Minutes of the Graduate Council
November 3, 2009
As approved by the Graduate Council, December 1, 2009


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

1. Opening remarks
   No report.

2. Minutes of the October 6, 2009 meeting were approved as presented.

3. Graduate School Actions and Announcements
   The following appointments for non-graduate faculty to teach graduate courses (emergency approval) and graduate faculty memberships 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>
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</thead>
<tbody>
<tr>
<td>Sandra Price</td>
<td>Adjunct Faculty Member</td>
<td>Political Science</td>
<td>9/29/09</td>
</tr>
<tr>
<td>Laurel Dinkel</td>
<td>Adjunct Faculty</td>
<td>Center on Aging</td>
<td>10/6/09</td>
</tr>
<tr>
<td>C R Macchi</td>
<td>Research Asst. Professor</td>
<td>Family Studies &amp; Human Services</td>
<td>10/6/09</td>
</tr>
<tr>
<td>Steve Shields</td>
<td>Adjunct Faculty</td>
<td>Center on Aging</td>
<td>10/6/09</td>
</tr>
<tr>
<td>Jennifer Frihauf</td>
<td>Instructor</td>
<td>Family Studies &amp; Human Services</td>
<td>10/14/09</td>
</tr>
<tr>
<td>Amanda Murdie</td>
<td>Assistant Professor</td>
<td>Political Science</td>
<td>9/28/09</td>
</tr>
</tbody>
</table>

4. Academic Affairs Committee – Frank White, Chair
   On behalf of the Academic Affairs Committee, Frank White, chair, proposed to approve the following faculty members for graduate faculty associate, graduate faculty membership only, membership and certification, and certification only. The motion passed.

   Graduate Faculty Associate
   - Daniel Cox: Adjunct Professor, Political Science
   - Shawna Jordan: Research Assistant Professor, Human Nutrition
Membership
Ginger Miller Loggins  Assistant Professor  Journalism & Mass Communications
Ann Waylan Brackenridge  Adjunct Faculty  Animal Sciences & Industry

Membership and Certification
Juan Du  Assistant Professor  Statistics
Andrew Ivanov  Assistant Professor  Physics
Ward Jewell  Adjunct Professor  Electrical & Computer Engineering
Matthias Kling  Assistant Professor  Physics
Noel Schulz  Professor  Electrical & Computer Engineering

Certification
Hayder Rasheed  Associate Professor  Civil Engineering

Course and curriculum issues:
On behalf of the Academic Affairs Committee, Frank White, chair, proposed to approve the following course changes and additions. The motion passed.

**Expedited Course Changes:**

<table>
<thead>
<tr>
<th>Current Course Description</th>
<th>Proposed Course Description</th>
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</thead>
<tbody>
<tr>
<td><strong>AT 625 Apparel and Textile Business Strategy.</strong> (3) I. Evaluation of the external and internal factors impacting apparel and textile business performance; development and analysis of creative and responsible strategic response. Coreq.: AT 576.</td>
<td><strong>AT 625 Apparel and Textile Business Strategy.</strong> (3) I. Evaluation of the external and internal factors impacting apparel and textile business performance; development and analysis of creative and responsible strategic response. Pr.: Senior or graduate standing.</td>
</tr>
<tr>
<td><strong>PLPTH 611 Agricultural Biotechnology Laboratory.</strong> (2) I. Laboratory course designed to provide practical applications of recombinant and genomic techniques related to agricultural biotechnology. Typical techniques include bioinformatics basics, DNA isolation, PCR applications, southern-and northern-blot analysis, linkage mapping genetic and disease ID through DNA-based approaches, ELISA assays, eukaryotic transformation techniques. Six hours lab per week. Pr.: PLPTH 610/AGRON 610 or concurrent enrollment.</td>
<td><strong>PLPTH 611 Agricultural Biotechnology Laboratory.</strong> (2) I. Laboratory course designed to provide practical applications of recombinant and genomic techniques related to agricultural biotechnology. Typical techniques include genetic analysis, bioinformatics basics, DNA isolation and molecular analysis, PCR applications, southern-and northern-blot analysis, linkage mapping, genetic and disease ID through DNA-based approaches, ELISA assays, gene manipulation, eukaryotic transformation techniques. Four hours lab per week. Pr.: PLPTH 610/AGRON 610 or concurrent enrollment.</td>
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<tr>
<td><strong>COMM 630 – Special Studies in Rhetoric and Communication.</strong> (3) I, II. Intensive study of selected topics in communication and rhetoric. Pr.: Junior Standing and permission of instructor.</td>
<td><strong>COMM 630 – Special Studies in Rhetoric and Communication.</strong> (3) I, II. Intensive study of selected topics in communication and rhetoric. Pr.: Instructor permission.</td>
</tr>
<tr>
<td><strong>COMM 756 – Practicum in Conflict.</strong> (3) II, S. A supervised opportunity to apply theoretical information into diverse conflict settings. Identify, conceptualize, implement and/or test conflict and communication theories &amp; strategies by analyzing and or developing training/evaluation materials. Pr.: COMM 120 and any other required course at or above 300 level.</td>
<td><strong>COMM 756 – Practicum in Communication and Conflict.</strong> (3) II, S. Supervised opportunity to apply theoretical information into a self-selected conflict situation in culturally diverse settings. Pr.: COMM 120 and any other required course at or above 300 level.</td>
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<tr>
<td><strong>GEOL 704 – Paleoecology.</strong> (3) I. Application of biological, physical, and chemical factors in modern marine environments to the quantitative study of the structure and dynamics of fossil populations and communities. Pr.: GEOL 581</td>
<td><strong>GEOL 704 – Paleoenvironments.</strong> (3) I. Application of biological, physical, and chemical factors in modern marine environments to the understanding of ancient marine environments. Pr.: GEOL 581 and 630.</td>
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<tr>
<td><strong>GEOL 705 – Geobiology.</strong> (3) II. Discussion and critique of current and classic research in biomineralization. Pr.: GEOL 581</td>
<td><strong>GEOL 705 – Biomineralization.</strong> (3) II. Discussion and critique of current and classic research in biomineralization. Pr.: GEOL 581 and 605.</td>
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<tr>
<td><strong>GEOL 711 – Water Resources Geochemistry.</strong> (2) I. Geochemistry of ground and surface waters; emphasis on mineralogic and hydrologic controls on inorganic constituents and properties. Pr.: GEOL 503 or AGRON 705 or 755</td>
<td><strong>GEOL 711 – Water Resources Geochemistry.</strong> (3) I. Geochemistry of ground and surface waters; emphasis on mineralogical, biochemical, and hydrologic controls on inorganic and organic interactions in natural waters. Pr.: GEOL 611, GEOL 605 or AGRON 605.</td>
</tr>
<tr>
<td><strong>GEOL 740 – Regional Geology.</strong> (3) I. Structure and stratigraphy of the major tectonic units of North America. Pr.: GEOL 530 and 630.</td>
<td><strong>GEOL 740 – Regional Geology.</strong> (3) II. Interpretations of structural, stratigraphic, igneous, and tectonic history of selected sites in North America. Pr.: GEOL 530 and 630.</td>
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<tr>
<td><strong>LG 600 – Principles of Linguistics.</strong> (3) I. 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.</td>
<td><strong>MLANG 600 – Principles of Linguistics: Language Structure and Language Use.</strong> (3) I. Introduction to the fundamentals of linguistic analysis, including the sound system (phonetics and phonology), word formation (morphology), sentence formation (syntax), meaning (semantics and pragmatics). Formal and functional (usage-based) perspectives. Application of linguistics to language acquisition theory and to pedagogy. Pr.: For ML majors &amp; minors: GRMN 523 or 527, or FREN 513 or 518 or one 700-level class, or SPAN 410 or 420 or 510; For other majors: ENGL 200.</td>
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<tr>
<td><strong>EDADL course prefixes</strong></td>
<td><strong>EDLEA course prefixes</strong></td>
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<tr>
<td><strong>EDADL 786. Topics in Educational Administration and Leadership.</strong> (1-3). I, II, S. Examination of current topic in area of specialization of faculty. Pr.: Consent of department chair.</td>
<td><strong>EDLEA 786. Topics in Educational Leadership.</strong> (1-3). I, II, S. Examination of current topic in area of specialization of faculty. Pr.: Consent of department chair.</td>
</tr>
<tr>
<td><strong>EDADL 795. Problems in Educational Administration and Leadership.</strong> (Credit Arranged). I, II, S. Selected students are permitted to secure specialized training appropriate to the needs of the individual. The student’s project may involve intensive library investigation in a special field or the collection and analysis of data pertinent to a given problem. All work is done independently under the direction of a faculty member. Pr.: Background of courses necessary for the problem undertaken and consent of instructor.</td>
<td><strong>EDLEA 795. Problems in Educational Leadership.</strong> (1-18). I, II, S. Selected students are permitted to secure specialized training appropriate to the needs of the individual. The student’s project may involve intensive library investigation in a special field or the collection and analysis of data pertinent to a given problem. All work is done independently under the direction of a faculty member. Pr.: Consent of instructor.</td>
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<td><strong>EDADL 819. Educational Finance</strong>. (3). S. An examination of issues relating to the financing of education, including local, state, and federal fiscal support, tax structures, distributional formulas, school finance reform strategies, and budget preparation and administration.</td>
<td><strong>EDLEA 819. Introduction to Education Finance</strong>. (3). S. An examination of P-12 public school fiscal policy construction and daily operational issues, including evaluation of local, state, and federal fiscal support, tax structures, distributional formulas, finance reform strategies, and budget preparation and administration.</td>
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<tr>
<td><strong>EDADL 827. Political and Community Leadership in Education</strong>. (3). S. A study of the relationship between the school and the community, with special emphasis on the development of a comprehensive community education program. Organizational patterns, financing, program development, and interaction with other community agencies are analyzed.</td>
<td><strong>EDLEA 827. Political and Community Leadership in Education</strong>. (3). S. A study of the relationship between the school and the community, with special emphasis on the development of a comprehensive community education program. Organizational patterns, financing, program development, and interaction with other community agencies are analyzed. Pr: One year of teaching experience.</td>
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<tr>
<td><strong>EDADL 830. Educational Facility Planning</strong>. (3). S. Examination of issues relating to the provision of educational buildings and other facility needs, including planning, financing, construction, maintenance, and utilization.</td>
<td><strong>EDLEA 830. Introduction to Educational Facility Planning</strong>. (3). S. An introduction to the principles and processes involved in providing an appropriate physical infrastructure for P-12 education. Emphasis is placed on planning, financing, constructing, maintaining, and utilizing physical resources.</td>
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<tr>
<td><strong>EDADL 834. Strategies for Educational Change</strong>. (3). S. This course provides educators with conceptual knowledge concerning the problems and processes of educational change. Case studies of change are analyzed in the attempt to develop models of educational change.</td>
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<td><strong>EDADL 835. The Principalship</strong>. (2). S. Analysis of the principal’s role as he or she interacts with various referent groups. Applicable to both elementary and secondary administration. Pr: One year of teaching experience.</td>
<td><strong>EDLEA 835. The Principalship</strong>. (2). S. Analysis of the principal’s role as he or she interacts with various referent groups. Applicable to both elementary and secondary administration. Pr.: One year of teaching experience.</td>
</tr>
<tr>
<td><strong>EDADL 836. School-Community Relations</strong>. (2-3). S. Interrelationships that exist between the school and the community and the role of the teacher and administrator in such relationships.</td>
<td><strong>EDLEA 836. School-Community Relations</strong>. (3). S. Interrelationships that exist between the school and the community and the role of the teacher and administrator in such relationships.</td>
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<tr>
<td><strong>EDADL 838. Qualitative Research in Education</strong>. (3). On Sufficient Demand. An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied. Pr: EDCEP 816 or consent of instructor.</td>
<td><strong>EDLEA 838. Qualitative Research in Education</strong>. (3). S. An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied.</td>
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<td><strong>EDADL 845. Leadership for Diverse Populations.</strong> (3). <strong>On Sufficient Demand.</strong> Designed for educators to increase their knowledge of self and others regarding issues of diversity. An emphasis is placed on understanding the role of educators in promoting practices and policies supportive of all stakeholders in the educational organization.</td>
<td><strong>EDLEA 845. Leadership for Diverse Populations.</strong> (3). S. Designed for educators to increase their knowledge of self and others regarding issues of diversity. An emphasis is placed on understanding the role of educators in promoting practices and policies supportive of all stakeholders in the educational organization.</td>
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<tr>
<td><strong>EDADL 855. Administrative Leadership in Curriculum.</strong> (3). This course identifies the major roles and responsibilities of school administrators in curriculum-related activities. Administrative skills necessary for developing and evaluating the curriculum will be examined.</td>
<td><strong>EDLEA 855. Administrative Leadership in Curriculum.</strong> (3). II, in alternating years. This course identifies the major roles and responsibilities of school administrators in curriculum-related activities. Administrative skills necessary for developing and evaluating the curriculum will be examined.</td>
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<tr>
<td><strong>EDADL 899. Masters Research.</strong> (Var.). I, II, S. Pr.: Consent of instructor.</td>
<td><strong>EDLEA 899. Masters Research.</strong> (Var.). I, II. Pr.: Consent of instructor.</td>
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<tr>
<td><strong>EDADL 910. Educational Personnel Administration.</strong> (3). II, S. Personnel practices in education are considered along with the implications of collective negotiations and professional accountability for personnel policies.</td>
<td><strong>EDLEA 910. Educational Human Resource Administration.</strong> (3). II, S. Human resource administration practices in education are considered along with the implications of collective negotiations and professional accountability for human resource policies.</td>
</tr>
<tr>
<td><strong>EDADL 928. Organizational Leadership in Education.</strong> (3). I, II, S. This course is an examination of the knowledge, skills, and attributes necessary to understand and improve organizations. It includes implementing plans, managing resources, and applying appropriate processes and procedures in varied educational settings.</td>
<td><strong>EDLEA 928. Organizational Leadership in Education.</strong> (3). I, in alternating years. This course is an examination of the knowledge, skills, and attributes necessary to understand and improve organizations. It includes leadership theory, implementing plans, managing resources, and applying appropriate processes and procedures in varied educational settings.</td>
</tr>
<tr>
<td><strong>EDADL 986. Advanced Seminar in Educational Administration and Leadership.</strong> (Var.). On Sufficient Demand. These seminars critically consider recent research in the designated fields. Emphasis is on individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields. Pr. Instructor Consent.</td>
<td><strong>EDLEA 986. Advanced Seminar in Educational Leadership.</strong> (1-18). On Sufficient Demand. These seminars critically consider recent research in the designated fields. Emphasis is on individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields.</td>
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<td><strong>EDAML 991. Internship in Educational Administration and Leadership.</strong> (1-3). On Sufficient Demand. Studies of, and field experiences in, the development of programs in cooperating schools and educational or related agencies under the supervision of College of Education graduate faculty members. <strong>Note:</strong> A maximum of 6 credit hours may be chosen from the areas listed. Pr: Consent of instructor.</td>
<td><strong>EDLEA 991. Doctoral Internship in Educational Leadership.</strong> (1-12). I, II. Studies of, and field experiences in, the development of programs in cooperating schools and educational or related agencies under the supervision of Educational Leadership graduate faculty members. Pr: Consent of instructor.</td>
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<tr>
<td><strong>EDAML 999. Research in Educational Administration and Leadership.</strong> (Var.). I, II, S. Individual investigation in the field of a student’s specialization. Pr: Sufficient training to conduct the line of research undertaken.</td>
<td><strong>EDLEA 999. Research in Educational Leadership.</strong> (Var.). I, II. Individual investigation in the field of a student’s specialization. Pr: Consent of Instructor.</td>
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<tr>
<td><strong>EDACE 820. Advanced Methods in Adult Teaching.</strong> (3). On Sufficient Demand. Emphasis on teaching strategies, techniques, and media appropriate to various adult education programs. Pr: Teaching experience or consent of instructor. EDACE 780 and 790.</td>
<td><strong>EDACE 820. Principles of Teaching Adults.</strong> (3) S. This course will explore the theory and practice of teaching adults. Collaborative and active learning techniques will be emphasized in face-to-face and online environments. Students will examine the strengths, weaknesses, and appropriate application of a variety of methods to different adult education environments. Pr: Teaching experience or consent of instructor. EDACE 780.</td>
</tr>
<tr>
<td><strong>EDACE 860. Nontraditional Study for Adults.</strong> (3). On Sufficient Demand. Designed to provide a conceptual understanding of current forms of nontraditional study and accreditation with emphasis on organizing studies to serve adult needs. Pr: EDACE 780.</td>
<td><strong>EDACE 860. Innovative Higher Education Programs for Adults.</strong> (3) S. Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. Pr: EDACE 780.</td>
</tr>
<tr>
<td><strong>CS 806. Supplemental Equine.</strong> (2) I. II. S. An opportunity to pursue additional equine studies (medicine, surgery, etc.) in depth and assume substantial responsibility for care of hospitalized cases. Students will present a seminar on a medicine or surgical subspecialty and pursue a special problem. Pr: Fourth-year standing in the College of Veterinary Medicine.</td>
<td><strong>CS 806. Supplemental Equine.</strong> (2-4) I. II. S. An opportunity to pursue additional equine studies (medicine, surgery, etc.) in depth and assume substantial responsibility for care of hospitalized cases. Students will present a seminar on a medicine or surgical subspecialty and pursue a special problem. Pr: Fourth-year standing in the College of Veterinary Medicine.</td>
</tr>
<tr>
<td><strong>CS 899. Research in Clinical Sciences.</strong> (1-6) I. II. S. Individual research in any of the fields of Clinical Sciences. Pr: Graduate standing. This work may form the basis of the M.S. thesis.</td>
<td><strong>CS 899. Research in Clinical Sciences.</strong> (1-6) I. II. S. Individual research in any of the fields of Clinical Sciences. Pr: Graduate standing. This work may form the basis for either the M.S. Thesis or the M.S. Report.</td>
</tr>
<tr>
<td><strong>DMP 715. General Pathology.</strong> (5) I. Etiology, pathogenesis, lesions, and termination of processes of disease, including inflammation, necrosis, regeneration, oncology, and disturbances of metabolism, circulation, and growth. Three hours lec. And six hours lab a week. Pr: AP 700, AP 705 and AP 710.</td>
<td><strong>DMP 715. General Pathology.</strong> (4) I. Etiology, pathogenesis, lesions, and termination of processes of disease, including inflammation, necrosis, regeneration, oncology, and disturbances of metabolism, circulation, and growth. Three hours lec. And four hours lab a week. Pr: AP 700, AP 705 and AP 710.</td>
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<tr>
<td><strong>DMP 718. Veterinary Parasitology. (5) I.</strong> Study of the helminth, arthropod, and protozoan parasites of companion and food animals. Emphases are on diagnosis, clinical signs, lesions, treatment, control epidemiology, and public health aspects of parasitic disease. Three hours lec. and six hours lab a week. Pr.: AP 710 and DMP 708.</td>
<td><strong>DMP 718. Veterinary Parasitology. (4) I.</strong> Study of the helminth, arthropod, and protozoan parasites of companion and food animals. Emphases are on diagnosis, clinical signs, lesions, treatment, control epidemiology, and public health aspects of parasitic disease. Three hours lec. and four hours lab a week. Pr.: AP 710 and DMP 708.</td>
</tr>
<tr>
<td><strong>DMP 770. Emerging Diseases. (3) II.</strong> An investigation into recently identified emerging diseases, the conditions that enable their emergence, and the human health implications of each disease. This class is open to all students with some biology background, as well as veterinary students. Pr.: 3 hours of Biology above a 700 level.</td>
<td><strong>DMP 770. Emerging Diseases. (3) S, Intersession.</strong> An investigation into recently identified emerging diseases, the conditions that enable their emergence, and the human health implications of each disease. This class is open to all students with some biology background, as well as veterinary students. Pr.: 3 hours of Biology above a 700 level.</td>
</tr>
<tr>
<td><strong>DMP 775. Clinical Pathology. (3) II.</strong> Principles, application, and interpretation of clinical laboratory procedures, and experience with applicable techniques. Two hours lec. and three hours case discussion or lab a week. Pr.: DMP 705 and DMP 715.</td>
<td><strong>DMP 775. Clinical Pathology. (4) II.</strong> Principles, application, and interpretation of clinical laboratory procedures, and experience with applicable techniques. Three hours lec. and four hours case discussion or lab a week. Pr.: DMP 705 and DMP 715.</td>
</tr>
<tr>
<td><strong>DMP 801. Toxicology. (3) I.</strong> Effects of harmful substances on the animal body. Emphasis placed on toxicological principles and management of the poisoned patient. Three hours lecture a week plus three one-to-three-hour field trips. Pr.: Third year standing in the College of Veterinary Medicine, BIOCH 521, and AP 747.</td>
<td><strong>DMP 801. Toxicology. (2) II.</strong> Effects of harmful substances on the animal body. Emphasis placed on toxicological principles and management of the poisoned patient. Four hours of lecture a week for half of the semester plus three one-to-three-hour field trips. Pr.: Second-year standing in the College of Veterinary Medicine, BIOCH 521, and AP 747.</td>
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<tr>
<td><strong>DMP 806. Envir. Toxicology. (2) II, in odd years.</strong> An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment. Pr.: Consent of staff.</td>
<td><strong>DMP 806. Envir. Toxicology. (2) II.</strong> An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment. Pr.: Consent of staff.</td>
</tr>
<tr>
<td><strong>DMP 854. Disease Epidemiology. (3) I.</strong> Epidemiologic principles of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation. Pr.: STAT 703 or DMP 830 or equivalent.</td>
<td><strong>DMP 854. Intermediate Epidemiology. (3) II.</strong> Epidemiologic principles of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation. Pr.: DMP 708 or DMP 754 or equivalent AND STAT 703 or DMP 830 or equivalent.</td>
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<tr>
<td><strong>DMP 860. Pathogenic Mechanisms. (3) II, in odd years.</strong> Virulence factors of infectious microorganisms and the host response to infection. Topics include pathogenesis of human and animal diseases and mechanism of immunity. Pr.: DMP 712 or BIOL 690.</td>
<td><strong>DMP 860. Pathogenic Mechanisms. (3) I, in even years.</strong> Virulence factors of infectious microorganisms and the host response to infection. Topics include pathogenesis of human and animal diseases and mechanism of immunity. Pr.: DMP 712 or BIOL 690.</td>
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<tr>
<td><strong>DMP 910. Pathogenic Mechanisms of Viruses. (3) I, II, in even years.</strong> The goals of the course are to learn various pathogenic mechanisms (virus-host interactions) of selected virus (RNA and DNA) and Prion diseases. The course will cover the molecular, cellular and immunological bases of pathogenesis both in vitro and in animal models. Pr.: BIOL 730 and BIOL 670.</td>
<td><strong>DMP 910. Pathogenic Mechanisms of Viruses. (3) II, in even years.</strong> The goals of the course are to learn various pathogenic mechanisms (virus-host interactions) of selected virus (RNA and DNA) and Prion diseases. The course will cover the molecular, cellular and immunological bases of pathogenesis both in vitro and in animal models. Pr.: BIOL 730 and BIOL 670.</td>
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<tr>
<td><strong>DMP 954. Design and Interpretation of Epidemiologic Research. (3) II.</strong> Advanced theory and methods for designing, analyzing and interpreting epidemiologic research. Emphasis on observational study design and analysis issues including design identification and optimization, bias recognition and control, and appropriate analytical approaches for epidemiologic data. Pr.: DMP 854 and STAT 717, or equivalent training.</td>
<td><strong>DMP 954. Advanced Epidemiology. (4) I.</strong> Advanced theory and methods for designing, analyzing and interpreting epidemiologic research. Emphasis on observational study design and analysis issues including design identification and optimization, bias recognition and control, and appropriate analytical approaches for epidemiologic data. Pr.: DMP 854 and STAT 717, or equivalent training (recommended).</td>
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<tr>
<td><strong>AT 645 - Private Label Apparel Product Development Credits</strong>: (3) Capstone course using a team approach to synthesize and perform activities used by apparel retailers to create a line of private label merchandise for a targeted consumer market. Requisites Pr.: AT 460. Co-req.: AT 575 or AT 610. When Offered I, II</td>
<td><strong>AT 645 - Private Label Apparel Product Development Credits</strong>: (3) Capstone course using a team approach to synthesize and perform activities used by apparel retailers to create a line of private label merchandise for a targeted consumer market. Requisites Pr.: AT 460. Co-req.: AT 575 or AT 610. When Offered II</td>
</tr>
<tr>
<td><strong>FSHS 751 - Conflict Resolution: Core Skills and Strategies Credits</strong>: (3) This course presents communication theories and interpersonal skills relevant to conflict resolution, including the understanding of, analysis of, and management of conflict. Completion of the course meets the Kansas Office of Dispute Resolution’s training requirements for state approval in core mediation [K.S.A. 5-501 and Rule 902(e)]. When Offered I</td>
<td><strong>FSHS 751 - Conflict Resolution: Core Skills and Strategies Credits</strong>: (3) This course presents communication theories and interpersonal skills relevant to conflict resolution, including the understanding of, analysis of, and management of conflict. Completion of the course meets the Kansas Office of Dispute Resolution’s training requirements for state approval in core mediation [K.S.A. 5-501 and Rule 902(e)]. When Offered I, II, S</td>
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<td><strong>FSHS 841 - Acquired Language and Cognitive Disorders Study of acquired language and cognitive-communicative disorders in adults. Content addresses research and applied knowledge concerning etiologies, evaluation, and treatment of aphasia and communication deficits that result from right hemisphere damage, dementia, and traumatic brain injury. Credits</strong>: (4) Requisites Pr.: FSHS 760. When Offered II</td>
<td><strong>FSHS 841 - Acquired Language and Cognitive Disorders Study of acquired language and cognitive-communicative disorders in adults. Content addresses research and applied knowledge concerning etiologies, evaluation, and treatment of aphasia and communication deficits that result from right hemisphere damage, dementia, and traumatic brain injury. Credits</strong>: (4) Requisites Pr.: FSHS 745. When Offered II</td>
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<tr>
<td><strong>FSHS 844 – Dysphagia. Study of normal and abnormal swallowing in children and adults. Procedures for assessment, diagnosis, and intervention are explored. Credits</strong>: (3) Requisites Pr.: FSHS 746 or concurrent enrollment. When Offered I</td>
<td><strong>FSHS 844 – Dysphagia. Study of normal and abnormal swallowing in children and adults. Procedures for assessment, diagnosis, and intervention are explored. Credits</strong>: (3) Requisites Pr.: FSHS 745 or concurrent enrollment. When Offered I</td>
</tr>
</tbody>
</table>
Expedited Drop Courses:

LG 730 – Foundations of Semiotics. (3) The general theory of signs; detailed classification of signs and
examination of several semiotic systems of such as language, literature, culture, and society. The semiotics of
communication and signification.

LING & LG 792 – Field Methods in Linguistics. (3) ON sufficient demand. Techniques of collecting and
analyzing linguistic data in the field. Work with language consultants in class, on languages such as Swahili.

EDACE 738. Occupations in Business and Industry. (1-6). On Sufficient Demand. Related occupational or
professional experience in approved industry, school, Cooperative Extension Service, or similar agency setting
under faculty supervision. Pr.: Consent of instructor.

EDACE 739. Coordination of Cooperative Vocational Education. (2-3). Emphasis on the legal aspects and
other minimum requirements essential to conducting vocational education programs at the secondary and post
secondary levels. Pr. or conc.: EDSEC 620.

EDACE 753. Introduction to Occupational Education. (3). Overview opf occupational education at all levels
and its role in society. Designed for administrators, counselors and vocational educators who perform a leadership
function involving occupational education programs. Pr.: Teaching experience or consent of instructor.

CS 871. Fund. of Feedlot Health and Mangt. (3) S. Practical experience in feedlot operational management
consisting of 320-400 hours of an on-location practicum in a cattle feeding environment. Pr.: CS 870. Successful
completion of the second-year of the professional curriculum in the College of Veterinary Medicine with a
cumulative GPA of 3.0 or better and no grade below a C.

DMP 777. Laboratory Diagnosis. (1) I. Laboratory techniques in hematology, cytology, bacteriology, mycology,
urology, and clinical chemistry as applied to the diagnosis of animal diseases. Two hours lec. and three hours case
discussion or lab a week. Pr.: DMP 705 and DMP 715.

DMP 810. Diagnostic Methods in Feedlot Mangt. (3) S. Practical experience in feedlot operation and bovine
necropsy diagnosis consisting of 40 hours in bovine necropsy and 320 hours of an on-location practicum in a cattle
feedlot. Pr.: Successful completion of the first-year professional curriculum in the College of Veterinary Medicine
with a cumulative GPA of 3.0 or better and no grade below 2.0.

DMP 811. Fundamentals of Feedlot Management. (3) S. Practical experience in feedlot operational
management consisting of 320-400 hours of an on-location practicum in a cattle feeding environment. Pr.: DMP
810. Successful completion of the second-year of the professional curriculum in the College of Veterinary
Medicine with a cumulative GPA of 3.0 or better and no grade below 2.0.
<table>
<thead>
<tr>
<th>Current Course Description</th>
<th>Proposed Course Description</th>
</tr>
</thead>
</table>
| **GEOL 640 – Introduction to Geophysics. (3) I.**  
Introduction to a broad area of solid earth geophysics and exploration geophysics, such as plate tectonics, earthquake study, structure and dynamics of the Earth’s deep interior, and geophysical exploration for natural resources. Pr.: PHYS 114 | **GEOL 743 – Introduction to Geophysics. (3) I.**  
Introduction to geophysics, its uses in studies of the earth’s interior, its utility of illuminating subsurface geological features, and its applications in fields such as groundwater studies and the development of energy resources. Pr.: PHYS 114; MATH 220 |
| **GEOL 650 – Exploration Geophysics. (3) I.**  
Seismic, gravity, magnetic, and electrical methods used in exploration for petroleum accumulations and for mineral deposits. Pr. GEOL 640. | **GEOL 745 – Exploration Geophysics. (3) II.**  
Principles and applications of seismic, gravity, magnetic, and other geophysical methods used in energy, mining, and other industries to locate subsurface targets of interest. Pr.: GEOL 743. |
| **WOMST 595 – Internship in Women’s Studies. (1-12) I, II, S.**  
Supervised field work at the local, state, national, or international level in a community, volunteer, activist, or political organization. **Note:** A maximum of 3 credit hours can count toward the women’s studies minor, and a maximum of 6 credit hours towards the major. Pr.: Consent of instructor and two courses in women’s studies. | **WOMST 784 – Internship in Women’s Studies. (1-12) I, II, S.**  
Supervised field work at the local, state, national, or international level in a community, volunteer, activist, or political organization. **Note:** A maximum of 3 credit hours can be counted toward the women’s studies minor, and a maximum of 6 credit hours towards the major. Pr.: Consent of instructor and two courses in women’s studies. |
| **CS 709. Medicine I. (4) II.**  
Consideration of medical and pathophysiologic aspects of diseases affecting the musculoskeletal, respiratory, cardiovascular special senses, nervous hemic and lymphatic systems. Four hours lec. a week. Pr.: Second-year standing in the College of Veterinary Medicine. | **CS 709. Medicine I. (4) I.**  
Consideration of medical and pathophysiologic aspects of diseases affecting the musculoskeletal, respiratory, cardiovascular special senses, nervous hemic and lymphatic systems. Four hours lec. a week. Pr.: Third-year standing in the College of Veterinary Medicine. |
| **FSHS 603. Coping with Life Crises. (3)**  
Examination of the effects of human competencies and coping strategies on successful adaptation to anticipated life crises, developmental transitions, and sudden, unexpected life events. Pr.: FSHS 110 or PSYCH 110 and 6 credit hours of social science. | **FSHS 603. Coping with Life Crises. (3) S.**  
The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and in the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict; models of effective family functioning in the presence of stress and crises; and the current literature on how families cope with a variety of life transitions and crises. |
| **AGRON 610. Biotechnology. (3) I.**  
The use of biotechnology and molecular genetic approaches in plant and animal sciences. Emphasis is on the use of molecular techniques for plant and animal improvement. Three hrs lecture a week. Pr.: ASI 500 or BIOL 450. Same as PLPTH 610. |
<table>
<thead>
<tr>
<th>Current Course Description</th>
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</thead>
</table>
Non-Expedited New Courses:


COMM 800 – Teaching Public Speaking. (0) I, II. Seminar for graduate teaching assistants in strategies, techniques, and materials for the introductory public speaking course. Includes current practices and research in communication education. Enrollment limited to graduate teaching assistants in the Department of Communication Studies, Theatre and Dance.

GEOL 832 – Seismic Data Processing. (3) S. Principles of seismic data analysis and the application of industrial software package(s) to convert data from seismic arrays into a form useful for geophysical interpretation. Pr.: GEOL 743 and 745.

GEOG 833 – Seminar in Sustainability Science, Thought, and Approaches. (3) I. Exploration of scientific, social, and philosophical aspects of sustainability, including concepts, approaches, and decision-making. Environmental, economic, and social considerations will be included.

GEOL 834 – Seismic Data Interpretation. (3) S. Principles of seismic data interpretation and the application of industrial software package(s) to convert processed data into 3D and 4D (time lapse) visualizations of subsurface geological features. Pr.: GEOL 743.

GEOL 870 – Groundwater contaminant remediation. (3) S. Identification and mensuration of groundwater contaminants and consideration of means for their remediation strategies. Pr.: GEOL 711, GEOL 611, MATH 633+634

GEOL 872 – Biogeochemistry of Soils and Sediments. (3) II. Review and discussion of current understanding of the chemical, biological, and mineralogical interactions of groundwater, soils, shallow and deep sediments. This course will deal with biotic controls on chemistry of the environment [and] with the geochemical control of the structure and function of ecosystems. Pr.: GEOL 711, GEOL 605.

POLSCI 638 Ethnic Conflict. (3) II. Ethnic Conflict in Comparative Prospective. Comparative examination of ethnic conflicts across regions with the emphasis on Africa. Pr: Junior standing or instructor permission.


POLSC 670 – Law, Politics, and Literature. (3) I, II, S. Classic and contemporary works of literature, including novels, plays, short stories, and poems, are used to explore themes in law and politics. Pre: POLSC 301 or junior standing or instructor permission.

POLSC 739 – Intergovernmental Relations. (3) I, II, S. Evolution of the intergovernmental system in the United States and internationally. Emphasis on federal, state, and local interrelationships.

PSYCH 822 – Developmental Psychology. (3) I, II. Human psychological development throughout the lifespan. Examination of major theoretical systems relevant to Developmental Psychology. Pr.: Consent of Instructor.
PSYCH 851 – Practicum in Health Psych. (3) I, II. Independent health research designed in conjunction with major faculty advisor plus another faculty member to produce a journal submission and departmental presentation. Pr.: Consent of Instructor.

PSYCH 853 – Seminar in Psychopharmacology. (3) I, II. Surveys basic principles of neural communication and pharmacology, the etiology and bio-behavioral bases of substance abuse, and chemical treatment of psychiatric disorders. Pr.: Consent of Instructor.

THTRE 610 – Internship in Theatre. (0-6) I, II, S. Supervised participation in an internship at a professional theatre. May be repeated for a maximum of 12 credit hours. Pr.: THTRE 261 or THTRE 368; junior standing and consent of supervising faculty member and approval of faculty.

THTRE 880 – Creative project. (3) I, S. Major creative project undertaken to demonstrate competence in a specific area of theatre or drama therapy as required for the Master’s Degree. Pr.: Sixteen hours of graduate credit in theatre.

EDACE 818. Social Foundations of Adult Education. (3). I, II, S. Designed for adult and continuing education students and college or university personnel in sociology and related fields dealing with adults, this course focuses on the economic historical and sociocultural context in which learning takes place. Included is an in-depth examination of the relationship between adult education and culture. Pr.: EDACE 780.

EDACE 847. Adult Learning and Motivation. (3). I, II, S. Core course of adult learning perspectives and motivation for learning.

EDACE 850. Self-Directed Learning. (3). S. Self-directed or independent learning is an important aspect of adult education because it represents a significant portion of all learning by adults. The concept was instrumental in distinguishing the fields of adult education. During this course, students will explore self-directed learning from both an academic and a personal perspective. Topics include its history and development, its research base, areas of current interest and implications for adult education practice.

EDACE 865. Principles of Workplace Learning. (3). I, II, S. This course provides an overview of various aspects of workplace learning initiatives as found in the related professional literature and from various practice-related venues. Major topics include evolution of the process of workplace learning and the profession of training; assessing and analyzing workplace learning needs; designing and delivering workplace learning programs; and measuring and evaluating the impact of workplace learning initiatives.

EDACE 875. Program Evaluation in Adult Education. (3). I, II, S. This course will provide an overview of various methods and strategies for evaluating educational programs for adults. Students will have the opportunity to examine the literature that is related to the program evaluation process in adult education settings. Opportunities to study the manner in which the process of program evaluation is conducted in modern adult education programs in governmental, educational, and private and public sector organizations will also be provided.

EDACE 880. Significant Literature of Adult Education. (3). I, II, S. A seminar studying the significant literature of adult education from a current and historic perspective.


EDLEA 801. Ethical Dimensions of Educational Leadership. (3). I. The course rests on the assumption that leadership is a subset of ethics rather than ethics being a subset of leadership. We will examine the ethics of what leaders are, what they do, and how they do it. Students will assess the public and private ethics of leaders, the ethical obligations of leaders and followers, the ways in which leaders shape the ethical environment of institutions,
and the temptations of power. We will examine ethical issues related to leadership through case studies concerning leaders in a variety of contexts and cultures. The course looks at how leaders convey values through actions, language, and as role models. It aims to expand students’ ethical point of view by first considering personal ethics, then moving on to look at leadership and the common good, and finishing with an examination of ethics in learning communities.

EDLEA 810. Historical and Philosophical Analysis of Leadership in Education. (3). S. This course seeks to insure that students understand the historical and philosophical background that forms the foundation for current educational systems, offerings, and practices, with a focus on educational leadership. Students will be expected to gather information and research from both primary and secondary sources, be reflective practitioners, and apply higher level cognitive and affective skills. Abilities in writing and critical analysis will be required as students apply, analyze, synthesize, and evaluate a variety of writings regarding the history and philosophy of education in the United States, as well as international influences.

EDLEA 901. The School District Leader. (3). I. An examination of research and practice, looking at the role of the school superintendent through the standards for School Leaders, as developed by the Interstate School Leaders Licensure Consortium (ISLLC) and adapted by the state of Kansas for licensure requirements for the district leadership license. Emphasis is placed on leading school improvement efforts, and forming and sustaining purposeful learning communities.

EDLEA 902. District Leader Internship. (1-3). I, II. Satisfies the internship requirement for the district leadership license recommendation. Students are required to document a minimum 150 clock hours guided field experience through a formal internship and other coursework (i.e., additional internship requirements beyond EDLEA 902 are also imbedded in many courses in the licensure sequence to assist in reaching the 150 clock hour requirement).

EDLEA 950. Advanced School Business Management. (3). I. An advanced course in school finance policy and budgeting practices, with particular consideration for hands-on application to school district leadership in Kansas.

CS 776. Advanced Urinary. (1) II. This elective builds on the case-based urinary section of CS 711. Focus of the class will be on the disease pathophysiology and treatment. Pr.: Third year standing in the College of Veterinary Medicine.

CS 825. International Vet Study Tours. (1-4) I. II. S. Faculty-led trip for students to explore veterinary medicine in a foreign country. Prior to travel, students will learn about the country through lectures, research, presentations. During the trip they will interact with nationals in the veterinary profession and experience the culture. Pr.: Enrolled as a 1st-3rd year or grad student in the College of Vet Med. Additional students admitted with discretion of faculty leading the tour.

DMP 754. Introduction to Epidemiology. (3) I. The purpose of this course is to introduce students to the basic principles and methods of epidemiology in order to recognize and understand how disease affects populations (and the associated implications for individuals). This course will prepare students to use epidemiologic methods to solve current and future challenges to diagnose, treat, prevent, and control disease during their professional training and throughout their career.

FSHS 759. Foundations of Trauma and Traumatic Stress. (3) I. This course will introduce and review the theoretical and historical beginnings of the concept of trauma, which includes the inclusion of posttraumatic stress disorder (PTSD) as a diagnosis in the DSM III. It will highlight the other forms of recognized traumatic events and stressors that have more recently been brought to light. It will discuss various trauma reactions, effects of stressful events, as well as the treatment of trauma. Resilience and transcendence of trauma will be outlined, with an emphasis on the importance of self-care for clinicians and helping professionals working in this area.
FSHS 761. International Conflict & Trauma. (3) II. This course study will examine the historical, political, and religious roots of conflict in an international setting. The focus of study will also include an analysis of the area’s cultural traditions and exploration into the ways in which divided societies cope with the attendant political, economic and social problems. Prospects for continued and sustainable peace in the region, as well as how progress is being made will also be examined.

FSHS 763. Crises Across the Lifespan. (3) S. The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict; models of effective family functioning in the presence of stress and crises; and the current literature on how families cope with a variety of life transitions and crises.

ASI 695. Principles of Equine Exercise Physiology. (3) I. Physiological systems reactions and adaption to exercise and training in the equine athlete. Additional topics addressed will include biomechanics, injury prevention and rehabilitation. Two hours lec. and two hours lab a week. Rec. Pr.: ASI 533, BIOL 198, BIOCH 265 OR BIOCH 521.

GENAG 670. Introduction to Agricultural Resources and Environmental Management. (2) II. Interdisciplinary, international study of agricultural and natural resource management sustainability. Discussion of agro-ecologic, economic, and social science perspectives; sustainability criteria; issues of scale and culture; disciplinary methods; and systems-level approaches. Applications to important natural resources and environmental management issues in Kansas, U.S., and in other countries.

GENAG 870. Capstone for Agricultural Resources and Environmental Management. (1) I. Interdisciplinary, international application of agro-ecologic, economic, social science, and sustainability concepts and methods to important agricultural, natural resources and environmental management issues in Kansas, U.S., and other countries.

GENAG 711. Occupational and Agricultural Health. (3) I. Addresses the identification, evaluation, and control of health hazards in occupational and agricultural settings. Topics include occupational toxicology, air contaminants, noise, radiation, thermal stress, ergonomics, biological hazards, emerging health risks, and health risks of special populations. This is a distance course.

GENAG 721. Occupational and Agricultural Safety and Health Interventions. (3) II. Examines the design and evaluation of behavioral interventions to prevent occupational and agricultural injuries and illnesses. Topics include theories of safety and health behavior; effective communication and persuasion strategies; planning, conducting and evaluating interventions; interventions for diverse populations; and intervention strategies in evolving occupational and societal contexts. This is a distance course.
Expedited Curriculum Changes:

Elementary Education and Secondary Education (Curriculum & Instruction)

**FROM:**

<table>
<thead>
<tr>
<th>Current Curriculum:</th>
<th>Proposed Curriculum:</th>
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</thead>
<tbody>
<tr>
<td>Required Courses (15 hours)</td>
<td>Required Courses (15 hours)</td>
</tr>
<tr>
<td>EDCI 816 Approaches to Reading Instruction 3</td>
<td>EDCI 816 Approaches to Reading Instruction 3</td>
</tr>
<tr>
<td>EDCI 818 Theoretical Models of Reading 3</td>
<td>EDCI 818 Theoretical Models of Reading 3</td>
</tr>
<tr>
<td>EDCI 840 Literacy Assessment</td>
<td>EDCI 840 Literacy Assessment</td>
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<tr>
<td>EDCI 841 Supporting Struggling Readers 3</td>
<td>EDCI 841 Supporting Struggling Readers 3</td>
</tr>
<tr>
<td>EDCI 930 Leadership in Literacy 3</td>
<td>EDCI 930 Leadership in Literacy 3</td>
</tr>
<tr>
<td>Required Practicum (3 hours)</td>
<td>Required Practicum (3 hours)</td>
</tr>
<tr>
<td>EDCI 945 Clinical Practicum in Reading 3</td>
<td>EDCI 945 Clinical Practicum in Reading 3</td>
</tr>
</tbody>
</table>

**Additional Requirements:**

After completing the required courses and practicum, the applicant must fulfill these additional requirements to obtain a conditional reading specialist license.

1. Hold a valid professional teaching license
2. Present a score of 560 or above on the Praxis II exam for the Reading Specialist (Test number 0300).
3. Hold a masters degree (It is permitted but not necessary to include the required courses as part of the masters degree.)

**Rationale:** For the Reading Specialist license, the Kansas State Department of Education removed the responsibility for overseeing the reading internship from universities. Thus, the internship can now be removed as a requirement in the K-State reading specialist endorsement.

**TO:**

<table>
<thead>
<tr>
<th>Required Internship (4 hours)</th>
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<tbody>
<tr>
<td>To be eligible to take the internship, the applicant must first complete the required course and practicum and complete the additional requirements to obtain a conditional reading specialist license. Once the conditional reading specialist license is obtained, the applicant must enroll in 2 hours of internship per semester for one year as a full-time employee.</td>
</tr>
<tr>
<td>EDCI 975 Internship in Reading 4</td>
</tr>
<tr>
<td>Total 22</td>
</tr>
</tbody>
</table>

1. Hold a valid professional teaching license
2. Present a score of 560 or above on the Praxis II exam for the Reading Specialist (Test number 0300).
3. Hold a masters degree (It is permitted but not necessary to include the required courses as part of the masters degree.)
Graduate Certificate in Applied Statistics

FROM:     TO:

Graduate Certificate in Applied Statistics:
The certificate requires 15 hours of graduate level courses in applied statistics. Specific courses which may be included on the list of courses claimed are:
Stat 702 or Stat 703 or Stat 706,
(Stat 704 and Stat 705) or Stat 713,
Stat 710, Stat 716, Stat 717, Stat 720, State 722,
Stat 725, Stat 726, Stat 730, Stat 736, Stat 745,
Stat 870.

Graduate Certificate in Applied Statistics:
The certificate requires 15 hours of graduate level courses in applied statistics. Specific courses which may be included on the list of courses claimed are:
Stat 702 or Stat 703 or Stat 706,
(Stat 704 and Stat 705) or Stat 713,
Stat 710, Stat 716, Stat 717, Stat 720, State 722,

A maximum of three credit hours can be earned from coursework taken outside the Department of Statistics, either in another department on campus or at another university. Persons wishing to apply such credits will gain approval from the director of the certificate program. Courses so approved must clearly be of an applied statistics nature, of a duration commensurate with the number of credit hours claimed on the certificate, and at a graduate level (under no circumstances will undergraduate courses be considered). Persons seeking for this exception will need to supply such information as deemed necessary by the director for such approval.
From: Women’s Studies Graduate Certificate Program Requirements

The certificate consists of 12 hours of graduate level courses in women’s studies and/or gender.

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

- WOMST 810 - Gender: An Interdisciplinary Overview

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

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

- WOMST 500 - Topics in Women's Studies
- 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 - Topics in Linguistic Anthropology
- ANTH 633 - Gender, Power, and International Development
- ART 654 - Women in Art
- ENGL 525 - Women in Literature
- ENGL 625 - Readings in Eighteenth-Century British Literature (Women in the Eighteenth Century)
- ENGL 660 - Readings in Major Authors (George Eliot; Shakespeare, Gender, and Performance;)
- ENGL 670 - Topics in British Literature (Women in the Eighteenth Century)
- ENGL 680 - Topics in American Literature (Asian-American Literature, Topics in Latina/o Literature)
- ENGL 705 - Theory and Practice of Cultural Studies
- ENGL 710 - Studies in a Literary Genre (Gender and Sexuality in American Indian Literature, Restoration & Eighteenth Century Drama, Shakespeare and Children’s Literature)
- ENGL 720 - Studies in a Major Author (The Brontes)
- ENGL 730 - Studies in a Literary Period (Restoration and Eighteenth Century Drama)
- ENGL 830 - Seminar in Cultural Studies
- ENGL 740 - Studies in Literary Theory (Film Theory, Deconstruction and Psychoanalysis)
- HIST 512 - Women in European History
- HIST 533 - Topics in the History of the Americas
- HIST 540 - Women in America, 1600 to the Civil War
- HIST 542 - Women in America, Civil War to the Present
- HIST 551 - History of Family Violence
- HIST 980 - Topics in European History
- HIST 984 - Topics in American History
- MC 612 - Gender Issues and the Media
- KIN 598 - Topics in Kinesiology
- KIN 796 - Topics in Exercise Physiology
- PHILO 525 - Social-Political Philosophy (when offered as Women in Western Thought)
- POLSC 606 - Gender and Politics
- POLSC 799 - Pro-Seminar in Political Science (when offered as Women and Law)
- PSYCH 540 - Psychology of Women
- PSYCH 543 - Women's Mental Health Issues
- PSYCH 563 - Gender Issues in the Workplace
- SOCIO 545 - The Sociology of Women
- SOCIO 633 - Gender, Power, and Development
- SOCIO 665 - Women and Crime
- SOCIO 670 - Diversity and Social Interaction in the Workplace
- SOCIO 833 - Gender Differentiation and Inequality
- SOCIO 933 - Gender & Society
- THTRE 782 - Women in Theatre
- EDCI 735 - Curriculum Materials for Nonsexist 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

Note

Other appropriate graduate level Topics and Readings courses are offered every year in a variety of disciplines. Courses such as Philosophy of Feminism (PHILO 560) are also offered, though less frequently. Thus, graduates have a large selection of classes to choose from each year.
To: Women’s Studies Graduate Certificate Program Requirements

The certificate consists of 12 hours of graduate level courses in women’s studies and/or gender.

Core course required (3 hours):

- WOMST 810 - Gender: An Interdisciplinary Overview

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

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- 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
- WOMST 784 – Internship in Women’s Studies
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- ANTH 523 - Topics in Linguistic Anthropology
- ANTH 633 - Gender, Power, and International Development
- ART 654 - Women in Art
- ENGL 525 - Women in Literature
- ENGL 625 - Readings in Eighteenth-Century British Literature (Women in the Eighteenth Century)
- ENGL 660 - Readings in Major Authors (George Eliot; Shakespeare, Gender, and Performance; Native American Literature: Louise Erdrich & Sherman Alexie)
- ENGL 670 - Topics in British Literature (Women in the Eighteenth Century)
- ENGL 680 - Topics in American Literature (Asian-American Literature, Topics in Latina/o Literature)
- ENGL 705 - Theory and Practice of Cultural Studies
- ENGL 710 - Studies in a Literary Genre (Gender and Sexuality in American Indian Literature, Restoration & Eighteenth Century Drama, Shakespeare and Children’s Literature)
- ENGL 720 - Studies in a Major Author (The Brontes)
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• FSHS 869 - Systematic Treatment of Domestic Violence and Substance Abuse
• FSHS 865 - Human Sexuality

Note

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

**FROM:**
- **Degree Names:**
  - M.S. in Educational Administration and Leadership
  - Ed.D. in Educational Administration and Leadership

**Rationale:**
In 2004 the department changed its name to simply Department of Educational Leadership-degree names and course prefixes were not changed at that time. This request is to now complete those changes (i.e., degree name and prefix change only) to reflect the department name and to better reflect the language of the field.

**CURRENT REQUIREMENTS FOR M.S. IN AOCNT:**
- Adult Occupational & Continuing Education
- **EDACE 780 - Introduction to Adult Education** 3
- **EDACE 790 - Characteristics of the Adult Learner** 3
- **EDACE 830 - Program Planning in Adult Education** 3
- **EDACE 886 - Seminars in Adult Education** 6
- **EDCEP 816 - Research Methods** 3

**ELECTIVES** 18

**Total Hours** 36

**NEW REQUIREMENTS FOR M.S. IN AOCNT:**
- Adult Occupational & Continuing Education
- **EDACE 780 Introduction to Adult Education** 3
- **EDACE 790 Characteristics of Adult Learners** 3
- **EDACE 830 Program Planning in Adult Education** 3
- **EDACE 818 Social Foundations of Adult Education** 3
- **EDACE 847 Adult Learning and Motivation** 3
- **EDCEP 816 Research Methods or approved equivalent** 3

**ELECTIVES** 15

**Total Hours** 33

Program will accept 12 hours transfer from the U.S. Army Command and General Staff College (CGSC) for students attending CGSC.
Master of Public Health Core Curriculum

FROM: Required Core Courses for MPH Degree (16 hours)

- DMP 708 (2 hours) – Principles and Methods of Epidemiology
- DMP 806 (2 hours) – Environmental Toxicology
- DMP 854 (3 hours) – Disease Epidemiology
- HMD 720 (3 hours) – Administration of Health Care Organizations
- KIN 818 (3 hours) – Social and Behavioral Basis of Public Health
- STAT 702 OR 703 (3 hours) – Statistical Methods for Social Sciences OR Natural Scientists

TO: Required Core Courses for MPH Degree (14 hours)

- DMP 754 (3 hours) – Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level epidemiology course credit
- DMP 806 (2 hours) – Environmental Toxicology
- HMD 720 (3 hours) – Administration of Health Care Organizations
- KIN 818 (3 hours) – Social and Behavioral Basis of Public Health
- STAT 702 OR 703 (3 hours) – Statistical Methods for Social Sciences OR Natural Scientists

NOTE: Core course requirements are being reduced from 16 to 14 hours. Students will continue to complete a minimum of 42 credit hours for the MPH degree. This will allow students to take an additional 2 elective credit hours in their respective emphasis areas.
Graduate Certificate in Public Health Core Concepts
FROM: Required Core Courses for MPH Degree (16 hours)
- DMP 708 (2 hours) – Principles and Methods of Epidemiology
- DMP 806 (2 hours) – Environmental Toxicology
- DMP 854 (3 hours) – Disease Epidemiology
- HMD 720 (3 hours) – Administration of Health Care Organizations
- KIN 818 (3 hours) – Social and Behavioral Basis of Public Health
- STAT 702 or 703 (3 hours) – Statistical Methods for Social Sciences OR Natural Scientists

TO: Required Core Courses for MPH Degree (14 hours)
- DMP 754 (3 hours) – Introduction to Epidemiology or at least 3 hours of equivalent graduate or professional level epidemiology course credit
- DMP 806 (2 hours) – Environmental Toxicology
- HMD 720 (3 hours) – Administration of Health Care Organizations
- KIN 818 (3 hours) – Social and Behavioral Basis of Public Health
- STAT 702 or 703 (3 hours) – Statistical Methods for Social Sciences OR Natural Scientists

NOTE: The total number of hours required for the certificate is being reduced from 16 to 14 hours.
5. Graduate Student Affairs Committee – Dan Higgins, Chair  
   No report.

6. Graduate School Committee on Planning – Charles Moore

   - Second Reading. Chapter 2, The Master’s Degree – Section D.6 Transfer of Credit

On behalf of the Committee on Planning, Charles Moore, chair, proposed the following changes to the Graduate Handbook:

**Second Reading. Changes to the Graduate Handbook, Chapter 2, The Master's Degree – Section D.6 Transfer of Credit**

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

- 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;
- The credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and
- 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.

The motion passed.
On behalf of the Committee on Planning, Charles Moore, chair, proposed the following changes to the Graduate Handbook:

**Second Reading. Addition to the Graduate Handbook, Appendix C – Graduate Reinstatement Procedure:**

**C. GRADUATE REINSTATEMENT PROCEDURE**

An individual who has been denied continued enrollment may petition for reinstatement to the K-State Graduate School and readmission to the same program or admission to a different program. Petitions are heard by a committee of the Graduate Council and a decision is rendered by the Dean of the Graduate School.

1. **Guidelines for Reinstatement**
   a. The petitioner must contact the Graduate Program Director of the program to which she/he wishes to be reinstated or admitted.
   b. The petitioner must obtain the support of the graduate program to which she/he wishes to be reinstated or admitted.
   c. The petitioner must write a letter to the Dean of the Graduate School petitioning for reinstatement.
   d. The supporting graduate program must send a letter to the Dean of the Graduate School indicating their willingness to support the individual’s petition for reinstatement to K-State Graduate School specifying any conditions.
   e. Upon receipt of the letters indicated above, the Associate Dean of the Graduate School will appoint a committee and schedule a hearing with the petitioner and program representative. The Associate Dean of the Graduate School will appoint, from the membership of the Graduate Council, three committee members, including one graduate student. A member of the Graduate School staff will be selected as secretary (without vote).

2. **Hearing**
   a. Prior to participation of the petitioner and program representative, the hearing will be called to order by the Associate Dean of the Graduate School who chairs the committee (without vote). The role of the committee will be presented and discussed.
   b. The petitioner will then be asked to participate in the hearing. The petitioner will have the option of having a program representative present during the hearing.
   c. The chair will request the petitioner to present an overview of his/her request.
d. The committee may question the petitioner to obtain information needed to help in determining the decision to support or not support the reinstatement request.

e. The petitioner will be given an opportunity to summarize his/her request. The petitioner then will be dismissed from the hearing.

f. The chair will invite the program representative, if not already present, to join the hearing.

g. The committee will ask the program representative questions regarding the program's support for the petition. The program representative will then be dismissed from the hearing.

h. The committee will deliberate and a motion will be made and approved either to support the petition with or without specific conditions, or not to support the petition.

i. The chair will submit the committee’s recommendation to the Dean of the Graduate School who will make the final decision.

j. A decision letter will be sent to the petitioner with copies to members of the committee, department head, graduate program director and program representative.

k. The petitioner’s letter, letter of support from the graduate program, recommendation of the committee to the Dean of the Graduate School, and the response from the Dean of the Graduate School shall be placed in a file by the hearing committee chair. This file shall be retained in the Graduate School for at least three years following the conclusion of the reinstatement hearing. Each party may, at its own expense, copy the record or any part thereof at a place and time to be determined by the Dean of the Graduate School.

3. Enforcement of the Graduate School’s Decision

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

The motion passed.
On behalf of the Committee on Planning, Charles Moore, chair, proposed the following changes to the Graduate Handbook:

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

**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. 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. Grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 hours of coursework. 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 provide 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.

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

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

Applicants who are submitting a TOEFL paper-based test score must have a minimum of 550 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 in their first semester. Applicants will be required to enroll in the designated course(s) based on EPT scores and the recommendation of the K-State English Language Program. TOEFL scores are valid for two years from the initial test date.

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

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

The motion passed.
On behalf of the Committee on Planning, Charles Moore, chair, proposed the following changes to the Graduate Handbook:

**First Reading. Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E – Graduate Assistants:**

**E. GRADUATE ASSISTANTS**

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships (GTA), graduate research assistantships (GRA), and graduate assistantships (GA). These assistantship appointments carry with them a service requirement, typically directed at improving professional skills in their academic fields.

Award of assistantships is based on the student’s ability and promise and is usually made for either nine or twelve months. The maximum appointment is 0.5 full-time equivalent (FTE), but appointments for lesser fractions may be made. Continuation of appointments is subject to academic performance and the availability of funds. Information on applying for graduate assistantships may be obtained from the department concerned.

Students holding GTA, GRA, or GA appointments from September 1 through November 17 receive tuition benefits for the fall term, and students holding GTA, GRA, or GA appointments from February 1 through April 17 receive tuition benefits for the spring term. If a graduate appointment does not begin by these dates or terminates before these ending dates, all tuition benefits will be lost. The student then is responsible for the total tuition payment.

GTAs and GRAs on a 0.5 FTE appointment are eligible to participate in the Kansas Board of Regents GTA/GRA health insurance plan. Information about enrollment in the health insurance plan is available from Human Resources.

The maximum number of credit hours in which a graduate student employed on an assistantship can enroll is 40 hours for a 0.5 FTE appointment and 12 hours for a 0.4 FTE appointment for the fall and spring terms and 9 hours during the summer. The corresponding maximums for a summer term are 5 and 6 hours, respectively. Students desiring to enroll in credit hours exceeding the maximum number permitted should be in good academic standing and obtain permission from their advisor and forward the permission to the Graduate School for final approval. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of 6 hours of graduate credit during fall and spring terms. The Graduate School does not require that graduate students be enrolled during the summer. Individual departments may require minimum enrollment in any term. Information pertaining to minimum enrollment during the summer may be obtained from the department concerned.

Tuition responsibilities for graduate students appointed for 0.45 FTE or greater depend on the nature of the appointment. Students holding at least 0.45 FTE GRA, GTA, or GA appointments (or any combination of these appointments) are assessed tuition at the resident rate according to an established schedule.

Graduate students appointed to as a GTA are eligible for a tuition waiver. Graduate students appointed to a 0.4 FTE on a full-time GTA appointment (0.5 FTE) receive a tuition waiver for a maximum of 102 hours in the fall and spring terms and 6 hours in the summer term. Graduate students appointed to a 0.5 FTE GTA appointment receive a tuition waiver for a maximum of 10 hours in the fall and spring terms and 5 hours in the summer term. Hours taken during January intercession are counted in the total number of hours for the tuition waiver paid in the spring term. Hours taken during May and August intercessions are counted in the total number of hours for the tuition waiver paid in the summer term. Graduate students holding at least a 0.45 total FTE appointment during the fall, spring, or summer terms but an appointment of less than 0.45 FTE as a GTA are eligible to receive a partial tuition waiver based on the proportion of the teaching appointment. For example, a graduate student with a 0.2
GTA and 0.3 GRA for all three terms will receive a tuition waiver of 4 hours in each of the fall and spring terms and 2 hours tuition waiver for the summer term. Graduate students with a 20% (.1) GTA and 80% (.4) GRA appointment will be eligible to receive a tuition waiver of 2 hours in the fall and spring terms. Those with an 80% (.4) GTA and 20% (.1) GRA appointment will be eligible to receive a tuition waiver of 8 hours in the fall and spring terms. In all cases, the student will be responsible for paying the remainder of the tuition at the resident rate.

GTA tuition waivers are provided for tuition benefits only; students will be responsible for campus privilege fees (student health, activity fees, etc).

The Kansas Board of Regents requires all prospective GTAs who are non-native speakers of English to achieve a:

- minimum score of 50 on the TSE (Test of Spoken English):

OR

minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK)

OR

minimum score of 22 on the speak section of the Internet-based Test of English as a Foreign Language (TOEFL iBT)

Disputes concerning graduate assistants (GTA/GRA/GA) are employment matters that should be originated with the appointing department and be addressed through normal supervisory channels. The student should begin addressing the concern with the assigned supervisor of the assistantship and, if necessary, proceed to the department or unit head. If the matter is not resolved at the department or unit level, the student may present it to the Dean of the College of in which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals should contact Affirmative Action or the Office of Student Life having employment disputes believed to constitute discrimination, including or sexual harassment, as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" section in of the University Handbook, should contact Affirmative Action or the Office of Student Life.

The motion passed.
7. Graduate School Committee on Assessment and Review – Bob Rowland  
   No report.

8. Graduate Student Council Information – Kara Dillard, President  
   Kara Dillard presented the following update of the Graduate Student Council’s (GSC) activities:  
   - The K-State Research Forum will be held February 11, 2010. Abstracts will be due November 20, 2009. For  
     more information, please visit the GSC website at: http://www.k-state.edu/grad/gspeopleorg/gsc/index.htm.

9. University Research and Scholarship  
   No report.

10. Other business

11. Graduate School Calendar of Events  
   - For a list of Graduate School Events, please visit the Graduate School website at: http://www.k-state.edu/grad/gshome/calendar.pdf.

   Council was adjourned at 4:25 p.m.