Minutes of the Graduate Council
November 4, 2008

As approved by the Graduate Council, December 2, 2008


Graduate School staff present: S. Fox, J. Guikema, K. Lease, S. Schlender, C. Shanklin

1) Opening remarks
Based upon the recommendation from the Graduate Council, a graduate faculty listserv has been created. The Graduate School will use this listserv to communicate important information pertinent to all graduate faculty members.

2) Minutes of the October 7, 2008 meeting were approved as presented.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
</tr>
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<tbody>
<tr>
<td>Chardie Baird</td>
<td>Assistant Professor</td>
<td>Sociology, Anthropology, And Social Work</td>
<td>10/08/08</td>
</tr>
<tr>
<td>Alisa Garni</td>
<td>Assistant Professor</td>
<td>Sociology, Anthropology, And Social Work</td>
<td>10/08/08</td>
</tr>
<tr>
<td>Jeff Hornsby</td>
<td>Professor</td>
<td>Management</td>
<td>10/14/08</td>
</tr>
<tr>
<td>Don L. Kurtz</td>
<td>Assistant Professor</td>
<td>Sociology, Anthropology, And Social Work</td>
<td>10/08/08</td>
</tr>
<tr>
<td>Brenda McDaniel</td>
<td>Assistant Professor</td>
<td>Psychology</td>
<td>10/15/08</td>
</tr>
<tr>
<td>Nadezda Shapkina</td>
<td>Assistant Professor</td>
<td>Sociology, Anthropology, And Social Work</td>
<td>10/08/08</td>
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4) Graduate Council Academic Affairs Committee – Todd Easton, Chair
On behalf of the Academic Affairs Committee, Todd Easton, chair, proposed to approve the following faculty members for non-graduate faculty to teach graduate courses, graduate faculty membership only, membership and certification only. The motion passed.

Faculty – Membership
Gangshu Cai Assistant Professor Management
Darin Doyle Visiting Assistant Professor English
Course and curriculum issues: On behalf of the Academic Affairs Committee, Todd Easton, chair, proposed to approve the following course and curriculum changes and additions. The motion passed.

**Expedited Changes:**

<table>
<thead>
<tr>
<th>Current Course Description</th>
<th>Proposed Course Description</th>
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<tbody>
<tr>
<td>FREN 720. Seminar in French Literature (3) I, II. A seminar with various topics centered on literature. Pr: FREN 520 or FREN 521 or with the consent of the instructor.</td>
<td>FREN 720. Seminar in French Literature and Culture (3) I, II. A seminar with various topics centered on literature and culture. Pr: FREN 520 or FREN 521 or with the consent of the instructor.</td>
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<tr>
<td>FREN 721. Francophone Literature (3) I, II. The development of French colonial and postcolonial literature with an emphasis on the twentieth and twenty-first centuries. Regional focus may vary from Quebecois, Caribbean, Sub-Saharan or North African Literatures. Pr: FREN 520 or FREN 521 and one other course at a 500 level.</td>
<td>FREN 721. Francophone Literature and Culture (3) I, II. The development of French colonial and postcolonial literature and culture with an emphasis on the twentieth and twenty-first centuries. Regional focus may vary from Quebecois, Caribbean, Sub-Saharan or North African literature and culture. Pr: FREN 520 or FREN 521 and one other course at a 500 level.</td>
</tr>
<tr>
<td>Current Course Description</td>
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<tr>
<td><strong>MATH 701. Elementary Topology I. (3) I.</strong> Introduction to axiomatic topology including a study of compactness, connectedness, local properties, separation axioms, and metrizability. Pr: Math 633</td>
<td><strong>MATH 701. Elementary Topology I. (3) I.</strong> Introduction to axiomatic topology including many examples and a study of metric spaces, quotient spaces, compactness, connectedness, local properties, separation axioms, the fundamental group, and the classification of covering spaces. Pr: Math 633</td>
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<tr>
<td><strong>MATH 702. Elementary Topology II. (3) II.</strong> Path connectedness, fundamental groups, covering spaces, introduction to topological and differentiable manifolds. Pr: Math 701</td>
<td><strong>MATH 702. Elementary Topology II. (3) II.</strong> Elementary topics in topology, which may include: basic facts about topological and differentiable manifolds, concepts from the knot theory, PL topology, tilings. Pr: Math 633 or consent of instructor.</td>
</tr>
<tr>
<td><strong>MLANG 710. Introduction to Foreign Language Pedagogy (3) I.</strong> The fundamentals of language learning as described by current research, and teaching strategies that facilitate the acquisition of foreign language skills. Taught in English. Pr: Acceptance as GTA or instructor in ML.</td>
<td><strong>MLANG 710. Foreign Language Pedagogy (3) I.</strong> Second and foreign language pedagogical theory is combined with the examination of practical concerns in the teaching of languages, in order to provide future and current instructors with the necessary background for making informed decisions concerning classroom practices. Taught in English. Pr: Instructor Approval Required.</td>
</tr>
<tr>
<td><strong>MLANG 770. Intro to 2nd Language Acquisition (3) II.</strong> Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr: min. 6 hrs at the 500 level in Spanish or other lang. Taught in English.</td>
<td><strong>MLANG 770. Theories of 2nd Language Acquisition (3) II.</strong> Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr: Instructor Approval Required.</td>
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<tr>
<td><strong>SOCIO 738. Inter-American Migration (3) I</strong> <strong>Inter-American Migration.</strong> Analyzes the migratory experiences of Latin American and Caribbean peoples to the United States within their socioeconomic, cultural, political and historical contexts. Introduces students to the current theoretical debate on migration and the construction of U.S. immigration policies. Examines the ways in which these policies shape migrant flows to the U.S., the incorporation and community formation of immigrants, and the impacts of such communities on the development of U.S. society. Pr: SOCIO 535 or consent of instructor. Pr: SOCIO 535</td>
<td><strong>SOCIO 738. International Migration (3) II. in alternating years.</strong> A comprehensive examination of international migration dynamics with a focus on immigration to the U.S. Introduces current theoretical debate on migration and examines global migration trends, integration and community formation of immigrants, construction of immigration policies, and impacts on U.S. society. Pr: none</td>
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</tbody>
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### Current Course Description | Proposed Course Description
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**EDSEC 620. Principles and Philosophy of Career and Technical Education. (3) I.** Principles of career and technical education in Kansas and other states and countries; principles and philosophy underlying such education; relation of career and technical education to school objectives and community, state, and national needs. Pr: EDCEP 315. 

**EDSEC 620. Principles and Philosophy of Career and Technical Education. (3) I.** Principles of career and technical education in Kansas and other states and countries; principles and philosophy underlying such education; relation of career and technical education to school objectives and community, state, and national needs.

**Non-Expedited Course Changes:**

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<tr>
<td><strong>FREN 742. French-Speaking Culture and Literature in Second-Language Learning (3) S.</strong> Analysis and interpretation of cultural and literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level; or instructor consent.</td>
<td><strong>FREN 742. Literature for Second Language Acquisition (3) I, II, S.</strong> Analysis and interpretation of literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level; or instructor consent.</td>
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**Non-Expedited New Courses:**

**FREN 743. Culture for Second Language Acquisition (3) I, II, S.** Analysis and interpretation of cultural resources from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level, or instructor consent.

**MATH 615. Introduction to Digital Image Processing (3) II.** The basic ideas and techniques in digital image processing stem from mathematics, engineering, and computer science. This course focuses on ideas and techniques such as spatial filtering, frequency filtering (Fast Fourier Transform), scale filtering (Fast Wavelet Transform), and their applications to image compression standards and image recognition. The course will place equal emphasis on the mathematical ideas and their applications. Pr.: Math 220.
Non-Expedited Curriculum Changes:

Master of Science in Statistics report and non-report options required courses:

FROM: In either case, the coursework must include:
- STAT 713 – Applied Linear Statistical Models (4)
- STAT 770 – Theory of Statistics I (3)
- STAT 771 – Theory of Statistics (3)
- STAT 860 – Linear Models I (3)

At least one of:
- STAT 710 – Sample Survey Methods (2)
- STAT 720 – Design of Experiments (3)
- STAT 722 – Statistical Designs for Product Development and Process Improvement (3)

TO: In either case, the coursework must include:
- STAT 713 – Applied Linear Statistical Models (4)
- STAT 770 – Theory of Statistics I (3)
- STAT 771 – Theory of Statistics (3)
- STAT 860 – Linear Models I (3)

Either:
- STAT 720 – Design of Experiments (3)
	nor
- STAT 722 – Statistical Designs for Product Development and Process Improvement (3)

RATIONALE: Faculty does not feel that STAT 710 adequately covers design of experiments for MS level students.

EFFECTIVE DATE: Fall 2009
Non-Expedited New Curriculum:

Modern Language Track: Second Language Acquisition/ Teaching
English as a Foreign Language

Rationale:
M.A. degree track: Teaching English as a Foreign Language (TEFL). This is an interdisciplinary program designed to meet the demand for trained and skilled teachers of English. It focuses on acquiring the knowledge and skills for teaching adult learners and facilitating English instruction all over the world. Concentration in this track would be in the study of second language acquisition (Modern Languages), the teaching of English as a foreign language (English Language Program), and in English-language culture and literature (English Department). Other departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology.

Proposal:
We propose that the Department of Modern Languages establish a variation of the existing track in Second Language Acquisition for an M.A. degree in Modern Languages. This new track would provide a range of interdisciplinary courses. Concentrations in this track would be in the study of second language acquisition, the teaching of English as a foreign language (TEFL), and in English-language culture and literature.

The MA TEFL will equip graduates to become leaders in classroom innovation in the field of English language teaching. As skilled English teachers they will be highly employable in the increasingly wide range of contexts emerging globally, as demand for competence in English continues to grow. The MA in TEFL is intended for aspiring teachers of English or for practicing teachers who wish to upgrade their professional standing. It is most suitable for teachers whose interests lie mainly in classroom practice.

Entrance requirements are those of the Graduate School. With approval of the graduate committee, the student would choose:

- 30 hours of course work
- 28 hours of course work plus a master’s report
- 24 hours of course work plus a master’s thesis

In addition, the M.A. candidate would take a written comprehensive exam, followed several days later by a one-hour oral exam. Please find attached guidelines for the thesis as well as a require reading list.

Rationale:
The mission of the MA TEFL program at Kansas State University is to (a) enhance the teaching of English in the world, (b) engender a professional and research awareness in the students who attend the program, and (c) further the development of English language teaching education through the efforts of its faculty, students, and graduates. The program aims to: Engage with theory and practice of communicative approaches to the learning and teaching of language

- Provide opportunities to observe experienced teachers in a variety of classrooms
- Understand the interrelationships between language and culture that underpins the communicative approach
- Understand the pivotal roles language plays in human social organization and in education in particular
- Examine the relevance of major language learning theories for teaching
- Encourage the development of practical teaching and presentation skills

Currently, no college, department, or program at K-State provides comprehensive instruction in TEFL. While the College of Education offers courses designed for K-12 English language instruction (TESOL), it does not focus on teaching adult learners.
The proposed modifications to the MA in Modern Languages will provide a curriculum to meet this instructional gap, drawing from the resources of several K-State departments and colleges for an interdisciplinary program of study that can meet individual students’ needs. Aside from the Departments of Modern Languages and English and the English Language Program, departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology. We have consulted with the appropriate university units on the list of courses below.

Although in the short run this new track will facilitate K-State’s commitment to two World Bank grants to rebuild the English Departments at Kabul University and Balkh University in Afghanistan, we wish to emphasize, however, that our intent is to create a viable M.A. track independent of the Afghanistan project that would attract graduate students from all over the world. We anticipate that other students seeking an advanced degree in TEFL will select this track. Indeed, we have already fielded requests for information from five prospective graduate students who heard that the track was under discussion.

English language proficiency would be assessed by placement tests administered by the English Language Program, and degree candidates may have to pass remedial English classes offered by ELP.

The comprehensive examination for this track will consist of one two-hour written exam followed several days later by a one-hour oral exam/thesis defense. A MA reading list will serve as a point of departure for the written comprehensive exam.

The advisory committee for this Track includes:
Robert Corum, Head, Department of Modern Languages
Karin Westman, Head, Department of English
Mary Wood, Director, English Language Program
Beverly Earles, Asst. Director, English Language Program
Emma Betz, Department of Modern Languages
Mary Copple, Department of Modern Languages
Kumiko Nakamura, Modern Languages
Greg Eiselein, Department of English
Dean Hall, Department of English
Young-ok Yum, Department of Speech, Theatre, and Dance

M.A. in Language Acquisition Degree Requirement:

I. Pedagogy and Methodology (9 hours)
1. MLANG 710. Introduction to Foreign Language Pedagogy (3)
2. MLANG 770. Introduction to Second Language Acquisition (3)
3. LG 600. Principles of Linguistics (3)

II. Teaching English as a Foreign Language (6 hours)
1. GRAD 702 TESL/TEFL for Adult Learners (2)
2. GRAD 703 Practicum in Adult TESL/TEFL: Oral Communication (2)
3. GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (2)

III. Language and Culture (6-12 hours)
May be selected from existing courses in English or Modern Languages, depending on the needs of the individual participant, or courses in related areas such as anthropology, education, or speech. (See sample list of approved courses below).

III. Electives (3-6 hours, with the approval of the program committee)

IV. Master's Thesis (6 hours), or Master’s Report (2 hours)
Core Courses:

MLANG 710. Introduction to Foreign Language Pedagogy. (3) I. The fundamentals of language learning as described by current research, and teaching strategies that facilitate the acquisition of foreign language skills. Taught in English. Pr.: Acceptance as GTA or instructor in ML.

MLANG 770. Introduction to Second Language Acquisition. (3) Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr.: minimum 6 hours at the 500-level in Spanish or other language.

LG 600. Principles of Linguistics. (3) The scientific study of language, with examples from English, Spanish, French, German, and others. Overview of language origins, phonetics, phonology, syntax, semantics, language acquisition, dialects, language change, and writing systems. Same as ENGL 600 and LING 600.

GRAD 702 TESL/TEFL 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 provides a foundation for practical application in the classroom in GRAD 703 and GRAD 704. Topics of learning styles, course planning, identification of learning objectives, and assessment of adult second/foreign language learners are incorporated into practical activities. Pr. Graduate standing, prior or concurrent enrollment with GRAD 703 or 704.

GRAD 703 Practicum in Adult TESL / TEFL: Oral Communication (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, prior or concurrent enrollment in GRAD 702

GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (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, prior or concurrent enrollment in GRAD 702

SAMPLE LIST OF APPROVED LANGUAGE AND CULTURE COURSES:
ENGL 685. Topics in Rhetoric and Composition. (3) Offered once every two years, usually in the fall semester of even-numbered years. Content varies by semester. For Fall 2008, for instance, the topic will be “International Technical Communication.”

ENGL 755. Studies in Composition and Rhetoric. (3) Offered once every two years, usually in the spring semester of even-numbered years. Content varies by semester. For Spring 2008, for instance, the topic will be “Rhetorical Theory.”

ENGL 757. Studies in Language and Linguistics. (3) Offered once every two years, usually in the spring semester of odd-numbered years. Content varies by semester. For Spring 2007, for instance, the topic was “Language, Difference, and Globalization.”

ENGL 890. History of the English Language. (3) I, II, S. The development of British and American English from Indo-European origins to the present. Pr.: Graduate standing or Instructor permission.
Elective Courses:

ENGL 759. Studies in Technical Communication. (3) Offered once each year, usually in the spring semester. Advanced introduction to the practice and teaching of technical communication.

ENGL 799. Problems in English. (Variable credit) Offered fall and spring semesters. Independent study with a graduate faculty member on a topic related to literature, writing, or language study.


EDCEP 816. Research Methods. (3) I, II. S. Surveys quantitative and qualitative social science research methods applied to educational topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Provides a foundation in a wide spectrum of educational research methods. Offered only via videotape for home study with exams on campus. Pr.: Nine hours of education or consent of instructor. (NB that this could be a distance course)

EDCEP 829. Learning Principles. (2-3) II. Exploration of learning theories and an overview of research on factors that enhance academic performance, including psychosocial variables, learning styles, and learning strategies. The course covers strategies for enhancing student academic performance, ranging from assessment to implementation. Pr.: Consent of instructor.

EDCI 720. ESL/Dual Language Methods. (3) I, S. An exploration of contemporary approaches, methods, and strategies for the appropriate instruction of second language learners. Also provided is a foundational perspective on ESL/Dual Language approaches, including the communicative, cognitive, and grammatical. Pr.: Junior standing.

EDCI 731. ESL/Dual Language Linguistics. (3) I, S. Explores the theoretical underpinnings of language acquisition and linguistics that educators need to understand, in order to better plan appropriately adapted curriculum and instruction for second language learners. The course encompasses problematic aspects of English language learning, the ways in which languages may differ, and certain universal aspects of languages. Pr.: Junior standing.

EDCI 742. ESL/Dual Language Assessment. (3) II, S. An in-depth examination of key issues/challenges in the appropriate language assessment of culturally and linguistically diverse students. Among focal topics in theory, research and practice discussed will be: pre- and post-instructional assessment, authentic and alternative assessment, language testing and placement for programming in ESL/Dual language classrooms. Pr.: Junior standing.

SPCH 780. Intercultural Communication. (3) I. A study of the relationship between language and culture and its impact on human communication. Examines how language and culture differ among people and how differences are handled through the process of communication. Pr.: SPCH 105 or 106.

ANTH 523. Topics in Linguistic Anthropology/ Language and Gender. (3) Explores the relationship between language, gender, and society. Pr.: ANTH 220.

EDACE 786. Grant Writing. (2-3) An overview of proposal writing tips; researching funding sources - government and private foundations; generating cutting edge ideas; program planning; assessing needs; establishing credibility; evaluation design; dissemination strategies; formulating a budget and program stabilization.

EFFECTIVE DATE: Spring 2009
5) **Student Affairs Committee – Jon Faubion, Chair**

   No report.

6) **Committee on Planning – Mustaque Hossain, Chair**

   On behalf of the Committee on Planning, Kevin Lease, proposed the following changes to the Graduate Handbook for a first reading. The motion passed.

**First Reading. Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section B – Entrance Requirements:**

Applicants to the Graduate School at Kansas State University must have a bachelor's degree substantially the same as the ones granted by Kansas State University. That is, it must represent a broad range of courses in the basic academic disciplines. In addition, most of the courses must be graded on a multilevel scale usually A, B, C, D, F; not merely Pass/Fail.

Applicants whose degrees do not meet these standards may be denied admission to graduate degree programs in Kansas State University. Admission is denied to applicants holding bachelor's degrees with a significant amount of credit for work that was not supervised by a faculty member of an accredited college or university or evaluated in units that identify the academic content. A limited amount of credit for experience, when awarded as an acceptable part of a bachelor's degree for internships, fieldwork, or the like, is not a cause for denial but must be clearly identified as graded work.

All students admitted to the Graduate School must meet the following requirements:

1. **Graduates from colleges and universities in the United States**

   a. A bachelor's degree from a college or university accredited by the cognizant regional accrediting agency,

   b. Undergraduate preparation in the proposed major field equivalent to that acquired by a graduate of Kansas State University, or evidence of an appropriate background for undertaking an advanced degree program, and

   c. An undergraduate average of B or higher in the junior and senior years.

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 give evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied 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.

   International applicants whose native language is not English must demonstrate competence in the English language. All international applicants must include with their application materials an official report of their scores on the Test of English as a Foreign Language (TOEFL). The TOEFL 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 processing their applications for admission. Further information is available from the Graduate School. Those who have received a degree in the last two years from a United States college or university are exempt from this requirement.
A score of at least 550 (213 on the computer-based test) on the TOEFL is required to be considered for admission to the Graduate School. (NOTE: Some programs require a TOEFL score higher than stated here.) Applicants with a minimum TOEFL iBT score of 100 (or a minimum score of 600 on the TOEFL paper-based test) scores of 600 (250 on the computer-based test) or above may be considered for regular admission. Applicants with TOEFL iBT scores between 79 and 99 (or between 550 and 599 on the TOEFL paper-based test)-550/213 and 599/249 may be admitted provisionally and must at the time of their enrollment take the English Proficiency Test (EPT) to demonstrate proficiency in reading and writing English and in understanding spoken American English to the satisfaction of the Graduate School. (NOTE: Some programs require a TOEFL score higher than stated here.) 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 English Language Program (ELP) on campus. Those who are determined to need substantial work improvement in English will be required to participate in the ELP. Intensive English training for students who have TOEFL iBT scores below 79 (or below 550 on the TOEFL paper-based test) 550/213 is also available through the ELP.
First Reading. Changes to the Graduate Handbook, Chapter 5 – The Graduate Faculty - Section D – Special Graduate Faculty Memberships:

D. Special Graduate Faculty Memberships
Persons may be appointed to the graduate faculty under the following special circumstances:

D.1 Faculty from Other Regent's Institutions
Anyone holding graduate faculty membership in any of the other five Regents' institutions and having a terminal degree may be awarded full Graduate Faculty status at Kansas State University upon presentation to the Dean of the Graduate School of evidence of research activity within the past five years.

D.2 Faculty From Other Institutions
In the case of a proposed joint program between Kansas State University and an institution other than the five Regents' institutions, the Graduate School shall review that institution's requirements for graduate faculty membership and extend reciprocity if the requirements are at least as stringent as those at Kansas State University. An individual wishing to teach graduate courses or to serve on supervisory committees, but not as a major professor, may be extended limited graduate faculty status if he or she is a member of the graduate faculty of any college or university.
Anyone else seeking limited or full Graduate Faculty status at Kansas State University shall present his or her credentials for review.

D.3 Adjunct Professors
An adjunct faculty member is one who contributes to the University's educational efforts through a courtesy appointment without regular compensation. Individuals may become adjunct members of the faculty by a process defined in the Faculty Handbook. Departments or graduate programs may deem it advantageous to include adjunct faculty as members of their graduate faculties, and may nominate adjunct faculty to be considered for admission to the Graduate Faculty according to procedures outlined elsewhere in the Graduate Handbook.

D.4 Emeritus Faculty
Upon recommendation of their department heads, retired members of the Graduate Faculty who have been actively engaged in directing graduate students and in conducting scholarship, research, or creative activities may be approved by the Dean of the Graduate School for service on graduate supervisory committees or as co-major advisors of graduate students. The Dean of the Graduate School may also appoint such faculty members to other assignments in service to the Graduate School. Such activities and assignments will generally reflect an expressed interest of the faculty member and will under normal circumstances be without pay, although compensation is not precluded.

D.5. Graduate Faculty Associate
The purpose of the Graduate Faculty Associate membership category is to permit limited Graduate Faculty membership to qualified individuals for teaching and supervisory committee membership. A Graduate Faculty Associate is a professional faculty member who has a graduate degree and possesses specialized training, experience, or certification required for specific teaching or committee service.

Nomination to Graduate Faculty Associate must be initiated by the candidate's department, division, program, or equivalent unit. Graduate Faculty Associate nominees must demonstrate their qualifications through a combination of substantial professional expertise, publications, advanced professional degrees, training, certification, or recognized status in the relevant field. It is incumbent upon the department or equivalent unit to describe the role the individual will play (teaching graduate courses, supervisory committee membership or both) and provide rationale regarding the qualifications of the candidate to make a significant and necessary contribution to the program. In the event that the individual's role changes within the unit, the individual is required to undergo a new nomination process. Nomination guidelines should follow the general procedure described in Chapter 5.A.3 of the Graduate Handbook, and limitations as delineated in Chapter 5.D.6 apply.
D.5 Supervisory Committee Restrictions
No master's or doctoral supervisory committee may include more than one person who is not a full-time regular member of the Graduate Faculty. Thus, no more than one visiting, adjunct, part-time, or emeritus professor may serve on a master's or doctoral supervisory committee. Adjunct or emeritus professors may not serve as sole major professor but they may serve as co-major professor with a full-time regular member of the Graduate Faculty; in the case of doctoral committees, the full-time regular member must be certified to direct dissertations. A full-time faculty member is one who holds at least a 0.9 appointment.

D.6 Supervisory Committee Restrictions
A graduate supervisory committee may include one or more persons who is not a regular member of the Graduate Faculty so long as a Master's Supervisory Committee includes at least two, and a Doctoral Supervisory Committee includes at least three regular members of the Graduate Faculty and one of the regular graduate faculty members must act as the sole or co-major professor for the committee.
First Reading. Changes to the Graduate Handbook, Chapter 6. Graduate Council Constitution, By-laws, and Procedures, Section C – Graduate Council Committees - Policy Committees:

Graduate Student Affairs Committee. Membership: at least one representative from each of the Academic Area Caucuses, as appointed by each Caucus, and also as a voting member, the two one graduate student representatives who represent the Graduate Student Council on the Graduate Council. Charge: matters concerning the admission and retention of graduate students by graduate degree programs and graduate certificate programs. Specific duties may include: considering initiatives which that impact the quality of teaching/research in graduate education and the funding of graduate education; considering initiatives which that impact and facilitate faculty efforts in student recruitment; and recommending policies to Graduate Council concerning graduate student admission requirements, academic misconduct, and matters of readmission. A subcommittee will comprise the Graduate Council representatives to the Graduate Student Grade Appeal Board. The Committee serves as the Graduate Council Grievance Committee and the Graduate Council Readmission Committee.

Graduate Academic Affairs Committee. Membership: at least one representative from each of the Academic Area Caucuses, as appointed by each Caucus, and also as a voting member, one graduate student representative who represents the Graduate Student Council. Charge: matters of graduate courses, curricula, programs, and graduate faculty membership. Specific duties may include: review proposals concerning graduate courses, graduate curricula, graduate programs and program-specific criteria for graduate faculty membership prior to their consideration by Graduate Council; and the review of existing graduate curricula and programs. This Committee will serve as the Graduate Council representation during any formal review of graduate programs.

Graduate Council Committee on Planning. Membership: at least one representative from each of the Academic Area Caucuses, as appointed by each Caucus. Charge: matters of policy influencing the quality of graduate education and the administration of the Graduate Council. Specific duties may include: monitoring the planning activities of matters which that impact graduate education and scholarship, and to providing graduate faculty input into such planning activities, reviewing policy changes which that result in changes to the Graduate Handbook prior to consideration by the Graduate Council, and considering matters of financial exigency that impact graduate education.

Graduate Council Assessment and Review Committee, (GCARC). Membership: at least one representative from each of the Academic Area Caucuses, as appointed by each Caucus, and additional members from the Graduate Faculty as appointed by the Graduate Dean to fulfill the responsibilities of the committee. Charge: matters of reviewing, evaluating, and approving the assessment plans and annual assessment reports. Board of Regents (BOR) program review documents submitted by various graduate units throughout the university. The GCARC will regularly review the current procedures for graduate program review, identify how methods to incorporate feedback data from the assessment process, determine the feedback mechanism to the graduate programs and the Graduate Deans, and submit recommendations to the Graduate Council’s Committee on Planning to update the Graduate Handbook. Annually the GCARC will review and approve the graduate programs’ annual assessment reports within the timeline designated by the Provost’s Office submit recommendations to the Graduate Deans pertaining to BOR program review and submit an annual report to the Provost Office.
7) **Committee on Assessment and Review – Bob Rowland, Chair**
No report.

8) **Graduate Student Council Information – Kara Dillard, President-Elect**
Kara Dillard presented the following update of the Graduate Student Council’s (GSC) activities.

- International Student Affairs Committee Workshop
  How Impressive Are You During Your Interview: November 13, 2008 - 4:00 pm - West Ballroom

- Upcoming Professional Development Seminars:
  Conflict Resolution: November 20, 2008 - 4:30 pm - Union Big 12 Room

- Travel Grant Deadline: February 1, 2008 (March 1st – June 30th travel period)

- Graduate Student Council Newsletter
  GSC is now publishing a newsletter. Please send news items to egsc@ksu.edu.

- K-State Research Forum
  The K-State Research Forum will be held at the K-State Union on Friday, March 6, 2009. Faculty judges are needed. If you would like to volunteer to judge, please email GSC at egsc@ksu.edu.

- Capitol Graduate Research Summit
  The Capitol Graduate Research Summit will be held on at the Board of Regents building on Thursday, April 13, 2009 and consists of research posters from Kansas State University, Wichita State University, and the University of Kansas.

9) **University Research and Scholarship**
- Johnson County Education Research Triangle
  Jim Guikema announced that Johnson county voters are currently voting for a proposed tax increase to support the Johnson County Education Research Triangle. The tax increase will generate $15 million a year that will be distributed to funds for cutting-edge clinical trials, food safety studies at the Kansas State University National Food Safety and Animal Health Institute in Olathe and expanded high-tech education opportunities in business, engineering, science and technology at KU’s Edwards Campus in Overland Park.

10) **Other business**
- Upcoming Graduate School Events:
  Graduate School Commencement: December 12, 2008 - 1:00 pm – Bramlage Coliseum

Council was adjourned at 3:55 p.m.