

**Attachment 6**  
**Academic Affairs**  
**Discussion Agenda Supplemental Information**

**College of Arts and Sciences (4-3-14)**

Art

ADD: Art Minor

Math

Add: Mathematics Minor

**College of Human Ecology (approved by Graduate Council 4-1-14)**

Family Studies and Human Services

ADD: MS in Personal Financial Planning

## College of Arts & Sciences

### **Art**

ART Minor

ADD:

Minor in Art – 18 credits

Requirements

Art History – 3 credits

Choose ART 195 (Survey of Art History I)

Or

ART 196 (Survey of Art History II)

ART 404 – Minor in Art – 0 credits

Students must enroll in ART 404 when taking their final 3 credits for the minor.

Foundation courses – 3 credits

Choose at least one course from this list:

ART 102 Ceramics for Non-Majors

ART 103 Jewelry and Design Processes for Non-Majors

ART 180 2D Design

ART 190 Drawing I

ART 200 3D Design

ART Electives – 6 credits

Any Art or Art History classes (choose those that are the pre-requisites for the 500/600-level classes that you wish to take to complete the minor).

Upper Level Studio Classes – 6 credits

Take 6 credits at 500 level or above of Studio Art credits (please note that these classes have multiple pre-requisites).

**RATIONALE:** As stated in the NASAD handbook, “the minors option provides tremendous opportunities to develop art knowledge and skills at a basic collegiate level among large numbers of educated citizens”. We are proposing an Art Minor that would be 18 credits which would include at least 3 credits of Art History. The bulk of the courses will be studio credits where students not only produce work, but learn to analyze theirs and others’ works of art through regular critique sessions. Our minor is constructed in such a way as to allow for multiple outcomes. For instance, a student could decide to take all their studio courses in one area to gain a proficiency in that area or they could take 9 credits of Foundations studio classes with 6 credits of upper level classes in one or two areas, thus giving them a comprehensive overview of the Visual Arts. We feel that both outcomes are valid choices and that the flexibility of the minor will allow students to construct the type

of minor that best combines with their major course of study and with their long term goals.

Each student will be required to write a two to five page paper reflecting on the courses they chose to complete for the minor, what this unique combination of courses contributed to their overall education and address the three questions below.

- 1). How have you broadened your understanding and awareness of art?
- 2). Describe how you have gained either a good level of competency in a particular area of Art, OR gained a “comprehensive overview of the discipline”?
- 3). Show how you have learned to critically engage art using analysis and critique.

This paper will be used in our assessment of the program and to be awarded a minor, students in their last class for the minor will be required to complete this paper as part of their course work for ART 405, a new no credit course that will be used to keep track of the minors. There will also be a Department Steering committee on The Minor in Art which will assess the minor based on these papers.

Our accrediting organization, “NASAD, encourages art and design programs in higher education to offer minors in art/design for undergraduate students”. And they note that this “may be especially appropriate for students with substantial interest in art/design, but who intend to pursue careers in other fields.

We continually entertain inquiries from students from as diverse fields and colleges as Journalism, Business and Mechanical Engineering as to whether or not we have an Art Minor. And Architectural Engineers, Apparel/Textiles and Interior Designers who already take some of our courses as part of their majors, may also decide to add a Minor in Art were it available. NASAD also mentions that “The minor in art/design is strongly recommended for individuals preparing to be general elementary school teachers, or liberal arts and sciences teachers at the junior high or high school level”.

Since our mission at K-State is to offer the public a quality education, the addition of a minor would meet the goals of fulfilling a need where there is already high demand. Students who have more than one area of expertise, who are more multi-disciplinary, are better prepared to meet the various needs of future employers. And the ability to think creatively and to innovate is a highly prized asset to any organization. Although the Art Major has one of the highest numbers of majors in the College of Arts and Sciences, we believe that adding the minor will help us to serve an even larger percentage of the K-State student body without causing undue stress on our resources. We need to protect the areas that do not have resources to be able to handle this demand, so upper level classes in Graphic

Design will not be available for students doing the Art Minor. We are only including classes in disciplines that already have spaces available at the upper level. And of course, art majors will have priority on getting into the Art classes, so Minors in Art will need to fit the courses in dependent on space availability. This may mean that they need to take some of the entry-level courses during summer or intersession, when there is less demand from our majors.

**IMPACT:** This new minor will allow students from other Colleges and disciplines to add Art to their credentials and still meet their four year graduation goal.

**EFFECTIVE DATE:** Spring 2015

# Mathematics

## Mathematics Minor

### ADD:

<p>Program requirements</p> <p>Introductory courses (12 credit hours):</p> <ul style="list-style-type: none"><li>○ MATH 220 Analytic Geometry and Calculus I Credits: (4)</li><li>○ MATH 221 Analytic Geometry and Calculus II Credits: (4)</li><li>○ MATH 222 Analytic Geometry and Calculus III Credits: (4)</li></ul> <p>Choose 2 of the following 3 options (6 credit hours):</p> <ul style="list-style-type: none"><li>• MATH 511 Introduction to Algebraic Systems Credits: (3)</li><li>• or</li><li>• MATH 512 Introduction to Modern Algebra Credits: (3)</li> <li>• MATH 515 Introduction to Linear Algebra Credits: (3)</li><li>• or</li><li>• MATH 551 Applied Matrix Theory Credits: (3)</li> <li>• MATH 520 Foundations of Analysis Credits: (3)</li><li>• or</li><li>• MATH 633 Advanced Calculus I Credits: (3)</li><li>• or</li><li>• MATH 630 Introduction to Complex Analysis Credits: (3)</li></ul>
<p>Additional 6 credit hours selected from the following:</p> <ul style="list-style-type: none"><li>• MATH 240 Elementary Differential Equations Credits: (4)</li><li>• STAT 510 Introduction to Probability and Statistics Credits: (3)</li><li>• Any mathematics course or courses at the 500 level or above, including the courses not chosen above but excluding credit for both MATH 511 &amp; MATH 512, both MATH 551 &amp; MATH 515 or both MATH 520 &amp; MATH 633. Credits: (0-6)</li></ul>
<p>Note</p> <p>Students must earn a grade of C or better in each math and stat course used to satisfy requirements for the minor.</p>
<p>Total credit hours: (24)</p>

**RATIONALE:** There is currently no Mathematics Minor. We would like to provide guidance to interested students on what courses would give them an overview of mathematics and also provide them with an opportunity to document such study on their transcript. We anticipate significant demand from other majors already taking a number of math courses. For example here are some sample majors and what they would need:

Computer Science: Would have MATH 220, MATH 221, MATH 551, MATH 510, STAT 510. Would need 2 courses: MATH 222 & an Algebra or Analysis.

Mechanical Engineering or Statistics: Would have MATH 220, MATH 221, MATH 222, MATH 551, MATH 240 or STAT 510. Would need 2 courses: an Algebra or Analysis, one more 500 level.

Electrical or Computer Engineering: Would have MATH 220, MATH 221, MATH 222, MATH 240, STAT 510. Would need 2 courses: 2 from Algebra, Analysis, Linear Algebra.

Physics or Chemical Engineering: Would have MATH 220, MATH 221, MATH 222, MATH 240. Would need 3 courses.

Edmath: Would need at most one extra course.

IMPACT: Students could take the Statistics course STAT 510 in place of a 500 level Math course.

EFFECTIVE DATE: Spring 2015

**College of Human Ecology**

**NEW DEGREE**

**M.S. in Personal Financial Planning**

- a. Summary of Proposed Academic Program (1-15-04)
- b. Curriculum Outline for Proposed Academic Program
- c. Fiscal Summary for Proposed Academic Program (2-15-01)

**New Degree Request – Kansas State University**

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification CIP	52.0804
2. Academic Unit	College of Human Ecology, School of Family Studies & Human Services
3. Program Description	Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The proposal is for a stand-alone M.S. in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program, and to provide the opportunity for M.S. thesis completion to prepare for doctoral programs in Personal Financial Planning. Graduates find placement in comprehensive or small financial planning practices, insurance, investments, retirement planning, as well as in banks, trust departments, and Cooperative Extension. There is a real need for financial planners in our society as people strive to manage their money and reach their financial goals, providing tremendous growth projections for the field.
4. Demand/Need for the Program	Due to our aging population and growing demand for financial planners, the U.S. Bureau of Labor Statistics projected 32% job growth for financial planners between 2010 and 2020. The Kansas Department of Labor projected even greater growth, at 43% for the same period. Enrollment in the Family Studies and Human Services M.S. specialization in Personal Financial Planning has exceeded 60 students for the past five years. Greater visibility as a stand-alone program will contribute to demand. Additionally, the program has added an M.S. thesis option to attract students who want to prepare for doctoral education in Personal Financial Planning.

5. Comparative/Locational Advantage	<p>The M.S. in Personal Financial Planning will be offered online, by an inter-institutional Great Plains Interactive Distance Education Alliance (GPIDEA) team of faculty from Kansas State University, Iowa State University, University of Missouri, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University. This GPIDEA program has already been approved. A 2011 <i>Financial Planning</i> magazine article ranked Kansas State University's Personal Financial Planning program as a top 10 financial planning program. In 2012, <i>Financial Planning</i> once again ranked Kansas State University's Personal Financial Planning program as one of the 25 great schools for future financial planners. We maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may take the rigorous exams of both associations. A survey of Universities registered with the Certified Financial Planners Board revealed that, of the roughly twenty programs that provide distance Master's degrees in personal financial planning, only seven are affiliated with a public research university (i.e., Kansas State University and our six GPIDEA consortium partners).</p>
6. Curriculum	<p>The primary academic objectives are to provide students with the opportunity to: Solve real world problems; Apply their creativity in helping others meet challenges; Develop and refine communication skills; Work in multidisciplinary and diverse teams; Obtain an understanding of 21st century technologies; Learn through instruction by faculty committed to both teaching and research; Participate in professional groups and activities; Assume leadership positions in school and professionally; Understand and conduct scholarly research in personal financial planning; Be part of a growing program that is devoted to building the finest personal financial planning program in the nation while meeting the growing need for well-trained graduates.</p> <p>Other academic program objectives include: Providing courses that meet the criteria to maintain the program's registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets; Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations; Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives; Providing opportunities for students to study abroad; Encouraging students to participate in scholarly research; Encouraging student participation in professional publishing activities; Encouraging students to take and pass the national CFP Certification Examination.</p>
7. Faculty Profile	<p>The Personal Financial Planning unit in the School has eight faculty members involved with the M.S. degree program (four holding the AFC and/or CFP® designation): an Instructor, four Assistant Professors, two Associate Professors and a Professor. The unit recently received approval to hire another tenure-track Assistant Professor who will become a graduate faculty member.</p>



8. Student Profile	Currently, there are over sixty M.S. students. About half of the students are women. Their ages range from 23 to 61 years of age. Most are non-Hispanic White, but seven percent are Asian, and eleven percent are African-American. Nearly a quarter of the most recent cohort entering the program were changing careers (e.g. leaving military service, lost jobs, or retired). Most of the students hold a full-time job in addition to taking classes part-time.
9. Academic Support	The personal financial planning major's development and growth will be supported by eight faculty members, all with terminal degrees in the field; four of them are Certified Financial Planners. Additionally, the unit employs a full-time unclassified staff person to provide support services and recruit new students.
10. Facilities & Equipment	No additional space requirements, facilities, renovations will be needed. Our College of Human Ecology recently acquired new space for our Financial Counseling Clinic at the K-State Research Park's Mary and Carl Ice Hall.
11. Program Review, Assessment, Accreditation	In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services degree, there were no issues identified with the Personal Financial Planning unit. An internal review occurs on an annual basis as required by the CFP Board since we maintain registration with the CFP Board to allow students to take the CFP Exam upon graduation.

## **CURRICULUM OUTLINE**

### **NEW DEGREE PROPOSALS**

#### **Kansas Board of Regents**

- I Identify the new degree: M.S. Personal Financial Planning
- II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses:	FSHS 624 Fundamentals of Family Financial Planning	3
	FSHS 766 Insurance Planning	3
	FSHS 762 Investment Planning	3
	FSHS 760 Family, Employment Benefits and Retirement	3
	FSHS 772 Personal Income Taxation	3
	FSHS 764 Estate Planning	3
	FSHS 836 Case Studies	3
	FSHS 756 Financial Counseling	3
	FSHS 702 Financial Theory and Research I	3

Electives:

Option A (9 credits)

Practica:	FSHS 675 Field Study in Family Economics	3
	FSHS 835 Professional Practice	3
	FSHS 704 Seminar in FSHS	3
	OR	

Option B (9 credits)

Research:	FSHS 899 MS Research in FSHS	6
	FSHS 802 Financial Theory and Research II	3
	Or	
	FSHS 806 Statistical Methods in FSHS	3
	Or	
	STAT 703 – Introduction to Statistical Methods for the Sciences	3

TOTAL 36

**Fiscal Summary for Proposed Academic Program**

**IMPLEMENTATION YEAR FY 2015**

**Institution: Kansas State University  
Proposed Program: M.S. Personal Financial Planning**

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		70 M.S.		75 M.S.		75 M.S.

B. Total SCH taken by all students in program		980 M.S.		1,050 M.S.		1,040 M.S.
<b>Part II. Program Cost Projection</b>						
A. In implementation 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.						
	Fall, Implementation Year		Year 2		Year 3	
Costs: Salaries	\$493,000		0		0	
OOE	\$25,000		0		0	
Total	\$518,000		0		0	

All salaries and OOE have been and will continue to be supported through student tuition dollars. The program is self-sustaining without the need for reallocation from other units.

**Approved:** \_\_\_\_\_

**NEW PROGRAM PROPOSAL  
for M.S. in Personal Financial Planning**

***Basic Program Information***

1. Proposing Institution
  - a. Kansas State University
2. Title of Proposed Program
  - a. Personal Financial Planning
3. Degree to be Offered
  - a. M.S.
4. Anticipated Date of Implementation
  - a. Fall 2014
5. Responsible Units
  - a. College of Human Ecology
6. Center for Education Statistics, Classification of Instruction Program (CIP) Code
  - a. 52.0804 Financial Planning and Services

**PROGRAM PROPOSAL NARRATIVE**

**(1) Program Justification**

Personal Financial Planning is a growing field. As of December 2012, there are 67,323 Certified Financial Planner® certificants<sup>1</sup>. With the recent recession, public awareness of financial planning as a field has grown. According to a 2012 survey by the Consumer Federation of America and Certified Financial Planner Board of Standards, consumers exhibit greater confidence and money management skills after seeking the help of a financial planner<sup>2</sup>. The demand for financial planners is also noted in the popular press as a top ranking career for new graduates<sup>3</sup>. As new careers develop, it is important to show that the Personal Financial Planning program has a strong academic grounding to provide the level of education necessary to move into the specified career.

Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The purpose of separating Personal Financial Planning into its own degree program is to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program. It is important for students to communicate to employers that their training is in Personal Financial Planning. As currently structured, students do not receive a degree in Personal Financial Planning, but rather an emphasis in Personal Financial Planning.

---

<sup>1</sup> <http://www.cfp.net/media/profile.asp>

<sup>2</sup> [http://www.cfp.net/downloads/2012\\_Household\\_Financial\\_Planning\\_Survey-Summary.pdf](http://www.cfp.net/downloads/2012_Household_Financial_Planning_Survey-Summary.pdf)

<sup>3</sup> See <http://www.investmentnews.com/article/20120411/BLOG03/120419983> and <http://money.usnews.com/careers/best-jobs/financial-adviser> for examples.

*(a) Is the Program Central to the Mission of the Institution?*

Kansas State University is a comprehensive, research, land-grant institution first serving students and the people of Kansas, also the nation and the world. Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents' institutions.

Through quality teaching, the University is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. Kansas State University prepares its students to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research. The University addresses this charge through mutually supportive activities on its Manhattan, Salina, and Olathe campuses, research and extension sites at numerous locations, outreach programs offered throughout the State and nation, and international activities.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well-being of Kansas, the nation, and the international community.

Kansas State University has a goal of being a top 50 public research institution by the year 2025. The thematic goals outlined by the 2025 committee and how the Personal Financial Planning program intends to help meet these goals are outlined below:

**Theme 1: Research, Scholarly and Creative Activities, and Discovery**

Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.

- Master's students write and give an oral presentation of a comprehensive financial plan, which is a crucial job skill. Two students are serving as graduate assistants for Powercat Financial Counseling, a free peer-based financial counseling program for K-State

students. Master's students regularly attend conferences, such as the Association for Financial Counseling and Planning Education and the Financial Planning Association annual conferences. Students have the option of completing a research project for their mandatory practicum requirement, or selecting a six-credit M.S. thesis option in research that requires coursework in statistics, or advanced financial theory and research. Personal Financial Planning faculty have an outstanding record of publications, publishing an average of four publications each per year.

### **Theme 2: Undergraduate Educational Experience**

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

- Not applicable for proposal.

### **Theme 3: Graduate Scholarly Experience**

Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

- The master's degree is designed for working professionals, including those who may want to continue for a doctoral degree by choosing the M.S. thesis option. The students are geographically diverse and would likely not be able to move to Kansas for an on-campus program. Students take courses from seven other universities as part of the Great Plains Interactive Distance Education Alliance (GPIDEA) allowing them a wide range of faculty styles and interests. Students must write and give an oral presentation of a comprehensive financial plan. Students have an option to complete a research project as part of their practicum requirement, or an M.S. thesis. Students also have the option of volunteering as a peer financial counselor for Powercat Financial Counseling if they are able to visit campus at least once per week.

### **Theme 4: Engagement, Extension, Outreach, and Service**

Be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement.

- One of the building blocks of the Personal Financial Planning programs involves incorporating strategies that not only integrate culturally diverse students into U.S. and Kansas culture, but that also incorporate traditional students into those diverse cultures and activities already present at the university. Students studying personal financial planning have the option to become a peer financial counselor for the Powercat Financial Counseling center, which offers free financial education and counseling to Kansas State University students. The Institute of Personal Financial Planning clinic offers community members the opportunity to receive free financial counseling while providing faculty and students with valuable research data. Master's students have the option of developing curriculum or programming for community members as part of their practicum requirement.

**Theme 5: Faculty and staff**

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

- Becoming a stand-alone degree program will help attract high quality financial planning educators and researchers to Kansas State University. The increased visibility of personal financial planning will also help us reach industry supporters. Our goal is to obtain an endowed professor position from industry within the next five to ten years.

**Theme 6: Facilities and Infrastructure**

Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

- Given the nature of the quickly evolving field of financial planning, many recent graduates’ jobs revolve around the ability to effectively and efficiently utilize financial planning software to provide meaningful insight into client situations. Faculty members are engaged in active efforts to obtain external funding to redesign a current classroom into a smart classroom with individual computer stations to provide an interactive learning environment for our students. Without this classroom, students are still able to learn the software outside of the classroom as homework assignments. However, by 2025 we hope to have accomplished our goal of securing external funding for a smart classroom so that students can manipulate financial planning software on their individual computers and the instructor will be provided the opportunity to immediately assess student comprehension. Students can use the classroom for statistical programming.

***What are the Locational and Comparative Advantages of this Program?***

The master’s degree program is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds. Students enter as a class cohort. Students take at least one and as many as three online courses in the fall and spring semesters for approximately two years. There are only a limited number of program of its kind as illustrated in the table below. Six of the other programs are in the Great Plains IDEA consortium with Kansas State University, so they are not competitors.

*Universities and Colleges Registered with CFP Board as Providing Distance Master’s Degree*

<b>University or College</b>	<b>Included in GPIDEA Consortium</b>
Bentley University	
California Lutheran University	
College for Financial Planning	
Golden Gate University	
Iowa State University	X
Kansas State University	X
Montana State University	X
New Jersey City University	

North Dakota State University	X
Oklahoma State University	X
Saginaw Valley State University	
Saint Joseph's University	
South Dakota State University	X
Texas A&M University - Commerce	
University of Alabama	
University of Miami	
University of Nebraska - Lincoln	X
University of Texas at Dallas	
Valparaiso University	
Walsh College	
Wisconsin Lutheran College	

Employer demand for master’s level graduates continues to grow. This is based, in part, on the quality of education received by students at Kansas State University. A 2011 *Financial Planning* magazine article ranked Kansas State University’s Personal Financial Planning program as a top 10 financial planning program<sup>4</sup>. In 2012, *Financial Planning* once again ranked Kansas State University’s Personal Financial Planning program as one of the 25 great schools for future financial planners<sup>5</sup>.

Kansas State University strives to uphold the highest standards for students studying Personal Financial Planning. As such, we maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may sit for the rigorous exams of both associations.

The Personal Financial Planning program houses the Institute of Personal Financial Planning, which provides education and outreach for the greater Manhattan community as well as conducts multidisciplinary research. Research funded through the Institute has been published in national and international journals. A significant competitive advantage is provided by the multidisciplinary nature of the School of Family Studies and Human Services, which houses the Personal Financial Planning unit.

***(b) What is the Student Demand for the Program?***

Distance-based graduate education is beneficial to individuals already in the workforce who want to advance in their career or switch careers. The demand for the master’s degree has remained stable over the years and is likely to grow with a more specialized degree name.

Enrollment for the past five years has been stable in the master’s degree programs. We anticipate that enrollment will rise with greater visibility with a degree titled Personal Financial Planning.

---

<sup>4</sup> <http://www.financial-planning.com/gallery/fp/financial-planning-ten-schools-students-2675970-1.html>

<sup>5</sup> <http://www.financial-planning.com/gallery/fp/25-Great-Financial-Planning-Schools-2681726-1.html>



<b>Enrollment</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
Master's	53	63	73	72	70

***(c) What is the Demand for Graduates of this Program?***

The demand for a degree in Personal Financial Planning has been growing. The United States Department of Labor, Bureau of Labor Statistics projects a 32% job growth for financial planners between 2010 and 2020, which is much faster than average for all occupations. Today's aging population will be the primary driver of growth as baby boomers reach retirement, as well as decreased funds and shortfalls for corporate and state pensions, which will increase demand for financial planners<sup>6</sup>. The Kansas Department of Labor projects even greater job growth for personal financial planners in Kansas at 43% between 2010 and 2020, with 768 new jobs by 2020 and replacement needs of 207 jobs (for a net gain of 975 more jobs available). See: Projections 2020 KS Occupations.xlsx at <https://klic.dol.ks.gov/gsipub/index.asp?docid=442&print=1>.

Most of the master's level students already have positions when they start the program and are taking classes for career advancement purposes. However, there is a need for advanced financial planners as evidenced from the announcements posted on the Financial Planning Association website<sup>7</sup>.

Over the past five years, the number of graduates has remained fairly stable with the exception of the 2009-2010 academic year. In the Fall 2009, a new emphasis in Personal Financial Planning to the Ph.D. in Human Ecology was approved, which temporarily reduced the attention on the master's degree program. With the addition of new faculty since 2009, all programs are once again in a stable position. With a degree titled Personal Financial Planning we anticipate an increase in the number of students which will help with our ability to place students in the open positions.

<b>Degrees</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2011-10</b>	<b>2009-10</b>	<b>2008-09</b>
M.S.	12	21	21	12	21

***(5) What are the Characteristics of the Students Who Will Participate in this Proposed Program?***

It is expected that applicants for admission will continue to come from the following sources:

1. *Traditional Graduate Student Populations.* The current demographic characteristics of current students is split fairly equally between men (51%) and women (49%), ranging in age between 23 and 61 years of age (M = 44). Although the largest number of students are non-Hispanic White, we also have Asian (7%) and African-American (11%) students.
2. *Career Changers.* Nearly one fourth of each cohort entering the graduate-level financial planning programs are career changers (e.g., military, loss of job, retired, etc.). Financial

<sup>6</sup> <http://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>

<sup>7</sup> [http://careers.fpanet.org/home/index.cfm?site\\_id=14954](http://careers.fpanet.org/home/index.cfm?site_id=14954)

planning offers individuals facing a second career the perfect blend of time flexibility and financial reward.

**(2) Curriculum of the Proposed Program**

The goals and objectives of the Personal Financial Planning M.S. program are designed to provide talented and ambitious students with the knowledge, skills, and tools necessary to achieve success as practitioners of financial planning and productive citizens of the State of Kansas and the United States. A dedicated commitment to enhancing students' personal development will prepare students to excel academically and professionally, leading ultimately to more rewarding and creative lives.

The primary program academic objectives are to provide students with the opportunity to:

- Solve real world problems;
- Apply their creativity in helping others meet challenges;
- Develop and refine communication skills;
- Work in multidisciplinary and diverse teams;
- Obtain an understanding of 21<sup>st</sup> century technologies;
- Learn through instruction by faculty committed to both teaching and research;
- Participate in professional groups and activities;
- Assume leadership positions in school and professionally;
- Understand and conduct scholarly research in personal financial planning;
- Be part of a growing program that is devoted to building the finest personal finance (financial planning) program in the nation while meeting the growing need for well-trained graduates.

Other academic program objectives include:

- Providing courses that meet the criteria to maintain the program's registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets.
- Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations.
- Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives.
- Providing opportunities for students to study abroad.
- Encouraging students to participate in scholarly research.
- Encouraging student participation in professional publishing activities.
- Encouraging students to take and pass the national CFP® Certification Examination.

The Graduate School admission's procedures will be followed for the master's degree, which requires approval of the Dean of the Graduate School upon the recommendation of faculty in the program. Students must hold a bachelor's degree from an accredited college or university and have an undergraduate GPA of 3.0 or higher in the last 60 hours of coursework or

cumulative GPA of 3.0 or higher. International students must demonstrate similar levels of achievement (i.e., hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language proficiency sufficient for the pursuit of a graduate degree). The Graduate School requires international students whose native language is not English to demonstrate competence in the English language by achieving a satisfactory score on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or Pearson Test of English (PTE). According to the Graduate School handbook, the TOEFL (K-State TOEFL school code 6334) is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in the processing of their applications for admission. An applicant who has received a degree in the last two years from a United States college or university is exempt from this requirement.

### **English Proficiency Requirements**

\* Applicants who are submitting iBT TOEFL (internet based) scores must have a minimum total score of 79 with no part score below 20 on the reading, listening, and writing sections.

\* Applicants who are submitting paper-based TOEFL (PBT) test scores must have a minimum total score of 550 with no part score below 55 on reading or listening sections and a TWE (Test of Written English) score of 5.0 or higher.

\* Applicants who are submitting an IELTS score must have a minimum total score of 6.5 with part scores of 6.5 or higher on the reading, listening, and writing sections.

\* Applicants who are submitting a Pearson Test of English (PTE) score must have a minimum total score of 58 with part scores of 58 or higher.

Applicants who do not meet the scores specified above must meet the following criteria during the first semester of enrollment in order to satisfy the English proficiency requirement:

\* Applicants with **one or two low part scores** (14-19 IBT, 48-54 PBT, 5.0-6.4 IELTS, or 47-57 PTE) must successfully complete one or more of the specified classes based on the section of the examination that is below the minimum (20 IBT; 55 on reading or listening sections and a TWE of less than 5.0 on PBT; 6.5 IELTS; 58 PTE):

o DAS 176 – Reading Skills

o DAS 177 – Written Communication

o DAS 178 – Listening Skills

Waivers will not be approved.

\* Applicants with **three part scores below** 20 IBT, 55 PBT, 6.5 IELTS, or 58 PTE are required to take the English Proficiency Test (EPT) and successfully complete the English course(s) specified on their EPT score reports. Waivers will not be approved.

\* Applicants with any one score below 14 IBT, 48 PBT, 5.0 IELTS, or 47 PTE must take the English Proficiency Test and successfully complete full time intensive English. Waivers will not be approved.

The same courses required from the Family Studies and Human Services degree with a specialization in personal financial planning will be required for the separation of the program as an independent degree. This includes the following 36 semester credit hours:

- **27 credit hours** in core courses

- FSHS 624 Fundamentals of Financial Planning **Credits:** (3)
  - FSHS 702 Financial Theory and Research I **Credits:** (3)
  - FSHS 766 Insurance Planning for Families **Credits:** (3)
  - FSHS 762 Investing for the Family's Future **Credits:** (3)
  - FSHS 760 Families, Employment Benefits, and Retirement Planning **Credits:** (3)
  - FSHS 764 Estate Planning for Families **Credits:** (3)
  - FSHS 772 Personal Income Taxation **Credits:** (3)
  - FSHS 756 Financial Counseling **Credits:** (3)
  - FSHS 836 Case Studies **Credits:** (3)
- **9 credit hours** for an option in applied financial planning or financial planning research:

Option A Applied Financial Planning (non-thesis project)

- FSHS 675 Field Study in Family Economics **Credits:** (3)
- FSHS 835 Professional Practice **Credits:** (3)
- FSHS 704 Seminar in Family Studies and Human Services **Credits:** (3)

Option B M.S. Thesis Research

- FSHS 899 MS Research in Family Studies and Human Services **Credits:** (3)
- FSHS 802 Financial Theory and Research II **Credits:** (3)
- Or
- FSHS 806 Statistical Methods in Family Studies and Human Services **Credits:** (3)
- Or
- STAT 703 Introduction to Statistical Methods for the Sciences **Credits:** (3)

Courses are offered online as part of the Great Plains Interactive Distance Education Alliance (GPIDEA) program with seven other universities (see course schedule, next page). The program offers the option of a thesis; students choosing the applied financial planning option are required to complete a non-thesis final exam. The final exam will be developed and administered by the major advisor.

**GPIDEA Two-Year Course Schedule for M.S. in Personal Financial Planning**  
 (SDSU-South Dakota State; MTSU-Montana State; UNL-Nebraska; MU-Missouri;  
 ISU-Iowa State University; KSU-Kansas State; NDSU-North Dakota State;  
 OSU-Oklahoma State)

<b>Fall 2014</b>		<b>Spring 2015</b>		<b>Summer 2015</b>	
PFP Fundamentals	SDSU	PFP Fundamentals	SDSU	Income Taxation	MU
Estate Planning	MTSU	Estate Planning	MTSU	Investing for Family	ISU
Retirement Benefits	UNL	Retirement Benefits	UNL	Case Studies	KSU
Income Taxation	MU	Income Taxation	MU	Theory-Research I	UNL
Investing for Family	ISU	Insurance Planning	OSU	Statistics	KSU
Case Studies	KSU	Case Studies	KSU	Field Study FamEcon	KSU
Financial Counseling	NDSU	Financial Counseling	NDSU	M.S. Research	KSU
Professional Practice	KSU	Theory-Research I	MTSU		
		Housing Real Estate	ISU		
<b>Fall 2015</b>		<b>Spring 2016</b>		<b>Summer 2015</b>	
PFP Fundamentals	SDSU	PFP Fundamentals	SDSU	Estate Planning	MTSU
Estate Planning	MTSU	Estate Planning	MTSU	Housing Real Estate	OSU
Retirement Benefits	UNL	Retirement Benefits	UNL	Investing for Family	ISU
Income Taxation	MU	Income Taxation	MU	Theory-Research I	UNL
Investing for Family	ISU	Insurance Planning	OSU	Statistics	KSU
Case Studies	KSU	Case Studies	KSU	Field Study FamEcon	KSU
Financial Counseling	NDSU	Financial Counseling	NDSU	M.S. Research	KSU
Theory-Research II	NDSU	Theory-Research I	MTSU	Theory-Research II	NDSU
Seminar	KSU	M.S. Research	KSU		

**c. Program Faculty**

Faculty Member	Degree, Appt. Type	Certification	Time Allocated to program	Credentials & Role in Program
<b>CORE FACULTY</b>				
Sonya Britt, Assistant Professor	Ph.D. Tenure-track	CFP®, AFC®, CRC	10% MS	<p>Dr. Sonya Britt, CFP®, AFC, CRC is an Assistant Professor and Program Director of Personal Financial Planning. Britt was the founding president of the Financial Therapy Association and currently serves on the board of the American Council on Consumer Interests association and is an associate editor for the Journal of Family and Economic Issues.</p> <p>Britt’s role in the master’s degree program is to serve on student committees and teach case studies and direct field study projects.</p>
Kristy Archuleta, Associate Professor	Ph.D., tenured	LMFT	10% MS	<p>Dr. Kristy Archuleta is an Associate Professor and a Licensed Marriage and Family Therapist in the state of Kansas. Archuleta is co- founder and co-director of the Institute of Personal Financial Planning Clinic where she conducts research and practices in the area of financial therapy. She is a co- founding board member of the Financial Therapy Association and currently serves as the treasurer of the board as well as the co- editor of the FTA sponsored peer-reviewed publication, <i>Journal of Financial Therapy</i>.</p> <p>Archuleta’s role in the master’s degree program is to serve on student committees and direct field study projects.</p>

Ann Coulson, Assistant Professor	Ph.D., non-tenure track	CFP®	30% MS	<p>Dr. Coulson is an Assistant Professor in the Personal Financial Planning program. Coulson initiated the first CFP® registered undergraduate program in Kansas at Kansas State University in 1987. She completed the requirements for her CFP® certification in 1991. She has received K-State's Conoco undergraduate Teaching Award.</p> <p>Coulson's role in the master's degree program is to serve on student committees, teach the core content courses (insurance, investing, retirement, estate tax), and provide student advising.</p>
Brad Klontz, Associate Research Professor	Ph.D., non-tenure track	CFP®	50% MS	<p>Dr. Klontz is a clinical psychologist, addictions specialist, consultant, speaker, peak performance coach, researcher, author, media spokesperson, and internationally recognized expert in the field of psychology. Klontz is a fellow of the American Psychological Association and a former president of the Hawaii Psychological Association.</p> <p>Klontz' role in the master's degree program is to serve on student committees and teach fundamentals of personal financial planning.</p>

<p>Maurice MacDonald, School Director and Professor</p>	<p>Ph.D., tenured</p>		<p>25% MS</p>	<p>Maurice MacDonald’s scholarship in family economics spans from measures of personal and family economic well-being and income adequacy to intergenerational wealth transfer to the economic status of children, college students and the oldest old. MacDonald has received research grants from the U.S. Department of Agriculture, National Institute of Child Health and Development, National Institute of Mental Health, and the National Institute on Aging. His work has also won him several awards for teaching, administration and research. He has published more than 70 articles, chapters, and technical reports.</p> <p>MacDonald is the Chair of the GPIDEA university consortium for the M.S. in Personal Financial Planning, and also Chair for the GPIDEA M.S. in Family and Community Services. His term as School Director ends in June 2014, at which time he will be a full-time faculty member in Personal Financial Planning.</p>
---	---------------------------	--	---------------	---



Ron Sages, Instructor	Ph.D., non- tenure track	CFP®, CTFA, AEP®	100% MS	<p>Dr. Sages is an instructor in the Certificate and Masters' Programs in Personal Financial Planning. He is the co-founder and President of Chapin Asset Management, a wealth management firm, based in Greenwich, Connecticut and Hilton Head Island, South Carolina. As a financial planning practitioner and researcher, Sages aspires to bring applied research to financial planning practitioners in an effort to provide practical solutions to client-focused challenges.</p> <p>Sages' role in the master's degree program is to serve on student committees and teach case studies.</p>
Cliff Robb, Associate Professor	Ph.D., tenure- track		10% MS	<p>Dr. Cliff Robb is an Associate Professor of Personal Financial Planning. Robb received the American Council of Consumer Interests best paper award and the mid-career award in 2013. He currently serves as president-elect for the American Council of Consumer Interests association and is an associate editor for the Journal of Consumer Affairs.</p> <p>Robb's role in the master's degree program is to serve on student committees and direct student field study projects.</p>
Martin Seay, Assistant Professor	Ph.D., tenure- track	CFP®, CRC	10% MS	<p>Assistant Professor Dr. Martin Seay's career objective is to provide meaningful and impactful research into consumer financial issues while training ethical, thoughtful, and well-rounded financial planners.</p> <p>Seay's role in the master's degree program is to serve on student committees and direct study field study projects.</p>

Stuart Heckman: new Assistant Professor	Ph.D., tenure- track		25% MS	This new position will support undergraduate education in Introduction to Personal Financial Planning for first- and second-year students to increase recruitment at Kansas State. <i>This new position is not required to operate the existing M.S. in Personal Financial Planning, but will support enrollment growth.</i>
Kathryn Morrison South Dakota State	Ph.D.	CFP®	25% MS	Dr. Morrison is an Assistant Professor of Consumer Sciences. She received her Ph.D. from Iowa State University, and has served as the South Dakota Association of Family and Consumer Sciences President. She teaches Fundamentals of Financial Planning, and Financial Counseling, for GPIDEA.
Deborah Haynes Montana State	Ph.D. tenured		25% MS	Dr. Haynes is Associate Professor and Program Leader for Family and Consumer Sciences. She received her Ph.D. in Consumer Economics from Cornell University. Deborah's publications have appeared in the <i>Journal of Family and Economic Issues</i> , and the <i>Journal of Financial Counseling and Planning Education</i> . She teaches Estate Planning for GPIDEA and has developed the new Financial Theory and Research I course, as well as Financial Theory and Research II.
Deanna Sharpe U. of Missouri- Columbia	Ph.D. tenured	CFP®	25% MS	Dr. Sharpe is Associate Professor of Personal Financial Planning. She received her Ph.D. from Iowa State University. Her research examines factors affecting later-life financial well-being. She is on the editorial board of the <i>Journal of Family and Economic Issues</i> . Dr. Sharpe teaches Income Taxation for GPIDEA.

Jonathon Fox Iowa State	Ph.D. tenured		25% MS	Dr. Fox is Ruth Whipp Sherwin Endowed Professor and Director of the Financial Counseling Clinic. He received his Ph.D. in Consumer Economics from the University of Maryland. His research investigates the influence of financial counseling for college students' financial literacy. Dr. Fox teaches Investing for the Family Family's Future for GPIDEA.
Debra Pankow North Dakota State	Ph.D. tenured		25% MS	Dr. Pankow is Associate Professor and Extension Family Economics Specialist. Her research interests include rural and women's financial issues, teen financial literacy, and financial education program impacts. Dr. Pankow teaches Financial Counseling for GPIDEA.
Margaret Fitzgerald North Dakota State	Ph.D. tenured		15% MS	Professor Fitzgerald received her Ph.D. in Family Resource Management from Iowa State University. Her core area is family economics and policy, with research interests in family business including gender and management issues. Dr. Fitzgerald will teach Financial Theory and Research II for GPIDEA.
Douglas Nelson U. of Nebraska	M.A.	CFP®	15% MS	Douglas Nelson is an Instructor at the University of Nebraska-Lincoln, in their department of children, youth, and family studies. He graduated from the University of Missouri-Kansas City Bloch School of Business Certified Financial Planner program. Mr. Nelson teaches Retirement Planning and Employee Benefits.

Sissy Osteen OK State	Ph.D. tenured		25% MS	Dr. Osteen is an Associate Professor and Family Resource Management Extension Specialist. She received her doctorate from Oklahoma State University. Her publications appear in <i>Journal of Family &amp; Consumer Sciences</i> , <i>Journal of Extension</i> , and <i>Marriage and Family Review</i> . Dr. Osteen teaches Insurance Planning for Families for GPIDEA.
-----------------------------	------------------	--	--------	---

Number of Graduate Assistants Needed to Serve Program

Although we do not offer GTA positions, occasionally graduate students are employed on an hourly basis to assist with teaching responsibilities. No additional graduate teaching assistants are needed to implement the program.

**(4) Academic Support**

What are the Academic Support Services for this Program?

All student advising will be provided by staff currently employed by the Institute of Personal Financial Planning and in the Personal Financial Planning unit in the School of Family Studies and Human Services. No additional advising, library, audio-visual, or academic computing resources will be needed. Resources available for the current specialization M.S. in Family Studies and Human Services are adequate.

The Institute currently employs a full-time graduate coordinator whose responsibilities include student recruitment and advising. All anticipated student support materials are currently available in an online format either through the Division of Continuing Education or through the K-State library system.

Quality control is an issue of major importance to the continued success of the program. The following Personal Financial Planning faculty will have direct, daily contact with students through instruction, advising, and committee leadership and membership:

- Sonya Britt
- Kristy Archuleta
- Ann Coulson
- Brad Klontz
- Maurice MacDonald
- Martin Seay
- Cliff Robb
- Ron Sages

What New Library Materials and Other Forms of Academic Support will be Needed Beyond Normal Additions?

No additional library or other academic support will be needed in the immediate future. However, given the nature of the quickly evolving field of financial planning skills in technology are needed by graduates of the program. As mentioned above, the Personal

Financial Planning faculty members are actively engaged in efforts to obtain external funding to redesign a current classroom into a smart classroom with individual computer stations to provide an interactive learning environment for students studying on campus.

What New Supporting Staff will be Required Beyond Normal Additions? No additional supporting staff will be needed.

***(5) Facilities and Equipment***

What are the Anticipated Facilities Requirements?

No additional space requirements, facilities, renovations will be immediately needed. We intend to add computer stations to an existing classroom upon the attainment of sufficient external funding. The college dean and assistant to the dean for fiscal management and operations are aware of our plan.

What New Equipment will be Required Beyond Normal Additions? No new equipment will be needed.

**Based on the Board of Regents Program Review Standards, we believe we meet the minimum requirements for number of majors, degrees granted annually, and faculty size.**

<b>Area</b>	<b>Requirement</b>	<b>2013 Actual</b>
Number of Majors:	Masters = 20	Masters = 53
Number of Degrees Granted Annually:	Masters = 5	Masters = 12
Number of Faculty with Terminal Degrees:	Masters = 6	Masters = 8 + GPIDEA faculty

***f. Program Review***

What Program Review Process Methods will be used to Review the Program?

In FY 2019, the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services degree, Personal Financial Planning did not receive any negative reports from the board. The master’s program will undergo a mid-cycle review by the Graduate School in 2015. At that time the assessment and student learning outcomes outlined below will be reviewed. Faculty monitor the assessment measures and student learning outcomes on an annual basis using the University’s Prism system.

*External Evaluation*

The graduate program is registered with the Certified Financial Planning Board of Standards, which means an external association is responsible for monitoring our program on an annual basis. More information on the accreditation/registration process is provided below.

*Internal Evaluation*

Indirect measures are employed during faculty meetings held every two weeks. A recurring theme in these meetings is our desire to inspire passion for the profession of financial

planning among students. As a faculty we observe student's needs to help them understand and grasp material as well as to become active in professional development opportunities. As a result of these discussions, we decided to further our collaboration with the Financial Planning Association of Kansas City to offer educational and networking opportunities for students.

The master's degree students are required to complete a capstone course which serves as a direct assessment. In the capstone course, students write a comprehensive financial plan and give an oral presentation of their findings. Students are also required to take six hours of practicum on a research-based or practice-implication project, or complete an M.S. thesis.

### Student Learning Outcomes

All M.S. in Family Financial Planning students will be assessed on three Student Learning Outcomes (SLOs) in the areas of knowledge, skills, and attitudes and professional conduct. Students in the program will choose between Options A (Practical Experience) and B (Research Thesis). Students will be assessed on two additional SLOs dependent on the option the student chooses.

#### *Knowledge*

Financial planning students will demonstrate an understanding and competency in:

**SLO 1.** The key concepts of family financial planning, including: time value of money, insurance, tax planning, investments, retirement, estate planning, and the ethical practice of personal financial planning.

#### *Skills*

Financial planning students will demonstrate the ability to apply knowledge through critical thinking, inquiry, and analysis and communicate to solve problems by:

**SLO 2.** Demonstrating listening and counseling skills needed to help families with financial management.

#### *Attitudes and Professional Conduct*

Financial planning students will exhibit awareness of their responsibilities and engage in professional conduct by:

**SLO 3.** Recognizing ethical standards for financial planners as prescribed by the CFP Board.

#### Option A – Practical Experience:

For students who select Option A-Practical Experience, students will be assessed on their ability to construct and present a comprehensive financial plan (see attached). Their major professor and M.S. committee members assess their Final Case using a grading rubric. Each year the MS Program Coordinator reviews the compilation of rubric results to contribute to assessment of the program, as well as individual student progress toward degree completion.

***SLO 4 (Option A):*** Students will construct a written professional, comprehensive financial plan.

***SLO 5 (Option A):*** Students will demonstrate oral communication by presenting a professional, comprehensive financial plan.

Option B – Research Thesis:

Students who select Option B-Thesis will write and present a M.S. thesis that they defend for their final exam. A rubric will be completed by the major professor and all committee members for use in assessing both individual students and the program overall (see attached). Each year the MS Program Coordinator reviews the compilation of rubric results to contribute to assessment of the program, as well as individual student progress toward degree completion.

***SLO 4 (Option B):*** Students will demonstrate an understanding of research in personal financial planning.

***SLO 5 (Option B):*** Students will demonstrate oral communication by presenting research in personal financial

### What are the Institution's Plans Regarding Program Accreditation?

Currently, the Certified Financial Planner Board of Standards, Inc. (CFP Board) serves as the accreditation/registration body for all college and university financial planning curriculums in the United States. Re-accreditation/registration occurs every three years. The program coordinator/director is responsible for managing the accreditation process. The master's degree programs offered at Kansas State University are accredited/registered with the CFP® Board at this time.

To maintain our registration with the CFP Board, we must submit documentation showing how we cover 78 learning objectives covering the financial planning process in our classes. They review our course syllabi and textbook selections on an annual basis to be sure we are providing up-to-date knowledge to our students. The Association for Financial Counseling and Planning Education also registers the Personal Financial Planning programs. This registration allows graduates to obtain the Accredited Financial Counselor designation.

At the current time, accreditation costs are minimal (i.e., less than \$2,500 per year). Costs associated with achieving and maintaining accreditation will be paid for by the Institute of Personal Financial Planning.