

MINUTES
KSU Faculty Senate Meeting
Tuesday, March 13, 2007 3:30 pm
K-State Union, Big 12 Room

Present: Adams, Aistrup, Alloway, Askey, Atkinson, Barden, Beard, Bontrager, Bowser, Breen, Carroll, Cauble, Chengappa, Clegg, Crenshaw, DeLuccie, Devore, Dodd, Donnelly, Eiselein, Finkeldei, Fox, Fritz, Genereux, Gormely, Guzek, Haub, Hedrick, Hendrix, Hosni, Howard, Hsu, Hughey, Kearns, King, Knapp, Knopp, Lee, Lynch, Maes, Martin, McCulloh, McFarland, Michie, Montelone, Nafziger, Nagaraja, Nichols, North, Ransom, Ross, Schultz, Smith, Spikes, Spooner, Stewart, Trussell, Turnley, Wang, Yahnke

Absent: Arck, Behnke, Bhadriraju, Boldt, Condia, Couvelha, Dhuyvetter, Fairchild, Harbstreit, Herald, Hoag, Leitnaker, Maddy, Oberst, Pacey, Ramaswamy, Renberg, Rys, Shubert, Shultis, Staggenborg, Stokes, Turtle, Ward

Proxies: Al-Khatib, Clark, Collins, Dodd (after 4 p.m.), Greene, Hohenbary, Lehew, Maatta, Potts, Sachs, Warner

Visitors: Al Cochran, Kelli Cox, Brad Cunningham

1. The meeting was called to order at 3:31 p.m. by President Adams.
2. The February 13, 2007 minutes were approved as submitted.
3. Reports from Standing Committees

A. Academic Affairs Committee – Doris Carroll

1. Course and Curriculum Changes

a. Undergraduate Education

1. Carroll moved to approve the following curriculum change approved by the College of Education on December 22, 2006:

CURRICULUM CHANGE
Department of Secondary Education

FROM:

SPAN 261 Spanish 3	5
SPAN 361 Spanish 4	4
SPAN 410 Spanish Composition and Grammar	3
SPAN 420 Advanced Spanish Conversation	3
SPAN 510 Structure of Spanish Language	3
SPAN 565 Spanish Civilization	
OR.	3
SPAN 566 Hispanic-American Civilization	
SPAN 567 Literature of Spain	3
SPAN 568 Literature of Spanish America	3
SPAN Elective	3
EDEL 502 FLES Practicum	1
EDEL 620 Elem School Modern Lang. Methods	3

TO:

SPAN 261 Spanish 3	5
SPAN 361 Spanish 4	4
SPAN 410 Spanish Composition and Grammar	3
SPAN 420 Advanced Spanish Conversation	3
SPAN 565 Spanish Civilization	
OR.	3
SPAN 566 Hispanic-American Civilization	
SPAN 567 Literature of Spain	3
SPAN 568 Literature of Spanish America	3
<u>SPAN 670 Spanish Applied Linguistics</u>	<u>3</u>
SPAN Elective	3
EDEL 502 FLES Practicum	1
EDEL 620 Elem School Modern Lang. Methods	3

RATIONALE: The Spanish Department has change SPAN 510 so that it is no longer a linguistics class. SPAN 670 is a class they made exclusively for future high school and college teachers to work with students in language acquisition. This will occur in both the teaching field and additional teaching field. **EFFECTIVE DATE:** Fall 2007.

Motion carried.

2. Carroll moved to approve the following course and curriculum changes approved by the College of Technology & Aviation on January 16, 2007:

COURSE CHANGES:

Department of Engineering Technology

Changes to titles, course descriptions, and prerequisites:

CMST 310 Visual Basic Programming
CMST 315 Networking II
CMST 335 Web ~~Development~~ Programming I
CMST 341 C++ Programming H
CMST 350 UNIX Administration
CMST ~~400~~ 492 Problems in CMST
ETA 020 Engineering Technology Seminar

DROP:

CMST 101 Applied Basic Programming
CMST 210 Visual Basic I
CMST 245 C++ Programming I

ADD:

CMST 110 Introduction to Visual Basic
CMST 270 Introduction to UNIX
CMST 470 Applied Algorithm Design
CMST 499 Selected Topics in CMST

CURRICULUM CHANGES:

Department of Engineering Technology

Changes to the Associate of Technology Degree in Engineering Technology, Computer Systems Technology Option (ETA-CP):

- Delete Level 1 Programming Language Elective and ETA 020 and add CMST 247 to the freshman spring semester.
- Delete Level 1 Programming Language Elective and add Computer systems technology elective to the sophomore fall semester.
- Delete computer systems technology elective and add Level 2 programming language elective to the sophomore spring semester.
- Delete the Level 1 Programming language elective section from the curriculum.
- Course title changes to the Level 2 Programming Language elective courses.
- Delete courses CMST 210, CMST 245, and CMST 247 from Computer Systems Technology Electives list. Course title changes to the list for CMST 310 and CMST 341.
- Add courses CMST 270, CMST 344, and COT 495 to the Computer Systems Technology Electives list.

See page 8 of white sheets for rationale.

Changes to the Associate of Technology Degree in Engineering Technology, Web Development Technology Option (ETA-WD):

- Delete CMST 137 and add ENGL 100 to the freshman fall semester.
- Delete CMST 210, ENGL 100, BUS 110, and ETA 020 and add CMST 137 and SPCH 105 to the freshman spring semester.
- Delete CMST 310, CMST 347, CMST 247, CMST 210, and SPCH 105 from the sophomore fall semester. Course title changes to the list for CMST 335.
- Add Level 2 programming language elective, ENGL 302, and BUS 110 to the sophomore fall semester.
- Delete ENGL 302 and add Level 2 programming language elective to the sophomore spring semester.

See page 9 of white sheets for rationale.

Changes to the Bachelor of Science Degree in Engineering Technology, Computer Systems Technology Option (ETB-CP):

- Course title change to CMST 335 in the junior fall semester.
- Delete STAT 320 and add STAT 325 to the junior spring semester.
- Add CMST 470 to the list of advanced computer technology electives for the programming track.

See page 12 of white sheets for rationale.

Motion carried.

3. Carroll moved to approve the following course and curriculum changes as approved by the College of Human Ecology on January 22, 2007:

COURSE CHANGES:

School of Family Studies and Human Services

Changes to titles, course descriptions, and prerequisites:

FSHS 310 Early Childhood

FSHS 313 ~~Preschool Child Lab~~ Pre-Professional Experiences in Early Childhood Unified

FSHS 420 Interaction Techniques with Young Children

FSHS 540 Curriculum for Cognitive and Language Development of Young Children

FSHS 541 Curriculum for Emotional, Social, and Physical Development of Young Children

FSHS 598 Directed Experiences in Early Childhood Education

DROP:

FSHS 200 Sexuality and Health

FSHS 524 Professional Seminar in Early Childhood Education

FSHS 528 Exceptional Development in Early Childhood

FSHS 545 Early Childhood Program Lab I

FSHS 546 Early Childhood Program Lab II

FSHS 589 Administration of Early Childhood Programs

ADD:

FSHS 410 Introduction to Early Childhood Education

FSHS 428 Exceptional Development in Early Childhood

FSHS 450 Environments in Early Childhood

FSHS 543 Reflective Practice: Infants and Toddlers

FSHS 544 Reflective Practice: Preschoolers and Kindergartners

FSHS 553 Early Childhood Practicum I: Infants and Toddlers

FSHS 554 Early Childhood Practicum II: Preschoolers

FSHS 555 Early Childhood Practicum III: Kindergartners

FSHS 566 Emergent Literacy

FSHS 597 Home, School, and Community Partnerships

CURRICULUM CHANGES:

School of Family Studies and Human Services

Curriculum: Early Childhood Education
Bachelor of Science in Family Studies and Human Services
K-State Undergraduate Catalog 2006 – 2008, page 220

Curriculum: Early Childhood Education
Bachelor of Science in Family Studies and Human Services
K-State Undergraduate Catalog 2006 – 2008, page 220

FROM:
Early Childhood Education

TO:
Early Childhood Education

Bachelor of Science in family studies and human services

Bachelor of Science in family studies and human services

This program is for students who wish to work in pre-kindergarten education programs in administrative or teaching positions, including work with parents and community resources as well as with young children.

Laboratory courses

Before participating in laboratory courses involving contact with children, students must undergo a physical examination, including a tuberculosis test, at their own expense. Students must not have any physical or mental conditions that would interfere with the health, safety, or welfare of children.

Students will be screened by the Kansas Department of Health and Environment for criminal and child abuse histories (through the Kansas Bureau of Investigation and Social and Rehabilitative Services). Students with questionable histories, as determined by the Kansas Department of Health and Environment, will be dropped from the early childhood education program.

Directed experiences

Enrollment in directed experiences is by permission only. Directed experiences may not be taken until the student has obtained full admission into teacher education and has completed FSHS 420, 540, 541, 545, and 546.

General requirements (~~36-37~~ hours)

Communication (8-9 hours)

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 hours)

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

Humanities electives (6 hours)

Natural sciences (7 hours)

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

Quantitative studies (6 hours)

(Grades of C or higher required.)

MATH 100	College Algebra	3
	or	
	A college-level calculus course	3
	<u>Any 3 unit introductory statistic course</u>	3

Integrative studies (6 hours)

GNHE 310	Human Needs	3
	or	
FSHS 350	Family Relationships and Gender Roles	3
	University general education elective (300 level or above, outside FSHS) ..	3

Professional studies (~~50~~ hours)

(Grades of C or higher required)

FSHS 110	Introduction to Human Development	3
FSHS 200	Sexuality and Health	2
FSHS 310	Early Childhood	3
FSHS 313	Preschool Child Lab	1
FSHS 420	Interaction Techniques with Young Children	3
FSHS 524	Professional Seminar in Early Childhood	3
FSHS 528	Exceptional Development in Early Childhood	3
FSHS 540	Curriculum for Cognitive and Language Development for Young Children	3
FSHS 541	Curriculum for Emotional, Social, and Physical Development of Young Children	3
FSHS 545	Early Childhood Program Lab I	1
FSHS 546	Early Childhood Program Lab II	2
FSHS 550	The Family	3
FSHS 565	Language Development	3
FSHS 589	Administration of Early Childhood Programs	3
FSHS 598	<u>Directed Experiences*</u>	8
FSHS 670	Working with Parents	3
HN 132	Basic Nutrition	3

This program is for students who wish to work in birth through kindergarten education programs in administrative or teaching positions, including work with parents and community resources as well as with young children.

Practicum courses

Before participating in practicum courses involving contact with children, students must undergo a physical examination, including a tuberculosis test, at their own expense. Students must not have any physical or mental conditions that would interfere with the health, safety, or welfare of children.

Students will be screened by the Kansas Department of Health and Environment for criminal and child abuse histories (through the Kansas Bureau of Investigation and Social and Rehabilitative Services). Students with questionable histories, as determined by the Kansas Department of Health and Environment, will be dropped from the early childhood education program.

Student teaching

Enrollment in student teaching is by permission only. Student teaching may not be taken until the student has obtained full admission into teacher education and has completed FSHS 543, 544, 553, 554, 555.

General requirements (~~41-42~~ hours)

Communication (8-9 hours)

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 hours)

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

Humanities electives (6 hours)

<u>Fine Arts Elective</u>	3
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Natural sciences (12 hours)

Biological sciences, physical sciences, and earth science (All courses must include a laboratory.)

Quantitative studies (6 hours)

(Grades of C or higher required.)

MATH 100	College Algebra	3
	or	
	A college-level calculus course	3
<u>STAT 325</u>	<u>Introduction to Statistics</u>	3

Integrative studies (6 hours)

FSHS 350	Family Relationships and Gender Roles	3
GNHE 310	Human Needs	3
	or	
	University general education elective (300 level or above, outside FSHS) ..	3

Professional studies (~~58~~ hours)

(Grades of C or higher required)

FSHS 110	Introduction to Human Development	3
FSHS 310	Early Childhood	3
FSHS 313	Preschool Child Lab	1
<u>FSHS 410</u>	<u>Introduction to Early Childhood Education</u>	<u>3</u>
FSHS 420	Interaction Techniques with Young Children	3
FSHS 428	Exceptional Development in Early Childhood	3
<u>FSHS 450</u>	<u>Environments in Early Childhood</u>	<u>3</u>
FSHS 540	Curriculum for Cognitive and Language Development for Young Children	3
FSHS 541	Curriculum for Emotional, Social, and Physical Development of Young Children	3
<u>FSHS 543</u>	<u>Reflective Practice: Infants and Toddlers</u>	<u>3</u>
<u>FSHS 544</u>	<u>Reflective Practice: Preschoolers and Kindergarteners</u> ..	<u>3</u>
<u>FSHS 553</u>	<u>Early Childhood Practicum 1: Infants and Toddlers</u>	<u>1</u>
<u>FSHS 554</u>	<u>Early Childhood Practicum 2: Preschoolers</u>	<u>1</u>
<u>FSHS 555</u>	<u>Early Childhood Practicum 3: Kindergarteners</u>	<u>1</u>
FSHS 565	Language Development	3
FSHS 566	Emergent Literacy	3
FSHS 597	Home, School, and Community Partnerships	3
FSHS 598	<u>Student Teaching in Early Childhood Unified*</u>	9
FSHS 728	Assessment of Young Children	3

Professional electives (42-hours)	
ACCTG 231	Accounting for Business Operations3
ACCTE 241	Accounting for Investing and Financing3
AGEC 202	Small Business Operations.....3
EDETC 318	Instructional media and Technology.....2
EDSP 500	Introduction to Human Exceptionality.....3
EDSP 710	Education of Exceptional Individuals.....3
EDSP 724	Characteristics of Mental Retardation3
EDSP 728	Characteristics of Emotional and Behavioral Disorders3
EDSP 777	Behavioral management for Exceptional Individuals...3
FSHS 300	Problems in FSHS: Preschool Lab Experience . Variable
FSHS 302	You and Your Sexuality.....3
FSHS 312	Infant Observation Lab.....1
FSHS 350	Family Relationships and Gender Roles.....3
FSHS 400	Family and Consumer Economics.....3
FSHS 506	Middle Childhood and Adolescence.....3
FSHS 510	Human Development and Aging.....3
FSHS 704	Topics in FSHS.....3
FSHS 710	Child Care: Components and Issues.....3
FSHS 728	Assessment of Young Children.....3
FINAN 450	Introduction to Finance3
MANGT 420	Management Concepts.....3
MKTG 400	Marketing3

Additional requirements (44 hours)	
Social science elective**3
Literature elective***3

Select additional electives from the areas of humanities, social sciences, sciences, mathematics, general religion, philosophy, art and music history, and appreciation of art, architecture, music, or theatre to fulfill the general education requirements for teaching licensure in early childhood education8

Unrestricted electives6-7
Total for Graduation125

*First aid/CPR certification required before enrollment in FSHS 598. This requirement can be met by successful completion of Red Cross or American Heart Association courses.

**A minimum of 9 hours other than psychology is required for certification.

***Literature for Children and Literature for adolescents may not be used as literature electives but may be used to fulfill additional general education requirements.

EDSP 777	Behavior Management for Exceptional Individuals.....3
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Professional electives (9-10 hours)	
<u>Any FSHS Course(s)</u>	
ACCTG 231	Accounting for Business Operations3
ACCTE 241	Accounting for Investing and Financing3
AGEC 202	Small Business Operations.....3
EDETC 318	Instructional media and Technology.....2
EDSP 710	Education of Exceptional Individuals.....3
EDSP 724	Characteristics of Mental Retardation3
EDSP 728	Characteristics of Emotional and Behavioral Disorders3
FINAN 450	Introduction to Finance3
MANGT 420	Management Concepts3
MKTG 400	Marketing3

Additional requirements for licensure (9 hours)	
Select additional electives from the areas of humanities, social sciences, sciences, mathematics, general religion, philosophy, art and music history, and appreciation of art, architecture, music, or theatre to fulfill the general education requirements for teaching licensure in early childhood education.	
Social science elective**3
Literature elective***3
<u>Diversity Elective</u>	<u>.....3</u>

Total for Graduation124
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*First aid/CPR certification required before enrollment in FSHS 598. This requirement can be met by successful completion of Red Cross or American Heart Association courses.

**A minimum of 9 hours other than psychology is required for certification.

***Literature for Children and Literature for adolescents may not be used as literature electives but may be used to fulfill additional general education requirements.

RATIONALE: This change brings the program into compliance with the new Kansas teacher licensure standards in early childhood unified, birth through kindergarten.

EFFECTIVE DATE: Fall 2007

Donnelly had a question about the changing hours required in the Humanities and Fine Arts. DeLuccie responded that this structure is a refinement of the previous requirements, but specified that 3 of the 6 hours be in fine arts. In addition there are 3 hours of English Literature. The remaining 3 hours are the student’s choice within the field of Humanities.

Motion carried.

- Carroll moved to approve the following course and curriculum changes as approved by the College of Human Ecology on January 29, 2007:

COURSE CHANGES
General Human Ecology

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

Department of Apparel, Textiles, and Interior Design

Changes:
AT 445 ~~Pre-Internship Seminar~~ Professional Development
AT 550 Apparel and Textile Internship
AT 576 Principles of Buying

Drop:
At 451 Apparel and Textile Marketing Practicum

Department of Human Nutrition

Change:
HN 510 Life Span Nutrition (semester change)

CURRICULUM CHANGES

Department of Apparel, Textiles, and Interior Design

Change:
Page 216, K-State Undergraduate Catalog
Change to the Bachelor of Science in Apparel and Textiles:
● Professional Studies: From: 63-~~64~~ Hours To: 63 Hours.
● Name change to AT 445. Increase one credit hour. Delete AT 451.
● Minus one credit hour for AT 550 Apparel and Textile Internship.
● Unrestricted electives: From: ~~13~~-17 To: 14-17.

Motion carried.

5. Carroll moved to approve the following course and curriculum changes approved by the College of Arts & Sciences on February 1, 2007:

COURSE CHANGES:

Department of Geography

Add:
GEOG 360 Sustainability Science

School of Journalism and Mass Communications

Change:
MC ~~450~~ 290 Topics in Mass Communications

Add:
MC 535 Community Media
MC 564 History of Mass Communication
MC 572 International Mass Communication
MC 573 Ethics in Mass Communication
MC 580 Convergence Reporting
MC 589 Issues in Mass Communication

Department of Political Science

Change:
POLSC ~~507~~ 327 Introduction to Public Administration

Drop:
POLSC 541 International Relations

Department of Sociology, Anthropology, and Social Work

Add:
ANTH 522 Special Topics in Anthropology/World Systems and Globalization

CURRICULUM CHANGES:

Department of Journalism and Mass Communications

Change:

Change to the Journalism and Mass Communications Advertising Option:

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

Change to the Journalism and Mass Communications Electronic Journalism Option:

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

Change to the Journalism and Mass Communications Print Journalism Option:

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

Add:

Journalism and Mass Communication MINOR:

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

Required courses include:

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

Choose **one** of the following:

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

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

Department of Kinesiology

Change:

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

- General Requirements: From: ~~80-86~~ hours To: 78-86 hours. (Changes in Math course requirements)
- Professional Studies: From: ~~68~~ hours To: 67 hours.

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

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

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

See page 16 of white sheets for rationale.

Department of Political Science

Add:

Page 144, undergraduate catalog

Pre-Law Option

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

Political Science has a well-deserved reputation as the preeminent field of study for students considering legal education. The emphasis on understanding the nature and role of law in our public lives, on critical

thinking about political issues and institutions, and on learning to express our thoughts clearly on these matters, make a degree in Political Science an excellent gateway to the study of law.

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

Careers

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

Legal Internships

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

The Pre-Law Curriculum

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

POLSC 614. Constitutional Law I (3) I.

POLSC 615. Constitutional Law II (3) II.

Select one of the following courses:

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

POLSC 605. The American Presidency (3)

POLSC 607. Administrative Law (3) II.

POLSC 611. The Legislative Process (3) II.

POLSC 612. The Judicial Process (3)

POLSC 647. International Law (3)

Donnelly is concerned that electives are being stripped down across the curriculums of many professions, and he believes a protest should be voiced. Carroll responded his concerns are duly noted.

Motion carried.

- b. Graduate Education – Carroll moved to approve the following course and curriculum changes as approved by the Graduate Council on February 6, 2007:

COURSE CHANGES:

Changes:

AT 645 Private Label Apparel Product Development

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

AT 800 Textile Surface Design

AT 830 Fashion Theory

AT 835 Strategic Economic Analysis of Apparel and Textile Industries
AT 840 Apparel and Textile Product Development
AT 845 Consumers in the Apparel and Textile Market
AT 850 Research Methods in Apparel and Textiles
AT 880 Physical Analysis of Textiles
AP 850 Stem Cell Techniques

Drop:

AT 745 Fiber Science
AT 750 New Developments in Textiles
AT 820 Comfort and Performance of Protective Clothing

Add:

AP 711 Stem Cells and Comparative Biomedicine
CS 766 Food Animal (Mixed) Practice Mentorship
CS 767 Small Animal Practice Mentorship
CS 768 Non-Traditional Practice Mentorship

CURRICULUM CHANGES:

Change:

- Master of Public Health Degree (College of Human Ecology, **Attachment 1**)
- Master of Science in Counseling and Student Development: College Student Personnel Work:
Option: Advising (College of Education, **Attachment 2**)
- Master of Science in Counseling and Student Development: College Student Personnel Work:
Option: Administration (College of Education, **Attachment 2**)
- PhD in Student Affairs in Higher Education (College of Education, **Attachment 3**)

Add:

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

Motion carried.

2. Graduation List and additions – Carroll moved to approve the December 2006 Graduation list and additions:

December 2006

Alexander James May – Bachelor of Architecture, College of Architecture, Planning, and Design
Deena Marie Rowe – Bachelor of Science, College of Arts & Sciences
Elizabeth A Cronn - Bachelor of Science, College of Arts & Sciences
Stephanie Fraker – Bachelor of Science, College of Arts & Sciences
Diana Wilbert – Bachelor of Science, College of Arts & Sciences
Shannon Roof – Bachelor of Science, College of Arts & Sciences
Brianna Lynn Bryan – Bachelor of Science, College of Business Administration
Amy M. Buhrman – Bachelor of Science, College of Business Administration
Amalia A. Martinez – Bachelor of Science, College of Business Administration
Terry Dwayne Pierce – Bachelor of Science, College of Business Administration
Desiree Francis Spooner – Bachelor of Science, College of Business Administration
Megan Elizabeth Walter – Bachelor of Science, College of Business Administration
Riley V. Yadon – Bachelor of Science, College of Business Administration

Motion carried.

In closing, Carroll reminded the Senate about upcoming issues facing Academic Affairs for the remainder of the year. The Provost initiated General Education Task Force visited Academic Affairs recently and is working on ways to implement recommendations they submitted to the Provost in December. It is hoped this will take place in the near future. Secondly, two proposals from CAPP are being addressed. One will be regarding the definition of plagiarism for the campus.

B. Faculty Affairs Committee – Betsy Cauble

Faculty Affairs has been facing a number of issues. They hope to have Appendix G text changes coming forth by the end of the year. Secondly, the issue of child care and the faculty spaces available at the new child care development center, in process, are of concern. A survey may be forthcoming. Costs of health care for retirees not eligible for Medicare are also being addressed.

1. Cauble moved to approve the revised language to the Policy on Mediation, Appendix U (second reading and vote) – **Attachment 5**

Martin asked about the changes pertaining to the “non-binding” nature of any agreement and the striking of the confidentiality statement. Cauble explained the clarifications made in the first statement of “Process” that eliminate the need for item 20.

Motion carried.

C. Faculty Senate Committee on University Planning – Tom Herald

- Herald was not present. Kearns reported on the activities. FSCOUP has been bringing in guests from external organizations as well as internal. Last week Art Degroat, Director of Military Affairs, which has affiliations with Ft. Riley, visited with FSCOUP. For the April meeting, the committee will be reviewing Appendix B of the University Handbook in detail for any needed changes. This appendix focuses on financial exigency.

D. Faculty Senate Committee on Technology – Michael North

FSCOT met twice since the last Faculty Senate meeting.

- James Lyle from Colorado State will be here later this month and will be officially starting his position as AVPAST around April 1, 2007.
- The proposal for the data security policy is still under construction and will be issued soon.
- Updates have been received from Dr. Gould on the possibilities of outsourcing emails. Dr. Unger has emphasized that critical issues are being addressed in the formulation of any new email policy.
- Oracle calendar issues—Dr. Unger is asking if the faculty believes if we should put holidays on the oracle calendar.
- Regarding the letter to the editor in the Collegian yesterday, North emphasized that the student representative, Nick Zimmerman, has been fully participating in FSCOT and is very knowledgeable. The disparaging remarks in the letter to the editor yesterday were not warranted.
- Issues surrounding Vista and TrendMicro compatibility issues are being aggressively addressed in order to find a viable solution.
- North and Cauble and other representatives from campus visited with Varney’s to see a demonstration of the new textbook purchase database access that Varney’s will be providing next semester. The database appears to be secure and not violating any student privacy.
- An E-Portfolio committee will be formed to see if there can be standardization of the approach to e-portfolios for the tenure and promotion documents.
- The phishing scam appearing as K-State Federal Credit Union in February was extremely well done. Do not give out your identities for anything that could possibly be phishing. The K-State Credit Union emphasized that they will *never* ask for any personal information through email.

4. Announcements

A. Presidential announcements--none

B. Faculty Senate Leadership Council

FSLC met with Pat Bosco and key student leaders to find out more about the textbook proposal that suddenly appeared and seemed to be on the fast track. There was concern about the security of student information. That meeting was very productive and resulted in the meeting with Varney’s that was very informative. One issue that became very clear is how important it is that faculty turn in textbook requests on time. We need to reiterate to all faculty how important it is to supply that information on time.

C. Kansas Board of Regents Meeting – **Attachment 6**

The Regents meet again tomorrow and Thursday this week.

D. Report from Student Senate—Given by Jarrod Bowser, a member of Student Senate. The textbook resolution passed. Varney's will be shouldering the bulk of the maintenance work for the database. It is extremely important for faculty to turn in textbook requests on time. Student Senate elections are complete and the turnover will take place on April 5th.

5. New Business

A. Accept the 2006 Report on the Status of Faculty Salaries and Tables 1-5 – **Handed out at the last meeting** <http://www.k-state.edu/pa/statinfo/reports/faculty/salary06/index.htm>

Kelli Cox came to answer questions and explain specific portions of the report. There are some real positives to be found; the status of salaries has improved. Spooner asked for clarification of the differences between this report and the numbers from the Board of Regents. Cox confirmed that it was actually the same information, but calculated differently. The total dollars are divided up by different formulas. There were also distinctions regarding the exclusion of the Veterinary School at KSU and the Medical School at KU. The Regents included them; our figures did not.

Motion carried to accept the report.

6. Old Business--none

7. For the Good of the University

- Kearns announced that the library service assessment survey is up and running. Please take the time to take the survey so the library may know how to serve you better. Also, the copy center has closed in Hale Library. Three scanners have been purchased, and the scans are free.
- Spikes will be meeting with Jane Rowlett soon to talk about appointments needed for various university committees.
- Spikes also reminded senators of the Senate elections taking place and to be thinking about running for the President Elect and Secretary positions.
- Hosni reported that NACADA is a resource that we can use to invigorate advising at the department level. Please consult this resource.

8. The meeting adjourned at 4:32 p.m.

Respectfully submitted,

Alice Trussell, Faculty Senate Secretary

ATTACHMENT 1

Changes to the Master of Public Health (MPH) Program

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

Current public health core courses (14 credit hours)

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

Current areas of emphasis (16 credit hours)

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

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

Current capstone or culminating experience (6 credit hours)

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

Total credit hours for the MPH degree = 36

Proposed public health core courses (16 credit hours)

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

Proposed areas of emphasis (20 credit hours)

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

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

Proposed capstone or culminating experience (6 credit hours)

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

Total credit hours for the MPH degree = 42

ATTACHMENT 2

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

FROM:**TO:**

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

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

RATIONALE: The content of EDCEP 835 and EDCEP 851 is more relevant for students enrolled in this option. EDCEP 885 will provide experience related to College Student Personnel Work.

EFFECTIVE DATE: Fall 2007

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

FROM:**TO:**

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

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

RATIONALE: EDCEP 875, Administration of College Student Personnel Services, is to be dropped as it contains content similar to EDCEP 818, Principles of College Student Personnel Services, one of the core requirements in the program. The content of EDCEP 819, Survey Research, is no longer considered relevant to the administration option of the program. The proposed courses, Diversity in Higher Education and Current Issues in Higher Education, address relevant content for students in the administration option.

EFFECTIVE DATE: Fall 2007

ATTACHMENT 3

Changes to the Ph.D. in Student Affairs in Higher Education:

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

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

EFFECTIVE DATE: Fall 2007

ATTACHMENT 4

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

DEPARTMENT OF SPECIAL EDUCATION, COUNSELING AND STUDENT AFFAIRS

NEW: MASTER OF SCIENCE DEGREE IN ACADEMIC ADVISING

PROPOSAL:

Basic Program Information

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

PROGRAM PROPOSAL NARRATIVE

A. Program Need and Student Characteristics

1. Centrality to the mission of Kansas State University

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

2. Student demand for the program

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

The Graduate Certificate in Academic Advising offered by Kansas State University has attracted 328 enrollees since its inception in 2003. During the initial semester the certificate program was offered, 68 students enrolled in Foundations of

Academic Advising, the only course in the program offered that semester. The first cohort to complete the certificate program in May 2005 included 30 individuals with an additional 29 completing the program through August 2006. As a natural continuance of the certificate program, the proposed master's degree should have similar appeal. Professional academic advisors have historically come from various academic backgrounds and gained advising expertise on the job or through professional development opportunities with NACADA. As higher education increasingly embraces the importance of academic advising to student success and retention, more professionals will seek graduate educational opportunities related to academic advising. This program will be the first and only graduate degree in academic advising in the United States.

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

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

3. Demand for graduates of the program

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

4. Locational and comparative advantages of the program

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

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

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

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

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

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

B. Curriculum of the Proposed Program

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

1. Know and apply advising strategies to institutional advising programs and individual advising.
2. Assess psychosocial factors that impact student learning.
3. Design interventions to assist students in overcoming learning barriers and enhancing learning approaches to improve their academic performance.
4. Know and apply student development theories to academic advising.
5. Know and apply theories of career development and related constructs to assist students with their academic and career planning.
6. Understand the influence of multicultural factors on the advising relationship and the content of advising with students.
7. Understand the needs and characteristics of specific groups of students (e.g., students with learning disabilities, student athletes, adult students, exploratory students) and apply this to academic advising.
8. Know and demonstrate skills and strategies needed to enhance communication and relationship building in advising.
9. Apply strategies for assessing academic advising programs and services.
10. Develop and implement advisor training programs.
11. Evaluate the performance of academic advisors.

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

Core Courses (27 hours)

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

Restricted Elective (3 hours)

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

Five of the courses listed above are part of the Graduate Certificate in Academic Advising (marked with *). Three new courses are being developed for the proposed program (marked with **). The students completing the proposed master's

degree program will take one of the two electives based on students' interests. The electives are Intercollegiate Athletics and the College Student and Administration of Academic Advising.

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

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

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

1) Advisors are responsible to the individuals they advise.

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

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

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

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

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

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

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

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

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

5) Advisors are responsible to their educational community.

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

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

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

C. Program Faculty

1. Quality of Faculty

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

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

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

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

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

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

D. Academic Support

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

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

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

E. Facilities and Equipment

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

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

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

*Based on an estimated 10% increase annually.

F. Program Review, Assessment, and Accreditation

The goal of program review and assessment is continuous program improvement. The program will be reviewed periodically by faculty teaching in the program with the review initiated by the program coordinator. The review will align with student learning outcomes and assessment plans for the student learning outcomes. The Assessment of Student Learning Plan for the proposed master's degree program is included with this proposal. Faculty and student input will be

sought on a regular basis to determine the program’s status and enhancements needed. In addition, periodic follow-up surveys will be conducted of employers of graduates to determine the quality of the education of program graduates.

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

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

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

**New Degree Request - Summary
Master of Science in Academic Advising**

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

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Academic Advising CIP 13.1101
2. Academic Unit	Department of Special Education, Counseling, and Student Affairs in the College of Education
3. Program Description	The proposed Master of Science in Academic Advising will be a unique online master’s degree program offered by Kansas State University. The proposed graduate program is targeted for advising professionals and future professional advisors seeking to enhance their knowledge and ability to work more effectively with postsecondary students in their academic and career planning. Offering the degree online serves graduate students in Kansas and students both across and outside the country. The proposed program will contribute to the development of knowledgeable, educated, and professional advisors.
4. Demand/Need for the Program	There is a demonstrated need for the proposed degree. The Graduate Certificate in Academic Advising offered by Kansas State University has attracted 328 enrollees since its inception in 2003. During the initial semester the certificate program was offered, 68 students enrolled in Foundations of Academic Advising, the only course in the program offered that semester. The first cohort to complete the certificate program in May 2005 included 30 individuals with an additional 29 completing the program through August 2006. At the time the certificate program was approved, it was not planned to add a degree program; however, based on need and demand, the new degree program is being proposed. As higher education increasingly embraces the importance of academic advising to student success and retention, more professionals will seek graduate educational opportunities related to academic advising. This program will be the first and only graduate degree in academic advising in the United States. The proposed degree program provides an opportunity to take advantage of the College of Education’s ongoing and strong relationship with the National Academic Advising Association (NACADA), with its central administrative offices in the College of Education at Kansas State University. In addition to strong interest and support from NACADA for the proposed program, there is strong interest from individual professional

	advisors.
5. Comparative /Locational Advantage	<p>The proposed online degree program is unique, in Kansas, nationally, and internationally. The proposed program is a priority for the College of Education. As a result of priority setting in the College of Education at Kansas State University, Academic Advising is one of the four priorities and initiatives to be emphasized, as stated by Dean Michael Holen in a memo to Provost Duane Nellis. The proposed degree program provides an opportunity to take advantage of the College of Education's ongoing relationship with NACADA. This relationship and the collaborative work with NACADA make Kansas State University the ideal location for the proposed degree. NACADA's support and involvement in the implementation of the proposed degree are valued and its relationship with the College of Education and the Department in this endeavor will be mutually beneficial. In addition, housing the proposed program in the Department of Special Education, Counseling, and Student Affairs in the College of Education is a natural fit with degree programs offered by the Department and the expertise of the faculty.</p> <p>Letters of support for the proposed master's degree have been received from Susan Campbell, President of NACADA, and Phil Hughes, Director of Student Services for Intercollegiate Athletics at Kansas State University and President-Elect of the National Association of Academic Advisors for Athletics (N4A).</p>
6. Curriculum	<p>The Master of Science in Academic Advising will be a 30-hour, online degree offered by Kansas State University. The program will consist of nine core courses (27 hours) and one restricted elective course (3 hours). Five of the core courses are part of the Graduate Certificate in Academic Advising offered by Kansas State University.</p> <p>As a capstone experience for the proposed degree, students will prepare a portfolio that demonstrates knowledge and expertise in the outcomes of the program. In the development of the portfolios, students will draw from their learning in the courses and the application of their learning to academic advising.</p>
7. Faculty Profile	<p>The core program faculty involved in the proposed degree are faculty from the Department of Special Education, Counseling, and Student Affairs. The academic specializations along with the instructional and scholarly work of the faculty teaching in the program will lead to a high quality program. All faculty who teach in the proposed program will meet K-State Graduate School criteria to serve as members of the graduate faculty.</p> <p>Departmental faculty who will be teaching in the proposed program are as follows:</p> <p>Dr. Aaron Carlstrom, Assistant Professor Dr. Judy Hughey, Associate Professor Dr. Ken Hughey, Professor Dr. Marilyn Kaff, Associate Professor Dr. Adrienne Leslie-Toogood, Assistant Professor Dr. Christy Moran, Assistant Professor Dr. Fred Newton, Professor Dr. Charlie Nutt, Assistant Professor</p>

8. Student Profile	It is estimated that approximately 40 students will begin the program in the first year with 20 students enrolling in six credit hours and 20 enrolling in three credit hours. Students who apply to the program will likely be working as professional advisors in postsecondary institutions across the country. They will come from a variety of backgrounds and disciplines. They will be motivated, academically strong students seeking to enhance their professional development and learning.
9. Academic Support	<p>Advisors will be assigned for students as they are admitted to the program. Advisors will be accessible to students and will help students with their academic planning. To facilitate communication, an online site will be developed for advising purposes and to enable students to access relevant program information.</p> <p>Students will have the normal resources provided by the Division of Continuing Education as they complete the online courses. For example, Division of Continuing Education students have access to K-State Library resources and services (e.g., checking out books, requesting journal articles, online databases and journals). In addition, reference assistance is available to students. The Division of Continuing Education Facilitation Center is available to provide assistance related to course issues and the K-State IT Help Desk provides assistance relative to technical issues with K-State Online.</p>
10. Facilities and Equipment	No new facilities are required for the proposed program. In addition, there are no anticipated equipment expenditures except the typical technology upgrades to facilitate online instruction. Faculty will use the existing support facilities for their work completed as part of the proposed degree.
11. Program Review, Assessment, Accreditation	<p>The goal of program review and assessment in the proposed degree program is continuous program improvement. The program will be reviewed periodically by faculty teaching in the program with the review initiated by the program coordinator. The review will align with student learning outcomes and assessment plans for the student learning outcomes. Faculty and student input will be sought on a regular basis to determine the program's status and enhancements needed. In addition, periodic follow-up surveys will be conducted of employers of graduates to determine the quality of the education of program graduates.</p> <p>Accreditation will not be sought for the proposed program, as there are no organizations that accredit such programs.</p>
12. Costs, Financing	The proposed program requires 15 semester credit hours (5 courses) beyond coursework with underutilized capacity regularly offered through the presently approved Graduate Certificate Program in Academic Advising. Of the 5 courses, one (Research Methods) is offered each semester as part of other M.S. programs in the College of Education; the other courses will have an average instructional cost of about \$7,500 (each) to be funded through internal reallocation. During the Implementation Year, four of these courses will be offered at a total cost of approximately \$30,000. The second year adds one additional course (a restricted elective) at an approximate additional cost of \$7,500. Our enrollment estimates suggest revenue during the Implementation Year of approximately \$59,400. We estimate annual materials and associated operating expenses at approximately \$3,000, to be funded through internal reallocation.

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

I. Identify the new degree:

Master of Science in Academic Advising

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

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

IMPLEMENTATION YEAR
FY 2008

Fiscal Summary

Proposed Program: Master of Science in Academic Advising

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		40		60		60
B. Total SCH taken by all students in program	180		270		270	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$30,000		\$7,500		0	
OOE	3,000		750		0	
Total	33,000		8,250		0	

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

All internal reallocation.

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

Core Courses (27 Hours)

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

Restricted Elective (3 Hours)

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

* Graduate Certificate courses

**Underutilized capacity, presently offered

***New obligations for the MS in Academic Advising

EFFECTIVE DATE: Fall 2007

ATTACHMENT 5
University Handbook Revision
Appendix U, Policy on Mediation
Approved by Faculty Affairs on January 23, 2007

Introduction

Mediation is playing an ever-increasing role in the positive resolution of campus disputes by addressing the needs and interests of all parties and at the same time saving time and money. It is particularly effective when the disputing parties want or need to continue their relationship. It also allows the parties to look at ways to prevent conflicts in the future.

For purposes of this policy, mediation is defined as a voluntary process of facilitated negotiation in which a neutral third party, a professional mediator, sits down with the parties in conflict and helps them look for mutually acceptable solutions to work-related issues in dispute. The mediator does not make the decisions, but instead, works with the parties to identify their needs and interests and to develop creative options for resolving the conflict in a confidential manner.

Guidelines for Mediation

Mediation should be considered in any instance of serious or substantive dispute. It can be accessed at any point in the process of informal facilitation, appeal, grievance or litigation. Anyone can propose mediation; for example an ombudsperson, the next highest administrator, an affirmative action officer, or any of the parties to a dispute. The use of mediation will only occur with the concurrence of all of the disputing parties. Although any kind of dispute can be mediated, it is anticipated that common examples would include:

- disagreement over salary adjustments
- performance evaluations
- promotion and tenure issues
- workplace issues, and or
- instances of alleged harassment or discrimination that do not meet the legal standard for such but which include real or perceived problems requiring resolution

An "agreement to mediate" will be entered into by all parties. This agreement does not constitute an obligation to reach a binding conclusion.

A mediator is defined, for purposes of this policy, as a person who is certified by or is recognized as equivalently qualified by the Kansas Judiciary Branch, Office of Judicial Administration. A list of university approved mediators will be developed through a screening and selection process based upon a recommendation of a committee appointed by the provost and comprised of two central administrators, one dean, one unclassified professional staff member, and two faculty members. The list will be reviewed annually by the provost (or his or her agent) for accuracy, verifying current certifications or equivalents, and updated every three years by the committee.

Coordination of Mediation Process

Responsibility for coordinating the mediation process and making information available to the university community will be assigned by the Faculty Senate Executive Committee to a director who will operate from the Office of Faculty Senate. The University will be responsible for paying the fees for mediation unless an outside complaint or lawsuit has been filed.

Kansas State University Agreement to Mediate

This is an Agreement between _____ and _____ (hereafter referred to as the participants). The participants enter into mediation with the intention of reaching a consensual resolution of their issues. The provisions of this agreement are as follows:

Process

1. Mediation is a voluntary collaborative process ~~that is non-binding~~. The parties have a right to agree or not agree to be bound to any particular outcome.
2. The mediator is a neutral facilitator who assists the participants in reaching their own voluntary, fully informed resolution concerning the issues.
3. A mediator's duties do not include decisions concerning "right" or "wrong" and the mediator will not make a decision regarding the issues for the participants.

4. In the event that the participants are already involved in an appeal, review, or grievance process for which a hearing has not convened at the time of this agreement, that process will be suspended until the conclusion of the mediation. Any timetables associated with such a process will be placed on hold until the mediation is ended.

Disclosures

5. The mediation process can be successful only if all participants make full and complete disclosure of all information pertinent to the resolution of the issues. Each participant will make a full and complete disclosure of all relevant information and documents to the mediator and the other participant.

6. If either participant fails to make a full and complete disclosure of all relevant information and documents, then any formal, legal, binding Resolution Agreement that may be reached based on the incomplete set of materials may be set aside.

Confidentiality

~~7. All written and oral communications, negotiations and statements made in the course of mediation will be treated as privileged settlement discussions and are absolutely confidential.~~

8 ~~7~~. Participants agree that no tape record will be made nor will any participant cause the electronic recording of any portion of the mediation session or sessions or telephone calls among the participants and/or mediator concerning the sessions.

9 ~~8~~. The mediator will not reveal anything discussed in mediation to anyone other than the participants, unless all parties agree otherwise, in writing.

~~10~~ ~~9~~. The participants and the university will not at any time, before, during, or after mediation, call the mediator as a witness in any legal or administrative procedure concerning these issues. To the extent that the participants or the university may have a right to call the mediator as a witness, they each waive that right.

~~11~~ ~~10~~. The participants and the university agree not to subpoena or demand the production of any records, notes, work product or the like of the mediator in any legal or administrative proceeding concerning these issues. To the extent that participants or the university have a right to demand these documents, that right is hereby waived.

~~12~~ ~~11~~. If a participant or the university subpoenas the mediator, the mediator will move to quash the subpoena.

Termination/Withdrawal

~~13~~ ~~12~~. Either participant or the mediator may terminate the mediation at anytime. It will not be necessary that a participant or the mediator provide a reason for the termination of the mediation.

~~14~~ ~~13~~. In the event that the mediation is terminated, the mediator will advise the participants of the termination in writing. No explanation is required regarding the reason for termination.

Legal Representation

~~15~~ ~~14~~. Participants may choose to seek the advice of independent legal counsel at anytime during the process. Attorneys representing participants can not attend mediation sessions with the participants.

~~16~~ ~~15~~. The participants may have legal questions about either the Agreement To Mediate or the Memorandum of Understanding that may result from the mediation. Each participant may seek legal counsel regarding legal interests, rights and obligations.

~~17~~ ~~16~~. In the event that a participant seeks legal counsel, the University will bear the cost for each of the participants up to a maximum of two hours of legal costs for this purpose.

~~18~~ ~~17~~. The university will pay for the fees for mediation unless an outside complaint or lawsuit has been filed.

Memorandum of Understanding

18. The mediator will prepare a Memorandum of Understanding if that is appropriate. The mediator will provide the Memorandum of Understanding to each of the participants.

~~20. The Memorandum of Understanding is not an agreement. It is not binding upon the participants. It may form a basis for a formal legal binding Resolution Agreement, subsequently prepared and executed between/among the participants.~~

In Witness Whereof, the undersigned have read, understand and agree to each of the provisions of this Agreement to Mediate.

Participant Date Participant Date

Mediator Date For the University Date

ATTACHMENT 6
February Kansas Board of Regents Report

The Council of Faculty Senate Presidents (COFSP) met early on February 14 and presented our report to the Regents that day, due to a reversed agenda from the Regents. Our COFSP discussion was centered on the survey of department heads/chairs about faculty recruitment and retention issues. On February 15, COFSP had breakfast with the Regents and discussed the survey results. The Regents urged the senates to have discussions with their administrations about faculty salaries. They advised us not to have discussions with legislators about faculty work loads.