

**Fort Hays State University Faculty Senate**  
**Agenda for Regular Meeting on Tuesday, February 1, 2011**  
(3:30pm, Stouffer Lounge)

**1. Approval of Minutes and Attendance of Prior Meeting**

(Attachments A and B)

**2. Announcements and Information Items:**

2a. Kansas Board of Regents and COFSP

- Transfer and Articulation Process Discussion (Attachment C) and Core Outcomes Initiative (Attachment D)
- Kansas P-20 Education Council Final Report (Attachment E)

2b. President's Cabinet

- No report; next meeting February 2

**3. Presentation by Guest**

- Writing Intensive Program: Dan Kulmala

**4. Reports from Committees –**

4a. Executive Committee: Rita Hauck, Chair

- Transfer and Articulation Process and Core Outcomes Project comments to COFSP

4b. Academic Affairs: Jeffrey Burnett, Chair

- SOC 680 Nonprofit Organizations
- SOC 681 Social Entrepreneurship
- MDI 424 Advanced Mammography
- MDI 425 Digital Mammography
- MDI 426 Advanced Cardiovascular Interventional Technology
- MDI 427 Cardiovascular Interventional Technology Pathology and Case Review
- MDI 428 Principles of Diagnostic Medical Sonography

4c. Student Affairs: Denise Orth, Chair

- No report

4d. University Affairs: Joe Perniciaro, Chair

- Discussion on Salary Survey Report (Attachment F)

4e. By-Laws and Standing Rules: Joe Chretien, Chair

- No report

4f. University Marketing and Strategic Academic Partnerships: Sharla Hutchison, Chair

- No report

**5. Reports from Special Committees and Other Representatives**

5a. Digital Measures: Chris Crawford

**6. Old Business**

**7. New Business**

**8. Adjournment of Regular Faculty Senate Meeting**

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## BACKGROUND

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The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators (KCIA), a group comprised of the chief academic officers of the state's community colleges and vocational-technical schools/colleges. The goal of this project was to develop core outcomes and competencies for general education courses at the state's colleges and universities.

The first meeting for the project was held in fall 1999 at the Southside Educational Center in Wichita. Faculty were invited to that meeting from the state's 19 public community colleges, six Regents' universities, and Washburn University. Six disciplines were represented: Biology, Computer Science, English, Mathematics, Sociology, and Speech. A second meeting, in spring 2000, was conducted at Emporia State University, and three additional disciplines—Chemistry, History, and Psychology—were added to that initial group of six. A third meeting, again at Southside, was conducted in January 2001. Another meeting of the core competency groups was held in September of 2002. Subsequently, disciplines such as English, Mathematics, and Speech have scheduled other, independent meetings.

The Core Competency meetings were originally financed through the KCIA budget. Each institution made a commitment to its faculty and supplied them with finances for lunch and travel. Due to increased budget decreases and the time commitment for our faculty, it was decided that future meetings would be held annually in the fall semester. In 2005 and 2006, additional Core Competency meetings occurred, and reports have been filed with the Kansas Board of Regents.

At its retreat in the summer of 2007, the KCIA members decided that the project needed a comprehensive list of courses that have been evaluated in each area, a standard format for reporting of the reviews and outcomes, as well as minutes. Therefore, this report follows a standard format for each discipline even though some information, such as course titles, may be missing. The annual reports are posted to the Kansas Board of Regents' website. Each report contains the most recent review of the outcomes for the courses listed at each academic institution.

For the past three years, the faculty from the various disciplines met annually at the Eugene M. Hughes Metropolitan Complex, Wichita State University, in Wichita, Kansas. Attendance has ranged from 120 to 170 during these years. Faculty met in their individual groups for the majority of time during the two and a half hour period. There appears to be a lot of interaction within the groups and many focused on topics of concern outside the specific core outcomes. Informal feedback leads us to believe that this time is well spent and that faculty appreciates the opportunity to discuss common concerns within their discipline.

Contact: [Martha.Shawver@wichita.edu](mailto:Martha.Shawver@wichita.edu) or [Gary.Miller@wichita.edu](mailto:Gary.Miller@wichita.edu)



## KANSAS P-20 COUNCIL RELEASES FINAL REPORT

Peterson, Kip to: Peterson, Kip

01/14/2011 02:53 PM

From: "Peterson, Kip" <kpeterson@ksbor.org>

To: "Peterson, Kip" <kpeterson@ksbor.org>

Link to press release:

[http://www.kansasregents.org/kansas\\_p\\_20\\_education\\_council\\_releases\\_final\\_report](http://www.kansasregents.org/kansas_p_20_education_council_releases_final_report)

FOR IMMEDIATE RELEASE

January 14, 2011

### KANSAS P-20 EDUCATION COUNCIL RELEASES FINAL REPORT

Aligning Educational Systems Key to State's Economic Development; Continued Dialogue Needed

(TOPEKA) – The Kansas P-20 Education Council recently released a final report that recommended, among other things, continued state-level dialogue focused on aligning educational systems in Kansas in order to boost the state's economy. The Council, which was established by former-Governor Kathleen Sebelius in 2008 and continued by Governor Mark Parkinson, was comprised of 22 members representing K-12 education, postsecondary education, and the state's business community.

"While the work of the P-20 Council clearly offers opportunities to improve and strengthen the educational system in our state, it would be a mistake not to recognize the profound impact an integrated and aligned educational system would have on building our state's economy," said Dr. Bill Wagon of Topeka, former-State Board of Education Member and Co-Chair of the P-20 Council. "I believe pursuit of the Council recommendations, including a continuation of the work of the P-20 Council, will result in significant economic benefits for Kansas."

The Council was created in response to the recognition that an integrated educational system, extending from early childhood to the workplace, is necessary to provide the high quality education and training essential to prepare Kansans for life and work in the 21st century. Traditionally each stage in the educational process (pre-kindergarten, kindergarten, elementary, high school, postsecondary education, and lifelong learning) has been considered a self-enclosed unit having little direct contact with the other sectors. Research and experience have demonstrated that effective education rests on aligning education sectors in an integrated way.

"In the past, education has focused on individual levels and the goals of those levels," said Regent Christine Downey-Schmidt of Inman, Co-Chair of the P-20 Council. "The better approach to education is to view it as a system, focusing on integration and what is being done for the benefit of the student, versus the benefit of the system. As a result, resources can be used more effectively and efficiently. The work of this P-20 Council is a first step, and is significant. Many states, however, are farther along in the process. I'm hopeful that the necessary work of the Council will continue."

In its final report, the P-20 Council identified the following key findings:

- A high school diploma is not sufficient to compete in the current or future workforce. By the year 2018, 64% of jobs in Kansas will require some type of postsecondary education. It will be necessary to provide quality education to a broad range of individuals, including returning adults, currently under-represented groups and out-of-state students. To meet emerging workforce needs, the Kansas educational system must produce a higher number of skilled workers.
- The Kansas education system encompasses a variety of institutions and organizations. To be most effective, these institutions and organizations must collaborate and communicate routinely.
- Today's education system must be robust and flexible to meet the evolving demands of students, business and industry. The economic vitality of Kansas depends on a system that values continuous learning experiences across a lifetime and can respond to rapidly developing workforce needs.

The P-20 Council's final report included the following recommendations:

- Continue the work of the P-20 Council through a formal process. Every state has established a P-20 Council, or similar entity, to ensure an integrated educational system, and the P-20 Council recommends Kansas do the same.
- Strengthen early childhood education in Kansas using data collection and analysis to promote evidenced-based practices in educational settings, improve teacher and provider quality through coordination and collaboration, and coordinate a continuum of services and education from birth to grade three.
- Continue to monitor the alignment of the P-20 educational system and identify ways to measure progress.
- Include civic engagement in the future work of the P-20 Council.
- Consider the establishment of regional P-20 Councils to promote economic development and address specific regional needs.

The P-20 Council's final report can be found online at:

<http://www.ksde.org/LinkClick.aspx?fileticket=zmSQS0DUgC0%3d&tabid=2880&mid=10681>.

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About the Kansas Board of Regents:

The nine-member Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions (seven public universities, 19 community colleges, and six technical colleges). In addition, the Board administers the state's student financial aid, adult education, GED, and career and technical education programs. The Board also authorizes private proprietary schools and out-of-state institutions to operate in Kansas, and administers Kan-ed, a statewide network that provides broadband Internet access and distance learning capabilities for schools, hospitals, and libraries.

For more information, contact Kip Peterson at (785) 296-3421 or at [kipeterson@ksbor.org](mailto:kipeterson@ksbor.org).

Visit the Kansas Board of Regents online at [www.kansasregents.org](http://www.kansasregents.org).

About the Kansas State Department of Education:

The Kansas State Department of Education ensures the policies and programs prescribed by state law and the State Board of Education are met while providing students and educators with the necessary support in order to meet and exceed academic goals. Its mission is to provide leadership and support for public and private accredited K–12 schools in all areas including standards, assessments, nutrition, licensure and finance.

For more information, contact Kathy Toelkes at (785) 296-4876 or at [ktoelkes@ksde.org](mailto:ktoelkes@ksde.org).

Visit the Kansas State Department of Education online at [www.ksde.org](http://www.ksde.org).

# MDI 424 Advanced Mammography

**Description:** This course is designed to expand the cognitive skills of technologists in the mammography field to include a greater knowledge of the different imaging procedures used to detect breast cancer and breast diseases. Students will explore the technology and techniques involved in interventional procedures, including stereotactic breast biopsy, and additional modalities used in breast imaging.

**Prerequisite:** The student must meet the following criteria: Satisfactory completion of MDI 419: Mammography for Radiologic Technologists, OR hold post-primary certification in mammography through the ARRT or be employed in a mammography department, OR permission of instructor.

**Course Credit:** 2 hours

**Course Time:** October 17, 2011-December 16, 2011- variable time ( 8 week course)

**Instructor:** Teal Sander B.S. RT(R)(M)(CT), LRT

**Office:** Cunningham Hall, Rm 129 B

**Phone:** (785)628-5680

**Email:** [tasander3@fhsu.edu](mailto:tasander3@fhsu.edu)

**Office Hours:** Monday-Thursday 1:30-3:00pm, also available by appointment, even possible evening hours, at an agreed upon time.

**Required Text:** Mammography & Breast Imaging: Just the Facts (2005) *Pert, Olive*. ISBN: 0-07-143120-9

**Required Software:** Internet Web Browser such as Internet Explorer or Mozilla Firefox (free download and recommended), Respondus LockDown Browser (free download), iTunes (free download), and Microsoft Word (2003 or 2007)(For free compatible shareware visit [www.OpenOffice.org](http://www.OpenOffice.org)).

**Method of Presentation:** This course will use Blackboard, iTunesU, and various external websites to enhance the student's learning environment. The course will be delivered using independent reading assignments, recorded lecture, discussions, and written assignments.

**Course Objectives:** At the end of the course the student, with 78% accuracy or better, will be able to

- Describe proper patient and exam room preparations for interventional breast procedures
- Give detailed descriptions of how to perform interventional breast procedures
- Explain the principles of lesion localization during stereotactic breast biopsy
- List the different modalities used to detect breast cancer
- Answer questions a patient may ask regarding the process of the different modalities used to detect breast cancer and disease.

**Course Evaluation:** A minimum of four examinations are scheduled throughout the half-semester including a comprehensive final examination. Tests will include information from the textbook, PowerPoints, and recorded lectures. Exams are composed of a pool of multiple choice questions.

**Approximate Grade Distribution:**

<u>Assessment</u>	<u>Points</u>	<u>Total Points = 250</u>
3 Module Exams	40 each	120
Case Study	30	30
2 Blogs	20 each	40
Comprehensive Final Exam	50	50
Participation	10	10

**Grading Scale:** A = 100-94%, B = 93-87%, C = 86-78%, D = 77-70% (Suspension from MDI program), U = 69-0%

**Special Needs:** MDI 424 will comply with FHSU's policy regarding students with special needs as stated in the "Notice of Accessibility" in the University Catalog. This can be found at:  
[web.fhsu.edu/universitycatalog/gen/notic eofaccessibility.asp](http://web.fhsu.edu/universitycatalog/gen/notic eofaccessibility.asp)

**Honor System:** MDI 424 will comply with FHSU's policy regarding academic honesty as stated under "Academic Honesty" in the University Catalog. This can be found at:  
[web.fhsu.edu/universitycatalog/gen/academichonesty.asp](http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp)

**E-mail Policy:** The intention of this policy is to promote the professional growth and behavior of students and to increase efficiency of any student/instructor electronic communication. Any electronic form of communication should have proper student identification, i.e. first and last name, and course title. It is proper to include a salutation and closing statement, as well as a brief, but thorough, description of your question or comment. Please do not abbreviate words and phrases.

**Assignment Policy:** All assignments, both hard copy and electronic, must have proper student identification to receive full credit. Any assignment/test submitted to the instructor without the student's name (first/last) will receive 0 points for that assignment.

**Class Participation Policy:** Students are encouraged to participate freely in class discussions and blogs. Students should be professional and polite while following the Netiquette rules. A participation grade will be awarded at the end of the semester, and based on the student's performance when compared to the class average.

**Late Assignment Policy:** No assignments will be accepted for grading after the due date. Late assignments will be awarded 0 points.

**Online Test Policy:** All tests will be taken online using the LockDown Browser. Tests will be timed, allowing for 1.1 minutes per question. This is based on the amount of timed allowed to take the ARRT Mammography Certification Exam. There is no proctor required. Students should adequately prepare for the test, and are not to rely on class notes, the internet, or the book to find answers. If a computer problem interrupts your testing session you are to email or call the instructor as soon as possible to document the situation. The instructor will respond to the student as soon as possible. If the student decides to take the test after 4:30pm on Friday, the instructor will contact them on the following work day. If the test must be reset the student should expect to take the exam as soon as possible.



**Blog Assignments:** Students are to create at least two blog entries using the Blog tool in Blackboard. Students are encouraged to search the internet and other sources for information or topics relating to the module topic and mammography. This is an informal writing assignment, but students will be graded on proper spelling, grammar, and thought process. This is intended to be a place to share information that is of interest to the student, but correlates to the class. Students are encouraged to discuss topics back and forth using the Blog tool. All Blog entries are due on the Saturday of the listed week at 11:59pm.

**Case Study:** Each student will research and present a case study on particular breast disease. A sign-up sheet will be provided in the Discussion Board to eliminate duplicate topics. Topics are to be chosen by October 29, 2011 at 11:59pm. Students can either use the Internet to find a case study or present a case study from their professional experience. Students are to research the pathology present, describe the modalities used to detect the disease process, and discuss the possible treatment options and follow-up for the patient. Students will present their case to the class electronically, and will be graded according to the provided rubric. Case studies are to be posted by Wednesday, November 30, 2011 at 11:59pm.

**Tentative Course Schedule:** Subject to Change. If a change is to occur, students will be notified via their Scatcat e-mail accounts and the Announcements/Home Page on Blackboard.

Week 1:	Syllabus / Module I – Stereotactic Breast Biopsy	Read pgs 205-207	Introduction Discussion Board
Week 2:	Module I – Stereotactic Breast Biopsy	Read pgs 205-207	Case Study Topic due Sat, 10/30 at 11:59pm
Week 3:	Module I – Stereotactic Breast Biopsy	Read pgs 205-207	Module I Test due Sat, 11/6 at 11:59pm
Week 4:	Module II – Interventional Procedures	Read Ch 10	Blog #1 due Sat, 11/13 at 11:59pm
Week 5:	Module II – Interventional Procedures	Read Ch 10	Module II Test due Sat, 11/20 at 11:59pm
Week 6:	Happy Fall Break! No Class!		Happy Thanksgiving!
Week 7:	Module III – Additional Modalities	Read Ch 8 & 9 (pgs 191-201)	Case Study due Wed, 12/1 at 11:59pm Blog #2 due Sat, 12/4 at 11:59pm
Week 8:	Module III – Additional Modalities	Read Ch 8 & 9 (pgs 191-201)	Module III Test due Sat, 12/11 at 11:59pm
Finals Week:	Final Comprehensive Exam, due by Friday <b>12/16</b> at 12:00pm (noon)		



Fort Hays State University

Allied Health Department

MDI 425

Digital  
Mammography

**Semester:** Fall 2010  
**Classroom:** Virtual  
**Credits:** 2 semester hours  
**Pre-Requisites:** MDI 419  
Or Registered Mammography Technologist  
Or Permission from instructor

**Faculty Information:**

Christa Weigel, MSRS, RT(R)(M)(BD)  
Assistant Professor of Allied Health  
**Office:** Cunningham Hall 130B  
**Phone:** 785-628-5549  
**Fax:** 785-628-4076  
**E-mail:** [crweigel@fhsu.edu](mailto:crweigel@fhsu.edu)  
**Office Hours:** Monday 1:00-3:00 p.m.  
Thursday 10:00-12:00 a.m.  
Or by appointment

**Contact Procedure and Policy:**

**Phone**

- If contacting by phone, please call my direct number
- If no answer, please leave a detailed message, phone number and the times you can be reached at this number over the next 2 days

**E-mail**

- If you contact by e-mail, please be direct as to what you are asking, and do not use abbreviations
- I will respond to all e-mails within 48-72 hours

**Instructor Information:****Education**

2004-2005	Master of Science Degree in Radiologic Sciences Midwestern State University, Wichita Falls, Texas
1995-1999	Bachelor of Science Degree, Medical Diagnostic Imaging Fort Hays State University, Hays, Kansas
1997-1999	Associate Degree, Radiologic Technology Fort Hays State University, Hays, Kansas

**Teaching Experience**

July 1, 2004-present	Instructor(2004-2007)/Assistant Prof.(2007-present) Fort Hays State University Courses include: Mammography, Radiation Safety, Radiographic Exposures, Introduction to Radiology, Abdominal Ultrasound, Abdominal Ultrasound Lab, Registry Review, Film Critique, Bone Densitometry, Leadership and Management in Radiology, Leadership Preceptorship, and online courses in Radiation Safety and Radiographic Exposures
July '02 and '03	Mammography positioning instructor, Fort Hays State University, Hays, Kansas Responsible for hands on applications in mammography positioning and quality control.

**Course Description:**

This course will give students the basic physics concepts behind the production of a digital mammography image, what components are included in a digital mammography unit, the benefits of digital mammography over film/screen mammography, a general overview of quality control procedures with digital mammography, how the image is processed, and some advanced applications related to digital mammography.

**Required Text:**

Pisano, E.D., Martin, J.Y., & Kuzmiak, C.M.(2010) Digital Mammography . Philadelphia, PA: Lippincott Williams & Wilkins. [ISBN: 0-7817-4142-4]

**Course Objectives:**

Upon completion of this course, students will be able to:

- Differentiate between digital and film/screen mammography
- Understand the physics behind the production of a digital mammographic image
- Identify the parts of a digital mammographic unit and know their functions
- Develop and understanding of the benefits of digital mammography over film/screen mammography through the study of clinical trials
- Delineate between the various quality control tests that are performed with digital mammography
- Describe how digital mammographic images are processed
- Explain the different methods used to display digital mammographic images
- Understand the various advanced applications used with digital mammography

**Technologies Required:**

- Computer access
- Internet access for Blackboard
- Audio output on computer to listen to lectures
- Media Player to listen to Presentations (link on Blackboard for free players)

**Teaching Strategies:**

**Course includes the following –**

- Online lectures
- Independent reading assignments
- Written assignments
- Student/instructor discussion boards/chatrooms
- Computer exercises/videos/etc.
- Clinical observations
- Quizzes/Tests

The class is broken down into 4 modules (each 2 weeks in length)

The folders for each module can be found under the course documents/assignments icon on Blackboard and from those folders, students will be instructed as to the assignments to be completed during each module.

**\*\*\*\*\*All assignments, quizzes, and tests will be due at midnight on the assigned date\*\*\*\*\***

**Tentative Course Schedule:**

<b>Module</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments/Quizzes</b>	<b>Due Date</b>
<b>Module1</b> <b>(weeks 1 &amp; 2)</b>	<ul style="list-style-type: none"><li>• Trends Toward Digital</li><li>• Physics of Digital</li></ul>	Chapter 1 Chapter 2	<ul style="list-style-type: none"><li>• Module 1 Quiz</li><li>• 2 Discussion Board Postings</li><li>• Read Article</li></ul>	Sept. 5 <sup>th</sup>
<b>Module 2</b> <b>(weeks 3 &amp; 4)</b>	<ul style="list-style-type: none"><li>• Digital Detectors</li><li>• Digital Clinical Trials</li></ul>	Chapter 3 Chapter 4	<ul style="list-style-type: none"><li>• Module 2 Quiz</li><li>• Read Articles</li><li>• Article Review</li><li>• Discussion Posting</li><li>• Test #1</li></ul>	Sept. 12 <sup>th</sup>  Sept. 19 <sup>th</sup> Sept. 19 <sup>th</sup>  Sept. 19 <sup>th</sup>
<b>Module 3</b> <b>(weeks 5 &amp; 6)</b>	<ul style="list-style-type: none"><li>• Digital Quality Control</li><li>• Computer-Aided Detection</li></ul>	Chapter 5 Chapter 6	<ul style="list-style-type: none"><li>• Module 3 Quiz</li><li>• Discussion Board Posting</li><li>• QC Assignment</li><li>• Read Articles</li></ul>	Oct. 3 <sup>rd</sup> Oct. 3 <sup>rd</sup>  Oct. 3 <sup>rd</sup>
<b>Module 4</b> <b>(weeks 7 &amp; 8)</b>	<ul style="list-style-type: none"><li>• PACS/Viewing /Printing</li><li>• Tomosynthesis</li></ul>	Chapter 8 Chapter 9	<ul style="list-style-type: none"><li>• Module 4 Quiz</li><li>• Read Article</li><li>• Discussion Posting</li><li>• Test #2</li></ul>	Oct. 10 <sup>th</sup> Oct. 17 <sup>th</sup>  Oct. 17 <sup>th</sup> Oct. 17 <sup>th</sup>

**Course Requirements:**

Class Attendance/Participation

Students are required to log on to Blackboard 2-3 times per week to check for announcements and updates. Students are also to participate in all required Blackboard discussion and chats by the posted deadlines. Credit will not be given for late participation.

Assignment Due Date (this does not include discussion postings or quizzes)

A deduction of 10% will occur for up to every 24 hours past the due date and time on all late assignments.

### Assignment Submission

All assignments are to be submitted as an e-mail attachment or submitted as an attachment through Blackboard, whichever is specified. Students are to type their name at the top of each submitted assignment.

### Netiquette

Students are to use proper grammar in all e-mails, discussion postings, and chat sessions. Abbreviations are not to be used as well. All discussion postings are to remain on the topic specified and all comments are to be made with respect to others in the class. Please see the attached website that will give more Netiquette points to follow.

### Quizzes and Test

All quizzes and Tests will be given through Blackboard and the Lockdown Browser. Students will be deducted 10% of the quiz grade for up to every 2 minutes past the time limit on quizzes and 10% of the test grade for up to every 5 minutes past the time limit on tests. Students who have difficulty submitting any quiz, test, or assignment that needs to be completed through Blackboard needs to contact me either through e-mail or voicemail at the time it occurs. If the student contacts me after the incident and is unable to submit the quiz, test, or assignment on time, no credit will be given.

### Special Needs

This course will comply with FHSU's policy regarding students with special needs as stated in the "Notice of Accessibility" in the University Catalog. This can be found at: <http://web.fhsu.edu/universitycatalog/gen/noticeofaccessibility.asp>

### Honor System

This course will comply with FHSU's policy regarding academic honesty as stated under "Academic Honesty" in the University Catalog. This can be found at: <http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp>

### **Grade Criteria:**

100%-94% = A  
93%-87% = B  
86%-78% = C  
77%-70% = D  
Below 70% = U

Grades will be based on written assignments, tests, quizzes, observations, and presentations throughout the semester. All quizzes and tests will be taken through Blackboard and students will use the Lockdown Browser.

**Approximate Point Breakdown:**

Method:	Points	Total Points
Discussion Postings - 6	5 points each	30 points
Quizzes – 5	10 points each	45 points
Assignments – 4	15 points each	60 points
Unit Tests – 2	50 points each	100 points

**Students Support Resources:**

- FHSU Computing and Telecommunication Center HelpDesk  
<http://www.fhsu.edu/ctc/helpdesk/>
- Technical Tutorials from the FHSU Virtual College  
<http://www.fhsu.edu/tech-support/students-current/>
- Technical Resources and Support from the FHSU Virtual College  
<http://www.fhsu.edu/virtualcollege/student/technical/>
- Current Student Service  
<http://www.fhsu.edu/vp/Student-Services/>
- Academic Advising and Career Exploration Center  
<http://www.fhsu.edu/aace/>
- Forsyth Library  
[www.fhsu.edu/library](http://www.fhsu.edu/library)
- Online Tutoring  
<http://www.smarthinking.com/Login/>  
**For more information about Smarthinking.com, please contact Hayley Bieker, Virtual College Online Student Communication Strategist, at 800-628-3478 ext. 4291 or 785-628-4291 or [hjbieker@fhsu.edu](mailto:hjbieker@fhsu.edu).**
- Writing Center  
<http://www.fhsu.edu/english/Writing-Center/>
- The Core Rules of Netiquette  
<http://www.albion.com/netiquette/corerules.html>
- Campus Bookstore  
<http://www.fhsu.bkstr.com>
- The Services for Students with Disabilities Office  
<http://www.fhsu.edu/disability/>

**MDI 426 VA Advanced Cardiovascular Interventional Technology**  
**Spring 2010**  
**4 credit hours**

**Instructor:** Mrs. Denise Orth, MS, R.T. (R) (M)  
**Office:** CH 130D  
**Phone:** (785) 628-5675  
**E-mail:** [dorth@fhsu.edu](mailto:dorth@fhsu.edu)  
**Office Hours:** M/T/W/Th 10:30 am – 11:30 am or by appointment  
**Requirements:** MDI 418; or permission of instructor  
**Required Text:** *Handbook of Interventional Radiologic Procedures*, K. Kandarpa & J. E. Aruny. Publisher: Lippincott, Williams & Wilkins, 4<sup>th</sup> edition, 2011.

**Class Location:** Blackboard – <http://blackboard.fhsu.edu>

Blackboard works best with the Firefox browser. A FREE download is available at  
<http://www.mozilla.com/en-US/firefox/upgrade.html>

If you have problems, please contact me as soon as possible ([dorth@fhsu.edu](mailto:dorth@fhsu.edu)).

**Course Description:** The student will acquire an advanced overview of angiographic procedures in an interventional laboratory department. Upon completion of the course, the student will have knowledge of assisting physicians during angiographic imaging procedures.

**Course Objectives:** At the completion of the course the student will be able to:

1. Evaluate the role of the cardiovascular technologist.
2. Identify normal levels of blood chemistry, coagulation profile, and medications.
3. Explain the clinical significance of hemodynamic monitoring in regard to monitoring patient vital signs throughout a procedure.
4. Differentiate between angioplasty and stenting procedures of major arteries to include carotid, renal, abdominal aorta, and thoracic aorta.
5. Discuss the relevance of interventional procedures of the veins and arteries in the body to include diagnostic imaging, embolization, thrombolytic therapy, vena caval filter placement, and stent-graft placement in dissecting arteries.

**Course Requirements:** Completion of all quizzes, discussion board postings, tests and assignments will be required. It is the student's responsibility to frequently review the announcement page for notification of course assignments, progression and notification of completed assignments, grades, and general information related to the course.

**Desired Educational Outcomes:** This course will be divided into five modules each of which will discuss advanced concepts interventional procedures.

**Module 1 Procedural Patient Management**

Upon completion of this module the student should be able to accurately identify values for each of the following:

1. Pre-procedure assessment
2. Obtaining pertinent patient health information



3. Blood chemistries and gases
4. Coagulation profile
5. Explain differences in medications used for sedation, pain control and anesthesia
5. Understand commonly used medications

### **Module 2 Diagnostic Arteriography**

Upon completion of this module the student should be able to understand patient management concerns, indications, contraindications and procedural protocols for the following:

1. Identify general principles of peripheral arteriography
2. Explain cardiac catheterization and coronary arteriography
3. Describe pulmonary arteriography

### **Module 3 Interventional Procedures**

Upon completion of this module the student should be able to understand anatomy of various systems of the body, diagnoses and interventions in pathologic findings of the following:

1. Carotid Artery Stenting
2. Retrieval of Intravascular Foreign Bodies
3. Renal Artery Angioplasty & Stenting
4. Extremity Angioplasty
5. Peripheral Directional Atherectomy
6. Catheter Directed Thrombolysis

### **Module 4 Hemodynamic Monitoring & Cardiovascular Pressures**

Upon completion of this module the student should be able to:

1. Identify the application of instruments needed to monitor heart rate and vascular pressures
2. Define intracardiac and pulmonary pressure waveform analysis
3. Differentiate between right heart and left heart hemodynamic monitoring
4. Explain the clinical significance of hemodynamic monitoring

**Outcome Assessments:** Evaluation of the students' understanding of these objectives will primarily involve weekly assessments, homework and participation in class activities. A major portion of the learning experience is derived from participation in class discussions. Students are required to post appropriate responses on the discussion board to earn points for participation.

**Discussion Board:** Each week a question or thread will be posted on the discussion board covering the specific material for the week as listed in the course schedule. The question will be available each Monday at 5:00 pm and must be posted to **prior** to the next week's question. **Each student** is responsible for posting one (1) original response to the posed thread and two (2) responses to other student comments during each week. Please keep all responses appropriate to the academic setting as I will be checking and responding to the comments made by the students.

Each response will be worth 2 points; any points lost due to not posting to the discussion board during the allotted time **cannot be made up**. Postings will receive points based on the educational enhancement of the response, "I agree..." or similar statements **do not** enhance the learning experience and will receive no points.

**Exams:** There will be four exams each worth 80 - 100 points. The exams will be available on blackboard the week indicated on the Course Schedule. The exams will be available from 5:00 pm Monday until 5:00 pm Sunday and will be timed. If the time exceeds the limit **up to 1 minute**, 10 points will be deducted and if the time exceeds the limit by **more than 5 minutes** the exam will not receive any points. No make-up exams will be given. Emergency situations will be considered on an individual basis; **however, in all cases, it is the student's responsibility to notify Mrs. Orth prior to the exam so that arrangements can be made for the exam.**

**Drop Policy:** If it is decided to drop the course, it is the student's responsibility to drop the course by the appropriate date as posted in the Course Schedule in Tiger Tracks. The instructor cannot drop the student from the course. Students must contact the instructor or the virtual college before dropping the course in order to obtain the required documentation. If a student fails to complete requirements for the course and does not drop the course by the drop date, a grade of "U" is recorded.

**Special Needs:** MDI 426 Advanced Cardiovascular Interventional Procedures will comply with FHSU's policy regarding students with special needs as stated in the "Notice of Accessibility" in the University Catalog. This can be found at [www.fhsu.edu/policies/directory/accessibility.doc](http://www.fhsu.edu/policies/directory/accessibility.doc).

**Academic Honesty:** MDI 426 Advanced Cardiovascular Interventional Procedures will comply with FHSU's policy regarding academic honesty as stated in the University Catalog. This can be found at <http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp>.

**Software:**

- ◆ Power point Articulate presentations require Flash plug-in Version 9 be installed on each students computer. If your computer doesn't have a Flash plug-in a free Flash plug-in can be downloaded from <http://www.macromedia.com>. Assistance for students having problems viewing Articulate presentations is available at 1-800-628-9478 or [support@fhsu.edu](mailto:support@fhsu.edu).

**Tentative Course Assessments:**

5 Exams	80 - 100 points each
Discussion board	(15, 6 points) 90 points
Total course points	410 – 490 points

**Grading Scale:** A letter grade of "C" is required to enroll in subsequent CVIT courses.

100% - 94% = A  
93% - 87% = B  
86% – 78% = C  
77% - 70% = D  
69% – 00% = U

## Tentative Course Schedule

	Chapter Material	Assignments
Week 1	<b>Module 1</b> Procedural Patient Management	Discussion Board
Week 2	59.Sedation, Analgesia & Anesthesia	Discussion Board
Week 3	60. Common Drugs	Discussion Board
Week 4	<b>Module 2</b> 1.Peripheral Arteriography	<b>Test #1 over Module 1</b> Discussion Board
Week 5	2.Cardiac Catheterization	Discussion Board
Week 6	3.Pulmonary Arteriography	Discussion Board
Week 7	<b>Module 3 <i>Interventional Procedures</i></b> 5.Carotid Artery Stenting	<b>Test #2 over Module 2</b> Discussion Board
Week 8	11.Retrieval of Intravascular Foreign Bodies	Discussion Board
Week 9	18.Renal Artery Angioplasty & Stenting	Discussion Board
Week 10	<b>Spring Break</b>	<b>No Discussion Board</b>
Week 11	35. Extremity Balloon Angioplasty	Discussion Board
Week 12	36. Peripheral Directional Atherectomy	Discussion Board
Week 13	40. Catheter Directed Thrombolysis	Discussion Board
Week 14	<b>Module 4 <i>Appendix B</i></b> Hemodynamic Monitoring	<b>Test #3 over Module 3</b> Discussion Board
Week 15	Right Heart Waveforms	Discussion Board
Week 16	Left Heart Waveforms	Discussion Board
Week 17	Clinical Significance of Waveforms	Discussion Board
Week 18	Final Exam	<b>Test #4 over Module 4</b>

## MDI 427 Cardiovascular Interventional Technology Pathology and Case Review Fall 2011

**Instructor:** Mrs. Denise Orth, MS, R.T. (R) (M)  
**Office:** CH 130D  
**Phone:** (785) 628-5675  
**E-mail:** [dorth@fhsu.edu](mailto:dorth@fhsu.edu)  
**Office Hours:** M/T/W/Th 9:30 am – 10:30 am or by appointment  
**Requirements:** MDI 418 or MDI 426; or PERM  
**Required Text:** *Manual of Vascular Diseases*. S. Rajagopalan, D. Mukherjee. Publisher: Lippincott, Williams & Wilkins, 1<sup>ST</sup> edition, 2005.

**Class Location:** Blackboard – <http://blackboard.fhsu.edu>

If you have problems, please contact me as soon as possible ([dorth@fhsu.edu](mailto:dorth@fhsu.edu)).

**Course Description:** Designed to emphasize the appearance of pathological and/or variant anatomy as visualized in an angiographic procedure. Select case studies of pathologies will be reviewed.

**Course Objective:** At the completion of the course the student will be able to:

1. Distinguish between the terms and nomenclature used with diagnosing and treating vascular pathologies.
2. Describe clinical features of diagnosing and treating vascular pathologies in arteries and veins.
3. Differentiate between upper extremity and lower extremity vascular pathologies.
4. Formulate appropriate treatment processes for upper extremity and lower extremity pathologies.
5. Distinguish variant anatomy and pathologies to include: stenosis, occlusion, aneurysms, and deep vein thrombosis.
6. Perform and discuss case review of patient scenarios.

**Course Requirements:** Completion of all discussion board postings, tests and assignments will be required. It is the student's responsibility to review the announcement page weekly for notification of course assignments, progression and notification of completed assignments, grades, and general information related to the course.

**Desired Educational Outcomes:** This course will be divided into three modules each of which will discuss diagnosing and treating pathologies with interventional techniques.

### **Module 1 Aortic Cases**

Upon completion of this module the student should be able:

1. Describe clinical features of thoracic and abdominal aortic aneurysms
2. Define the process of diagnosing and treating pathology
3. Identify treatments for pathology
4. Perform case review for various patient scenarios

## **Module 2 Upper Extremity Cases**

Upon completion of this module the student should be able to:

1. Identify anatomy and physiology of circulation
2. Describe clinical features of disease processes
3. Define the process of diagnosing and treating disease processes
4. Perform case review for various patient scenarios

## **Module 3 Lower Extremity Cases**

Upon completion of this module the student should be able to:

1. Identify arterial and venous anatomy
2. Describe stenosis, occlusion of Lower Extremity arteries, veins and associated pathology
3. Perform case review for various patient scenarios

**Outcome Assessments:** Evaluation of the students' grasp of these objectives will primarily involve assessments and participation in class activities. A major portion of the learning experience is derived from participation in class discussions. Students are required to post appropriate responses on the discussion board to earn points for participation.

**Discussion Board:** Each week a thread will be posted on the discussion board covering case studies for the week as listed in the course schedule. The question will be available each Monday at 5:00 pm and must be posted to **prior** to the next week's question. **Each student** is responsible for posting **one (1)** original response to the posed thread and **two (2)** responses to other student comments during each week. Please keep all responses appropriate to the academic setting as I will be checking and responding to the comments made by the students.

Each response will be worth 2 points; any points lost due to not posting to the discussion board during the allotted time **cannot be made up**. Postings will receive points based on the educational enhancement of the response, "I agree..." or similar statements **do not** enhance the learning experience and will receive no points.

**Exams:** There will be three exams each worth 80 - 100 points. The exams will be available on blackboard the week indicated on the Course Schedule. The exams will be available from 5:00 pm Monday until 5:00 pm Sunday and will be timed. If the time exceeds the limit **up to 1 minute**, 10 points will be deducted and if the time exceeds the limit by **more than 5 minutes** the exam will not receive any points. No make-up exams will be given. Emergency situations will be considered on an individual basis; **however, in all cases, it is the student's responsibility to notify Mrs. Orth prior to the exam so that arrangements can be made for the exam.**

**Pathology Research Paper:** The student will be responsible for selecting a pathology from the course material and researching the pathology. The research paper must encompass the disease etiology, understanding of the underlying pathology, the pathogenesis of the disease, treatment of the disease and the construction and accurate citation of research.

**Special Needs: MDI 427 Cardiovascular Interventional Technology Pathology and Case Review** will comply with FHSU's policy regarding students with special needs as stated in the "Notice of Accessibility" in the University Catalog. This can be found at [www.fhsu.edu/policies/directory/accessibility.doc](http://www.fhsu.edu/policies/directory/accessibility.doc).

**Academic Honesty: MDI 427 Cardiovascular Interventional Technology Pathology and Case** will comply with FHSU's policy regarding academic honesty as stated in the University Catalog. This can be found at <http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp>.

**Software:**

- ◆ Powerpoint Articulate presentations require a Flash plug-in to be installed on each students computer. If your computer doesn't have a Flash plug-in a free Flash plug-in can be downloaded from <http://www.macromedia.com>. Assistance for students having problems viewing Articulate presentations is available at 1-800-628-9478 or [support@fhsu.edu](mailto:support@fhsu.edu).

**Tentative Course Assessments:**

3 Exams	80 - 100 points each
Discussion board	(15, 6 points) 90 points
Research Paper	30 points
Total course points	340 – 420 points

**Grading Scale:** Student must achieve a 78% to successfully pass the course.

100% – 94% = A

93% – 87% = B

86% – 78% = C

77% – 70% = D

69% – 00% = U

## Tentative Course Schedule

	Chapter Material	Assignments
Week 1 Aug. 24	Introductions, review syllabus, investigate blackboard site, discussion board	"Get to know me" Pp slide
Week 2 Aug. 31	<b>Module 1 Aortic Cases</b> Ch. 11 Abdominal Aortic Aneurysms	Discussion Board
Week 3 Sept. 7	Ch. 12 Approach to the Management of Aneurysms	Discussion Board
Week 4 Sept. 14	13. Thoracic Aortic Aneurysm and Dissection	Discussion Board
Week 5 Sept. 21	Case Review <b>Research paper information disseminated</b>	Discussion Board
Week 6 Sept. 28	<b>Test #1 over Module 1</b>	Discussion Board
Week 7 Oct. 5	<b>Module 2 Upper Extremity Cases</b> Ch. 16 Subclavian, Innominate, Axillary Artery Disease	Discussion Board
Week 8 Oct. 12	Ch. 17 Miscellaneous Disorders of the Extremities	Discussion Board
Week 9 Oct. 19	Ch. 22 Upper Extremity Deep Vein & Superior Vena Cava Thrombosis	Discussion Board
Week 10 Oct. 26	Case Review	Discussion Board
Week 11 Nov. 2	<b>Test #2 over Module 2</b>	Discussion Board
Week 12 Nov. 9	<b>Module 3 Lower Extremity Cases</b> Ch. 5 Approach and Management of Intermittent Claudication	Discussion Board
Week 13 Nov. 16	Ch. 6 Management of Patient with Acute Limb Ischemia	Discussion Board <b>Research paper due</b>
Week 14 Nov. 23	<b>Fall Break</b>	<b>No Discussion Board</b>
Week 15 Nov. 30	Ch. 21 Approach to and Management of Chronic Venous Insufficiency	Discussion Board
Week 16 Dec. 7	Case Review	Discussion Board
Week 17 Dec. 14	<b>Final Test #3 over Module 3</b>	Discussion Board

**FORT HAYS STATE UNIVERSITY  
DEPARTMENT OF ALLIED HEALTH  
MDI 428  
PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY**

<b><u>COURSE CREDIT:</u></b>	4 Credit Hours
<b><u>COURSE TIME:</u></b>	Tuesday/Thursday CH 144 10:00 am – 11:50 am
<b><u>COURSE PREREQUISITE:</u></b>	Permission of instructor
<b><u>TERM:</u></b>	Fall semester
<b><u>INSTRUCTOR:</u></b>	Jennifer Wagner, MS, RT(R)(M)(QM) Assistant Professor Allied Health Department Cunningham Hall Rm. 130-C (785) 628-5972 jwagner@fhsu.edu
<b><u>OFFICE HOURS:</u></b>	Monday 9:30-10:30 Wednesday 2:30-3:30 Thursday 1:00-3:00

**COURSE DESCRIPTION:** The course is designed to emphasize fundamental principles of diagnostic medical ultrasound. The student will learn basic physics of ultrasound and instrumentation of ultrasound equipment for optimal visualization in medical diagnostic ultrasound examinations. Protocols for abdominal, obstetrical/ gynecological, vascular and superficial structures will be discussed. Common pathological patterns of the various organs and systems will be discussed and related to the sonographic appearance, physiologic changes, and laboratory findings.

**COURSE OBJECTIVES:** Upon completion of the course, the student will be able to:

1. Evaluate the role of the diagnostic medical sonographer in diagnostic medical sonography procedures.
2. Define the terms: sound and acoustics, ultrasound and ultrasonics, and diagnostic medical sonography.
3. Describe the evolutionary history of diagnostic medical sonography.
4. Discuss the physical concepts relevant to ultrasound image production to include: fundamentals of waves, ultrasound power and intensity, interaction of ultrasound with matter, the ultrasound beam, ultrasound resolution, and pulse-echo imaging.
5. Analyze the basic components of diagnostic ultrasound equipment.
6. Discuss the relevance of transducers, imaging instruments, Doppler effect, spectral instruments, color Doppler instruments, artifacts, performance and safety.
7. Describe clinical indications associated with abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.



8. List the major anatomic structures associated with abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
9. Identify on sagittal and transverse illustrations and/or sonographic images the major anatomic structures associated with abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
10. Describe the basic scanning protocols for abdominal, obstetrical, gynecological and superficial ultrasound examinations.
11. Describe and differentiate appropriate clinical laboratory tests and/or associated imaging modalities used in assessment of abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
12. Discuss the mechanisms of common disease processes relating to the abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
13. Distinguish between normal and abnormal sonographic appearances of the major anatomical structures within the abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
14. Evaluate patient history for clinical symptoms associated with disease processes of the abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
15. Discuss and formulate the treatment appropriate for common disease processes within the abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.
16. Describe the limitations associated with ultrasound examinations of the abdominal, obstetrical, gynecological, vascular and superficial ultrasound examinations.

**REQUIRED TEXTS:**

Sonography: Introduction to Normal Structure and Function by Reva Curry, 3<sup>rd</sup> edition, 2010.

**SUPPLEMENTAL MATERIALS:**

Exercises in Sonography: Introduction to Normal Structure and Function by Reva Curry, 3<sup>rd</sup> edition, 2010.

**METHOD OF PRESENTATION:** Course material will be presented in lecture, class demonstrations, group discussions, independent reading assignments, written assignments, videos and/or computer exercises. Supplemental course material may be available through the FHSU blackboard website, <http://blackboard.fhsu.edu>.

Dyknow software will also be utilized during select lecture periods. For this you are encouraged to bring a flash drive in order to save lecture notes, etc or to bring your own personal laptops (if you have one) with the dyknow software downloaded onto it. To download the software go to <http://www.dyknow.com>.

### **COURSE REQUIREMENTS/POLICIES:**

1. The student must achieve a 78% final grade for successful completion. Failure to do so will result in suspension of the student from the Medical Diagnostic Imaging Program.
2. **Attendance is mandatory. The student is required to contact the instructor prior to the class session if unable to attend. The final grade will be lowered one full letter for each unexcused absence from class.** The student is responsible for all material presented in class and assigned outside of class. It is the student's responsibility to obtain any materials/assignments missed. Students are strongly encouraged to make up assigned material before he/she is knowingly absent from class. If absent the day of a quiz, the student will not be allowed to make up the quiz. If absent the day of a test, it must be made up the day the student returns to class.
3. Class participation is required. Students will be expected to actively participate in class activities.
4. Electronic devices such as cell phones, PDAs, palm pilots, IPODs, etc are prohibited for use in the classroom setting. Devices must be stored in backpack or purse and turned **off** during scheduled class time. Texting during class will not be tolerated.
5. Worksheets, quizzes, tests, and the final examination will be composed of multiple choice, T/F, short answer, matching, essay, and/or identification on illustrations or ultrasound images.
6. Worksheets and various activities will be assigned to help clarify concepts. There will be quizzes and activities assigned throughout the semester. There will be at least 4 examinations. Weekly Blackboard quizzes are likely. Quizzes administered on Blackboard must be completed by the assigned due date, otherwise a 0/10 is awarded.

**SPECIAL NEEDS:** MDI 428 Principles of Diagnostic Medical Sonography will comply with FHSU's policy regarding students with special needs as stated in the "Notice of Accessibility" in the University Catalog. This can be found at [www.fhsu.edu/policies/directory/accessibility.doc](http://www.fhsu.edu/policies/directory/accessibility.doc).

**ACADEMIC HONESTY:** MDI 428 Principles of Diagnostic Medical Sonography will comply with FHSU's policy regarding academic honesty as stated in the University Catalog. This can be found at <http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp>

### **GRADE CRITERIA:**

100 – 94 = A  
93 – 87 = B  
86 – 78 = C  
77 – 70 = D  
69 – ↓ = U

### **APPROXIMATE POINT DISTRIBUTION:**

EXAM #1	100 pts
EXAM #2	100 pts
EXAM #3	100 pts
FINAL EXAM	150 pts
OTHER (article discussions, identification of anatomy of sonographic images, worksheets)	~120 pts
BB 6 @ 10 points	60 pts

# PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY

## GENERAL OUTLINE

	TOPIC	ASSIGNMENT	BLACKBOARD
Week 1	Introduction to course; Q/A; definitions; basic physics introduction Journal Article Assignment	Chapter 1	
	Ultrasound physics & instrumentation Getting started	Chapter 1	
Week 2	Ultrasound physics & instrumentation Abdomen: Aorta & IVC	Chapter 5	
	Abdomen: Aorta & IVC Model Assignment		On-line Quiz
Week 3	Ultrasound physics & instrumentation Abdomen: Biliary System	Chapter 10	
	Thursday Lab (Students assigned must attend lab session)		On-line Quiz
Week 4	Ultrasound physics and instrumentation Abdomen: Biliary System & Kidney		
	Ultrasound physics and instrumentation Abdomen: Kidney Article Topic 1 Quiz and Small Group Discussions	Chapter 12	On-line Quiz
Week 5	Exam #1		
	Thursday Lab (Students must attend assigned session)		
Week 6	Ultrasound physics & instrumentation Doppler Techniques: Abdominal Doppler Techniques		
	Ultrasound Physics and Instrumentation Carotids	Chapter 25	On-line Quiz
Week 7	Ultrasound physics & instrumentation Doppler Effects	Chapter 25	
	Thursday Lab (Students must attend assigned session)		

Week 8	Ultrasound physics & instrumentation Doppler Effects & Lower Leg Venous	Chapter 25	
	Ultrasound physics & instrumentation Lower Leg Venous		On-line Quiz
Week 9	Examination #2  Thursday Lab (Students must attend assigned session)		
Week 10	Ultrasound physics and instrumentation Female Pelvis Article Topic 2 Quiz and Discussion due	Chapter 16	
	Ultrasound physics & instrumentation Female Pelvis & Embryology		On-line Quiz
Week 11	Ultrasound physics and instrumentation Female Pelvis & Embryology	Chapter 17	
	Thursday Lab (Students must attend assigned session)		On-line Quiz
Week 12	1 <sup>st</sup> Trimester	Chapter 18	
	Test #3		On-line Quiz
Week 13	2 <sup>nd</sup> & 3 <sup>rd</sup> Trimester	Chapter 18	
	Thursday Lab (Students must attend assigned session)		On-line Quiz
Week 14	FALL BREAK		
Week 15	2 & 3 <sup>rd</sup> Trimester	Chapter 19	
	2 & 3 <sup>rd</sup> Trimester		On-line Quiz
Week 16	High Risk OB Article 3 Quiz and Discussion		
Week 17	<b>FINAL COMPREHENSIVE EXAMINATION IS SCHEDULED FOR THURSDAY, DECEMBER 15 @ 10:00 a.m.</b>		

**Nonprofit Organizations**  
**Sociology 680 Level**  
Fort Hays State University – Syllabus

- Distance Learning -

**Instructor:** Eileen Doherty, MS  
**Office:** 3006 East Colfax, Denver, CO 80206  
**Phone:** 303-333-3482  
**E-mail:** [doherty001@att.net](mailto:doherty001@att.net)  
**Office Hours:** Friday 3:30-5 pm Mountain Standard Time (MST) or by phone appointment

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**NOTE:** Due to my work schedule, I may be out of town and/or committed to other assignments. If you have contacted me and you have not heard from me within 48 hours after you have sent an e-mail, do not hesitate to contact my office at 303-333-3482 and leave a message with a time frame that I can contact you. I will make every effort to contact you within the timeframe that you provide.

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**1. Prerequisites**

None

**2. Catalog Course Description**

Managing and operating nonprofit agencies requires a set of skills that are duplicative, yet different from those of operating a for-profit corporation. Learn about the similarities and differences of management and operations of agencies whose mission is to serve the community, as opposed to making a profit for the shareholders. This course will explore the process of incorporating a nonprofit organization, including developing a mission statement, and the steps involved in securing tax exemption through the Internal Revenue Service. Students will develop an understanding of a) leadership and management of human resources in a nonprofit with limited resources; b) the role of the internal and external environment in developing a strategic plan; c) managing the financial position of the organization; and d) the role of marketing and public relations to meet the organizational mission of a nonprofit organization.

**3. Required Textbook & Readings**

*The Jossey-Bass Handbook of Nonprofit Leadership and Management.* Second Edition. Robert D. Herman & Associates. Copyright © 2005 by John Wiley & Sons. ISBN 0-7879-6995-8.

The textbook can be ordered from the FHSU bookstore at <http://www.fhsu.bkstr.com>

Other readings will be required during the semester. Links to those sites will be provided during the semester with links in the assignments section of blackboard.

**GRADUATE STUDENTS:**

*Nonprofit Organizations: Theory, management, policy.* Helmut K Anheier. First published 2005, reprinted 2006 (twice); 2007 (twice), 2008. Copyright © Helmut K Anheier. Routledge Taylor & Francis Group, London and New York. ISBN 10: 0-415-31419-4 (pbk); ISBN13:978-0-415-31419-0 (pbk)

The textbook can be ordered from the FHSU bookstore at  
<http://www.fhsu.bkstr.com>

**Suggested Readings, Professional Organizations, and Useful Resources.**

- a. *Nonprofit Kit for Dummies.* Stan Hutton, Frances Phillips, Wiley Publishing, 2001
- b. *The NonProfit Times.* This is a trade association publication that is available for free. You may subscribe at <http://www.nptimes.com>. It contains 26 issues on nonprofit issues and topics. There are two additional publications on fundraising and financial management that are also free.
- c. *National Council of Nonprofit Associations.* This is a national member organization. Their website, <http://www.ncna.org>, includes helpful resources, publications, membership information, relevant political information, events, and similar information.
- d. States and countries should each have their own association for nonprofit organizations. You may want to locate the association for your state or country and review their offerings during the semester.
- e. Secretary of State Requirements for your state of residence regarding filing as a nonprofit agency.
- f. IRS Publications 1023 and 990 Schedule A

**4. Who Should Take This Course**

This is an important course for someone who is looking to work in a nonprofit organization. Although coursework cannot substitute for experience, this course will provide the basic principles needed to successfully operate a nonprofit organization.

**GRADUATE STUDENTS:**

This course will provide an overview of the background, history, concepts, facts, theory, behavior, management and policy for nonprofit leaders and managers. The book is grounded in sociological and economic theory of nonprofit organizations.

**5. Course Objectives**

- a. To understand that nonprofit organizations are institutions that affect family, church, workplace and the community.
- b. To describe the process of incorporating a nonprofit organization to create a culture of organizational reality that enjoys a shared meaning by government institutions, as well as the community.

- c. To understand that nonprofit organizations are surrounded by and subject to the influence of other organizations in the external and internal environment.
- d. To describe the human resources plan including leadership roles of management, staff, and volunteers who are the principal actors in the organization incorporating a “people first” culture that permeates many nonprofit organizations.
- e. To understand a strategic plan that identifies the role of the organization in the internal and external environment.
- f. To understand how financial management of a nonprofit affects the culture within the organization, as well as the role in the community.
- g. To describe how change occurs in the behavior of the target market through marketing of the organization.

GRADUATE STUDENTS
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| <ul style="list-style-type: none"> <li>a. To understand the major economic, sociological and political science theories that address the origins, behavior, and impact of nonprofit organizations including comparative approaches with one another, highlights of the strengths and weaknesses and a focus on new and emerging theoretical developments.</li> <li>b. To explore the role of organization theory and its’ contributions to nonprofit organizations including how the organizational structure sets the stage for different management approaches as well as the role of power, authority and leadership for developing alliances, partnerships, and mergers.</li> <li>c. To gain an understanding of the behavior and performance within the context of nonprofit theory and organizational theory, as well as to identify performance measurement models, approaches, and tools.</li> <li>d. To identify revenue strategies for nonprofits and the role of paid employees and volunteers to carry out the mission of the organization.</li> <li>e. To understand the normative models of governance of boards and the relationship of the board and management with multiple constituencies.</li> <li>f. To understand the basic models of government-nonprofit relations and the underlying theories as they relate to the public-private partnerships that exist with the governments.</li> <li>g. To have an understanding of the major policy issues facing nonprofits in the United States.</li> </ul> |
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## 6. Course Format

- a. **Course Materials.** All course materials, including books, should be purchased prior to the start of the course.
- b. **Course Requirements.** The course is an upper-division college course to be completed on the Internet with the assistance of textbooks, web based resources, individual research, and professional associations for nonprofits.

GRADUATE STUDENTS
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The course is a graduate level course to be completed on the Internet with the
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assistance of textbooks, web based resources, individual research, and professional associations for nonprofits.
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- c. **The Blackboard Site.** Once Fort Hays State University has entered your name into the *Blackboard* system, you will be able to log into the *Blackboard*. To log in, go to <http://blackboard.fhsu.edu/>. *Please note that there is no www in the URL address.* Once you are at the *Blackboard* site, click on Login and then type in your USERNAME and PASSWORD. Your username should be your first initial, middle initial and last name. Your password should be the last four digits of your social security number, unless you have previously selected a different password. If you have difficulty with the login after you are officially enrolled in the course, please e-mail me ([doherty001@att.net](mailto:doherty001@att.net)) and I will request the necessary technical assistance. After logging in, click on “Nonprofit Management.” You should now be in the *Blackboard* portion of the course. If you have difficulty accessing *Blackboard* by the second day of classes, please contact the technical support staff at FHSU: [support@fhsu.edu](mailto:support@fhsu.edu) or 1-800-628-FHSU.
- d. **Assignments.** This course will include five quizzes that will apply the knowledge you have gained during the unit that is being studied. Individuals will also be expected to participate in the online discussion board on a regular basis. Collectively, the assignments will be the groundwork for developing a working knowledge of a nonprofit organization.

<b>GRADUATE STUDENTS</b>
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The course will include a final paper in which students will be expected to use a theoretical and organizational framework to describe a human resource plan, a strategic plan, a financial plan and a marketing plan for a nonprofit organization.
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- e. **Discussion Board.** There will be ongoing discussions between students and the instructor on the readings and written assignments to provide for an opportunity to learn from each other and to ask questions. The class consists of five units (incorporation, staffing, strategic planning, financial management, and marketing). For each unit, students receive up to a maximum of ten points for regularly participating in discussion board assignments. There are specific dates and times when students are expected to sign on to the discussion board. If students are not able to participate at the appointed time due to other scheduling activities, students can submit questions and comments at other times during the study of that unit and receive credit.
- f. **E-mail communications.** Most of the correspondence with students will occur via e-mail. Please send correspondence to [doherty001@att.net](mailto:doherty001@att.net) or [edoherty@fhsu.edu](mailto:edoherty@fhsu.edu). If you are sending e-mail to me, please reference the course number (SOCIOLOGY 680) in the subject line of the e-mail and put your full name in the e-mail, so you can easily be identified by me and/or my staff.

All students at Fort Hays State University (including Virtual College students) receive a “Scatcat” e-mail account. If your e-mail provider places limits on the amount of e-mail that you can receive, please use the Scatcat e-mail account.



E-mail will be sent to you from within the *Blackboard* system. This means that the e-mail address listed in *Blackboard* will be the address that will be used to send you e-mail. The default e-mail address is your Scatcat e-mail address. You can change the e-mail address listed in the *Blackboard* site to send e-mail to another e-mail address. To do so, hit the Student Tools button on the main page, and then click on Personal Information and Edit Personal Information. You will see a window next to "Email". Change the address there.

Another option is to have the e-mail that is sent to your Scatcat account forwarded to another e-mail address (such as Hotmail or Yahoo). To link your Scatcat e-mail address with another provider, point your web browser to <http://www.fhsu.edu/ctc/helpdesk/forwardscatcat.shtml>.

## 7. Theory vs. Practical Considerations

This class is based on a combination of theory and practical considerations. The textbooks are very theoretical and give limited information about how these critical components of nonprofit management are implemented in the day-to-day management of an organization.

Examples of articles of incorporation, budgets, marketing plans, strategic plans, staffing plans, and volunteer management plans have been provided.

The goal of the quizzes will be to provide you with an opportunity to gain a better understanding of the text, as well as its' relationship to everyday situations that occur in nonprofit organizations. Previous students have found the *Nonprofits for Dummies* book helpful, if they have not had experience working in nonprofit organizations.

GRADUATE STUDENTS
The Anheier text book focuses on the theory, management and policy of nonprofit organizations. In addition, to the practical applications that are provided for undergraduate students, graduate students are expected to gain an understanding of organizational theory, management practices, and policy implications of nonprofit management.
Demonstration of this competency will be through a final paper in which students will be expected to integrate the theoretical constructs of human resource management, strategic planning, financial management, and marketing and public relations that are necessary for operation of Nonprofit management.

## 8. A power-point presentation has been prepared for most of the chapters.

The power point presentations serve as an outline of the chapters and the critical points that you should understand if you manage a nonprofit organization. They will provide the framework for your assignments.

Sometimes, the reading is fairly extensive, but should help you gain an overall understanding of how to manage a nonprofit organization.

## 9. Performance Evaluation

- a. Grades will be based on a maximum of total of 560 points for undergraduate students.
  1. Student performance will be based on completion of five quizzes, each worth 100 points, for a total value of 500 points. The quizzes will cover the topic of study on each unit. Information for these assignments will come from the textbook, research, and professional organizations for nonprofit agencies. Each assignment will be submitted to me via the course Blackboard site. Assignments will be due by 5:00 p.m. Mountain Standard Time on the Friday of the week in which they are assigned. There will be a ten-point penalty for each day that an assignment is late, unless prior arrangements have been made with the professor.
  2. Students will be given a total of 60 points by participating six online discussion board assignments. Preferred dates for participation in the online discussion board are posted on the syllabus and the assignments. If students are not able to participate in the online discussion board at the preferred date, the student may post questions/comments at any point in time during the unit.
  3. Students will also be given an opportunity to earn 20 extra credit points by preparing an organizational chart for a nonprofit organization.

### GRADUATE STUDENTS:

1. Students must complete the same assignments as undergraduate students to earn a total of 560 points.
2. Students will be given the opportunity to earn 20 extra credit points by preparing an organizational chart for a nonprofit organization.
3. Students must complete a final paper which is worth an additional 100 points.

- b. **Grading Scale.** The following grading scale will be used.

Undergraduate Students Points Earned	Graduate Students Points Earned	Percentage	Letter Grade	Evaluation
504-560	594-660	90-100%	A	Superior Achievement
448-503	528 – 593	80-89%	B	Good Achievement
392-447	462-527	70-79%	C	Average Achievement
336-391	396-461	60-69%	D	Minimum Passing

				Achievement
Less than 335	Less than 396	50-59%	U	Unsatisfactory Achievement

- c. **Incomplete Grades.** Students will be given an incomplete, only in times of medical emergencies with documentation from a medical provider on his/her stationary (i.e. hospitalizations) or natural disasters. Students requesting an incomplete should do so before Friday at 5 pm on the 12<sup>th</sup> week of class. Students will be given an opportunity to take the class again the next semester that it is offered. Students needing to complete a class because of an “incomplete” should contact the instructor one week prior to the next semester so that arrangements can be made with the University. Students have one year to complete the assignments to remove the incomplete from their transcript.
- d. **Plagiarism.** Representing someone else’s work as your own, or plagiarism will not be allowed. The University policies found at <http://web.fhsu.edu/universitycatalog/gen/academichonesty2.asp> in the Fort Hays State University Catalog will be followed for anyone who is caught in the act of plagiarism.
- e. **Cheating.** The University policies found at <http://web.fhsu.edu/universitycatalog/gen/academichonesty2.asp> in the Fort Hays State University Catalog will be followed for anyone who is caught in the act of cheating.

## 10. ADA Compliance

Students requiring accommodation under the Americans with Disabilities Act must notify the Office of Student Affairs (who will then contact the instructor) regarding any necessary accommodations. Information on FHSU’s ADA compliance can be reviewed at <http://www.fhsu.edu/disability/>

## 11. Course Outline

Week	Topic	Reading/Assignment
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Week 1	A Tax Exempt Organization & The Reporting Requirements	<p><b>Assignment #1 – Tax Exempt Organization</b></p> <p>a. Visit the following websites:</p> <ul style="list-style-type: none"><li>• <a href="http://www.irs.gov/pub/irs-pdf/f1023.pdf">www.irs.gov/pub/irs-pdf/f1023.pdf</a></li><li>• <a href="http://www.irs.gov/charities/index.html">www.irs.gov/charities/index.html</a></li><li>• <a href="http://www.irs.gov/formspubs/lists/0,,id=97817,00.html">www.irs.gov/formspubs/lists/0,,id=97817,00.html</a> select 990 (Schedule A)</li></ul> <p>b. <b>Orientation Activity (10 points)</b></p> <p>Post on the discussion board the following information: Your name; e-mail address; year in college; courses previously taken in sociology; your experience with nonprofits including volunteering, working for, or managing an NPO; your reason for taking the class; your interest in NPOs, including any you are specifically interested in; your previous work history (if any); and any other relevant information that might help other students or the instructor in getting to know you.</p> <table><tr><td><b>GRADUATE STUDENTS</b></td></tr><tr><td>a. Read Anheier, Ch 1 – Studying Nonprofit Organizations</td></tr><tr><td>b. Read Anheier, Ch 2 – Historical Background</td></tr><tr><td>c. Read Anheier, Ch 3 -- Concepts</td></tr></table>	<b>GRADUATE STUDENTS</b>	a. Read Anheier, Ch 1 – Studying Nonprofit Organizations	b. Read Anheier, Ch 2 – Historical Background	c. Read Anheier, Ch 3 -- Concepts
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a. Read Anheier, Ch 1 – Studying Nonprofit Organizations						
b. Read Anheier, Ch 2 – Historical Background						
c. Read Anheier, Ch 3 -- Concepts						
Week 2	Incorporation	<p><b>Assignment #2 – Incorporation</b></p> <ul style="list-style-type: none"><li>• Read Herman: Ch 8 pg 178-179 -- <i>The Strategy Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations</i></li><li>• Read Herman: Ch 3 pg 66-67 -- <i>The Legal Framework of the Nonprofit Sector in the United States</i></li><li>• Read Herman: Ch 6 –<i>Board Leadership and Development</i></li><li>• Read Herman: Ch 7 – <i>Executive Leadership</i></li><li>• Visit the following website to see Colorado’s process for filing articles of incorporation: <a href="http://www.sos.state.co.us/biz/NPTransaction.do;jsessionid=0000HO0XgAMZ7JVLlQnm7byQeHv:11nm16ef4?name=abd+gerontology+society">http://www.sos.state.co.us/biz/NPTransaction.do;jsessionid=0000HO0XgAMZ7JVLlQnm7byQeHv:11nm16ef4?name=abd+gerontology+society</a></li><li>• Log on to discussion board on tax exemption and incorporation of nonprofit organizations<ul style="list-style-type: none"><li>• To ask questions about the unit</li><li>• To provide examples of personal experiences</li><li>• To ask questions about the quiz</li><li>• To increase dialogue between class members and the instructor on the topic of nonprofit incorporation.</li></ul></li><li>• Students who log onto the discussion board and make posts will receive 10 points if they make significant contributions to the discussion.</li></ul>				

		<table><tr><td><b>GRADUATE STUDENTS</b></td></tr><tr><td>a. Read Anheier, Ch 4 – Dimensions I - Overview</td></tr><tr><td>b. Read Anheier, Ch 5 – Dimensions II – Specific Fields</td></tr></table>	<b>GRADUATE STUDENTS</b>	a. Read Anheier, Ch 4 – Dimensions I - Overview	b. Read Anheier, Ch 5 – Dimensions II – Specific Fields		
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b. Read Anheier, Ch 5 – Dimensions II – Specific Fields							
Week 3	QUIZ #1	<b>Assignment #3 – Quiz #1 Incorporation and Tax Exemption (100 points)</b>  The quiz will be short answer essay questions on incorporation and tax exemption of a Nonprofit organization.					
Week 4	Human Resources	<b>Assignment #4 – Human Resources</b> a. Read Herman: Ch 23 -- <i>Finding the One You Want, Keeping the Ones You Find: Recruitment and Retention in Nonprofit Organizations</i> b. Read Herman: Ch 24 – <i>Total Rewards Program in Nonprofit Organizations</i> c. Read Herman: Ch 25 – <i>Principles of Training for Volunteers and Employees</i>					
Week 5	Volunteer Management	<b>Assignment #5 – Volunteer Management</b> a. Read Herman: Ch 22 – <i>Keeping the Community Involved: Recruiting and Retaining Volunteers</i> b. Read Herman: Ch 13 – <i>Designing and Managing Volunteer Programs</i> c. Read Herman: Ch 21 pg 572-576 – <i>Risk Management</i> d. Log on to discussion board on human resources and volunteer management <ul style="list-style-type: none"><li>To ask questions about the unit</li><li>To provide examples of personal experiences</li><li>To ask questions about the quiz</li><li>To increase dialogue between class members and the instructor on the topic of nonprofit incorporation.</li></ul> e. Students who log onto the discussion board and make posts will receive 10 points if they make significant contributions to the discussion.					
Week 6	QUIZ #2	<b>Assignment #6– Quiz #2 - Staffing Plan and Volunteer Management (100 points)</b>  The quiz will be short answer questions on staffing and volunteer management of a Nonprofit agency.					
Week 7	Strategic Planning	<b>Assignment #7 – Strategic Planning</b> a. Read Herman: Ch 8 – <i>The Strategy Change Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations</i> <table><tr><td><b>GRADUATE STUDENTS</b></td></tr><tr><td>a. Read Anheier, Ch 6 – Theoretical Approaches</td></tr><tr><td>b. Read Ahneier, Ch 7 - Organizational Theory and Structure</td></tr><tr><td>c. Read Anheier, Ch 8 – Nonprofit Behavior and Performance</td></tr></table>	<b>GRADUATE STUDENTS</b>	a. Read Anheier, Ch 6 – Theoretical Approaches	b. Read Ahneier, Ch 7 - Organizational Theory and Structure	c. Read Anheier, Ch 8 – Nonprofit Behavior and Performance	
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c. Read Anheier, Ch 8 – Nonprofit Behavior and Performance							

Week 8	<div>The Organizational Structure</div> <div>EXTRA CREDIT (OPTIONAL)</div>	<div>Assignment #8 – The Organizational Structure</div> <div><div><div>a. Read <i>Best Practices – Strategic Planning</i> at <a href="http://www.cairf.org/research/bpstrategic.pdf">http://www.cairf.org/research/bpstrategic.pdf</a></div><div>b. Read <i>Organizational Charts as a Management Tool</i> at The Organizational Chart <a href="http://management.about.com/cs/generalmanagement/a/OrgCharts.htm">http://management.about.com/cs/generalmanagement/a/OrgCharts.htm</a></div><div>c. Log on to discussion board to discuss strategic planning in a nonprofit organization<ul style="list-style-type: none"><li>To ask questions about the unit</li><li>To provide examples of personal experiences</li><li>To ask questions about the quiz</li><li>To increase dialogue between class members and the instructor on the topic of nonprofit incorporation.</li></ul></div><div>d. Students who log onto the discussion board and make posts will receive 10 points if they make significant contributions to the discussion.</div></div></div> <div>Extra Credit: Draw an organizational chart for a nonprofit organization. You may use the template on Word, Publisher and/or Power Point if you wish.</div> <div>For more information on organizational charts visit: <a href="http://management.about.com/cs/generalmanagement/a/OrgCharts.htm">http://management.about.com/cs/generalmanagement/a/OrgCharts.htm</a></div> <div><div>GRADUATE STUDENTS</div><div><div>a. Read Ahneier, Ch 10 - Stakeholders, Governance, and Accountability</div><div>b. Read Anheier, Ch 11 – Management I – Models</div><div>c. Read Anheier, Ch 12 – Management II – Tools and Special Topics</div></div></div>
Week 9	Quiz #3	<div>Assignment #9- Quiz #3 – Strategic Planning (100 points)</div> <div>The quiz will include short answer essay questions on strategic planning of a nonprofit organization.</div>
Week 10	Financial Management	<div>Assignment #10 – Financial Management</div> <div><div>a. Read Herman: Ch 19 – <i>Financial Accounting and Financial Management</i></div><div><div>GRADUATE STUDENTS</div><div>a. Read Anheier, Ch 9 – Resourcing Nonprofit Organizations</div></div></div>
Week 11	Fundraising, Gifts, & Contributions	<div>Assignment #11 – Fundraising, Gifts, and Contributions</div>

		<div><div><div>a. Read Herman: Ch 17 – <i>Designing and Managing the Fundraising Program</i></div><div>b. Log on to discussion board on financial management and fundraising<ul style="list-style-type: none"><li>To ask questions about the unit</li><li>To provide examples of personal experiences</li><li>To ask questions about the quiz</li><li>To increase dialogue between class members and the instructor on the topic of nonprofit incorporation.</li></ul></div><div>c. Students who log onto the discussion board and make posts will receive 10 points if they make significant contributions to the discussion.</div></div><div><div>GRADUATE STUDENTS</div><div>a. Read Anheier, Ch 13 – State-Nonprofit Relations</div></div></div>
Week 12	Quiz #4	<div><div>Assignment #12 – Quiz #4 – Financial Management</div><div>The quiz will include short answer essay questions related to financial management and fundraising of a nonprofit organization.</div></div>
Week 13	Marketing	<div><div>Assignment #13 – Marketing</div><div><div>a. Read Herman: Ch 12 – <i>Marketing for Nonprofit Managers</i></div><div>b. Read the following article <i>How to Conduct Public Relations for a Nonprofit Organization</i> <a href="http://www.ehow.com/how_17195_conduct-public-relations.html">http://www.ehow.com/how_17195_conduct-public-relations.html</a></div></div><div><div>GRADUATE STUDENTS</div><div>a. Read Anheier, Ch 16 – Policy Issues and Developments</div></div></div>
Week 14	Marketing and Nonprofits	<div><div>Assignment #14 – The Media and NPOs</div><div><div>a. Visit this website to understand the <i>Basic components of a media kit and how to prepare one for your Nonprofit</i> <a href="http://office.microsoft.com/en-us/publisher/HA010563171033.aspx">http://office.microsoft.com/en-us/publisher/HA010563171033.aspx</a></div><div>b. Visit this site for developing a <i>Speaker Media Kit</i> <a href="http://www.triciagoyer.com/cmsdocuments/MediaandSpeakerKit-TriciaGoyer.pdf">http://www.triciagoyer.com/cmsdocuments/MediaandSpeakerKit-TriciaGoyer.pdf</a></div><div>c. Visit this site on <i>How to Use Social Marketing in Nonprofits</i> <a href="http://nonprofit.about.com/od/nonprofitpromotion/a/socialmarketing.htm">http://nonprofit.about.com/od/nonprofitpromotion/a/socialmarketing.htm</a></div><div>d. Visit this site on <i>How to Pitch a Nonprofit to the Media</i> <a href="http://nonprofit.about.com/od/nonprofitpromotion/a/pitching.htm">http://nonprofit.about.com/od/nonprofitpromotion/a/pitching.htm</a></div><div>e. Log on to discussion board on marketing<ul style="list-style-type: none"><li>To ask questions about the unit</li><li>To provide examples of personal experiences</li><li>To ask questions about the quiz</li></ul></div></div></div>

		<ul style="list-style-type: none"><li>To increase dialogue between class members and the instructor on the topic of nonprofit incorporation.</li></ul> <p>f. Students who log onto the discussion board and make posts will receive 10 points if they make significant contributions to the discussion.</p>																						
Week 15	Quiz #5	<p><b>Quiz #5 – Marketing and Public Relations (100 points)</b></p> <p>The quiz will include short answer essay questions related to marketing for a Nonprofit organization.</p> <table><tr><td><b>GRADUATE STUDENTS</b></td></tr><tr><td>a. Final Paper Due</td></tr></table>	<b>GRADUATE STUDENTS</b>	a. Final Paper Due																				
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Week 16	Final Grades Posted	<p><b>Final grades posted</b></p> <table><tr><td colspan="2"><b>TOTAL POINTS POSSIBLE FOR UNDERGRADUATE STUDENTS</b></td></tr><tr><td><b>5 quizzes</b></td><td><b>500</b></td></tr><tr><td><b>6 discussions board sessions</b></td><td><b>60</b></td></tr><tr><td><b>TOTAL</b></td><td><b>560</b></td></tr><tr><td><b>EXTRA CREDIT (Organizational chart)</b></td><td><b>20</b></td></tr></table> <table><tr><td colspan="2"><b>TOTAL POINTS POSSIBLE FOR GRADUATE STUDENTS</b></td></tr><tr><td><b>5 quizzes</b></td><td><b>500</b></td></tr><tr><td><b>6 discussions board sessions</b></td><td><b>60</b></td></tr><tr><td><b>1 Final Paper</b></td><td><b>100</b></td></tr><tr><td><b>TOTAL</b></td><td><b>660</b></td></tr><tr><td><b>EXTRA CREDIT (Organizational chart)</b></td><td><b>20</b></td></tr></table>	<b>TOTAL POINTS POSSIBLE FOR UNDERGRADUATE STUDENTS</b>		<b>5 quizzes</b>	<b>500</b>	<b>6 discussions board sessions</b>	<b>60</b>	<b>TOTAL</b>	<b>560</b>	<b>EXTRA CREDIT (Organizational chart)</b>	<b>20</b>	<b>TOTAL POINTS POSSIBLE FOR GRADUATE STUDENTS</b>		<b>5 quizzes</b>	<b>500</b>	<b>6 discussions board sessions</b>	<b>60</b>	<b>1 Final Paper</b>	<b>100</b>	<b>TOTAL</b>	<b>660</b>	<b>EXTRA CREDIT (Organizational chart)</b>	<b>20</b>
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**SOCIAL ENTREPRENEURSHIP**  
**SOC 681**

Fort Hays State University

- Distance Learning -

PROFESSOR: Dr. Keith Campbell

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**I. COURSE DESCRIPTION**

To be a social entrepreneur, one must attack a social problem from a creative perspective. This course studies ways common people can help “communities of need,” especially disadvantaged racial and ethnic minorities as well as people of any race or ethnicity in pockets of extreme poverty. We will study how everyday people have developed small, grass-roots organizations (often nonprofit corporations) to help communities of need. Students will analyze these successes and using sociological principles develop their plans to assist specific communities of need. This course is theoretical as well as action oriented. Sociological theory is used to guide plans for social action.

Note: This course is a part of a Social Entrepreneurship (sometimes called Civic Entrepreneurship) certificate offered by the Department of Sociology and Social Work. If you are not familiar with this certificate and are interested, please ask Dr. Campbell about the other courses in this certificate.

**II. PURPOSE OF THE COURSE**

This course will focus on issues studied in several existing sociology courses at FHSU as a springboard to facilitate students planning to become social entrepreneurs.

**III. STATEMENTS ABOUT THIS COURSE**

The discipline of sociology has a strong history of social action. Although sociology is analytical in its attempt to study and understand human social behavior, the discipline also has a thriving applied component. This course uses some of the findings from the

analytical part of the discipline to direct appropriate application of sociological principles to assist categories of people in need.

In this course, the word “entrepreneur” is defined as a person who starts a new enterprise, may invest his/her resources in the venture, and accepts responsibility for the outcome. The term entrepreneur is most commonly used in the area of business, as in a person who starts a new for-profit enterprise. However, the type of innovative spirit that stimulates the start of new businesses may also be found within people whose primary concern is not economic profit but who seek to assist people in need.

In this course, the label “social entrepreneur” is used to mean a person who starts a new enterprise with the primary purpose being to assist a category of people in need. Similar to a business entrepreneur, a social entrepreneur may invest his/her resources in the venture and accept responsibility for the outcome. In contrast to a business entrepreneur, a social entrepreneur’s focus is not on money/profit.

It is important for students to realize that although the focus of nonprofit enterprises is not on money, nonprofit corporations are free to pay salaries as well as any other legitimate costs involved in assisting people in need. All but the smallest nonprofits have budgets that involve paying the director and employees. People who start nonprofits and who work for nonprofits CAN BE PAID while assisting people in need.

This course studies nonprofit innovations directed toward assisting people in need and encourages students to consider becoming social entrepreneurs. Following sociological tradition, we shall focus on issues related to disadvantaged racial and ethnic minorities as well as people of any race or ethnicity in pockets of extreme poverty.

#### **IV. COURSE OBJECTIVES**

1. Students will learn the strengths of selected successful programs developed by social entrepreneurs who formed nonprofit corporations to assist disadvantaged racial or ethnic minorities or people of any race or ethnicity in pockets of extreme poverty.
2. Students will select a micro or macro social problem of great interest to them on which they will focus in this course, a) report on the key issues associated with that problem, and b) select a geographic area on which they will focus for this course.
3. Students will apply one or more sociological theories to the social problem and geographic location on which they will focus in this course.
4. Students will develop a program (including goals, objectives, procedures, a budget, and evaluation) for a proposed project to assist disadvantaged racial or ethnic minorities or people of any race or ethnicity in pockets of extreme poverty.
5. Students will identify and research at least 10 private and/or federal possible grant funding sources for the program they develop.

#### **V. REQUIRED INFORMATION**

The following are required for participation in this course.

1. Course syllabus – may be found in BlackBoard
2. Texts – may be ordered from the book store

*Social Entrepreneurship*, Mark Durieux and Robert Stebbens, Wiley Publishing, 2010, ISBN# 978-0-470-53808-1

*Social Entrepreneurship: A Skills Approach*, Robert Gunn and Chris Durkin, The Policy Press, 2010, ISBN # 9781847422897

3. Videos: a) presentations/lectures from your teacher and b) interviews of social entrepreneurs conducted by your teacher – may be ordered from the book store
4. Announcements – may be found in BlackBoard (Please note: In this course, Announcements are an important teaching tool with important ideas being transmitted during the course through Announcements. Monitoring of Announcements at least every 3 days is essential.)
5. Access to web sites through the Internet

## **VI. INFORMATION YOU SHOULD SEND THE TEACHER**

No later than the third day of the semester, you are asked to send the teacher the following information through email (to [kcampbel@fhsu.edu](mailto:kcampbel@fhsu.edu)).

1. Your name
2. The name of this course
3. Your email address
4. Your telephone number
5. Your physical address

## **VII. COURSE FORMAT**

This course is designed for students who have use of the Internet. We shall stay in contact through Blackboard, a software package used by Fort Hays State University. When necessary, I will also be happy to talk with you by phone. In fact, before you take your test over the basic principles, I will invite you to talk with me by phone for me to answer any questions you might have.

Once Fort Hays State University has entered your name into the Blackboard system, you will be able to log into the Blackboard system. To log in, go to <http://blackboard.fhsu.edu/> on the Web. Please note that there is no www in the address. Once you are at the Blackboard site, click on Login and then type in your USERNAME and PASSWORD. Your username will probably be your first initial, middle initial, and last name. Your password will probably be the last four digits of your social security number, unless you have previously selected a different password. If you have difficulty with the login after you are officially enrolled in the course, please email me

([kcampbel@fhsu.edu](mailto:kcampbel@fhsu.edu)), and I will be happy to help. After login, click on Social Entrepreneurship\_. Congratulations. You should now be in the Blackboard portion of the course.

If you have difficulty accessing BlackBoard by the second day of classes, please contact the technical support staff at FHSU: [support@fhsu.edu](mailto:support@fhsu.edu) 1-800-628-fhsu

**Note:** You will find updated important information under “Announcements.” If you cannot frequently monitor these announcements, please drop this course now.

## **VIII. ASSIGNMENTS**

Activities that have points assigned include three papers and one test. The details of these assignments are in the Semester Schedule below.

## **IX. GRADING CRITERIA**

Here is a summary of the way your final grade will be calculated. (90% - 100% = A, 80% - 89% = B, etc.)

50 points: paper 1  
50 points: paper 2  
150 points: test  
150 points: paper 3  
400 total points

## **X. SEMESTER SCHEDULE**

This book will be noted below as “Durieux book”: *Social Entrepreneurship*, Mark Durieux and Robert Stebbens, Wiley Publishing, 2010, ISBN# 978-0-470-53808-1

This book will be noted below as “Gunn book”: *Social Entrepreneurship: A Skills Approach*, Robert Gunn and Chris Durkin, The Policy Press, 2010, ISBN # 9781847422897

### **Week 1:**

- a) Carefully read the syllabus.
- b) Read Announcements in Blackboard.
- c) View the first video lecture by Dr. Campbell.
- d) In the Durieux book, begin reading Part I: An Introduction to Social Entrepreneurship, p.7-91.

### **Week 2:**

- a) Read Announcements in Blackboard.
- b) In the Durieux book, finish reading Part I: An Introduction to Social Entrepreneurship, p.7-91.

- c) Student and test proctor forms due. (These forms are at the end of this syllabus.)
- d) Begin working on Paper 1

**Paper 1:** Identify two “communities of need” in two different U.S. states with which you would like to collaborate to reduce one or more social problems. For each community of need, collect enough information to prepare a written document that includes the following headings and appropriate information under each heading. Your writing on each community of need should not exceed five pages.

Identify the community of need with an appropriate label

Identify the exact physical location

Approximately how many people are members of this community of need in this location?

Approximately how many people in the U.S. are members of this community of need?

Give some history on these people in the U.S. overall.

Give some history on the community of need in the specific location you have selected.

Provide data that document some needs of these people in the specific location you have selected.

To what extent is the local community meeting the needs you identified above? What services is the local community providing? How successful are these local services? (Provide documentation for the conclusions you reach.)

Provide data that document unmet needs within the community of need.

### **Week 3:**

- a) Read Announcements in Blackboard.
- b) View the second video lecture by Dr. Campbell.
- c) In the Durieux book, begin reading Part II: Establishing Your Organization, p. 93-176

### **Week 4:**

- a) Read Announcements in Blackboard.
- b) View the third video lecture by Dr. Campbell.
- c) In the Durieux book, finish reading Part II: Establishing Your Organization, p. 93-176
- d) In the Durieux book, begin reading Part III: Growing Your Organization, p. 179-238

### **Week 5:**

- a) Read Announcements in Blackboard.
- b) View the video interview of Social Entrepreneur #1.
- c) In the Durieux book, finish reading Part III: Growing Your Organization, p. 179-238
- d) In the Durieux book, begin reading Part IV: Keeping Your Organization Running, p. 239-298

### **Week 6:**

- a) Read Announcements in Blackboard.
- b) View the video interview of Social Entrepreneur #2.
- c) In the Durieux book, finish reading Part IV: Keeping Your Organization Running, p. 239-298

d) In the Durieux book, read Part V: The Parts of Ten, p. 301-312

**Week 7:**

- a) Read Announcements in Blackboard.
- b) In the Gunn book, read the Preface and Chapter 1 (Introduction), p. xiii-4) as well as Chapter 3 (Defining social entrepreneurship), p. 19-28.
- c) Paper 1 Due
- d) Begin working on Paper 2

**Paper 2:** Identify five nonprofit corporations based in the U.S. that do work similar to the work you would like to do. For each nonprofit, collect enough information to prepare a written document that includes the following headings and appropriate information under each heading. Your writing on each nonprofit should not exceed two pages.

Name of nonprofit

Physical address

Web site address

Name of the director and his/her email address

Mission (quote this from their literature)

Major programs and a brief description of each (summarize their information – do not quote)

Identify details of specific activities that involve providing the kind of direct services to people in need in which you are interested.

Present data that show the degree to which these services are successful.

What innovations/creative ideas do you have that might make these services more effective?

What innovations/creative ideas do you have for similar but not identical services?

**Week 8:**

- a) Read Announcements in Blackboard.
- b) View the video interview of Social Entrepreneur #3.
- c) In the Gunn book, read Chapter 4 (Skills for social entrepreneurship), p. 29-44 and Chapter 5 (Stakeholder participation), p. 45-58

**Week 9:**

- a) Read Announcements in Blackboard.
- b) In the Gunn book, read Chapter 6 ( The financing of social enterprise), p. 59-70 and Chapter 7 (Planning for social enterprises), p. 71-82.
- c) Paper 2 due
- d) Begin working on Paper 3

**Paper 3:** Develop a program to address unmet needs within a community of need you have identified in a specific location of the U.S. (Schedule a phone appointment with Dr. Campbell to explain your project idea and receive permission to proceed with the paper.) Prepare a paper that includes the following headings and appropriate information under each heading. Your writing should not exceed 15 pages.

Title Page (include the label of the community of need you have selected, your name, and the name of this course)

Background (explain the history about the community of need you have selected)

Identified Needs (provide data and conclusions from those data)

Extent to Which Needs Are Being Met (provide data and conclusions from those data)

My Proposed Social Entrepreneurship Project

Goal

Objectives

Procedures

Budget

Evaluation

Conclusion

### **Week 10:**

- a) Read Announcements in Blackboard.
- b) View the video interview of Social Entrepreneur #4.
- c) In the Gunn book, read Chapter 8 (The challenges and risks of innovation in social entrepreneurship) p. 83-98 and Chapter 9 (Skills development in social enterprises) p. 99-112.

### **Week 11:**

- a) Read Announcements in Blackboard.
- b) In the Gunn book, read Chapter 11 (U.S. case study), p. 125-138, Chapter 12 (China case study) p. 139-152 and Chapter 14 (Conclusions) p. 167-170.
- c) Telephone call appointments in preparation for the test

### **Week 12:**

Fall break

### **Week 13:**

**Test to be taken over the two books and the video presentations**

### **Week 14:**

- a) Read Announcements in Blackboard.
- b) Telephone call appointments for consultation on Paper 3
- c) Test results returned and discussed.
- d) **Paper 3 due**

### **Week 15:**

- a) Read Announcements in Blackboard.
- b) Paper returned and questions from students answered.

## **XI. IMPORTANT COURSE ISSUES**

### **1. Interaction with the Professor**

My way of communicating with the entire class will be through Blackboard. I shall send frequent notes to the whole class through “Announcements” in Blackboard. These announcements are one of the most important parts of this course. One of your responsibilities in the course will be to check the Announcements in Blackboard every **two or three** days. You will be responsible for all information presented in the Announcements, so it is very important that you monitor messages I send through this means. If you cannot read these announcements at least every 3 days, please drop this course now.

When you have a question, please email or call me. (Please always put your first and last name at the end of your email – sometimes a husband’s or wife’s email is used and the email address doesn’t tell me the name of the sender.) If you email me and a conversation would be best, I will suggest that we talk by phone. If you have questions, I want to help answer those questions.

Always put your first and last name at the bottom of your emails to me. Thank you.

## **2. My role as your consultant on your written work**

I am available and happy to respond to questions you have about any issue related to course material. It is necessary that you construct a specific question. I am unable to generally pre-review (prior to grading) your papers or parts of them. (I shall not be able to look over any entire paper or a part of it and essentially pre-grade the work.) My role will be to respond to specific questions you have about issues related to this course, and your responsibility is to apply what you have learned in your writing.

My formal work week is Monday through Friday. On weekends, I often work on research projects. I usually do not open email during the week end, so if you email me over the week end, please be aware that I will probably not respond until the following week. I pledge to do my best to respond within 24 hours from when you send an email (except when weekends are involved). During the week, I am often able to respond within a few minutes/hours of your email.

I receive a fair amount of trash email (some smartly disguised to appear as business communication), and I attempt to avoid computer viruses. Consequently, I delete several messages a day without opening them. **There are two requirements for me to open your email. On my opening screen before messages are opened, 1) your name must be present and 2) the name of the course must be stated. If these two conditions are not met, then your email may be deleted without being opened.** (I apologize if this causes any problems for you. It is unfortunate that spam and virus emailers are so willing to attempt to deceive.)

**3. Required phone calls during week days and normal working hours:** Since we don’t see each other in a face-to-face class, our interaction is limited. Yet, spoken (not



just written) contact between student and teacher is important. Therefore, it is important that we speak at least a few times during the semester. At times I specify in this syllabus, I would like to receive a phone call from you. If you did well on an assignment, I would like to congratulate you. If there is any area for improvement, I would like to be sure you understand what is necessary for improvement. These phone calls are a requirement and can have impact on your grade. The procedure for scheduling a phone call after an assignment will be for me to send through Announcements the times I am available for a call from you. You will then select a time that works well for you. (All times for phone calls will be during normal working hours.)

#### **4. Deadlines**

In the real world, deadlines are important. In this course, deadlines are also important. Unless some extremely unusual event occurs in your life, you will be expected to meet all deadlines. The penalty for late work is loss of one letter grade for each day late.

#### **5. Graduate Credit**

For those students enrolled in this course for graduate credit, you have an additional assignment. You must locate a book related to the topic of our course that you have not previously read. The book you select must be approved by Dr. Campbell no later than the 5<sup>th</sup> week of the semester. You must write at least a 10 page paper in which you identify key ideas from the book and discuss similarities and differences between the key ideas in that book compared to the ideas presented in this course. This paper is due the Wednesday of the last week of the semester before finals week. This paper is graded pass/fail. Please send this assignment to my email address. Thank you.

#### **6. Incomplete Grades**

In unusual situations (for example, a long hospitalization or natural disaster), a student may request an “incomplete” as a grade if course work has not been completed by the end of the semester. Any student seeking an incomplete must make this request as soon as the problem arises and before finals week. All work must be completed in the spring or fall semester following the semester in which the Incomplete was given. (Note: This means you have only one semester.) If the teacher agrees to give an incomplete grade, the teacher will not be contacting the student the next semester. It is the responsibility of any student receiving an incomplete grade to contact the teacher **IN THE FIRST WEEK** of the semester in which the course is to be completed. Unless other arrangements are made in writing, all work is to be submitted no later than 2 weeks prior to the beginning of finals week of the semester in which the work is being completed.

**7. This is a 15 week course.** All students are required to devote the entire semester to this course. (We don’t offer 13 week, 11 week, etc. courses during the regular semesters.) Any student who cannot devote 15 weeks to this course should not enroll in this course.

It is the responsibility of the student to secure all necessary materials for this course prior to the start of the course. Not having class materials at the beginning of the semester is the responsibility of the student unless some unusual circumstances emerge. This means that books should be ordered ahead of time so they will be available for the first day of class.

If an event prevents a student from devoting 15 weeks to this course, there are 2 options. The student should 1) drop the course or 2) ask for an Incomplete Grade. Incomplete grades will be given only for extremely compelling cases such as natural disasters or serious illness. If the student is granted an Incomplete, all work must be completed in the fall or spring semester following the semester in which the incomplete was received.

### **8. There is a penalty for any test or assignment submitted late.**

Unless a schedule change is announced by the teacher, all tests and assignments must be submitted no later than the dates specified on the class syllabus. For every day the material is late, there will be one letter grade taken off. There are virtually no exceptions to this rule. Please carefully read the course schedule (located toward the end of this syllabus) to confirm that your personal schedule will allow you to meet all deadlines.

Note: 1) Computers crash. Back up all work and have an alternative way of sending your work on time, such as a friend's computer. A crashed computer will not extend a deadline. For this course and for proposal writing at work, you should always make a CD or flash drive copy of your writing at the end of each day. Do not depend on your hard drive. 2) People become ill. Do not wait until the last minute to complete your work. No illness other than documented hospitalized illness will extend a deadline.

### **9. Academic Honesty**

Integrity in all aspects of life is important, and academic honesty in courses is necessary. FHSU has an academic honesty policy in the Student Handbook (p. 61-63), and this policy will be followed in this course. If a student violates this policy, they will fail this course and possibly be suspended from the University. So please engage in academic honesty throughout this course. Thank you.

### **10. Special Needs**

If you have any special needs that relate to participation in this course, please let me know as soon as possible. FHSU has a Coordinator of Services with Disabilities (785-628-4401), and if you have a disability that will influence your performance in this course, you are asked to contact that office.

### **11. Final Comment**

This course can be fun as well as educational, and I will do my best to make your experience enjoyable. I look forward to working with you.

**Attached are two forms that must be completed and submitted by a deadline specified in the schedule. The student should complete the “Student Responsibilities” form and the proctor should complete the “Proctor Responsibilities” form. The student should then mail both forms to the teacher. The forms should be submitted in the same envelope. Do not ask your proctor to send their form separately.**

**If you are in another class of mine that asks for this information, be sure to send one set of forms for EACH class. I do not want to have to make copies. Thank you. Students: 1) Please print your name on the first line of the Proctor Form before asking your proctor to complete the form. 2) Please be sure all Proctor Form information is legible for Dr. Campbell to read before sending it (print next to what is not legible). Thanks**

## **STUDENT RESPONSIBILITIES – STUDENT FORM**

**Step 1:** Identify a person to serve as a Proctor and ask them to serve in this capacity.

The Proctor for your test must be one of the following.

- a librarian or someone in an administrative position in a library
- a certified teacher, school counselor, administrator or other school official
- a faculty member in an accredited college or university
- a military officer (of higher rank than student if the student is in the military)
- a corporate or government agency educational official
- an ordained clergy member

Proctors may not be a) close friends or relatives or b) current Fort Hays State University students.

**Step 2:** Ask a person meeting the conditions above to serve as your Proctor. In person, present the attached form to your Proctor and ask him/her to complete the form.

**Step 3:** You complete the form below.

**Step 4:** Send both forms in one envelope by the deadline noted in the syllabus schedule to:

Dr. Keith Campbell  
Department of Sociology and Social Work  
Fort Hays State University  
600 Park Street  
Hays, KS 67601      fax: 785-628-4426

**Step 5:** Set an appointment for the test.

**Step 6:** Take the test and pay your proctor for the postage cost of mailing the completed test. **IMPORTANT: Your proctor should mail the test with his/her return address, not the student.**

**Student name:**\_\_\_\_\_ **Proctor name**\_\_\_\_\_

**Address:**\_\_\_\_\_

**City, State, Zip:**\_\_\_\_\_

**Daytime phone #:**\_\_\_\_\_ **Evening phone #:**\_\_\_\_\_

**Email:**\_\_\_\_\_ **Course title:**\_\_\_\_\_

**Below, you are required to write a statement explaining how the proctor you have selected meets the requirements for a proctor stated above:**

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**Also, be sure to look over the completed proctor form to confirm that the writing is clear and all information is provided. (Once, a proctor gave his business name as “IPG.” I have no idea what that is, and I must confirm that the location to which the test is being mailed is legitimate. Also, it is common for proctor hand writing to not be clear. Each student should be sure all writing by the proctor is understandable to a normal reader. Thank you for this help!)**

## **TEST PROCTOR FORM - To be completed by the Proctor**

**On behalf of Fort Hays State University in Hays, Kansas, thank you for your willingness to serve as a test proctor. This contribution is important to the integrity of our distance-learning courses.**

**Name of student you will proctor:**\_\_\_\_\_

**Your name/title:**\_\_\_\_\_

**Business name:**\_\_\_\_\_

**Business address:**\_\_\_\_\_

**City, state, zip:**\_\_\_\_\_

**Daytime phone #:**\_\_\_\_\_ **Fax number:**\_\_\_\_\_

**Email:**\_\_\_\_\_

I have met in person with the above-named student, and I agree to monitor his/her test-taking. I am not a close friend or relative of the student, nor am I a current FHSU student. I agree to verify the student's identification before proctoring.

I agree to receive the test in the mail and provide a quiet, distraction-free place in which the student will take the exam. I will not allow the student to have any supporting material (books, notes, etc.) during testing. I will stay in the exam room or a nearby area during testing. I will allow the student a maximum of 70 minutes to take the test. I will personally mail or fax the completed exam to the address below within one day from the day of the completion of the exam. (I will not allow the students to return his/her completed test.)

I agree to the above conditions, and I agree to notify the teacher of the course if any conditions are violated.

**Proctor signature:**\_\_\_\_\_ **Date:**\_\_\_\_\_

Again, Fort Hays State University thanks you for assisting in this manner.

Please return this completed form to the student, who will mail it to the teacher.

Sincerely,  
Dr. Keith Campbell  
Department of Sociology and Social Work  
Fort Hays State University  
Hays, KS 67601 fax: 785-628-4426

**Discussion Draft: *Core Outcomes Initiative***  
**Model Transfer and Articulation Process**  
**Kansas Board of Regents**  
**Transfer and Articulation Task Force**  
**January 2011**

*Implementation: Core Outcomes Initiative*

- Core Outcomes Project serves as implementing/approving body
  - Faculty Panels meet by discipline to agree on criteria and outcomes, beginning with General Education (expand to individual disciplines later)
    - Review criteria for transfer
    - Review individual courses for transfer (requires a mechanism)
      - ✓ Need to provide faculty with tools to make a decision; a clear-cut process to ensure we have what students need
        - ❖ Agreed upon learning outcomes
        - ❖ Syllabi
        - ❖ Student portfolios in order to assess their work
        - ❖ Other?
  - Complete General Education review by Fall 2012
  - Use annual Core Outcomes meeting to review and update progress

*Oversight*

- Appoint system level ombudsperson
  - Coordinate with campus transfer coordinators
  - Liaison to Transfer and Articulation Advisory Council
  - Establish and maintain a system for resolving complaints that cannot be settled at campus level (requires a mechanism)
- Campus Transfer Coordinator/Ombudsperson designated by each institution
  - Monitor advising issues at the campus level
  - Initial contact for resolving problems and adjudicating complaints
- Establish a Transfer and Articulation Advisory Council to monitor overall process
  - Meet quarterly to review activities and respond to concerns
  - Develop/revise any required policies or guidelines
  - Make recommendations to improve process
  - Membership to be established (institutional representatives, Board staff, etc.)