

**Attachment 1**  
**Academic Affairs**  
**Consent Agenda Supplemental Information**

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**College of Human Ecology (2-8-15)**

**Non-Expedited Course Change Proposals numbered 599 and below**

**Department of Kinesiology**

<p><b>COURSE ADD:</b></p> <p><b>KIN 108</b> <b>STRENGTH AND CONDITIONING SPECIALIST</b></p> <p><b>Credits:</b> (2)</p> <p>Course prepares students for completion of exam required for Certified Strength and Conditioning Specialist (CSCS) credential from the National Strength and Conditioning Association.</p> <p>Online lecture/lab</p> <p><b>When Offered:</b> Summer</p> <p>UGE: None</p> <p>K-State 8: None</p> <p><b>Pre-Requisites:</b> KIN 220, KIN 335</p>
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**Rationale:** The Certified Strength and Conditioning Specialist certification is the gold standard for strength and conditioning professionals seeking a career in collegiate or professional strength and conditioning. This course will help prepare students looking to obtain this credential and pursue a career in strength and conditioning.

**Impact:** None

**Effective:** Fall 2015

<p><b>Course Discontinue</b></p> <p><b>KIN 515</b> <b>HISTORY OF SPORT</b></p> <p><b>Credits:</b> (2)</p> <p>The historical development of sport (especially in Europe and North America) including the growth of competition, the rise of mass spectator sports, elitism, and the changing function of sport. History of sport as business and history of the relationship between sport and other institutions.</p>	
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**Rationale:** Course no longer fits content of the Kinesiology major. Course was utilized when there was a physical education teaching option to degree program.

**IMPACT:** Course is co-listed with history department as Kin515/Hist515. Department head Louise Breen was contacted on Thursday, December 4, 2014. A response has not been received.

## Non-expedited Undergraduate Curriculum Change Proposals

### Department of Human Nutrition

<p><b>Athletic Training (B.S.)</b></p> <p>General requirements <b>(51-54 credit hours)</b></p> <hr/> <p><b>Communications (8-9 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• ENGL 100 - Expository Writing I <b>Credits: (3)</b></li> <li>• ENGL 200 - Expository Writing II <b>Credits: (3)</b></li> </ul> <p><b>One of the following two courses</b></p> <hr/> <ul style="list-style-type: none"> <li>• COMM 105 - Public Speaking IA <b>Credits: (2)</b></li> <li>• or</li> <li>• COMM 106 - Public Speaking I <b>Credits: (3)</b></li> </ul> <p><b>Social Science (9 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• ECON 110 - Principles of Macroeconomics <b>Credits: (3)</b></li> <li>• <del>or</del></li> <li>• <del>ECON 120 - Principles of Microeconomics <b>Credits: (3)</b></del></li> <li>• PSYCH 110 - General Psychology <b>Credits: (3)</b></li> <li>• SOCIO 211 - Introduction to Sociology <b>Credits: (3)</b></li> </ul> <p><b>Humanities (6 credit hours)</b></p> <hr/> <p><i>(Only a course of 3 credits or more will apply.)</i></p> <p><b>Natural and Physical Sciences (20 credit hours)</b></p> <hr/> <p>*(Include at least one course with a laboratory.)</p> <p><b>Complete 12 credit hours in Biological Sciences</b></p> <ul style="list-style-type: none"> <li>• BIOL 198 - Principles of Biology <b>Credits: (4)</b></li> <li>• BIOL 340 - Structure and Function of the Human Body <b>Credits: (8)</b></li> <li>• or</li> <li>• KIN 360 - Anatomy and Physiology <b>Credits: (8)</b></li> </ul> <p><b>Complete 4 credit hours in Chemistry</b></p> <hr/> <ul style="list-style-type: none"> <li>• CHM 110 - General Chemistry <b>Credits: (3)</b></li> <li>• and</li> <li>• CHM 111 - General Chemistry Laboratory <b>Credits: (1)</b></li> </ul>	<p><b>Athletic Training (B.S.)</b></p> <p>General requirements <b>(46-48 credit hours)</b></p> <hr/> <p><b>Communications (8-9 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• ENGL 100 - Expository Writing I <b>Credits: (3)</b></li> <li>• ENGL 200 - Expository Writing II <b>Credits: (3)</b></li> </ul> <p><b>One of the following two courses</b></p> <hr/> <ul style="list-style-type: none"> <li>• COMM 105 - Public Speaking IA <b>Credits: (2)</b></li> <li>• or</li> <li>• COMM 106 - Public Speaking I <b>Credits: (3)</b></li> </ul> <p><b>Social Science (9 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• ECON 110 - Principles of Macroeconomics <b>Credits: (3)</b></li> <li>• PSYCH 110 - General Psychology <b>Credits: (3)</b></li> <li>• SOCIO 211 - Introduction to Sociology <b>Credits: (3)</b></li> </ul> <p><b>Humanities (6 credit hours)</b></p> <hr/> <p><i>(Only a course of 3 credits or more will apply.)</i></p> <p><b># Natural and Physical Sciences (16 credit hours)</b> <b>(Grades of C or higher required)</b></p> <hr/> <p>*(Include at least one course with a laboratory.)</p> <p><b>Complete 12 credit hours in Biological Sciences</b></p> <ul style="list-style-type: none"> <li>• BIOL 198 - Principles of Biology <b>Credits: (4)</b></li> <li>• BIOL 340 - Structure and Function of the Human Body <b>Credits: (8)</b></li> <li>• or</li> <li>• KIN 360 - Anatomy and Physiology <b>Credits: (8)</b></li> </ul> <p><b>Complete 4 credit hours in Chemistry</b></p> <hr/> <ul style="list-style-type: none"> <li>• CHM 110 - General Chemistry <b>Credits: (3)</b></li> <li>• and</li> <li>• CHM 111 - General Chemistry Laboratory <b>Credits: (1)</b></li> </ul>
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- or
- CHM 210 - Chemistry I **Credits:** (4)

**Complete 4 credit hours in Physics**

- ~~PHYS 113 - General Physics I **Credits:** (4)~~

**Quantitative Studies (7-9 credit hours)**

**Complete 4-6 credit hours in Math**

- MATH 100 - College Algebra **Credits:** (3)
- and
- ~~MATH 150 - Plane Trigonometry **Credits:** (3)~~
- or
- MATH 220 - Analytic Geometry and Calculus I **Credits:** (4)

**Complete 3 credit hours in Statistics**

- STAT 325 - Introduction to Statistics **Credits:** (3)

**Integrative Human Ecology Course (1 credit hour)**

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

**Professional studies (5-9 credit hours)**

(Grades of C or higher are required)

**Nutrition courses (4-6 credit hours)**

- HN 120 - Introduction to Athletic Training **Credits:** (2)
- HN 121 - Introduction to Athletic Training Lab **Credits:** (1)
- HN 132 - Basic Nutrition **Credits:** (3)
- HN 320 - Care and Prevention of Athletic Injuries **Credits:** (3)
- ~~HN 400 - Human Nutrition **Credits:** (3)~~
- HN 450 - Nutritional Assessment **Credits:** (2)
- HN 535 - Energy Balance **Credits:** (2)
- HN 551 - Evaluation of Athletic Injuries of the Extremities **Credits:** (3)
- HN 552 - Emergency Procedures and Evaluation of Core Athletic Injuries **Credits:** (3)
- HN 553 - Pharmacology in Athletic Training **Credits:** (2)
- HN 554 - General Medical Conditions in the Athlete **Credits:** (2)

- or
- CHM 210 - Chemistry I **Credits:** (4)

**Quantitative Studies (6-7 credit hours)**

**Complete 3-4 credit hours in Math**

- MATH 100 - College Algebra **Credits:** (3)
- or
- MATH 220 - Analytic Geometry and Calculus I **Credits:** (4)

**Complete 3 credit hours in Statistics**

- STAT 325 - Introduction to Statistics **Credits:** (3)

**Integrative Human Ecology Course (1 credit hour)**

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

**Professional studies (6-10 credit hours)**

(Grades of C or higher are required)

**Nutrition courses (4-6 credit hours)**

- HN 120 - Introduction to Athletic Training **Credits:** (2)
- HN 121 - Introduction to Athletic Training Lab **Credits:** (1)
- HN 132 - Basic Nutrition **Credits:** (3)
- HN 320 - Care and Prevention of Athletic Injuries **Credits:** (3)
- HN 450 - Nutritional Assessment **Credits:** (2)
- HN 535 - Energy Balance **Credits:** (2)
- HN 551 - Evaluation of Athletic Injuries of the Extremities **Credits:** (3)
- HN 552 - Emergency Procedures and Evaluation of Core Athletic Injuries **Credits:** (3)
- HN 553 - Pharmacology in Athletic Training **Credits:** (2)
- HN 554 - General Medical Conditions in the Athlete **Credits:** (2)
- HN 555 - Therapeutic Modalities in Athletic Training **Credits:** (3)

- HN 555 - Therapeutic Modalities in Athletic Training **Credits: (3)**
- HN 556 - Rehabilitation and Conditioning for Athletic Injuries **Credits: (3)**
- HN 557 - Administration of Athletic Training Programs **Credits: (3)**
- HN 583 - Practicum I in Athletic Training **Credits: (1)**
- HN 584 - Practicum II in Athletic Training **Credits: (1)**
- HN 585 - Practicum III in Athletic Training **Credits: (1)**
- HN 586 - Practicum IV in Athletic Training **Credits: (1)**
- HN 587 - Practicum V in Athletic Training **Credits: (1)**
- HN 588 - Practicum VI in Athletic Training **Credits: (1)**
- HN 635 - Nutrition and Exercise **Credits: (3)**

**Kinesiology courses (15 credit hours)**

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- KIN 220 - Biobehavioral Bases of Physical Activity **Credits: (4)**
  - KIN 310 - Measurement and Research Techniques in Kinesiology **Credits: (3)**
  - KIN 330 - Biomechanics **Credits: (3)**
  - KIN 335 - Physiology of Exercise **Credits: (4)**
  - KIN 336 - Physiology of Exercise Lab **Credits: (1)**

**Unrestricted electives (7-10 credit hours)**

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**Total credit hours required for graduation (120)**

- HN 556 - Rehabilitation and Conditioning for Athletic Injuries **Credits: (3)**
- HN 557 - Administration of Athletic Training Programs **Credits: (3)**
- **HN 558 – Advanced Techniques in Athletic Training Credits: (3)**
- HN 583 - Practicum I in Athletic Training **Credits: (1)**
- HN 584 - Practicum II in Athletic Training **Credits: (1)**
- HN 585 - Practicum III in Athletic Training **Credits: (1)**
- HN 586 - Practicum IV in Athletic Training **Credits: (1)**
- HN 587 - Practicum V in Athletic Training **Credits: (1)**
- HN 588 - Practicum VI in Athletic Training **Credits: (1)**
- HN 635 - Nutrition and Exercise **Credits: (3)**

**Kinesiology courses (16 credit hours)**

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- KIN 220 - Biobehavioral Bases of Physical Activity **Credits: (4)**
  - KIN 310 - Measurement and Research Techniques in Kinesiology **Credits: (4)**
  - KIN 330 - Biomechanics **Credits: (3)**
  - KIN 335 - Physiology of Exercise **Credits: (4)**
  - KIN 336 - Physiology of Exercise Lab **Credits: (1)**

**Unrestricted electives (12-14 credit hours)**

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**Total credit hours required for graduation (120)**

**Rationale:** In the past year, the faculty has reviewed the curriculum and discussed changes to be made to better align with vision of the degree program. The discussion was also prompted by the Department of Kinesiology updating their curriculum which is integrated into our degree program as well.

**Impact:** The department heads for Kinesiology, Physics, and Math were contacted on Dec. 15, 2014. The Department Head for Kinesiology emailed back with his support for the changes. Responses have not been received from the departments of Physics or Math.

**Effective Term:** Fall 2015

## College of Veterinary Medicine (2-23-15)

### Non-Expedited Curriculum Change – College of Veterinary Medicine (Effective Fall 2015)

**Change:** Reduce the required electives in the DVM curriculum from 13 to 12 credit hours.

**Rationale:** The Department of Clinical Sciences recently proposed to merge two courses (CS 728 Theriogenology – Companion Animal Core, and CS 789 Theriogenology Production Animal Core) into a single core/required course (CS 728 Theriogenology). However, this change would increase the credit hours for the 3<sup>rd</sup> year, fall curriculum from 21 to 22. In order to keep the curriculum credit hour neutral, one credit hour must be dropped. This proposal will account for this credit hour and allow the changes in the theriogenology course to proceed. Elective credits must be completed before the beginning of the 4<sup>th</sup> year. There is no requirement for the number of elective credits to be taken each semester; only that the total number required are completed during the first 3 years of the curriculum. The proposed curriculum change shows changes in the numbers of electives required for each semester to a flexible (0-3), rather than static number (2 or 3). This should hopefully make it clearer to students that they have some flexibility regarding when they can take electives. The main issue is that they have the required number completed prior to the start of the 4<sup>th</sup> year. The CS courses on the attached list have already been approved by the College Curriculum Committee.

### Professional Curriculum

First Year - Current				First Year - Proposed			
Fall Semester	Hours	Spring Semester	Hours	Fall Semester	Hours	Spring Semester	Hours
AP 700 Gross Anatomy I	5	AP 705 Gross Anatomy II	6	AP 700 Gross Anatomy I	5	AP 705 Gross Anatomy II	6
AP 710 Microanatomy	5	AP 740 Integration II	1	AP 710 Microanatomy	5	AP 740 Integration II	1
AP 730 Integration I	1	AP 747 Veterinary Physiology II	6	AP 730 Integration I	1	AP 747 Veterinary Physiology II	6
AP 737 Veterinary Physiology I	5	DMP 705 Veterinary Immunology	3	AP 737 Veterinary Physiology I	5	DMP 705 Veterinary Immunology	3
DVM 700 Career Development	0	DMP 708 Principles of Epidemiology	2	DVM 700 Career Development	0	DMP 708 Principles of Epidemiology	2
Electives	3	Electives	2	Electives	± 0-3	Electives	± 0-3
	<b>19</b>		<b>20</b>		<b>19 16-19</b>		<b>20 18-21</b>
Second Year				Second Year			
Fall Semester	Hours	Spring Semester	Hours	Fall Semester	Hours	Spring Semester	Hours
DMP 712 Veterinary	3	DMP 720 Systemic Pathology	5	DMP 712 Veterinary	3	DMP 720 Systemic Pathology	5

Bacteriology & Mycology				Bacteriology & Mycology			
DMP 713 Vet Bacti & Mycology Lab	1	DMP 801 Toxicology	2	DMP 713 Vet Bacti & Mycology Lab	1	DMP 801 Toxicology	2
DMP 718 Veterinary Parasitology	4	DMP 775 Clinical Pathology	4	DMP 718 Veterinary Parasitology	4	DMP 775 Clinical Pathology	4
DMP 715 General Pathology	4	CS 715 Radiology	3	DMP 715 General Pathology	4	CS 715 Radiology	3
AP 770 Pharmacology I	4	AP 772 Pharmacology II	2	AP 770 Pharmacology I	4	AP 772 Pharmacology II	2
DMP 730 Cross Course Integration III	1	DMP 722 Veterinary Virology	3	DMP 730 Cross Course Integration III	1	DMP 722 Veterinary Virology	3
Electives	2	DMP 740 Cross Course Integration IV	1	Electives	± 0-3	DMP 740 Cross Course Integration IV	1
	<b>19</b>	Electives	1		<b>19 17-20</b>	Electives	<b>± 0-3</b>
			<b>21</b>				<b>± 21 20-23</b>

### Third Year

### Third Year

Fall Semester	Hours	Spring Semester	Hours	Fall Semester	Hours	Spring Semester	Hours
CS 742 Clinical Skills	0	CS 711 Medicine II	4	CS 742 Clinical Skills	0	CS 711 Medicine II	4
CS 709 Medicine I	4	CS 710 Medicine III	3	CS 709 Medicine I	4	CS 710 Medicine III	3
CS 712 Food Animal Medicine	4	CS 730 Vet Surgery II	4	CS 712 Food Animal Medicine	4	CS 730 Vet Surgery II	4
CS 729 Veterinary Surgery I	5	CS 714 Clinical Nutrition	2	CS 729 Veterinary Surgery I	5	CS 714 Clinical Nutrition	2
CS 737 Zoological Medicine	2	DMP 753 Veterinary Public Health	2	CS 737 Zoological Medicine	2	DMP 753 Veterinary Public Health	2
CS 728 or CS 789 Theriogenology	2	CS 741 Practice Management	1	CS 728 or CS 789 Theriogenology	± 3	CS 741 Practice Management	1
DVM 704 Ethics/Jurisprudence	1	CS 779 Clinical Pharmacology	2	DVM 704 Ethics/Jurisprudence	1	CS 779 Clinical Pharmacology	2
Electives	3	CS 742 Clinical Skills	1	Electives	± 0-3	CS 742 Clinical Skills	1
	<b>21</b>	Electives	2		<b>± 21 19-22</b>	Electives	<b>± 0-3</b>
			<b>21</b>				<b>± 21 19-22</b>

**No proposed change for Fourth Year**

**Fourth Year**

<b>Required Before Fourth Year</b>	<b>Hours</b>	<b>Summer, Fall and Spring Semesters</b>	<b>Hours</b>
		<b>34 Semester Hours Required Core Rotations</b>	
CS 766 Food Animal (Mixed Practice Mentorship)	1	CS 727 Ophthalmology	2
CS 767 Small Animal Practice Mentorship	1	CS 752 Sm An Internal Medicine	3
CS 768 Non-Traditional/Other Veterinary Practice Mentorship	1	CS 753 Sm An General Medicine	3
	<b>3</b>	CS 754 Cl Sm An Soft Tissue Surgery	3
		CS 755 Cl Sm An Orthopedic Surgery	3
		CS 750 Eq Med or CS 751 Eq Surg or CS 772 Equine Field Service for total of	4
		CS 775 Primary Care	2
		CS 748 Food Animal Local Practice	2
		CS 749 Food Animal Med & Surgery	2
		CS 724 Vet Diag Imaging I (Radiology)	3
		CS 725 Clinical Anesthesiology	3
		DMP 785 Diagnostic Medicine	3
		CS 771 Dentistry	1
			<b>45</b>
		Plus minimum 11 semester hours rotational electives	<b>11</b>
		<b>TOTAL HOURS</b>	<b>169</b>



## College of Education (2-24-15)

### Non-Expedited, Undergraduate New Courses School of Leadership Studies

**#1 LEAD 195.** CAT Community Connections. (1-3) I, II. Interdisciplinary course that explores the connections among two different fields, courses, or disciplines. For first-year students enrolled in a specific CAT (Connections Across Topics) Community linked to the Staley School of Leadership Studies.

**IMPACT:** There is no impact to any other unit.

**RATIONALE:** We have been using the LEAD 502 for this course since 2010. The CAT Communities are now well established, with 34 planned across the university, and 5 within our department for 2015-2016. The course needs its own permanent course designation in the catalog.

**EFFECTIVE DATE:** Fall 2015

**#2 LEAD 399.** Internships for Career Development. (1) I, II, S. This course helps you apply your academic knowledge, skills and understanding to experiences as a developing leader within the workplace. The course is structured to incorporate your internship experience with self-directed analysis to develop your personal, academic and professional competencies. You will practice and reflect on your leadership strengths.

#### **K-STATE 8:**



Social Sciences

**Rationale for K-State 8 tag:** In this course students will reflect on social factors that influence behavior in their internship site. They will assess their individual role within the social context as well as how the organization influence individuals, other institutions or society.

**IMPACT:** There is no impact to any other unit.

**RATIONALE:** We have been using the LEAD 502 topics number to offer this course for a couple of years. The course continues to have high demand from students, and we plan to continue to offer the course. It meets a need for students who want to enroll in coursework related to their internship if they do not have a requirement or option through their college. Therefore, the course needs its own permanent course designation in the catalog.

**EFFECTIVE DATE:** Fall 2015

### Special Education, Counseling and Student Affairs

**EDSP 415.** Manual Communications I. (3) I, II. Manual Communications I is a sign language course. Approximately 700 vocabulary words along with the manual alphabet and numbers are taught. Lessons also include information about the various signing systems used in the United States as well as information about Deaf Culture.

**IMPACT:**

Presented below is an email reply to a request to Dr. Dorothy Durband, Director of the School of Family Studies and Human Services, for an email supporting the transfer of the course from FSHS to SECSA. The email request and reply were dated 1/7/15.

Ken,

The purpose of this email is to let you know that I am in support of moving Manual Communications 1 and 2 to Special Education, Counseling, and Students Affairs. I sincerely hope that the courses will be beneficial to your students. Best wishes in 2015!

Dottie

Dorothy B. Durband, Ph.D.  
Director  
School of Family Studies and Human Services  
College of Human Ecology  
Kansas State University  
302 Justin Hall  
785.532.1472

**RATIONALE:** Manual Communications I, offered through Global Campus, has been offered by Family Studies and Human Services (FSHS) in the College of Human Ecology. It is proposed to be transferred as a new course to Special Education, Counseling, and Student Affairs (SECSA) in the College of Education. Family Studies and Human Services decided it would no longer offer the course. Based on discussions with SECSA, it was agreed that the course would fit with Special Education.

**EFFECTIVE DATE:** Fall 2015

## **Graduate course and curriculum changes (3-3-15)**

### **Non-Expedited New Courses**

**ART 613. History of Northern Renaissance Art.** (3) I, II. Renaissance Art of Northern Europe from the fourteenth through the sixteenth century. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

**K-State 8 RATIONALE:** Teaches how to interpret form and iconography of works of art (aesthetic interpretation); teaches historical events and contexts in Renaissance Europe (historical perspectives).

**RATIONALE:** Splitting existing course into two separate courses to more accurately reflect accepted pedagogical practices.

**IMPACT:** None.

**EFFECTIVE DATE:** Spring 2016

**ECON 684. International Finance and Open Economy Macroeconomics.** (3) II. Introduction to international finance and open-economy macroeconomics, including the foreign exchange market, the balance of payments, international financial markets, and recent and ongoing financial crises. Covers core theoretical material, the course will examine current policy issues. Pr.: ECON 110, 120 (or AGE 120 or 121) and ECON 510.

**K-STATE 8:** Global Issues and Perspectives; Social Sciences.

**K-STATE 8 RATIONALE:** This course has a focus on foreign exchange and currency values. It has a global perspective and focus.

**RATIONALE:** This course has been taught each of the past two years successfully (as ECON 595 and ECON 599). We would like to officially get this course “on the books” as it has proven to be quite popular with our students.

**IMPACT:** This course should not affect any other departments.

**EFFECTIVE DATE:** Spring 2015

**GEOG 705. Thematic Remote Sensing.** (3) I, II.

Introduction to digital image analysis in remote sensing, with an emphasis on extraction of thematic information from imagery. Emphasizes mastery of both practical classification techniques and the theory behind those techniques. Topics covered include preparing imagery for classification; per-pixel and object-based classification techniques; use of parametric, non-parametric, and machine learning\AI-based decision rules; and techniques for validating classification accuracy. Classification techniques for hyperspectral imagery will also be covered. Pr.: GEOG 605 or equivalent.

**RATIONALE:** Since its introduction in 2007, this course has been taught as a version of Geography 711, Topics in Remote Sensing. Currently, the Topics course encompasses several different versions, including this proposed course (Thematic Remote Sensing), biophysical remote sensing, UAV Remote Sensing, and

Digital Image Processing. Students who would wish to do extensive coursework in remote sensing are therefore required to repeat this particular class several times, which can result in difficulties with conforming to departmental and graduate school rules for repeating courses under the same number or title. Offering this course under its own number and title would eliminate these problems. Selecting a 700 number allows the course to be a part of a sequence of remote sensing courses taught in the department, beginning at the 600-level Remote Sensing of Environment, and including a proposed 800-level biophysical remote sensing course. Offering this course under its own, dedicated number also “frees up” GEOG 711 for its original purpose, which was to offer specialized courses in remote sensing topics.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

**AT 700. Foundations of Sustainability in Apparel and Textiles. (3)**

Introduction to the theory, principles, and practices of sustainability. Examination of the challenges to environmental, social, and economic sustainability on both a global and apparel and textile industry scale. Exploration of innovative practices and social change strategies for furtherance of sustainability.

**RATIONALE:** This course will provide students with a theoretical understanding of sustainability and will ensure that all graduate students in the department have the sustainability knowledge and skills necessary for application throughout the graduate studies.

**IMPACT:** This new course will not impact any other department and it will not require additional department resources has already been taught for two years as a special topics course and is already part of a faculty member’s regular teaching assignment

**EFFECTIVE DATE:** Fall 2015

**COMM 790. Dialogue, Deliberation, and Public Engagement: Theoretical Foundations. (4) I.**

Explores the conceptual and theoretical underpinnings of the Dialogue, Deliberation, and Public Engagement field, including group theory, civic space, and deliberative democracy.

**RATIONALE:** This survey course explores the conceptual and theoretical underpinnings of the Dialogue, Deliberation, and Public Engagement field. It is the foundational course for the DDPE certificate.

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

**COMM 791. Dialogue, Deliberation, and Public Engagement: Process Models.** (3) January Intersession. A survey of and introduction to the variety of process models for Dialogue, Deliberation, and Public Engagement, including the following: National Issues Forums, World Café, Sustained Dialogue, Appreciative Inquiry, 21<sup>st</sup> Century Town Hall. Pr.: COMM 790.

**RATIONALE:** This survey course explores the process models employed in the Dialogue, Deliberation, and Public Engagement field. It is the second of four sequential courses for the DDPE certificate.

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

**COMM 792. Dialogue, Deliberation, and Public Engagement: Core Skills and Strategies.** (4) II. Instruction in the assessment of situations and application of theoretical and conceptual frameworks for DDPE to real-world contexts and scenarios. Pr.: COMM 790 & COMM 791.

**RATIONALE:** This course focuses on the application of dialogue & deliberation theories and processes to public engagement efforts. This is the third of four sequential courses for the DDPE certificate.

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

**COMM 793. Dialogue, Deliberation, and Public Engagement: Capstone Experience.** (1) S, May Intersession. Focuses on the individualized goals, objectives, and interests of the student, designed to integrate insights from the courses on theoretical foundations, process models, and conceptual frameworks for evaluation and design. Students will meet face-to-face with national leaders to present their research. Pr.: COMM 790, COMM 791, and COMM 792.

**RATIONALE:** This capstone course offers students an opportunity to present and receive feedback on their DDPE project proposal from experts in the field. This is the fourth of four sequential courses for the DDPE certificate.

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural

Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**EFFECTIVE DATE:** Fall 2015

**GEOG 706. Biophysical Remote Sensing.** (3) I, II. An advanced seminar covering methods and models for retrieving quantitative information about the Earth's surface from remotely sensed data. Topics covered will include inversion techniques for determining surface radiance and reflectance, correction of atmospheric effects, theory of vegetation indices and their use in empirical determination of canopy properties, canopy models and their inversion, and the use of hyperspectral data for retrieval of surface biophysical information. Pr.: GEOG 605. Other requirements: A course in a physical or biological science, Math 210 or 220, or equivalent.

**RATIONALE:** Since its introduction in Fall, 2008, this course has been taught as a version of Geography 711, Topics in Remote Sensing. Currently, the Topics course encompasses several different versions, including Thematic Remote Sensing, UAV Remote Sensing, and Digital Image Processing. Students who wish to do extensive coursework in remote sensing are therefore required to repeat this particular class several times, which can result in difficulties with conforming to departmental and graduate school rules for repeating courses under the same number or title. Offering this course under its own number and title would eliminate these problems. Offering this course under its own, dedicated number also "frees up" GEOG 711 for its original purpose, which was to offer specialized courses in remote sensing topics. Retaining a 700-level course number allows the class to be taken by both undergraduate and graduate students.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

**GEOL 735. Fossil Fuel Sedimentology.** (3) I. An introduction to organic matter and fossil fuels as components of sedimentary rocks. Pr.: CHM 230, GEOL 630.

**RATIONALE:** Fossil Fuel Sedimentology has been offered as a Geology 790-, Studies in Geology, course each fall since the 2010-2011 academic year. Over that time, it has become very popular with students whose career destination is the energy sector (i.e., the majority of our students), regularly exceeding minimum enrollment numbers for a course at this level. The Geology Department intends to continue to offer this course on an annual basis. Therefore, it is now timely to establish Fossil Fuel Sedimentology as its own, rather than a generic "problems" course.

**IMPACT:** Currently, students who enroll in Fossil Fuel Sedimentology as a Geology 790 (Problems in Geology) course must get approval from the university so that taking Fossil Fuel Sedimentology does not adversely affect how many 790-level courses they are permitted to take. Most Geology 790 (Problems in Geology) courses involve an independent project undertaken by the student. Fossil Fuel Sedimentology is taught as a traditional in-class course, and would be more appropriately described with its own unique course number. I (the instructor, Dr. M. Lambert) propose GEOL 735 as the course number in order to preserve it as a 700-level offering, reflecting its relevance and accessibility to both upper-level undergraduates and graduate students.

**EFFECTIVE DATE:** Fall 2015

**GEOL 738. Formation Evaluation.** (3) I. Investigates projects on well log interpretation, petro-physical calculations, log corrections, and post-drilling decision workflows through lectures, discussions, laboratory exercises, or field trips. Pr.: GEOL 730.

**RATIONALE:** A course in Formation Evaluation was initiated within the Geology Department curriculum in 2010 in response to growing demand from students interested in careers in the energy sector. The course has maintained its popularity over this time period and the department intends to continue to offer this course on an annual basis. Therefore, it is now timely to establish Formation Evaluation as a course in its own right rather than a generic “problems” course.

**IMPACT:** Establishing this course under its own course number will only have positive impacts. There are no negative repercussions envisaged for any other departments within the university. The Head of Department is fully supportive of this change.

**EFFECTIVE DATE:** Fall 2015

**GEOL 835. Advanced Petroleum Exploration, Imperial Barrel Award Competition.** (3) I. Evaluation of exploration prospects in frontier and underdeveloped petroleum provinces using borehole-derived and geophysical data. Team taught courses that uses industry provided datasets and current data management and interpretation software to reach drill or no-drill decisions based on science, risk analysis, and economics. Pr: Consent of Instructor.

**RATIONALE:** This course will provide access for KSU Geology graduate students to the highly successful AAPG Imperial Barrel Award competition. This includes access to industry data that students will evaluate using the most modern techniques and software. In addition to the capstone-like academic component of the course, the enrolled students will have an opportunity to successfully present their results in a highly visible, industry attended event during the competition.

**IMPACT:** There are no negative repercussions envisaged for any other department within the university. The Head of Department is fully supportive of this change.

**EFFECTIVE DATE:** Fall 2015

**HIST 855. History and Security: Modern Africa since 1850.** (3) I, or II. Focuses on major political events and their repercussions. Key topics include war in African history, the creation and administration of colonial empires, decolonization, and the political and security struggles of the post-independence era.

**RATIONALE:** This course will be available to both History graduate students and Security studies students. It will be valuable to History graduate students who wish to develop a field in African or world history, and Security Studies students seeking to understand the long-term political and security situation in Africa. The department needs a Security Studies course focused on African history to complement existing regional courses in Asian, Middle Eastern, Latin American and European regions.

**IMPACT:** No impact on other units.

**EFFECTIVE DATE:** Fall 2015  
**Non-Expedited Course Changes**

FROM:

**ART 612 – Renaissance Art History.** (3) I, II.  
 Renaissance art of northern and southern Europe in the fifteenth and sixteenth centuries, with a brief discussion of its fourteenth century origins.

TO:

**ART 612 – History of Italian Renaissance Art.**  
 (3) I, II. Renaissance art of Italy from the thirteenth through the sixteenth century.

**RATIONALE:** Splitting one course into two separate courses to more accurately reflect pedagogical practices.

**IMPACT:** None.

**EFFECTIVE DATE:** Spring 2016

FROM:

**KIN 610: PROGRAM PLANNING AND EVALUATION**

**Credits:** (3)

Theories and models and the stages and activities of planning, implementing, and evaluating health promotion programs.

**When Offered:** Fall, ~~Spring, Summer~~

UGE: None

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

Pre-Requisites: ~~KIN 345, KIN 346~~

TO:

**KIN 610: PROGRAM PLANNING AND EVALUATION**

**Credits:** (3)

Theories and models and the stages and activities of planning, implementing, and evaluating health promotion programs.

**When Offered:** Fall

UGE: None

K-State 8: Ethical Reasoning and Responsibility;  
 Social Sciences

K-State 8 Rationale: Addresses ethical questions from multiple perspectives dealing with public health and, in particular, health promotion practice (e.g. is obesity a public health problem? Is it ethical to change someone’s health behavior?).

Pre-Requisites: C or better in both KIN 310 and KIN 345

**RATIONALE:** Change pre-requisites to represent necessary requirements for course.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015



FROM:

**FSHS 760: FAMILIES, EMPLOYMENT BENEFITS, AND RETIREMENT PLANNING**

**Short Title:** ~~Fam/~~Employment/~~Benefits/~~Retire

**Credits:** (3)

Study of micro and macro considerations for retirement planning. Survey of various types of retirement plans, ethical considerations in providing retirement planning services, assessing and forecasting financial needs in retirement, and integration of retirement plans with government benefits.

**When Offered:** Fall, ~~Summer~~

**UGE:** None

**K-State 8:** None

**Pre-Requisites:**

**Component/size:** ~~SEM/30~~

TO:

**FSHS 760: RETIREMENT PLANNING FOR FAMILIES**

**Short Title:** Retirement Planning

**Credits:** (3)

Study of micro and macro considerations for retirement planning. Survey of various types of retirement plans, ethical considerations in providing retirement planning services, assessing and forecasting financial needs in retirement, and integration of retirement plans with government benefits.

**When Offered:** Fall

**UGE:** None

**K-State 8:** None

**Pre-Requisites:** FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher

**Component/size:** LEC/40

**RATIONALE:** Students must demonstrate a basic understanding personal financial planning to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change On September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase. CBA advisor, Ashley Croisant, was also notified of the change on September 17, 2014 as it affects students taking this course as part of the CBA thematic sequence. She did not anticipate any problems.

**EFFECTIVE DATE:** Summer 2015

FROM:

**FSHS 762: INVESTING FOR THE FAMILY'S FUTURE**

**Short Title:** ~~Invest/Family~~ Future

**Credits:** (3)

An in-depth study of investment options for clients, this course will include common stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice

TO:

**FSHS 762: INVESTING FOR THE FAMILY'S FUTURE**

**Short Title:** Inv for Family's Future

**Credits:** (3)

An in-depth study of investment options for clients, this course will include common stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice

<p>will be studied. Current and emerging issues, and ethics will be an integral part of the course.</p> <p><b>When Offered:</b> <del>Fall, Summer</del></p> <p><b>UGE:</b> None</p> <p><b>K-State 8:</b></p> <p><b>Pre-Requisites:</b></p> <p><b>Component/Default size:</b> <del>REC/25</del></p>	<p>will be studied. Current and emerging issues, and ethics will be an integral part of the course.</p> <p><b>When Offered:</b> <u>Spring</u></p> <p><b>UGE:</b> None</p> <p><b>K-State 8:</b></p> <p><b>Pre-Requisites:</b> <u>FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher</u></p> <p><b>Component/Default size:</b> <u>LEC/40</u></p>
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**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase.

**EFFECTIVE DATE:** Summer 2015

FROM:	TO:
<p><b>FSHS 764: ESTATE PLANNING FOR FAMILIES</b></p> <p><b>SHORT TITLE: ESTATE PLANNING FOR FAMILIES</b></p> <p><b>Credits:</b> (3)</p> <p>Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tools/techniques used in implementing an effective estate plan.</p> <p><b>When Offered:</b> <del>Fall, Spring</del></p> <p><b>UGE:</b> None</p> <p><b>K-State 8:</b> None</p> <p><b>Pre-Requisites:</b></p> <p><b>Component/Default Size:</b> <del>REC/25</del></p>	<p><b>FSHS 764: ESTATE PLANNING FOR FAMILIES</b></p> <p><b>SHORT TITLE: ESTATE PLANNING</b></p> <p><b>Credits:</b> (3)</p> <p>Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tools/techniques used in implementing an effective estate plan.</p> <p><b>When Offered:</b> Spring</p> <p><b>UGE:</b> None</p> <p><b>K-State 8:</b> None</p> <p><b>Pre-Requisites:</b> <u>FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher</u></p> <p><b>Component/Default Size:</b> <u>LEC/40</u></p>

**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase. CBA advisor, Ashley Croisant, was also notified of the change on September 17, 2014 as it affects students taking this course as part of the CBA thematic sequence. She did not anticipate any problems.

**EFFECTIVE DATE:** Summer 2015

FROM:

**FSHS 766: INSURANCE PLANNING FOR FAMILIES**

**Short Title:** Insurance ~~Pln/Family~~

**Credits:** (3)

An in-depth study of risk management concepts, tools, and strategies for individuals and families, including: life insurance; property and casualty insurance; liability insurance; accident, disability, health, and long-term care insurance; and government-subsidized programs. Current and emerging issues, as well as ethical considerations, relative to risk management will be discussed. Case studies will provide experience in selecting insurance products suitable for individuals and families.

**When Offered:** ~~Fall~~, Spring

**UGE:** None

**K-State 8:** None

**Pre-Requisites:**

**Component/Default Size:** ~~REC/25~~

TO:

**FSHS 766: INSURANCE PLANNING FOR FAMILIES**

**Short Title:** Insurance Planning

**Credits:** (3)

An in-depth study of risk management concepts, tools, and strategies for individuals and families, including: life insurance; property and casualty insurance; liability insurance; accident, disability, health, and long-term care insurance; and government-subsidized programs. Current and emerging issues, as well as ethical considerations, relative to risk management will be discussed. Case studies will provide experience in selecting insurance products suitable for individuals and families.

**When Offered:** Spring

**UGE:** None

**K-State 8:** None

**Pre-Requisites:** FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher

**Component/Default Size:** LEC/40

**RATIONALE:** Students must demonstrate a basic understanding of personal financial planning and general analytic skills to be successful in this advanced course.

**IMPACT:** FSHS 405 is already required as part of the curriculum. It is possible that students will have to retake the pre-requisite to obtain the necessary grade requirement. Eric Higgins, finance department chair, was informed of the requested change on September 12, 2014 and does not see problems as long as enrollment to FINAN 450 will not increase.

**EFFECTIVE DATE:** Summer 2015

FROM:

**~~GEOL 743 – Introduction to Geophysics.~~**

~~(3) I. Introduction to geophysics, its uses in studies of the earth’s interior, its utility for illuminating subsurface geological features, and its applications in fields such as groundwater studies and the development of energy resources. Pr.: PHYS 114, MATH 220.~~

TO:

**GEOL 640 - Introduction to Geophysics.**

(3) I. Introduction to geophysics, its uses in studies of the earth’s interior, its utility for illuminating subsurface geological features, and its applications in fields such as groundwater studies and the development of energy resources. Pr.: PHYS 114 or PHYS 214; MATH 220.

**RATIONALE:** The change requested is needed to better reflect syllabus changes as well as respond to departmental curriculum changes in response to recommendations by an external curriculum review committee.

**IMPACT:** The proposed change should have no impact on other departments within the university beyond Geology. Head of Department contacted on 02 November 2014.

**EFFECTIVE DATE:** Fall 2015  
**Non-Expedited New Curriculum**

**Dialogue, Deliberation, and Public Engagement Graduate Certificate:**

**Admission:** Degree or non-degree seeking students must be admitted into the certificate program.

- a. For non-degree seeking students, acceptance into the program is determined by the DDPE Director, DDPE faculty chair, and Communication Studies Graduate Coordinator
- b. For degree seeking graduate students, acceptance into the program is contingent on satisfactory standing with the graduate school. Approval must be granted by the student's graduate committee and the DDPE director

Once admitted to the program, students must complete the following 4 courses in sequential order (12 credits):

COMM 790 - Dialogue, Deliberation, and Public Engagement: Theoretical Foundations  
**Credits (4)**

COMM 791 - Dialogue, Deliberation, and Public Engagement: Process Models  
**Credits (3)**

COMM 792 - Dialogue, Deliberation, and Public Engagement: Core Skills and Strategies  
**Credits (4)**

COMM 793 - Dialogue, Deliberation, and Public Engagement: Capstone  
**Credits (1)**

12 Credit Hours Total

**RATIONALE:** We believe there is a desire and need for a graduate certificate in Dialogue, Deliberation, and Public Engagement (DDPE). Based on a variety of indicators, including a reputable track record, market demand, and scholarly significance, we believe a DDPE graduate certificate would be attractive to both traditional and non-traditional / on-campus and distance graduate students. A graduate certificate in DDPE would also advance and move the communication studies graduate offerings into an area of increasing interest and demand.

The DDPE curriculum was initiated in 2004 by faculty at Fielding Graduate University (Santa Barbara, CA) and designed collaboratively with the [International Institute for Sustained Dialogue](#), the [Kettering Foundation](#), the [Centre for Citizenship and Public Policy, University of Western Sydney](#) and the [Public Dialogue Consortium](#). The primary architect and champion for the DDPE was Dr. Barnett Pearce (Fielding University) who was a well-known and respected scholar in communication studies. Dr. Pearce passed away in 2011 and Fielding University decided to discontinue the curriculum.

Those individuals and centers that helped create the DDPE were interested in continuing the program. They needed an academic home for the curriculum and came to Kansas State University. They approached K-State because of the reputation of KSU's Institute for Civic Discourse and Democracy (ICDD). K-State's ICDD has developed a national reputation in deliberation and public engagement. Since its formation in

2004, ICDD has developed strong ties with the Kettering Foundation, America Speaks, the National Issues Forums and other national deliberation organizations. Additionally, this community of practice was familiar with KSU's ICDD because Dr. David Procter (ICDD Director) and Dr. Tim Steffensmeier (ICDD Research Associate) served as editors of the online journal, *The Journal of Public Deliberation*. These national organizations also knew that K-State was teaching, researching and conducting outreach in deliberation and public engagement. After significant negotiation with representatives of the DDPE, K-State's Global Campus, and K-State's department of communication studies, we decided to take responsibility for administering and teaching the DDPE.

Academic attention toward issues of dialogue, deliberation, and public engagement has increased significantly in the last decade. Research in deliberative practice and civic engagement submitted to academic conferences, professional journals, and edited volumes are on the increase. Research in this field appears in a variety of disciplinary fields ranging from political science to philosophy, education to public policy, leadership studies to sociology. While the interdisciplinary nature of this field is evident, communication studies is a natural academic home for this graduate certificate. The National Communication Association (NCA), recognizing the emergence of this academic area, established a research and teaching division within NCA called "Public Dialogue and Deliberation" in November, 2014. This division will generate graduate students, research, and new Ph.D.s in this field. So, we believe the DDPE is being proposed at both an important and opportune time.

Beginning in Fall, 2013, ICDD offered the DDPE through Global Campus as a non-credit certificate program. When this certification curricula was announced, we received 76 inquiries. Ten of those students matriculated into the program and 8 of the ten completed the non-credit certificate program in April 2014. We are currently negotiating with Mexico's Tec de Monterrey system to bring the DDPE to their campus. Additionally, we are negotiating with South Australia's Local Government Association based on their request to bring the DDPE to South Australia.

Theoretically, there is also a need for this curriculum. This area of study demands a clearer and unifying theory and a more common vocabulary. Defining "the field" is necessary. This field consists of both practitioners and academics, and those scholars come from a wide range of academic disciplines. Scholars in this area share a commitment to broad democratic values and efforts to meaningfully engage people in public processes. However, the work is called many different things, and each of these terms has specific meaning to those of us who use it, and our particular organizations and efforts have different missions, methods, and goals. This graduate certificate would help address these definitional issues. The skills and strategies outlined in this program are critical for advancing civil society in our global and increasingly interconnected world. As K-State faculty, the idea of offering this certificate would greatly enhance the leadership and problem-solving competencies of our students, and those professionals and alumni who call K-State their "home." The proposed curriculum would also complement our current certificate programs in conflict resolution by extending communication and facilitation skills essential for engaging in conflict constructively. In my opinion, each of the modules identified would provide a deeper understanding of, and prepare citizens to better contribute to, the challenges we face as this century unfolds. Definitely a win-win!

**IMPACT:** We do not anticipate the curriculum to conflict with other K-State offerings. This curriculum focuses on the communication processes of dialogue and deliberation that are germane to communication studies. We contacted the two other departments on campus that are communication focused, Agricultural Communications and JMC. In addition, we reached out to the Political Science Department and School of Leadership Studies due to their work in public administration and engagement.

**Contact List:**

Dr. Kristina Boone, Head, Communications and Agricultural Education (letter of support attached)  
 Dr. Mary Tolar, Director, Staley School of Leadership Studies (letter of support attached)  
 Dr. Birgit Wassmuth, Director of A.Q. Miller School of Journalism and Mass Communication (e-mailed proposal 10-3-14, no response)  
 Dr. Jeffrey Pickering, Head, Political Science (affirmative response to proposal on 10-24-14)

**EFFECTIVE DATE:** Fall 2015

## **CURRICULUM CHANGES**

### **Non-Expedited Curriculum Changes**

**FROM:**

**TO:**

**Master of Accountancy (M.ACC)**

**Master of Accountancy (M.ACC)**

The M.ACC curriculum is a 30-credit-hour program of study offered through the Accounting graduate program that may be completed in two regular semesters and a summer term or in three semesters. Students without prior or complete business and accounting training must acquire basic competency in the following business core foundation areas: accounting, statistics, management information systems, economics, finance, marketing, and management. These competencies may be acquired through specified business core foundation course work. The specific number of business core foundation courses required depends on the applicant's prior academic work. The basic competency course work may be taken after admission to the MAcc program, but certain business core foundation courses must be completed prior to taking MAcc courses that are in the same subject or that otherwise require a knowledge of the business core foundation material.

The M.ACC curriculum is a 30-credit-hour program of study offered through the Accounting graduate program that may be completed in two regular semesters and a summer term or in three semesters. Students without prior or complete business and accounting training must acquire basic competency in the following business core foundation areas: accounting, statistics, management information systems, economics, finance, marketing, and management. These competencies may be acquired through specified business core foundation course work. The specific number of business core foundation courses required depends on the applicant's prior academic work. The basic competency course work may be taken after admission to the MAcc program, but certain business core foundation courses must be completed prior to taking MAcc courses that are in the same subject or that otherwise require a knowledge of the business core foundation material.

The objective of the master of accountancy program is to provide candidates with a greater breadth and depth in accounting than is possible in the baccalaureate or master of business administration program in preparation for careers as professional accountants in financial institutions, government, industry, nonprofit organizations, and public practice.

The objective of the master of accountancy program is to provide candidates with a greater breadth and depth in accounting than is possible in the baccalaureate or master of business administration program in preparation for careers as professional accountants in financial institutions, government, industry, nonprofit organizations, and public practice.

For complete application information, see the College of Business Administration website.

### Requirements

~~The following courses are required of all MAcc students. The typical semester offerings are noted, but are always subject to change based on instructor availability. Please consult the line schedule for current offerings.~~

All MAcc students are expected to make themselves aware of and conform to the academic policies of the Graduate School as described in the Graduate Handbook and the Graduate Catalog. In addition to an overall 3.0 GPA required by the graduate school, Master of Accountancy students must maintain a 3.0 GPA in graduate accounting course. ~~In addition to completing the business foundation, each candidate must complete the following 30-hour program. If you need to complete the entire business foundation, you will be required to complete the Bachelor's degree in Accounting first.~~

### Required Courses

- ACCTG 731 - Advanced Financial Reporting Credits: (3)
- ~~ACCTG 890—Seminars in Professional Accounting Credits: (Var.)~~

### Accounting Electives (12 credit hours)

~~You may select your accounting electives based on one of the following four accounting specialty areas: (1) Financial Accounting and Auditing, (2) Management Accounting/Controllership (3) Taxation or (4) Enterprise Information Systems, but a specialty area is not required.~~

- ~~ACCTG 832—Advanced Auditing Credits: (3)~~
- ~~ACCTG 833—Corporate Taxation Credits: (3)~~
- ~~ACCTG 834—Partnership Taxation Credits: (3)~~
- ~~ACCTG 835—Advanced Management Accounting Credits: (3)~~

For complete application information, see the College of Business Administration website.

### Requirements

All MAcc students are expected to make themselves aware of and conform to the academic policies of the Graduate School as described in the Graduate Handbook and the Graduate Catalog. In addition to an overall 3.0 GPA required by the graduate school, Master of Accountancy students must maintain a 3.0 GPA in graduate accounting course.

### Required Courses

- ACCTG 731 - Advanced Financial Reporting Credits: (3)
- ACCTG 833- Corporate Taxation Credits: (3)

### Accounting Electives (12 credit hours)

Students may select 12 credit hours from ACCTG labelled courses at the 800 level. Students are encouraged to consult with their Master of Accountancy advisor to design a set of accounting and other electives consistent with their planned career objective.

### Other Electives (12 credit hours)

Students may select courses based on the following criteria.

- Any accounting course at the 800 level not taken as an accounting elective.

<p> <del>•ACCTG 844—Design of Accounting and Business Information Processes Credits: (3)</del>  <del>•ACCTG 845—International Accounting Credits: (3)</del>  <del>•ACCTG 884—Enterprise Information Systems Assurance Credits: (3)</del> </p> <p> <del>Business Electives (6 credit hours)</del> </p> <p> <del>These courses may be selected from non-accounting courses numbered 800 or above within the College of Business Administration. There are 12 current available electives from which to choose.</del> </p> <p> <del>Non Business Electives (6 credit hours)</del> </p> <p> <del>These courses may be selected from courses numbered 500 or above outside the College of Business Administration.</del> </p>	<ul style="list-style-type: none"> <li>• <u>Other business or non-business courses at the 600 level or above approved by the student's supervisory committee.</u></li> </ul> <p><b>Culminating experience</b></p> <p><u>All students must complete one of the following four activities as an integrative/culminating experience as part of the Master of Accountancy program. The experience must be completed after admission to the program, or after commencement of graduate coursework, whichever is earlier.</u></p> <ul style="list-style-type: none"> <li>• <u>An approved study abroad experience of at least 7 days (for or not for credit)</u></li> <li>• <u>An approved internship consisting of at least four weeks of full-time work (for or not for credit)</u></li> <li>• <u>A course such as GENBA 890 involving a semester-long hands-on project.</u></li> <li>• <u>A written comprehensive exam</u></li> </ul> <p><u>Consult with your Master of Accountancy advisor prior to commencing any integrative/culminating activity for pre-approval.</u></p>
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**RATIONALE:** These changes allow this program to better meet the needs of students. Master of accountancy programs have become more accounting-focused, and less broad, thus these changes help our students take more technical courses to be more competitive with their peers.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015

<p><b>FROM:</b></p> <p><b>Apparel and Textiles (M.S.)</b></p> <p>The Department of Apparel, Textiles, and Interior Design offers graduate resident programs in Apparel and Textiles that focus on design, product development, and marketing of apparel and textile products. Individualized programs of study, capitalizing on the interests and disciplinary backgrounds of students and faculty, are developed to build the theoretical, technical, and methodological skills necessary</p>	<p><b>TO:</b></p> <p><b>Apparel and Textiles (M.S.)</b></p> <p>The Department of Apparel, Textiles, and Interior Design offers graduate resident programs in Apparel and Textiles that focus on the design and marketing of apparel and textile products. Individualized programs of study, capitalizing on the interests and disciplinary backgrounds of students and faculty, are developed to build the theoretical, technical, and methodological skills necessary to solve</p>
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to solve human ecological problems involving apparel and textiles. The M.S. degree in Apparel and Textiles prepares students for professional careers within industry, for college instructor positions, and as preparatory work for a Ph.D. degree. ~~Students select from the program options presented when planning his/her program of study.~~

~~Design Emphasis—Design Project Report Option~~

~~The emphasis in Design focuses on the design process to research, design, develop, and evaluate apparel and textiles using both creative and technical methods. The Design Project Report and related exhibition provides the M.S. student an opportunity for advanced creative design of apparel and/or textiles that demonstrates the student's synthesis of a defined problem or context that results in a written report and a body of original works for University exhibition and submission for juried review. The Design Project Report requires 30 credit hours, of which 2 credit hours are AT 896 Design Project Report and 4 credit hours are AT 897 Design Project Exhibit, and a defense of the report and exhibit.~~

**Required Courses (12 hours)**

AT 780 – Textile Surface Design, Credits: (3)  
AT 805—Research in Design, Credits: (3)  
AT 896—Design Project Report, Credits: (1-2)  
AT 897—Design Project Exhibit, Credits: (1-6)

~~Research Methods (6 hours)~~

~~One research methods course is required.~~

~~Options include:~~

AT 850 – Research Methods in Apparel and Textiles, Credits: (3)  
EDCEP 816—Research Methods in Education, Credits: (3)  
FSHS 888—Research Methods in FSHS I, Credits: (3)

One additional research course is required. ~~Dependent upon the nature of the design project analysis, students select either one~~

human ecological problems involving apparel and textiles. The M.S. degree in Apparel and Textiles prepares students for professional careers within industry, for college instructor positions, and as preparatory work for a Ph.D. degree.

**Required Courses:**

AT 600 – Global Apparel and Textile Supply Chain Management, Credits: (3)  
AT 700 – Foundations of Sustainability in Apparel and Textiles, Credits: (3)  
AT 780 – Textile Surface Design, Credits: (3)  
AT 830 – Fashion Behavior and Sustainability, Credits: (3)  
AT 850 – Research Methods in Apparel and Textiles, Credits: (3)  
AT 880 – Textile Sustainability, Credits: (3)

One additional research course is required. Students may select either one quantitative statistics or one qualitative methods course.

quantitative statistics or one qualitative methods course.

**Quantitative course options:**

EDCEP 817 – Statistical Methods in Education, Credits: (3)  
FSHS 806 – Statistical Methods in Family Studies and Human Services I, Credits: (3)  
PSYCH 802 – Quantitative Methods in Psychology, Credits: (3)  
SOCIO 825 – Quantitative Methods, Credits: (3)  
STAT 703 – Introduction to Statistical Methods for the Sciences, Credits: (3)

**Qualitative course options:**

EDLEA 838 – Qualitative Research in Education, Credits: (3)  
FSHS 902 – Qualitative Research Methods in FSHS, Credits: (3)  
HN 841 – Consumer Response Evaluation, Credits: (3)  
SOCIO 824 – Qualitative Methodology, Credits: (3)

**Quantitative course options:**

EDCEP 817 – Statistical Methods in Education, Credits: (3)  
FSHS 806 – Statistical Methods in Family Studies and Human Services I, Credits: (3)  
PSYCH 802 – Quantitative Methods in Psychology, Credits: (3)  
SOCIO 825 – Quantitative Methods, Credits: (3)  
STAT 703 – Introduction to Statistical Methods for the Sciences, Credits: (3)

**Qualitative course options:**

EDLEA 838 – Qualitative Research in Education, Credits: (3)  
FSHS 902 – Qualitative Research Methods in FSHS, Credits: (3)  
HN 841 – Consumer Response Evaluation, Credits: (3)  
SOCIO 824 – Qualitative Methodology, Credits: (3)

Students are also required to complete a Thesis or Design Project Report Option. Students selecting the Thesis option are required to complete 6 hours of AT 899 Thesis Research and an oral defense of the thesis.

AT 899 – Master’s Thesis Research in Apparel and Textiles, Credits: (Var.).

The Design Project Report and related exhibition provides the M.S. student an opportunity for advanced creative design of apparel and/or textiles that demonstrates the student’s synthesis of a defined problem or context that results in a written report and a body of original works for University exhibition and submission for juried review. Students selecting this option are required to fulfill 2 credit hours of AT 896 Design Project Report and 4 credit hours of AT 897 Design Project Exhibit, and a defense of the report and exhibit.

AT 896 – Design Project Report, Credits: (1-2)

**Remaining Courses**

Recommended Additional Courses (select courses to fulfill 30 hour requirement)  
Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses may be selected in place of the recommended courses.

AT 610 – Computer-Aided Design of Apparel, Credits: (3)

AT 655 – Apparel Pattern Development I, Credits: (3)

AT 670 – Apparel Pre-Production Processes, Credits: (3)

AT 695 – Apparel Pattern Development II, Credits: (3)

~~AT 830 – Fashion Theory, Credits: (3)~~

AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)

~~AT 840 – Apparel and Textile Product Development, Credits: (3)~~

~~AT 845 – Consumers in the Apparel and Textile Market, Credits: (3)~~

~~AT 880 Physical Analysis of Textiles, Credits: (3)~~

~~THTRE 711 – Topics in Technical Theatre, Credits: (3)~~

~~Design Emphasis – Thesis Option~~

~~The Design emphasis thesis option requires 30 credit hours, of which 6 credit hours are AT 899 Thesis Research, and an oral defense. Students follow the course requirements above, but replace the report and exhibit hours with thesis research hours.~~

~~Product Development Emphasis – Thesis Option~~

~~The emphasis in Product Development includes the research, design, engineering, evaluation, management, and marketing of innovative apparel and textile products for specialty markets, such as but not limited to medical, sports, military, agricultural, therapeutic, and protective. The Thesis option requires 30 credit hours, of which 6 hours are~~

AT 897 – Design Project Exhibit, Credits: (1-6)

**Remaining Courses:**

Recommended Additional Courses (select courses to fulfill 30 hour requirement)  
Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses may be selected in place of the recommended courses.

AT 610 – Computer-Aided Design of Apparel, Credits: (3)

AT 625 – Apparel and Textile Business Strategy, Credits: (3)

AT 655 – Apparel Pattern Development I, Credits: (3)

AT 670 – Apparel Pre-Production Processes, Credits: (3)

AT 695 – Apparel Pattern Development II, Credits: (3)

AT 825 – Strategic Merchandising, Credits: (3)

AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)

~~AT 899 Thesis Research, and an oral defense of the thesis.~~

~~Required Courses (18 credit hours)~~

~~AT 835—Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)~~

~~AT 840—Apparel and Textile Product Development, Credits: (3)~~

~~AT 845—Consumers in the Apparel and Textile Market, Credits: (3)~~

~~AT 880—Physical Analysis of Textiles, Credits: (3)~~

~~AT 899—Master's Thesis Research in Apparel and Textiles, Credits: (Var.)~~

~~Research Methods and Statistics (6 credit hours)~~

~~One research methods course is required.~~

~~Options include:~~

~~AT 850—Research Methods in Apparel and Textiles, Credits: (3)~~

~~EDCEP 816—Research Methods in Education, Credits: (3)~~

~~FSHS 888—Research Methods in FSHS I, Credits: (3)~~

~~One statistics course is required. Options include:~~

~~EDCEP 817—Statistical Methods in Education, Credits: (3)~~

~~FSHS 806—Statistical Methods in Family Studies and Human Services I, Credits: (3)~~

~~PSYCH 802—Quantitative Methods in Psychology, Credits: (3)~~

~~SOCIO 825—Quantitative Methods, Credits: (3)~~

~~STAT 703—Introduction to Statistical Methods for the Sciences, Credits: (3)~~

~~Recommended Additional Coursework (select courses to fulfill 30 hour requirement)~~

~~Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses, including those in other disciplines such as Management, Marketing, and Finance, may be selected in place of the recommended courses.~~

~~AT 655—Apparel Pattern Development I, Credits: (3)  
AT 670—Apparel Pre-Production Processes, Credits: (3)  
AT 725—Theory and Practice of Apparel/Textile Marketing and Distribution, Credits: (3)~~

~~Marketing Emphasis—Thesis Option  
The Marketing emphasis focuses on relevant theories and practices used to satisfy the apparel and textile consumer. Students utilize enhanced knowledge of the consumer to build a deeper understanding of marketing processes necessary for success in the highly competitive apparel and textile marketplace. The Thesis option requires 30 credits hours, of which 6 hours are AT 899 Thesis Research, and an oral defense of the thesis.~~

~~Required Courses (15 hours)  
AT 725—Theory and Practice of Apparel/Textile Marketing and Distribution, Credits: (3)  
AT 835—Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)  
AT 845—Consumers in the Apparel and Textile Market, Credits: (3)  
AT 899—Master’s Thesis Research in Apparel and Textiles, Credits: (Var.)~~

~~Research Methods and Statistics (6 credit hours)  
One research methods course is required. Options include  
AT 850—Research Methods in Apparel and Textiles, Credits: (3)  
EDCEP 816—Research Methods in Education, Credits: (3)  
FSHS 888—Research Methods in FSHS I, Credits: (3)~~

~~One statistics course is required. Options include:  
EDCEP 817—Statistical Methods in Education, Credits: (3)  
FSHS 806—Statistical Methods in Family Studies and Human Services I, Credits: (3)~~

~~PSYCH 802—Quantitative Methods in Psychology, Credits: (3)  
SOCIO 825, Quantitative Methods, Credits: (3)  
STAT 703—Introduction to Statistical Methods for the Sciences, Credits: (3)~~

~~Recommended Additional Coursework (select courses to fulfill 30-hour requirement)  
Students consult with their major professor and supervisory committee to select courses that support their program objectives. Other courses, including those in other disciplines such as Marketing, Sociology, and Management, may be selected in place of the recommended courses.~~

~~AT 830—Fashion Theory, Credits: (3)  
AT 840—Apparel and Textile Product Development, Credits: (3)  
AT 880—Physical Analysis of Textiles, Credits: (3)~~

~~Coursework Option~~

~~Students are expected to complete the Thesis or the Design Project Report option. There is also the Coursework only option, but this option is held for extenuating circumstances and must be approved by the ATID graduate faculty after review of a written petition submitted by the student. The written petition shall outline the extenuating circumstances and be submitted to the graduate program director for review by the graduate faculty.~~

~~The coursework option requires 33 credit hours of course work and a comprehensive written examination. An oral defense may be scheduled if deemed necessary by the major professor committee members. Required courses include: Research methods (3 cr.), Statistics (3 cr.), and 12 credit hours in Apparel and Textiles graduate level coursework. Students are to consult with their major professor and supervisory committee to select courses beyond the requirements.~~

Students are expected to complete the Thesis or the Design Project Report option. There is also the Coursework only option, but this option is held for extenuating circumstances and must be approved by the ATID graduate faculty after review of a written petition submitted by the student. The written petition shall outline the extenuating circumstances and be submitted to the graduate program director for review by the graduate faculty.

The coursework option requires 33 credit hours of course work and a comprehensive written examination. An oral defense may be scheduled if deemed necessary by the major professor or committee members. Required courses include: Research Methods (3 cr.), Statistics (3 cr.), and 12 credit hours in Apparel and Textiles graduate level coursework. Students are to consult with their major professor and supervisory committee to select courses beyond the requirements.

**RATIONALE:** To reflect recent revisions in course offerings in the AT graduate curriculum and program emphasis areas of globalization and sustainability.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015

**FROM:****Apparel and Textiles (Ph.D.)**

The department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Apparel, Textiles, and Interior Design. The degree is designed to enable students to combine knowledge of apparel and textiles with an understanding of its application to a broader human perspective. The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree – including 60 hours of course work and 30 hours of dissertation research. A master's degree is required and up to 30 hours from the student's Master's degree may be applied toward the course work requirement. A program of study will be individually planned to capitalize on the interests, goals, and disciplinary backgrounds of the student and faculty. A preliminary written examination and oral defense are required upon completing two-thirds of the program of study. A dissertation and oral defense of the dissertation are required.

**Ph.D. Requirements****Required Courses:**

~~AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)~~

~~AT 845 – Consumers in the Apparel and Textile Market, Credits: (3)~~

AT 990 – Dissertation Proposal Seminar, Credits: (1)

~~AT 995 – Grantsmanship and Publication, Credits: (3)~~

AT 999 – Dissertation Research in Apparel and Textiles, Credits: (Var.)

EDCI 943 – Principles of College Teaching, Credits: (3)

~~At least two additional AT courses (6 credits) at the 800 level or above, not including independent courses, are required.~~

**TO:****Apparel and Textiles (Ph.D.)**

The department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in Apparel, Textiles, and Interior Design. The degree is designed to enable students to combine knowledge of apparel and textiles with an understanding of its application to a broader human perspective. The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree – including 60 hours of course work and 30 hours of dissertation research. A master's degree is required and up to 30 hours from the student's Master's degree may be applied toward the course work requirement. A program of study will be individually planned to capitalize on the interests, goals, and disciplinary backgrounds of the student and faculty. A preliminary written examination and oral defense are required upon completing two-thirds of the program of study. A dissertation and oral defense of the dissertation are required.

**Ph.D. Requirements****Required Courses:**

AT 600 – Global Apparel and Textile Supply Chain Management, Credits: (3)

AT 700 – Foundations of Sustainability in Apparel and Textiles, Credits: (3)

AT 780 – Textile Surface Design, Credits: (3)

AT 830 – Fashion Behavior and Sustainability, Credits: (3)

AT 850 – Research Methods in Apparel and Textiles, Credits: (3)

AT 880 – Textile Sustainability, Credits: (3)

AT 990 – Dissertation Proposal Seminar, Credits: (1)

AT 999 – Dissertation Research in Apparel and Textiles, Credits: (Var.)

EDCI 943 – Principles of College Teaching, Credits: (3)

~~One research methods course is required.~~

~~Options include:~~

~~AT 850—Research Methods in Apparel and Textiles, Credits: (3)~~

~~EDCEP 816—Research Methods in Education, Credits: (3)~~

~~FSHS 888—Research Methods in FSHS I, Credits: (3)~~

A minimum of 6 hours of graduate level statistics are required. ~~Select courses from one department.~~ Department options include:

Educational Counseling

EDCEP 817 – Statistical Methods in Education, Credits: (3)

EDCEP 819 – Survey Research, Credits: (3)

EDCEP 917 – Experimental Design in Educational Research, Credits: (3)

Family Studies and Human Services

FSHS 806 – Statistical Methods in Family Studies and Human Services I, Credits: (3)

FSHS 906 – Statistical Methods in Family Studies and Human Services II, Credits: (3)

Psychology

PSYCH 802 – Quantitative Methods in Psychology, Credits: (3)

PSYCH 805 – Experimental Design in Psychology, Credits: (3)

Sociology

SOCIO 825 – Quantitative Methods, Credits: (3)

SOCIO 925 – Specialized Approaches to Sociological Research, Credits: (3)

Statistics

STAT 703 – Introduction to Statistical Methods for the Sciences, Credits: (3)

STAT 705 – Regression and Analysis of Variance, Credits: (3)

Qualitative course options

Students interested in qualitative research will enroll in a minimum of 3 credit hours of

A minimum of 6 hours of graduate level statistics are required. Options include:

Educational Counseling

EDCEP 817 – Statistical Methods in Education, Credits: (3)

EDCEP 819 – Survey Research, Credits: (3)

EDCEP 917 – Experimental Design in Educational Research, Credits: (3)

Family Studies and Human Services

FSHS 806 – Statistical Methods in Family Studies and Human Services I, Credits: (3)

FSHS 906 – Statistical Methods in Family Studies and Human Services II, Credits: (3)

Psychology

PSYCH 802 – Quantitative Methods in Psychology, Credits: (3)

PSYCH 805 – Experimental Design in Psychology, Credits: (3)

Sociology

SOCIO 825 – Quantitative Methods, Credits: (3)

SOCIO 925 – Specialized Approaches to Sociological Research, Credits: (3)

Statistics

STAT 703 – Introduction to Statistical Methods for the Sciences, Credits: (3)

STAT 705 – Regression and Analysis of Variance, Credits: (3)

Qualitative course options

Students interested in qualitative research will enroll in a minimum of 3 credit hours of



<p>qualitative methods. These hours are in addition to the required 3 hours of research methods and 6 hours of statistics. Course options include:  EDLEA 838 – Qualitative Research in Education, Credits: (3)  FSHS 902 – Qualitative Research Methods in FSHS, Credits: (3)  HN 841 – Consumer Response Evaluation, Credits: (3)  SOCIO 824 – Qualitative Methodology, Credits: (3)</p> <p>Remaining Courses  Students consult with their major professor and supervisory committee to select courses that support their program objectives and fulfill the total hour requirement.</p> <p>Substitute Course Policy for Research Methods and Statistics  Ph.D. students in Apparel and Textiles may not substitute a research methods course taken as part of a master’s degree.  Ph.D. students may substitute up to 3 credit hours of statistics from the master’s degree.</p>	<p>qualitative methods. These hours are in addition to the required 3 hours of research methods and 6 hours of statistics. Course options include:  EDLEA 838 – Qualitative Research in Education, Credits: (3)  FSHS 902 – Qualitative Research Methods in FSHS, Credits: (3)  HN 841 – Consumer Response Evaluation, Credits: (3)  SOCIO 824 – Qualitative Methodology, Credits: (3)</p> <p>Remaining Courses  Students consult with their major professor and supervisory committee to select courses that support their program objectives and fulfill the total hour requirement.</p> <p><u>Recommended Additional Coursework:</u>  <u>AT 610 – Computer-Aided Design of Apparel, Credits: (3)</u>  <u>AT 625 – Apparel and Textile Business Strategy, Credits: (3)</u>  <u>AT 655 – Apparel Pattern Development I, Credits: (3)</u>  <u>AT 670 – Apparel Pre-Production Processes, Credits: (3)</u>  <u>AT 695 – Apparel Pattern Development II, Credits: (3)</u>  <u>AT 825 – Strategic Merchandising, Credits: (3)</u>  <u>AT 835 – Strategic Economic Analysis of Apparel and Textile Industries, Credits: (3)</u></p> <p>Substitute Course Policy for Research Methods and Statistics:  Ph.D. students in Apparel and Textiles may not substitute a research methods course taken as part of a master’s degree.  Ph.D. students may substitute up to 3 credit hours of statistics from the master’s degree.</p>
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**RATIONALE:** To reflect recent revisions in course offerings in the AT graduate curriculum and program emphasis areas of globalization and sustainability.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015

# CURRICULUM DROPS

## Non-Expedited Curriculum Drops

### **Management of Animal Health Related Organizations Graduate Certificate**

The Graduate Certificate in the Management of Animal Health Related Organizations (GCMAHRO) program provides an opportunity for individuals to gain business skills and advanced business knowledge about management without having to participate in a full time, two-year MBA program. Students will learn how to use applied skills and attain an understanding of the basic functional areas of business and how each contributes to an effective business organization in the context of the animal health industry. The purpose of the certificate is to improve the effectiveness of companies in the animal health industry by educating employees and preparing them to take on more responsibilities and expand their career opportunities. The lead course will focus on the managerial challenges and dynamics of the animal health industry. This will be followed by business functional area courses that draw on examples from a range of industries. The certificate program will end with a detailed project that is based on a practical need in the employing organization. Students will propose strategic business strategies that will result in improved effectiveness for their company and make a formal presentation to their sponsoring organization.

#### **Required Foundation Course:**

MANGT 870 - Managing Animal Health Organizations **Credits: (3)**

#### **Required Capstone Course:**

GENBA 890 - Business Capstone **Credits: (3)**

#### **Business Tools Elective Courses (Select three courses from these five online courses):**

FINAN 815 - Corporate Finance **Credits: (3)**

ACCTG 810 - Foundations of Accounting and Finance **Credits: (3)**

MKTG 810 - Marketing Concepts and Research **Credits: (3)**

MANGT 810 - Operations and Supply Chain Management **Credits: (3)**

MANGT 820 - Behavioral Management Theory **Credits: (3)**

**RATIONALE:** The certificate is not being utilized by students and therefore is being discontinued.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015

## **Food Science Graduate Certificate**

### **Course Work**

Twenty credit hours of the Certificate Program are required. Additional hours may be selected from the course offerings found in the Graduate Catalogue. Up to 6 credit hours of transfer graduate credit directly relating to food science can be applied toward the Graduate Certificate.

### **Required Courses:**

FDSCI 501 - Food Chemistry Credits: (3)  
FDSCI 815 - Advanced Food Chemistry Credits: (3)  
FDSCI 690 - Principles of HACCP Credits: (2)  
FDSCI 727 - Chemical Methods of Food Analysis  
Credits: (2)  
FDSCI 728 - Physical Methods of Food Analysis  
Credits: (2)  
HN 701 - Sensory Analysis Credits: (3)  
STAT 703 - Introduction to Statistical Methods for  
the Sciences Credits: (3)

**Notes:** Depending on the background of the students a higher numbered course e.g. FDSCI 815 Advanced Food Chemistry may be substituted for FDSCI 501. Other graduate courses from the food science graduate course list may be substituted with the approval of the student's advisor and the Coordinator of the Food Science Graduate Program.

### **Distance Education Course Work**

Fifteen credit hours of the Certified Program are required. Elective courses listed below are taught by distance and can be taken to satisfy the balance of the 20 hours requirement. Up to 6 credit hours of transfer graduate credit directly relating to food science can be applied toward the Graduate Certificate.

### **Required Courses:**

FDSCI 501 - Food Chemistry Credits: (3)  
FDSCI 815 - Advanced Food Chemistry Credits: (3)  
FDSCI 690 - Principles of HACCP Credits: (2)  
FDSCI 725 - Food Analysis Credits: (3)  
HN 701 - Sensory Analysis Credits: (3)  
STAT 703 - Introduction to Statistical Methods for  
the Sciences Credits: (3)

### **Elective Courses:**

ASI 640 - Poultry Products Technology Credits: (3)  
ASI 671 - Meat Selection and Utilization Credits: (2)  
CHE 715 - Biochemical Engineering Credits: (3)  
FDSCI 630 - Food Science Problems Credits: (Var.)  
FDSCI 695 - Quality Assurance of Food Products  
Credits: (3)  
FDSCI 713 - Rapid Methods and Automation in  
Microbiology Credits: (2)  
GRSC 602 - Cereal Science Credits: (3)  
HN 600 - Public Health Nutrition Credits: (3)  
STAT 704 - Analysis of Variance Credits: (2)  
STAT 705 - Regression and Correlation Analyses  
Credits: (2)

**RATIONALE:** The Food Science Graduate Coordinating Committee has unanimously voted to recommend that the food science faculty vote to discontinue the Food Science Graduate Certificate. The certificate was approved in 2001 to provide an option for distance graduate students to receive some type of certification of further education. At the time we did not have the distance MS program option. Since then only several graduate students have pursued the certificate as we now have several masters degree options and these are more desirable and have value in regards to promotions and salary increases in food companies. We can safely discontinue this certificate without any adverse effect on students in our campus or distance program.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015