of the undergraduate Bachelor of Landscape Architecture program.

The Bachelor of Landscape Architecture degree (ten semester curriculum) is being replaced by a non-baccalaureate Master of Landscape Architecture degree (eleven semester curriculum). Undergraduate students will continue to be able to receive a degree in Landscape Architecture by enrolling in the non-baccalaureate Master of Landscape Architecture Program. This program has been approved by the Department of Landscape Architecture/Regional & Community Planning, College of Architecture, and Planning and Design, Kansas State University and the Kansas State Board of Regents.

1. Important changes in landscape planning and design have necessitated a greater emphasis in a student's understanding of ecology and sustainable design. To maintain the educational currency of our non-baccalaureate students in environmental design, knowledge related to these subject areas must be added to a student's study of landscape architecture. The approved eleven semester non-baccalaureate MLA curriculum has a course structure and knowledge base that will provide this information.
2. To successfully provide an eleven semester MLA curriculum for non-baccalaureate students with the necessary course information, this degree is composed of 165 credit hours. Courses added to the curriculum include Research Methods, a Master's Project and Report or Thesis and two additional seminar courses that focus on landscape specializations, theory and environmental issues. Course sequencing has been arranged, establishing ecology and stewardship of the land as the underpinning for all landscape architecture courses.
3. The study of landscape architecture at Kansas State University is primarily focused on studio-based learning supported by lectures. All studio courses provide the students the opportunity to explore ideas with faculty, their peers and very often with visiting professional critics. What is learned through lecture and previous course work is applied and demonstrated through graphic, written and verbal presentations to faculty, professional critics and occasionally with the general public when the students are involved with a community service project. It is a very different learning experience than most university programs provide. For example, a third-year landscape architecture student in their fall semester has 22 hours of studio/week (required in-studio time with the expectation that the student will complete many of their educational tasks beyond this assigned time). It is also important to note that most undergraduate programs require approximately 120 credit hours for a bachelor's degree. The approved eleven semester MLA program has a curriculum of 165 credit hours.
4. Faculty discussions with the Landscape Architecture Program's Advisory Council, visiting professionals and with alumni have emphasized a need for students to be better prepared in researching information, project programming, and the discovery and application of new knowledge to current and evolving landscape issues. The Eleven Semester MLA program requires Research Methods for all landscape architecture students and provides the option for students to participate in either a Project Programming course and a Master's Project and Report or to select the Proposal Writing course combined with a Thesis.
5. The faculty believes that the Eleven Semester MLA program will increase the scholarship opportunities for both the students and themselves. It is expected that there will be, in any one year of study, a minimum of twenty MLA students in the Eleven Semester (non-baccalaureate) degree offering and ten students in the Seven Semester (post-baccalaureate) degree. The advanced standing and number of MLA students will provide favorable conditions for advancement of the Department's research agenda and extramural funding associated with that research.
6. The faculty believes that students should receive a well rounded education to be effective contributors to society and their profession. The proposed non-baccalaureate MLA curriculum maintains 18 hours of General Education courses, embraces interdisciplinary teaching and learning experiences, provides opportunities for foreign studies and internship experiences and continues to involve our students and faculty in providing planning and design assistance to Kansas communities.
7. The proposed Eleven Semester non-baccalaureate MLA program meets national accreditation standards of the Landscape Architectural Accreditation Board.

ATTACHMENT 5

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.

**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	iversity-wide SLOs (Undergraduate Programs)					<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 6

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
	or	
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

ATTACHMENT 7

Honor & Integrity System Constitution

March 5, 2007

I am submitting, for approval by Faculty and Student Senate the following changes to the Constitution of the Kansas State University Honor System.

1. During the past year efforts have been made to address the confusion between the Honor System and the University Honors Program. In order to alleviate some of the confusion I am recommending that the name of the Honor System be changed to the Honor & Integrity System. The proposed name change has been inserted into the constitution found below and upon approval will be changed in the Investigation and Adjudication Procedures posted on the Honor System Website.
2. As a result of the recent revisions to the Investigation and Adjudication Procedures, two articles were left out of the new procedures formerly known as the Bylaws. These changes were not related to the investigation process and were not included in the new document. However, due to the significance of the articles they need to remain as a part of the constitution. Therefore I submit for your approval Articles X and XI listed below. Please note that these were previously approved by both Faculty and Student Senate as a part of the By-Laws.
3. As per the request of Faculty Senate, I have established Article XII governing the review process for the Constitution and Investigation and Adjudication process.

Each of these changes has been approved by the Honor Council by at least a $\frac{3}{4}$ majority vote.

Thank you,

David S. Allen
Director, KSU Honor System

Approved by The Kansas State University Honor Council February 22, 1999
Ratified by Student Senate, April 1, 1999
Ratified by Faculty Senate, April 13, 1999
Amended May, 2003
Amended February, 2004
Proposed Amendment March 2007

**Kansas State University Honor & Integrity System
Constitution
Amended May, 2003
Amended February, 2004**

We, the undergraduate and graduate students and faculty of Kansas State University, in order to conduct our academic endeavors under high standards of individual responsibility, thereby promoting personal honor and integrity, set forth this constitution of the Honor & Integrity System.

ARTICLE I. ROLE/PURPOSE

1. The Honor & Integrity System is intended to contribute to an environment at Kansas State University that fosters academic honesty and integrity.
2. All members of the academic community, both students and faculty, are urged to report violations of the honor pledge.
3. The honor pledge statement: On all assignments, examinations, or other course work undertaken by students, the following pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."
4. The K-State Honor & Integrity System specifies how alleged violations of the honor pledge are adjudicated by the Honor Council.
5. The Honor Council employs the Faculty Senate definitions for academic dishonesty in interpreting and applying this Honor & Integrity System.
6. Grading disputes and non-academic, behavior-related issues are handled elsewhere by existing K-State systems.
7. Breaches of faculty honesty and integrity are covered by existing university policies that are published in the Faculty Handbook.

ARTICLE II. SELECTION OF HONOR COUNCIL MEMBERS

1. The Honor Council includes faculty and undergraduate students from each of the following colleges: Agriculture, Architecture Planning and Design, Arts and Sciences, Business Administration, Education, Engineering, Human Ecology, Technology and Aviation. Each college is represented by two student and two faculty members, with the exception of the College of Arts and Sciences, which is represented by three students and three faculty members, and the College of Technology and Aviation, which is represented by four students and four faculty members. In addition, the dean of student life will appoint three staff members and the associate Provost for diversity will appoint three students at large to serve on the Honor Council. Ten graduate students will be appointed at large by the graduate student council president upon the recommendation of the Graduate Student Council.
2. Undergraduate student members:
 - A. Undergraduate students are nominated to the Honor Council by the student body president.
 - B. Student nominees must have completed two semesters at Kansas State University, be in good academic standing and be enrolled in a minimum of 6 credit hours.
 - C. Diversity may be a consideration in appointing members.
 - D. The student body president nominates student members from each of the previously mentioned colleges.
 - E. All nominations are subject to approval by Student Senate.
 - F. The student body president forwards the names of nominees to the Provost, who ensures eligibility.
3. Graduate student members:
 - A. Graduate student nominees must be currently enrolled and in good academic standing.
 - B. Diversity may be a consideration in appointing members.
 - C. Graduate student nominees are forwarded to the Provost who ensures eligibility
4. Faculty Members:

- A. Faculty apply for membership to their respective dean.
- B. Deans' nominations are forwarded to the Provost and the president of the Faculty Senate who jointly approve members from each college.
- C. Diversity may be a consideration in appointing members.
- D. All appointments are subject to approval by Faculty Senate.

ARTICLE III. DUTIES OF HONOR COUNCIL MEMBERS

- 1. Attend scheduled meetings of the Honor Council.
- 2. Communicate and promote the Honor & Integrity System to the Kansas State University community.
- 3. Advise students and faculty who report violations of the honor pledge.
- 4. Serve as neutral investigators of alleged honor pledge violations.
- 5. Serve as panel members during hearings of alleged honor pledge violations.
- 6. If elected, serve as Chair or vice-Chair of the Honor Council.

ARTICLE IV. HONOR COUNCIL TERM OF OFFICE

- 1. Members' terms are two years, except for initial appointments, which are divided equally between one-year and two-year terms.
- 2. Members' terms begin at the end of the spring semester and end at the conclusion of the spring semester of the final year of their appointment.
- 3. No member of the Honor Council may serve two consecutive full terms.
- 4. Members participate in a training process developed by the Director of the Honor & Integrity System.
- 5. If members resign or are removed from office, replacement appointments are made by the respective entity for the remaining portions of their terms.

ARTICLE V. REMOVAL FROM HONOR COUNCIL

~~Members are subject to removal from office pursuant to the procedures and grounds for removal in the bylaws.~~

The Honor Council may remove any member on grounds of malfeasance, misfeasance or nonfeasance in office by two-thirds vote of the membership. Positions on the Honor Council that are unfilled at the time of a vote are not considered part of the membership.

The Honor Council may recommend that the provost remove the Director or Associate Director on the grounds of malfeasance, misfeasance or nonfeasance in office by two-thirds vote of the membership.

ARTICLE VI. OFFICERS OF THE HONOR COUNCIL

- 1. Chair
 - A. The Chair is chosen annually from the membership of the Honor Council by majority vote.
 - B. The Chair presides at meetings of the Honor Council and serves in a parliamentary role.
 - C. The Chair, with the assistance of the Honor Council, annually evaluates the performance of the Honor & Integrity System Director and forwards the evaluation and a recommendation to the Provost.
 - D. If the Honor & Integrity System Director has a conflict of interest in an alleged violation, the Honor Council Chair serves in the role of Honor & Integrity System Director for that case.
- 2. Vice Chair
 - A. The vice Chair is chosen annually from the membership of the Honor Council by majority vote.
 - B. The vice Chair performs the duties of the Chair when the Chair is unable to do so.
- 3. Director
 - A. The Director of the Honor & Integrity System is appointed by the Provost to oversee the Honor Council.
 - B. Director's responsibilities:
 - 1. Communicate and promote the Honor & Integrity System to the Kansas State University community.
 - 2. Receive alleged violations of the Honor & Integrity System.
 - 3. Determine whether alleged violations should proceed to a hearing panel.
 - 4. Select investigators, panels for hearings and appeals, and panel Chairs.
 - 5. Provide the equipment and technical assistance for recording hearings.
 - 6. Record findings of the hearing and appeal panels.
 - 7. Maintain the records of all Honor Council proceedings.
 - 8. Review Honor & Integrity System policies and report annually to the Provost, Faculty Senate and Student Senate.

9. Serve as an ex-officio member of the Honor Council.
10. Develop and conduct a training program for members of the Honor Council.

ARTICLE VII. EX-OFFICIO MEMBERS OF THE HONOR COUNCIL

1. The Provost and the dean of student life, or their representatives, may serve an advisory role at Honor Council meetings.
2. The Director of the Honor & Integrity System and staff members of the Honor Council have speaking rights during Honor Council meetings.

ARTICLE VIII. STUDENT RIGHTS

Students' rights are enumerated under Article XII of the K-State Student Governing Association constitution.

ARTICLE IX. CONSTITUTIONAL AMENDMENTS

1. Amendments to this constitution may be proposed by any member of the faculty, undergraduate or graduate student at Kansas State University.
2. All amendments must be approved by 3/4 vote of the Honor Council selected and qualified.
3. All amendments are subject to approval by Faculty Senate and Student Senate.

ARTICLE X. BYLAW REVISIONS

~~Bylaw revisions must be approved by a 2/3 vote of the total Honor Council selected and qualified.~~

ARTICLE X: ANNUAL REVIEW

The Director and Associate Director annually review the Honor & Integrity System Constitution and Investigation and Adjudication Procedures and when appropriate, present amendments to the Honor Council for consideration and approval. Amendments to the Honor & Integrity System Constitution must then be approved by Faculty Senate, Graduate Council, and Student Senate. Changes in the Investigation and Adjudication Procedures must be reviewed at five-year intervals by Student Senate and Faculty Senate as specified in Article XI of the Constitution.

The Honor & Integrity System Director and Associate Director prepare an annual report of the previous year's Honor & Integrity System activities at the beginning of fall semester and present it to the Provost, Faculty Senate, Student Senate, Graduate Student Council and Graduate Council.

The Honor Council Chair annually initiates and organizes the Honor Council evaluation of the job performance of the Director and Associate Director and forwards that evaluation and recommendation to the Provost at the conclusion of the spring semester.

ARTICLE XI: INVESTIGATION AND ADJUDICATION PROCEDURES

Upon adoption by the Faculty Senate and Student Senate, the Investigation and Adjudication Procedures shall be subject to periodic review by Faculty Senate, Graduate Council, Graduate Student Council, and Student Senate, at 5 year intervals beginning in 2005. Interim revisions to the Investigation and Adjudication Procedures may be made upon approval by, a 2/3 vote of the Honor Council, and the Provost. The Investigation and Adjudication Procedures must be posted at the Honor & Integrity System website (<http://www.ksu.edu/honor>) and updated regularly.

- Excludes the School of Veterinary Medicine

FACULTY AFFAIRS

ATTACHMENT 8

Limited Retirement Health Care Bridge

As approved by Faculty Affairs, with a friendly amendment, on 3/6/07

The purpose of the Limited Retirement Buyout Program is to assist unclassified employees (faculty members and unclassified professionals) who desire to retire before they become eligible to qualify for Medicare. There is no mandatory retirement age. Unclassified employees who retire at age 55-59 must have ten years of service in a benefits eligible position at a Kansas Board of Regents Institution of higher education or with the Kansas Board of Regents staff. There is no minimum service requirement at the age of 60 or older. Employees eligible for this program must be retirement-eligible but unable to qualify for Medicare.

The employee must initiate a request to retire. The department unit/head, academic dean and provost or appropriate Vice President must all agree that it is to the benefit of the university for the employee to retire.

Participation in this program is a privilege and not a right. All decisions related to this program will be made on a case-by-case basis.

After the necessary approvals have been received, the university attorney will draft an agreement between the university and the employee. The agreement will provide payment in an amount equal to the State of Kansas Retired Employee cost per year to provide coverage for the period of time not to exceed three years. The agreement would also require the employee's written request to retire prior to receiving the payout.

If the employee has insurance covering his/her spouse at the time the decision is made, the amount would reflect continuation of that coverage.

The payment could be provided in one lump-sum or could be spread over a three fiscal year period at the employee's request. It would be paid as a payroll expense.

Employees on Phased Retirement are not eligible to participate in the program.

ATTACHMENT 9
Course Accessibility Standards Policy
Approved by Faculty Affairs on May 15, 2007

Scope

Federal law requires that Universities provide equal educational opportunities for all students, including students with disabilities. This Course Accessibility Standards Policy provides guidance for ensuring that all course delivery methods utilizing technology (eLearning) are accessible to student with disabilities.

Background

Many of the courses offered at Kansas State University use technology to enhance course delivery, both on-campus and through distance learning (referred to as *eLearning*). The United States Department of Education, Office for Civil Rights (OCR) has stated that eLearning must be designed and delivered in such a way that all students, including students with disabilities, have equal access to course content.

In 2001, Kansas State University developed a memorandum detailing the University's responsibility for creating accessible administrative, college, and department web pages. Accessible templates were developed for this purpose. Since 2001 the use of websites, web-based course management systems, and various technologies to routinely provide instruction to students has grown exponentially. Therefore, the Course Accessibility Standards Policy extends beyond the 2001 Web Accessibility Memorandum to include distance education and instructional websites as well as all eLearning course content.

Legal Requirements

Collectively, State and Federal regulations require equal access to resources and materials for students who are otherwise qualified to enroll in the course. Furthermore, accessibility must be built into eLearning; OCR interpretation states that a University violates its obligations under the Americans with Disabilities Act when it responds only on an ad-hoc basis to individual requests for accommodation. Finally, this instruction must result in a course-taking experience that is similar to that of students without disabilities.

Applicable legislation includes:

- Federal Law:
 - The Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination on the basis of disability
 - Section 504 of the Rehabilitation Act of 1973, which ensures that federally funded institutions such as Universities provide equal access to all services and programs, with or without accommodations.
 - Section 508 of the Rehabilitation Act Amendments of 1998, which requires electronic and information technology to be accessible to persons with disabilities
- State of Kansas Information Technology Policy 1210 – State of Kansas Web Accessibility Requirements. This document is based on the Priority levels developed by the World Wide Web Consortium (W3C) for developing accessible web sites.
- Kansas State University Memorandum outlining webpage accessibility requirements for administrative websites.-

Meeting Course Accessibility Standards for eLearning is best accomplished through the application of the principles of Universal Design to course development. Universal Design refers to the design of products, environments, and services to be “usable by all people, to the greatest extent possible, without the need for

specialized design.” Much like curb cuts benefit more than mobility-impaired persons, electronic curb cuts provide benefits for the larger student population as well.

Often, providing a single accommodation (such as a transcript for an audio course segment) provides benefits to many different persons with different disabilities and/or learning styles. The resulting Universal Access is effective for all students and is the best way for eLearning at Kansas State University to meet the needs of students with disabilities and to meet the demands of current and future technology.

Policy

This policy applies to all faculty and staff developing courses or course management systems for K-State or affiliates. All course delivery mechanisms and course content must be made accessible. This policy refers to new courses, new materials added to existing courses, and “retrofitting” of existing courses. In addition, software that is purchased and utilized in a course must also be accessible. Making courses accessible may include, such actions as saving documents in a universal format such as Microsoft Word, providing a written transcript of audio content, or embedding a text description of graphics inserted into a PowerPoint slide or website. By making courses accessible to students who are sight or hearing impaired, you are also making the same course accessible to students with a wide range of other disabilities.

Responsibilities

All University administrators, faculty, and staff who are involved in course development and delivery share the obligation to ensure that eLearning is accessible to students with disabilities. The Dean of each College will be asked to review for compliance with this policy any new course approval or course alteration. The Office of the Provost will make reasonable efforts to provide professional development, training, and technical support for faculty and staff involved in the creation of accessible eLearning.

Implementation

Faculty and staff who need technical help implementing this policy may contact Information Technology Assistance Center, or Disability Support Services.

ATTACHMENT 10

Proposed changes to sections B123, C41, and C157 of the University Handbook Approved by Faculty Affairs on May 15, 2007

-Struck through text is proposed deletions to current University Handbook <http://www.k-state.edu/academicservices/fhbook/>

-Italicized text is proposed edits/additions to the current University Handbook

~~B123 DEPARTMENT HEAD EVALUATION PROCEDURES. Five-year review.~~

ACADEMIC ADMINISTRATOR, NON-DEAN, EVALUATION PROCEDURES. Five-year review.

B123.1 The term of office of department/unit heads, *associate deans, and assistant deans and college level administrators*, who report to the dean, and have supervisory or budgetary authority (~~usually associate deans or those with equivalent responsibility~~), will be specifically determined at the time of appointment but shall not exceed five years in length. Reappointment to additional terms is possible. Individuals in these positions serve at the pleasure of the dean who determines whether or not annual reappointment is appropriate. ~~This determination must include opportunity for input and due consideration of the views from the faculty, unclassified professionals, and other staff being served.~~ *Reappointment to additional terms must include opportunity for input and due consideration of the views from the faculty, unclassified professionals, and other staff being served.*

B 123.2 College level administrators holding unclassified professional positions, *excluding those specified in B123.1*, will be evaluated annually by a supervising administrator. At least once every five years, faculty, unclassified professionals, and other staff being served by this position will be given the opportunity to provide input concerning the evaluation of the responsible administrator (*See C41.3*).

B123.3 The reappointment of ~~department/unit heads and college level administrators~~, *administrators*, who hold appointments with supervisory or budgetary authority (~~usually associate deans or those with equivalent responsibility~~), to additional terms shall be considered after a review, which includes a reappointment advisory committee (for dean five year evaluations see C157). **B123.4** *During the last year of the administrator's tenure, the dean of the college will request the administrator to write a self-assessment of his or her activities since initial appointment or last re-appointment.*

B123.6 The reappointment advisory committee, primarily composed of faculty, unclassified professionals, and other staff members who are representatives of the group served, shall act in an advisory capacity to the ~~administrator responsible for making the reappointment~~ *dean*. As circumstances require, students, alumni, and representatives of other university-related groups may also be named as members of the reappointment advisory committee. ~~but the majority of its membership will consist of faculty when the administrative position has academic responsibilities. The reappointment advisory committee will be appointed by the administrator responsible for making the reappointment and will reflect recommendations from the group served.~~

B123.8 The reappointment advisory committee shall keep the faculty, unclassified professionals, and other staff of the group being served regularly informed of the status of the review. *The survey results will be summarized by the reappointment advisory committee or administrative support staff. Written comments will be transcribed and compiled by question, protecting respondent confidentiality. Allegations of an unsubstantiated nature will not be included in the results, but will be subject to inquiry by the dean at his or her discretion.* **B123.5** *The formal process of the evaluation will be initiated by a letter from the dean to the survey recipients of the college. The letter to the recipients will explain the process and state that a survey will be forthcoming and that an advisory committee will be appointed. A copy of the summary of the over-arching expectations of the dean under which the administrator has been operating will be made available to the survey respondents. Survey recipients will include faculty with tenure, tenure track, regular instructor appointments, unclassified professionals, and other staff within the group being served. This definition will be subject to some modification where indicated (e.g. the libraries and extension service). The changes in definitions will be agreed upon between the dean and the administrator. If requested by the administrator, and agreed to by the dean, evaluation materials can be collected from other groups (e.g., students, constituent groups, etc.). As a component of the reappointment advisory committee's review, a confidential written survey will be sent to all faculty, unclassified professionals, and other staff holding appointments of five tenths time or more within the group being served. The survey shall provide opportunity for input on performance relative to established missions and goals, and on the overall effectiveness of and confidence in the department/unit head or college level administrator (included in B123.5).* **B123.7** *The reappointment advisory committee, with the aid of administrative support staff (administrative staff can include the*

Office of Planning and Analysis or another group empowered by the dean), will distribute the survey. The survey shall provide opportunity for input on performance relative to established missions and goals, and on the overall effectiveness of and confidence in the department/unit head, associate dean, or assistant dean. The reappointment advisory committee, with the aid of administrative support staff, shall compile the results of the survey, and report the results as well as its recommendation to the administrator responsible for making the reappointment. The specific source of all input will be held in absolute confidence, and verbatim comments shall be edited to preserve confidentiality (moved to B123.8).

B123.9 *The reappointment advisory committee will write a report for the dean which summarizes strengths, weaknesses, issues of substance which need to be addressed and an overall recommendation for appointment or non-reappointment. A draft copy of this report will be provided to the administrator being reviewed. The administrator can, if he or she desires, respond to the committee in writing concerning the draft report. After due consideration of any responses from the administrator, the committee will produce a final copy of the report for the dean and will forward any responses from the administrator to the dean.*

B123.10 *To be reappointed, the administrator should have, by a majority, the support of the faculty, unclassified professionals, and other staff under their his/her supervision as well as the concurrence of the dean. responsible administrator. If the opinion of the dean responsible administrator and that of a majority of the faculty, unclassified professionals, and other staff being served committee differ in regard to the reappointment decision, the next higher level administrator will assist in resolving the impasse. If a reappointment is made against the wishes of a majority of the committee faculty and staff, the rationale for the reappointment will be given to the advisory committee faculty, unclassified professionals, and other staff by the administrators involved at a meeting called for that purpose. At this meeting, the reappointment advisory committee, faculty, unclassified professionals, and other staff will be given the opportunity to respond. B123.11 The dean will meet with faculty and staff of the department or unit to announce the outcome and discuss relevant issues.*

~~This policy also applies to the Graduate School and the Division of Continuing Education.~~

PROPOSED CHANGES IN CONTINUOUS TEXT

B123.1 *The term of office of department/unit heads, associate deans, and assistant deans, who report to the dean, and have supervisory or budgetary authority will be specifically determined at the time of appointment but shall not exceed five years in length. Reappointment to additional terms is possible. Individuals in these positions serve at the pleasure of the dean who determines whether or not annual reappointment is appropriate. Reappointment to additional terms must include opportunity for input and due consideration of the views from the faculty, unclassified professionals, and other staff being served.*

B123.2 *College level administrators holding unclassified professional positions, excluding those specified in B123.1, will be evaluated annually by a supervising administrator. At least once every five years, faculty, unclassified professionals, and other staff being served by this position will be given the opportunity to provide input concerning the evaluation of the responsible administrator (See C41.3).*

B123.3 *The reappointment of administrators, who hold appointments with supervisory or budgetary authority, to additional terms shall be considered after a review which includes a reappointment advisory committee (for dean five year evaluations see C157).*

B123.4 *During the last year of the administrator's tenure, the dean of the college will request the administrator to write a self-assessment of his or her activities since initial appointment or last re-appointment.*

B123.5 *The formal process of the evaluation will be initiated by a letter from the dean to the survey recipients of the college. The letter to the recipients will explain the process and state that a survey will be forthcoming and that an advisory committee will be appointed. A copy of the summary of the over-arching expectations of the dean under which the administrator has been operating will be made available to the survey respondents. Survey recipients will include faculty with tenure, tenure track, regular instructor appointments, unclassified professionals, and other staff within the group being served. This definition will be subject to some modification where indicated (e.g. the libraries and extension service). The changes in definitions will be agreed upon between the dean and the administrator. If requested by the*

administrator, and agreed to by the dean, evaluation materials can be collected from other groups (e.g., students, constituent groups, etc.).

B123.6 The reappointment advisory committee, primarily composed of faculty, unclassified professionals, and other staff members who are representatives of the group served, shall act in an advisory capacity to the to the dean. As circumstances require, students, alumni, and representatives of other university-related groups may also be named as members of the reappointment advisory committee.

B123.7 The reappointment advisory committee, with the aid of administrative support staff (administrative staff can include the Office of Planning and Analysis or another group empowered by the dean), will distribute the survey. The survey shall provide opportunity for input on performance relative to established missions and goals, and on the overall effectiveness of and confidence in the department/unit head, associate dean, or assistant dean.

B123.8 The reappointment advisory committee shall keep the faculty, unclassified professionals, and other staff of the group being served regularly informed of the status of the review. The survey results will be summarized by the reappointment advisory committee or administrative support staff. Written comments will be transcribed and compiled by question, protecting respondent confidentiality. Allegations of an unsubstantiated nature will not be included in the results, but will be subject to inquiry by the dean at his or her discretion.

B123.9 The reappointment advisory committee will write a report for the dean which summarizes strengths, weaknesses, issues of substance which need to be addressed and an overall recommendation for appointment or non-reappointment. A draft copy of this report will be provided to the administrator being reviewed. The administrator can, if he or she desires, respond to the committee in writing concerning the draft report. After due consideration of any responses from the administrator, the committee will produce a final copy of the report for the dean and will forward any responses from the administrator to the dean.

B123.10 To be reappointed, the administrator should have, by a majority, the support of the faculty, unclassified professionals, and other staff under his/her supervision as well as the concurrence of the dean. If the opinion of the dean and that of a majority of the committee differ in regard to the reappointment decision, the next higher level administrator will assist in resolving the impasse. If a reappointment is made against the wishes of a majority of the committee, the rationale for the reappointment will be given to the advisory committee.

B123.11 The dean will meet with faculty and staff of the department or unit to announce the outcome and discuss relevant issues.

C41.4 Administrative Evaluation Procedures

C41.4 Annual performance evaluations of all heads/chairs/directors and other administrative supervisors in academic and non-academic departments/units will be accompanied by the opportunity for input from individuals under their supervision. Outside input may also be solicited from other faculty, unclassified professionals and classified staff, and clientele as specified in the department's/unit's evaluation system. The responsible dean, vice-president, provost or president (See Note 1), as appropriate, depending upon the department's/unit's reporting structure, will, in conjunction with the annual evaluation process, issue a written request for input from these individuals regarding the performance of their department/unit administrator(s). The mechanisms and frequency for soliciting outside input on the department/unit administrator's performance will be specified in the department's/unit's evaluation system, but should occur at least once every five years. *If a reappointment advisory committee is to be used please see the process detailed in B123.* Outside input should include an appropriate representative spectrum of persons outside the department/unit, i.e. clientele, faculty, unclassified professionals, other classified staff, and students whose input could be beneficial in establishing performance of the department/unit administrator. The department/unit administrator and dean, vice-president, provost, or president as appropriate, depending upon the department's/unit's reporting structure should ensure that those eligible for providing input are informed about the context of the mission and objectives of the department/unit. The specific source of all input will be held in absolute confidence by the dean or vice-president who should edit verbatim comments to preserve confidentiality, before transmitting them to *the* person being evaluated. The purpose of this input is to identify strengths and weaknesses and issues relevant to the administrator's annual performance. For reappointment of academic department heads/chairs, see B123.

-Struck through text is proposed deletions to current University Handbook <http://www.k-state.edu/academicservices/fhbook/>.

-Italicized text is proposed edits/additions to the current University Handbook

C157 Dean's Evaluation Procedures. Five year comprehensive review

C157.1 *During the fifth year of the dean's tenure* ~~In the fall of the fifth year,~~ the provost will request the dean to write a self-assessment of his or her activities for the past five years. *In addition, the provost will provide a brief-summary of the over-arching expectations of the university administration under which the dean has been operating.*

~~**C157.2** Also in the fall of the fifth year, the provost will write a brief summary of the over-arching expectations of the university administration under which the dean has been operating (moved to C157.1). These expectations will be agreed upon as accurate by the provost and the dean. The provost and dean will also develop a statement of objectives the dean has been operating under during the previous five years along with the goals and objectives provided to the provost during the previous five years.~~

C157.3 The formal process of the evaluation will be initiated by a letter from the provost to the ~~faculty and individuals~~ of the college *identified as survey recipients. The letter to these individuals will explain the process and state that a survey will be forthcoming and that an advisory committee will be appointed. A copy of the summary of the over-arching expectations of the university administration under which the dean has been operating will be made available to the survey respondents. This letter normally will be sent out in late fall or early spring of the fifth year. The individuals invited to participate* Faculty will include *faculty (tenured, tenure track, and regular instructor appointments) and unclassified professionals.* This definition will be subject to some modification where indicated (e.g., the libraries and extension service). The changes in definitions will be agreed upon between the provost and the dean. If requested by the dean and agreed to by the provost, evaluation materials can be collected from other groups (e.g., ~~unclassified professionals,~~ students, classified employees, constituent groups, etc.).

~~**C157.4** The letter to the faculty will explain the process and state that a survey form will be forthcoming and that an advisory committee will be appointed. A copy of the summary of the over-arching expectations of the university administration under which the dean has been operating will accompany the provost's letter (Moved to C157.3).~~

~~**C157.5** Within one week after the letter to the faculty, the provost will mail out the survey forms; these will be distributed by departments to be delivered directly back to the Director of the Office of Planning and Analysis. Return will be required within five working days. The faculty member will personally drop the sealed envelope in a sealed box, to be opened at the end of the survey period. Faculty members who for any reason are off campus during the survey period may designate another individual to deliver the survey. To aid in keeping track of the evaluations, the faculty member's name will be checked off the list of valid respondents. The faculty may choose to have a representative work with the director of planning and analysis to open the envelopes as they are removed from the sealed box. For the K State Salina campus, the sealed box will be located in the Technology Library with a person selected by the K State Salina Faculty Senate caucus to monitor the process. At the end of five working days a K State Salina Faculty Senator will deliver the sealed box to the director of planning and analysis. Groups identified in C157.3 will be handled in a similar fashion, but additional time may be required to develop special materials, identify samples, distribute and recover materials, etc.~~

***C157.4** The provost will authorize the Office of Planning and Analysis to distribute the survey. The survey shall provide opportunity for input on performance relative to established missions and goals, and on the overall effectiveness of and confidence in the dean. The results will be collected by the Office of Planning and Analysis.*

C157.65 During the time the survey is *being administered,* ~~out,~~ the provost will identify and appoint an advisory committee. The advisory committee selection process will involve consultation with the dean, elected faculty senators, and a faculty council if the college has one. The committee will represent each academic discipline (or departments in smaller colleges), and reflect race and gender to the extent possible. As a general practice, only tenured faculty and no more than one department head will serve on the advisory committee. With the approval of the provost, the committee membership may be expanded by the addition of representation from non-faculty groups who are served by the college (including students, *unclassified professionals, classified staff, and* or clients of the college).

C157.72 The provost will identify five references, external to the college, who are knowledgeable of the dean's work in fund raising and alumni and constituent relations. The references will be contacted by the provost and asked to provide a written summary of the dean's performance as Dean at Kansas State University. Some of these references will be in higher education, although others may be in related professional disciplines.

C157.86 The survey results material will be summarized by the Office director of pPlanning and aAnalysis. The summary will include a composite of the numerical results and written comments from any open-ended questions. ~~Written comments~~ Responses to open-ended questions will be transcribed to typed format and compiled for each question, protecting respondent confidentiality. ~~displayed as a list; an entry (paragraph) on the list for a section will represent one individual's comments.~~ The director will prepare a composite of the survey results. Prior to being finalized, the provost will review and retain all written comments. Allegations of an unsubstantiated nature will not be included in the results material forwarded to the advisory committee, but will be subject to inquiry by the provost at his or her discretion.

C157.97 Each advisory committee member will receive a copy of the final composite of the survey results, a copy of each letter of reference, the summary of the over-arching, expectations of the university administration under which the dean has been operating, *the self assessment by the dean, including goals and objectives provided to the provost in previous years, the statement of objectives prepared for the evaluation, goals, and objectives provided to the provost in previous years,* and evaluation materials from other relevant groups identified in Section C157.3. ~~The dean will also receive a copy of the survey composite. Prior to the committee drafting its final report to the provost, the dean will have an opportunity to respond in writing to clarify misconceptions and provide further relevant information (included in C157.8).~~

C157.108 The advisory committee will write a report for the provost which summarizes strengths, weaknesses, issues of substance which need to be addressed and an overall recommendation for appointment or non-reappointment. A draft copy of this report will be provided to the dean *along with a copy of the survey composite. Prior to the committee drafting its final report to the provost, the dean will have an opportunity to respond to the committee in writing to clarify misconceptions and provide further relevant information.* ~~The dean can, if he or she desires, respond to the committee in writing concerning the draft report.~~ After due consideration of any responses from the dean, the committee will produce a final copy of the report for the pProvost and will forward any response from the dean to the provost.

C157.119 Absolute confidentiality is expected from the committee members concerning all evaluation materials, committee deliberations, and final recommendations. Confidentiality for committee members is a matter of both ethics and policy.

C157.120 The ~~committees~~ committee's recommendations are advisory in nature. The final decision resides with the provost subject to the approval of the president. If the provost's decision *as to reappointment* is contrary to a recommendation from a majority of the committee, he or she will meet with the committee members to explain the reasons for not accepting the ~~committees~~ committee's recommendations.

C157.131 The provost will meet with the faculty of the college to announce the outcome and discuss relevant issues.

PROPOSED CHANGES IN CONTINUOUS TEXT

C157.1 During the fifth year of the dean's tenure, the provost will request the dean to write a self-assessment of his or her activities for the past five years. In addition, the provost will provide a brief-summary of the over-arching expectations of the university administration under which the dean has been operating.

C157.2 The provost will identify five references, external to the college, who are knowledgeable of the dean's work in fund raising and alumni and constituent relations. The references will be contacted by the provost and asked to provide a written summary of the dean's performance as Dean at Kansas State University. Some of these references will be in higher education, although others may be in related professional disciplines.

C157.3 The formal process of the evaluation will be initiated by a letter from the provost to the individuals of the college identified as survey recipients. The letter to these individuals will explain the process and state that a survey will be forthcoming and that an advisory committee will be appointed. A copy of the summary of the over-arching expectations of the university administration under which the dean has been operating will be made available to the survey respondents. The individuals invited to participate include faculty (tenured, tenure track, and regular instructor

appointments) and unclassified professionals. This definition will be subject to some modification where indicated (e.g., the libraries and extension service). The changes in definitions will be agreed upon between the provost and the dean. If requested by the dean and agreed to by the provost, evaluation materials can be collected from other groups (e.g., students, classified employees, constituent groups, etc.).

C157.4 The provost will authorize the Office of Planning and Analysis to distribute the survey. The survey shall provide opportunity for input on performance relative to established missions and goals, and on the overall effectiveness of and confidence in the dean. The results will be collected by the Office of Planning and Analysis.

C157.5 During the time the survey is being administered, the provost will identify and appoint an advisory committee. The advisory committee selection process will involve consultation with the dean, elected faculty senators, and a faculty council if the college has one. The committee will represent each academic discipline (or departments in smaller colleges), and reflect race and gender to the extent possible. As a general practice, only tenured faculty and no more than one department head will serve on the advisory committee. With the approval of the provost, the committee membership may be expanded by the addition of representation from non-faculty groups who are served by the college (including students, unclassified professionals, classified staff, or clients of the college).

C157.6 The survey results will be summarized by the Office of Planning and Analysis. The summary will include a composite of the numerical results and written comments from any open-ended questions. Responses to open-ended questions will be compiled for each question, protecting respondent confidentiality. Prior to being finalized, the provost will review and retain all written comments. Allegations of an unsubstantiated nature will not be included in the results, but will be subject to inquiry by the provost at his or her discretion.

C157.7 Each advisory committee member will receive a copy of the final composite of the survey results, a copy of each letter of reference, the summary of the over-arching, expectations of the university administration under which the dean has been operating, the self assessment by the dean, including goals and objectives provided to the provost in previous years, and evaluation materials from other relevant groups identified in Section C157.3.

C157.8 The advisory committee will write a report for the provost which summarizes strengths, weaknesses, issues of substance which need to be addressed and an overall recommendation for appointment or non-reappointment. A draft copy of this report will be provided to the dean along with a copy of the survey composite. Prior to the committee drafting its final report to the provost, the dean will have an opportunity to respond to the committee in writing to clarify misconceptions and provide further relevant information. After due consideration of any responses from the dean, the committee will produce a final copy of the report for the provost and will forward any response from the dean to the provost.

C157.9 Absolute confidentiality is expected from the committee members concerning all evaluation materials, committee deliberations, and final recommendations. Confidentiality for committee members is a matter of both ethics and policy.

C157.10 The committee's recommendations are advisory in nature. The final decision resides with the provost subject to the approval of the president. If the provost's decision as to reappointment is contrary to a recommendation from a majority of the committee, he or she will meet with the committee members to explain the reasons for not accepting the committee's recommendations.

C157.11 The provost will meet with the faculty of the college to announce the outcome and discuss relevant issues.

ATTACHMENT 11
Child Care Survey Information

May 10, 2007

Marcia G. Stockham
Associate Professor
Hale Library
204 Hale
CAMPUS

Dear Marcia:

Enclosed please find a copy of the report summarizing the results from the Faculty Senate Faculty Salaries and Fringe Benefits Committee Child Care Survey administered in April of 2007. Four hundred forty six faculty and staff members were asked to complete the survey with 192 individuals completing the survey, a 43.05% response rate. The response rate is adequate and therefore, enables you to make inferences on dependent care for K-State Manhattan employees.

For comparison purposes the results have been summarized in three tables. The first table illustrates aggregate data for the survey. Due to the survey design and conditional branching, respondents were asked to answer questions based on previous factors and not all questions were posed to each respondent. Several questions, specifically survey items seven and eight, have a large no response percentage. Table one illustrates the aggregate data from each statement (n=192).

The second table shows the total number of respondents that were asked each statement. Each statement has a corresponding "n" value to illustrate the number of respondents that answered each statement. The percentage responses for each statement were calculated by the number of respondents for each statement.

There were three main groups identified with the survey. The first group, parents with children in a child care facility, answered questions one to fifteen. The second group, parents with children that do not use any type of paid child care, answered questions 1 through 5 and 16 through 24. The final group, parents with children that provide paid in-home care, answered questions 1 through 5 and 25 through 35. Each of these groups is illustrated in table two.

The third table shows respondent comparisons by parent type. The parents of infants, toddlers, and pre-schoolers opinions were compared by four common statements. The parents were asked to state their opinion on: the price of child care, their number of choices of child care, their current child care situation, and the future interest of enrolling their child at a KSU facility. Respondents that did not identify their child or children were removed from the comparison. If respondents had children in multiple classifications, then their responses were included into multiple groups.

The results seem mixed. Thirty six percent of the respondents felt that the price of child care was reasonable with 40.6% of the respondents felt the price was unreasonable. Two thirds of the respondents felt that the number of choices for child care were unreasonable, but almost two thirds of the respondents were either strongly satisfied or satisfied with their current child care situation. However, 75.5% of the respondents stated they would be interested in enrolling their child(ren) in a new campus facility. Comparisons by parent type showed little or no difference in opinion.

If you have any questions or would like to discuss these results further, please feel free to contact Chris Feit or myself. We appreciate working with you and providing you this data.

Sincerely,

Kelli Cox
Director

Enclosures (20 page pdf file – attached to email announcement)

ATTACHMENT 12
Kansas Board of Regents Report
May 16 -17, 2007

The Kansas Board of Regents received annual campus reports from Jon Wefald, President of Kansas State University and Robert Hemenway, Chancellor of the University of Kansas. FY 2008 State University Tuition and Fee Proposals for each of the 6 Regents Universities were presented as a first reading. Action on the tuition and fee proposals will be taken at the June BOR Meeting. A lengthy discussion of the Regents' Program Review and Program Inventory Process was held. An extension of one year was granted to the Regents' staff to complete this project. The Board voted to adopt temporary regulations for student health insurance. Permanent regulations will be written and acted upon within 180 days. The Board received two reports, one concerning academic advising and the other program accreditation in each of the six Regents' universities. A resolution was adopted by the Board authorizing the issuance of Kansas Development Finance Authority (K DFA) Revenue Bonds not to \$17,500,000 plus costs and reserves to support the construction of the parking garage at Kansas State University. New Faculty Senate Presidents and Student government officers were introduced to the Board by each campus President.