

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

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**College of Business Administration (2-24-16)**

**NON -EXPEDITED COURSE CHANGES – COURSES NUMBERED 000-599**

**Department of Management**

**Change From:**

**~~MANGT 367 - Information Systems Fundamentals~~**

**~~Credits: (3)~~**

~~Business-oriented problem solving using information technology for decision making. The course focuses on the utilization of state-of-the-art hardware, software, and programming tools for small systems development, networking, Internet, and world wide web.~~

**~~Requisites~~**

~~Prerequisite or concurrent: MANGT 366~~

**~~When Offered~~**

~~Spring, Fall,~~

**~~UGE course~~**

~~No~~

**~~K-State 8~~**

~~Empirical and Quantitative Reasoning~~

**Change to:**

**MIS 411 – Studio 1: Business Programming Applications I**

**Credits: (3)**

Business-related object-oriented programming fundamentals used to enhance skills for problem solving and logical thinking. The course focuses on class diagrams, and the utilization of visual programming languages for understanding and applying software development concepts.

**Note**

Management Information Systems (MIS) Majors Only or consent of department head.

**Requisites**

Prerequisite or concurrent: MANGT 366 or MIS 366.

**When Offered**

Fall

**UGE course**

No

**K-State 8**

Empirical and Quantitative Reasoning

**Impact On Other Units**

None

**Rationale**

Course will be integrated into the new Management Information Systems Studio approach being used to enhance the Management Information Systems (MIS) degree program and will focus on visual programming processes.

**Effective Date**

Fall 2016

**Change From:**

**~~MANGT 486 – ERP Configuration Management~~**

**~~Credits: (3)~~**

~~Develops an understanding of enterprise-wide computing system configuration issues. Focuses on strategic and operational uses of organizational data structured around a general theme of ERP configuration and business process integration.~~

**Requisites**

Prerequisite or concurrent: ~~MANGT 367~~

**When Offered**

Spring

**UGE course**

No

**K-State 8**

Empirical and Quantitative Reasoning

**Change to:**

**MIS 433 – Studio 3: ERP Project Planning and Implementation**

**Credits: (3)**

Study of project management techniques used by information systems specialists and applications of enterprise systems. Emphasis on ERP systems configuration, business process integration and hands-on project management.

**Note**

Management Information Systems (MIS) Majors Only or consent of department head.

**Requisites**

Prerequisite: ~~MANGT 367~~ MIS 411 and MIS 422

**When Offered**

Spring

**UGE course**

No

**K-State 8**

Empirical and Quantitative Reasoning

**Impact On Other Units**

None

**Rationale**

Course will be integrated into the new Management Information Systems Studio approach being used to enhance the Management Information Systems (MIS) degree program and will update and modernize the existing ERP course while integrating project management concepts.

**Effective Date**

Spring 2017

**Change From:****~~MANGT 570 – Systems Design~~**

~~Credits: (3)~~

~~Advanced application of concepts learned in information systems fundamentals course. Focus on the application and integration of different design methodologies using structured programming languages, and various structured design techniques.~~

**~~Requisites~~**

~~Prerequisite: MANGT 367~~

**~~When Offered~~**

~~Spring~~

**~~UGE course~~**

~~No~~

**~~K-State 8~~**

~~Empirical and Quantitative Reasoning~~

**Change to:****MIS 555 – Studio 5: Business Programming Applications II**

Credits: (3)

Advanced application of business-related object-oriented programming fundamentals. This course focuses on the utilization of web programming languages and mobile software development for creating solutions to business problems.

**Note**

Management Information Systems (MIS) Majors Only or consent of department head.

**Requisites**

Prerequisite: MANGT 367 MIS 411 and either MIS 422 or MIS 667

**When Offered**

Fall

**UGE course**

No

**K-State 8**

Empirical and Quantitative Reasoning

**Impact On Other Units**

None

**Rationale**

Course will be integrated into the new Management Information Systems Studio approach being used to enhance the Management Information Systems (MIS) degree program and will update and modernize the existing MANGT570 and rename it to be more consistent with content being taught.

**Effective Date**

Fall 2016

**Change From:**

**~~MANGT 576 – Management of Local Area Networks~~**

**~~Credits: (3)~~**

~~Study of telecommunications and its impact on business organizations. Coverage of networking models, hardware, software, distributed systems, and standards issues. Emphasis on Local Area Networks (LANs) and hands-on project management.~~

**~~Requisites~~**

~~Prerequisite or concurrent: MANGT 367~~

**~~When Offered~~**

~~Spring~~

**~~UGE course~~**

~~No~~

**~~K-State 8~~**

~~Empirical and Quantitative Reasoning~~

**Change to:**

**MIS 444 – Studio 4: Digital Business Networks**

**Credits: (3)**

Study of digital networks considering impact and value to business organizations. Coverage includes communications protocols and standards, hardware, software, network implementation and configuration; and network security. Emphasis on hands-on network setup, configuration and testing.

**Note**

Management Information Systems (MIS) Majors or Permission of Instructor

**Requisites**

Prerequisite: MIS 411 or equivalent.

**When Offered**

Spring

**UGE course**

No

**K-State 8**

Empirical and Quantitative Reasoning

**Impact On Other Units**

None

**Rationale**

Course will be integrated into the new Management Information Systems Studio approach being used to enhance the Management Information Systems (MIS) degree program and will update and modernize the existing networking course.

**Effective Date**

Spring 2017

**New Course:****MIS 366 – Info Tech for Business****Credits:** (3)

A comprehensive view of the role of information technology in satisfying organizations' information requirements. Problems and techniques concerning the management of responsive information systems with special attention to managers' use of systems outputs. Cases and hands-on exercises emphasizing the use of information systems in decision making, information gathering and organizing, use of modeling techniques, and presentation of information. Course made specific to prospective Management Information Systems (MIS) majors.

**Notes**

Special section of MANGT366 open to students considering a Management Information Systems (MIS) Major.

Demonstrate competence in use of computer spreadsheets.

**Prerequisite**

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

**When Offered**

Spring

**K-State 8**

Empirical and Quantitative Reasoning

**Impact On Other Units**

None

**Rationale**

This section will enable instructors to provide an in-depth treatment of topics particularly relevant to Management Information Systems (MIS) majors.

**Effective Date**

Spring 2017

**New Course:**

**MIS 490 – Undergraduate Research Experience**

**Credits:** (0-3)

Open to students pursuing undergraduate research projects.

**Note**

This is a repeatable course

**Requisite**

Prerequisite: Consent of Instructor

**When Offered**

Fall, Spring, Summer

**K-State 8**

No

**Impact On Other Units**

None

**Rationale**

A new course was needed to accommodate undergraduate students pursuing the undergraduate research experience.

**Effective Date**

Fall 2016

**New Course**

**MIS 495 – MIS Internship**

**Credits:** (0-3)

Eight weeks of applied Management Information Systems (MIS) experience designed to coordinate the interests of students and firms.

**Note**

Repeatable

**Requisites**

Prerequisites: Consent of instructor.

**When Offered**

Fall, Spring, Summer

**UGE course**

No

**K-State 8**

None

**Impact on Other Units**

None.

**Rationale**

New course being added for students who are completing internships to receive credit for experience in the Management Information Systems (MIS) area.

**Effective Date**

Fall 2016

**Course Deleted:**

**~~MANGT 476 - Storage Management Systems~~**

~~Credits: (3)~~

~~A comprehensive study providing an understanding of the varied components, concepts and principles of modern information storage management. Provides a comprehensive introduction to information storage technology which enables managers to make informed business decisions in an increasingly complex IT environment.~~

**COURSE CONTENT IS BEING ABSORBED INTO NEW MIS STUDIO CLASSES**

**Impact On Other Units**

None

**Rationale**

Course is being dropped due to overall curriculum changes

**Effective**

Fall 2016



**Business Administration Pre-Professional – Admission Requirements and Core Business Courses**

**Program**[http://catalog.k-state.edu/preview\\_program.php?catoid=13&poid=5144&returnto=1426](http://catalog.k-state.edu/preview_program.php?catoid=13&poid=5144&returnto=1426)

**From:**

**To:**

**Business administration pre-professions**

**Admission Requirements**

Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP). Students must achieve a 2.5 K-State GPA by the time they complete 30 credit hours to remain in good standing.

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have a 2.5 or higher grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

The BAPP is expressly designed as a non-degree program; students with 60 or more credit hours will not be allowed to enroll in BAPP unless they are first-semester transfer students. Students remain in BAPP until they meet the requirements for their intended degree plan and complete an Application to Degree Plan.

Admission to a degree plan (major) in accounting, entrepreneurship, finance, management, management information systems, or marketing is necessary for graduation. Applicants for admission to one of the degree plans, other than accounting will be accepted upon completion of a minimum of 45 credit hours with a K-State grade point average of 2.5 or above. For

**Business administration pre-professions**

**Admission Requirements**

Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP). Students must achieve a 2.5 K-State GPA by the time they complete 30 credit hours to remain in good standing.

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have a 2.5 or higher grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

The BAPP is expressly designed as a non-degree program; students with 60 or more credit hours will not be allowed to enroll in BAPP unless they are first-semester transfer students. Students remain in BAPP until they meet the requirements for their intended degree plan and complete an Application to Degree Plan.

Admission to a degree plan (major) in accounting, entrepreneurship, finance, general business (distance learning students), management, management information systems, or marketing is necessary for graduation. Applicants for admission to one of the degree plans, other than accounting will be accepted upon completion of a minimum of

accounting the grade point average for admission to the degree plan is 3.0 K-State GPA.

Transfer students must meet the above requirements and complete at least 12 graded hours at K-State before they can be admitted into a degree plan.

The exact sequence of the courses to be taken is worked out between student and advisor. There is some flexibility in scheduling. To enroll in any course, students must have prerequisites as stated in the catalog.

Applications for a degree plan (major) may be made by the semester during which the student will have completed at least 45 credit hours of the pre-professional requirements. Degree plan applications must be filed by the time students complete 60 credit hours.

#### **Business Core courses (30 credit hours)**

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Students must earn a minimum 2.5 grade point average in the business core courses in order to graduate.

- \* ACCTG 231 - Accounting for Business Operations **Credits: (3)**
- \* ACCTG 241 - Accounting for Investing and Financing **Credits: (3)**
- FINAN 450 - Principles of Finance **Credits: (3)**
- GENBA 110 - Business Foundations **Credits: (3)**
- GENBA 166 - Business Information Technology Skills Proficiency **Credits: (0)**
- MANGT 366 - Information Technology for Business **Credits: (3)**
- MANGT 420 - Management Concepts **Credits: (3)**
- MANGT 421 - Introduction to Operations Management **Credits: (3)**
- MANGT 595 - Business Strategy **Credits: (3)**
- MANGT 596 - Business, Government, and Society **Credits: (3)**
- MKTG 400 - Introduction to Marketing **Credits: (3)**

45 credit hours with a K-State grade point average of 2.5 or above. For accounting the grade point average for admission to the degree plan is 3.0 K-State GPA.

Transfer students must meet the above requirements and complete at least 12 graded hours at K-State before they can be admitted into a degree plan.

The exact sequence of the courses to be taken is worked out between student and advisor. There is some flexibility in scheduling. To enroll in any course, students must have prerequisites as stated in the catalog.

Applications for a degree plan (major) may be made by the semester during which the student will have completed at least 45 credit hours of the pre-professional requirements. Degree plan applications must be filed by the time students complete 60 credit hours.

#### **Business Core courses (30 credit hours)**

---

Students must earn a minimum 2.5 grade point average in the business core courses in order to graduate.

- \* ACCTG 231 - Accounting for Business Operations **Credits: (3)**
- \* ACCTG 241 - Accounting for Investing and Financing **Credits: (3)**
- FINAN 450 - Principles of Finance **Credits: (3)**
- GENBA 110 - Business Foundations **Credits: (3)**
- GENBA 166 - Business Information Technology Skills Proficiency **Credits: (0)**
- MANGT 366 - Information Technology for Business **Credits: (3)**
- Or
- MIS 366 – Information Technology for Business Credits: (3)  
(MIS Majors Only)
- MANGT 420 - Management Concepts **Credits: (3)**
- MANGT 421 - Introduction to Operations Management **Credits: (3)**
- MANGT 595 - Business Strategy **Credits: (3)**

<p>*Note: Both accounting courses must be taken at K-State or must be taken elsewhere to obtain credit. Consult with your academic advisor or check the K-State transfer equivalencies web page for complete information.</p>	<ul style="list-style-type: none"> <li>• MANGT 596 - Business, Government, and Society <b>Credits:</b> (3)</li> <li>• MKTG 400 - Introduction to Marketing <b>Credits:</b> (3)</li> </ul> <p>*Note: Both accounting courses must be taken at K-State or must be taken elsewhere to obtain credit. Consult with your academic advisor or check the K-State transfer equivalencies web page for complete information.</p>
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**Rationale:** A minor change in admission requirements to add general business (distance learning students) as a degree plan (major). MIS 366 Information Technology for business is being added to Business Core Requirements since this is a new course that only management information system (MIS) students will take. All other business students will complete MANGT 366.

**Impact on Other Units:** None

**Effective Date:** Fall 2016

## Non-Expedited Curriculum Changes

General Business Administration (B.S.) via Distance Education Admission Requirements  
[http://catalog.k-state.edu/preview\\_program.php?catoid=13&moid=3389&returnto=1426](http://catalog.k-state.edu/preview_program.php?catoid=13&moid=3389&returnto=1426)

FROM:

TO:

### GENERAL BUSINESS ADMINISTRATION (B.S.) VIA DISTANCE EDUCATION

The major in general business is a degree-completion program offered through the Division of Continuing Education and is available only to off-campus students.

The degree is suitable for individuals who have an associate of science degree, who are employed full time and want to continue their education, or who have family responsibilities that make it impossible to take courses in a traditional on-campus setting.

Students will be admitted into the general business administration program upon completion of at least 45 credit hours of coursework and a grade point average of 2.5 or higher (K-State or combined transfer GPA).

In order to remain in good standing, students in the general business administration program must have a 2.5 or higher GPA on the first 15 K-State graded credit hours after admission into the general business administration program. Students not meeting this requirement will be dismissed from the College of Business Administration and will need to achieve a 2.5 or higher K-State GPA in order to be readmitted to the program.

Application for admission to the general business degree program should be made through the Division of Continuing Education, non-traditional studies program, at 1-800-622-2KSU or on the website.

The exact sequence of the courses to be taken is worked out between student and advisor. There is some flexibility in scheduling. To enroll in any course, students must have prerequisites as stated in the catalog.

### GENERAL BUSINESS ADMINISTRATION (B.S.) VIA DISTANCE EDUCATION

The major in general business is a program offered through Global Campus and is available only to off-campus students.

The degree is suitable for individuals who are employed full time and want to continue their education, or who have family responsibilities that make it impossible to take courses in a traditional on-campus setting.

Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP).

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have a 2.5 or higher grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

The BAPP is expressly designed as a non-degree program; students with 60 or more credit hours will not be allowed to enroll in BAPP unless they are first-semester transfer students. Students remain in BAPP until they meet the requirements for their intended degree plan and complete an Application to Degree Plan.

### **Degree Requirements**

Candidates for the bachelor of science in business administration must complete at least 9 credit hours of resident instruction in upper-division business courses after acceptance and enrollment in a degree-track program in the college. See additional residency requirements earlier in this catalog.

A student will become eligible for graduation with a bachelor of science in business administration degree upon fulfilling the above requirements and completing 126 credit hours of coursework listed below. Students must earn a minimum 2.5 grade point average in the general-business core courses in order to graduate.

Admission to a degree plan (major) in accounting, entrepreneurship, finance, general business (distance learning students), management, management information systems, or marketing is necessary for graduation. Applicants for admission to one of the degree plans, other than accounting will be accepted upon completion of a minimum of 45 credit hours with a K-State grade point average of 2.5 or above. For accounting the grade point average for admission to the degree plan is 3.0 K-State GPA.

Transfer students must meet the above requirements and complete at least 12 graded hours at K-State before they can be admitted into a degree plan.

The exact sequence of the courses to be taken is worked out between student and advisor. There is some flexibility in scheduling. To enroll in any course, students must have prerequisites as stated in the catalog.

Applications for a degree plan (major) may be made by the semester during which the student will have completed at least 45 credit hours of the pre-professional requirements. Degree plan applications must be filed by the time students complete 60 credit hours.

### **Degree Requirements**

Candidates for the bachelor of science in business administration must complete at least 9 credit hours of resident instruction in upper-division business courses after acceptance and enrollment in a degree plan program in the college. Additional residency requirements may apply.

A student will become eligible for graduation with a bachelor of science in business administration degree upon fulfilling the above requirements and completing 126 credit hours of coursework. Fifty-four of these hours must be in the BAPP program, 30 hours in the business core, and the remaining 42 hours must be earned as specified by the student's major. Students must earn a minimum 2.5 grade point average in the business core courses in order to graduate.

<p><b>Transfer coursework</b>  All transfer coursework approved by the K-State Admissions Office, with a grade of C or better, will be reviewed by the CBA Office of Student Services for equivalency within the business curriculum and is subject to final approval. (Transfer coursework carrying a grade of D will not be accepted toward a student's <del>general</del> business degree requirements.)</p> <p>Final approval of transfer courses for use within an individual's business degree plan is determined by the appropriate department head, in conjunction with the CBA Office of Student Services and the Associate Dean and Director of Undergraduate Studies. In general, upper-level (300+) business* courses will only be considered for approval if the coursework has been completed at an AACSB-accredited institution.</p> <p>*Business courses are defined as those carrying a prefix of ACCTG, FINAN, GENBA, MANGT, or MKTG.</p> <p><b>Note: Students completing the General Business Administration degree via Distance Education do NOT fulfill the BAPP requirements as outlined elsewhere in this catalog. General Business students should follow the curriculum (126 credit hours) listed below.</b></p>	<p><b>Transfer Coursework</b>  All transfer coursework approved by the K-State Admissions Office, with a grade of C or better, will be reviewed by the CBA Office of Student Services for equivalency within the business curriculum and is subject to final approval. (Transfer coursework carrying a grade of D will not be accepted toward a student's business degree requirements.)</p> <p>Final approval of transfer courses for use within an individual's business degree plan is determined by the appropriate department head, in conjunction with the CBA Office of Student Services and the Associate Dean and Director of Undergraduate Studies. In general, upper-level (300+) business* courses will only be considered for approval if the coursework has been completed at an AACSB-accredited institution.</p> <p>*Business courses are defined as those carrying a prefix of ACCTG, <u>ENTRP</u>, FINAN, GENBA, MANGT, <u>MIS</u> or MKTG.</p> <p><b>Note: Students completing the General Business Administration degree via Distance Education do NOT fulfill the BAPP requirements as outlined elsewhere in this catalog. General Business students should follow the curriculum (126 credit hours) listed below.</b></p>
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**Rationale:** The General Business on-line distance learning program will no longer be a degree completion program. Admission to the program will be the same as on-campus business programs. Admission requirements are being changed to reflect this change.

**Impact on Other Units:** None

**Effective Date:** Fall 2016

## **College of Human Ecology (2-29-16)**

### **Department of Kinesiology**

<b>Course Add</b>
<b>KIN 380 - Principles of Exercise Training</b> Credits: (3)  This course is designed to cover the application of current scientific research on program design for healthy athletes competing in any sport or physically active individuals. Contributing sciences include anatomy, biochemistry, biomechanics, endocrinology, nutrition, exercise physiology and psychology. Emphasis will be placed on adaptations to resistance training, plyometric training, speed/agility/speed endurance training and aerobic endurance training. Exercise Techniques, Testing and Evaluation and Program Design will also be major components of the course. Students should be prepared for strenuous physical activity.  When Offered: Fall, Spring, Summer

**Rationale:** This course has been taught under a topics course and now will be offered with a specific number and name.

**IMPACT:** None.

**Effective:** Fall 2016

# College of Technology & Aviation (K-State Polytechnic) (3-11-16)

**Department of Arts, Sciences and Business**  
**Associate of Science in Applied Business (AABA)**  
**Primary Contact Person: Don Von Bergen, Department Head**

**Phone: 785-826-2696**  
**Email: [dvb@ksu.edu](mailto:dvb@ksu.edu)**

**CURRENT: Applied Business, 63 credit hours**  
**Communications (14 credit hours)**

COMM 105	Public Speaking IA .....	2
ENGL 100	Expository Writing I .....	3
ENGL 200	Expository Writing II .....	3
Including 3 credit hours from:		
<del>COMM 311</del>	<del>Business and Professional Speaking .....</del>	<del>3</del>
	or	
ENGL 302	Technical Writing .....	3

**Quantitative (42 credit hours)**

MATH 100	College Algebra .....	3
MATH 205	General Calculus and Linear Algebra .....	3
	Computer Elective .....	3
Including 3 credit hours from:		
<del>CIS 101</del>	<del>Introduction to Computing Systems .....</del>	<del>4</del>
	and	
<del>CIS 102</del>	<del>Introduction to Spreadsheet Applications .....</del>	<del>4</del>
	and	
<del>CIS 103</del>	<del>Introduction to Database Applications .....</del>	<del>4</del>
	or	
<del>CMST 108</del>	<del>PC Desktop Software .....</del>	<del>3</del>

**Economics (6 credit hours)**

ECON 110	Principles of Macroeconomics .....	3
ECON 120	Principles of Microeconomics .....	3

**Social science (6 credit hours)**

Social Science Elective .....	3
Social Science Elective .....	3

**Humanities (6 credit hours)**

Humanities Elective .....	3
Humanities Elective .....	3

**Natural Science (7 credit hours)**

One lab course required. Choose two natural science elective courses (including one lab) from the following list:

- ~~BIOCH~~— All courses
- ~~BIOL~~— All courses
- ~~CHM~~— All courses
- ~~GEOL~~— All courses
- ~~PHYS~~— All courses

**Business core courses (15 credit hours)**

BUS 110	Introduction to Business .....	3
BUS 315	Supervisory Management .....	3
MANGT 366	Information Technology for Business .....	3
Including 6 hours from:		
<del>ACCTG 231</del>	<del>Accounting for Business Operations .....</del>	<del>3</del>
	and	
<del>ACCTG 241</del>	<del>Accounting for Investing and Financing .....</del>	<del>3</del>
	or	
BUS 251	Financial Accounting .....	3
	and	
BUS 252	Managerial Accounting .....	3

**PROPOSED: Applied Business, 61 credit hours**  
**Communications (12 credit hours)**

COMM 106	Public Speaking I .....	3
ENGL 100	Expository Writing I .....	3
ENGL 200	Expository Writing II .....	3
Including 3 credit hours from:		
ENGL 302	Technical Writing .....	3
	or	
	*Communications Elective .....	3

**Quantitative (9 credit hours)**

MATH 100	College Algebra .....	3
MATH 205	General Calculus and Linear Algebra .....	3
	Computer Elective .....	3

**Economics (6 credit hours)**

ECON 110	Principles of Macroeconomics .....	3
ECON 120	Principles of Microeconomics .....	3

**Social science (6 credit hours)**

Social Science Elective .....	3
Social Science Elective .....	3

**Humanities (6 credit hours)**

Humanities Elective .....	3
Humanities Elective .....	3

**Natural Science (7 credit hours)**

Choose two natural science elective courses. One course must include a lab component.

**Business core courses (15 credit hours)**

BUS 110	Introduction to Business .....	3
BUS 251	Financial Accounting .....	3
BUS 252	Managerial Accounting .....	3
BUS 315	Supervisory Management .....	3
Including 3 credit hours from:		
MANGT 366	Information Technology for Business .....	3
	or	
MKTG 400	Introduction to Marketing .....	3

\*Marked electives must be upper-level courses, 300 and above.



**RATIONALE:** After a careful review of the curriculum, the Arts, Sciences, and Business faculty proposed these changes to remove items of ambiguity, streamline the curriculum, increase course choices for students, and accommodate the needs of online students.

**IMPACT:** No impact on any other department.

**EFFECTIVE DATE:** Fall 2016

## Graduate Course and Curriculum changes (3-1-16)

### Non-Expedited New Course

#### Educational Leadership

**#1 EDLEA 848.** Philosophies of Inquiry. (3) Fall. In this course, students will explore a variety of philosophical stances that underpin research methods. The course focuses on the nature of reality (ontology) and knowledge (epistemology). Students are expected to develop a personal philosophy of inquiry that will help inform their theoretical and methodological approaches to research. Recommended Pre-Requisite: EDLEA 838.

**IMPACT:** There is no negative impact to another unit. Rather, this course should be utilized as a complementary course to other units. In this course, students will develop their personal philosophies of inquiry, which should then be applied to their respective research endeavors. Thus it is an interdisciplinary course that should only serve to enhance students' research agendas, regardless of discipline or field.

**RATIONALE:** In this course, students will explore a variety of philosophical stances upon which different education research methods are built. With a focus on the nature of reality (ontology) and the nature of knowledge (epistemology), the course will challenge students to question the ways in which education knowledge is produced, interpreted, and utilized. By the end of the course, students are expected to develop a personal philosophy of inquiry that will help inform their theoretical and methodological approaches to education research.

**EFFECTIVE DATE:** Fall 2016

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**#2 EDLEA 928 929.** Narrative and Arts-Based Inquiry in Qualitative Research. (3) Fall-every other year. Students will be introduced to narrative and arts-based inquiry to inform their qualitative research projects. Students will identify a genre from narrative and arts-based inquiry to prepare representational and methodological reflection pieces to inform their future research. Topics covered include critical autoethnography, creative non-fiction, visual representation, mixed-medium art and more. Pre-Requisite: EDLEA 838.

**IMPACT:** There is no negative impact to any college of audience. In fact, if students use this form data representation in their dissertation or publishable papers, they have a strong chance of being noticed by their respective disciplines for engaging a broad audience, community engagement, and for innovative work. Additionally, if students choose to use this approach in their dissertation, they would have done a large amount of reading that could inform both their methodology and data representation chapters.

**RATIONALE:** Qualitative research is multidimensional where students need to learn how to represent data in compelling ways that can be taken up within and outside of academic boundaries to become key agents of change, especially within certain social justice agendas. For this reason, students need to learn the various ways in which data can be presented in accessible, compelling manner, employing the creative arts that would engage a broad variety of audience. In this class, students will learn various options in the creative presentation of narrative data.

**EFFECTIVE DATE:** Fall 2016

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**#3 EDLEA 958.** Case Study in Qualitative Research. (3) Spring. This is an advanced research course on qualitative case study design and application in social science research. Topics include types of case studies, defining the case, site, and sample selection, data collection methods, within-case and cross-case analysis, and writing case reports. Students will conduct and critique a case study appropriate to their discipline. Recommended Pre-Requisite: EDLEA 838.

**IMPACT:** There is no negative impact to any college of audience. For faculty, the impact has implications for reducing their time in mentoring students in basic skills required to design and conduct a qualitative research, using the case study method. Time can be better spent between faculty and advisees on more advanced topics while students learn and hone their research skills in this class.

**RATIONALE:** This is an advanced course for all graduate students which delves into the complete process of designing a qualitative case study and focuses on students' hands-on experiences of conducting case studies. Often students who have considered or attempted using case study approach for their own research find the knowledge and skills needed to actually conducting a case study is beyond what they have gained from other introductory courses. Often faculty members take their own time to mentor students in these areas and it is time consuming. Even with guidance from their advisors, for students, the experience of trying to learn the method while attempting a research is overwhelming and can be counterproductive. If students are taught these skills and given opportunities to participate in the research process and practice the research skills, then they can perform better in research and work more closely with faculty and/or their advisors for high quality research.

**EFFECTIVE DATE:** Summer 2016

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**#4 EDLEA 968.** Discourse Analysis. (3) Summer. Students will be exposed to the broad and complex field of discourse analysis. Students will learn about different theoretical and methodological approaches to analyzing the various forms and conceptualizations of "discourse". The course will weave together theory and method, as it will cover discourse analysis as both method and methodology. Pre-Requisite: EDLEA 838 or equivalent.

**IMPACT:** There is no negative impact to another unit. Rather, this course should be utilized as a complementary course to other units. For students who wish to engage in discourse analysis for their research (e.g., dissertation, thesis, etc.), this an opportunity for students to develop their research designs, practice analyzing discourse, and writing about their results.

**RATIONALE:** In this course, students will be exposed to the broad and complex field of discourse analysis, particularly as it relates to education research. Students will learn about different theoretical and methodological approaches to analyzing the various forms and conceptualizations of "discourse". The course will weave together theory and method, as it will cover discourse analysis as both a method and methodology. While the course will cover a range of approaches (e.g., sociolinguistics, critical discourse analysis, Foucauldian discourse analysis, etc.), students can expect to explore one approach in-depth through an applied project.

**EFFECTIVE DATE:** Summer 2016

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**#5 EDLEA 978.** Qualitative Data Management and Analysis Using Nvivo. (3) Summer. Students will have opportunity to explore the relationships between current technologies and the theory and methods of research. Students will learn to use qualitative analysis software, Nvivo, with specific data sets for preparation of data files, management of text and image, creation of codes, memos, queries models, and formation of reports. Pre-Requisite: EDLEA 838 or equivalent. EDLEA 938 is highly recommended prior to taking this course.

**IMPACT:** There is no negative impact to any college of audience. The impact has implications for reducing faculty time to mentor students in skills required to manage multiple data sources, document data analysis processes, and create linkage/tracking systems amicable for writing up the research findings scholarly and appropriate for their intended audience. Further, this course has implications in helping students progress in their data analysis and representation as an independent and accountable learner through peer reviews, team teaching, and presenting deliverables to class.

**RATIONALE:** Often students who work with qualitative research struggle with data management, analysis, and write-up of findings, organizing multiple data sources, cross-tracking raw data and analytical/interpretative data, detailing research processes, and generating evidence-supported proposals, dissertations, or research-based reports they are involved with. This course is designed to assist the students in their utilization of Nvivo, a qualitative analysis software, for their qualitative inquiries. This course provides the students opportunity to learn iteratively through modeling, application or experimentation, feedback, and application; it builds on real projects relevant to the students' own discipline and allows more tailored assistance that better meets individual students' needs in progressing in their research projects.

**EFFECTIVE DATE:** Summer 2016

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**#6 EDLEA 988.** Differentiated Research. (3) Fall. Students will complete a research project of their choice by breaking the project into smaller components, setting goals, maintaining accountability, and preparing deliverables towards the completion of the project. Projects can include theory, methodological work, book chapters, publishable papers, dissertation proposal or chapter drafts, grant work, and more. Recommended Pre-Requisite: EDLEA 838 or an advanced research course.

**IMPACT:** There is no negative impact to any college of audience. The impact has implications for reducing faculty time to mentor students while students are completing their research projects. Additionally, this course will also help students in Educational Leadership who needs guidance in completing their proposals. Further, this course has implications in helping students finish their proposals and dissertations in a timely manner through accountability, partnering with other students, and bringing deliverables to class.

**RATIONALE:** Students often need help with their qualitative research projects beyond the scope of the coursework, especially when they are writing up literature reviews, publishable papers, proposals, or dissertation chapters. Often students choose a methodological approach that require closer engagement, attention, and feedback. Students also tend to fall behind when they have to do this work on their own without support. Therefore, this course supports students in their research projects in a differentiated manner, honoring that each student's project is different and therefore needs different kind of attention. Students make a contract with the instructor (with their advisor's approval) about what they want to accomplish in this class and are held accountable to the contract.

**EFFECTIVE DATE:** Fall 2016

## **Mathematics**

**ADD:** MATH 770 – Introduction to Topology/Geometry I. (3) I. This is the first course of a two course sequence including definitions and examples of topological spaces, simplicial complexes, topological and smooth manifolds, quotient spaces, CW complexes, projective spaces and knots. Topological properties including elementary separation, compactness, connectedness. Homotopy, the fundamental group, Covering spaces, Euler characteristics, classification of closed surfaces, differential forms, integration, Stokes' theorem, de Rham cohomology. Pr.: MATH 633.

**RATIONALE:** This class will prepare our students to use modern topological techniques.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2016

ADD: MATH 771 – Introduction to Topology/Geometry II. (3) II. The second course in a two class introduction to topology at a graduate level. Second term topics include: covering spaces, Euler characteristic, classification of closed surfaces, differential forms, integration, Stokes' theorem, and de Rham cohomology. Pr.: MATH 770.

RATIONALE: This class will prepare our students to use modern topological techniques.

IMPACT: None

EFFECTIVE DATE: Spring 2017

**Psychological Sciences**

ADD: PSYCH 961 – Multivariate Analyses of Behavioral Data. (3) I. Methods of working with behavioral sciences multivariate data, including screen data for compliance with assumption and addressing violations of assumptions. Coverage of common multivariate analyses used, with specific application to behavioral research content and topics. Pr.: PSYCH 805 or consent of instructor.

RATIONALE: This is a graduate seminar which has been taught under the general “Seminar in Psychological Measurement” (PSYCH 956) title. As this course is a core option within the graduate curriculum for this department, making it a distinct course with a set number of credit hours will clarify its statue.

IMPACT: None

EFFECTIVE DATE: Fall 2017

**Non-Expedited Curriculum Changes**  
**Women’s Studies**

Women’s Studies Graduate Certificate

FROM:

TO:

<p><b><i>Core course required (3 hours):</i></b></p> <ul style="list-style-type: none"> <li>WOMST 810 - Gender: An Interdisciplinary Overview <b>Credits:</b> (3)</li> </ul> <p><b><i>Elective courses (choose 9 hours from the following list of courses)</i></b></p> <p>Courses followed by a subtitle in parentheses vary and count toward the Women’s Studies Graduate Certificate only when offered with the indicated subtitle.</p> <ul style="list-style-type: none"> <li>WOMST 610 - Capstone Seminar in Women's Studies <b>Credits:</b> (3)</li> <li>WOMST 700 - Advanced Topics in Women's Studies <b>Credits:</b> (1-3)</li> </ul>	<p><b><i>Core course required (3 hours):</i></b></p> <ul style="list-style-type: none"> <li>WOMST 810 - Gender: An Interdisciplinary Overview <b>Credits:</b> (3)</li> </ul> <p><b><i>Elective courses (choose 9 hours from the following list of courses)</i></b></p> <p>Courses followed by a subtitle in parentheses vary and count toward the Women’s Studies Graduate Certificate only when offered with the indicated subtitle.</p> <ul style="list-style-type: none"> <li>WOMST 610 - Capstone Seminar in Women's Studies <b>Credits:</b> (3)</li> <li>WOMST 700 - Advanced Topics in Women's Studies <b>Credits:</b> (1-3)</li> </ul>
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- WOMST 784 - Internship in Women's Studies **Credits:** (1-12)
- ENGL 605 - Readings in Medieval Literature **Credits:** (3)
- (when offered as The Idea of Work in the Middle Ages)
- ENGL 625 - Readings in Eighteenth-Century British Literature **Credits:** (3)
- (when offered as Austen, Readings in 18th Century Women, or Restoration Drama)
- ENGL 660 - Readings in Major Authors **Credits:** (3)
- (when offered as Gender and Performance, George Eliot, Louise Erdrich and Sherman Alexie, Shakespeare, or Austen and Her Legacy)
- ENGL 670 - Topics in British Literature **Credits:** (3)
- (when offered as Women in the Eighteenth Century)
- ENGL 680 - Topics in American Literature **Credits:** (3)
- (when offered as In the Shadows of American Literature, Latino/a Literature, or Asian American Literature)
- ENGL 685 - Topics in Rhetoric and Composition **Credits:** (3)
- (when offered as Feminist Rhetorics)
- ENGL 705 - Theories of Cultural Studies **Credits:** (3)
- ENGL 710 - Studies in a Literary Genre **Credits:** (3)
- (when offered as Gender and Sexuality in American Indian Literature, Restoration & Eighteenth Century Drama, Shakespeare and Children's Literature)
- ENGL 720 - Studies in a Major Author **Credits:** (3)
- (when offered as The Brontes, Drama, Shakespeare, or Extreme Shakespeare)
- ENGL 730 - Studies in a Literary Period **Credits:** (3)

- WOMST 784 - Internship in Women's Studies **Credits:** (1-12)
- WOMST 799 – Independent Study for Graduate or Advanced Undergraduate Students **Credits:** (1-3)
- ENGL 605 - Readings in Medieval Literature **Credits:** (3)
- (when offered as The Idea of Work in the Middle Ages)
- ENGL 625 - Readings in Eighteenth-Century British Literature **Credits:** (3)
- (when offered as Austen, Readings in 18th Century Women, or Restoration Drama)
- ENGL 660 - Readings in Major Authors **Credits:** (3)
- (when offered as Gender and Performance, George Eliot, Louise Erdrich and Sherman Alexie, Shakespeare, or Austen and Her Legacy)
- ENGL 670 - Topics in British Literature **Credits:** (3)
- (when offered as Women in the Eighteenth Century)
- ENGL 680 - Topics in American Literature **Credits:** (3)
- (when offered as In the Shadows of American Literature, Latino/a Literature, or Asian American Literature)
- ENGL 685 - Topics in Rhetoric and Composition **Credits:** (3)
- (when offered as Feminist Rhetorics)
- ENGL 705 - Theories of Cultural Studies **Credits:** (3)
- ENGL 710 - Studies in a Literary Genre **Credits:** (3)
- (when offered as Gender and Sexuality in American Indian Literature, Restoration & Eighteenth Century Drama, Shakespeare and Children's Literature)
- ENGL 720 - Studies in a Major Author **Credits:** (3)
- (when offered as The Brontes, Drama, Shakespeare, or Extreme Shakespeare)

- (when offered as Restoration and Eighteenth Century Drama, or Classic Girls in a Modern Age)
- ENGL 830 - Seminar in Cultural Studies **Credits:** (3)
- (when offered as American Feminisms, or US Latino Studies)
- HIST 984 - Topics in American History **Credits:** (1-3)
- (when offered as Gender in American History)
- MC 612 - Gender Issues and the Media **Credits:** (3)
- KIN 796 - Topics in Exercise Physiology **Credits:** (3)
- POLSC 606 - Gender and Politics **Credits:** (3)
- POLSC 799 - Pro-Seminar in Political Science **Credits:** (3)
- (when offered as Women and Law)
- SOCIO 633 - Gender, Power, and Development **Credits:** (3)
- SOCIO 635 - Sociology of Human Trafficking **Credits:** (3)
- SOCIO 665 - Women and Crime **Credits:** (3)
- SOCIO 670 - Diversity and Social Interaction in the Workplace **Credits:** (3)
- SOCIO 833 - Gender Differentiation and Inequality **Credits:** (3)
- SOCIO 933 - Gender & Society **Credits:** (3)
- THTRE 782 - Women in Theatre **Credits:** (3)
- EDCI 735 - Gender Implications for Education **Credits:** (3)
- EDCI 886 - Seminar in Curriculum and Instruction **Credits:** (1-18)
- (Women, Education, and Leadership)
- EDACE 750 - Women, Education, and Work **Credits:** (2-3)

- ENGL 730 - Studies in a Literary Period **Credits:** (3)
- (when offered as Restoration and Eighteenth Century Drama, or Classic Girls in a Modern Age)
- ENGL 830 - Seminar in Cultural Studies **Credits:** (3)
- (when offered as American Feminisms, or US Latino Studies)
- HIST 984 - Topics in American History **Credits:** (1-3)
- (when offered as Gender in American History)
- MC 612 - Gender Issues and the Media **Credits:** (3)
- KIN 796 - Topics in Exercise Physiology **Credits:** (3)
- POLSC 606 - Gender and Politics **Credits:** (3)
- POLSC 799 - Pro-Seminar in Political Science **Credits:** (3)
- (when offered as Women and Law)
- SOCIO 633 - Gender, Power, and Development **Credits:** (3)
- SOCIO 635 - Sociology of Human Trafficking **Credits:** (3)
- SOCIO 665 - Women and Crime **Credits:** (3)
- SOCIO 670 - Diversity and Social Interaction in the Workplace **Credits:** (3)
- SOCIO 833 - Gender Differentiation and Inequality **Credits:** (3)
- SOCIO 933 - Gender & Society **Credits:** (3)
- THTRE 782 - Women in Theatre **Credits:** (3)
- **DED 820 – Foundations of Social Justice Education: Research, Theory & Practice**
- EDCI 735 - Gender Implications for Education **Credits:** (3)
- EDCI 886 - Seminar in Curriculum and Instruction **Credits:** (1-18)

<ul style="list-style-type: none"> <li>• MFT 869 - Systematic Treatment of Domestic Violence and Substance Abuse <b>Credits:</b> (2)</li> <li>• FSHS 865 - Human Sexuality <b>Credits:</b> (3)</li> </ul>	<ul style="list-style-type: none"> <li>• (Women, Education, and Leadership)</li> <li>• EDACE 750 - Women, Education, and Work <b>Credits:</b> (2-3)</li> <li>• MFT 869 - Systematic Treatment of Domestic Violence and Substance Abuse <b>Credits:</b> (2)</li> <li>• FSHS 865 - Human Sexuality <b>Credits:</b> (3)</li> </ul>
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**RATIONALE:** These courses were approved by the Women's Studies faculty to count toward the graduate certificate in Women's Studies.

**IMPACT:** DED 820 was submitted for approval for the graduate certificate in Women's Studies by the Assoc. Dean for Research and Graduate Study in the College of Education, Dr. Linda Thurston. She clearly supports it. Her email states that "Our SLOs align well with the SLOs of the Women's Studies graduate certificate. The competencies of understanding, examining and communicating positionality relate to the first and last WS SLOs. Positionality examines one position in a specific context related to gender, sexuality race, ethnicity, ability status, and positions of privilege. The second and third WS SLOs are reflected in all the course SLOs, but especially 3 and 5. This course embodies the multidisciplinary nature of social justice education and demonstrates the interdisciplinarity that also characterizes Women's Studies".

**EFFECTIVE DATE:** Fall 2016



## **Graduate Certificate Proposal**

### **Graduate Certificate in Qualitative Research**

#### **Introduction**

This 18-credit hour graduate certificate is proposed by the Department of Educational Leadership in collaboration with other departments within the College of Education. This certificate is being created in response to the demand for trained qualitative researchers at the national and international levels. The need for trained qualitative researchers reflect an interdisciplinary demand, such as those who can work in academia, public health, non-profit sector, business and marketing, amongst others. This certificate is also benchmarked with other institutions such as University of Georgia, University of Missouri, Georgia State University, and University of Alabama.

This program is suitable for anyone who wants to use qualitative inquiry in their professional spaces. This would include people who want to conduct qualitative inquiry in their scholarly, or scholarly practitioner projects. Students will be introduced to learning qualitative methods from a broad social science perspective so they understand how qualitative research has been taken up in education and other fields. This experience will allow students to make connection between different parts of the inquiry process, thereby developing a stronger understanding of how to conceptualize, execute, and report projects conducted through qualitative inquiry.

Specifically, students will be trained to gain an understanding of their identities as a researcher so that they may conduct research with due diligence, create trust and rapport with participants, and maintain high ethical standards. To that end, we would train students to understand their positionality as researchers, interrogate their privileges, identify their ethical responsibilities, how they construct knowledge, their worldviews, and their values, beliefs, and assumptions. The program will prepare students to present traditional, innovative, or creative representations of research as appropriate for the target audience of their research. Therefore, students will be trained to write academically for multiple audiences with multiple purposes.

The emphasis of the program is to expose students to seminal and current work in qualitative inquiry with strong foundations in theoretical and methodological approaches, research design, data analysis and representation, and the use of appropriate digital tools grounded in classroom and field-based experiences. This emphasis also aligns with several thematic goals and common elements of K-State's 2025. These thematic goals and common elements include, Research, Scholarly and Creative Activities, and Discovery, and Graduate Scholarly Experiences. Therefore, this certificate will also offer some institutionalized frameworks for pursuing qualitative inquiry. While the program is housed within the College of Education, students from any discipline across campus would be welcome to apply to the program. Additionally, developing a rigorous certificate will increase the possibility of recruiting and retaining outstanding graduate students who can not only pursue their own line of inquiry but be members of research teams that work on grant-funded projects. The 18-credit hour requirement also qualifies the students to be able to teach qualitative research in various universities based on their accreditation requirements. Most graduate certificate programs offer 12-15-credit hours of coursework to their students. However, those that offer an 18-credit hour option make their students more marketable as future academics, scholarly practitioners, clinicians, non-profit, public health, or market researchers.

## **I. Statement of the Educational Objectives of the Certificate Program**

The certificate is guided by five primary student learning outcomes as listed below:

1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

## **II. Certificate Program Courses**

This graduate certificate contains 18 credit hours of courses that students are expected to take. Within the College of Education, most doctoral programs have increased their research requirements to 15 credit hours. Research courses taken in qualitative methods within those 15 credit hours could be used towards the graduate certificate. Students who wish to pursue the graduate certificate should work with their advisor and/or the program coordinator of the qualitative research graduate certificate to design their sequence for taking the courses. The advisor will not be responsible for any additional work other than completing a Program of Study form as normally required by graduate school and signing the student's application form (see Appendix A) for the graduate certificate indicating their awareness of the student's interest in the certificate. Also, please note that there are two courses listed from Curriculum and Instruction as research electives. While the instructor of record has left the institution, there are students in the college who might want to use these courses towards their research electives, and therefore, the courses are included. In other words, no additional resources are required to list these courses as research electives.

Additionally, courses that are offered outside the College of Education are listed so that if students in those areas opt to take additional qualitative research courses, then they would be able to do so in collaboration with approval from their advisors and the instructor of record. There is no expectation on the faculty outside of the College of Education to accept students from the College of Education if their courses are restricted to students who are majors of their specific programs. Please note that students' enrollment in any courses should meet established criteria for pre-requisites.

The sequence is divided into 9 credit hours of core classes, 6-9 credit hours of electives (methodological/theoretical), and 0-3 credit hours of applied research. The final three credit hours towards the graduate certificate are designed for students to experience their understanding of qualitative research through an applied project. This applied project can include a completed dissertation that was conducted using qualitative inquiry, or a publishable paper submitted to a refereed journal highlighting an empirical study where the student is the first author of the paper. Students could use a maximum of 3 credit hours of dissertation in progress (999 credits) towards their applied project, but a certificate will not be granted until the students actually complete the dissertation. Students who wish to pursue a publishable

paper option could use the Differentiated Research course credit hours towards the applied research credit and would only be granted the certificate after they offer evidence of submission of their manuscript to a refereed journal in their field. Students can also use other courses (independent study with a professor of their choice) or other courses in their programs to develop the publishable paper, if that is their terminal project. In other words, a student can complete the publishable paper as part of their coursework, or take a course that helps them prepare and submit the paper. This decision will be made jointly by the student and her/his advisor. The student and the advisor can also contact the program director for options and more information.

Once students meet all the requirements of the certificate, they will be asked to fill out a Completion and Summative Evaluation Form (see Appendix B), where the students will articulate how they fulfilled each of the student learning objectives and attach relevant evidence from their work towards the objectives designed for the program. The qualitative research graduate certificate committee, comprised of graduate faculty, who conduct and/or teach qualitative research, will review the completion documents and issue students their graduate certificates. All coursework needs to be completed according to the guideline set by the Graduate School to maintain active status with a minimum of 3.0 GPA.

### **Overview of the Graduate Certificate**

Students are expected to take 18 credit hours of courses to earn the certificate, of which 9 credit hours will be required courses, 6-9 credit hours will be research electives, and 0-3 credit hours will be an applied project. Equivalent courses from other areas will be considered if they are not listed below specifically. In other words, a student taking an introductory qualitative methods class in Geography can use such a course to replace EDLEA 838 and consider the discipline specific methodology course towards the graduate certificate.

#### **Core Classes – 9 credit hours**

EDLEA 838 – Qualitative Methods in Education or equivalent (offered every Fall and Spring).

Instructors: Kakali Bhattacharya and Jessica Holloway

EDLEA 938 – Advanced Data Analysis in Qualitative Research or equivalent (offered every Spring). Instructor: Kakali Bhattacharya

EDLEA 948 – Data Representation and Writing Up Qualitative Research or equivalent (Offered Summer Session II). Instructor: Kakali Bhattacharya (**can only be taken once for the graduate certificate**)

#### **Electives - 6-9 credit hours**

##### **In College of Education**

EDLEA 828 – Scholarly Orientation to Graduate Studies (offered Summer Session II, fully online). Instructor: Kakali Bhattacharya (**can only be used if students choose to write a research interest paper that explores a research interest via qualitative inquiry**)

EDLEA 958: Advanced Seminar/Case Study (Offered in Spring, first offering Spring 2016, Pre-requisite EDLEA 838 or equivalent). Instructor: Jia “Grace” Liang

EDLEA 848 – Advanced Seminar/Philosophies of Inquiry (Offered every Fall, first offering Fall 2016). Instructor: Jessica Holloway

EDLEA 968: Advanced Seminar/Discourse Analysis (Offered Summer Session I, first offering Summer 2016, pre-requisite EDLEA 838 or equivalent). Instructor: Jessica Holloway

EDLEA 988 – Advanced Seminar/Differentiated Research (Offered every Fall, first offering Fall 2015. Pre-requisite EDLEA 838 or equivalent). Instructor: Kakali Bhattacharya

EDLEA 978 – Advanced Seminar/ Qualitative Data Management and Analysis using NVivo (Offered Summer Session II, first offering Summer 2016, Pre-requisite EDLEA 838 or equivalent. EDLEA 938 is highly recommended). Instructor: Jia “Grace” Liang  
 EDLEA 928 – Narrative and Arts-Based Inquiry (Offered every other Fall, first offering Fall 2017, Pre-requisite EDLEA 838 or equivalent). Instructor: Kakali Bhattacharya  
 EDCI 760 - Action Research in Education – currently not being offered, but there are students who have taken this class who could still use it towards the certificate  
 EDCI 920 - Narrative Inquiry - currently not being offered, but there are students who have taken this class who could still use it towards the certificate

### **Outside Electives**

THTRE 862 – Workshop in Playwriting. Instructor: Sally Bailey  
 THTRE 880 – Project in Ethnodrama. Instructor: Sally Bailey  
 FSHS 902 - Qualitative Research Methods in FSHS. Instructor: Karen Myers-Bowman  
 FSHS 908 - Advanced Qualitative Research Methods. Instructor: Instructor: Karen Myers-Bowman

### **Applied Project – 0-3 credit hours**

Applied project could constitute a completion of a dissertation using qualitative methods. Students who wish to use their completed dissertation using qualitative methods could use a maximum of 3 credit hours to complete this requirement. Certificates will be granted only after the completion of a dissertation.

Students who wish to submit a publishable paper to a refereed journal based on an empirical study, could use 3 credit hours earned from EDLEA 988 – Advanced Seminar/Differentiated Research (Offered every Fall, first offering Fall 2015. Pre-requisite EDLEA 838). Instructor: Kakali Bhattacharya.

Other ways of submitting a publishable paper to a refereed journal could include, but not limited to, preparing the manuscript as a result of specific coursework, or preparing the manuscript as an independent study with a faculty member, or preparing the manuscript, outside of coursework through the student’s own initiative.

### **Course Descriptions**

#### **EDLEA 828: Scholarly Orientation to Graduate Studies**

This online course offers graduate students opportunities to learn how to write in a scholarly way, manage bibliography, understand formatting and citational guidelines of American Psychological Association (6<sup>th</sup> edition), conduct index-driven library searches for scholarly sources, and develop an understanding of academic standards of graduate studies in education. **(Accepted only if the students prepare a research interest paper that incorporates qualitative inquiry.)**

#### **EDLEA 848: Advanced Seminar/Philosophies of Inquiry**

In this course, students will explore a variety of philosophical stances upon which different education research methods are built. With a focus on the nature of reality (ontology) and the nature of knowledge (epistemology), the course will challenge students to question the ways in which education knowledge is produced, interpreted, and utilized. By the end of the course, students are expected to develop a personal philosophy of inquiry that will help inform their

theoretical and methodological approaches to education research. **(For the purpose of the graduate certificate, this course could only be used once.)**

**EDLEA 838: Qualitative Research in Education**

An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied.

**EDLEA 958: Advanced Seminar/Case Study**

This advanced qualitative research class focused on case study design and application in social science research. Topics include types of case studies, defining the case, site and sample selection, data collection methods, within-case and cross-case analysis, and writing case reports. Students will conduct and critique a case study appropriate to their discipline. This course may be particularly helpful to students who are contemplating using case study methods in their seminar papers, theses, or doctoral dissertations or students who are exploring various approaches to research. Pre-Requisite: EDLEA 838 or equivalent.

**EDLEA 968: Advanced Seminar/Discourse Analysis**

In this course, students will be exposed to the broad and complex field of discourse analysis, particularly as it relates to education research. Students will learn about different theoretical and methodological approaches to analyzing the various forms and conceptualizations of “discourse”. The course will weave together theory and method, as it will cover discourse analysis as both a method and methodology. While the course will cover a range of approaches (e.g., sociolinguistics, critical discourse analysis, Foucauldian discourse analysis, etc.), students can expect to explore one approach in-depth through an applied project. Pre-Requisite: EDLEA 838 or equivalent.

**EDLEA 938: Advanced Data Analysis in Qualitative Methods**

Qualitative inquiry relies on developing an in-depth data analysis and understanding of the topic being investigated. Such in-depth understanding emerge from triangulation of various data sources as well as using multiple approaches to data analysis to crystallize understanding. This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources. Further, this course will also help students produce a conference proposal and develop skills for documenting their findings, data analysis processes, and representing final outcomes of their studies. Pre-Requisite: EDLEA 838 or equivalent.

**EDLEA 978:Advanced Seminar/ Qualitative Data Management and Analysis using NVivo**

This course addresses the intersection of qualitative research and digital technology. It offers students opportunity to explore the relationships between current technologies and the theory and methods of research. Rather than a survey course, students will learn to use qualitative analysis software, NVivo, with specific data sets for preparation of data files, management of text and images, creation of codes, memos, queries models, and formation of reports. Through practice and refinement of analytical skills in a digital technology supported environment, students are strongly encouraged to reflect on the challenges and opportunities of computer assisted qualitative data analysis software (CAQDAS) as well as one’s ethics as a

researcher. Pre-Requisite: EDLEA 838 or equivalent. EDLEA 938 is highly recommended prior to taking this course.

**EDLEA 948: Data Representation and Writing in Qualitative Research**

Topics covered in this course would vary each semester based on students' writing projects. Topics may include, but not limited to, building methodological arguments, connecting theoretical and methodological frameworks, navigating issues in various genres of data representation, triangulation, and aligning findings with research purpose and questions. Course is repeatable. Pre-Requisite: EDLEA 838 or equivalent.

**EDLEA 988: Advanced Seminar/Differentiated Research in Qualitative Inquiry**

In this class, students would identify an area of qualitative research that they would like to explore in-depth, to give them an opportunity to complete research projects. The class is differentiated to individual student's research needs. Some students might be exploring specific data analysis technique that was underexplored in other courses, while other students might be working on theoretical understanding, and others might be working on completing a chapter in their proposal or dissertation. Recommended Pre-Requisite: EDLEA 838 or an advanced research course.

**EDLEA 928: Narrative and Arts-Based Inquiry**

This course will focus on surveying various arts-based methodological approaches to narrative research within qualitative inquiry. Students will be exposed to arts-based approaches such as ethnodrama, documentaries, performative work, mixed medium work, poetic analysis, creative non-fiction, critical and traditional autoethnographies, etc. Students will be expected to focus on one of these approaches as their chosen approach and create a data-driven product reflecting the guidelines of their chosen methodological approach. Pre-Requisite: EDLEA 838.

**EDCI 760 - Action Research in Education**

This course is a graduate seminar for practicing teachers and pre-service teachers who are committed to improving their teaching practices. The premise of this course is that teachers are both consumers and producers of knowledge (theory) about teaching and learning. Teachers will learn how to become teacher-researchers who investigate and evaluate their teaching practice and create their own living theory. Teachers will be involved with action research, an inquiry that has become popular in teacher education as a form of professional learning. Teachers will also be encouraged to develop their own phronesis (practical wisdom in Greek) and praxis (practice informed by phronesis) through action research.

**EDCI 920 - Narrative Inquiry**

Narrative inquiry has become a popular research methodology increasingly employed across disciplines and interests over the last decade. Currently, narrative inquiry is not only used as a research methodology but also as a pedagogical tool in teaching and learning and in the field of education. The burgeoning interests in narrative inquiry among educational researchers and teachers come from the realization of the power of narratives in impacting the educational field. In this course, we will explore stories or narratives in order to understand and interrogate educational phenomena. We will also examine theoretical underpinnings of narrative inquiry, issues related to, and methods of, narrative and storytelling forms of research in education.

**THTRE 862 – Workshop in Playwriting**

Advanced writing of drama.

**THTRE 880 – Project in Ethnodrama**

Major creative project undertaken to demonstrate competence in a specific area of theatre or drama therapy as required for the Master's Degree.

**FSHS 902 - Qualitative Research Methods in FSHS**

Expands students' skills in theories and methods associated with qualitative research. Emphasis on understanding foundations of qualitative methods, comparing and using various qualitative traditions and applying this knowledge to a research project.

**FSHS 908 - Advanced Qualitative Research Methods**

Recent research, theory construction, and program development; focusing on selected relevant topics. Designed for doctoral students in family life education and consultation.

**III. Statement of How the Courses are Associated with the Certificate**

The three required courses are fundamental courses that teach the students how to conceptualize a qualitative research project, how to execute the project, and how to document and explain the findings of the project within the larger structure of qualitative research. The three required courses are institutionalized and are built into the workload of the instructors of record. The courses in the research electives are a combination of existing courses and new courses. These courses are designed to offer in-depth understanding of methodological and theoretical approaches that inform qualitative inquiry. The courses listed in the applied project category are designed to offer students experience in translating theory and conceptualization of research design into practice. Courses listed outside the college of education can also be taken by students if they align with a methodological approach within their research interest. Departments or programs that offer their own qualitative courses could use their equivalent courses as appropriate replacement courses for the core requirements. Since there is flexibility of 6 credit hours for research electives, a variety of courses within and outside the College of Education can be used towards the certificate.

**IV. Statement of Need**

There has been an increasing demand of trained qualitative researchers both within and outside of academia. Employment sites such as Chronicle of Higher Education, HigherEdjobs.com, Indeed.com, Monster.com, LinkedIn.com, careerbuilder.com, and American Evaluation Association reveal hundreds of jobs requiring qualitative research skills within and beyond academia. Additionally, granting agencies such as National Science Foundation has expanded the scope of their funded research to include, qualitative and mixed methods research which requires people who have qualitative research skills (<http://www.nsf.gov/pubs/2014/nsf14515/nsf14515.htm>) on grant teams. Within academia a student with a graduate certificate in qualitative research brings a value-added skill to their employability given that these programs are not commonly offered in every university, including research intensive universities. Within the scholarly practitioner spaces in education, there is an increasing demand to understand the context in which students, teachers, and educational leaders are functioning in order to address various problems in education (<http://eric.ed.gov/?id=EJ1001870>). Such understanding can only be forwarded by those scholarly practitioners who have qualitative research skills. Given that not all institutions of

higher education have the support and infrastructure to offer comprehensive qualitative research courses, the opportunities available at K-State put us in a position to take advantage of these opportunities and train our students to be strong researchers in multiple spaces of inquiry.

The proposed 18-credit hour graduate certificate is designed to meet the increasing demands for trained qualitative researchers in multiple spaces of social science inquiry so that not only our students are employable, but we are able to position ourselves as leaders within the field comparable to very high research intensive institutions by enhancing the profile of our research course offerings and training students to produce quality products of scholarly inquiry via dissertations and/or publishable articles. Additionally, as mentioned earlier, such an initiative would accelerate the K-State's 2025 agenda due to its alignment with various strategic goals within the agenda.

#### **V. Description of the Certificate Program Administration**

The graduate certificate in Qualitative Research will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Kakali Bhattacharya will be the primary administrator and contact for the certificate program. Drs. Jia "Grace" Liang and Jessica Holloway, housed in Educational Leadership will also be considered core faculty for the program and will be able to respond to inquiries about the program. The three core faculty members (Drs. Bhattacharya, Liang, and Holloway) are the administrative team charged with development and execution of the program. This team will co-lead the first iteration of the certificate offering and be responsible for overseeing the course delivery and program evaluation. Oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership. At present, the tentative formation of the qualitative research graduate committee would include the three core qualitative research faculty members, and two other graduate faculty members from within and outside the College of Education.

Once a student decides to pursue the graduate certificate, the student will complete an application form (Appendix A). The application form must have the student's major professor's signature, so that the major professor is aware of the student's desire to pursue the certificate. If the student is currently enrolled in a graduate program, the program director will email Assistant-to-the-Deans of the Graduate School and request that a certificate record be added to the student's KSIS record profile. If the individual is not a currently enrolled K-State graduate student, he/she must apply online for admissions to the Graduate School as a non-degree student for the Graduate Certificate in Qualitative Research. Upon meeting all the requirements of the certificate, the student will fill out a completion form (Appendix B), where the student will articulate how he/she fulfilled each of the student learning objectives and attach relevant evidence from their work towards the objectives designed for the program. The student must be enrolled the semester the certificate is completed and meet all requirements specified in the Graduate Handbook to be awarded a graduate certificate including a minimum GPA of 3.0. The qualitative research graduate certificate committee, comprised of graduate faculty, who conduct and/or teach qualitative research, will review the completion documents. If the student meets requirements for the Graduate Certificate in Qualitative Research, the program administrator will submit a Graduate Certificate Completion Form to the Graduate School for review and approval. If approved, the Graduate School will order a Graduate Certificate that will be signed by the Dean of the Graduate School and the program administrator. The signed certificate will be mailed to the students by the graduate program



administrator. The Graduate School will notify the Registrar's Office that the graduate certificate program has been completed and to add the title of the certificate and date of completion to the student's transcript.

#### **VI. Estimated Budget**

There is no additional cost for this graduate certificate program as the courses offered are part of the teaching load of the faculty. The department will provide administrative resources via a graduate assistantship, which would be used towards managing this program, such as dedicated email address for application submission and submission of completion forms.

#### **VII. Names of Faculty Associated With or Contributing to the Certificate Program**

##### **Dr. Kakali Bhattacharya**

Kakali Bhattacharya is an associate professor, of qualitative research, at Kansas State University. Housed in the department of Educational Leadership, her research interests are transnational race, class, gender, nationality issues in higher education in the U.S., technology-integrated learning and social spaces, and contemplative approaches to qualitative inquiry. Specifically, she is interested in arts-based approaches to qualitative inquiry, which integrates various contemplative practices. Her refereed book chapters have appeared in publications such as *Higher Education: Handbook of Theory and Research*, *Academic Knowledge Construction and Multimodal Curriculum Development*, *Qualitative Inquiry as Global Endeavor*, and *Arts-based research in education: Foundations for practice*. Additionally, Kakali Bhattacharya is a certified trainer of NVivo, has extensive program evaluation experience, and is a trained instructional designer from Southern Illinois University at Carbondale, IL. She has been the recipient of numerous awards and honors, including being an invited keynote speaker for Southern Connecticut State University, an Outstanding Islander award and an ELITE's Outstanding Faculty Award, from Texas A & M University, Corpus Christi, and the Dean's Award for Outstanding Research and Scholarship, from the College of Education at University of Memphis. She is quite active and visible in various national and international organizations, such as American Educational Research Association and International Congress of Qualitative Inquiry.

##### **Dr. Jia "Grace" Liang**

Jia Grace Liang is an assistant professor in the Department of Educational Leadership at the Kansas State University. Her research interests focus on school leaders' beliefs and practices about instructional leadership with respect to teacher development, supervision, data monitoring, and curriculum programming; leaders' dispositions and practices in community engagement; the institutional equity for women and racial minorities; pedagogy/andragogy for social justice. She holds a Ph.D. from the University of Georgia in educational administration and policy.

##### **Dr. Jessica Holloway**

Jessica Holloway-Libell is an assistant professor of Educational Leadership at Kansas State University. She earned her Ph.D. at Arizona State University in Education Policy and Evaluation. Her current research looks at the influence of market logics on education

policy, specifically related to standardization and accountability. Her dissertation took a policy-as-discourse approach to look at the ways in which teachers and teacher quality have been discursively (re)defined by market-based rationalities. Jessica has published her work in various outlets, including *Teachers College Record* and *Educational Leadership*, and she has presented her research at national and international conferences sponsored by, for example, the American Educational Research Association and the American Association for Colleges of Teacher Education. She currently teaches qualitative research methods at K-State.

#### **Dr. Karen Myers-Bowman**

Karen S. Myers-Bowman, Ph.D., CFLE, is an associate professor and the unit coordinator of Family Studies in the School of Family Studies and Human Services at Kansas State University. She has taught family life education courses since the late 1980s at both undergraduate and graduate levels. Her main areas of professional interest include parent education, sexuality education, families in cultural context and effective educational methods in multiple environments. Using primarily qualitative research methods, her research focuses on parent-child communication about difficult topics and international student exchange experiences within the family context.

#### **Sally Bailey**

As a registered drama therapist Sally Bailey has worked with recovering substance abusers and people with disabilities for over ten years in the Washington, DC area. She is also the author of "Wings To Fly: Bringing Theatre Arts To Students with Special Needs," "Dreams To Sign: Bringing Together Deaf and Hearing Actors and Audiences," and "Barrier-Free Theatre: Including Everyone in Theatre Arts" (recipient of the 2011 American Alliance for Theatre in Education Distinguished Book Award). Sally Bailey has produced children's theatre playwright and is a member of the National Association for Drama Therapy Board of Directors 1995-2001; President of the National Association for Drama Therapy 2001-2003. Founder and Treasurer of the Drama Therapy Fund, 2003-present. Sally Bailey is the recipient of the NADT Gertrud Schattner Award 2006; NADT Service Award 2005; 2005 Inspire by Example Award, given by Community 1st National Bank for Community Service; 2003 William Stamey Undergraduate Teaching Award; the 2001 KSU Advisor of the Year Award; 2011 PAAC Award - Promoting an Accessible Campus, presented by EmPowerCats and K-State for All; and the 2007 Distinguished Service Award in Arts and Disabilities, presented by Accessible Arts, Kansas City, KS and the Kansas State Board of Education.

### **VIII. Program Coordinator**

Dr. Kakali Bhattacharya, Associate Professor  
 Educational Leadership  
 College of Education  
 318 Bluemont Hall  
 1100 Midcampus Drive  
 Manhattan, KS 66506  
 Phone: 785-532-1164 FAX: 785-532-7304  
 Email: kakalibh@ksu.edu

## **IX. Student Learning Outcomes and Assessment Plan**

The assessment plan for this certificate is centered around the following student learning outcomes:

1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

While students will be assessed during their courses via various assignments, discussion, and participation the development of the above-mentioned student learning objective, the student's response on their Completion and Summative Evaluation Form (see Appendix B) would be where the assessment of the educational objectives will occur. All of the learning outcomes deal with knowledge and skills which will be developed throughout the course culminating in a terminal applied project which could be a submission of publishable paper to a refereed journal or the completion of a thesis or dissertation that incorporates qualitative inquiry.

### **Assessment Plan**

The course objectives within this graduate certificate program will be aligned with the five student learning objectives listed. The core faculty will meet at the end of each academic year to evaluate the alignment of the student learning objectives and students' performances and feedback from the courses. If necessary, the core faculty can then decide how they would move forward and if there are changes that need to be made. Appropriate assessment tools are attached in the appendix.

#### **1. Direct Measure – Final Portfolio**

Students will complete a terminal applied project where they will either submit a publishable paper to a refereed journal or they would complete a graduate level thesis or dissertation. Upon completion of their terminal applied project, students will be preparing a final portfolio outside their coursework as guided by the Completion and Summative Evaluation Form (Appendix B). This form will require the students to supply evidence of how they mastered each of the five learning objectives from their applied projects. Students will write 150-word narrative describing how they mastered each SLO and offer appropriate materials from their terminal project as evidence of the mastery of the SLO (sections of a paper, chapter, etc.). The emphasis will be on the summative work done in the terminal applied projects because the applied projects are designed to integrate all of the five student learning objectives. The core faculty will then evaluate the portfolios (see Appendix C) and issue a graduate certificate. Core faculty will pay attention to cluster of patterns emerging from evaluation data collected (Appendix C). Data from Appendix C would be calculated via counting the number of responses made for each level of assessment (Needs Improvement, Meets Expectations, Exceeds Expectations, and Exceptional). Descriptive statistical reports will be calculated based on the data collected for Appendix C responses for each

student portfolio. Special emphasis will be paid to any SLO that clusters around the “Needs Improvement” level of assessment to determine programmatic changes and improvements. Discussion for program improvement will be contingent on how students perform on the portfolio evaluation with the expectation that most students will be able to meet expectations (level of achievement) or perform at higher achievement level as outlined in Appendix C (exceeds expectations, or exemplary). Students will not receive a graduate certificate until they complete the requirements of the portfolio.

The core faculty will also use students’ portfolio work as formative evaluation data to make necessary modification to the program. This data will be brought forward during the annual meeting for the core faculty for program development and modification.

## **2. Indirect Measures – Self Assessment**

At the end of each semester, students in the certificate program will receive an invitation to participate in a self-assessment survey (see Appendix D) to reflect on their learning experiences and their mastery of skills. Survey will be created using Qualtrix. An email distribution list for all students enrolled in the graduate program will be continuously updated with admission and graduation of students. Core faculty will use this data for program modification and development during their annual meeting.

## **3. Indirect Measures – Placement of Students**

Six months after the students complete the graduate certificate, they will be sent a short survey (see Appendix E) where they will provide information about where they are professionally employed, their contact information, and how they are using their acquired qualitative research skills. Information gathered from this evaluation will be used by the core faculty for program development and modification during their annual meetings. Additionally information gathered from this survey will also be a recruitment tool and data to be used towards K-State’s 2025 matrix.

## **Results and Review of Assessment Strategies**

At the end of each academic year, the core faculty will meet to evaluate the data collected via the direct and indirect measures as mentioned above. The core faculty will evaluate the data based on the Logic Model of Evaluation (see Appendix F). Logic model is a commonly used model for evaluation that consists of focusing on inputs, outputs, and outcomes. The premise is to think of the end goal in mind and find ways to evaluate during all phases of the program. The input part of the model considers what has been invested in the program, the output part contains who we reach, what we do, and what we create, and the outcome part of the model evaluates short, intermediate, and long-term results. These results could be viewed in terms of learning, changing actions, and/or changing the conditions of learning and performing. A Logic Model template is attached (see Appendix G). At the annual meeting, the core faculty will complete a logic model based on the data collected via direct and indirect measures. The core faculty will then engage in discussion about the program’s inputs, outputs, and outcomes to assess necessary modification and development strategies.

**Degree Program: Graduate Certificate in Qualitative Research  
Assessment of Student Learning Plan  
Kansas State University**

**A. College, Department, and Date**

College: Primarily College of Education with support from Human Ecology and School of Music, Theatre and Dance

Department: Sponsored by Educational Leadership, with support from other departments within the college of Education, Human Ecology, and School of Music, Theatre and Dance

Date: Estimated start date, Fall 2016. Submitted for consideration Fall 2015 (within College of Education) and Spring 2016 (outside College of Education).

**B. Contact Person(s) for the Assessment Plans**

Kakali Bhattacharya, Ph.D., Associate Professor

**C. Degree Program**

Graduate Certificate in Qualitative Research

**D. Assessment of Student Learning**

**I. Student Learning Outcomes**

**a. List (or attach a list) all the student learning outcomes for the program.**

The assessment plan for this certificate is centered around the following student learning outcomes:

1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry through their coursework and applied projects.
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

**b. Identify the outcomes that will be assessed.**

Please see the Alignment Matrix for the Graduate Program. All outcomes will be assessed summatively in the final portfolio where the students reflect on how they mastered each of the learning outcomes and attach evidence from their terminal applied project (sections of published paper, dissertation, thesis, etc.). The portfolio is completed outside of the coursework.

**University SLO and Relationship with Graduate Certificate Program SLO**

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different than university SLOs
	Knowledge	Skills	Attitudes & Professional Conduct	
1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.	x	x		
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.	x	x	x	
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.	x	x		
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.	x	x		
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.		x	x	

**Alignment Matrix for Graduate Programs** – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

<b>SLO/Required Courses/experiences</b>	<b>Direct Assessment (A)</b>	<b>Opportunities to Learn Courses Listed by Number (X)</b>
1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.	Dissertation/Thesis Publishable Paper informing Final Portfolio	EDLEA 838, EDLEA 848, EDLEA 938, EDLEA 958, EDLEA 948, EDLEA 988, EDLEA 928, EDLEA 968, EDCI 920
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.	Dissertation/Thesis Publishable Paper informing Final Portfolio	EDLEA 838, EDLEA 848, EDLEA 938, EDLEA 958, EDLEA 948, EDLEA 988, EDLEA 928, EDCI 920, FSHS 902
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.	Dissertation/Thesis Publishable Paper informing Final Portfolio	EDLEA 938, EDLEA 928, EDLEA 958, EDLEA 928, EDLEA 988, FSHS 908
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.	Dissertation/Thesis Publishable Paper informing Final Portfolio	EDLEA 958, EDLEA 938, EDLEA 968, EDLEA 978, EDLEA 928, EDCI 720, EDCI 920, THTR 862, THTR 889, ANTH 777, ANTH 792
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.	Dissertation/Thesis Publishable Paper informing Final Portfolio	EDLEA 828, EDLEA 938, EDLEA 948, EDLEA 988, EDLEA 958, EDLEA 928, FSHS 908
<b>University SLO's</b>		
Knowledge	A	
Skills	A	
Attitudes and Professional Conduct	A	

Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).

Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome (assignments in course, evaluation of final thesis, report, dissertation).

## **II. How will the learning outcomes be assessed? What groups will be included in the assessment?**

The learning outcomes would be assessed summatively (direct assessment) based on the student's submission of a terminal project final portfolio (Appendix B). The portfolio work will be conducted outside of the coursework. Students will be directed to reflect how they mastered each of the student learning outcome (150-word maximum) and offer appropriate evidence of such mastery from their applied project which could be either a publishable paper or dissertation or thesis. Core faculty will meet annually to evaluate the portfolio (Appendix C) with the expectation that most students will perform at the level of **Meets Expectation** or better. Data from Appendix C would be calculated via counting the number of responses made for each level of assessment (Needs Improvement, Meets Expectations, Exceeds Expectations, and Exceptional). Descriptive statistical reports will be calculated based on the data collected for Appendix C responses for each student portfolio. Special emphasis will be paid to any SLO that clusters around the **Needs Improvement** level of assessment to determine programmatic changes and improvements.

Additionally, each semester students will be completing Student Self Assessment Survey (Appendix D) to reflect on the learning outcomes (indirect assessment) from their coursework completed in that particular semester.

## **III. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

The core faculty will meet every year to evaluate the data collected from Appendix D and data collected from Appendix C (when available, as there might not be students completing terminal projects each year). When applicable graduates of the program will also complete a Post-Graduation Program Testimonial and Placement Survey (Appendix E) six months after their graduation reflecting on how they are using their skills obtained from the program in their current professional roles. During the annual meeting, the core faculty will use a Logic Model evaluation (Appendix F) to identify strength and weaknesses of the student learning outcomes, patterns and clustering around certain student learning outcomes, and possible programmatic changes and revisions. The Logic Model chart will be completed and other relevant information will be documented as minutes of the meeting. In subsequent years, the core faculty will use previous year's assessment to determine further programmatic changes and revisions.

## **IV. What is the unit's process for using assessment results to improve student learning?**

At the annual meeting, core faculty will use all data collected within the previous academic year and the years preceding to identify the ways in which student learning outcomes are assessed and where improvements might be needed.



## **Appendices**

- Appendix A – Application form (administered to potential incoming students)
- Appendix B – Completion and Summative Evaluation Form (administered to graduating students)
- Appendix C – Portfolio Evaluation Rubric (administered to core program faculty)
- Appendix D - Student Self Assessment Survey (administered each semester to enrolled students)
- Appendix E - Post-Graduation Program Testimonial and Placement Survey (administered to graduates of the program, six months after graduation)
- Appendix F – Logic Evaluation Model (distributed to core faculty, once a year, for program evaluation and development)
- Appendix G – Endorsements from other academic units

## Appendix A

Application for entry into the program will be accepted on an ongoing basis. Students should consult with their advisors and/or the Program Director for the Qualitative Research Graduate Certificate to ensure they understand the requirements of the program.

To apply to the program students must:

- Have a minimum GPA of 3.0
- Must be admitted to graduate school at K-State
- Submit a personal essay describing their interest in qualitative research and how they see the certificate contributing to their professional aspirations.
- Complete the application form

**Application Form  
Graduate Certificate in Qualitative Research**

Name:

Address:

Student ID:

Email Address:

Phone Number:

**To be completed by an assigned dissertation or thesis supervisor if applicable.**

Name of Dissertation/Thesis Supervisor (if applicable):

I have reviewed this application and approve \_\_\_\_\_'s (name of student) proposal for completion of the graduate certificate in Qualitative Research.

**Signature of Supervisor**

**Date**

\_\_\_\_\_

\_\_\_\_\_

**Include a personal essay (no more than 500 words) with this application form. Highlight the following topics in your personal essay:**

- prior exposure to qualitative research if any
- current interest in qualitative research
- alignment of the graduate certificate with your professional aspirations
- research interest, if you have any, that can be pursued via qualitative inquiry

**Sign below to indicate your understanding of the requirements of the certificate.**

- I have to maintain a 3.0 GPA.
- I have to complete all program requirements for the certificate.
- I will complete an applied project that is empirical in nature driven by qualitative inquiry
- I will complete self-assessment surveys sent out to me each semester.
- I will complete end-of-program portfolio with my reflections on how I mastered the student learning objectives
- I will complete a post-graduation placement survey to communicate how I am using qualitative research in my professional role.

**Signature of Student**

**Date**

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

### Completion and Summative Evaluation Form Terminal Project Final Portfolio

Name (as you want it to appear on the graduate certificate):

Current email and mail address:

Date:

Student Number:

**List below information about courses taken that are being considered for the graduate certificate.**

#### **Required Courses (9 credit hours)**

<b>Course</b>	<b>Semester</b>	<b>Grade</b>
---------------	-----------------	--------------

#### **Research Elective (6-9 credit hours)**

<b>Course</b>	<b>Semester</b>	<b>Grade</b>
---------------	-----------------	--------------

**Completion and Summative Evaluation Form  
Terminal Project Final Portfolio**

**Applied Project (0-3 credit hours)**

<b>Course</b>	<b>Semester</b>	<b>Grade</b>
---------------	-----------------	--------------

**Applied Project Description** (include the following information, title of project, type of qualitative inquiry, theoretical and methodological framework, and findings within 250 words. You can include your abstract if it captures all the details. You can write below or attach a separate document.)

**To be completed by Dissertation, Thesis Supervisor, or Supervising Advisor**

I certify that \_\_\_\_\_ (student's name) has completed the above listed course requirements for the Graduate Certificate in Qualitative Research.

**Signature of Supervisor/Advisor**

**Date**

\_\_\_\_\_

\_\_\_\_\_





**Completion and Summative Evaluation Form  
Terminal Project Final Portfolio**

**Checklist for completion of Portfolio**

- Name listed as it needs to appear on the certificate
- Correct contact information
- Course listings are accurate and falls within the certificate guidelines
- Applied Project description completed with the necessary information as outlined in this form
- Signature of supervisor/advisor collected to certify accuracy of information and completion of applied project
- Narratives written for each of the five learning objectives
- Supplemental evidence to support mastering each of the five learning objectives is attached
- Stayed within the listed word limits



### Appendix C Portfolio Evaluation Rubric

This portfolio rubric is for core program faculty to use to evaluate the quality of the student portfolio submitted as students reach the final stage of completing certificate requirements. This rubric will be used for program development and formative evaluation.

**Name of Student:**

**Semester Portfolio Submitted:**

**Date of Evaluation:**

**Evaluator:**

**Applied Project Type and Title:**

<b>1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.</b>			
<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
<p>Student's narrative on his/her epistemological position <b>could have used more elaboration on the specific tenets of a philosophical framework and its applicability in the terminal project with scholarly citations.</b> Supporting evidence from terminal project was lacked explanation and elaboration in terms how it aligned with the narrative.</p>	<p>Student's narrative on his/her epistemological position <b>was adequate with specific tenets of a philosophical framework and its applicability in the terminal project with scholarly citations and elaboration of concepts.</b> Supporting evidence from terminal project was appropriately aligned with narrative.</p>	<p>Student's narrative on his/her epistemological position <b>demonstrated discernment between multiple tenets of various epistemological positions to situate one's narrative within certain epistemological position.</b> Supporting evidence from terminal project demonstrated a depth of understanding of one's own epistemic framing in addition to understanding other epistemic choices that might not be the best fit.</p>	<p>Student's narrative on his/her epistemological position demonstrated <b>an expert/publishable/polished level of understanding of various philosophies of inquiry</b>, why the particular study is situated in a certain epistemic position, and what might be the potentials and problems of such epistemic positioning in comparison to other options. Supporting evidence from terminal project aligned well with the narrative justification, and the quality of writing could be considered worthy of academic publication.</p>

<b>2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.</b>			
<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
<p>Student's narrative on his/her subjectivities, worldviews, privileges, and ethical issues was <b>abbreviated and could have used more elaboration with scholarly citations.</b> Supporting evidence from terminal project did not clearly demonstrate an alignment with the student's narrative.</p>	<p>Student's narrative on his/her subjectivities, worldviews, privileges, and ethical issues was <b>adequate with scholarly citations and elaboration of concepts.</b> Supporting evidence from terminal project was appropriately aligned with narrative.</p>	<p>Student's narrative on his/her subjectivities, worldviews, privileges, and ethical issues <b>demonstrated a depth of understanding of one's own worldview in relation to the context of research, relationship with participants, and ways in which one's worldview might interact with data collection, analysis, and representation.</b> Supporting evidence from terminal project demonstrated the understanding of the complex intersection of subjectivities, ethical responsibilities, worldviews, privileges and their role in the student's empirical study.</p>	<p>Student's narrative on his/her subjectivities, worldviews, privileges, and ethical issues <b>demonstrated expert/polished/publishable level understanding and critical interrogation of how such constructs inform various parts of qualitative inquiry.</b> Supporting evidence from terminal project not only aligned well with the narrative, but also demonstrated complex, deep, and critical understanding of how worldviews, subjectivities, privileges, and ethical responsibilities played out in the empirical study in the terminal project. The quality of writing could be considered worthy of academic publication.</p>
<b>3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.</b>			
<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
<p>Student's narrative made references to theoretical and methodological tenets and their application in the terminal project but <b>required more elaboration, explanation, and scholarly citations.</b> Supporting evidence from terminal project lacked clear demonstration of an alignment with the student's narrative and/or did not demonstrate a well fleshed out understanding of how theoretical and methodological tenets</p>	<p>Student's narrative made references to theoretical and methodological tenets and their application in the terminal project that <b>contained adequate elaboration, explanation, and scholarly citations.</b> Supporting evidence from terminal project offered clear demonstration of an alignment with the student's narrative with well fleshed out</p>	<p>Student's narrative demonstrated a <b>depth of understanding of theoretical and methodological tenets that not only pointed towards various supporting evidence in the terminal project, but also made strong arguments for how such alignment brings about academic rigor and trustworthiness for the terminal project, and by extension, qualitative</b></p>	<p>Student's narrative on theoretical and methodological tenets, and their associated academic rigor and trustworthiness <b>demonstrated expert/polished/publishable level of understanding</b> and critical interrogation of how such constructs influence various parts of qualitative inquiry and the quality of such inquiry. Supporting evidence from terminal project aligned well with the narrative explanation demonstrating complex,</p>

applied to the empirical study in the terminal project.	examples of application of theoretical and methodological tenets in the empirical study in the terminal project.	<b>inquiry.</b> Supporting evidence from terminal project demonstrated the complex ways in which theoretical and methodological tenets played out in the empirical study and its associated academic rigor and trustworthiness.	deep, and critical understanding of the application of theoretical and methodological tenets, associated rigor and trustworthiness. The quality of writing in the terminal project could also be considered worthy of academic publication.
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**4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.**

<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
Student's narrative made <b>thin, unelaborated explanations of their chosen form of methodological approach.</b> Abbreviated explanations lacked discussions about research design (data collection, analysis, and data representation) and the established application of chosen methodology within the discipline of qualitative inquiry. Supporting evidence from terminal project lacked clear alignment with the narrative and/or demonstrated weak understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.	Student's narrative made <b>adequate, explanations to the chosen form of methodological approach to qualitative inquiry. References were made to research design (data collection, analysis, and representation) and the established application of chosen methodology within the discipline of qualitative inquiry.</b> Supporting evidence from terminal project demonstrated alignment with the narrative and/or understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.	Student's narrative included <b>methodological understanding from disciplinary and interdisciplinary use of qualitative methods in social sciences.</b> Explanations referred to how the chosen approach has been taken up both within the student's disciplinary literature and in relevant interdisciplinary literature. Supporting evidence from terminal project demonstrated alignment with the narrative and/or understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.	Student's narrative demonstrated disciplinary and interdisciplinary understanding in addition to <b>expert/polished/publishable quality</b> in detailed explanations of a chosen methodology including the complex iterative interaction between various parts of the research process (data collection, data analysis, and data representation), explaining tensions, contradictions, ethical crossroads, multiple analytical approaches, and situating such understanding within the methodological literature. Supporting evidence from terminal project not only aligned well with the narrative, but the content in the empirical study could be considered publishable.

**5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.**

<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
Student's narrative content <b>missed multiple criteria as expected by the student's</b>	<b>Student's narrative content included multiple criteria as expected by the</b>	Student's narrative content included <b>criteria as expected by the student's</b>	Student's narrative content <b>demonstrated expert/polished/publishable level of writing meeting the</b>

<p><b>disciplinary audience.</b> Criteria could include, but not limited to:</p> <ul style="list-style-type: none"> <li>- scholarly citations</li> <li>- alignment with different parts of the research</li> <li>- triangulation of data sources</li> <li>- explanation of methodological processes</li> <li>- justification for choices made for conceptualization, execution, and report of research</li> <li>- justification for academic rigor and trustworthiness</li> </ul> <p>Supporting evidence from terminal project lacked clear alignment with the narrative and/or demonstrated weak understanding of criteria for reporting research within the student's chosen discipline of the empirical study.</p>	<p><b>student's disciplinary audience.</b> Criteria could include, but not limited to:</p> <ul style="list-style-type: none"> <li>- scholarly citations</li> <li>- alignment with different parts of the research</li> <li>- triangulation of data sources</li> <li>- explanation of methodological processes</li> <li>- justification for choices made for conceptualization, execution, and report of research</li> <li>- justification for academic rigor and trustworthiness</li> </ul> <p>Supporting evidence from terminal project demonstrated alignment with the narrative in terms of understanding the criteria for reporting research within the student's chosen discipline of the empirical study.</p>	<p><b>disciplinary and interdisciplinary audience,</b> by creating a broader implications for the terminal project. Criteria could include, but not limited to:</p> <ul style="list-style-type: none"> <li>- included relevant scholarly citations that are within and outside the student's immediate discipline</li> <li>- alignment with different parts of the research</li> <li>- triangulation of data sources</li> <li>- explanation of methodological processes for relevant disciplinary and interdisciplinary audiences</li> <li>- justification for choices made for conceptualization, execution, and report of research</li> <li>- justification for academic rigor and trustworthiness as relevant for disciplinary and interdisciplinary audience</li> </ul> <p>Supporting evidence from terminal project demonstrated alignment with the narrative in accordance with relevant disciplinary and interdisciplinary audience.</p>	<p><b>expectations of relevant criteria for disciplinary and interdisciplinary audience.</b> Criteria could include, but not limited to:</p> <ul style="list-style-type: none"> <li>- included relevant scholarly citations that are within and outside the student's immediate discipline</li> <li>- alignment with different parts of the research</li> <li>- triangulation of data sources</li> <li>- explanation of methodological processes for relevant disciplinary and interdisciplinary audiences</li> <li>- justification for choices made for conceptualization, execution, and report of research</li> <li>- justification for academic rigor and trustworthiness as relevant for disciplinary and interdisciplinary audience</li> </ul> <p>Supporting evidence from terminal project not only aligned well with the narrative, but the content in the empirical study could be considered publishable.</p>
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**Evaluator Notes:**

**Appendix D**  
**Student Self Assessment Survey**

(to be administered at the end of each semester to enrolled students via Qualtrix)

**Please complete this self-assessment survey to reflect on your learning experiences and mastery of skills based on the qualitative research courses that you have participated in this semester. Please know that there is no right or wrong answer. Some questions may or may not apply to your experiences. If they do not apply to your experiences, just put N/A in the answer to denote Not Applicable.**

1. Based on your understanding of various philosophical frameworks in qualitative inquiry, what is your epistemological position?
2. How comfortable do you feel about this framework? Where might you be struggling?
3. After identifying your subjectivities, worldviews, privileges, and ethical responsibilities, what are your positionalities as a researcher?
4. How comfortable do you feel in articulating your positionalities? Where might you be struggling?
5. What work did you do in this past semester that helped you conceptualize a methodologically rigorous qualitative inquiry?
6. What work did you do in the past semester that helped you conceptualize a theoretically rigorous qualitative study?
7. What work did you do in the past semester that helped you execute a methodologically rigorous qualitative study?
8. What methodological approach, if any, did you study this past semester? What is your comfort level with this methodological approach?
9. What are you considering to be your applied project for this certificate?
10. How would you use (or how have you used) a chosen methodological approach in your applied project?
11. What kinds of qualitative research in your field have you been reading in this past semester, if any?
12. What would you need to consider to prepare high quality research reports from your applied project for your intended disciplinary target audience?

**Appendix E**  
**Post-Graduation Program Testimonial and Placement Survey**  
(administered to graduates, 6 months after graduation via Qualtrix)

Please complete the survey for the purpose of program development, assessment, and marketing efforts.

**Name:**

**Email:**

**Mailing Address:**

**Phone number:**

**Current Position:**

**Employer Name and Address:**

**How are you currently using qualitative research skills that you obtained from the certificate program?**

**Would you be willing to give us permission to use your response as a testimonial for our program? A testimonial will contain excerpts from your response to the ways in which you are using qualitative research skills in your current position, your name, and your professional position. You are under no obligation to consent to a testimonial.**

## **Appendix F** **Logic Model of Evaluation**

(distributed to core faculty, once a year, for program evaluation and development)

Core program faculty will use this Logic Model of Evaluation to assess the execution of the student learning objectives. Each year the core faculty will overview all documents collected during the year to closely look at how the program is functioning based on the resources invested in the program. The Logic Model of Evaluation template could also be used to project intermediate and long term goals once the program matures.

For the input column we would look at what we have invested in the program which could include, but not limited to:

- Faculty
- Staff
- Time
- Money
- Materials
- Equipment
- Technology
- Partners

For the Outputs column we would reflect on what we do and who we reach. What we do could include, but not limited to:

- Develop curriculum
- Deliver instructions
- Prepare scholarly practitioners
- Prepare future academics
- Assist with conceptualization of qualitative research
- Assist with execution of qualitative research
- Assist with reporting of qualitative research
- Assist with developing high quality and rigor in qualitative research
- Assist with maintaining high ethical standards in qualitative research
- Partner with other areas on campus

Who we reach could include:

- Students pursuing a masters degree
- Students pursuing a doctoral degree
- Non-degree seeking students

Our short term output would include assessment of:

- Execution of student learning objectives in final portfolio
- Graduates reporting the value of the certificate in their current professional practice

Based on our assessment, we would identify action items for program modification and development as necessary. We would expect to discuss intermediate and long term goals after the first 5 years of program management.

Logic Model Evaluation of Graduate Certificate in Qualitative Research

Date reviewed:

Reviewers:

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long

Assumptions

External Factors



**Appendix G**  
**Endorsements from Other Academic Units**

**School of Music, Theatre, and Dance**

On Nov 19, 2015, at 6:30 PM, Kurt Gartner <[kgartner@ksu.edu](mailto:kgartner@ksu.edu)> wrote:

I don't foresee problems from the standpoint of the School of Music, Theatre, and Dance. Please keep me posted.

Thanks,  
Kurt

Kurt Gartner, D.A.  
Interim Director - School of Music, Theatre, and Dance  
Professor of Music  
Kansas State University  
130 McCain Auditorium  
Manhattan KS 66506  
(o) 785-532-3802  
(f) 785-532-6899  
<http://www.ksu.edu/mtd>

**School of Family Studies and Human Studies**

**From:** David Thompson <[thomsond@ksu.edu](mailto:thomsond@ksu.edu)>  
**To:** Dorothy Durband <[dottie@ksu.edu](mailto:dottie@ksu.edu)>  
**Cc:** Kakali Bhattacharya <[kakalibh@ksu.edu](mailto:kakalibh@ksu.edu)>, Sandra Stith <[sstith@ksu.edu](mailto:ssstith@ksu.edu)>  
**Subject: Re: Final Paperwork for Qual Graduate Certificate**  
**Date:** November 23, 2015 at 1:25:26 PM CST

Thank you, Dottie. Your email is sufficient! We appreciate your support and look forward to future collaborations. David

Dr. David C. Thompson  
Elvon G. Skeen Endowed Chair  
Distinguished Fellow of Research and Practice NEFC  
Department of Educational Leadership  
785.532.5535  
[thomsond@ksu.edu](mailto:thomsond@ksu.edu)

On Nov 23, 2015, at 12:26 PM, Dorothy Durband <[dottie@ksu.edu](mailto:dottie@ksu.edu)> wrote:

I have been at a conference since last week so I'm catching up on emails. I would be glad to sign the paperwork. Please route it to me.

Dottie

**DOROTHY B. DURBAND, Ph.D., AFC®**  
Director  
School of Family Studies and Human Services

College of Human Ecology  
Kansas State University  
302 Justin Hall 1324 Lovers Ln.  
Manhattan, KS 66506  
785.532.1472

**From:** David Thompson  
**Sent:** Wednesday, November 18, 2015 11:18 AM  
**To:** F Goodson; Kurt Gartner; Laszlo Kulcsar; Sandra Stith  
**Cc:** Kakali Bhattacharya; Debbie Mercer; Bradley Burenheide; Paul Burden; Kenneth Hughey  
**Subject:** Course and curriculum proposal--NEW GRADUATE CERTIFICATE touching bases

Good morning, all.

Attached please find a set of materials relating to a proposed new Graduate Certificate in Qualitative Research. Dr. Kakali Bhattacharya, Associate Professor of Educational Leadership, has provided thoughtful and skillful work in constructing the attached proposal... more particularly, I believe she has done an excellent job not only in content but in also securing broad support in the affected colleges. The attached materials also provide supportive statements from faculty members in your individual units.

I learned years ago, when the School of Leadership Studies was established in my department, the importance of substantive and courtesy contact with units that propose collaboration on important projects— I believe your faculty, along with those in my own college, have proposed a good and thorough graduate certificate (see attached). I am asking that you, as department head, (1) review the attached materials, (2) consult as needed with the named supportive faculty and others as you see fit, and (3) reply to me at your earliest convenience regarding your own willingness to support or amend the proposal. Obviously we wish to show wide support for this project, which we believe will serve graduate students well.

Relating to timeline, we are hoping to move the Graduate Certificate in Qualitative Research to the first voting level (i.e., College of Education) prior to December 3 (the date when Academic Affairs of the College next meets).

Thank you in advance for your review and response. David

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