

Attachment 1
Academic Affairs
Consent Agenda Information

College of Human Ecology (10-1-13)

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College of Human Ecology (10-1-13)

Non-Expedited Course Change Proposal - Center on Aging

Course Add

GERON 400 Biogerontology

Credits: (3)

The course provides an introduction to the processes involved in physical aging. From theories of aging through the effects of age on systems of the body, including chronic and acute disease, and ending with a focus on health promotion this course will prepare students to better understand their aging clients/patients problems. It will also help students to better cope with their own parents' and grandparents' aging as well as their own.

When Offered: Spring

Pre-Requisite: BIOL 198

K-State 8 TAG: Natural and Physical Sciences

K-State 8 TAG Rationale: The course provides an introduction to the processes involved in physical aging. From theories of aging through the effects of age on systems of the body, including chronic and acute disease, and ending with a focus on health promotion this course will prepare students to better understand their aging clients/patients problems. It will also help students to better cope with their own parents' and grandparents' aging as well as their own.

Rationale: This course will be taught in lieu of a course previously taught by Larry Williams through the Division of Biology. BIOL 404 has been taught by Dr. Williams in the spring semester for the past several years until this spring and his recent full retirement. The Biology Division has no plans to teach BIOL 404 in the foreseeable future and encouraged us to develop our own class. Approximately half of the students enrolled in the Secondary Major in Gerontology are planning to train in a health care profession: physician, nurse, physical therapist, occupational therapist, optometry, physician's assistant, communication sciences/disorders, etc. Of the 100+ students who enroll in this course each year, more than 25% are gerontology students. It would be a real hardship on those pre-health students to discontinue this course. This course is critical for those students to have a good understanding of the impact of aging on those patients they will work with. We would also like students in other majors to have the opportunity to take this class as it explains the physical changes which occur that may impact other areas of the life of an older adult (family relationships, social interactions, emotional issues, etc.) Additionally, the Association for Gerontology in Higher Education (AGHE) guidelines for gerontology and geriatric programs state that a viable gerontology program must offer a biology course. The course will be team taught online by a geriatric physician who was previously the physician on staff at Meadowlark Hills Retirement Community in partnership with the Center on Aging director

IMPACT: This is a new course. The Division of Biology does not have any issues with the Center on Aging offering this class and has stated that their students will likely use it as an elective in their program.

Effective: Spring 2014

Graduate course additions and curriculum changes (10-1-13)

Non-Expedited New Courses

ADD: **DMP 963. Advanced Molecular Biology of Foodborne Pathogens. (2) 1.** This advanced graduate course will describe biochemical and molecular biology mechanisms governing how foodborne pathogens cause disease. Structural biology, enzymology, and host targets of virulence factors expressed by bacteria, viruses, and parasites will be discussed. A combination of both lectures and group discussion will be used. Pr.: DMP 712, DMP 860, or DMP 910 Undergraduate cell biology, protein biochemistry, or immunology is recommended and should be an M.S. or Ph.D. student in Veterinary Medicine, biochemistry or biology. Instructor permission required.

RATIONALE: Effective understanding, treatment, and prevention of infectious diseases requires thorough comprehension of the fundamental molecular mechanisms employed by bacterial, viral, and parasitic pathogens. While currently available courses provide a good introduction to general infectious disease mechanisms and phenotypes, a significant limitation of the current curriculum is a course that provides detailed instruction regarding the structural biology and enzymology of pathogen virulence factors. This proposed course will fill such a void. Using a combination of lectures and group discussion of important experimental data, enrolled students will have the opportunity both to integrate what they have learned in introductory courses and to gain an appreciation for the common molecular themes governing the interactions between pathogens and their infected hosts.

Impact (i.e. if this impacts another college/unit): None

EFFECTIVE DATE: Spring 2014

ADD: **DMP 971. Seminal Papers in Molecular Biology. (1) S.** This discussion course will improve graduate student communication, scientific reasoning, and data analysis skills. Students will gain familiarity with the seminal papers of molecular biology that resolved key issues of the central dogma. Key breakthroughs in molecular evolution, microbial genetics, and biotechnology will be discussed.. Pr.: BIO 670, DMP 712, or DMP 860. Should be registered as an M.S. or Ph.D. student in Veterinary Medicine, biochemistry or biology.

RATIONALE: This discussion course will improve graduate student communication, scientific reasoning, and data analysis skills. Graduate students will gain familiarity with the seminal papers of molecular biology that resolved key issues of the central

dogma. Key papers describing breakthroughs in molecular evolution, microbial genetics, and biotechnology will also be discussed. Seminal work leading to eventual Nobel Prizes in Physiology/Medicine and Chemistry will be highlighted. An important component of the course is to improve the ability of graduate students to apply critical thinking to the analysis of classic work and raw experimental data.

Impact (i.e. if this impacts another college/unit): None

EFFECTIVE DATE: Spring 2014

Non-Expedited Curriculum Changes

FROM:

TO:

Academic Advising (M.S.)	Academic Advising (M.S.)
<p>The Master of Science in Academic Advising is offered through the Special Education, Counseling, and Student Affairs graduate program for advising professionals and future professional advisors seeking to enhance their knowledge and ability to work more effectively with postsecondary students in their academic and career planning. All courses are offered online, which serves graduate students in Kansas and students both across and outside the country.</p>	<p>The Master of Science in Academic Advising is offered through the Special Education, Counseling, and Student Affairs graduate program for advising professionals and future professional advisors seeking to enhance their knowledge and ability to work more effectively with postsecondary students in their academic and career planning. All courses are offered online, which serves graduate students in Kansas and students both across and outside the country.</p>
<p>The program’s conceptual framework emphasizes development of “highly skilled and educated” professional advisors who through their work prepare undergraduates for their future careers. Curricular experiences include interpersonal relations; needs and characteristics of specific groups of students; research methods; learning principles; advising strategies; college student development; career development and multicultural aspects of advising. Students complete 27 hours of core courses and also select one of two 3-credit hour restricted electives.</p>	<p>The program’s conceptual framework emphasizes development of “highly skilled and educated” professional advisors who through their work prepare undergraduates for their future careers. Curricular experiences include interpersonal relations; needs and characteristics of specific groups of students; research methods; learning principles; advising strategies; college student development; career development and multicultural aspects of advising. Students complete 27 hours of core courses and also select one of two 3-credit hour restricted electives.</p>
<p>For more information on Academic Advising go to http://www.dce.ksu.edu/education/advising/.</p>	<p>For more information on Academic Advising go to http://www.dce.ksu.edu/education/advising/.</p>
<p>Master’s degree requirements</p>	<p>Master’s degree requirements</p>
<p>Core requirements (27 credit hours)</p>	<p>Core requirements (27 credit hours)</p>
<p>EDCEP 752 College Student Athlete (3) EDCEP 816 Research Methods (3)</p>	<p>EDCEP <u>854</u> College Student Athlete (3) EDCEP 816 Research Methods (3)</p>

EDCEP 829 Learning Principles (3) EDCEP 835 Foundations of Academic Advising (3) EDCEP 836 Interpersonal Relations for Academic Advising (3) EDCEP 838 The College Student and the College Environment EDCEP 851 Multicultural Aspects of Academic Advising (3) EDSP 853 College Students with Special Needs EDCEP 863 Trends in Career Development Restricted elective (3 hours) EDCEP 761 Intercollegiate Athletics and the College Student-Athlete (3) EDCEP 837 Administration of Academic Advising (3)	EDCEP 829 Learning Principles (3) EDCEP 835 Foundations of Academic Advising (3) EDCEP 836 Interpersonal Relations for Academic Advising (3) EDCEP 838 The College Student and the College Environment EDCEP 851 Multicultural Aspects of Academic Advising (3) EDSP 853 College Students with Special Needs EDCEP 863 Trends in Career Development Restricted elective (3 hours) EDCEP 864 Current Issues in Intercollegiate Athletics (3) EDCEP 837 Administration of Academic Advising (3)
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IMPACT: None.

RATIONALE: Two course number changes, from 700-level to 800-level course numbers, in the MS in Academic Advising led to this program change. The two courses were planned for students in the master’s program and to make these available to graduate students only, the course numbers were proposed for change to 800-level courses.

EFFECTIVE DATE: Spring 2014

FROM:

TO:

<p>College Student Development (M.S.)</p> <p>The Special Education, Counseling, and Student Affairs graduate program offers a Master of Science degree in Counseling and Student Development with an emphasis in College Student Development. This emphasis is designed to prepare the student for work in a college setting at one or many different student affairs agencies and to assist the student to meet the professional entry-level and advancement requirements in the field. A minimum of 39 graduate credit hours are required in the program.</p> <p>Students complete 24 hours of core courses and also select one of three options. The advising option is most appropriate for those intending primarily to provide developmental advising within a college or university. The administration option is more appropriate for those intending to work in student affairs in higher education or manage student services. The student services in intercollegiate athletics option is appropriate for those who wish to pursue a career</p>	<p>College Student Development (M.S.)</p> <p>The Special Education, Counseling, and Student Affairs graduate program offers a Master of Science degree in Counseling and Student Development with an emphasis in College Student Development. This emphasis is designed to prepare the student for work in a college setting at one or many different student affairs agencies and to assist the student to meet the professional entry-level and advancement requirements in the field. A minimum of 39 graduate credit hours are required in the program.</p> <p>Students complete 24 hours of core courses and also select one of three options. The advising option is most appropriate for those intending primarily to provide developmental advising within a college or university. The administration option is more appropriate for those intending to work in student affairs in higher education or manage student services. The student services in intercollegiate athletics option is appropriate for those who wish to pursue a career</p>
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<p>working with college student athletes.</p> <p>Core Requirements (24 credit hours) EDCEP 812 History & Philosophy of Higher Education (3) EDCEP 816 Research Methods (3) EDCEP 818 Principles of College Student Personnel Services (3) EDCEP 823 Counseling Theory (3) EDCEP 829 Learning Principles (3) EDCEP 838 The College Student and the College Environment (3) EDCEP 858 Group Processes (3) EDCEP 863 Trends in Career Development (3)</p> <p>Options (Select one)</p> <p>A. Advising option (15 credit hours) EDCEP 835 Foundations of Academic Advising (3) EDCEP 851 Multicultural Aspects of Academic Advising (3) EDCEP 877 Practicum in Counseling (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p> <p>B. Administration option (15 credit hours) An elective approved by graduate committee (3) EDCEP 830 Diversity in Higher Education (3) EDCEP 831 Current Issues in Higher Education (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p> <p>C. Student services in intercollegiate athletics (15 credit hours) An elective approved by graduate committee (3) EDCEP 752 College Student Athletes (3) EDCEP 761 <u>Intercollegiate Athletics and the College Student Athlete</u> (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p>	<p>working with college student athletes.</p> <p>Core Requirements (24 credit hours) EDCEP 812 History & Philosophy of Higher Education (3) EDCEP 816 Research Methods (3) EDCEP 818 Principles of College Student Personnel Services (3) EDCEP 823 Counseling Theory (3) EDCEP 829 Learning Principles (3) EDCEP 838 The College Student and the College Environment (3) EDCEP 858 Group Processes (3) EDCEP 863 Trends in Career Development (3)</p> <p>Options (Select one)</p> <p>A. Advising option (15 credit hours) EDCEP 835 Foundations of Academic Advising (3) EDCEP 851 Multicultural Aspects of Academic Advising (3) EDCEP 877 Practicum in Counseling (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p> <p>B. Administration option (15 credit hours) An elective approved by graduate committee (3) EDCEP 830 Diversity in Higher Education (3) EDCEP 831 Current Issues in Higher Education (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p> <p>C. Student services in intercollegiate athletics (15 credit hours) An elective approved by graduate committee (3) EDCEP <u>854</u> College Student Athletes (3) EDCEP <u>864</u> <u>Current Issues in Intercollegiate Athletics</u> (3) EDCEP 885 Practicum in College Student Personnel Work (3) (6 hours required over two semesters)</p>
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IMPACT: None

RATIONALE: Two course number changes, from 700-level to 800-level course numbers, in the MS in Counseling and Student Development, College Student Development emphasis, Student Services in Intercollegiate Athletics option, led to the program change. The two courses were planned for students in the master’s program and to make these available to graduate students only, the course numbers were proposed for change to 800-level courses.

EFFECTIVE DATE: Spring 2014

Non-Expedited Ph.D. Curriculum Change Proposals

School of Family Studies and Human Services

Ph.D. in Human Ecology with specialization in Marriage and Family Therapy

Change From:	Change To:
<p>Marriage and Family Therapy (Ph.D.)</p> <p>The Family Studies and Human Services department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Marriage and Family Therapy. The mission of the marriage and family therapy doctoral specialization is to prepare students to be excellent clinicians, supervisors, educators, and researchers working in a variety of academic and/or clinical settings. Students pursue programs of study that include course work in human development, family studies, marital and family therapy, statistics, and research methods. The Ph.D. specialization in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).</p>	<p>Marriage and Family Therapy (Ph.D.)</p> <p>The Family Studies and Human Services department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Marriage and Family Therapy. The mission of our MFT doctoral program is to educate and mentor family scientist-practitioners with the most advanced, cutting edge research training, for the purpose of developing scholars prepared to make significant contributions in academic and clinical settings. Our goal is to develop distinguished scholars who are highly sought after due to their demonstrated competency as world-class researchers, excellent clinicians, clinical supervisors, and educators. Students pursue programs of study that include course work in human development, family studies, marital and family therapy, statistics, and research methods. The Ph.D. specialization in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).</p>
<p>Program Requirements</p> <hr/> <p>This curriculum for the Ph.D. in MFT follows COAMFTE guidelines. It assumes students have completed the requirements for the COAMFTE Master’s-Level Standard Curriculum. Where that is not the case, students must complete the equivalent of any deficiencies. Most students complete the program in four years. Students have seven years to complete the program. A minimum of 90 credits is required. No more than 30 credit hours from a masters degree may be applied to fulfill PhD requirements.</p>	<p>Program Requirements</p> <hr/> <p>This curriculum for the Ph.D. in MFT follows COAMFTE guidelines. It assumes students have completed the requirements for the COAMFTE Master’s-Level Standard Curriculum. Where that is not the case, students must complete the equivalent of any deficiencies. Most students complete the program in four years. Students have seven years to complete the program. A minimum of 90 credits is required. No more than 30 credit hours from a masters degree may be applied to fulfill PhD requirements.</p>
<p>Assessment and Treatment in Marital and Family Therapy (3 hours)</p> <hr/> <p>➤ FSHS – 970 Clinical Specialization in MFT Credits (3)</p>	<p>Assessment and Treatment in Marital and Family Therapy (3 hours)</p> <hr/> <p>➤ FSHS 970 - Clinical Specialization in MFT Credits: (3)</p>
<p>Family Studies and Human Services-6 hours)</p> <hr/> <p>➤ FSHS 894 – Readings in Family and Human Services (3)</p> <p>➤ FSHS 950 – Advanced Family Theory Credits: (3)</p>	<p>Family Studies and Human Services (3 hours)</p> <hr/> <p>➤ FSHS 950 – Advanced Family Theory Credits: (3)</p>

<p>Supervision of MFT (9 hours)</p> <ul style="list-style-type: none"> • FSHS 984 - Supervision of Marriage and Family Therapy Credits: (3) • FSHS 986 – Practicum in Supervision of Marriage and Family Therapy Credits: (1-3) 	<p>Supervision of MFT (9 hours)</p> <ul style="list-style-type: none"> • FSHS 984 – Supervision of Marriage and Family Therapy Credits: (3) • FSHS 986 - Practicum in Supervision of Marriage and Family Therapy Credits: (1-3)
<p>Research Methods (49 hours)</p> <ul style="list-style-type: none"> • FSHS 892 – Practicum in Human Development Research Credits: (3) • FSHS 902 – Qualitative Research Methods in FSHS Credits: (3) • FSHS 910 - Topics in Marriage and Family Therapy Credits: (1-3) Required to be taken twice • FSHS 983 – Marriage and Family Therapy Research Credits: (3) • FSHS 990 – Dissertation Proposal Seminar Credits: (1) • FSHS 999 – PhD Research in Family Studies and Human Services Credits: (Var.) • One of the following: <ul style="list-style-type: none"> • PSYCH 802 – Quantitative Methods in Psychology (3) PSYCH 805 – Experimental Design in Psychology Credits: (3) <p>OR</p> <p>FSHS 906 – Statistical Methods in Family Studies and Human Services II Credits: (3)</p> <p>OR</p> <p>STAT 702 Statistical Methods for Social Sciences Credits: (3)</p> <p>OR</p> <p>STAT 703 – Statistical Methods in Natural Sciences Credits: (3)</p> <p>And both</p> <p>STAT 704 – Analysis of Variance Credits: (2)</p> <p>STAT 705 – Regression and Correlation Analyses Credits: (2)</p> <p>OR</p> <p>EDCEP 817 Statistical methods in Educational Research Credits: (3)</p> <p>EDCEP 917 – Experimental Design in Educational Research Credits: (3)</p>	<p>Research Methods (49 hours)</p> <ul style="list-style-type: none"> • FSHS 892 – Practicum in Human Development Research Credits: (3) • FSHS 902 – Qualitative Research Methods in FSHS Credits: (3) • FSHS 910 - Topics in Marriage and Family Therapy Credits: (1-3) ➤ FSHS 983 Marriage and Family Therapy Research Credits: (3) • FSHS 990 – Dissertation Proposal Seminar Credits: (1) • FSHS 999 – PhD Research in Family Studies and Human Services Credits: (Var.) • One of the following: <ul style="list-style-type: none"> PSYCH 805 – Experimental Design in Psychology Credits: (3) <p>OR</p> <p>FSHS 906 – Statistical Methods in Family Studies and Human Services II Credits: (3)</p> <p>OR</p> <p>STAT 704 – Analysis of Variance Credits: (2)</p> <p>STAT 705 – Regression and Correlation Analyses Credits: (2)</p> <p>OR</p> <p>EDCEP 917 – Experimental Design in Educational Research Credits: (3)</p> <p><u>OR</u></p>

<p>Supervised Clinical Practice (9 hours)</p> <hr/> <ul style="list-style-type: none"> FSHS 985 – PhD Practicum in Marriage and Family Credits: (1-3) <p>Additional Learning (3 hours)</p> <hr/> <ul style="list-style-type: none"> One clinical or research elective – 3 credit hours <p>End of Program Requirements</p> <hr/> <ul style="list-style-type: none"> Complete a nine-month clinical internship accumulating 1000 clinical hours (including approved transfer hours) Successfully defend your dissertation proposal seminar, write the dissertation, and successfully complete your oral defense of the dissertation Successfully defend portfolio OR Complete written preliminary examinations and, if necessary, successfully defend them in the oral preliminary examination AND Receive excellent evaluations as a GTA OR teaching an intersession course AND Demonstrate excellent professional development, including: <ul style="list-style-type: none"> Present a poster/paper at a state, national or international conference OR Develop and present a workshop OR Get involved in KAMFT politics OR Another activity approved by the Major Professor 	<p>SOCIO 825 – Quantitative Methods Credits: (3)</p> <p>Supervised Clinical Practice (3-9 hours)</p> <hr/> <ul style="list-style-type: none"> FSHS 985 – PhD Practicum in Marriage and Family Credits: (1-3) <p>Additional Learning (6 hours)</p> <hr/> <ul style="list-style-type: none"> One clinical or research elective – 3 credit hours One research elective – 3 credit hours <p>End of Program Requirements</p> <hr/> <ul style="list-style-type: none"> Accumulate 1000 approved clinical hours (including approved transfer hours) Successfully defend your dissertation proposal seminar, write the dissertation, and successfully complete your oral defense of the dissertation AND Successfully complete portfolio with fewer than two publications AND Complete written preliminary examinations and, if necessary, successfully defend them in the oral preliminary examination OR Successfully defend your dissertation proposal seminar, write the dissertation, and successfully complete your oral defense of the dissertation AND Successfully complete portfolio with at least two publications
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Rationale: We changed the mission of the program to reflect our focus on research. We wanted to give the students more options in selecting courses so we eliminated the readings course as a requirement and added another elective course. We changed the required internship into a requirement to complete 1,000 hours but without the structure of a required internship. We also made FSHS 985 variable credit so that students who come to the program fully licensed may be allowed to complete fewer hours of practicum. We are also eliminating the requirement for a basic graduate level statistics course (PSYCH 802; or STATS 702 or 703 or EDCEP 817) and making a comparable course required as a pre-requisite for admission to the PhD program. SOCIO 825 Quantitative Methods is added as equivalent statistics II option.

Impact : College of Arts and Sciences: Department of Psychological Sciences, Department of Sociology; and Department of Statistics; College of Education Department of Special Education, Counseling and Student Affairs

Effective: SPRING 2014

Ph.D. in Human Ecology with specialization in Personal Financial Planning

<p>CHANGE FROM:</p> <p>Ph.D. in Human Ecology with specialization in Personal Financial Planning</p>	<p>CHANGE TO:</p> <p>Ph.D. in Human Ecology with specialization in Personal Financial Planning</p>
<p>The Family Studies and Human Services department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Personal Financial Planning. The program is designed to provide talented and ambitious students with knowledge, skills, and tools necessary to achieve success as college and university faculty, 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.</p> <p>Core Courses (minimum 27 credit hours)</p> <p>FSHS 624 Fundamentals of Family Financial Planning Credits: (3)</p> <p>FSHS 766 Insurance Planning for Families Credits: (3)</p> <p>FSHS 762 Investing for the Family's Future Credits: (3)</p> <p>OR</p> <p>FINAN 653 Security and Portfolio Analysis Credits: (3)</p> <p>FSHS 772 Personal Income Taxation Credits: (3)</p> <p>FSHS 764 Estate Planning for Families Credits: (3)</p> <p>FSHS 709 Public Policy and Family Economic Well-Being Credits: (3)</p>	<p>The Family Studies and Human Services department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Personal Financial Planning. The program is designed to provide talented and ambitious students with knowledge, skills, and tools necessary to achieve success as college and university faculty, 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.</p> <p>Supporting Courses (minimum 18 credit hours)</p> <p>FSHS 760 Retirement Planning Credits: (3)</p> <p>FSHS 766 Insurance Planning for Families Credits: (3)</p> <p>FSHS 762 Investing for the Family's Future Credits: (3)</p> <p>FSHS 772 Personal Income Taxation Credits: (3)</p> <p>FSHS 764 Estate Planning for Families Credits: (3)</p> <p>FSHS 836 Financial Planning Case Studies Credits: (3)</p> <p>Professional Courses (minimum 12 credit hours)</p>

<p>FSHS 756 Financial Counseling Credits: (3)</p> <p>FSHS 757 Financial Behavior Assessment Consulting Credits: (3)</p> <p>FSHS 825 Family Resource Management Credits: (3)</p> <p>FSHS 836 Financial Planning Case Studies Credits: (3)</p> <p>FSHS 894 Readings in Family Studies and Human Services Credits: (Var.)</p> <p>FSHS 979 Advanced Professional Issues in FSHS Credits: (3)</p> <p>Elective Courses (minimum 6 credit hours)</p> <p>FSHS 758 Housing/Real Estate Credits: (3)</p> <p>FSHS 850 Family Studies Credits: (3)</p> <p>Or other elective</p> <p>Research Courses: (minimum 31 credit hours)</p> <p>FSHS 806 Statistical Methods in Family Studies and Human Services I Credits: (3)</p> <p>AND</p> <p>FSHS 906 - Statistical Methods in Family Studies and Human Services II Credits: (3)</p> <p>FSHS 888 Research Methods in FSHS I Credits: (3)</p> <p>FSHS 890 Research Methods in FSHS II Credits: (3)</p> <p>AND</p> <p>EDCEP 816— Research Methods in Education Credits: (3)</p> <p>OR</p> <p>GERON 776— Program Evaluation and Research Methods in Gerontology Credits: (3)</p> <p>FSHS 990 Dissertation Proposal Seminar Credits: (1)</p>	<p>FSHS 756 Financial Counseling Credits: (3)</p> <p>FSHS 825 Family Resource Management Credits: (3)</p> <p>FSHS 894 Readings in Family Studies and Human Services Credits: (3)</p> <p>FSHS 979 Advanced Professional Issues in FSHS Credits: (3)</p> <p>Elective Courses (minimum 15 credit hours)</p> <p>FSHS 757 Financial Behavior Assessment Consulting Credits: (3)</p> <p>FSHS 909 Topics: Behavioral Finance Credits: (3)</p> <p>FSHS 909 Topics: Research and Theory in Financial Therapy Credits: (3)</p> <p>FSHS 909 Topics: Research Application Credits: (1-3)</p> <p>FSHS 909: Topics: Psychology of Personal Finance Credits: (3)</p> <p>Or other elective</p> <p>Research Courses: (minimum 46 credit hours)</p> <p>Grades of B or better are required for FSHS 806, 906, 888, 890, 907</p> <p>FSHS 806 Statistical Methods in Family Studies and Human Services I Credits: (3)</p> <p>FSHS 906 Statistical Methods in Family Studies and Human Services II Credits: (3)</p> <p>FSHS 888 Research Methods in FSHS I Credits: (3)</p> <p>FSHS 890 Research Methods in FSHS II Credits: (3)</p> <p>FSHS 907 Advanced Research Methods Credits: (3)</p> <p>FSHS 990 Dissertation Proposal Seminar Credits: (1)</p> <p>FSHS 999 PhD Research in Family Studies and Human</p>
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FSHS 999 PhD Research in Family Studies and Human Services Credits: (Var.)	Services Credits: (Var.)
Total – 91 credit hours	Total – 91 credit hours

Rationale: The doctorate emphasis in Personal Financial Planning was established in Summer 2009. Since then, the need for additional coursework has been identified and become more formalized. The intended changes reflect the necessary coursework to succeed as a financial planning academic. Changes include

1. Separation of course categories into (a) Supporting Courses; (b) Professional Courses; (c) Elective Courses; and (d) Research Courses;
2. Specification of recommended electives (i.e., FSHS 757 Financial Behavior Assessment Consulting, FSHS 909 Topics: Behavioral Finance, FSHS 909 Topics: Research and Theory in Financial Therapy, FSHS 909 Topics: Research Application, FSHS 909 Topics: Psychology of Personal Finance);
3. Addition of requirement for grades of B or better in research courses;
4. Addition of FSHS 760 Retirement Planning and deletion of FSHS 624 Fundamentals of Family Financial Planning to supporting courses to reflect changes in Certified Financial Planning Board of Standards requirements;
5. Deletion of unnecessary core courses (i.e., FSHS 709 Public Policy and Family Economic Well-Being (3) and alternatives to core courses);
6. Replacement of option for EDCEP 816 - Research Methods in Education (3) OR GERON 776 - Program Evaluation and Research Methods in Gerontology (3) to required research course of FSHS 907 Advanced Research Methods (3) course.

Impact: College of Business Administration Department of Finance; College of Education Department of Special Education, Counseling and Student Affairs

Effective: **SPRING 2014**