

Attachment 1
Consent Agenda Information – Academic Affairs

Veterinary Medicine (4-29-11)

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Graduate Course and Curriculum items (Approved by GC on 5-3-11)

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COLLEGE OF VETERINARY MEDICINE (Approved 4-29-11)

NEW COURSE:

Dean's Office

ADD: **DVM 704. Ethics and Jurisprudence (1) I.** Socratic ethics are discussed along with the American Veterinary Medical Association's Code of Ethics and practical situations with a fundamental ethical basis. The Kansas Practice Act is explored as an example of governance in veterinary medicine. The role of animals in humans' wellbeing is addressed along with the philosophy of animal welfare. The law and the practicing veterinarian are discussed with emphasis upon professional liability. PR: Third year standing in College of Veterinary Medicine

RATIONALE: This course is being reinstated as part of the restructured CVM curriculum and pertains only to the DVM degree.

EFFECTIVE DATE: Fall 2011

COLLEGE OF BUSINESS ADMINISTRATION (5-3-11)

COURSE CHANGES

Department of Management

Change From:

MANGT 366 – Information Technology for Business

Credits: (3)

A comprehensive view of the role of information technology in satisfying organizations' information requirements. Problems and techniques concerning the management of responsive information systems with special attention to managers' use of systems outputs. Cases and hands-on exercises emphasizing the use of information systems in decision making, information gathering and organizing, use of modeling techniques, and presentation of information.

Requisites

Prerequisite: CIS 101, 102, 103 ~~or CIS 200, 209, or 210 may be taken concurrent.~~

When Offered

Fall, Spring, Summer

UGE course

No

Change to:

MANGT 366 – Information Technology for Business

Credits: (3)

A comprehensive view of the role of information technology in satisfying organizations' information requirements. Problems and techniques concerning the management of responsive information systems with special attention to managers' use of systems outputs. Cases and hands-on exercises emphasizing the use of information systems in decision making, information gathering and organizing, use of modeling techniques, and presentation of information.

Requisites

Prerequisite: GENBA 166 or CIS 101, 102, 103.

When Offered

Fall, Spring, Summer

UGE course

No

Rationale:

One of the objectives of the recent revision of the core curriculum for the Bachelor of Science in Business Administration degree is to ensure that graduates have appropriate competency in information technology as it applies in a business setting. All business graduates are required to successfully complete GENBA 166. The change in the pre-requisite reflects this requirement.

Impact on Other Units:

The Department of Computing and Information Sciences has been contacted and approves of this change.

Effective Date: Fall 2011

Change From:

MANGT 521 – Quantitative Management

Credits: (3)

Quantitative techniques, models, and the integrative nature of management systems. Includes PERT, CPM, linear programming, and inventory models.

Requisites

Prerequisite: CIS 101,102,103 or 200 and lab, MANGT 420, MATH 205, and STAT 350.

When Offered

Fall, Spring

UGE course

No

Change to:

MANGT 521 – Quantitative Management

Credits: (3)

Quantitative techniques, models, and the integrative nature of management systems. Includes PERT, CPM, linear programming, and inventory models.

Requisites

Prerequisite: GENBA 166 or CIS 101,102,103 or 200 and lab, MANGT 420, MATH 205, and STAT 350.

When Offered

Fall, Spring

UGE course

No

Rationale:

One of the objectives of the recent revision of the core curriculum for the Bachelor of Science in Business Administration degree is to ensure that graduates have appropriate competency in information technology as it applies in a business setting. All business graduates are required to successfully complete GENBA 166. The change in the pre-requisite reflects this requirement.

Impact on Other Units:

The Department of Computing and Information Sciences has been contacted and approves of this change.

Effective Date: Fall 2011

COLLEGE OF HUMAN ECOLOGY (5-4-11)

CURRICULUM CHANGES:

Department of General Human Ecology

Family and Consumer Sciences Teacher Licensure Program (B.S.)

CHANGE FROM:	CHANGE TO:
<p>Family and Consumer Sciences Teacher Licensure Program (B.S.)</p> <p><i>EFFECTIVE FALL 2010</i> Bachelor's degree requirements</p> <p>General requirements (43–44 credit hours)</p> <p>Communications (8–9 credit hours) <i>(Grades of C or higher required.)</i> COMM 105 - Public Speaking IA Credits: (2) or COMM 106 - Public Speaking I Credits: (3) ENGL 100 - Expository Writing I Credits: (3) ENGL 200 - Expository Writing II Credits: (3)</p> <p>Social sciences (9 credit hours) ANTH 204 - A General Education Introduction to Cultural Anthropology Credits: (3) ECON 110 - Principles of Macroeconomics Credits: (3) PSYCH 110 - General Psychology Credits: (3)</p> <p>Humanities (6 credit hours) Literature Credits: (3) (any literature course except ENGL 355 or 545) History Credits: (3)</p> <p>Natural sciences (8 credit hours) BIOL 198 - Principles of Biology Credits: (4) CHM 110 - General Chemistry Credits: (3) and CHM 111 - General Chemistry Laboratory Credits: (1)</p> <p>Quantitative studies (6 credit hours) <i>(Grades of C or higher required.)</i> MATH 100 - College Algebra Credits: (3) or a college-level calculus course STAT 325 - Introduction to Statistics Credits: (3)</p> <p>Additional integrative studies (6 credit hours) ART 100 - 2-Dimensional Design Credits: (3) FSHS 350 - Family Relationships and Gender Roles Credits: (3)</p> <p>Professional studies (89 credit hours) <i>Grades of "C" or higher required.</i> Human ecology required courses (41 credit hours) AT 265 - Textiles Credits: (3) AT 330 - Apparel Consumers and Society Credits: (3)</p>	<p>Family and Consumer Sciences Teacher Licensure Program (B.S.)</p> <p><i>EFFECTIVE FALL 2011</i> Bachelor's degree requirements</p> <p>General requirements (43-44 credit hours)</p> <p>Communications (8–9 credit hours) <i>(Grades of C or higher required.)</i> COMM 105 - Public Speaking IA Credits: (2) or COMM 106 - Public Speaking I Credits: (3) ENGL 100 - Expository Writing I Credits: (3) ENGL 200 - Expository Writing II Credits: (3)</p> <p>Social sciences (9 credit hours) ANTH 204 - A General Education Introduction to Cultural Anthropology Credits: (3) ECON 110 - Principles of Macroeconomics Credits: (3) PSYCH 110 - General Psychology Credits: (3)</p> <p>Humanities (6 credit hours) Literature Credits: (3) (any literature course except ENGL 355 or 545) History Credits: (3)</p> <p>Natural sciences (8 credit hours) BIOL 198 - Principles of Biology Credits: (4) CHM 110 - General Chemistry Credits: (3) and CHM 111 - General Chemistry Laboratory Credits: (1)</p> <p>Quantitative studies (6 credit hours) <i>(Grades of C or higher required.)</i> MATH 100 - College Algebra Credits: (3) or a college-level calculus course STAT 325 - Introduction to Statistics Credits: (3)</p> <p>Additional integrative studies (6 credit hours) ART 100 - 2-Dimensional Design Credits: (3) FSHS 350 - Family Relationships and Gender Roles Credits: (3)</p> <p>Professional studies (89 credit hours) <i>Grades of "C" or higher required.</i> Human ecology required courses (41 credit hours) AT 265 - Textiles Credits: (3) AT 330 - Apparel Consumers and Society Credits: (3) FSHS 105 - Intro Personal & Family Finance Credits: (3)</p>

[FSHS 302 - Introduction to Human Sexuality](#)

Credits: (3),

[FSHS 310 - Early Childhood](#) Credits: (3)

[FSHS 313 - Pre-Professional Experiences in Early Childhood Unified](#) Credits: (1)

~~[FSHS 400 - Family and Consumer Economics](#)~~
Credits: (3)

[FSHS 670 - Working with Parents](#) Credits: (3)

[GNHE 210 - Foundations of Human Ecology](#)
Credits: (1)

[GNHE 310 - Human Needs](#) Credits: (3)

[GNHE 410 - Seminar in Human Ecology](#) Credits:
(2)

[HN 132 - Basic Nutrition](#) Credits: (3)

[HN 352 - Personal Wellness](#) Credits: (3)

[HN 413 - Science of Food](#) Credits: (4)

[ID 210 - Design and Behavior in the Interior Environment](#) Credits: (3)

One of the following courses:

~~[FSHS 105 - Introduction to Personal and Family Finance](#)~~

Credits: (3) OR

[FSHS 506 - Middle Childhood and Adolescence](#)

Credits: (3) OR

[FSHS 550 - The Family](#)

Credits: (3)

Professional education courses (48 credit hours)

* [DED 075 - Orientation to Teacher Education at KSU](#) Credits: (0)

* [DED 318 - Educational Technology for Teaching and Learning](#) Credits: (1)

* [EDSEC 200 - Teaching as a Career](#) Credits: (1)

* [EDSEC 230 - Early Field Experience](#) Credits: (1)

* [EDSEC 310 - Foundations of Education](#) Credits:
(3)

* [FSHS 110 - Introduction to Human Development](#) Credits: (3)

Block I:

** [EDCEP 315 - Educational Psychology](#) Credits:
(3)

** [EDSEC 376 - Core Teaching Skills: Secondary/Middle](#) Credits: (3)

** [EDSP 323 - Exceptional Students in the Secondary School](#) Credits: (2)

Block II:

** [EDCEP 525 - Interpersonal Relations in the Schools](#) Credits: (1)

** [EDSEC 455 - Teaching in a Multicultural Society](#) Credits: (1)

** [EDSEC 477 - Content Area Literacies and Diverse Learners](#) Credits: (2)

[FSHS 302 - Introduction to Human Sexuality](#)

Credits: (3)

[FSHS 310 - Early Childhood](#) Credits: (3)

[FSHS 313 - Pre-Professional Experiences in Early Childhood Unified](#) Credits: (1)

[FSHS 670 - Working with Parents](#) Credits: (3)

[GNHE 210 - Foundations of Human Ecology](#)
Credits: (1)

[GNHE 310 - Human Needs](#) Credits: (3)

[GNHE 410 - Seminar in Human Ecology](#) Credits:
(2)

[HN 132 - Basic Nutrition](#) Credits: (3)

[HN 352 - Personal Wellness](#) Credits: (3)

[HN 413 - Science of Food](#) Credits: (4)

[ID 210 - Design and Behavior in the Interior Environment](#) Credits: (3)

One of the following courses:

[FSHS 400 - Family and Consumer Economics](#) Credits: (3)
OR

[FSHS 506 - Middle Childhood and Adolescence](#) Credits: (3)

OR

[FSHS 550 - The Family](#) Credits: (3)

Professional education courses (48 credit hours)

* [DED 075 - Orientation to Teacher Education at KSU](#) Credits: (0)

* [DED 318 - Educational Technology for Teaching and Learning](#) Credits: (1)

* [EDSEC 200 - Teaching as a Career](#) Credits: (1)

* [EDSEC 230 - Early Field Experience](#) Credits: (1)

* [EDSEC 310 - Foundations of Education](#) Credits:
(3)

* [FSHS 110 - Introduction to Human Development](#) Credits: (3)

Block I:

** [EDCEP 315 - Educational Psychology](#) Credits:
(3)

** [EDSEC 376 - Core Teaching Skills: Secondary/Middle](#) Credits: (3)

** [EDSP 323 - Exceptional Students in the Secondary School](#) Credits: (2)

Block II:

** [EDCEP 525 - Interpersonal Relations in the Schools](#) Credits: (1)

** [EDSEC 455 - Teaching in a Multicultural Society](#) Credits: (1)

** [EDSEC 477 - Content Area Literacies and Diverse Learners](#) Credits: (2)

** [EDSEC 500 - Content Area Methods in the Secondary and Middle Schools](#) Credits: (3)

<p>** EDSEC 500 - Content Area Methods in the Secondary and Middle Schools Credits: (3)</p> <p>** EDSEC 520 - Block II Lab: Content Area Methods and Field Experience Credits: (2)</p> <p>Block III:</p> <p>** EDSEC 586 - Teaching Participation in Secondary Schools and Professional Development Seminar Credits: (1-12) 12 credit hours required</p> <p>** EDSEC 621 - Program Planning in Career and Technical Education Credits: (3)</p> <p>Non-blocked courses:</p> <p>EDSEC 405 - Middle-Level Education Credits: (2)</p> <p>EDSEC 510 - Career Pathways in Family and Consumer Sciences Education Credits: (2)</p> <p>EDSEC 620 - Principles and Philosophy of Career and Technical Education Credits: (3)</p> <p>Notes</p> <p>*These are the only professional education courses which can be taken prior to admission to teacher education.</p> <p>**These courses are blocked in three sequential semesters; courses in each block are to be taken concurrently and are prerequisites to the subsequent designated block of courses.</p> <p>Total credit hours required for graduation (132-133)</p>	<p>** EDSEC 520 - Block II Lab: Content Area Methods and Field Experience Credits: (2)</p> <p>Block III:</p> <p>** EDSEC 586 - Teaching Participation in Secondary Schools and Professional Development Seminar Credits: (1-12) 12 credit hours required</p> <p>** EDSEC 621 - Program Planning in Career and Technical Education Credits: (3)</p> <p>Non-blocked courses:</p> <p>EDSEC 405 - Middle-Level Education Credits: (2)</p> <p>EDSEC 510 - Career Pathways in Family and Consumer Sciences Education Credits: (2)</p> <p>EDSEC 620 - Principles and Philosophy of Career and Technical Education Credits: (3)</p> <p>Notes</p> <p>*These are the only professional education courses which can be taken prior to admission to teacher education.</p> <p>**These courses are blocked in three sequential semesters; courses in each block are to be taken concurrently and are prerequisites to the subsequent designated block of courses.</p> <p>Total credit hours required for graduation (132-133)</p>
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Rationale: Financial literacy has increasing importance in secondary programs in Family and Consumer Sciences. FSHS 105 Introduction to Personal & Family Finance will provide content valuable for teacher preparation in this area. FSHS 400 Family and Consumer Economics will become an elective choice in the Family and Consumer Sciences Education program. DED 318 Educational Technology for Teaching and Learning now requires admission to teacher education for enrollment.

Effective Date: Fall 2011

Impact: School of Family Studies and Human Services. Director, Dr. Maurice MacDonald supports the proposed changes.

General Human Ecology

General Human Ecology (B.S.)

CHANGE FROM:	CHANGE TO:
<p>GENERAL HUMAN ECOLOGY (B.S.) Bachelor's degree requirements</p> <p>General requirements (29-40 credit hours) University general education requirements must be completed.</p> <p>Communications (8-9 credit hours) COMM 105 - Public Speaking IA Credits: (2) or COMM 106 - Public Speaking I Credits: (3) ENGL 100 - Expository Writing I Credits: (3) ENGL 200 - Expository Writing II Credits: (3)</p> <p>Social sciences (6 credit hours) A course in economic systems Credits: (3) A course in human behavior Credits: (3)</p>	<p>GENERAL HUMAN ECOLOGY (B.S.) Bachelor's degree requirements</p> <p>General requirements (36-37 credit hours) K-State 8 general education requirements must be completed.</p> <p>Communications (8-9 credit hours) COMM 105 - Public Speaking IA Credits: (2) or COMM 106 - Public Speaking I Credits: (3) ENGL 100 - Expository Writing I Credits: (3) ENGL 200 - Expository Writing II Credits: (3)</p> <p>Social sciences (6 credit hours) A course in economic systems Credits: (3) A course in human behavior Credits: (3)</p>

Humanities (6 credit hours)

Humanities electives Credits: (6)

Natural sciences (7 credit hours)

(One course must include a laboratory.)

A course in life sciences Credits: (3–4)

~~A course in physical science Credits: (3–4)~~**Quantitative studies (6 credit hours)**

Statistics course, 300-level or higher Credits: (3)

[MATH 100 - College Algebra](#) Credits: (3)

or a college-level calculus course

Additional integrative studies (6 credit hours)~~A university general education elective course, 300-level or higher Credits:~~~~(2)~~[FSHS 350 - Family Relationships and Gender Roles](#) Credits: (3)**Professional studies (6 credit hours)**

Grades of “C” or higher required.

Human ecology courses (4 credit hours)[AT 265 - Textiles](#) Credits: (3)[AT 330 - Apparel Consumers and Society](#) Credits: (3)[FSHS 110 - Introduction to Human Development](#)

Credits: (3)

[FSHS 400 - Family and Consumer Economics](#) Credits:

(3)

[FSHS 550 - The Family](#) Credits: (3)

or

[FSHS 670 - Working with Parents](#) Credits: (3)[GNHE 210 - Foundations of Human Ecology](#) Credits:

(1)

[GNHE 310 - Human Needs](#) Credits: (3)[GNHE 410 - Seminar in Human Ecology](#) Credits: (2)[HN 132 - Basic Nutrition](#) Credits: (3)~~[HN 301 - Food Trends, Legislation, and Regulation](#)~~~~Credits: (3)~~~~or~~[HN 413 - Science of Food](#) Credits: (4)[ID 210 - Design and Behavior in the Interior](#)[Environment](#) Credits: (3)**Human ecology electives (4–18 credit hours)**~~Students seeking licensure in family and consumer sciences education may apply 1–4 hours of specified EDSEC courses.*~~

Select in consultation with advisor. At least 9 hours must be 300-level or higher.

Supporting courses (18 credit hours)

In consultation with advisor choose 18 hours, 300-level or higher, in areas other than human ecology.

Unrestricted electives (18–19 credit hours)

Note

*Students seeking licensure in family and consumer sciences education must meet licensure standards as well as degree requirements. See Family and Consumer Sciences Education [Licensure Requirements](#) (B.S.)**Humanities (6 credit hours)**

Humanities electives Credits: (6)

Natural sciences (7 credit hours)

(One course must include a laboratory.)

A course in life sciences Credits: (3–4)

[CHM 110 – General Chemistry](#) Credits: (3)[CHM 111 – General Chemistry Lab](#) Credits: (1)**Quantitative studies (6 credit hours)**

Statistics course, 300-level or higher Credits: (3)

[MATH 100 - College Algebra](#) Credits: (3)

or a college-level calculus course

Additional integrative studies (3 credit hours)[FSHS 350 - Family Relationships and Gender Roles](#) Credits: (3)**Professional studies (6 credit hours)**

Grades of “C” or higher required.

Human ecology core courses (3 credit hours)[AT 265 - Textiles](#) Credits: (3)[AT 330 - Apparel Consumers and Society](#) Credits: (3)[FSHS 110 - Introduction to Human Development](#)

Credits: (3)

[FSHS 105 – Introduction to Personal and Family Finance](#) Credits: (3)

or

[FSHS 400 - Family and Consumer Economics](#) Credits:

(3)

[FSHS 550 - The Family](#) Credits: (3)

or

[FSHS 670 - Working with Parents](#) Credits: (3)[GNHE 210 - Foundations of Human Ecology](#) Credits:

(1)

[GNHE 310 - Human Needs](#) Credits: (3)[GNHE 410 - Seminar in Human Ecology](#) Credits: (2)[HN 132 - Basic Nutrition](#) Credits: (3)[HN 413 - Science of Food](#) Credits: (4)[ID 210 - Design and Behavior in the Interior](#)[Environment](#) Credits: (3)**Human ecology electives (18 credit hours)**

Select courses to support professional goals in consultation with advisor.

At least 9 hours must be 300-level or higher.

Supporting courses (18 credit hours)

Select courses to support professional goals in consultation with advisor.

All courses must be 300-level or higher, and from areas other than the College of Human Ecology.

Unrestricted electives (16–17 credit hours)

Note

*Students seeking licensure in family and consumer sciences education must meet licensure standards as well as degree requirements. See Family and Consumer Sciences Education [Licensure Requirements](#) (B.S.) and the College of Education Secondary Education teaching [webpage](#).

<p>and the College of Education Secondary Education teaching webpage.</p> <p>Total credit hours required for graduation (124)</p>	<p><u>Students seeking licensure in family and consumer sciences education may apply 1-4 hours of specified EDSEC courses as Human Ecology electives.</u></p> <p>Total credit hours required for graduation (120)</p>
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Rationale: 1) Degree requirements are being modified to eliminate UGE course requirement. 2) Department of Human Nutrition is dropping HN 301 Food Trends, Legislation and Regulation (3). All GNHE students now will be required to complete HN 413 Science of Food (4). CHM 110 and 111 General Chemistry and Lab are prerequisites for HN 413. 3) FSHS 105 Introduction to Personal and Family Finance has been added to allow students to choose either FSHS 105 or FSHS 400 Family and Consumer Economics. This choice will benefit students who need a foundation course in financial literacy. 4) Professional Studies subgroups have been clarified by adding the number of hours required in each subgroup: Core Courses, HE Electives and Supporting Course electives. HE electives will now be 18 hours instead of 17-18 hours. 5) Total credit hours for degree have been reduced from 124 to 120. 6) Required unrestricted electives hours have been modified to accommodate these changes. 7) Clarification added about application of EDSEC courses as HE electives.

Effective Date: Fall 2011

Impact: Dr. Eric Maatta, head of the Department of Chemistry and Dr. Maurice MacDonald, director of the School of Family Studies and Human Services were consulted. There were no objections to proposed changes. Human Nutrition Department requested that HN 301 be dropped. (E-mails attached.)

GRADUATE COURSE AND CURRICULUM CHANGES

Graduate Council Approved on May 3, 2011

NEW COURSES

ADD: AGCOM 844. Theory in Agricultural Communications (3) I. The study of major communication theories and theorists in the context of agricultural communications.

RATIONALE: Professionals in Agricultural Communications seeking graduate level education should develop a deeper appreciation for the theoretical underpinnings of their discipline and of work in their field. This course is part of the AG IDEA courses that will be included in the M.S. in Agricultural Education and Communication program proposal.

IMPACT: The School of Journalism and Mass Communications (Steve Smethers and Angela Powers) and the Department of Communication Studies, Theatre and Dance (Charlie Griffin) have been contacted. The Department of Communication Studies, Theatre and Dance has responded.

EFFECTIVE DATE: Fall 2012

ADD: AGECE 615. Global Agricultural Development. (3) I. Current issues in global agricultural systems and international agricultural development from an economic perspective. Students will engage in microeconomic study of important contemporary issues affecting the global agricultural economy including technological change, policy, environmental stressors and global treaties. Three hrs lec per week. Pr.: AGECE 315 and AGECE 500.

K-State 8: (3) Ethical Reasoning and Responsibility and (4) Global Issues and Perspectives

RATIONALE: This course is designed to build mastery in the area of international agricultural development and contribute to the "Global Issues Perspectives" in the K-State 8 general education curriculum.

IMPACT: No negative impact on other departments is expected.

EFFECTIVE DATE: Fall 2012

ADD: AGED 810. Social Data Analysis in Communications and Agricultural Education. (3) II. A course in measurement and analysis as related to social science research and evaluation. The course takes an applied approach to organizing data, analyzing data according to research and evaluation objectives and/or hypotheses, using descriptive and inferential statistics, and interpreting data. Students gain practical experience in data entry and using SPSS for calculating statistics through laboratory exercises.
RATIONALE: This course is currently offered through AG-IDEA and will become one of the courses for students selecting the Thesis option in the proposed Agricultural Education and Communication Masters Degree Program.

IMPACT: The Department of Curriculum and Instruction in the College of Education (Gail Schroyer) and the Department of Statistics (Jim Neill) have been contacted and have responded indicating support of the proposal.

EFFECTIVE DATE: Spring 2012

ADD: AGED 830. The History and Leadership of the Land Grant University. (3) I. The course will provide a historical overview of the evolution and development of land-grant colleges/universities. It will reflect on the fundamental beliefs of those who conceptualized and implemented the land-grant college and university system. The course will enable students to examine early public mandates and subsequent successes of these special institutions of higher education, as well as evaluate significant education, research, and public service developments and new initiatives needed for land-grants to effectively serve society in the future. It is expected that students will gain an understanding of and benefits derived from the institutions that comprise the landgrant college and university family, as well as envision developments and opportunities that will mold the future of these special institutions that represent the land-grant legacy.

RATIONALE: Professionals in Extension Education seeking graduate level education should develop a deeper appreciation for the total role of the Land Grant University in addition to their working knowledge of the extension function of the tri-partite mission. The historical aspects of the Land Grant provide important foundational knowledge for current challenges. Further, those seeking advanced leadership positions within the Cooperative Extension Service will be provided with fundamentals of leadership challenges and opportunities within this unique setting. This course is part of the Ag IDEA courses that will be included in the Agricultural Education and Communication Masters Degree Program proposal.

IMPACT: It is not believed that any other units currently offer courses in this area.

EFFECTIVE DATE: Fall 2012

ADD: AGED 840. Advanced Theory and Methods of Teaching Agriculture. (3) I. This course will use contemporary and foundational theory and research on teaching and learning processes in the application and organization of instructional methods and techniques in formal and non-formal educational settings particularly in agriculture, food and natural resources disciplines.

RATIONALE: The majority of education professionals pursuing this degree program are baccalaureate graduates of teacher education programs and have taken an undergraduate level course in teaching methods. Such courses are completed prior to professional experience. Practitioners will benefit greatly by further exploring teaching methods through the lens of their classroom experience. Using this advanced background as a foundation for the course, students will be challenged to expand their pedagogical skill set. This course is part of the Ag IDEA courses that will be included in the M.S. in Agricultural Education and Communication program proposal.

IMPACT: The Department of Curriculum and Instruction in the College of Education (Gail Schroyer) has been contacted and has responded indicating support of the proposal.

EFFECTIVE DATE: Fall 2012

ADD: AGED 858. Program Planning and Evaluation in Agricultural and Extension Education. (3) II. This course is designed for students who are interested in the development and evaluation of agricultural and extension education programs. The course is designed to help students in the following areas: Acquire an understanding of program development from theory to practice; Strengthen their skills in planning, designing, implementing, evaluating and accounting for educational programs of targeted audiences; and provide application of program planning and evaluation concepts through experiential learning and class projects.

RATIONALE: This course is part of the AG IDEA courses that will be included in the Agricultural Education and Communication Masters Degree Program proposal.

IMPACT: No other department teaches a similar course.

EFFECTIVE DATE: Spring 2012

ADD: AGED 859. Management of Volunteers in Agricultural and Extension Education. (3) II. This course is intended to prepare students to be effective managers of volunteer programs, or to challenge those students already engaged in those roles to improve on their existing skills. Theory will be emphasized in the course, only in so much as it is essential to be grounded in theory in order to apply it. Major topics of the course will include, but are not limited to: volunteer recruitment, training, evaluation, and reward. This is an active course where students will be required to be active in and outside of class sessions.

RATIONALE: This course is part of the AG IDEA courses that will be included in the Agricultural Education and Communication Masters Degree Program proposal.

IMPACT: No other department teaches a similar course.

EFFECTIVE DATE: Spring 2012

ADD: AGED 890. Master's Project. (1-3) I, II, U. Students select and prepare a project designed to improve their professional practice. It may be the construction of a professional portfolio or project to represent the student's learning throughout the master's degree program.

RATIONALE: This course is intended to be a capstone course for those students selecting the Project Option in the new Agricultural Education and Communication Masters Degree Program.

IMPACT: The department of Curriculum and Instruction in the College of Education (Gail Shroyer) has been contacted and has responded indicating support of the proposal.

EFFECTIVE DATE: Spring 2012

ADD: AGED 899. Master's Thesis. (1-6) I, II, U. A master's thesis presents the results of an original investigation or a problem or topic within the student's classroom or educational field approved by the candidate's supervisory committee.

RATIONALE: This course is intended to be a capstone experience for students in the new M.S. in Agricultural Education and Communication that is being proposed.

EFFECTIVE DATE: Spring 2012

ADD: ENTOM 837 - Plant-Virus-Vector Interactions. (2) I, even years. A study of modes of virus transmission, important arthropod vectors, plant responses to viruses and insects, and current literature and techniques. Two hours lec. a week. Rec. Pr.: one of the following: BIOCH 521, BIOCH 522, ENTOM 830, ENTOM 875, or PLPTH 500. Cross-listed as PLPTH 837.

RATIONALE: This course is the same as PLPTH 837 which is already offered in the Department of Plant Pathology. We propose to cross-list PLPTH 837 as ENTOM 837 to better promote the course among Entomology graduate students.

IMPACT: The Department of Plant Pathology has approved this change and will be cross-listing the course.

EFFECTIVE DATE: Fall 2011

ADD: GENAG 712. Occupational and Agricultural Injury Prevention. (3), II. Explores traumatic injuries and their prevention in occupational and agricultural settings. Topics include falls, workplace violence, animal handling, mobile equipment, fixed machines, work tools, electrical hazards, fires, and explosions. This is a distance course.

RATIONALE: The course will help students master the fundamental knowledge and skills to manage traumatic injury hazards in the workplace. The course is being developed in part to address a need for graduate and continuing education for occupational safety and health professionals, as identified in a

recent survey conducted by the Division of Continuing Education. In addition, it is anticipated the course will be incorporated as a core offering in a proposal currently under development for an interdisciplinary distance-based master of science degree in occupational and agricultural safety and health.

IMPACT: This distance-based course includes some topics similar to those in non-distance courses taught by Industrial and Manufacturing Systems Engineering. However, the proposed Injury Prevention course is being designed to serve different needs and a different population of students. Rather than focusing on engineering, the new course will reflect a broad, "safetygeneralist" approach to injury prevention based on the model described by the Board of Certified Safety Professionals in their discussion, "The Safety Professional Today" (<http://www.bccsp.org/safetyprofessional>). In other words, the course will introduce students to an interdisciplinary concept of injury prevention, drawing broadly on the social and behavioral sciences, biological sciences, and other fields. All content related to engineering is intended simply to help students become informed consumers (not designers) of common control devices, such as PTO shields. To summarize the differences with IMSE courses: (1) the proposed course will include a strong emphasis on safety in agriculture and agriculture-related industries; (2) it will be based on an interdisciplinary approach to injury prevention; (3) it will be designed for students who do not have an engineering/mathematics background; (4) no attempt will be made to teach engineering methods or design; and (5) the course will be taught through distance education. The Departments of Industrial and Manufacturing Systems Engineering (Bradley Kramer) and Biological and Agricultural Engineering (Joe Harner) have been contacted and have responded indicating no objection to the course.

EFFECTIVE DATE: Spring 2012

ADD: GENAG 812. Managing Occupational and Agricultural Safety and Health. (3), I. Examines program management and leadership issues in occupational and agricultural safety and health. Topics include business aspects of safety and health, management functions, workforce involvement, program development, motivation and leadership, program evaluation, ethics of safety and health, responding to the needs of a diverse workforce, and innovative program management for changing economic and societal contexts. This is a distance course.

RATIONALE: The course will help students master the fundamental knowledge and skills to manage occupational and agricultural safety and health programs. The course is being developed in part to address a need for graduate and continuing education for occupational safety and health professionals, as identified in a recent survey conducted by the Division of Continuing Education. In addition, it is anticipated the course will be incorporated as a core offering in a proposal currently under development for an interdisciplinary distance-based master of science degree in occupational and agricultural safety and health.

IMPACT: No negative impact on other departments is expected. The Department of Management (Chwen Sheu) has been contacted; they responded with no objection to the course.

EFFECTIVE DATE: Fall 2012

ADD: HORT 630. General Viticulture. (3) II, odd years. Focus is on aspects of grapes, from vine anatomy to final products produced from them. Includes cultivars, propagation, canopy management, diseases, weed control, physiology, anatomy, irrigation, wine production, climates and soils. Three hours lecture a week. Rec. Pr.: HORT 520.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 695. Introduction to Permaculture. (3) I, odd years. Exploration of a thinking/design methodology that seeks to provide for the physical needs of humans, including food, water, shelter,

energy, etc. while doing so in an environmentally-friendly, sustainable manner. Three hours lecture a week. Rec. Pr.: HORT 201 and HORT 275.

RATIONALE: This course will augment the graduate program course offerings in Horticulture, particularly for the new M.S. specialization in Urban Horticulture, and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 715. Advanced Interiorscaping. (3) II, even years. Focus is the physiological principles and industry practices in the production, moving, care, and maintenance of interior plants. This course will provide students the career tools to design, install and maintain interior landscapes through knowledge of interior plant physiology, care and maintenance. Two hours lecture and two hours lab a week. Rec. Pr.: HORT 201 and BIOL 500.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 720. Environmental Nursery Production. (3) II, odd years. Cultural practices used with nursery production will be presented with focus on the adoption of best management practices, conservation of resources, scientific research-based investigations related to nursery cultural practices, potential risks to nursery personnel, and off-site movement of air-borne materials and effluents to surrounding areas and public watersheds. Three hours lecture a week. Rec. Pr.: HORT 575.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 760. Business Management for Horticultural Enterprises. (3) I. Focus is on developing a detailed business plan for the service, design and production businesses in horticulture that incorporates considerations of start-up capitalization, insurance, investments, legal accounting and employee compensation. Strategic decision-making and aspects of a horticulture firms that are unique to its industries, such as product seasonality and perishability, will be discussed. Three hours lecture a week. Rec. Pr.: HORT 500-level or above.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 775. Plant Breeding Methods in Horticulture. (3) I, even years. Focus is on introductory plant breeding principles with emphasis on traditional methods of developing improved cultivars of crosspollinated, self-pollinated, and asexually-propagated horticultural crops, and the genetic principles on which breeding methods are based. The course provides a general background in all areas of plant breeding as a foundation for mastering more complex breeding principles. Three hours lecture a week. Rec. Pr.: ASI 500 and STAT 300-level or above.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: HORT 820. Quantitative Agricultural Remote Sensing. (3) I, odd years. Focus is on the theory and application of remote sensing to quantifying soil and vegetation characteristics relevant to agriculture and natural biosystems, including turfgrass. Three hours lecture a week. Rec. Pr.: AGRON 305 and PHYS 100-level or above.

RATIONALE: This course will augment the graduate program course offerings in Horticulture and is an elective in the proposed Graduate Certificate in Advanced Horticulture.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2011

ADD: CIS 755 Advanced Computer and Information Security: (3) II. In-depth coverage of advanced theoretical and practical security techniques with emphasis on construction of new systems and auditing and repair of existing security-critical systems using rigorous design, risk analysis, and engineering methods and application of state-of-the-art theoretical tools. PR: CIS 551 or CIS 751.

RATIONALE: With escalating threats coming from the cyberspace, it has become imperative for everyone to obtain necessary education and training in information assurance and cybersecurity. While the current Computing and Information Sciences security curriculum is adequate for the general population of computing and information science students, there is an increased demand for computer scientists and software engineers who specialize in building, maintaining, and auditing secure software. The goal of this course is to build on the current introductory cybersecurity curriculum and create a class that will train future cybersecurity engineers. This will be an advanced course in computer and information security with an emphasis on thorough understanding of key concepts. Building on knowledge and skills acquired from the introductory security course (CIS 551/751), this course will cover a smaller number of advanced theoretical and practical topics, favoring depth instead of breadth. Covered areas include distributed system security, trusted and trustworthy computing, applied cryptography, privacy and anonymity, and advanced access control. After this course, students will be able to not only apply existing theoretical and practical solutions to specific problems, but also combine and extend existing tools in novel ways. Students also learn to critically and thoroughly examine existing systems to spot and repair security flaws. Most material is already available, but some will be changed to keep pace with the state of the art in computer security research. The course will be part of the "Security" track of the CIS-MSE program and will also be offered to distance learning students. Depending on the number of distance students enrolled, lectures may be pre-recorded or delivered live at alternate times. This course has already been offered in Spring of 2011 as a CIS 590/798, with 5 on-campus students and 1 distance student enrolled. Two of the on campus students are undergraduates, and this course will be geared for advanced undergraduates, Master's students, and beginning PhD students.

Impact: None.

Effective: Spring 2012.

ADD: CIS 833 Information Retrieval and Text Mining: (3) I. Theory and practice of search engines for retrieving textual information; basic and advanced topics, with emphasis on newer technologies that go beyond simple keyword search; the use of MapReduce framework to process large collections of documents. PR: CIS 732 and instructor permission.

RATIONALE: Advances in Web technologies have resulted in large amounts of data available online. As a consequence, information retrieval, which can be used to transform these data into useful information, has received a lot of attention in recent years. Information Retrieval (IR) refers to the processing, indexing and querying of unstructured or loosely structured information. This course is focused on the theory and practice of search engines for retrieving textual information (including web documents). Basic and advanced topics in IR are covered, with emphasis on newer technologies that go beyond simple keyword search. The MapReduce framework is also introduced in the context of processing large collections of documents. Programming assignments provide hands-on experience with retrieval systems and

MapReduce/Hadoop technologies. The skills that students acquire are very useful in today's Web industry. More advanced topics in IR are studied through final class projects, which could lead to interesting Master or Ph.D. thesis topics. This course has been already offered three times to on-campus students. Thus, all the course materials for on-campus students are already available. The course will be part of the "Data Mining and Information Retrieval" track of the CIS-MSE program and will also be offered to distance learning students. Lectures will be recorded for distance students. The last three offerings of this course in Fall 2008, 2009 and 2010 had 11, 14 and 13 students, respectively.

Impact: None.

Effective: Spring 2012.

Add: CIS 834 Machine Learning for Bioinformatics: (3) II, odd years. The course will cover some of the most important machine learning algorithms (including semi-supervised and transfer learning algorithms) and their applications to bioinformatics. PR: Either CIS 732 or CIS 734, and instructor permission.

RATIONALE: Advances in high-throughput experiments and sequencing technologies have resulted in large amounts of data in biological sciences. This has led to unprecedented opportunities for large-scale knowledge discovery in a number of areas, including characterization of macromolecular sequence-structure-function relationships and discovery of complex genetic regulatory networks, among others. Machine learning algorithms offer some of the most cost-effective approaches to automated knowledge discovery in emerging data-rich disciplines. In this course, some of the most important machine learning algorithms and their applications to bioinformatics are discussed. The instructor(s) will provide the background for the biological problems discussed in this course and will describe machine learning algorithms that can be used to address these problems. The application of the algorithms to biological problems will be discussed using recent bioinformatics research papers. Students are expected to write critical reviews for all papers discussed, and to lead the discussion of 2-3 papers. This course was offered to on-campus students in Fall 2008 and is being offered again in Spring 2011. Thus, many basic course materials for on-campus students are already available, although the papers discussed will be changing as the research in this area advances. The course will be part of the "Bioinformatics" track of the CIS-MSE program and will also be offered to distance learning students. Lectures will be recorded for distance students and live paper presentations will be replaced with online sessions where students discuss the assigned reading assignments. The Fall 2007 offering of this course had 5 students, and the current offering in Spring 2011 has 8 students.

Impact: None.

Effective: Spring 2012.

ADD: FSHS 765 Military Personal Finance (3) This course gives an overview of the topics relevant to the financial planning process. The course adapts the topics to address the unique needs, terminology, benefits, and resources that impact military service members and their families. Topics covered are: status of service member; financial readiness; financial management; recordkeeping; cash flow management; risk management; credit and debt management; savings, education planning, and investment management; tax management; retirement management; estate management; and special topics.

When Offered: Fall, Spring, Summer

RATIONALE: The ability to manage personal finances is challenging for many members of the Armed Forces. Personal financial problems have become a growing problem that can impact mission readiness of the service member. The purpose of this class is to train financial planners and counselors to help military service and family members effectively deal with financial issues.

EFFECTIVE DATE: Fall 2011

IMPACT ON OTHER UNITS: None

ADD: FSHS 909 Topics in Personal Financial Planning Credits: (0-3) Recent research, theory construction, and program development in personal financial planning, which will focus on selected relevant topics. Designed for doctoral students in personal financial planning.

When Offered: As needed/As requested

RATIONALE: The doctorate emphasis in Personal Financial Planning was established in Summer 2009. The proposed course serves as an option for special topics courses without the reliance on the general FSHS special topics course number.

EFFECTIVE DATE: Fall 2011

IMPACT ON OTHER UNITS: None

ADD: GERON 700 Gerontechnology: (3) An interdisciplinary approach to the understanding of the biological, environmental, and social spheres where technology and gerontology meet. Topics include the interrelationship between population dynamics and technological change, technological research and devices that may improve elders' lives, particular issues for rural communities, and the social and cultural meanings, challenges, and benefits of gerontechnologies. Particular emphasis will be given to placing both population aging and technological change in a broader social perspective.

K-State 8: Social Sciences, Global Issues and Perspectives

When Offered: Spring

RATIONALE: Gerontechnology is a new and quickly growing field of study defined as the study of technology and aging for the purpose of ensuring good health, full social participation and independent living throughout the lifespan. Due to the growth of the Masters in Gerontology program new courses are needed to accommodate the growing number of students. This course will keep the gerontology program current and provide an opportunity for KSU students to explore this topic as a potential emphasis for their degree program. This course will be available to undergraduate students in the secondary major in gerontology as well as to students in the Great Plains IDEA online Masters and online Certificate programs in Gerontology.

EFFECTIVE DATE: Fall 2011

IMPACT ON OTHER UNITS: None

ADD: GERON 710 Creativity and Aging: (3) What happens to creativity as a person ages? This unique class will help students to understand developmental and pathological changes in the brain that can lead to changes in creative output over time. Through hands-on experiences and direct association with older adults, students will grow an appreciation for creativity produced and inspired by older people. This course is intended to provide experiences that will help the student to create art programs for older adults.

K-State 8: Social Sciences, Aesthetic Experience and Interpretive Understanding

When Offered: Spring, Summer

RATIONALE: This course helps to fulfill our commitment to offer electives to undergraduate gerontology students. As faculty at KSU have retired and have not been replaced by others with an interest in aging, course selections have become limited in our fast growing program. This course will focus on positive aging and gives students hands-on experiences with creative programming for elders. We believe this helps them to be competitive in the job market. This course will be available to undergraduate students in the secondary major in gerontology as well as to students in the Great Plains IDEA online Masters and online Certificate programs in Gerontology.

EFFECTIVE DATE: Fall 2011

IMPACT ON OTHER UNITS: None

ADD: GRAD 850 – Foundations of Homeland Security. 3. I. This introductory course provides the foundational framework for the Homeland Security program and surveys the major policies, practices, concepts, and challenges confronting practitioners in Homeland Security. Topics include an overview of threats to homeland security and an introduction to the roles, functions, and policies of organizations and government structures at the federal, tribal, state, and local levels. The National Response Framework (NRF) and National Incident Management System (NIMS) are studied.

RATIONALE: This course will be used as part of a graduate certificate program that is being developed and that will be offered collaboratively between Kansas State University and the U.S. Command and General Staff College. The course content was developed based on results of the 2008 needs analysis, the 2011 Homeland Security Symposium and feedback from a 10-member advisory board and five curriculum reviewers with expertise in the field. It will survey the major policies, practices, concepts and challenges impacting practicing professionals in the complex field of homeland security.

IMPACT: Given the domestic focus of homeland security this course will not impact other campus units. The existing security studies program limits its scope to an international focus. This course will not compete with security studies enrollments as the target population is specifically regional homeland security professionals and Command and General Staff College (CGSC) students who are enrolled in the CGSC homeland security elective track but who wish to expand their knowledge of the field with a graduate certificate from K-State.

EFFECTIVE DATE: Fall 2011

ADD: GRAD 851 – Homeland Security Threats. 3. I. Students will understand the various types of disasters, methodologies of disaster recovery, and roles and responsibilities of Federal, State, and local government. It will address the impact of disasters, including acts of terrorism, to include economic, physical, emotional, and psychological effects. Students will understand how disasters affect society, risk mitigation strategies, and how the levels of government coordinate to address disaster impacts.

RATIONALE: This course will be used as part of a graduate certificate program that is being developed and that will be offered collaboratively between Kansas State University and the U.S. Command and General Staff College. The course content was developed based on results of the 2008 needs analysis, the 2011 Homeland Security Symposium and feedback from a 10-member advisory board and five curriculum reviewers with expertise in the field. This course examines the various types of disasters which seriously disrupt the functioning of society, including natural and human precipitated events.

IMPACT: The focus of this course is on natural and man-made disasters including technological, using an 'allhazards' framework. The uniqueness of this course is its focus on the impacts of all-hazards events and the operational and organizational dynamics of our domestic response systems. Existing security studies courses have a focus on a sociological and psychological understanding of international (versus domestic) terrorism therefore covering a significantly different aspect of threats.

EFFECTIVE DATE: Fall 2011

ADD: GRAD 852 – Organizations Amid Crisis. 3. I. The fundamental concepts and subject areas necessary for an organization to address in preparing for catastrophic emergency events and other events encountered by organizations as a result of homeland security are examined. It outlines the organization and practical steps required to develop an effective crisis response plan. The relationships between private and public service organizations, including governmental, nonprofit, and hybrid types are studied.

RATIONALE: This course will be used as part of a graduate certificate program that is being developed and that will be offered collaboratively between Kansas State University and the U.S. Command and General Staff College. The course content was developed based on results of the 2008 needs analysis, the 2011 Homeland Security Symposium and feedback from a 10-member advisory board and five curriculum reviewers with expertise in the field. It will focus on the nature of organizations that constitute the homeland security preparation and response system and the operational and organizational dynamics of the emergency and crises response system.

IMPACT: The uniqueness of this course is the focus on the interrelated operations of private, non-profit, and public service, and governmental and military players at an applied level of practice. Given the course target population includes regional homeland security professionals and U.S. Command and General Staff College (CGSC) students enrolled in the CGSC homeland security track the impact on other K-State academic programs is minimized. The College of Business has indicated there will be no conflict between their course offerings and this proposed course. Some of the content overlaps with selected courses

required in the Master's of Public Administration, but GRAD 852 focuses on the fundamental concepts related to preparing organizations for catastrophic emergencies.
EFFECTIVE DATE: Fall 2011

ADD: GRAD 853 – Homeland Security Process and Management. 3. I. Students will understand strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, efforts that are under way to meet these challenges, and possible policy options. Intergovernmental responsibilities and relationships of local, state, and federal agencies in an —all-hazards|| approach to disasters are emphasized. Major policy and regulatory issues of emergency management, including the role of the military in response to disaster operations, are examined.

RATIONALE: This course will be used as part of a graduate certificate program that is being developed and that will be offered collaboratively between Kansas State University and the U.S. Command and General Staff College. The course content was developed based on results of the 2008 need analysis, the 2011 Homeland Security Symposium and feedback from a 10-member advisory board and five curriculum reviewers with expertise in the field. It serves as the basis for understanding the intergovernmental responsibilities and relationships of local, state and federal agencies in an "all-hazards" approach to preparing and responding to manmade and natural disasters.

IMPACT: This course will provide a thorough understanding of the strategic, political, legal, and organizational issues and practices essential to management professionals practicing in the field of domestic Homeland Security. Given the course target population includes regional homeland security professionals and U.S. Command and General Staff College (CGSC) students enrolled in the CGSC homeland security track the impact on other K-State academic programs is minimized. The College of Business has indicated there will be no conflict between their course offerings and this proposed course.
EFFECTIVE DATE: Fall 2011

ADD: STAT 701 – Fundamental Methods of Biostatistics. (3) I, II, S. A course emphasizing concepts and practice of statistical data analysis for the health sciences. Basic techniques of descriptive and inferential statistical methods applied to health related surveys and designed experiments. Populations and samples, parameters and statistics; sampling distributions for hypothesis testing and confidence intervals for means and proportions involving one sample, paired samples and multiple independent samples; odds ratios, risk ratios, simple linear regression. Use of statistical software to facilitate the collection, manipulation, analysis and interpretation of health related data.

RATIONALE: The primary motivation for the development of an online course covering the basic principles and methods in biostatistics is to support accreditation needs of the Masters of Public Health program. A course with a focus on statistical methods as applied in the health sciences would be required to help meet the standards for accreditation established by the Council on Education for Public Health. Site visits for CEPH are scheduled for fall 2011. With areas of emphasis including food safety and biosecurity, zoonotic infectious diseases, public health nutrition and physical activity, the MPH program provides educational support for the university's initiatives in the biosciences. It is also the case that an online course in biostatistics would enhance the Graduate Certificate in Applied Statistics program.

IMPACT: MPH program in the College of Veterinary Medicine.
EFFECTIVE DATE: Fall 2011

COURSE CHANGES

BUSINESS ADMINISTRATION

From: MKTG 642 – Marketing Research (3) Designed to acquaint the students with the marketing research literature, concepts, methods, and techniques. The emphasis in this course is on how to actually conceptualize and conduct a marketing research project as well as use research as an aid for marketing management decisions. Topics include the marketing research industry, defining the marketing research problem, research design formulation, data

collection, data preparation and analysis, communicating the research project, and international and ethical dimensions of marketing research.

Requisites

Prerequisite: STAT 351, CIS 101, CIS 102, CIS 103, MKTG 400 and MKTG 450.

When Offered

Fall, Spring

UGE course

No

TO: MKTG 642 – Marketing Research (3) Designed to acquaint the students with the marketing research literature, concepts, methods, and techniques. The emphasis in this course is on how to actually conceptualize and conduct a marketing research project as well as use research as an aid for marketing management decisions. Topics include the marketing research industry, defining the marketing research problem, research design formulation, data collection, data preparation and analysis, communicating the research project, and international and ethical dimensions of marketing research.

Requisites

Prerequisite: STAT 351, MKTG 400, MKTG 450, and GENBA 166 or CIS 101, CIS 102, and CIS 103.

When Offered

Fall, Spring

UGE course

No

Rationale:

One of the objectives of the recent revision of the core curriculum for the Bachelor of Science in Business Administration degree is to ensure that graduates have appropriate competency in information technology as it applies in a business setting. All business graduates are required to successfully complete GENBA 166. The change in the pre-requisite reflects this requirement.

Impact on Other Units:

The Department of Computing and Information Sciences has been contacted and approves of this change.

Effective Date: Fall 2011

AGRICULTURE

FROM: PLPTH 837 - Plant-Virus-Vector Interactions. (2) I, even years. A study of modes of virus transmission, important arthropod vectors, plant responses to viruses and insects, and current literature and techniques. Two hours lec. a week. Pr.: one of the following: BIOCH 521, BIOCH 522, ENTOM 830, ENTOM 875, or PLPTH 500.

TO: PLPTH 837 - Plant-Virus-Vector Interactions. (2) I, even years. A study of modes of virus transmission, important arthropod vectors, plant responses to viruses and insects, and current literature and techniques. Two hours lec. a week. Rec. Pr.: one of the following: BIOCH 521, BIOCH 522, ENTOM 830, ENTOM 875, or PLPTH 500. Cross-listed as ENTOM 837.

RATIONALE: Cross-list with ENTOM 837 to better promote the course among Entomology graduate students.

IMPACT: The Department of Entomology approves this change and is adding and cross-listing the course.

EFFECTIVE DATE: Fall 2011

CURRICULUM CHANGES

Food Safety and Defense Certificate

FROM:

Required Courses for Food Safety and Defense Certificate (8 hours)

FDSCI 600 - Microbiology of Food **Credits:** (2)

FDSCI 690 - Principles of HACCP **Credits:** (2)

FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security **Credits:** (2)

FDSCI 750 - Food Toxicants **Credits:** (2)

Elective Courses:

DMP 806 - Environmental Toxicology **Credits:** (2)

DMP 854 - Intermediate Epidemiology **Credits:** (3)

FDSCI 713 - Rapid Methods and Automation in Microbiology **Credits:** (2)

FDSCI 751 - Food Laws and the Regulatory Process **Credits:** (2)

FDSCI 753 - Risk Assessment for Food, Ag, & Vet Med **Credits:** (3)

FDSCI 810 - Fermented Foods **Credits:** (2)

FDSCI 820 - Advanced Food Microbiology & Biotechnology **Credits:** (2)

~~KIN 818 - Social and Behavioral Bases of Public Health **Credits:** (3)~~

~~SOCWK 610 - Topics in Social Work **Credits:** (1-3)~~

TO:

The certificate program requires 12 credit hours comprised of core and elective courses, as outlined below. Students must complete the required 12 credit hours with a cumulative GPA of at least 3.0 and may have no grade lower than a “B” in any certificate-program course. Students must be enrolled the semester the certificate program is completed.

Core Requirements: 8-9 credits. Must take 4 courses from the list below.

FDSCI 600 - Microbiology of Food Credits: (2) or FDSCI 820 - Advanced Food Microbiology & Biotechnology Credits: (2)

FDSCI 690 - Principles of HACCP Credits: (2)

FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security Credits: (2)

FDSCI 731 - Food Protection and Defense—Essential Concepts Credits (2)

FDSCI 750 - Food Toxicants Credits: (2)

Elective Courses:

AGEC 710 - Comparative Food and Agriculture Systems Credits: (3)

AGEC 805 - Agricultural Marketing Credits: (3)

AGEC 810 - Price, Income, and Trade Policies for Agriculture: (3)

DMP 754 -- Introduction to Epidemiology Credits: (3)

DMP 816 -- Trade and Agricultural Health Credits (2)

DMP 806 - Environmental Toxicology Credits: (2)

DMP 845 -- Food Safety Risk Analysis Credits (3)

FDSCI 713 - Rapid Methods and Automation in Microbiology Credits: (2)

FDSCI 720 - Ethnic Foods: Food Safety, Food Protection

	<p><u>and Defense Credits: (2)</u></p> <p><u>FDSCI 725 - Food Analysis Credits: (3)</u></p> <p><u>FDSCI 727 - Chemical Methods of Food Analysis Credits: (2)</u></p> <p>FDSCI 751 - Food Laws and the Regulatory Process Credits: (2)</p> <p>FDSCI 753 - Risk Assessment for Food, Ag, & Vet Med Credits: (3)</p> <p><u>FDSCI 791 - Advanced Applications of HACCP Principles Credits: (3)</u></p> <p>FDSCI 810 - Fermented Foods Credits: (2)</p> <p><u>FDSCI 815 - Advanced Food Chemistry: Credits: (3)</u></p> <p>FDSCI 820 - Advanced Food Microbiology & Biotechnology Credits: (2)</p> <p><u>FDSCI 961 - Graduate Problems in Food Science Credits: (2-3)</u></p> <p>Other courses as deemed appropriate by the Food Science Program Chair.</p>
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RATIONALE: This revision provides more flexibility in the core course requirements for students that may have taken some of these core courses as an undergraduate. There are extensive updates and additions to the electives course offerings that have changed since the original certificate was approved in 2007.

EFFECTIVE DATE: FALL 2011

Master of Public Health degree program

Required “Core” Courses for MPH Degree (14 hours)

DMP 754 Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level epidemiology course credit (3 hours)

DMP 806 (2 hours)
HMD 720 (3 hours)
KIN 818 (3 hours)
~~STAT 702 or 703 (3 hours)~~

Required “Core” Courses for MPH Degree (14 hours)

DMP 754 Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level epidemiology course credit (3 hours)

DMP 806 (2 hours)
HMD 720 (3 hours)
KIN 818 (3 hours)
STAT 701 (3 hours) Fundamental Methods of Biostatistics

RATIONALE: Biostatistics is considered one of the five —core areas of public health, and therefore, must be integrated into all MPH curricula. Initially, to complete an MPH degree at K-State, either STAT 702 or 703 (3 hours) was a required course. In consultation with the accrediting body for all MPH degrees, (the Council on Education for Public Health (CEPH)), and a review of the course content for STAT 702 and 703, we have been informed that the current statistics courses do not use enough biological data information and examples to offer the students a good understanding of biological data manipulation. Additionally, the program at K-State will not receive accreditation by CEPH until that deficiency is corrected.

Currently, the Department of Statistics has proposed adding a biostatistics course in their graduate courses.

The proposed new Biostatistics course (STAT 701 – Fundamental Methods of Biostatistics) aims to fulfill the competencies required for the MPH degree and will suffice as a stand-alone —core course in biostatistics. Credit earned in biostatistics at other professional or graduate programs (at least 3 semester credit hours) may be substituted for STAT 701 as approved by the supervisory committee and program director.

Note the credit hour requirements for an MPH degree will remain the same at 42.

EFFECTIVE DATE: Fall 2011

Certificate in Public Health Core Concepts certificate program

Required Courses for Public Health Core Concepts

Certificate (14 hours)

DMP 754 Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level

epidemiology course credit (3 hours)

DMP 806 (2 hours)

HMD 720 (3 hours)

KIN 818 (3 hours)

~~STAT 702 or 703 (3 hours)~~

Required Courses for Public Health Core Concepts

Certificate (14 hours)

DMP 754 Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level

epidemiology course credit (3 hours)

DMP 806 (2 hours)

HMD 720 (3 hours)

KIN 818 (3 hours)

STAT 701 (3 hours) Fundamental Methods of Biostatistics

RATIONALE: The requirements for the Public Health Core Concepts Certificate mirrors the required “core” courses of the MPH degree. Currently, the Department of Statistics has proposed adding a biostatistics course to their graduate courses.

Changing the “core” courses required for the certificate matches the “core” courses required for the MPH degree and still meets the Graduate School requirements for a certificate program.

Note that the certificate program is not officially accredited by CEPH. Graduate students and professionals from other graduate programs who do not plan to seek an MPH degree upon completion of the certificate program may petition the Director of the MPH program to accept STAT 702 or 703 in lieu of STAT 701. All graduate students seeking an MPH degree must complete STAT 701 – Fundamental Methods of Biostatistics.

EFFECTIVE DATE: Fall 2011

College of Engineering (4-7-11)

MASTER OF SOFTWARE ENGINEERING

The curriculum is completely rewritten

RATIONALE: The goal of the changes to the MSE program are to (1) modernize the description of the degree and courses offered to make it more relevant to practicing software engineers, (2) to align the course choices with courses currently offered in CIS, and (3) to offer specializations focused toward specific industry needs. As a side benefit, CIS will be offering more online graduate level classes that will give students more choices in their elective courses.

EFFECTIVE: Spring 2012

IMPACT: None.

FROM:

MASTER OF SOFTWARE ENGINEERING (M.S.E.)
~~Offered through the Computing and Information Sciences graduate program, the master of software engineering degree (MSE) enables students who have a computer science, computer engineering, or related engineering or science degree to learn software engineering technology and thus be able to specify, design, implement, document, and maintain large software systems in their specialty areas. The discipline of software engineering covers the application of engineering principles to the building of computer software. The field covers the theories, tools and methods for systematic representation, design, verification, development, production, validation, and maintenance of software products including programs, prototypes, documentation, and user interfaces. Software engineering is applicable not only to computer systems software the techniques of software engineering offer benefits for software developed for all disciplines.~~

Master's degree requirements

The program of study for the MSE program consists of 33 credits that must include the following:

~~Six credits of technical electives (computer science or application area courses).~~

CIS 740 - Software Engineering Credits: (3)
CIS 748 - Advanced Software Management Credits: (3)
CIS 771 - Software Specification Credits: (3)
CIS 895 - MSE Project Credits: (Var.)
(six credits)

~~One course from the following:~~

~~CIS 644
CIS 725 - Advanced Computer Networks Credits: (3)
CIS 746 - Software Measurement Credits: (3)
CIS 764 - Database Design Credits: (3)~~

~~One course from the following:~~

TO:

MASTER OF SOFTWARE ENGINEERING (M.S.E.)
The goal of the K-State Master of Software Engineering (MSE) degree program is to produce software engineers with the skills and talents to produce the complex software-intensive systems of the future. The program is aimed at students with a degree in computer science, computer engineering, or a related engineering or science area. A K-State MSE graduate will be able to specify, design, implement, document, and maintain large and complex software systems in a variety of domains and specialty areas. The program will provide a background in the basic management techniques, technologies and tools used throughout the software industry today and tomorrow. The MSE program is designed to provide a solid foundation for tomorrow's leaders in industry, government, non-profit, education, and other areas where software technology is indispensable.

Master's degree requirements

The program of study for the MSE program consists of 33 credits that must include the following:

Core sequence (21 credits):

CIS 740 - Software Engineering (3)
CIS 744 - Advanced Software Analysis & Design (3)
CIS 748 - Advanced Software Management (3)
CIS 771 - Software Specification (3)
CIS 841 - Verification and Validation (3)
CIS 895 - MSE Project (six credits)

One of the following specialty sequences (6 credits):

Bioinformatics

CIS 734 - Introduction to Genomics and Bioinformatics
(3)

CIS 834 - Introduction to bioinformatics and genomics
(3)

Data Mining and Information Retrieval

CIS 732 - Machine Learning and Pattern Recognition (3)

<p>CIS 826 – Protocol Engineering Credits: (3) CIS 841 – Verification and Validation Credits: (3) CIS 842 – Specification and Verification of Reactive Systems Credits: (3) CIS 864 – Data Engineering Credits: (3)</p> <p>Two courses from an application area such as:</p> <p>parallel and distributed systems, operating systems and real-time systems, database engineering, knowledge based systems, artificial intelligence, graphics, or specialty areas from Electrical Engineering, Computer Engineering, Industrial Engineering, Mechanical Engineering, Nuclear Engineering, Chemical Engineering and other areas by special arrangement</p> <p>Notes Each student specializes in an application area and does a project related to that application area. Each student will produce and present a “software portfolio” that contains a collection of documents related to the software development activity.</p> <p>The student must receive a grade of B or better for all classes assigned by the Graduate Studies Committee and for each course used to satisfy the above requirements.</p>	<p><u>CIS 833 – Information retrieval and bioinformatics (3)</u></p> <p><u>Distributed Systems</u> <u>CIS 725 - Advanced Computer Networks (3)</u> <u>CIS 844 - Agent-Oriented Software Engineering (3)</u></p> <p><u>Intelligent Systems</u> <u>CIS 730 - Principles of Artificial Intelligence (3)</u> <u>And one of the following</u> <u>CIS 732 - Machine Learning and Pattern Recognition (3)</u> <u>CIS 830 - Current Topics in Artificial Intell. (3)</u> <u>CIS 844 - Agent-Oriented Software Eng. (3)</u></p> <p><u>Security</u> <u>CIS 751 - Computer and Information Security (3)</u> <u>CIS 755 - Advanced Computer Security (3)</u></p> <p><u>Web-based Systems</u> <u>CIS 726 - Advanced World Wide Web Technol. (3)</u> <u>And one of the following</u> <u>CIS 732 - Machine Learning and Pattern Recognition (3)</u> <u>CIS 833 – Information retrieval and bioinformatics (3)</u></p> <p><u>Technical electives: Two additional computer science courses (700 level or above). Other technical courses may be substituted upon approval. (6 credits).</u></p> <p>Notes <u>As part of CIS 895,</u> each student will produce and present a "software portfolio" that contains a collection of documents related to the software development activity.</p> <p>The student must receive a grade of B or better for all classes assigned by the Graduate Studies Committee and for each course used to satisfy the above requirements.</p>
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