Minutes of the Graduate Council
November 2, 2010 - 3:30 p.m.
As approved by Graduate Council, December 7, 2010


Graduate School: C. Shanklin, K. Lease, J. Guikema, S. Schlender, A. Umscheid
Graduate Student Council: M. Miller, J. Riley


1. Opening remarks
   - iSIS Upgrade Plans Reminder: Due to iSIS upgrades faculty, students and staff will be unable to access iSIS beginning 5:00 p.m. on November 19 through November 24. Selected faculty and graduate students are involved in testing.

   - Dean Shanklin reported on her recent recruitment trip to China and indicated that it appeared to be a success. She shared information about graduate programs at K-State with over 300 students and discussed admission requirements and the application process. Contact information will be shared with the graduate programs once the information has been entered into a spreadsheet that will be used to track the number of applications, number admitted and the number that matriculated. Information will be sent to the graduate programs about the requirements and deadlines for applicants who indicate on their Affidavit of Financial Support that they are applying to the Chinese Scholarship Council for partial support.

   - Dean Shanklin noted those students in China who took the GRE on October 23, 2010 will have two opportunities for retake due to an issue with examination form that was administered. Those students affected will not receive their scores and they can retake November 9, 2010 or in June 2011 at no cost.

2. Minutes of the October 5, 2010 meeting were approved as presented.

3. Graduate School Actions and Announcements
   The following appointments for non-graduate faculty to teach graduate courses (emergency approval) and graduate faculty membership were approved by the Dean of the Graduate School:

   **Non-Graduate Faculty to Teach Graduate Courses (emergency approval)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Yankey</td>
<td>Faculty Associate</td>
<td>Interior Arch. &amp; Prdt Design</td>
<td>10/26/10</td>
</tr>
</tbody>
</table>
### Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Myunggook Song</td>
<td>Assistant Professor</td>
<td>Marketing</td>
<td>8/13/10</td>
</tr>
<tr>
<td>Christopher Fein</td>
<td>Assistant Professor</td>
<td>Architecture</td>
<td>10/5/10</td>
</tr>
<tr>
<td>Amy Hageman</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td>10/8/10</td>
</tr>
</tbody>
</table>

### 4. Academic Affairs Committee – Mark Linville, Chair

On behalf of the Academic Affairs Committee, Mark Linville, chair, proposed to approve the following faculty members for graduate faculty associate, graduate faculty membership only, membership and certification and certification only. The motion passed.

#### Graduate Faculty Associate

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Reinert</td>
<td>Instructor</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Beverly Page</td>
<td>Instructor</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Laman Mamedova</td>
<td>Research Assistant Professor</td>
<td>Animal Sciences &amp; Industry</td>
</tr>
</tbody>
</table>

Role: teaching graduate courses and supervisory committee membership

#### Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
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</thead>
<tbody>
<tr>
<td>Jason Brody</td>
<td>Assistant Professor</td>
<td>Landscape Architecture/Regional &amp; Community Planning</td>
</tr>
<tr>
<td>Sam Zeller</td>
<td>Assistant Professor</td>
<td>Architecture</td>
</tr>
</tbody>
</table>

#### Certification

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weixin Yao</td>
<td>Assistant Professor</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

#### Membership and Certification

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugene Vasserman</td>
<td>Assistant Professor</td>
<td>Computing &amp; Information Sciences</td>
</tr>
<tr>
<td>Nora Bello</td>
<td>Assistant Professor</td>
<td>Statistics</td>
</tr>
<tr>
<td>John B. Pascarella</td>
<td>Professor</td>
<td>Division of Biology</td>
</tr>
</tbody>
</table>
5. **Course and curriculum issues**

On behalf of the Academic Affairs Committee, Mark Linville, chair, proposed to approve the following course and curriculum changes and additions. The motion passed.

*Expedited Course Changes:*

<table>
<thead>
<tr>
<th>Current Course Description</th>
<th>Proposed Course Description</th>
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</thead>
<tbody>
<tr>
<td><strong>CE 833. Advanced Structural Analysis II.</strong> (3) II. Application of matrix methods of analysis to complex structures; structural optimization, selected advanced topics in structural analysis. Three hours rec. a week. Prereq.: CE 537.</td>
<td><strong>CE 833. Advanced Structural Analysis II.</strong> (3) II. Nonlinear structural analysis using classical solutions; nonlinear geometry analysis by matrix methods for trusses and frames; nonlinear material analysis by matrix methods for trusses and frames; solution of nonlinear equilibrium equations; modeling structural problems by commercial software to predict ultimate capacity and nonlinear response. Three hours rec. a week. Pr.: CE 732 or equivalent. <em>Rationale:</em> This course was successfully offered 4 times with the new content in the Department of Civil Engineering at K-State (Spring 2002, 2004, 2006, 2009) to on campus and DCE students. The original catalog description is outdated. The change needs to be made so that the description matches the content of the course offered. As for the prerequisite, we need to make sure that students take CE732 prior to this course. This course assumes that students are well versed with matrix methods taught in detail in CE732 not CE537. <em>Impact:</em> The course attracted students from Architectural Engineering in the past when offered with the new content. Effective: Spring 2011</td>
</tr>
<tr>
<td><strong>ECE 780 - Power Seminar I</strong> Credits: (1) Speakers from industry, academia, and government present topics related to power systems engineering. Note: Three hours lecture a week. Requisites Prerequisite: Junior standing. When Offered Fall</td>
<td><strong>ECE 780 - Power Seminar</strong> Credits: (1) Speakers from industry, academia, and government present topics related to power systems engineering. Note: One hour lecture a week. Requisites Prerequisite: Junior standing. When Offered Fall Effective Fall 2010</td>
</tr>
<tr>
<td><strong>CE 775 - Traffic Engineering</strong> Credits: (3) Traffic operations of roads, streets, and highways; traffic engineering studies; use of signs, signals, and pavement markings as traffic control devices; highway and intersection capacity, design and operations of traffic signals; current microcomputer models and applications. Requisites: Prerequisite: CE 572. When Offered: Fall</td>
<td><strong>CE 775 - Traffic Engineering</strong> Credits: (3) Traffic operations of roads, streets, and highways; traffic engineering studies; use of signs, signals, and pavement markings as traffic control devices; highway and intersection capacity, design and operations of traffic signals; current microcomputer models and applications. Requisites: Prerequisite: CE 572. When Offered: Spring</td>
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<tr>
<td><strong>ECON 630 – Introduction to Econometrics.</strong> (3) I, II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses. Pr.: ECON 120; MATH 205 or 220; STAT 351, 511, or 705.</td>
<td><strong>ECON 630 – Introduction to Econometrics.</strong> (3) II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses. Pr.: ECON 120; MATH 205 or 220; STAT 351, 511, or 705.</td>
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<tr>
<td><strong>GRAD 703 – Practicum in Adult TESL/TEFL: Oral Communication.</strong> (2) I, II, S. Methods and techniques for teaching oral communication (listening comprehension, speaking, and pronunciation) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr.: Graduate standing.</td>
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<td><strong>Rationale:</strong> Course catalog currently states that this course is offered in the Fall; however, it is only offered in the Spring. Effective Date: Spring 2011</td>
<td><strong>Rationale:</strong> The existing practica courses required for the MA in TEFL (Grad 702, 703, and 704) are each 2 credit classes. International students (the majority of the students in this track) need to be enrolled in 9 credits each semester by immigration regulations. Having classes of 2 credits each put students at 8 hrs, thus requiring them to take an extra 3-hr course in order to maintain their immigration status. By taking the three practica (total of 6 hrs) and dividing them into 2 3-credit courses, the problem of the nine-hour minimum to meet immigration status is solved. We need to delete 702, as it will be subsumed into GRAD 703 and 704. The two latter courses will be changed from 2 credit hours to 3 credit hours each. Effective Date: Fall 2010</td>
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<td><strong>GRAD 704 – Practicum in Adult TESL/TEFL: Written Communication.</strong> (2) I, II, S. Methods and techniques for teaching written communication (reading, vocabulary development, grammar, and writing) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr.: Graduate standing.</td>
<td><strong>GRAD 704 – Practicum in Adult TESL: Written Communication.</strong> (3) I, II, S. Methods and techniques for teaching written communication (reading, vocabulary development, grammar, and writing) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr.: Graduate standing. <strong>Rationale:</strong> The existing practica courses required for the MA in TEFL (Grad 702, 703, and 704) are each 2 credit classes. International students (the majority of the students in this track) need to be enrolled in 9 credits each semester by immigration regulations. Having classes of 2 credits each put students at 8 hrs, thus requiring them to take an extra 3- hr course in order to maintain their immigration status. By taking the three practica (total of 6 hrs) and dividing them into 2 3-credit courses, the problem of the nine-hour minimum to meet immigration status is solved. We need to delete 702, as it will be subsumed into GRAD 703 and 704. The two latter courses will be changed from 2 credit hours to 3 credit hours each. <strong>Effective Date:</strong> Fall 2010</td>
</tr>
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<td><strong>MUSIC 858 – Advanced Choral Conducting.</strong> (3) I, II, S. Exercises and techniques to refine the conducting gesture; techniques of noted choral conductors; and score study.</td>
<td><strong>MUSIC 858 – Advanced Choral Conducting.</strong> (2) I, II, S. Exercises and techniques to refine the conducting gesture; techniques of noted choral conductors; and score study. <strong>Rationale:</strong> Mistake was made in the original proposal. <strong>Effective Date:</strong> Spring 2011</td>
</tr>
<tr>
<td><strong>MUSIC 859 – Advanced Conducting.</strong> (Var.) I, II, S. Advanced Conducting. Pr.: Music 417 and consent of instructor.</td>
<td><strong>MUSIC 859 – Advanced Instrumental Conducting.</strong> (Var.) I, II, S. Advanced Instrumental Conducting. Pr.: Music 417 and consent of instructor. <strong>Rationale:</strong> Clarification between Advanced Instrumental Conducting and Advanced Choral Conducting. <strong>Effective Date:</strong> Summer 2011</td>
</tr>
<tr>
<td><strong>EDSEC 614. Laboratory Techniques in Teaching Science.</strong> (3). I, II. Rationale for laboratory in secondary school science. The design and implementation of laboratory activities and demonstrations in a high school science program. Concurrent enrollment recommended for EDSEC 500 (Science).</td>
<td><strong>EDSEC 614. Laboratory Techniques in Teaching Science.</strong> (3). I, II. Rationale for laboratory in secondary school science. The design and implementation of laboratory activities and demonstrations in a high school science program. Concurrent enrollment recommended for EDSEC 542 and EDSEC 543. <strong>Rationale:</strong> The recommended course requisite reflects a change in the number of the course (from EDSEC 500 to EDSEC 542). <strong>Effective Date:</strong> Fall 2011</td>
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<td><strong>EDACE 782. Educational Gerontology. (3).</strong> For both the practitioner and those interested in educational gerontology as a field of inquiry. It will examine education for and about aging, with particular reference to the role, needs, and ability of persons in the later years as learners. <strong>Prerequisite: EDACE 780.</strong></td>
<td><strong>EDACE 782. Educational Gerontology. (3). On Sufficient Demand.</strong> For both the practitioner and those interested in educational gerontology as a field of inquiry. It will examine education for and about aging, with particular reference to the role, needs, and ability of persons in the later years as learners. <strong>Rationale:</strong> Action--removal of prerequisite listed. No prerequisite is needed for course content, and removal of prerequisite will benefit students enrolled in face-to-face and online course sections. <strong>Effective Date:</strong> Spring 2011</td>
</tr>
<tr>
<td><strong>EDACE 790. Characteristics of the Adult Learner. (3).</strong> I, II, S. For teachers and administrators in adult and occupational programs who need a familiarity with the major characteristics of adulthood which affect the adult as a learner. <strong>Prerequisite: EDACE 780.</strong></td>
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<tr>
<td><strong>EDACE 818. Social Foundations of Adult Education. (3).</strong> I, II, S. Designed for adult and continuing education students and college or university personnel in sociology and related fields dealing with adults, this course focuses on the economic historical and sociocultural context in which learning takes place. Included is an in-depth examination of the relationship between adult education and culture. <strong>Prerequisite: EDACE 780.</strong></td>
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</tr>
<tr>
<td><strong>EDACE 820. Principles of Teaching Adults. (3).</strong> For both the practitioner and those interested in educational gerontology as a field of inquiry. It will examine education for and about aging, with particular reference to the role, needs, and ability of persons in the later years as learners. <strong>Prerequisite: EDACE 780.</strong></td>
<td><strong>EDACE 820. Principles of Teaching Adults. (3). On Sufficient Demand.</strong> This course will explore the theory and practice of teaching adults. Collaborative and active learning techniques will be emphasized in face-to-face and online environments. Students will examine the strengths, weaknesses, and appropriate applications of a variety of methods to different adult education environments. <strong>Rationale:</strong> Action--removal of prerequisite listed. No prerequisite is needed for course content, and removal of prerequisite will benefit students enrolled in face-to-face and online course sections. Terms offered changed to on sufficient demand. <strong>Effective Date:</strong> Spring 2011</td>
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<tr>
<td><strong>EDACE 825. Theory and Practice of Continuing Education.</strong> (3). Specific instruction on facilitating continuing education programs; emphasis on serving the institution, part-time students, community, and other interests. Prerequisite: EDACE 780 and 790.</td>
<td><strong>EDACE 825. Theory and Practice of Continuing Education.</strong> (3). On Sufficient Demand. Specific instruction on facilitating continuing education programs; emphasis on serving the institution, part-time students, community, and other interests. Rationale: Action—removal of prerequisite listed. No prerequisite is needed for course content, and removal of prerequisite will benefit students enrolled in face-to-face and online course sections. Term offered will be based on sufficient demand. Effective Date: Spring 2011</td>
</tr>
<tr>
<td><strong>EDACE 860. Innovative Higher Education Programs for Adults.</strong> (3). Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. Prerequisite: EDACE 780.</td>
<td><strong>EDACE 860. Innovative Higher Education Programs for Adults.</strong> (3). On Sufficient Demand. Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. Rationale: Action—removal of prerequisite listed. No prerequisite is needed for course content, and removal of prerequisite will benefit students enrolled in face-to-face and online course sections. Terms offered will be based on sufficient demand. Effective Date: Spring 2011</td>
</tr>
<tr>
<td><strong>EDCEP 863. Trends in Career Development.</strong> (3). Integration of major research/issue/policy contributions to major aspects of career development including occupational adjustment and vocational fitness.</td>
<td><strong>EDCEP 863. Trends in Career Development.</strong> (3). Offered on campus every spring semester; semesters offered online vary. This course addresses the role of work in people's lives across the life span, with an emphasis on the application of career development theories, research, practice, and resources to higher education. Topics are presented to help professionals in higher education facilitate students' academic and career development, planning, and decision-making within the context of the changing world of work. Rationale: The course description has been revised to reflect the current practices and terminology. This course is offered every spring semester on campus; the semesters offered online vary as it is part of the online academic advising graduate programs, graduate certificate and master's degree. Effective Date: Spring 2011</td>
</tr>
<tr>
<td><strong>EDCEP 923. Higher Education Law.</strong> (3). $, Even Years. This course will provide students with an overview of legal issues in higher education, with an emphasis on legal developments and trends in student affairs administration in particular.</td>
<td><strong>EDCEP 923. Higher Education Law.</strong> (3). $, Even Years. This course will provide students with an overview of legal issues in higher education, with an emphasis on legal developments and trends in student affairs administration in particular. Rationale: The semester in which the course is offered is being changed from summer to spring of even years Effective Date: Spring 2011</td>
</tr>
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<tr>
<td>EDCEP 925. Higher Education Finance. (3). S.</td>
<td>EDCEP 925. Higher Education Finance. (Var.), II, Odd Years. The purpose of this course is to provide an overview of finance in higher education. Current challenges related to public funding of higher education, from both the federal and state government, will be addressed in this course. Additional focus will be devoted to the structure and function of financial aid systems as well as to options for the reform of those systems.</td>
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<tr>
<td>The purpose of this course is to provide an overview of finance in higher education. Current challenges related to public funding of higher education, from both the federal and state government, will be addressed in this course. Additional focus will be devoted to the structure and function of financial aid systems as well as to options for the reform of those systems.</td>
<td></td>
</tr>
<tr>
<td>Rationale: The semester in which the course is offered is being changed from summer of odd years to spring of odd years. Effective Date: Spring 2011</td>
<td></td>
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<tr>
<td>EDCEP 927. Higher Education Administration. (3). S.</td>
<td>EDCEP 927. Higher Education Administration. (3). S. Even Years. Administration theory applied to the organization and administration of colleges and universities; special reference to structure, governing boards, administrative roles, decision-making, and analysis of selected problems.</td>
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<tr>
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<td>Rationale: This course will be offered in the spring semester of even years rather than every spring semester. Effective Date: Spring 2011</td>
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</table>

**Non-Expedited Course Changes:**

<table>
<thead>
<tr>
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<th>Proposed Course Description</th>
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<tbody>
<tr>
<td>POLSC 742 – International Conflict. (3) II.</td>
<td>POLSC 642 – International Conflict. (3) I, II, S. Examine the nature of international political conflicts and the types of such conflicts. Pr: POLSC 333.</td>
</tr>
<tr>
<td>The nature of political conflicts in the world and the “types” of such conflicts. Emphasis is on determining the “causes” of the various conflict types as well as providing the student with a better understanding of the conflict process from political dispute through the escalation stages to war. Pr: POLSC 333.</td>
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<tr>
<td>Rationale: The Department believes that this course would be better suited as a 600 level course. We now have a series of courses at the 800 level in the Security Studies graduate program that cover similar material as the presently construed POLSC 742, especially POLSC 813 International Security. We believe that having these two courses – International Conflict and International Security – at roughly the same level is redundant and we have found that offering both courses at this level is beyond student demand. It would be more beneficial to the department to move International Conflict to the 600 level thereby providing our majors with an additional 600 offering in the International Relations subfield. Since many of our undergraduate majors seem to be wary of 700 level courses, moving International Conflict to the 600 level should also increase enrollment in the class. Also, we envision offering the course on a rotating basis in both the spring and the fall as opposed to offering it only in the spring as we do now. We may also offer the course in the summer. Impact: Limited, if any. Few non-majors currently take POLSC 742. Effective Date: Spring 2011</td>
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<tr>
<td>Effective Date: Spring 2011</td>
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</tbody>
</table>
FSHS 750 - Voice and Resonance Disorders  
Credits: (3)  
The etiologies and characteristics of voice and resonance disorders, as well as general principles of assessment, prevention, and intervention of these disorders, are presented.  
Requisites  
Prerequisite: FSHS 360.  
When Offered  
Fall

FSHS 750 - Voice Disorders  
Credits: (3)  
The etiologies and characteristics of voice disorders, as well as general principles of assessment, prevention, and treatment of these disorders, are presented. The role of the speech-language pathologist in rehabilitation planning following treatment for laryngeal cancer is also addressed.  
Requisites  
Prerequisite: FSHS 360.  
When Offered  
Fall  
Rationale: The content regarding etiologies and characteristics of resonance disorders will be transferred from this course to a new course. Removal of this content will allow the addition of content related to the communicative needs of individuals following treatment for laryngeal cancer, in order to provide basic material for students preparing to practice in this area.  
Effective Date: Fall 2011

FSHS 780 - Clinical Speech Science  
Credits: (3)  
Clinical application of research and theory dealing with the physiological and acoustic aspects of speech production. Instrumentation and procedures for observing and measuring aspects of speech breathing, phonation, velopharyngeal function, and articulation will be discussed.  
Requisites  
Prerequisite: FSHS 446,745, and 750.  
When Offered  
Spring

FSHS 780 – Instrumental Measurement for Clinical Application  
Credits: (2)  
This course addresses instrumentation and measurement procedures for clinical purposes. Particular emphasis is placed on measurement of physiological aspects of speech breathing and acoustic and physiological aspects of phonation.  
Requisites  
Prerequisite: FSHS 446,745, and 750.  
When Offered  
Spring  
Rationale: The changes in the course title and description reflect a shift in the focus of the course to instrumental measurement, in order to address the knowledge base necessary for graduate clinicians to select, perform, and interpret instrumental measurements competently in their clinical practice, particularly in the areas of speech breathing and phonation. The content regarding instrumental measurement of resonance disorders will be transferred to a new course, to allow it to be integrated with content dealing with the etiologies and characteristics of resonance disorders related to cleft palate and velopharyngeal dysfunction. Decrease in credit hours reflects removal of this content.  
Effective Date: Spring 2011
**Expedited Curriculum Changes:**

**Women’s Studies**

**FROM:**

**TO:**

<table>
<thead>
<tr>
<th>Program requirements</th>
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<tbody>
<tr>
<td>The certificate consists of 12 hours of graduate level courses in women’s studies and /or gender.</td>
</tr>
</tbody>
</table>

**Core course required (3 hours):**

- WOMST 810 – Gender: An Interdisciplinary Overview  Credits: (3)

**Elective courses (choose 9 hours from the following list of courses):**

Courses followed by a subtitle in parentheses vary and count toward the Women’s Studies Graduate Certificate only when offered with the indicated subtitle.

- WOMST 500 – Topics in Women’s Studies  Credits: (1-3)
- WOMST 505 – Independent Study in Women’s Studies  Credits: (1-3)
- WOMST 550 – Women and Popular Culture  Credits: (3)
- WOMST 551 – The History and Politics of Family Violence  Credits: (3)
- WOMST 560 – Women and Violence  Credits: (3)
- WOMST 580 – Women and Religion  Credits: (3)
- WOMST 585 – Women and Islam  Credits: (3)
- WOMST 590 – Women’s Studies Practice and Theory  Credits: (3)
- WOMST 610 – Seminar in Women’s Studies  Credits: (3)
- WOMST 700 – Advanced Topics in Women’s Studies  Credits: (1-3)
- WOMST 784 – Internship in Women’s Studies  Credits: (1-12)
- ANTH 508 – Male and Female: Cross-Cultural Perspectives  Credits: (3)
- ANTH 523 – Topics in Linguistic Anthropology  Credits: (1-4) (Language and Gender)
- ANTH 633 – Gender, Power, and International Development  Credits: (3)

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**Core course required (3 hours):**

- WOMST 810 – Gender: An Interdisciplinary Overview  Credits: (3)

**Elective courses (choose 9 hours from the following list of courses):**

Courses followed by a subtitle in parentheses vary and count toward the Women’s Studies Graduate Certificate only when offered with the indicated subtitle.

- WOMST 500 – Topics in Women’s Studies  Credits: (1-3)
- WOMST 505 – Independent Study in Women’s Studies  Credits: (1-3)
- WOMST 550 – Women and Popular Culture  Credits: (3)
- WOMST 551 – The History and Politics of Family Violence  Credits: (3)
- WOMST 560 – Women and Violence  Credits: (3)
- WOMST 580 – Women and Religion  Credits: (3)
- WOMST 585 – Women and Islam  Credits: (3)
- WOMST 590 – Women’s Studies Practice and Theory  Credits: (3)
- WOMST 610 – Seminar in Women’s Studies  Credits: (3)
- WOMST 700 – Advanced Topics in Women’s Studies  Credits: (1-3)
- WOMST 784 – Internship in Women’s Studies  Credits: (1-12)
- ANTH 508 – Male and Female: Cross-Cultural Perspectives  Credits: (3)
- ANTH 523 – Topics in Linguistic Anthropology  Credits: (1-4) (Language and Gender)
- ANTH 633 – Gender, Power, and International Development  Credits: (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ART 654</td>
<td>Women in Art</td>
<td>(3)</td>
</tr>
<tr>
<td>ENGL 525</td>
<td>Women in Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>ENGL 635</td>
<td>Readings in Eighteenth-Century British Literature</td>
<td>(3)</td>
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<tr>
<td></td>
<td>(Women in the Eighteenth Century)</td>
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<tr>
<td>ENGL 660</td>
<td>Readings in Major Authors</td>
<td>(3)</td>
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<td></td>
<td>(George Elliot; Shakespeare, Gender and Performance; Native American Literature: Louise Erdrich &amp; Sherman Alexie)</td>
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<tr>
<td>ENGL 670</td>
<td>Topics in British Literature</td>
<td>(3)</td>
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<tr>
<td></td>
<td>(Women in the Eighteenth Century)</td>
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<tr>
<td>ENGL 680</td>
<td>Topics in American Literature</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(Asian-American Literature, Topics in Latina/o Literature)</td>
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</tr>
<tr>
<td>ENGL 705</td>
<td>Theory and Practice of Cultural Studies</td>
<td>(3)</td>
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<tr>
<td>ENGL 710</td>
<td>Studies in a Literary Genre</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(Gender and Sexuality in American Indian Literature, Restoration &amp; Eighteenth Century Drama, Shakespeare and Children’s Literature)</td>
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<tr>
<td>ENGL 720</td>
<td>Studies in a Major Author</td>
<td>(3)</td>
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<td></td>
<td>(The Brontes)</td>
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<tr>
<td>ENGL 730</td>
<td>Studies in a Literary Period</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(Restoration and Eighteenth Century Drama)</td>
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<tr>
<td>ENGL 740</td>
<td>Studies in Literary Period</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(Film theory, Deconstruction and Psychoanalysis)</td>
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<tr>
<td>ENGL 830</td>
<td>Seminar in Cultural Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 512</td>
<td>Women in European History</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 533</td>
<td>Topics in the History of the Americas</td>
<td>(1-3)</td>
</tr>
<tr>
<td>HIST 540</td>
<td>Women in America, 1600 to the Civil War</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 542</td>
<td>Women in America, Civil War to the Present</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 551</td>
<td>History of Family Violence</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 980</td>
<td>Topics in European History</td>
<td>(1-3)</td>
</tr>
<tr>
<td>HIST 984</td>
<td>Topics in American History</td>
<td>(1-3)</td>
</tr>
<tr>
<td>MC 612</td>
<td>Gender issues and the Media</td>
<td>(3)</td>
</tr>
</tbody>
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- ART 654 – Women in Art **Credits**: (3)
- ENGL 525 – Women in Literature **Credits**: (3)
- ENGL 635 – Readings in Eighteenth-Century British Literature **Credits**: (3) (Women in the Eighteenth Century)
- ENGL 660 – Readings in Major Authors **Credits**: (3) (George Elliot; Shakespeare, Gender and Performance; Native American Literature: Louise Erdrich & Sherman Alexie)
- ENGL 670 – Topics in British Literature **Credits**: (3) (Women in the Eighteenth Century)
- ENGL 680 – Topics in American Literature **Credits**: (3) (Asian-American Literature, Topics in Latina/o Literature)
- ENGL 705 – Theory and Practice of Cultural Studies **Credits**: (3)
- ENGL 710 – Studies in a Literary Genre **Credits**: (3) (Gender and Sexuality in American Indian Literature, Restoration & Eighteenth Century Drama, Shakespeare and Children’s Literature)
- ENGL 720 – Studies in a Major Author **Credits**: (3) (The Brontes)
- ENGL 730 – Studies in a Literary Period. **Credits**: (3) (Restoration and Eighteenth Century Drama)
- ENGL 740 – Studies in Literary Period **Credits**: (3) (Film theory, Deconstruction and Psychoanalysis)
- ENGL 830 – Seminar in Cultural Studies **Credits**: (3)
- HIST 512 – Women in European History **Credits**: (3)
- HIST 533 – Topics in the History of the Americas **Credits**: (1-3)
- HIST 540 – Women in America, 1600 to the Civil War **Credits**: (3)
- HIST 542 – Women in America, Civil War to the Present **Credits**: (3)
- HIST 551 – History of Family Violence **Credits**: (3)
- HIST 980 – Topics in European History **Credits**: (1-3)
- HIST 984 – Topics in American History **Credits**: (1-3)
- MC 612 – Gender issues and the Media **Credits**: (3)
• KIN 598 – Topics in Kinesiology  
  **Credits:** (1-3)
• KIN 796 – Topics in Exercise Physiology  
  **Credits:** (1-4)
• PHILO 525 – Social-Political Philosophy  
  **Credits:** (3) (when offered as Women in Western Thought)
• POLSC 606 – Gender and Politics  
  **Credits:** (3)
• POLSC 799 – Pro-Seminar in Political Science  
  **Credits:** (3) (when offered as Women and Law)
• PSYCH 540 – Psychology of Women  
  **Credits:** (3)
• PSYCH 543 - Women’s Mental Health Issues  
  **Credits:** (3)
• PSYCH 563 – Gender Issues in the Workplace  
  **Credits:** (3)
• SOCIO 545 – The Sociology of Women  
  **Credits:** (3)
• SOCIO 633 – Gender, Power, and Development  
  **Credits:** (3)
• SOCIO 665 – Women and Crime  
  **Credits:** (3)
• SOCIO 670 – Diversity and Social Interaction in the Workplace  
  **Credits:** (3)
• SOCIO 833 – Gender Differentiation and Inequality  
  **Credits:** (3)
• SOCIO 933 – Gender & Society  
  **Credits:** (3)
• THTRE 782 – Women in Theatre  
  **Credits:** (3)
• EDCI 735 – Curriculum Materials for Nonsexist Teaching  
  **Credits:** (3)
• EDCI 886 – Seminar in Curriculum and Instruction  
  **Credits:** (Var.) (Women, Education, and Leadership)
• EDACE 750 – Women, Education, and Work  
  **Credits:** (2-3)
• FSHS 869 – Systematic Treatment of Domestic Violence and Substance Abuse  
  **Credits:** (2)
• FSHS 865 – Human Sexuality  
  **Credits:** (3)

**Note**

Other appropriate graduate level Topics and Readings courses are offered every year in a variety of disciplines. Thus, students have a large selection
of classes to choose from each year.

Note
Other appropriate graduate level Topics and Readings courses are offered every year in a variety of disciplines. Thus, students have a large selection of classes to choose from each year.

RATIONALE: This reflects several additions to the graduate certificate in Women’s Studies curriculum.

IMPACT: The heads of English and Sociology, Anthropology, and Social Work will email support of this curriculum change.

EFFECTIVE DATE: Spring 2011
**Geography**

<table>
<thead>
<tr>
<th>FROM: Required courses</th>
<th>TO: Required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>These courses must be taken while in residence.</td>
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</tr>
<tr>
<td>- GEOG 830 – Seminar in Rural Geography <strong>Credits:</strong> (3)</td>
<td>- Two 3-credit hour research seminars in geography at the 800-level or above. <strong>Credits:</strong> (6)</td>
</tr>
<tr>
<td>- GEOG 900 – Methods, Theory, and Models in Geography <strong>Credits:</strong> (3)</td>
<td>- GEOG 900 – Methods, Theory, and Models in Geography <strong>Credits:</strong> (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Required courses</th>
<th>2. 800-level course requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to GEOG 830 and GEOG 900, the twelve credit hours of courses must be at the 800-level or above. No more than 6 credit hours of 500-level courses are permitted in a Ph.D. program, but no 500-level geography course may appear in the program of study. Complete two geography research seminars (6 credits) both of which must be at the 800 or 900 level, in addition to GEOG 830 and GEOG 900. Not more than 6 hours of independent study or other individualized courses should ordinarily appear on the program of study for the doctoral program. For exceptions to this, the chair of a student’s supervisory committee should write a memo to the Graduate School that accompanies the program of study and explains the reasoning for the exception request.</td>
<td></td>
</tr>
</tbody>
</table>

**RATIONALE:** Instead of requiring one specified research seminar, GEOG 830, Rural Geography, the Department wants to require any two research seminars at the 800- or 900-level in geography. The Department also wished to reduce its credit hour requirement for 800-level and above courses to 15 hours from 18 hours, to match the Graduate School’s PhD requirement. This will not increase the total number of hours of coursework for the PhD, but will better reflect the breadth and diversity of the research interests held by the faculty and doctoral students.

**EFFECTIVE DATE:** Spring 2011
**Expedited Drop Courses:**

**GRAD 702 – TESOL for Adult Learners.** (2) I, II, S. One of three courses to provide content and practice in defined skill areas. Survey of current theories, techniques, and methodologies in adult TESL/TEFL provide a foundation for practical application in the classroom in GRAD 703, and GRAD 704. Topics of learning styles, course planning, identification of learning objects, and assessment of adult second/foreign language learners are incorporated into practical activities. Pr.: Graduate standing, or prior or concurrent enrollment with GRAD 703 or 704.

*Rationale:* The existing practica courses required for the MA in TEFL (Grad 702, 703, and 704) are each 2 credit classes. International students (the majority of the students in this track) need to be enrolled in 9 credits each semester by immigration regulations. Having classes of 2 credits each put students at 8 hrs, thus requiring them to take an extra 3-hr course in order to maintain their immigration status. By taking the three practica (total of 6 hrs) and dividing them into 2 3-credit courses, the problem of the nine-hour minimum to meet immigration status is solved. We need to delete 702, as it will be subsumed into GRAD 703 and 704.

*Effective Date:* Fall 2010

**Non-Expedited New Courses:**

**FSHS 743 – Communication Impairments in Autism Spectrum Disorders**
Credits: (2)
This course provides an overview of Autism Spectrum Disorders (ASD), including characteristics, diagnosis, and etiologies. Interventions used by speech-language pathologists for enhancing the communication of individuals with ASD across the lifespan will be presented, with a focus on using evidence-based practice guidelines to determine programs of treatment. Current developments and research findings related to assessment and intervention will be discussed.
Prerequisite: FSHS 443. When Offered: Summer

*Rationale:* This new course addresses a need among our M.S. graduates for course work in communication disorders specific to ASD, because many of them serve individuals with ASD. In addition, the American Speech-Language-Hearing Association’s recent scope of practice revision and its certification standards require knowledge and skills in this area of practice.

*Effective Date:* Spring 2011

**FSHS 748 – Cleft Palate**
Credits: (1)
An overview of communicative disorders related to cleft palate and other structurally-based conditions affecting velopharyngeal function. Research and practical knowledge related to the characteristics, assessment, and treatment of these communicative problems are addressed.
Prerequisite: FSHS 360 and FSHS 446. When Offered: Spring

*Rationale:* This course integrates content previously addressed in two courses (FSHS 750 Voice and Resonance Disorders and FSHS 780 Clinical Speech Science) in a single course on cleft palate and other velopharyngeal disorders.
*Effective Date:* Spring 2011

**MUSIC 636 – Advanced Woodwind Techniques.** (2) S. Advanced techniques in the teaching of all woodwind instruments for music teachers.

*Rationale:* This course is an elective for the summer master of music program providing advanced
pedagogical training in the teaching of woodwind instruments.
Effective Date: Summer 2011

MUSIC 637 – Advanced Brass Techniques. (2) S. Advanced techniques in the teaching of all brass instruments for music teachers.

Rationale: This course is an elective for the summer master of music program providing advanced pedagogical training in the teaching of woodwind instruments.
Effective Date: Summer 2011

WOMST 799 – Independent study for graduate students or advanced undergraduate students.
Topics vary. (1-3) I, II, S. Independent study in problems, issues, topics in Women’s Studies.

Rationale: Provides a named place in the curriculum for graduate student independent study, parallel to offerings in other departments. In the past, Women’s Studies was used WOMST 700 (“Advanced Topics”) to accommodate graduate-level or advanced undergraduate independent study. Creating WOMST 799 will lessen confusion and increase accuracy in the catalog, and will correctly indicate the significance of this course in a student’s program of study.
Effective Date: Spring 2011

GRAD 740: Water and Society: Interdisciplinary Foundation. (3) II.
Interdisciplinary course focused on the natural and human elements of water resource systems; Introduction to traditional disciplinary procedures, theory and models; Cross-disciplinary approaches to understand and quantify dynamic system relationships; Case study for integrated problem solving, management and policy. Three hours rec. Pr.: senior or graduate standing.

RATIONALE: This course was offered in 2006, 2007 and 2008 through special projects courses across campus: AGEC 750, AGRON 600, CE 816, LAR 741, SOCIO 901. This course will satisfy the need of on-campus and distance-education graduate and undergraduate students interested in interdisciplinary studies of water resources. This course is a deliverable for a $1.5M grant from the Coupled Natural Human Systems program at NSF, and has been assessed by the Office of Educational Innovation and Evaluation. It also serves as a foundation for emerging opportunities in sharing courses across the Big 12 for the Water Engineering, Science, Policy and Management program being led by the College of Engineering at K-State, and the NSF ERC proposal being developed in energy, water and land.
EFFECTIVE DATE: Spring 2011

5. Graduate Student Affairs Committee – Daniel Higgins, Chair; Kelly Getty, Co-Chair
No action items. The Committee is discussing strategies to improve the advising of graduate students enrolled in graduate programs offered through DCE.

6. Graduate School Committee on Planning – Sue Williams, Chair
The committee presented two items below for discussion by the Graduate Council. Input considered will be used by the Committee on Planning for preparation of the changes for a second reading at the December Graduate Council Meeting:

First Reading: Dismissal and Reinstatement
Chapter 2. Master’s Degree (Handbook pg 2-8)
G. Dismissal and Reinstatement
G1. Dismissal
**G. Dismissal and Reinstatement**

**G1. Dismissal**

**Current:** Failure of a student on probation as a condition of admission to achieve a minimum cumulative GPA of 3.0 in the first 9 credit hours of graduate level coursework.

**Proposed:** Failure of a student admitted on probation to achieve a minimum cumulative GPA of 3.0 in the first 9 credit hours of graduate coursework, or failure of a student to meet other conditions specified in the admission letter.

**First Reading:** Chapter 1: Admissions to Graduate Studies, Section B Part 2, *Graduates of foreign colleges and universities*.

**CURRENT WORDING IN GRADUATE HANDBOOK**

Chapter 1: Admission to Graduate Studies

B. Entrance Requirements

2. *Graduates of foreign colleges and universities*

All international students admitted to the Graduate School must demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied to students from technical schools, which may provide excellent training in special areas, but do not offer degrees equivalent to those of colleges and universities. As a rule, students from abroad are not admitted to nondegree status (that is, as special students). Questions about the qualifications of international students should be directed to the Graduate School.

The Graduate School requires each international applicant whose native language is not English to demonstrate competence in the English language by achieving a satisfactory score (defined below) on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The TOEFL or IELTS is required to ensure that the student’s progress toward a degree is not jeopardized by language barriers. The TOEFL (K-State TOEFL school code 6334) is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in the processing of their applications for admission. An applicant who has received a degree in the last two years from a United States college or university is exempt from this requirement. However, individual programs may require demonstration of English language proficiency.

Applicants who are submitting a TOEFL iBT (internet based) score must have a minimum of 79 to be considered for admission to a graduate program. Applicants with part scores of less than 20 on any one of the reading, writing, or listening sections may be considered for provisional admission and required to take the English Proficiency Test (EPT) prior to enrolling in their first semester. Applicants will be required to enroll in the designated course(s) based on EPT scores and the recommendation of the K-State English Language Program.

Applicants who are submitting a TOEFL paper-based test score must have a minimum of 550 to be considered for admission to a graduate program. Applicants with scores 550 through 599 may be admitted
provisionally and must take the EPT prior to enrolling in their first semester. Applicants will be required to enroll in designated course(s) based on EPT scores and the recommendation of the K-State English Language Program. TOEFL scores are valid for two years from the test date.

Some programs require a TOEFL score higher than the Graduate School minimum. Those who do not meet the program's minimum proficiency standard may be recommended for enrollment in University English courses or for part-time English courses offered by the K-State English Language Program.

Applicants who are submitting an IELTS score must have a minimum of 6.1 to be considered for admission to a graduate program. Applicants with a score 6.1 through 6.9 may be admitted provisionally and must take the EPT prior to enrolling in their first semester. Applicants will be required to enroll in designated course(s) based on EPT scores and the recommendation of the K-State English Language Program. Those who do not meet the minimum proficiency standard may be recommended for enrollment in University English courses or for part-time English courses offered by the K-State English Language Program. IELTS scores are valid for two years from the test date.

PROPOSED WORDING

Chapter 1: Admission to Graduate Studies

B. Entrance Requirements

2. Graduates of foreign colleges and universities

All international students admitted to the Graduate School must demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied to students from technical schools, which may provide excellent training in special areas, but do not offer degrees equivalent to those of colleges and universities. As a rule, students from abroad are not admitted to nondegree status (that is, as special students). Questions about the qualifications of international students should be directed to the Graduate School.

The Graduate School requires each international applicant whose native language is not English to demonstrate competence in the English language by achieving a satisfactory score (defined below) on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The TOEFL or IELTS is required to ensure that the student’s progress toward a degree is not jeopardized by language barriers. The TOEFL (K-State TOEFL school code 6334) is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in the processing of their applications for admission. An applicant who has received a degree in the last two years from a United States college or university is exempt from this requirement. However, individual programs may require demonstration of English language proficiency.

English Proficiency Requirements

- Applicants who are submitting a iBT TOEFL (internet based) scores must have a minimum total score of 79 with no part score below 20 on the reading, listening, and writing sections.
- Applicants who are submitting a paper-based TOEFL (PBT) test scores must have a minimum total score of 550 with no part score below 55 on reading or listening sections and a TWE (Test of Written English) score of 5.0 or higher.
- Applicants who are submitting an IELTS score must have a minimum total score of 6.5 with part scores of 6.5 or higher on the reading, listening, and writing sections.
Applicants who do not meet the scores specified above must meet the following criteria during the first semester of enrollment in order to satisfy the English proficiency requirement:

1. Applicants with one or two low part scores (14-19 IBT, 48-54 PBT, or 5.0-6.4 IELTS) must successfully complete one or more of the specified classes based on the section of the examination that is below the minimum (20 IBT; 55 on reading or listening sections and a TWE of less than 5.0 on PBT; 6.5 IELTS):
   - DAS 176 – Reading Skills
   - DAS 177 – Written Communication
   - DAS 178 – Listening Skills
   Waivers will not be approved.

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

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

The recommendation was given to also explain the process for taking the exam for international students.

The Committee is currently reviewing the Graduate Handbook and the Graduate School website to increase the clarity of the materials that should be submitted with each type of graduate faculty nomination.

7. Graduate School Committee on Assessment and Review – Esther Swilley, Chair
   No report.

8. Graduate Student Council Information – Megan Miller, President
   The Graduate Student Council (GSC) received its full funding request of $15,000 from the Academic Excellence Fund. The majority ($10,000) of the award will be allocated to graduate student travel grants. The GSC has experienced a substantial increase in travel grant applications within the last year, and with only $18,000 of student privilege fees allocated to the GSC each year for travel grants, these additional funds were much needed. The remaining $5,000 will be allocated to the GSC research forum events.
   Call for abstracts announcements have been distributed to all graduate students, department heads, and graduate program directors for the K-State Research Forum and the Capitol Graduate Research Summit events. Megan indicated that department heads and graduate program directors are encouraged to share these announcements with the faculty and students in their departments.
   Friday, November 19, 2011 is the abstract submission deadline for both the "Research and the State" graduate student poster session and for the K-State Research Forum.
   On February 2, 2011, the GSC will be hosting the "Research and the State" graduate student poster session in the K-State Student Union. Participants will give poster presentations of their research and will discuss the implications that their research has to the state of Kansas. K-State faculty and administrators will serve as judges and will select the top ten presenters to present their research posters at the Capitol Graduate Research Summit (CGRS) at the Capitol building in Topeka on February 17, 2011. These K-State representatives will join select graduate students from the University of Kansas, the University of Kansas Medical Center and Wichita State University in
presenting their research to state legislators, the public and members of the Kansas Board of Regents.

On April 20, 2011, the GSC will be hosting the 16th annual K-State Research Forum (KRF) in the K-State Student Union. Graduate students may give either a poster or an oral presentation, but they may NOT participate in the KRF if they choose to participate in "Research and the State." Undergraduate students may give an oral presentation. K-State faculty will serve as judges and will select the top three presenters in each session. To recognize the top presenter in each session, a plaque will be placed his or her home academic department until the next year's KRF.

Visit www.ksu.edu/grad/research for additional information and abstract submission forms. Please contact the GSC at egsc@ksu.edu with questions and concerns.

9. University Research and Scholarship
   - Graduate Assistants Compensation Comparison: Oklahoma State University. 2010
     The data was sent out in a separate email to all Graduate Council members as a reference.
   - National Resource Council: Update on K-State’s Plans for Workshop
     -Currently the Graduate School is working with the Office of Planning and Analysis to format the data into discipline specific areas for the participating departments. Discipline specific workshops will be presented prior to the end of fall semester.
   - Woods Hole Oceanographic Institution 2011-2012 Postdoctoral Fellowship:
     -Deadline: January 15, 2011
     -www.whoi.edu/postdoctoral
   - CINAR Postdoctoral Scholar Fellowship 2011-2012: www.whoi.edu/postdoctoral
     -Deadline: January 15, 2011

10. Graduate Fellowship Announcements
    - Ford Foundation Fellowship Programs: http://national-academies.org/fellowships
      - Predoctoral: November 1, 2010
      - Dissertation: November 8, 2010
      - Postdoctoral: November 8, 2010
    Research Fellowship Program sponsored by the National Science Foundation

11. Graduate School Calendar of Events
    11/1 Graduate Student Council Meeting (12:00 – 1:00 pm – Union 209)
    11/2 DGF Awards Lecture by Amit Chakrabarti – "Fat Fractals, Skinny Nuclei, and Patchy Proteins" – (1:30pm – Union Little Theatre)
    11/2 Graduate Council Meeting (3:30 pm – Union 212)
    11/2 Deadline to submit “Approval to Schedule Final Examination” to the Graduate School to have your name appear in the December commencement program.
    11/4 New Graduate Faculty Orientation (10:00 am-12:00 pm – Union Room 207)
    11/10 Deadline to submit graduate faculty nominations and course and curriculum changes for December Graduate Council Meeting (forms can be found at http://www.k-state.edu/grad/gspeopleorg/council/gcforms.htm).
11/15 Graduate Council Assessment and Review Committee Meeting  
   (3:00 pm, Fairchild 102 Conf. Room)

11/15 Graduate Council Committee on Planning Meeting  
   (4:00 pm, Fairchild 102 Conference Room)

11/16 Graduate Council Student Affairs Committee Meeting  
   (2:00 pm, Fairchild 102 Conference Room)

11/17 Graduate Council Academic Affairs Meeting  
   (9:30 am – 11:00 am, Fairchild 102 Conference Room)

11/30 Chat Session: Graduate School's Meet the Dean's (8:00 pm – 9:00 pm)

12. Other business

   cc: Academic Deans and Directors  
       Departments (please post)

Meeting adjourned at 4:20 p.m.