Minutes of the Graduate Council  
May 5, 2009  
As approved by the Graduate Council, September 1, 2009


**Members absent:** K. Adhikari, S. Brown, J. Faubion, K. Getty, L. Hoag, M. Kaff, J. Keller, R. Schaeffer, F. White

**Graduate School staff present:** S. Fox, J. Guikema, C. Shanklin

**Guests:** S. Eckels, J. Edgar, R. Krishnamoorthi, C. Moran, E. Swilley, L. Williams, D. Youngman

1) **Opening remarks**
Carol Shanklin welcomed new members and presented certificates of appreciation to members that completed their terms. She thanked everyone for their contributions to another successful year.

2) **Minutes** of the April 7, 2009 meeting were approved as presented.

3) **Graduate School Actions and Announcements**
The following appointments for graduate faculty membership were approved by the Dean of the Graduate School:

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<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saugata Datta</td>
<td>Assistant Professor</td>
<td>Geology</td>
<td>4/10/09</td>
</tr>
<tr>
<td>Paul Dilley</td>
<td>Assistant Professor</td>
<td>History</td>
<td>4/08/09</td>
</tr>
<tr>
<td>Abdelmoneam Raef</td>
<td>Assistant Professor</td>
<td>Geology</td>
<td>4/10/09</td>
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4) **Academic Affairs Committee – Todd Easton, Chair**
A motion was made to approve the following faculty members for graduate faculty membership only and membership and certification. The motion passed.

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<tr>
<th>Membership</th>
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<th>Department/Program</th>
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<tbody>
<tr>
<td>Catherine Lavis</td>
<td>Assistant Professor</td>
<td>Horticulture, Forestry and Recreation Resources</td>
</tr>
<tr>
<td>Heather Towle</td>
<td>Clinical Asst. Professor</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>Weixin Yao</td>
<td>Assistant Professor</td>
<td>Statistics</td>
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</table>
Course and curriculum issues:
A motion was made to approve the following course and curriculum changes and additions. The motion passed.

**Expedited Course Changes:**

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<tr>
<th>Current Course Description</th>
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<tr>
<td>ARE 710. Building Energy Analysis (2) I. Study of building energy consumption and current modeling techniques to analyze overall energy usage including: economic evaluation and energy efficient system selection for new construction. Two hours rec. a week. Pr.: ARE 533, 540 or instructor permission.</td>
<td>ARE 710. Building Energy Analysis (2) I, on sufficient demand. Study of building energy consumption and current modeling techniques to analyze overall energy usage including: economic evaluation and energy efficient system selection for new construction. Two hours rec. a week. Pr.: ARE 533, and 540.</td>
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<tr>
<td>ARE 731. Advanced Lighting Design (3) II. Lighting modeling and analysis used in lighting design practice, and computer-assisted lighting analysis. Two hours recitation and two hours lab a week. Pr.: ARE 532 and 533.</td>
<td>ARE 731. Advanced Lighting Design (3) II. Design and application of lighting systems for commercial buildings, using current industry practices and computer-assisted analysis. Two hours recitation and two hours lab a week. Pr.: ARE 532 and 533.</td>
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<tr>
<td>ARE 734. Advanced Mechanical Systems Design (3) II. Design and specifications of selected thermal and mechanical systems for structures. The course uses all the modern techniques of thermal/mechanical system design for buildings. Two hours rec. and three hours lab a week. Pr.: ARE 540.</td>
<td>ARE 734. Advanced Mechanical Systems Design (3) I, II Design and application of selected mechanical systems for commercial buildings, expanding on the material and topics presented in ARE 534 and ARE 540. Two hours rec. and two hours lab a week. Pr.: ARE 540.</td>
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<tr>
<td>ARE 735. Electrical Systems Design (3) I. Design and application of various electrical distribution system components. The course uses the National Electrical Code in conjunction with all the modern techniques of electrical systems design for buildings. Two hours recitation and three hours lab a week. Pr.: ARE 533.</td>
<td>ARE 735. Electrical Systems Design (3) I, II. Design and application of electrical distribution systems for commercial buildings. The course uses the National Electrical Code in conjunction with current industry practices. Two hours rec. and two hours lab a week. Pr.: ARE 533.</td>
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<tr>
<td>ARE 740. Environmental Control Systems for Buildings (3) II. Electric, electronic, and pneumatic control systems to optimize energy usage and environmental comfort in buildings. Three hours rec. a week. Pr.: ARE 640 and ECE 519.</td>
<td>ARE 740. Environmental Control Systems for Buildings (3) II. Introduction to pneumatic, electric, electronic, and direct digital control systems to optimize energy usage and environmental comfort in buildings, including preparation of control diagrams and control sequences. Two hours rec. a week and two hours lab a week. Pr.: ARE 540 and ECE 519.</td>
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<tr>
<td>CIS 744. Advanced Software Analysis and Design (3) II, S. Advanced concepts and practicum in object-oriented analysis, modeling, design, implementation, testing, and use of CASE tools; relationships among structural, static, and dynamic models; relationship among conceptual, system, and implementation models. Pr. CIS 540.</td>
<td>CIS 744. Advanced Software Analysis and Design (3) II, S. Advanced concepts and practicum in object-oriented analysis, modeling, design, implementation, testing, and use of CASE tools; relationships among structural, static, and dynamic models; relationship among conceptual, system, and implementation models. Not available for credit to students with credit in CIS 544. Pr. CIS 540.</td>
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<tr>
<td><strong>CIS 751. Computer and Information Security (3)</strong> I. A comprehensive coverage of computer and information security. Basic cryptography, access control, authentication, authorization, network security, software security, and social aspects of security. The lectures discuss when and where things can go wrong and how design flaws in a system can be exploited to compromise security. Common attack techniques are introduced, and students have the opportunity to work on course projects that cover both the defense and offense aspects in cyber space. Pr.: CIS 450 or 520.</td>
<td><strong>CIS 751. Computer and Information Security (3)</strong> I. A comprehensive coverage of computer and information security. Basic cryptography, access control, authentication, authorization, network security, software security, and social aspects of security. The lectures discuss when and where things can go wrong and how design flaws in a system can be exploited to compromise security. Common attack techniques are introduced, and students have the opportunity to work on course projects that cover both the defense and offense aspects in cyber space. Not available for credit to students with credit in CIS 551. Pr.: CIS 450 or 520.</td>
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<tr>
<td><strong>CNS 738. Mechanical and Electrical Estimating (2)</strong> II. Techniques of mechanical and electrical building systems estimating. Procedure for evaluating relative costs of different systems. Development of computer-aided finite and conceptual estimating techniques. Two three-hour labs a week. Pr.: ARE 534 or CNS 534, ARE 536 or CNS 536, and Pr. or conc.: ARE 533 or CNS 535.</td>
<td><strong>CNS 738. Mechanical and Electrical Estimating (2)</strong> I, II. Principles and practices of mechanical and electrical building systems estimating. Procedure for evaluating relative costs of different plumbing, HVAC, and electrical/lighting systems. Six hours lab a week. Pr.: ARE 534 or CNS 534, ARE 536 or CNS 536, and Pr. or conc.: ARE 533 or CNS 535.</td>
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<tr>
<td><strong>COMM 630 – Special Studies in Rhetoric and Communication. (3)</strong> I, II. Intensive study of selected topics in communication and rhetoric. Pr.: junior standing and consent of instructor.</td>
<td><strong>COMM 630 – Special Studies in Rhetoric and Communication. (3)</strong> I, II. Intensive study of selected topics in communication and rhetoric. Pr.: instructor consent.</td>
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<tr>
<td><strong>COMM 710 – Intro. Comm. Research Methods. (3)</strong> I. Introduction to descriptive and experimental methodologies in communication, including conceptualization and operationalization of communication concepts, strategies of research design, and logic of inquiry. Pr.: COMM 320.</td>
<td><strong>COMM 710 – Intro. Comm. Research Methods. (3)</strong> I. Introduction to descriptive and experimental methodologies in communication, including conceptualization and operationalization of communication concepts, strategies of research design and logic of inquiry.</td>
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<tr>
<td><strong>COMM 730 – Classical Rhetorical Theory. (3)</strong> I. Study of rhetorical theory and criticism from Greek to Roman times. Pr.: COMM 320.</td>
<td><strong>COMM 730 – Classical Rhetorical Theory. (3)</strong> I. Study of rhetorical theory and criticism from Greek to Roman times.</td>
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<tr>
<td><strong>COMM 735 – Leadership Communication. (3)</strong> II. A study of the role that public discourse plays in attaining, enacting and constraining leadership in a democratic society. Pr.: COMM 535 or graduate standing.</td>
<td><strong>COMM 735 – Leadership Communication. (3)</strong> II. A study of the role that public discourse plays in attaining, enacting and constraining leadership in a democratic society.</td>
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<td><strong>SPCH 821 – Experimental Research in Speech Communication.</strong> (3) I. Descriptive and experimental methodologies pertinent to investigation in rhetoric/communication. Topics will include such techniques as content analysis, attitude scaling, and stylistic analysis. Pr.: SPCH 520 or equivalent.</td>
<td><strong>COMM 821 – Experimental Research in Communication Studies.</strong> (3) I. Descriptive and experimental methodologies pertinent to investigation in communication studies. Topics will include such techniques as content analysis, attitude scaling, and stylistic analysis. Pr.: COMM 520 or equivalent.</td>
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<tr>
<td><strong>SPCH 822 – Field Research in Speech Communication.</strong> (3) II. Critical and interpretive methodologies pertinent to investigations in rhetoric/communication. Topics will include participant observation, unstructured interviewing, ethnography, and discourse analysis. Pr.: SPCH 330 or equivalent.</td>
<td><strong>COMM 822 – Field Research in Communication Studies.</strong> (3) II. Critical and Interpretive methodologies pertinent to investigations in communication studies. Topics will include participant observation, unstructured interviewing, ethnography, and discourse analysis.</td>
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<tr>
<td><strong>ECE 624. Power Electronics</strong> (3) I. Theory and application of semiconductor devices to the control and conversion of electric power, control of DC and AC machines, design of electronic power circuits such as controlled rectifiers, converters and inverters, using diodes, diacs, thyristors, triacs, and power transistors. Three hours rec. a week. Pr.: ECE 581, 511, and 525.</td>
<td><strong>ECE 624. Power Electronics</strong> (3) I. Theory and application of semiconductor devices to the control and conversion of electric power, control of DC and AC machines, and design of electronic power circuits such as controlled rectifiers, converters and inverters. Three hours lec. a week. Pr.: ECE 581, 511, and 525.</td>
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<tr>
<td><strong>ECE 628. Electronic Instrumentation</strong> (3) I, II. Applications of electronics in the design of analog and digital systems for the measurement of physical variables and in the transduction of these variables into a useful form for both recording and control. Two hours rec. and three hours lab a week. Pr.: ECE 502 and 526.</td>
<td><strong>ECE 628. Electronic Instrumentation</strong> (3) I, II. Applications of electronics in the design of analog and digital systems for the measurement of physical variables and in the transduction of these variables into a useful form for both recording and control. Two hours lec. and three hours lab a week. Pr.: ECE 502 and 526.</td>
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<td><strong>ECE 631. Microcomputer Systems Design (3) II.</strong> Design and engineering application of 16- and 32-bit microcomputers to instrumentation and control. Investigate the relationship of the C language and assembly language. Timing and other interfacing problems will be covered. Two hours rec. and three hours lab a week. Pr.: CIS 308 or 209; EECE 431/525 or ME 535.</td>
<td><strong>ECE 631. Microcomputer Systems Design (3) II.</strong> Design and engineering application of 32-bit microcomputers to instrumentation and control. Investigate the relationship of the C language and assembly language. Timing and other interfacing problems will be covered. Two hours rec. and three hours lab a week. Pr.: CIS 308 or 209 or ME 400; ECE 431; ECE 525 or 519.</td>
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<tr>
<td><strong>ECE 633. Real-Time Embedded Systems (1) I.</strong> Interconnection of peripherals, such as CAN networks, DA/AD converters, and timers. Implementation of device drivers on top of micro-kernels. Build a simple real time distributed embedded system. Two hours rec. and three hours lab a week. Course meets in one contiguous block of five weeks. Pr.: CIS 621 and 622.</td>
<td><strong>ECE 633. Real-Time Embedded Systems (1) I.</strong> Interconnection of peripherals, such as CAN networks, DA/AD converters, and timers. Implementation of device drivers on top of micro-kernels. Build a simple real time distributed embedded system. Two hours rec. and three hours lab a week. Course meets in one contiguous block of five weeks. Pr.: CIS 621 and 622.</td>
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<tr>
<td><strong>ECE 636. Introduction to Computer Graphics (3) I, II.</strong> An introduction to the hardware and software aspects of graphics generation. Programming assignments will provide practical experience in implementing and using standard graphics primitives and user interfaces. Three hours rec. a week. Pr.: CIS 308 or 209; CIS 300; and MATH 222 or 551.</td>
<td><strong>ECE 636. Introduction to Computer Graphics (3) I, II.</strong> An introduction to the software, hardware, and algorithmic aspects of graphics generation. Programming assignments will provide experience in implementing interactive interfaces via application-level graphics libraries. Three hours rec. a week. Pr.: CIS 308 or 209; CIS 300; and MATH 222 or 551.</td>
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<tr>
<td><strong>ECE 641. Advanced Digital Design using Logic Synthesis (3) II.</strong> Applications of hardware description languages (HDLs) for the design of complex digital systems. Topics include designing and simulating using HDLs, logic synthesis into FPGAs and ASICs, optimization techniques, timing issues, hardware verification, and design for testability. Two hours rec. and three hours lab a week. Pr.: EECE 541.</td>
<td><strong>ECE 641. Advanced Digital Design using Logic Synthesis (3) II.</strong> Applications of hardware description languages (HDLs) for the design of complex digital systems. Topics include designing and simulating using HDLs, logic synthesis into FPGAs and ASICs, optimization techniques, timing issues, hardware verification, and design for testability. Two hours rec. and three hours lab a week. Pr.: ECE 441.</td>
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<tr>
<td><strong>ECE 643. Computer Engineering Design Lab (3) I, II.</strong> The design and construction of a small computer system using simple programmable devices. The design and construction of computer interfacing systems for PCs based on simple microcontroller chips. Implementations of interrupt device drivers will also be covered. One hour rec. and six hours lab a week. Pr. CIS 308 or 209; and ECE 544. Pr. or conc.: ECE 649.</td>
<td><strong>ECE 643. Computer Engineering Design Lab (3) I, II.</strong> The design and construction of a small computer system using simple programmable devices. The design and construction of computer interfacing systems for PCs based on USB devices and simple microcontroller chips. Two hours rec. and three hours lab a week. Pr. CIS 308 or 209; and ECE 441. Pr. or conc.: ECE 649.</td>
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<td><strong>ECE 645. Digital Electronics (3) I, II.</strong> Design of high-performance digital electronics and systems. Topics include design metrics, device modeling, transmission-line models for wiring, signaling conventions, transmitter and receiver circuits, noise analysis and management, power distribution, timing and synchronization techniques. Three hours rec. a week. Pr.: EECE 511, 525, and 544.</td>
<td><strong>ECE 645. Digital Electronics (3) I, II.</strong> Design of high-performance digital electronics and systems. Topics include design metrics, device modeling, transmission-line models for wiring, signaling conventions, transmitter and receiver circuits, noise analysis and management, power distribution, timing and synchronization techniques. Three hours rec. a week. Pr.: ECE 511, 525, and 441.</td>
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<tr>
<td><strong>ECE 648. Multimedia Compression (3) I.</strong> Introduction to multimedia creation and representation. Design of multimedia systems, which incorporate audio, image, and video. Topics will include the analysis and design of multimedia compression, streaming, delivery, security and authoring. Emphasis will be placed on current multimedia standards and applications. Three hours rec. a week. Pr.: ECE 512 or MATH 551; CIS 308 or 209.</td>
<td><strong>ECE 648. Multimedia Compression (3) I.</strong> Introduction to multimedia creation and representation. Design of multimedia systems, which incorporate audio, image, and video. Topics will include the analysis and design of multimedia compression, streaming, delivery, security and authoring. Emphasis will be placed on current multimedia standards and applications. Three hours rec. a week. Pr.: ECE 512 or MATH 551; CIS 308 or 209.</td>
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<tr>
<td><strong>ECE 661. Communications Systems II (3) II.</strong> Analysis and design of digital communications systems. Topics include signal spaces, the derivation of optimum receivers for the white noise channel, modeling of bandpass systems, determination of the power spectrum of a random digital signal, multiple access methods, fading channels, error correction codes, and simulation of practical digital transmission systems. Three hours rec. a week. Pr.: ECE 660.</td>
<td><strong>ECE 661. Communications Systems II (3) II.</strong> Error-correction code design and analysis with emphasis on block and convolutional coding and decoding; Trellis-coded modulation. Modeling of bandlimited systems and pulse-shape design, optimal receiver design for bandlimited systems, linear and nonlinear equalization. Multiple-access techniques, orthogonal frequency-division multiplexing and receiver design for CDMA schemes. Simulation of practical digital transmission systems. Three hours rec. a week. Pr.: ECE 660.</td>
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<td><strong>ECE 662. Design of Communication Circuits (3)</strong> II. The design of communication circuits and systems operating from baseband to UHF frequencies. Topics include tuned-RF amplifiers, oscillators, mixers, LC and ceramic bandpass filters, and demodulator circuits. Projects involve the design and performance testing of a complete radio receiver using surface mount discretes and IC components. Two hours rec. and three hours lab a week (one hour scheduled lab and two hours by appointment). Pr.: ECE 526 and 502.</td>
<td><strong>ECE 662. Design of Communication Circuits (3)</strong> II. The design of communication circuits and systems operating from baseband to UHF frequencies. Topics include tuned-RF amplifiers, oscillators, mixers, LC and ceramic bandpass filters, and demodulators. Projects involve the design, construction, and performance testing of a complete radio receiver. Two hours lec. and three hours lab a week. Pr.: ECE 526 and 502.</td>
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<tr>
<td><strong>FSHS 728. Assessment of Young Children. (3)</strong> I. Theory and practice of individual assessment of handicapped and normal children, infancy to age eight, including cognitive, language, fine and gross motor, social and self help skills. Focus on selection, administration, interpretation, and evaluation of screening and comprehensive evaluation instruments for assessment and individual program planning. Pr.: FSHS 310.</td>
<td><strong>FSHS 728. Assessment of Young Children. (3)</strong> I. Theory and practice of individual assessment of handicapped and normal children, infancy to age eight, including cognitive, language, fine and gross motor, social and self help skills. Focus on selection, administration, interpretation, and evaluation of screening and comprehensive evaluation instruments for assessment and individual program planning. Pr.: FSHS 310, FSHS 428, and FSHS 540.</td>
</tr>
<tr>
<td><strong>FSHS 764. Estate Planning for Families. (3)</strong> II. Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tool/techniques used in implementing an effective estate plan. Pr.: FSHS 405.</td>
<td><strong>FSHS 764. Estate Planning for Families. (3)</strong> II. Introduction to fundamentals of the estate planning process. Includes property transfer, tax consequences, probate avoidance, powers of appointment, and various tool/techniques used in implementing an effective estate plan.</td>
</tr>
<tr>
<td><strong>FSHS 853. Family Systems in Cultural Context. (3)</strong> I. Examines systems theory as a framework for understanding families and the cultural contexts in which they are embedded. Discusses the privileges, opportunities and oppressions accompanying membership in a group and emphasizes issues pertaining to gender, race, ethnicity, and sexuality. Discusses implications for family life and professionals. Pr.: FSHS 550.</td>
<td><strong>FSHS 853. Family Systems in Cultural Context. (2)</strong> I. Helps students integrate an understanding of individuals, couples and families within the context of culture. Helps participants to listen and respond in a thoughtful and sensitive manner to the individuals and families they serve professionally, especially those from diverse cultural backgrounds. Students will become more aware of their own cultural memberships, and develop a framework for appreciating the cultural context of the profession of family therapy. Pr.: Admission to the MFT program and/or instructor’s consent.</td>
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<td>FSHS 864. Clinical Theory and Practice. (3) I. Frameworks and skills for helping individuals within the family context. Study and observation of operations in family clinical programs and family therapy. Pr.: FSHS 301; FSHS 550 and consent of instructor.</td>
<td>FSHS 864. Clinical Theory and Practice. (2) I. The body of theoretical content underlying the clinical practice of marriage and family therapy is surrounded in systems theory. This course is designed to introduce the student to the foundation of family therapy and provide a survey of the major schools of family therapy. Pr.: Admission to the MFT program and consent of instructor.</td>
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<tr>
<td>FSHS 870. Principles of Marriage and Family Therapy. (3) II, S. Examination of processes in marriage and family therapy; study of interactions within the therapeutic setting; and application of knowledge of the family and of marriage to the helping relationship. Pr.: FSHS 852 and 864 or EDAF 823 and permission of instructor.</td>
<td>FSHS 870. Principles of MFT I: Couples. (2) II. Examination of couple processes and clinical approaches to couple intervention and treatment, including evidence based approaches and a focus on contextual and systemic dynamics. Pr.: FSHS 864 and FSHS 878.</td>
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<tr>
<td>FSHS 877. Individual and Family Assessment. (3) I. Assessment of individual and family functioning within developmental, ethnic, community and gender-sensitive contexts; including indicators for further evaluation and referral. Pr.: FSHS 870.</td>
<td>FSHS 877. Individual and Family Assessment. (2) I. Assessment of individual and family functioning within multiple contexts; including an emphasis on client focused progress monitoring. Pr.: FSHS 864.</td>
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<tr>
<td>HN 702. Nutrition in Developing Countries. (3) I. Nutritional problems in developing countries, including an analysis of factors which contribute to malnutrition, effects of undernutrition, methods for assessing nutritional status, and interventions to combat nutrition problems. Pr.: HN 503 or 610.</td>
<td>HN 702. Nutrition in Developing Countries. (3) I. Nutritional problems in developing countries, including an analysis of factors which contribute to malnutrition, effects of undernutrition, methods for assessing nutritional status, and interventions to combat nutrition problems. Pr.: HN 510.</td>
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<tr>
<td>MC 685. Media Management. (3) I, II. Issues, ethics and practices in managing media companies, with special emphasis on problems and practices in converged media operations. Pr.: MC 110 or junior standing.</td>
<td>MC 685. Media Management. (3) I, II. Issues, ethics and practices in managing media companies, with special emphasis on problems and practices in converged media operations. Pr.: Junior standing.</td>
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<td>EDS 777. Behavior Management for Exceptional Individuals. (3) II. Theoretical and practical applications of behavior analysis with emphasis on preventing and remediating behavior problems of students with disabilities. Pr.: EDCPEP 315, EDS 323 or EDS 324.</td>
<td>EDS 777. Behavior Management. (3) I, II. Theoretical and practical applications of behavior analysis in schools with emphasis on preventing and remediating behavior problems of students with disabilities.</td>
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<tr>
<td>EDS 830. Assessment in Special Education. (3) I, S. A study of assessment procedures used in the pre-referral, identification, and instructional phases of program planning for students with special needs. Pr.: EDS 710 and EDCPEP 715.</td>
<td>EDS 830. Assessment in Special Education. (3) I. A study of assessment procedures used in the pre-referral, identification, and instructional phases of program planning for students with special needs.</td>
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Expediting Drop Courses

COMM 731 – Nineteenth Century Rhetorical Theory. (3) II. Study of the influences on and development of rhetorical theory in nineteenth-century America as manifested in educational and public settings. Pr.: COMM 730.

ECE 603. Advanced Electrical Engineering Laboratory (2) I, II. On sufficient demand. A project-oriented laboratory in which a small group of students works with a faculty member in a special area of interest. Projects usually involve a design, measurement methods, or experimental work. May be repeated once. Pr.: EECE 502.

ECE 644. Parallel Computing Fundamentals (3) I. Parallel processing models, multistage interconnection networks, parallel algorithms for applications such as sorting, dense matrix manipulation, fast Fourier transforms and graph theory, distributed computing, quantum computing. Three hours rec. a week. Pr.: CIS 300, CIS 450, or EECE 541.


ECE 663. Digital Error Control Coding (3) II, in odd years. An introduction to the subject of error-correcting and error-detecting codes, both block and convolutional. Emphasis is placed on practical means of encoding and decoding the most commonly used codes such as Hamming, BCH, and Reed-Solomon codes. Three hours rec. a week. Pr.: EECE 241, STAT 510, and CIS 308 or 209.
### Non-Expedited Course Changes:

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<tr>
<td><strong>HMD 895. Cost Controls in Foodservice Systems.</strong> (3) I. Review of the components of cost control systems; analysis of financial data for foodservice operations; techniques for budget planning and control. Pr.: ACCTG 260; HMD 342; and HMD 480 or 560 or MANGT 420.</td>
<td><strong>HMD 895. Financial Management and Cost Controls for the Hospitality Industry.</strong> (3) I. Overview of fundamental knowledge of financial management, managerial accounting and operational cost controls for the hospitality industry. Important topics include review of managerial accounting concepts based on the Uniform System of Accounts for the Lodging Industry, value and risk analyses, budgeting, asset management, expansion via franchising and management contracts, cost-volume-profit analyses, and operational applications for financial performance. Pr.: ACCTG 810; HMD 342; and HMD 480 or 560 or MANGT 420.</td>
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Non-Expedited New Courses:

ARE 711. Building Energy Codes and Standards. (2) II. Study of the background, importance, impact, and application of the energy codes to the mechanical and electrical systems design process. Two hours rec. a week. Pr.: ARE 540, ARE 532, and ARE 533.

BIOL 734. Introduction to Genomics and Bioinformatics. (4) II, in alternate years. A problem solving approach to understanding genomics and bioinformatics. Practical use of databases and web-based tools used to study biological problems. Introduction to the algorithms behind these tools. Pr.: BIOL 450 or CIS 575.

BIOL 810. Analysis of Ecological Gradients. (3) II. An introduction to analytical methods and conceptual approaches to evaluate patterns of communities across environmental gradients. Multivariate statistical techniques will be used to analyze data and quantify species abundance patterns in a variety of environments.

CIS 753. Applied Cryptography. (3) II. Fundamentals of cryptography, including mathematical background, classical ciphers, public key encryption, block and stream ciphers, cryptographic hash functions, digital signatures, common attacks, and basic network security. Not available for credit to students with credit in CIS 553. Three hours rec. a week. Pr.: CIS 300, MATH 510, or equivalent.

EDCEP 830. Diversity in Higher Education. (3) S. Addresses diversity in higher education administration and practice. Examples of topics examined in the context of diversity include recruitment and retention, program development, campus climate, and multicultural student organizations.

EDCEP 831. Current Issues in Higher Education. (3) I. Current issues in higher education are examined. Students learn to identify current issues and how professional administrators effectively address these issues. Individual topics or issues that are part of the larger campus climate are studied.

EDCEP 923. Higher Education Law. (3). S, in 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.

EDCEP 925. Higher Education Finance. (3). S, in 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.

EDCEP 926. Enrollment Management in Higher Education. (3). I, in odd-numbered years, Examines enrollment management theories, concepts, and research and the application of these to higher education administration. Students demonstrate enrollment management strategies through the development of a comprehensive enrollment management plan for use in a college or university setting.

ENVD 899. Problems in Environmental Design & Planning. (1-4) I, II, S. This course is intended to provide students an opportunity to focus on specific problems in environmental design and planning under the guidance of a member of the college's graduate faculty.
FSHS 723. Practicum in Youth Development.  (1-3)  I, II, S. Supervised experience in youth development practice and service provision in organizational setting. Consent of practicum supervisor as well as on-site supervisor required.

FSHS 801. Grant Development and Management.  (3)  S. Introduces students to the grant development process and provides an overview of what happens after a grant is awarded. Topics include: identifying funding sources, generating fundable ideas, assessing needs, project planning, budget design, evaluation and project management.

FSHS 805. Brief Solution-Focused Therapy.  (1) II. Overview of Brief Solution-Focused Therapy which is a core model of therapy that can be used when students begin practicum the following semester. Students practice this therapeutic approach in role-play settings.

FSHS 823. Personal Integration.  (1) II. Analysis of classic marriage and family therapy theories as they inform the professional identity and practice of the therapist. Students write capstone paper on selective use of research and theory. Pr.: FSHS 852, FSHS 853, FSHS 870, six hours of FSHS 885.

FSHS 869. Systemic Treatment of Domestic Violence and Substance Abuse.  (2) II. Framework and skills for helping individuals and families experiencing domestic violence and/or substance abuse with emphasis on assessment and treatment. Pr.: Admission to MFT program and/or instructor consent.

FSHS 872 .  Principles of MFT II: Family.  (2) II. Discussion of the primary theories of Marriage and Family Therapy which are used in the treatment of whole families who present themselves for therapy. Pr.: FSHS 864 and FSHS 878.

FSHS 886. Principles of MFT III: Child and Adolescent Family Therapy.  (2) I. Discussion of the primary theories of Marriage and Family Therapy which are used in the treatment of parents and their children and/or adolescents who present themselves for therapy. Pr.: FSHS 864 and FSHS 878.

FSHS 889. Clinical Project.  (2) I, II, S. Integration of clinical work and course work resulting in a final clinical project. Must have completed 350 clinical hours.

GEOG 808. Geocomputation.  (3) II. Explores the application of computationally-intensive approaches to the study of complex spatio-temporal problems. Students will learn to simulate, model, analyze, and visualize geographic phenomena that do not lend themselves to other mathematical and statistical methods. Pr.: Graduate standing.

Notes: Enrolling students are strongly encouraged to have a strong background in GIS (e.g., GEOG 508 and GEOG 708) and familiarity with traditional statistical methods.

HIST 810. Security Studies Methodology.  (2) I, II. An exploration of commonly used research methods in history and political science. Students will investigate quantitative and qualitative humanities and social sciences methodology through selected readings and limited research exercises. Same as POLSC 810. Pr.: POLSC 812/HIST 812 or concurrent enrollment.
KIN 609. Environmental Physiology. (3) I, II, S. Study of the physiological adaptations to acute and chronic challenges imposed by the environment. Topics will focus on how different physiological systems respond to different environmental stressors (heat, cold, deep sea diving, high altitude). Pr.: KIN 335.


KIN 612. Built Environment and Physical Activity. (3) I, II, S. Overview of neighborhood and community design characteristics that contribute to more active living and improved health. Pr.: KIN 345, KIN 346.

KIN 793. Internship/ Public Health Physical Activity. (1-8) I, II, S. Supervised field experience in settings such as public health departments, foundations, government offices, or research programs. Pr.: KIN 345, 346, 521 (proposed), 655.

KIN 840. Exercise Adherence. (3) II. Study and discussion of empirical research and theory as it relates to exercise adherence from psychological, behavioral, and public health perspectives. Topics addressed are epidemiological trends, conceptual issues of measurement, research design, statistical analysis, and interventions focusing on settings and populations. Pr.: KIN 600 or KIN 805.

MLANG 779. Seminar in Modern Languages. (3) I. Variable topics.

MLANG 899. Research in Modern Languages. Credits: (Var.) I.

MUSIC 700. Literature Analysis. (3) S. Explore, evaluate, and analyze the masterworks of the wind, choral, and orchestral genres. This course will alternate annually between Instrumental and Choral literature.

POLSC 810. Security Studies Methodology. (2) I, II. An exploration of commonly used research methods in history and political science. Students will investigate quantitative and qualitative humanities and social sciences methodology through selected readings and limited research exercises. Same as HIST 810. Pr.: POLSC 812/HIST 812 or concurrent enrollment.

EDCEP 836. Interpersonal Relations for Academic Advising. (3). On sufficient demand. This course focuses on developmental communications/interpersonal relations skills for academic advisors. Topics to be addressed include influences on the helping process, such as personal characteristics, verbal and nonverbal responses and behaviors, and ethical considerations.

EDCEP 837. Administration of Academic Advising. (3). On sufficient demand. Examines and applies relevant theories, concepts, and models of academic advising, as well as issues and other factors related to the administration of academic advising in higher education.

EDSP 853. College Students with Special Needs. (3). On sufficient demand. This course is designed to familiarize academic advisors with the increasing number of students with disabilities who attend our institutions of higher education. The course will examine the legal foundations for students with disabilities in higher education, provide a framework for understanding the unique needs of students with learning disabilities, attention deficit disorders, mental health issues, as well as those on the autism spectrum, and examine the role of academic advisors in helping these individuals be successful thriving college students.
**Non-expedited Curriculum Changes**

**M.A. in Security Studies**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC/HIST 812 (3 hours)</td>
<td>POLSC/HIST 810 (2 hours)</td>
</tr>
<tr>
<td>POLSC 813 (3 hours)</td>
<td>POLSC/HIST 812 (3 hours)</td>
</tr>
<tr>
<td>POLSC 814 (3 hours)</td>
<td>POLSC 813 (3 hours)</td>
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<tr>
<td>POLSC/HIST 815 (3 hours)</td>
<td>POLSC 814 (3 hours)</td>
</tr>
<tr>
<td>2 x 3-credit courses form HIST 850 series</td>
<td>POLSC 815/HIST 815 (1 hour)</td>
</tr>
<tr>
<td>4 x 3-credit courses from POLSC or HIST at 700-level or above</td>
<td>2 x 3-credit courses form HIST 850 series</td>
</tr>
<tr>
<td></td>
<td>4 x 3-credit courses from POLSC or HIST at 700-level or above</td>
</tr>
</tbody>
</table>
Graduate Certificate in Women’s Studies (12 hours required)

Core course required (3 hours):
WOMST 810 An Interdisciplinary Overview of Feminist Thought and Practice

Elective Courses (choose 9 hours from the following list of courses):
WOMST 500 Topics in Women’s Studies
WOMST 505 Independent Study in Women’s Studies
WOMST 550 Women and Popular Culture
WOMST 551 The History and Politics of Family Violence
WOMST 560 Women and Violence
WOMST 580 Women and Religion
WOMST 585 Women and Islam
WOMST 590 Women’s Studies Practice and Theory
WOMST 610 Seminar in Women’s Studies
WOMST 700 Advanced Topics in Women’s Studies

ANTH 508 Male and Female: Cross-Cultural Perspectives
ANTH 633 Gender, Power, and International Development
ART 654 Women in Art
ENGL 525 Women in Literature
ENGL 625 RDG/Rest/18th Century Drama
ENGL 660 Readings in Major Authors:
  George Eliot
  Shakespeare, Gender, and Performance
ENGL 670 Topics in British Literature: Women in the 18th Century
ENGL 680 Topics in American Literature
  Topics in Asian American Literature and Culture
  Topics in Latina/o Literature
ENGL 705 Theory/Practice of Cultural Studies
ENGL 710 Studies in a Literary Genre: Studies in Gender and Native American Literature and Culture
ENGL 720 Shakespeare, Comedy and Gender
ENGL 730 Restoration and 18th-Century Drama
HIST 512 Women in European History
HIST 533 Topics: History of American Feminism
HIST 540 American Women (1600 to Civil War)
HIST 551 History and Politics of Family Violence (Intersession only)
HIST 980 Topic: Gender in European History
HIST 984 Topic: Gender in American History
JMC 612 Gender Issues and the Media
KIN 598 Women and Sports
KIN 796 Gender Issues and Sports and Exercise
PHILO 525 Social and Political Philosophy (when offered as Women in Western Thought)
TO: Graduate Certificate in Women’s Studies (12 hours required)

Core course required (3 hours):

- WOMST 810 – An Interdisciplinary Overview of Feminist Thought and Practice

Elective courses (Choose 9 Hours from the following list of courses):

- WOMST 500 – Topics in Women’s Studies
- WOMST 505 – Independent Study in Women’s Studies
- WOMST 550 – Women and Popular Culture
- WOMST 551 – The History and Politics of Family Violence
- WOMST 560 – Women and Violence
- WOMST 580 – Women and Religion
- WOMST 585 – Women and Islam
- WOMST 590 – Women’s Studies Practice and Theory
- WOMST 610 – Seminar in Women’s Studies
- WOMST 700 – Advanced Topics in Women’s Studies

ANTH 508 – Male and Female: Cross-Cultural Perspectives
ANTH 523 – Language and Gender
ANTH 663 – Gender, Power, and International Development
ART 654 – Women in Art
ENGL 525 – Women in Literature
ENGL 625 – RDG/Rest/18th Century Drama
ENGL 660 – Readings in Major Authors:
  - George Eliot
  - Shakespeare, Gender, and Performance
ENGL 670 – Topics in British Literature: Women in the 18th Century
ENGL 680 – Topics in American Literature
  ● Topics in Asian American Literature and Culture
  ● Topics in Latina/o Literature
ENGL 705 – Theory /Practice of Cultural Studies
ENGL 710 – Studies in a Literary Genre:
  ● Studies in Gender and Native American Literature and Culture
  ● Shakespeare and Children’s Literature
ENGL 720 – Shakespeare, Comedy and Gender
ENGL 730 - Restoration and 18th Century Drama
ENGL 740 – Feminist Literary Theory
ENGL 830 – Seminar in U.S. Latina/o Studies
HIST 512 – Women in European History
HIST 533 – Topics: History of American Feminism
HIST 540 – American Women (1600 to Civil War)
HIST 542 – American Women (Civil War to present)
HIST 551 – History and Politics of Family Violence (Intersession only)
HIST 980 – Topic: Gender in European History
HIST 984 – Topic: Gender in American History
JMC 612 – Gender Issues and the Media
KIN 598 – Women and Sports
KIN 796 – Gender Issues and Sports and Exercise
PHILO 525 – Social and Political Philosophy (when offered as Women in Western Thought)
PHILO 560 – Philosophy of Feminism
POLSC 606 – Gender and Politics
POLSC 799 – Seminar in Political Science (when offered as Women and Law)
PSYCH 540 – Psychology of Women
PSYCH/SOCWK 543 – Women and Mental Health Issues
PSYCH 563 - Gender Issues in the Workplace
SOCIO 545 – Sociology of Women
SOCIO 663 – Gender, Power, and International Development
SOCIO 665 – Women and Crime
SOCIO 670 – Diversity and Social Interaction in the Workplace
SOCIO 883 – Gender Differentiation and Inequalities
SOCIO 993 – Gender and Society
THTR 782 – Women in Theater
EDCIP 735 – Curriculum Materials for Non-Sexist Teaching
EDCI 886 – Seminar in Curriculum and Instruction: Women, Education, and Leadership
EDACE 750 – Women, Education, and Work
FSHS 869 Systematic Treatment of Domestic Violence and Substance Abuse
FSHS 865 – Human Sexuality
**M.S. in College Student Development**

**FROM**: (Current list of courses for the curriculum, curriculum description, and admission criteria.)

<table>
<thead>
<tr>
<th>Core Requirements (24 hours)</th>
<th>Core Requirements (24 hours)</th>
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<tbody>
<tr>
<td>EDCEP 812 History and Philosophy of Higher Education (3)</td>
<td>EDCEP 812 History and Philosophy of Higher Education (3)</td>
</tr>
<tr>
<td>EDCEP 816 Research Methods (3)</td>
<td>EDCEP 816 Research Methods (3)</td>
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<tr>
<td>EDCEP 818 Principles of College Student Personnel Services (3)</td>
<td>EDCEP 818 Principles of College Student Personnel Services (3)</td>
</tr>
<tr>
<td>EDCEP 823 Counseling Theory (3)</td>
<td>EDCEP 823 Counseling Theory (3)</td>
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<tr>
<td>EDCEP 829 Learning Principles (3)</td>
<td>EDCEP 829 Learning Principles (3)</td>
</tr>
<tr>
<td>EDCEP 838 The College Student &amp; the College Environment (3)</td>
<td>EDCEP 838 The College Student &amp; the College Environment (3)</td>
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<tr>
<td>EDCEP 858 Group Processes (3)</td>
<td>EDCEP 858 Group Processes (3)</td>
</tr>
<tr>
<td>EDCEP 863 Trends in Career Development (3)</td>
<td>EDCEP 863 Trends in Career Development (3)</td>
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**Options (Select one)**

<table>
<thead>
<tr>
<th>Advising Option (15 hours)</th>
<th>Advising Option (15 hours)</th>
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</thead>
<tbody>
<tr>
<td>EDCEP 835 Foundations of Academic Advising (3)</td>
<td>EDCEP 835 Foundations of Academic Advising (3)</td>
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<tr>
<td>EDCEP 851 Multicultural Aspects of Advising (3)</td>
<td>EDCEP 851 Multicultural Aspects of Advising (3)</td>
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<tr>
<td>EDCEP 877 Practicum in Counseling (3)</td>
<td>EDCEP 877 Practicum in Counseling (3)</td>
</tr>
<tr>
<td>EDCEP 885 Practicum in College Student Personnel Work (6, 2 semesters)</td>
<td>EDCEP 885 Practicum in College Student Personnel Work (6, 2 semesters)</td>
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<tr>
<th>Administration Option (15 hours)</th>
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<tbody>
<tr>
<td>EDCEP 786 Topics: Diversity in Higher Education (3)</td>
<td>EDCEP 786 Topics: Diversity in Higher Education (3)</td>
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<tr>
<td>EDCEP 786 Topics: Current Issues in Higher Education (3)</td>
<td>EDCEP 786 Topics: Current Issues in Higher Education (3)</td>
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<tr>
<td>EDCEP 885 Practicum in College Student Personnel Work (6, 2 semesters)</td>
<td>EDCEP 885 Practicum in College Student Personnel Work (6, 2 semesters)</td>
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<tr>
<td>An elective approved by the student’s committee.</td>
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<thead>
<tr>
<th>Student Services in Intercollegiate Athletics (15 hours)</th>
<th>An elective approved by the student’s committee.</th>
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<tbody>
<tr>
<td>EDCEP 752 College Student Athletes (3)</td>
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<tr>
<td>EDCEP 761 Intercollegiate Athletics and the College Student Athlete (3)</td>
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<tr>
<td>EDCEP 885 Practicum in College Student Personnel Work (6, 2 semesters)</td>
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<tr>
<td>An elective approved by the student’s committee.</td>
<td>An elective approved by the student’s committee.</td>
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</tbody>
</table>

**IMPACT**: None

**RATIONALE**: The purpose of this proposal is to change the topics courses (EDCEP 786) offered in the MS program in College Student Development to regular courses.

**EFFECTIVE DATE**: Spring 2010
Ph.D. in Student Affairs in Higher Education

Program Requirements
The PhD in Student Affairs in Higher Education requires a minimum of 93 hours post baccalaureate. A designated core of 15 hours of graduate credit, typically a part of the Master’s Degree in College Student Personnel Work, is required. These courses include the following: EDCEP 812, History and Philosophy of Higher Education; EDCEP 816, Research Methods; EDCEP 818, Principles of College Student Personnel Services; EDCEP 838, The College Student and the College Environment; and EDCEP 830, Diversity in Higher Education. These courses may be part of a master’s degree or must be completed in addition to the doctoral course work.

Professional Courses (15 hours)
EDCEP 886 Seminar/Higher Education Law (3)
EDCEP 886 Seminar/Higher Education Finance (3)
EDCEP 886 Seminar/Enrollment Management (3)
EDCEP 927 Higher Education Administration (3)
EDCEP 948 Advanced Student Development Theory (3)

Outside Area/Specialization (9 hours)
This specialization is developed in consultation with the major professor and must be approved by the student’s program of study committee.

Research Courses (9 hours)
EDCEP 817 Statistical Methods in Education (3)
EDCEP 917 Experimental Design in Education Research (3)
EDADL 838 Qualitative Research in Education (3)

Dissertation Research (30 hours)
EDCEP 999 Doctoral Research (30)

IMPACT: None

RATIONALE: The purpose of this proposal is to change the seminars (EDCEP 886) offered in the PhD program in Student Affairs in Higher Education to regular courses.

EFFECTIVE DATE: Spring 2010
## Marriage and Family Therapy (M.S.)

### Change from:

**Marriage and Family Therapy (M.S.)**

The Family Studies and Human Services Department offers a Master of Science degree in Family Studies and Human Services with a specialization in marriage and family therapy. The marriage and family therapy M.S. specialization prepares professionals to conduct and evaluate therapy with marital and family groups. Students pursue programs of study that include course work in human development, family studies, marital and family therapy, statistics, and research methods. The M.S. specialization in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education.

### Requirements

The M.S. degree in Marriage and Family Therapy requires a minimum of 55–61 semester hours of graduate work, depending upon your choice of the "written document". Most students complete the program in three years. Students have up to five years to complete the program.

### I. Theoretical Foundations of Marital and Family Therapy

- FSHS 853 - Family Systems in Cultural Context (2)
- FSHS 864 - Clinical Theory and Practice (2)
- FSHS 867 - Pre-Practicum in Marriage and Family Therapy I (1)
- FSHS 868 - Pre-Practicum in Marriage and Family Therapy II (1)

### II. Assessment and Treatment in Marital and Family Therapy

- FSHS 866 - Sex Therapy Credits: (3)
- FSHS 870 - Principles of Marriage and Family Therapy (3)
- FSHS 877 - Individual and Family Assessment (2)
- FSHS 879 - Systemic Assessment and Treatment of Psychopathology (3)
- FSHS 896 - Advanced Family Therapy (3)

### III. Family Studies and Human Services

- FSHS 852 - Contemporary Family Theories (3)

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## Change to:

**Marriage and Family Therapy (M.S.)**

The School of Family Studies and Human Services offers a Master of Science degree in Family Studies and Human Services with a specialization in marriage and family therapy. The marriage and family therapy M.S. specialization prepares professionals to conduct and evaluate therapy with marital and family groups. Students pursue programs of study that include course work in human development, family studies, marital and family therapy, and research methods. The M.S. specialization in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education.

### Requirements

The M.S. degree in Marriage and Family Therapy requires 60 semester hours of graduate work. Most students complete the program in three years. Students have up to five years to complete the program.

### I. Theoretical Foundations of Marital and Family Therapy (7 credits)

- FSHS 853 - Family Systems in Cultural Context (2)
- FSHS 864 - Clinical Theory and Practice (2)
- FSHS 823 - Personal Integration (1)
- FSHS 867 - Pre-Practicum in Marriage and Family Therapy I (1)
- FSHS 868 - Pre-Practicum in Marriage and Family Therapy II (1)

### II. Assessment and Treatment in Marital and Family Therapy (17 credits)

- FSHS 866 - Sex Therapy (3)
- FSHS 870 - Principles of MFT I: Couples (2)
- FSHS 877 - Individual and Family Assessment (2)
- FSHS 879 - Systemic Assessment and Treatment of Psychopathology (3)
- FSHS 872 - Principles of MFT II: Family (2)
- FSHS 886 – Principles of MFT III: Child and Adolescent Family Therapy (2)
- FSHS 869 – Systemic Treatment of Domestic Violence and Substance Abuse (2)
- FSHS 805 – Solution Focused Therapy (1)

### III. Family Studies and Human Services (9-15 credits)

- FSHS 852 - Contemporary Family Theories (3)
- **FSHS 865 - Human Sexuality (3)**
- **Any 2 of the first 3 courses:**
  - FSHS 810 - Child Development (3)
  - FSHS 822 - Transition to Adulthood (3)
  - FSHS 845 - Adult Development and Aging (3)

### IV. Ethics and Professional Studies
- **FSHS 878 - Professional Studies in Family Therapy (3)**

### V. Research Methodology
- **FSHS 888 - Research Methods in FSHS I (3)**

### VI. Supervised Clinical Practice
Minimum of three continuous 3 credit hours of Practica (FSHS 885) over a 12-month period, including summers; must accumulate 500 client contact hours and 100 hours of supervision from faculty. Fifty per cent of supervision hours from faculty must be based on "raw" data (live or video).

- **FSHS 885 - Practicum in Marriage and Family Therapy (3)**

### VII. Electives
At least 2 credit hours required. Select from the courses below to complete the 3-hour elective requirement:
- FSHS 670 - Working with Parents (2)
- FSHS 700 - Treatment of Domestic Violence and Substance Abuse (2)
- FSHS 700 - Consultation in Marriage and Family Therapy
- FSHS 704 - Seminar in Family Studies and Human Services Credits: (Var.)
- FSHS 862 - Marital Interaction Credits: (2)

### VIII. End of Program Requirements
- Pass a comprehensive written examination on marriage and family therapy
Complete, with committee approval, one of the following written documents:

- A Master's Thesis (requiring 6-8 hours of FSHS 899)
- A Master's Report (requiring 2 hours of FSHS 899)
- A Clinical Specialization Paper (requiring 2 hours of FSHS 899)

► Pass an oral examination with emphasis on the written document

Complete, with committee approval, one of the following written documents:

- A Thesis (requiring 6 hours of FSHS 899)
- A Clinical Project (requiring 2 hours of FSHS 889 plus 4 elective credit hours)

► Pass an oral examination with emphasis on the written document

**RATIONALE:** We have revised our curriculum to focus the courses on the unit of treatment more clearly. Each theory and intervention course will focus on the unit of treatment. We also identified a need to add a course in domestic violence and substance abuse because these problems are very prevalent in the treatment our students provide. In order to maintain a 60 Credit hour master’s degree, courses were reduced from 3 to 2 hours to allow space in the curriculum for other courses and to reduce overlapping curriculum.

**EFFECTIVE DATE:** Fall 2009
## Department of Hospitality Management and Dietetics

### M.S. in Foodservice and Hospitality Management and Dietetics Administration

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<thead>
<tr>
<th>Change from:</th>
<th>Change to:</th>
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<td>Required – 16 hours</td>
<td>Required 19 hours</td>
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<tr>
<td>HMD 805 Food Production Management (3)</td>
<td>HMD 805 Food Production Management (3)</td>
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<tr>
<td>OR</td>
<td>OR</td>
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<tr>
<td>HMD 664 Lodging Management Theory (3)</td>
<td>HMD 664 Lodging Management Theory (3)</td>
</tr>
<tr>
<td>HMD 810 Research Techniques for Foodservice and Hospitality (3)</td>
<td>HMD 810 Research Techniques for Foodservice and Hospitality (3)</td>
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<td>HMD 885 Seminar in Foodservice and Hospitality Management (1)</td>
<td>HMD 885 Seminar in Foodservice and Hospitality Management (1)</td>
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<tr>
<td>HMD 890 Administration of Foodservice and Hospitality Organizations (3)</td>
<td>HMD 890 Administration of Foodservice and Hospitality Organizations (3)</td>
</tr>
<tr>
<td>HMD 895 Cost Controls in Foodservice Systems (3)</td>
<td>HMD 895 Financial Management and Cost Controls for the Hospitality Industry (3)</td>
</tr>
<tr>
<td>STAT 702 Statistical Methods for Social Sciences (3)</td>
<td>STAT 702 Statistical Methods for Social Sciences (3)</td>
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<tr>
<td>OR</td>
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<tr>
<td>STAT 703 Statistical Methods for Natural Scientists (3)</td>
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<td><strong>Additional Courses if Completing the Thesis Option (14):</strong></td>
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<td>HMD 899 Master’s Research (6)</td>
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<td>Graduate Course (3)</td>
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<td><strong>Additional Courses if Completing the Non-Thesis Option (20):</strong></td>
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<td><strong>Graduate Course (2)</strong></td>
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### RATIONALE:
This change reflects the addition of ACCTG 810 Accounting Concepts and Analysis for 3 credits as a requirement in the MS program in Foodservice and Hospitality Management and Dietetics Administration. ACCTG 810 is now a prerequisite for HMD 895 Financial Management and Cost Controls for the Hospitality Industry. The addition of ACCTG 810 will give a common background to all students entering the MS program. A letter of support from the College of Business has been obtained.

### EFFECTIVE DATE:
Fall 2009.
MS in Academic Advising

**FROM:** (Current list of courses for the curriculum, curriculum description, and admission criteria.)

<table>
<thead>
<tr>
<th>Program Curriculum</th>
<th>TO: (Proposed list of courses for the curriculum, curriculum description, and admission criteria.)</th>
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<tbody>
<tr>
<td>Core Courses (27 hours)</td>
<td>Core Courses (27 hours)</td>
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<tr>
<td>EDCEP 752 College Student Athlete (3)</td>
<td>EDCEP 752 College Student Athlete (3)</td>
</tr>
<tr>
<td>EDCEP 816 Research Methods (3)</td>
<td>EDCEP 816 Research Methods (3)</td>
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<tr>
<td>EDCEP 829 Learning Principles (3)</td>
<td>EDCEP 829 Learning Principles (3)</td>
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<tr>
<td>EDCEP 835 Foundations of Academic Advising (3)</td>
<td>EDCEP 835 Foundations of Academic Advising (3)</td>
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<tr>
<td>EDCEP 838 The College Student and the College Environment (3)</td>
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</tr>
<tr>
<td>EDCEP 851 Multicultural Aspects of Advising (3)</td>
<td>EDCEP 851 Multicultural Aspects of Advising (3)</td>
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<tr>
<td>EDCEP 863 Trends in Career Development (3)</td>
<td>EDCEP 863 Trends in Career Development (3)</td>
</tr>
<tr>
<td><strong>EDCEP 886 Seminar/Interpersonal Relations for Academic Advising (3)</strong></td>
<td><strong>EDCEP 886 Seminar/Interpersonal Relations for Academic Advising (3)</strong></td>
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<tr>
<td><strong>EDSP 886 Seminar/College Students with Special Needs (3)</strong></td>
<td><strong>EDSP 886 Seminar/College Students with Special Needs (3)</strong></td>
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<tr>
<td>Restricted Elective (3 hours)</td>
<td>Restricted Elective (3 hours)</td>
</tr>
<tr>
<td>EDCEP 761 Intercollegiate Athletics and the College Student Athlete (3)</td>
<td>EDCEP 761 Intercollegiate Athletics and the College Student Athlete (3)</td>
</tr>
<tr>
<td>EDCEP 886 Seminar/Administration of Academic Advising (3)</td>
<td>EDCEP 837 Administration of Academic Advising (3)</td>
</tr>
</tbody>
</table>

**IMPACT:** None

**RATIONALE:** The purpose of this proposal is to change the seminars (EDCEP 886 and EDSP 886) offered in the MS program in Academic Advising to non-topics designation.

**EFFECTIVE DATE:** Spring 2010
Non-Expedited New Curriculum

Concurrent B.S. and M.S. in Kinesiology

A student that successfully completes this program will receive both a B.S. and an M.S. degree in Kinesiology. This program had theses and coursework formats.

Admission Requirements: The application process is the same as for the traditional M.S. degree except that completion if the B.S. degree is not required. The following requirements must be met before an individual can be admitted into this program:

- The student must be seeking a B.S. degree from the Department of Kinesiology.
- The student must have completed 45-90 credit hours toward the B.S. degree.
- The student must have completed the Kinesiology undergraduate core (KIN 220, 310, 335, 336, 345, and 346.)
The student’s cumulative undergraduate GPA must be at least 3.0.

Application Process:

- Complete K-State Graduate School online application and submit application fee following instructions provided.
- Applicant’s statement of academic objectives and preferred primary advisor(s) must be submitted with the application.
- Three letters of reference must be submitted with the application.
Transcript(s) of all undergraduate work must be sent directly to the Graduate Program in Kinesiology.

Program Formats and Guidelines: Since there is some overlap between undergraduate and graduate study, some graduate courses will satisfy the degree requirements of the undergraduate degree. A maximum of 9 graduate credit hours from the M.S. KIN degree can be counted toward the B.S. KIN degree. Some additional conditions are:

- The student must complete 30 (thesis) or 36 (coursework) graduate credit hours with a graduate GPA of at least 3.0.
- The student must complete all B.S. KIN undergraduate requirements with the exception that up to 9 credit hours taken for graduate credit can also count toward his/her undergraduate degree requirements.
- At least 18 of the graduate credit hours on the Graduate Program of Study must be in classes at the 700 level or above.
A student pursuing a thesis format must complete at least 6 credit hours of Masters Thesis (KIN 899).
Once an individual is admitted to the concurrent B.S. /M.S. KIN degree program, the student should consult the graduate handbook for policies and procedures for graduate degrees, which include: supervisory committee, final examination, thesis defense, etc. The student’s supervisory committee must approve the program of study, which is a statement of the student’s graduation requirements.

The B.S. degree may be awarded at any time following the completion of the undergraduate degree requirements. Alternatively, the B.S. and M.S. degrees may be awarded concurrently.

The formats for this program are as follows.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Thesis</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 815 Research Methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Statistics Course (STAT 702,703 or PSYCH 830)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>KIN 800 Adv Exercise Physiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>KIN 830 Public Health Physical Act</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other courses and Electives</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL GRADUATE CREDITS</td>
<td>30</td>
<td>36</td>
</tr>
</tbody>
</table>

*Actual degree requirements will be summarized on an approved plan of study.

RATIONALE: The combined B.S. /M.S. program will provide exceptional undergraduates with the opportunity to obtain both a Bachelor of Science and a Master of Science in Kinesiology in 5 years, a shorter time than typically required to earn a B.S. plus M.S. if both degrees are pursued separately.

EFFECTIVE DATE: Fall 2009
5) Graduate Student Affairs Committee – Jon Faubion, Chair
   No report.

6) Graduate School Committee on Planning – Mustaque Hossain, Chair

On behalf of the Committee on Planning, Mustaque Hossain proposed the following changes to the Graduate Handbook:

- Second 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 at 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

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

   2. 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

   3. An average of 3.0 Grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 hours of coursework, taken of undergraduate and/or graduate credit. This GPA is based only on courses graded on a multi-level scale, usually A, B, C, D, F.

      See section 1-C: Admission Categories.

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
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) to Kansas State University (code 6334). 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.

Applicants with a minimum TOEFL iBT score of 100 (or a minimum score of 600 on the TOEFL paper-based test) 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) 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 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) is also available through the ELP.

Applicants who are submitting a TOEFL iBT 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 following: reading, writing, or listening sections may be considered for provisional admission and required to take the English Proficiency Test (EPT) prior to enrolling the first semester. Applicants will be required to enroll in the designated course(s) based on EPT scores and the recommendation of the English Language Program.

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

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 on campus.

The motion passed.
On behalf of the Committee on Planning, Mustaque Hossain proposed the following changes to the Graduate Handbook:

- First Reading. Changes to the Graduate Handbook, Chapter 2, The Master’s Degree – Section D – Courses

Graduate study demands a high degree of intellectual aptitude. It presupposes a broad preparation and involves the acquisition of specialized knowledge. These facts should be reflected in the graduate student's program of study. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be accepted.

-First Reading. Changes to the Graduate Handbook, Chapter 2, The Master’s Degree – Section D – Courses  D.6 Transfer of Credit

Kansas State University accepts graduate credit from another institution only under the following conditions:

a. The other institution is accredited by the cognizant regional accrediting association to offer graduate degree programs appropriate to the level of the credit to be transferred;
b. The credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and
c. The credit is applicable to the student's program of study for an advanced degree at Kansas State University.

The program of study should consist solely of courses directly related to the master's degree.

Under normal circumstances, graduate credit transferred from other institutions may not exceed 10 credit hours for the master's degree, and then only for courses graded B or better. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be transferred. The Graduate School may grant exceptions to these limits when justified by inter-institutional collaborations. Graduate programs that are granted such exceptions will present evidence of quality of the students' programs of study during periodic program reviews.

Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

- First Reading. Changes to the Graduate Handbook, Chapter 3, The Doctoral Degree – Section D – Courses

Graduate work leading to the doctoral degree demands a high degree of intellectual achievement. It necessarily depends on extensive prior preparation and involves the development of understanding and knowledge at the most advanced levels. Programs of study are therefore expected to reflect in the course selection an intensive specialization extending to the limits of knowledge in one's field. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be accepted.

The motion passed.
On behalf of the Committee on Planning, Mustaque Hossain proposed the following changes to the Graduate Handbook:

- First Reading. Changes to the Graduate Handbook, Appendix A – Graduate Student Rights and Grievance Procedure

A. GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES

1. Every graduate student has:

   a. Freedom of inquiry, conscience, expression, and association and the right to petition for the redress of grievances.

   b. The right, to the extent permitted by law, to have any information about his or her opinions and associations unrelated to academic performance or assigned responsibilities that has been acquired by professors or administrators in the course of their work as instructors, advisors, or counselors held confidential at his or her request and not disclosed to others without his or her consent.

   c. Freedom from unfair treatment by faculty or administration in the assignment and evaluation of academic work toward the completion of requirements for a particular course.

   d. The right to due process in the conduct of proceedings pursuant to the provisions of this document or of any proceedings conducted under any other provisions of any other rule or regulation governing Kansas State University.

   e. The right to immunity from reprisal in the form of University disciplinary action or proceedings for seeking redress pursuant to the provisions of this document.

2. Every graduate student is responsible for:

   a. The exercise of applicable rights and freedoms, as enumerated above, in a manner that does not materially and substantially interfere with the requirements of appropriate discipline in the operation of the institution nor infringe upon the rights of other students, faculty, or staff.

   b. Completing the requirements and meeting the standards of any course in which he or she is enrolled.

   c. Understanding the legal and ethical standards applicable to scholarship in general and to the student's discipline, and understanding the policies and procedures that the University has in place to ensure compliance with these standards.
B. GRADUATE STUDENT ACADEMIC GRIEVANCE PROCEDURES

The *Graduate Handbook* contains general rules and procedures governing graduate education developed by the Graduate Council. In addition, each graduate program may have more detailed departmental or program guidelines that specify how that degree program operates within general Graduate School policies, and what graduate students can expect during their graduate career. If departmental or program policies are inconsistent with Graduate School policy, the Graduate School policy is the overriding policy.

1. Scope of Authority

This policy is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. The formal grievance must be initiated within 6 months of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the *Student Life Handbook* and the hearing procedures therein. The undergraduate grievance procedure, as described in Appendix A of the Student Life Handbook, applies to any academic matter involving an undergraduate student taking graduate courses. The Veterinary Medicine academic grievance procedures, as described in Appendix A of the *Student Life Handbook*, govern academic matters involving courses within the DVM degree. The K-State Honor & Integrity System, as described in the *Student Life Handbook*, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the “Policy and Procedure for Discrimination and Harassment Complaints” in the University Handbook should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the “Policy Prohibiting Sexual Violence” should be referred to the Office of Student Life.
2. Definition of Terms

   a. Graduate Student - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.

   b. Grievance - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision that the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

   c. Respondent - The person(s) against whom a grievance is being made.

   d. Working Days - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

   e. Faculty advisor - A faculty member assigned by the graduate program director or department head to provide guidance to the graduate student until the appointment of the student’s supervisory committee.

   f. Hearing advisor - The person who provides guidance to the student or respondent during the grievance process.

3. Guidelines for Administrative Review and Conflict Resolution

   a. The graduate student should attempt to resolve any grievance conflict first with the faculty member, supervisory committee, or administrator involved.

   b. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson, or other immediate administrative superior of the respondent, the Academic Dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing. The resolution should be signed by all participating parties to confirm their receipt of document. Copies of the signed resolution will be provided to the graduate student, respondent, administrative superior, and Academic Dean involved in the conflict resolution session. The official copy shall be sent to the Graduate School to be retained in the student's file.

   c. If the conflict resolution process is not successful, the Academic Dean and the Associate Dean of the Graduate School will confer within 10 working days to
determine if further conflict resolution steps should be pursued. The outcome of this conferral will be shared in writing with all parties participating in 3b.

4. Formal Grievance Procedure

a. If the grievance is not resolved by the above discussions and the graduate student then chooses to pursue the matter further, the issue must be reduced to writing by the graduate student within 10 working days after the receipt of the outcome of 3c and sent immediately to the Associate Dean of the Graduate School. A Notice of Grievance form, available in the Graduate School or on the Graduate School website (Word PDF), must be submitted with the written statement. The written grievance shall include a clear, concise statement of the policy or policies/procedures violated, and the redress requested. The Associate Dean of the Graduate School shall forward a copy of the grievance to the respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the Associate Dean of the Graduate School with a copy of his or her written response.

b. Upon receipt of the written response, the Associate Dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The Associate Dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote), and 3 committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.

c. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.

d. Guidelines for ad hoc grievance committee hearings

1. Pre-hearing procedures

   a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.

   b. The notice shall include the written grievance and the written response of the respondent.

   c. A copy of the procedures guiding the hearings as outlined in Step 2 Hearing (4 d2) shall accompany the notice.

   d. The following must be submitted by each party to the chair at least five working days prior to the hearing:

      i. A copy of all written supporting documentation that the party will present at the hearing,
ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and

iii. The name of any advisor who will accompany the party to the hearing and whether the advisor is an attorney.

2. Hearing

a. The hearing will be conducted informally and the committee will have complete discretion in deciding any procedural questions that arise during the hearing.

b. At the hearing, each party may be accompanied by an hearing advisor, who may advise the party but not participate in the hearing.

c. All hearings shall be closed except for parties to the grievance and their hearing advisors unless the graduate student requests that the hearing be open. All parties are advised that the Committee routinely records the hearing for its own use.

d. One or both parties may request that a certified court reporter transcribe the proceedings. The cost of the transcription will be borne by the party making the request.

e. The committee will permit each party to present a brief opening statement of no more than 10 minutes.

f. The evidence shall be presented by the graduate student and then by the respondent at the hearing.

g. The parties and the committee shall have the opportunity to question all witnesses.

h. The committee will accept any evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.

i. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.

j. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.

k. Within ten (10) working days from the conclusion of the hearing, the committee will prepare a report that will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings of the committee and the reasons for the recommendation. The Dean of the Graduate School will consider the committee’s recommendation and transmit a final decision to both parties within ten
(10) working days of receiving the Committee’s recommendation.

5. Enforcement of the Graduate School’s Decision

   The Dean of the Graduate School has the authority and responsibility to enforce the decision.

The motion did not pass. Comments from the Council will be discussed at the September Student Affairs Committee Meeting.

7) Graduate School Committee on Assessment and Review – Bob Rowland, Chair
   No report.

8) Graduate Student Council Information – Kara Dillard, President
   The GSC officers for the 2009-2010 year are:
   Kara Dillard, President, Ph.D.  Sociology
   Megan Miller, President-Elect, M.S. Psychology
   Rhett Mohler, Secretary, Ph.D.  Geography
   Steven Bellinger, Treasurer, Ph.D.  Nuclear Engineering

9) University Research and Scholarship
   The following Saracheck Predoctoral Honors Fellowship Recipients were recognized with certificates:
   Vinai Chittezham Thomas - Fellowship Award Recipient
   Ginny Antony - Travel Award Recipient
   Xin Deng - Travel Award Recipient

10) Other business
    - Discussion concerning graduate faculty nomination procedure outlined in Chapter 5 – The Graduate Faculty
    Due to time constraints, this item was not presented. It will be revisited in the October 2009 Graduate Council meeting.

11) Graduate School Calendar of Events
    - Graduate School Commencement Ceremony: May 15, 2009, 1:00 pm – Bramlage Coliseum
    - Graduate School Orientation: August 19, 2009 - http://www.k-state.edu/grad/gsprospective/orientation/orient_fall.htm

Council was adjourned at 4:47 p.m.