Minutes of the Graduate Council
April 6, 2010

As approved by the Graduate Council, May 4, 2010


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

Guests: D. Youngman

1. Opening remarks
Carol Shanklin presented certificates of recognition to Alison Fedrow, Saracheck Fellowship Award Recipient and Martha Giraldo, Saracheck Travel Award Recipient.

2. Minutes of the March 2, 2010 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:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
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<tbody>
<tr>
<td>Nicole Laster</td>
<td>Assistant Professor</td>
<td>Communication Studies, Theatre and Dance</td>
<td>3/11/10</td>
</tr>
<tr>
<td>Kristin Mulready-Stone</td>
<td>Assistant Professor</td>
<td>History</td>
<td>3/18/10</td>
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4. Academic Affairs Committee – Frank White, Chair
On behalf of the Academic Affairs Committee, Frank White proposed to approve the following faculty members for graduate faculty membership, and membership and certification. The motion passed.

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<tr>
<th>Membership</th>
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<tr>
<td>Yunjeong Kim</td>
<td>Assistant Professor</td>
<td>Diagnostic Medicine/Pathobiology</td>
</tr>
<tr>
<td>Camilla Jones Roberts</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling, &amp; Student Affairs</td>
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<tr>
<th>Membership and Certification</th>
<th>Position</th>
<th>Department/Program</th>
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<tbody>
<tr>
<td>Wenjun Ma</td>
<td>Assistant Professor</td>
<td>Diagnostic Medicine/Pathobiology</td>
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Course and curriculum

On behalf of the Academic Affairs Committee, Frank White proposed to approve the following course and curriculum changes, drops, 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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| AT 805 – Theory and Process in Creative Apparel and Textile Design | AT 805 – Research in Design  
Examination and application of approaches for undertaking practice-based research in creative apparel and textile design.  
**Credits:** (3)  
**Note:** Three hours lec. each week.  
**When Offered:** I, in odd years |
| EDCEP 816. Research Methods. (3) I, II, S.  
Surveys quantitative and qualitative social science research methods applied to educational topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Provides a foundation in a wide spectrum of educational research methods. Offered only via videotape for home study with exams on campus. | EDCEP 816. Research Methods in Education. (3) I, II, S.  
This course is designed to provide students with an overview of quantitative and qualitative research methods in education and to equip them with the knowledge to be competent consumers and producers of educational research. |
| EDCEP 877. Practicum in Counseling. (3) I, II, S.  
This is a developmental counseling skills course addressing influences on the helping process such as personal characteristics, theoretical orientation, verbal and nonverbal behaviors, and ethical considerations. Includes research applications, case conceptualization, evaluation, simulation, and supervised individual and group practice in the field. Pr.: 24 credit hours of prescribed counseling curriculum. | EDCEP 877. Practicum in Counseling. (3) I, II.  
This is a developmental counseling skills course addressing influences on the helping process such as personal characteristics, theoretical orientation, verbal and nonverbal behaviors, and ethical considerations. Includes research applications, case conceptualization, evaluation, simulation, and supervised individual and group practice in the field. Pr.: 24 credit hours of prescribed counseling curriculum. |
| DMP 753. Zoonoses and Preventative Medicine. (3) II.  
Bacterial, viral parasite, and mycotic diseases shared by animals and humans. The role of the veterinarian in wholesomeness and quality assurance of foods of animal origin including regulatory requirements. Three hours lec. per week. Pr.: Third-year standing in the College of Veterinary Medicine and DMP 708. | DMP 753. Veterinary Public Health. (2) II.  
The linkages between human health and animal health and production. Topics include zoonotic disease, emerging and exotic animal diseases, disaster preparedness, regulatory and community health issues focusing on the role of the veterinarian in all. Two hours lec. per week. Pr.: Third-year standing in the College of Veterinary Medicine and DMP 708. |
| DMP 759. Laboratory Animal Science. (2) II.  
Management and health of common species of laboratory animals. Two hours lec. a week. Pr.: DMP 715. | DMP 759. Laboratory Animal Science. (2) II.  
Management and health of common species of laboratory animals. Two hours lec. a week. Pr.: DMP 715.  
**Taught as an elective to second-year veterinary students.** |
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<td><strong>CS 874. Clinical Pharmacokinetics. (2) I.</strong> An overview of pharmacokinetics with emphasis on practical implications for the clinician, including bioavailability, bioequivalence, residues in food of animal origin, dosage forms and regimens, therapeutic drug monitoring, drug interactions, interspecies differences, and the effect of disease on the pharmacokinetics of drugs.</td>
<td><strong>CS 874. Clinical Pharmacokinetics. (3) I, II.</strong> An overview of pharmacokinetics with emphasis on practical implications for the clinician, including bioavailability, bioequivalence, residues in food of animal origin, dosage forms and regimens, therapeutic drug monitoring, drug interactions, interspecies differences, and the effect of disease on the pharmacokinetics of drugs. Background in physiology and statistics strongly recommended.</td>
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<td><strong>CS 875. Advanced Pharmacokinetics. (2) II.</strong> Advanced study of the concepts and practical applications of pharmacokinetics for graduate students of veterinary clinical pharmacology, including the design and conduct of pharmacokinetic studies and the analysis and modeling of pharmacokinetic data. Pr.: CS 874</td>
<td><strong>CS 875. Advanced Pharmacokinetics. (2) I, II.</strong> Advanced study of the concepts and practical applications of pharmacokinetics for graduate students of veterinary clinical pharmacology, including the design and conduct of pharmacokinetic studies and the analysis and modeling of pharmacokinetic data. Pr.: CS 874</td>
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<tr>
<td><strong>AGEC 810. Price and Income-Policies in Agriculture. (3) I.</strong> A study of the effects of government price, regulatory, and tax policies on (1) farm income levels and variability, (2) farm productivity and output, (3) economic structure of farming, and (4) performance of agricultural markets. Pr.: AGEC 500 or ECON 520, ECON 510.</td>
<td><strong>AGEC 810. Price, Income and Trade Policies in Agriculture. (3) I.</strong> A study of the effects of government price, regulatory, tax and trade policies on (1) farm income levels and variability, (2) farm productivity and output, (3) economic structure of farming, and (4) performance of agricultural markets. Pr.: AGEC 500 or ECON 520, ECON 510.</td>
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<td><strong>PLPTH 780. Spotted Microarray Workshop. (1) S or intersession.</strong> One-week lecture and laboratory on RNA handling, isolation and amplification; microarray design, fabrication, hybridization, scanning and data analysis. Pr.: One of the following courses: PLPTH 610, AGRON 610, BIOCH 521, BIOCH 522, BIOL 675, BIOL 676.</td>
<td><strong>PLPTH 780. Microarray Workshop. (1) S or intersession.</strong> One-week lecture and laboratory on RNA handling, isolation and amplification; microarray design, fabrication, hybridization, scanning and data analysis. Pr.: One of the following courses: PLPTH 610, AGRON 610, BIOCH 521, BIOCH 522, BIOL 675, BIOL 676.</td>
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**Expedited Drop Courses:**

**AGEC 816. Farming Systems Approach to Sustainable Development. (1) II.** To examine the farming systems approach to sustainable development in terms of its evolution, the methodologies currently used in its implementation, and challenges it faces in the future in terms of facilitating a farmer participatory or client oriented/empowered approach to appropriate technology generation, dissemination and extension, and to sustainable development. One hour lec. a week. Pr.: AGEC 120 or ECON 120.

**AGEC 831. Agricultural Marketing Management and Analysis. (Var.) I, II, S.** Marketing problems of firms that market or process farm products or handle farm supplies, with special emphasis on tools of analysis for solving marketing problems. Supervision if students’ internship programs. Pr.: Consent of instructor.

**HORT 750. Orientation to Horticultural Therapy. (1) I, II.** This course will introduce students to online delivery methods, graduate level research, writing and technology skills, create a community of practice, and introduce students to the profession of horticultural therapy.
Non-Expedited New Courses:

CS 782. Equine Medicine Elective. (1). II. This course is designed to be complementary to CS 710. The material presented in this class will focus on diagnostic procedures and case presentations that will not be covered in the core curriculum. Pr.: Third-year standing in the College of Veterinary Medicine.

CS 784. Advanced Soft Tissue Surgery. (2). II. Increase student exposure to soft tissue surgical theory, techniques and importance of veterinary literature in practice. Course will provide practical, hands-on surgical experience that mimics small animal general practice by utilizing both cadavers and appropriate clinical cases. Course allows students interested in surgery in private practice or those considering internship and residency training an opportunity to further explore the field. Pr.: Fourth-year standing in College of Veterinary Medicine and must have completed CS 754 prior to participating in this course.

CS 785. Veterinary Care and Management of South American Camelids. (3). I. This course will provide detailed information regarding nutrition, herd health, breeding management, medicine, neonatal care, and surgical problems of llamas and alpacas. Lab required. Pr.: 1st, 2nd or 3rd-year standing in the College of Veterinary Medicine at Kansas State University.

CS 786. The Learning Curve of Equine Practice. (1). I. Elective will cover various aspects of equine practice, not usually covered in traditional didactic lectures. Topics include equine husbandry, communication issues and insurance, horse colors, genetics, and genetic related diseases, aspects of equine practice and practice management, drug and medication rules for performance horses, and preventative medicine. Pr.: 2nd or 3rd year standing in the College of Veterinary Medicine.

CS 826. Contemporary Issues in Veterinary Medicine. (2). II. Investigation of animal welfare, food safety and other societal concerns for animals and the veterinary profession. This course will help students learn to utilize scientific literature along with current events media to critically evaluate these contemporary issues. This class will expose students to many issues that pet owners, food producers and veterinarians face every day. Guest lecturers or moderators will be included for proper background debated topics with a focus on effective communication of evidence based decisions through writing and public speaking. Pr.: First, Second or Third-year standing in the College of Veterinary Medicine or Graduate School.

CS 827. Health and Management of Llamas and Alpacas. (2). I, II, S. This course will provide detailed information regarding nutrition, herd health, breeding management, medicine, neonatal care, and surgical problems of llamas and alpacas. Pr.: 1st, 2nd or 3rd-year standing in a College of Veterinary Medicine or enrolled as a graduate student.

CS 880. Design and Interpretation of Production Livestock Field Trials. (3). II. Designing appropriate studies to answer research questions that can be addressed in livestock production settings and to interpret and present the results in a suitable manner.

CS 881. Veterinary Ophthalmic Surgery Techniques. (3). II. Lectures will cover ophthalmic instruments and proper surgical techniques for commonly performed ophthalmic surgeries. Cadavers will be available to practice adnexal and corneal ophthalmic surgeries. Pr.: Ophthalmology or surgery resident at Kansas State University Veterinary Medical Teaching Hospital.

DMP 730. Cross-Course Integration III. (1). I. Vertical and horizontal integration among semester courses to improve student cognitive retention and understanding of course content. Structured-function relationships will be emphasized to facilitate student assimilation and provide clinical relevance to basic science content. Pr.: Second-year standing in the College of Veterinary Medicine or consent of instructor.
DMP 740. Cross-Course Integration IV. (1). II. The course activities will include interactive discussion sessions with pathologist, radiologist, clinical pathologist, and other veterinary specialists and will be aimed to integrate topics learned in courses taught during the first four semesters of the veterinary curriculum with special emphasis on the topics learned in the current (fourth) semester. Pr.: Second-year standing in CVM or consent of the instructor.

DMP 804. Ecotoxicology. (1). II. It will be an elective course in ecotoxicology aimed at DVM students with interests in wildlife and public health. Students will examine the interface between toxicology and ecology, including the toxic effects of natural and synthetic pollutants on ecosystem health and ecosystem services. Students will develop an appreciation and understanding of the mechanisms and processes that lead to ecotoxicity. They will also be introduced to the methodologies involved in assessing ecotoxic effects, and how ecotoxicological considerations impact industry and society. Pr.: Completion of first-year DVM curriculum.

DMP 845. Food Safety Risk Analysis. (3). II. Three hours of lectures on interwoven roles of risk assessment, management and communication – defined as risk analysis – will be applied to problems and policy development in food safety. This course will aid students in developing the ability to critically examine food safety risk issues from various stakeholder perspectives, leading to risk management and communication activities to reduce the impact of foodborne disease.

A significant portion of the course will focus on the importance of thorough research and good communication skills, as well as the suitability of communication efforts. The course will be presented through lectures, case study presentations, and Internet-based support material including text, audio and video through the extensive database maintained by Dr. Douglas Powell of Kansas State University and colleagues (foodsafety.ksu.edu; barfblog.com).
Non-Expedited New Curriculum:

PROPOSAL TO CREATE CONCURRENT BS/MPH PROGRAMS AT K-STATE. The K-State MPH program proposes to create concurrent BS/MPH (or BA/MPH) degree programs with the following undergraduate programs. These programs will adhere to the policies and procedures for concurrent Bachelor/Master/Graduate Certificate programs listed in the Graduate Handbook. Students enrolled in the concurrent BS/MPH programs will be allowed to take up to 9 hours for graduate credit in courses numbered in the 600 and 700 sequences and to use these 9 hours toward both the bachelor’s and master’s degrees, upon approval of the student’s supervisory committee for credit toward the master’s degree.

Letters of support have been received from the pertinent department heads and undergraduate program directors of the participating bachelor’s programs below:

- Animal Sciences & Industry
- Athletic Training
- Biochemistry
- Biology
- Dietetics
- Food Science & Industry
- Kinesiology
- Life Sciences
- Microbiology
- Nutritional Sciences
- Nutrition and Kinesiology dual degree
- Psychology
- Public Health Nutrition

Students in these undergraduate programs would apply for admission to the MPH program and the Graduate School in their junior year. Qualified students would be provisionally admitted and be allowed to enroll in courses for graduate credit, generally beginning in the summer or fall of the 4th undergraduate year. Upon completion of the bachelor’s degree, students would be fully admitted to the Graduate School and the MPH program, and their status would change to that of a graduate student in iSIS.

RATIONALE: The concurrent BS/MPH program will provide exceptional undergraduates with the opportunity to obtain both a Bachelor of Science and a Master of Public Health degree in a shorter time than typically required to earn a BS plus an MPH if both degrees are pursued separately.
PROPOSAL FOR A GRADUATE CERTIFICATE IN
AGRICULTURAL RESOURCES & ENVIRONMENTAL MANAGEMENT

Prepared and Submitted by:
Kyle Douglas-Mankin, Biological & Agricultural Engineering
Stacy Hutchinson, Biological & Agricultural Engineering
Jeff Peterson, Agricultural Economics
Chuck Rice, Agronomy
Theresa Selfa, Sociology

Background and Rationale

This proposal is in response to a growing demand for graduate-level students trained in interdisciplinary approaches to agricultural resources and environmental management (AREM). The AREM certificate program balances study of theoretical principles and practical applications to integrate and develop a new interdisciplinary expertise, aimed at improving land and resource sustainability. Using an anthropocentric approach, we recognize the current extent of human interactions on the environment, and seek solutions that allow humanity to evolve toward a more sustainable relationship with the environment.

Many graduate and undergraduate degree programs at K-State provide students with disciplinary depth in areas related to AREM. The goal of the AREM Certificate program, then, is to provide a structure to allow students to develop and document a level of interdisciplinary breadth to address agricultural resource and environmental management challenges. The AREM certificate could be obtained by students who are concurrently working on a graduate degree or by graduates who are seeking the certificate as a part of professional development or continuing education.

The proposed graduate certificate program will be interdisciplinary in nature and built on a foundation of agricultural, ecological, economic, and social science disciplines. In addition, to traditional existing coursework, it will include environmental problem analysis and solving through teamwork and interdisciplinary team-taught coursework. The certificate program will prepare students to address critical issues such as: air, water, and soil quality; soil, water, and energy conservation; preservation of biodiversity and protection of critical ecosystems; land use and landscape management; watershed assessment and planning; recreational uses and cultural appreciation of the agroecological system; renewable energy production and uses; and global climate change, including causes and mitigation (i.e., carbon sequestration). Emphasis will be on ecological, economic, policy, and human dimensions of these problems and collaborative interdisciplinary approaches to their solution.

Need for AREM

The critical need identified was the lack of professionals trained to understand and address the interdisciplinary complexity of the myriad of environmental issues encountered in today’s professional settings.

Practitioners who have both disciplinary depth and interdisciplinary breadth are needed to address sustainability of society’s soil, land, and water resources within many employment sectors:

1) federal, state and local level government agencies, such as USDA (especially NRCS), US EPA, state extension services, state environmental, planning, and agricultural agencies, and city and county government;
2) private non-government agencies, such as farm and commodity groups and environmental organizations; and
3) international development agencies, such as US AID and World Bank related projects.

Basis for AREM Need

It provides a logical “next step” to our interdisciplinary undergraduate program in natural resources and environmental sciences (NRES). The educational goal of the NRES program is to prepare undergraduate students to apply broadly-based scientific knowledge to the use, management,
sustainability, and quality of soil, air, water, mineral, biological, and energy resources (www.k-state.edu/nres/). The NRES Secondary Major has graduated 531 students (about 31 students per year) from 1993 through 2009. These students are ready candidates for recruitment to the AREM Certificate program.

The AREM Introductory Class enrollment has been 9 (2008), 3 (2009), and 6 (2010) during the development phases of this program, and drawing from a fairly limited group of students (primarily, the proposal team’s graduate students). A majority of students in the first two years completed all AREM Certificate program requirements, as listed herein. With the basic AREM Certificate program now developed, and considering the current efforts to broaden the program to include more faculty in more host departments, the pool of potential AREM students will increase from the current average of about 6 students per year. We anticipate a sustainable level to be at least 10 to 15 AREM Certificate program graduates per year.

Student Learning Objectives

Students who obtain the AREM certificate will:
1) Identify key criteria impacting sustainability of the agricultural and natural resource base;
2) Recognize the complex impacts and interactions of ecological, economic, policy, and human dimensions on agricultural resources and environmental management;
3) Understand the basic policy and regulatory framework of environmental protection in the U.S.; and
4) Apply and/or interpret results from basic tools to address land and water management, rural economic development, watershed assessment and planning, participatory planning and development, economic evaluation of environmental protection, and optimization of landscape/lifescape processes and interactions.

Framework and Requirements

To receive a Graduate Certificate in AREM, students must complete a minimum of 12 hours of prescribed coursework:
- GENAG 670: Introduction to AREM (2 cr).
- Platform A course (3 cr)
- Platform B course (3 cr)
- Platform A or B course (3 cr)
- GENAG 870: Capstone for AREM (1 cr)

If a student is enrolled in a graduate degree program, no more than three credits may be taken from the student’s home department. In addition, the decision about which AREM courses may count toward graduate program degree requirements is left to the student and his/her supervisory committee in accordance with home departmental policy.

The AREM program will seek to develop and maintain international, collaborative academic partners. Currently, we are partnering with PURPAN (Toulouse, France). We anticipate continuing to conduct AREM Introduction and Capstone courses as synchronous, videoconference courses. Distance education courses will be available, and opportunities for international collaboration through distance education will be possible. Currently, there is one distance learning course on the platform list, AGRON 835; others are under consideration.

GENAG 670: Introduction to AREM. All students in the certificate program will be required to take this two credit hour survey course on sustainability early in their program. The introductory course will include a combination of lectures, guest speakers, assigned readings, class discussion, and team case-study project. The student learning objectives for the class are for the students to:
1. Understand the meaning of “sustainability”;
2. Define and describe key sustainability criteria;
3. Describe interdisciplinary perspectives on environmental issues and how they are approached at different scales and cultures;
4. Recognize and understand basic methods in agro-ecological, economic, and social science disciplines; and
5. Apply systems-level approaches and sustainability concepts to important natural resources and environmental management issues in Kansas, U.S., and the World, including, but not limited to: climate change, prolonging the life of aquifers, sedimentation of reservoirs, preservation of the tallgrass prairie, livestock waste management and confined animal feeding operations, watershed management, and renewable energy.

**GENAG 870: Capstone for AREM.** All students in the certificate program will be required to take this one credit hour interdisciplinary capstone course at the end of their program. The capstone course will focus on an interdisciplinary case-study project that will allow the students to exercise their cross-disciplinary expertise gained through fulfilling AREM requirements. The course could also include selected guest lectures on topics relevant to AREM and the case-study projects. The student learning objectives for the class are for the students to:

1. Work effectively in an interdisciplinary, possibly international, project team;
2. Apply basic methods of agro-ecological, economic, and social science disciplines to a cross-disciplinary project; and
3. Apply systems-level approaches and sustainability concepts to important natural resources and environmental management issues in Kansas, U.S., and the World, including, but not limited to: climate change, prolonging the life of aquifers, sedimentation of reservoirs, preservation of the tallgrass prairie, livestock waste management and confined animal feeding operations, watershed management, and renewable energy.

Students will be expected to work on a semester-long, applied problem as part of an interdisciplinary team. The groups will be formed and assigned a topic or problem to be solved that is realistic and do-able. Students would make a presentation on their analysis and proposed solutions (possibly by videoconference) as well as deliver a written report. Examples of problems for students to analyze include:

- **Bioenergy**  Sustainability of biofuels; food vs. fuels; environmental consequences.
- **Livestock production systems.**  Grass-fed vs. confined feeding for beef production (extensive vs. intensive); environmental impacts.
- **Resource Competition/Urban vs. rural.**  Competition for land and water; potential impact of climate change; environmental consequences.
- **Organic agriculture.**  Global food security; environmental consequences.

**Subject Matter/Disciplinary “Platforms”.** The two subject matter/disciplinary “platforms” include: A) Agro-ecological sciences and engineering; and B) Social sciences, economics, and policy. The list of approved courses from each platform follows.

**A) Agro-Ecological Sciences and Engineering**

AGRON 615/935. Climate Change and Agriculture.  Course will focus on understanding the impact of greenhouse gases on the climate, the impact of climate on global biogeochemical cycles and agriculture, and discussion of mitigation options and policy.  2 credit hours.

AGRON 635. Soil Conservation and Management.  Principles, mechanics, and prediction of water and wind erosion.  Influence of soil erosion on soil productivity and environmental quality.  Conservation management technologies for erosion control and
sustaining soil productivity. Legislation and land-use planning for soil conservation. Course requires microcomputer skills. 3 credit hours. Rec. Pr.: AGRON 305.


ATM 661. Watershed Management. Principles of watershed sources, fate, and transport of pollutants, with focus on issues of the prairie agroecosystem. Impacts of watershed protection and restoration strategies on water and environmental quality. Application of computer models. 3 credit hours. Pr.: CHM 110 or 210 and BIOL 198.

BAE 560. Natural Resources Engineering I. Principles and measures for controlling storm water runoff and soil erosion including hydrology and surface water flow; design of water handling structures for land drainage, flood protection, and irrigation. 3 credit hours. Pr.: STAT 490. Pr. or conc.: ME 571.

BAE 665 (865). Ecological Engineering Design. (Advanced Ecological Engineering Design.) Definition, classification, and practice of ecological engineering. Course describes ecological systems, ecosystem restoration, and the utilization of natural processes to provide societal services and benefits to nature. 3 credit hours. Pr.: MATH 221 and one of the following courses: BAE 560, CE 563, BIOL 529, BIOL 612, ATM 661.

BAE 669 (869). Watershed Modeling. (Advanced Watershed Modeling.) Study and evaluation of process equations used in watershed-scale, water-quality models. Use and application of watershed models. 3 credit hours. Pr.: GEOG 508 and one of the following courses: BAE 560, CE 550, ATM 661.

B) Social Sciences, Economics, and Policy

AGEC 525. Natural Resource and Environmental Economics. Emphasis on the application of demand, supply, and price concepts in the study of natural resource use, policies, and management. Interdependence between environmental quality and economic actions are examined through discussion of property rights, economic incentives, externalities and economic components of environmental policies. 3 credit hours. Pr.: Principles of Microeconomics (ECON 120 or AGEC 120)

AGEC 610. Current Agricultural and Natural Resource Policy Issues. Current issues in agricultural and natural resource policy from divergent perspectives. Classroom discussion, debate, writing assignments, and student presentations. Current events are analyzed and synthesized from both economic and noneconomic perspectives. Topics may include environmental issues, international agricultural development, the politics of farm programs, and the relationship between technology, agriculture, and society. 3 credit hours. Pr.: Intermediate Microeconomics (AGEC 505 or ECON 520), and either AGEC 525, ECON 527, or Agricultural Policy (AGEC 410).

AGEC 825. Natural Resource Policy. The economic tolls of welfare analysis, non-market valuation, and dynamics are used to evaluate natural resource use, natural resource policies, and conflicts among users, conservationists, and preservationists. 3 credit hours. Pr.: Intermediate Microeconomics (AGEC 505 or ECON 520), Calculus (MATH 205).

AGEC 925. Advanced Resource and Environmental Economics.
Dynamics analysis of natural resource and environmental problems, including the optimal extraction of nonrenewable resources, optimal management of renewable resources, and the optimal regulation of stock pollutants. 3 credit hours. Pr.: Advanced Macroeconomic Theory (ECON 905) Advanced Microeconomic Theory (ECON 945).

ECON 527. Environmental Economics.
Economics of environmental market failure and the efficient use of exhaustible and renewable resources. Topics include the application of markets and government policies to greenhouse warming, air and water pollution, and recycling. 3 credit hours. Pr.: Principles of Microeconomics (ECON 120).

GEOG 730. World Agricultural Systems.
Description and analysis of the spatial distribution of farm systems emphasizing traditional resource systems in the third world. The major objective is to analyze the interrelationships between natural and human elements in farm systems in order to gain an awareness and understanding of the complex issues involved in agricultural change and development. 3 credit hours. Pr.: Six hours of social science.

Assessment of human impacts on the natural environment. Surveys changing human impacts on and attitudes towards the environment, and details alteration of water systems, the atmosphere, landforms, plants, and animals. 3 credit hours. Pr.: Six hours of social science.

An examination of the way people perceive their geographic environment and the role of perception in spatial behavior. Perceptions of neighborhoods, cities, states, nations, frontier regions, and environmental processes are explored. 3 credit hours. Pr.: Six hours of social science with one course above the introductory level, and 6 hours of natural science with one course above the introductory level.

SOCIO 533. Rural Sociology
Rural regions in both advanced industrialized and developing countries are currently experiencing dramatic changes. In many rural areas, declines in traditional sectors like farming, forestry and mining have caused economic declines and depopulation, while in other areas, growth in new industries have drawn in diverse population groups. Rural areas with particular amenities have become sites for recreation, tourism, and settlement by retirees and telecommuters. Through the course, we will develop tools to understand and explain the myriad social changes that are affecting rural areas in the contemporary period. 3 credit hours. Pr.: SOCIO 211 or consent of instructor.

SOCIO 536. Environmental Sociology
This course examines the relationships between environment and society. In the past few decades sociologists have been increasingly recognizing both the role of humans in shaping the biophysical environment, as well as the role of biophysical environment in shaping society. The course is intended to help us develop a deeper understanding of the dynamics of environment/society relations. 3 credit hours. Pr.: SOCIO 211 or consent of instructor.

SOCIO 831. Sociology of Agriculture
In this course we will survey the subfield of sociology of agriculture, including an examination of its roots, growth and current theoretical and substantive directions. The framework of the course is built around exploring the linkages between agriculture, food, environment, and social justice. Among the substantive topics to be examined are: globalization of agrifood systems, agricultural policy, labor issues, the role of science and technology in transforming agrifood systems, and the environmental and social consequences of current agrifood systems. 3 credit hours.

SOCIO 835. Environment and Society
The interrelationships among population, technology, environment, and social organization. An examination of the origins and development of human ecology in sociology, and recent attempts to
redefine the area. Special emphasis on current theoretical and research efforts focusing on the history and uses of ecological ideas.

SOCIO 934. Sociology of Rural Development.
In this course we will examine the sociology of rural development, focusing on both the theoretical roots and on contemporary work in the field. Issues and topics covered will span both advanced industrial and developing country contexts, and will draw broadly from the field of rural studies. Topics to be considered may include agricultural multifunctionality, the role of the state in rural development, the social construction of rurality, and the politics of natural resource control in rural areas. 3 credit hours.

**Certificate Program Administration**

The AREM Graduate Certificate program will be administered through the College of Agriculture.

**AREM Admission Requirements.** Admission to the AREM Graduate Certificate program will require that the student (a) has completed a 4-year undergraduate degree or has been accepted by the Graduate School for admission to a graduate degree program at Kansas State University, and (b) has completed at least 3 upper-division (junior-level or higher) undergraduate courses in technical areas consistent with topics included in AREM Subject Matter Platforms A and/or B. The AREM Program Director will determine if the required qualifications have been met by each applicant.

**AREM Administrative Board and Faculty.** The AREM Administrative Board will consist of five voting members: a Program Director and four AREM Coordinating Committee members.

**The AREM Administrative Board** will have the authority to approve modifications to the list of acceptable courses and changes to the AREM Graduate Certificate program. The Administrative Board will review petitions for variances from the approved AREM Graduate Certificate Program requirements; approval of variances will require majority vote of the Administrative Board. The Administrative Board will be responsible for AREM Certificate assessment (see below).

The Coordinating Committee will nominate Lead Instructors for each offering of the Introductory Course and the Capstone Course from among AREM Faculty; assignment as Lead Instructor will be made pending acceptable arrangements with the individual’s Unit Administrator. The Lead Instructor will have primary responsibility for the organization of each course and for student grades.

**The AREM Program Director** will be selected by majority vote of the AREM Administrative Board and will serve a 4-year term. If an AREM Committee member is selected to serve as AREM Program Director, the person in the same Platform area with next highest votes will be asked to fill the Committee slot (if necessary, this process will repeat until the slot is filled).

The Program Director will serve as the primary internal and external contact for all matters regarding administration of the AREM Certificate; be responsible for all record-keeping and reporting associated with the AREM program; facilitate meetings and activity of the Committee; and manage communications and overall work of the Committee. The Program Director will review qualifications of applicants and be responsible for approving student admission into the AREM Graduate Certificate Program. The Program Director will review and confirm completion of AREM Graduate Certificate Program requirements. Deviations from the approved AREM Graduate Certificate Program requirements must be brought to the Coordination Committee.

Currently, the AREM Program Director is
The AREM Coordinating Committee will consist of two members from Platform A disciplines and two members from Platform B disciplines, each with 2-year terms. One Committee member from each Platform will be selected each year. Committee members will be elected from a list of all eligible AREM Faculty by a vote of all AREM Faculty. A Committee member cannot be elected for more than two consecutive 2-year terms. The AREM Faculty member with the greatest number of votes will be invited to serve on the AREM Coordinating Committee; if an elected Committee member declines, the person in the same Platform area with next highest votes will be asked to fill the Committee slot (if necessary, this process will repeat until the slot is filled).

Currently, the AREM Coordinating Committee is:
- Chuck Rice (Platform A, Year 1 of 2-year term)
- Theresa Selfa (Platform B, Year 1 of 2-year term)
- Stacy Hutchinson (Platform A, Year 2 of 2-year term)
- Jeff Peterson (Platform B, Year 2 of 2-year term)

The AREM Faculty will include all K-State Graduate faculty who are currently listed as instructor or who have taught a course in the AREM program in the previous two years, or who have advised a student who is taking or has completed the AREM program in the previous five years. AREM Faculty are eligible to vote for AREM Coordinating Committee members.

AREM Faculty for the current program and listed courses include:
- **Platform A:** Kyle Douglas-Mankin (Biological and Agricultural Engineering), Chuck Rice (Agronomy), Stacy Hutchinson (Biological and Agricultural Engineering), Scott Staggenborg (Agronomy), Daniel Devlin (Agronomy), Nathan Nelson (Agronomy), Loyd Stone (Agronomy), Kendra McLauchlan (Geography).
- **Platform B:** Jeffrey Peterson (Agricultural Economics), Theresa Selfa (Sociology), Jared Middendorf (Sociology), Timothy Dalton (Agricultural Economics), Jeffery Williams (Agricultural Economics), Charles Martin (Geography), Kevin Blake (Geography), John Harrington (Geography), and Lisa Harrington (Geography).
Outcomes and Assessment of Student Learning Plan for AREM Certificate

A. College, Department, and Date
College: Agriculture
Department: General Agriculture
Date: February 12, 2009

B. Contact Person(s) for the Assessment Plan
Dr. Don Boggs, Associate Dean, College of Agriculture
Dr. Kyle R. Douglas-Mankin, Professor, Biological and Agricultural Engineering, AREM Program Director

C. Degree Program
Graduate Certificate Program in Agricultural Resources and Environmental Management (AREM)

D. Assessment of Student Learning Three-Year Plan
1. Student Learning Outcome(s)
   a. Students who obtain this certificate will:
      1. Identify key criteria impacting the sustainability of the natural resource base, with particular emphasis on agricultural resources;
      2. Understand how ecological, economic, policy, and human dimensions act and interact, often in complex ways, to impact natural resources and environmental management;
      3. Develop awareness of tools and basic understanding of their use to address AREM issues in such applications as land and water management, rural economic development, watershed assessment and planning, participatory planning and development, economic evaluation of environmental protection, and optimization of landscape/lifescape processes and interactions.

   b. Outcomes that will be assessed in the first three years of the plan
      All of the above outcomes (program is designed to be completed by students within 1-2 years).

      Special rationale for selecting these learning outcomes:
      See Background and Rationale section of proposal.

      Relationship to K-State Student Learning Outcomes

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>University-wide SLOs (Graduate Programs)</th>
<th>Program SLO is conceptually different from university SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify key criteria impacting sustainability of natural resources…</td>
<td>Knowledge</td>
<td>X</td>
</tr>
<tr>
<td>2. Understand actions, interactions of AREM dimensions…</td>
<td>Skills</td>
<td>X</td>
</tr>
<tr>
<td>3. Develop awareness of tools and basic understanding of their use to address AREM issues…</td>
<td>Attitudes and Professional Conduct</td>
<td>X</td>
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</table>

2. How will the learning outcomes be assessed? What groups will be included in the assessment?
   Assessment of the learning outcomes will be conducted through the Capstone for AREM (GENAG 870). All students will be assessed.
Both oral presentation and written report for each final project in GENAG 870 will be assessed using an evaluation sheet (completed by at least two instructors/faculty), which will include the following questions to evaluate the following SLOs.

SLO 1
- (Knowledge) To what extent are appropriate criteria identified for each problem component (ecological, economical, social)?

SLO 2
- (Knowledge, Skills) To what extent are the criteria connected appropriately to each problem component (ecological, economical, social)?
- (Skills) To what extent is a systemic analysis used to address and integrate the problem components (ecological, economical, social)?

SLO 3
- (Knowledge, Skills) To what extent have appropriate discipline-specific AREM tools been identified and applied to the problem?
- (Skills) Does the presentation (report) utilize SWOT and DPSIR analyses effectively to describe each component of the problem (ecological, economical, social)?

SLOs 2 and 3
- (Attitudes and Professional Practice) Does the project demonstrate an approach, analysis, and interpretation of the problem appropriate to professionals in AREM-affiliated industries?

In one section of each written report, students will be asked to address the following question. Their responses will be evaluated independently to assess SLOs 2 and 3.
- (Attitudes) Comment on how the systemic approach has changed how you viewed/approached this case study project and how you developed its outcomes compared to a more disciplinary approach you might have used prior to your development of AREM knowledge and skills.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?
   The assessment of the student learning outcomes will be conducted through the capstone course which is required for the certificate. The participating faculty will review and discuss the results and assign grades for the capstone course that reflects how well the students demonstrated the learning outcomes. The capstone course will be offered annually.

4. What is the unit’s process for using assessment results to improve student learning?
   The AREM Administrative Board will review the assessment results and discuss how to modify or improve the course curricula or course content to better achieve the learning outcomes.

   Additional intended outcomes for the program, after completion, include: 1) Graduates will be successful in obtaining jobs with various levels of government (local, state, federal) and non-government organizations where educators and practitioners of natural resources and environmental management are required. 2) Students who participate in the international exchanges and other activities will have the added exposure to different policy frameworks and different philosophies regarding natural resources and environmental management outside the U.S. 3) Our faculty will learn how to provide educational experiences in interdisciplinary problem solving and international collaboration.

   These outcomes for the program will be evaluated through a survey of students and faculty participating in the program.

Potential Impact on Departments of this New Certificate
Participation in the AREM Certificate Program would not preclude a student from meeting the minimum course requirements in their discipline. Because the AREM program requires students to take courses from outside their discipline, the net effect is a possible benefit to departments in that students from the social sciences will be required to take at least one course in the biophysical sciences and vice versa.

We anticipate using the AREM Introductory course as a recruiting tool for the AREM Certificate program and affiliated Graduate Degree Programs. Advanced undergraduate students would be encouraged to take the AREM Introductory course after meeting other upper-division course requirements of the AREM Certificate Program. Interested students could continue to pursue the AREM Certificate Program; if the AREM Introductory course was taken for Undergraduate Credit, the student would need an appropriate 2-credit course substitution, taken for Graduate Credit, with approval by the AREM Coordinating Committee. This could lead to increased enrollment in affiliated Graduate Degree Programs.

Budget

The AREM Certificate program has been developed using a 3-year, $47,270 grant from the French-American Cultural Exchange (FACE) Program, Partner University (PUF) Fund. Project costs have included purchase of videoconferencing technology for two KSU campus facilities (Waters 137 and Seaton 133), faculty exchanges (including 8 KSU faculty 1-week trips to France), student exchanges (including 10 KSU graduate student 2-week trips to France), and faculty time to develop the AREM Certificate program and Courses. The AREM Introductory course has been offered jointly with our French partner 3 times (Spring 2008, Spring 2009, Spring 2010), and the AREM Capstone course has been offered jointly with our French partner 2 times (Fall 2008, Fall 2009).

The AREM Certificate program has been designed to be maintained on a long-term basis with maximal benefits with minimal new costs.

Costs: The program will require the allocation of time from one faculty member in the Program Director role and four faculty members in the Coordinating Committee roles. Faculty time will be required from the Lead Instructor to manage the 2-credit introductory course and 1-credit capstone course. Faculty members from participating departments may give one or two guest lectures in the introductory course, but only the Lead Instructor will have to be present for each class meeting and be responsible for the organization of the course and for grading. It is anticipated that these responsibilities will be incorporated into the corresponding faculty member’s job responsibilities.

Total faculty time estimates:
- Director: 1 × 30 hrs/yr = 30 hrs/yr
- Committee: 4 × 6 hrs/yr = 24 hrs/yr
- Faculty: 15 × 2 hr/yr = 30 hrs/yr
- GENAG 670 Lead Instructor: 1 × 30 class hrs/yr and 30 out-of-class hrs/yr = 60 hrs/yr
- GENAG 870 Lead Instructor: 1 × 15 class hrs/yr and 15 out-of-class hrs/yr = 30 hrs/yr
- GENAG 670 Guest Instructors: 7 classes/yr × 3 hrs/yr = 21 hrs/yr

Total costs: 195 hrs/yr × $65/hr (@ $100,000/yr salary, 30% fringe benefits, 200 hrs/yr) = $12,675/yr.

Income: We estimate awarding at least 10 to 15 AREM Graduate Certificates per year. For budget calculations, we will assume the lower-bound estimate (10 AREM graduates per year). We project that, due to the interdisciplinary nature of the Certificate Program, these AREM students may average one additional course (3 credits) per student beyond the course requirements for their degree programs; this translates into 30 additional graduate credits per year. Enrollment in GENAG 670 is estimated to be 15 graduate students (10 of which continue to complete all AREM program requirements, and 5 “Intro Course Only” students) and 10 undergraduate ("Intro Course Only") students per year. Enrollment in GENAG 870 is estimated to be 10 graduate students per year. We anticipate that the AREM Certificate program will result in a minimal enrollment increase in AREM-affiliated KSU Graduate degree programs.
(about 2-3 new students per year that otherwise would not have come to KSU), resulting in 30 new credit hours per year. We currently do not anticipate significant enrollment of AREM students who are not also enrolled in KSU Graduate Degree Programs.

Total student credit hour estimates:
- GENAG 670: 30 GR cr/yr × ~$313.11/cr = $9,393/yr, 20 UG cr/yr × ~$234.68/cr = $4,694/yr
- GENAG 870: 10 GR cr/yr × ~$313.11/cr = $3,131/yr
- Additional courses for AREM students: 10 GR students × 3 cr/yr × ~$313.11/cr = $9,393/yr
- New GR students from AREM: 2 GR students × 15 GR cr/yr × ~$313.11/cr = $9,393/yr

Total income: $36,004/yr.

**Net:** Total annual income is estimated to be approximately 3 times total annual costs. Net annual profit (income minus costs) from the AREM Certificate program is anticipated to be $23,329/yr.

The Unit Administrators of the Departments of Biological and Agricultural Engineering, Agronomy, Rural Sociology, and Agricultural Economics met with and discussed the AREM Certificate program with the proposal committee on 21 September 2009 and expressed general support of the AREM Certificate Program.

The AREM Faculty are committed to seeking extramural funding to support faculty and student exchanges in the future. Faculty collaborations with the current university partner in France, for example, are currently supporting 2 KSU faculty on a full-year (2009-10) sabbatical. Overlap of research interests could lead to productive research collaborations and access to European Union extramural funding sources. These funds are NOT needed to continue the AREM Certificate program, but are and could continue to be a substantial benefit to KSU faculty and students.
5. **Graduate Student Affairs Committee**
   No report.

6. **Graduate School Committee on Planning – Charles Moore, Chair**

   - Second Reading. Changes to the Graduate Handbook, Chapter 5 – The Graduate Faculty – Section D.5
     Graduate Faculty Associate

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

**Second Reading. Changes to the Graduate Handbook, Chapter 5, The Graduate Faculty, Section D.5.**

**Graduate Faculty Associate**

**D.5 Graduate Faculty Associate**

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

Nomination to Graduate Faculty Associate must be initiated by the candidate's department, division, program, or equivalent unit. Graduate Faculty Associate nominees must demonstrate their qualifications through a combination of substantial professional expertise, publications, advanced professional degrees, training, certification, or recognized status in the relevant field. It is incumbent upon the department or equivalent unit to describe the role the individual will play (teaching graduate courses, supervisory committee membership or both) and provide rationale regarding the qualifications of the candidate to make a significant and necessary contribution to the program. In the event that the individual's role changes within the unit, the individual is required to undergo a new nomination process. Nomination guidelines should follow the general procedure described in Chapter 5.A.3 of the Graduate Handbook, and limitations as delineated in Chapter 5.D.6 apply.

The purpose of the Graduate Faculty Associate membership category is to permit limited Graduate Faculty membership to exceptional individuals for teaching and/or supervisory committee membership. A Graduate Faculty Associate is a professional faculty member who possesses specialized training, experience, or certification required for specific teaching or committee service. Appointment to Graduate Faculty Associate is for a term of three (3) years. At the end of the term, the faculty member may be re-nominated. There is no limit to the number of terms to which a faculty member may be appointed.

Nomination to Graduate Faculty Associate must be initiated by the appropriate department, division, program, or equivalent unit, which must provide documentation for a combination of substantial professional expertise, publications or other scholarly contributions to the discipline, advanced training, degrees, certification, or recognized status in the relevant field. It is incumbent upon the administrative unit to describe the teaching and/or supervisory activities of the candidate and provide a rationale regarding the qualifications of the candidate to make significant and necessary contributions to the program. If the candidate is nominated for the purpose of teaching, the nominating unit is expected to provide a list of courses that the candidate will teach, along with detailed justification as to the qualifications the candidate has for teaching those courses. If the candidate is nominated for committee service, detailed justification as to the qualifications the candidate has for serving on the committee(s) must be included. In the event the activities of the individual change within the unit, a new nomination process must be initiated. Nomination guidelines should follow the general procedure described in Chapter 5.A.3 of the Graduate Handbook, and limitations as delineated in Chapter 5.D.6 apply.

The motion passed.
Second Reading. Changes to the Graduate Handbook, Chapter 2, The Master’s Degree, Section B – The Supervisory Committee

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

Second Reading. Changes to the Graduate Handbook, Chapter 2, The Master’s Degree, Section B – The Supervisory Committee:

Upon admission to a master’s degree program, the student confers with the head of the academic program and selects an advisor or major professor pro tem from among the graduate faculty who are qualified to direct masters students and who are willing to assume the responsibility. Upon the recommendation of the head of the academic program, the Dean of the Graduate School then appoints a supervisory committee consisting of the major professor, who chairs the committee, and at least two other members of the graduate faculty**. In addition to the members recommended, the Dean of the Graduate School may appoint other members to the supervisory committee from the graduate faculty. All members of a student's supervisory committee participate as peers and have the responsibility for planning the program of study, advising the student, administering the final examination or evaluating the culminating experience, ensuring that University regulations and program requirements are met, and ensuring that the student’s masters program is of high quality. The head or chairperson of the academic unit to which the student has been admitted should assign an advisor to the master's candidate before the first registration. Within the first year of study, the candidate should assemble a supervisory committee including a major professor and at least two other graduate faculty**. After approval, the Dean of the Graduate School will formally appoint the supervisory committee. This committee will advise in developing a program of study, supervise the student's progress, and conduct the final examination.

The supervisory committee also is responsible for ensuring that no conflicts of interest exist. Conflicts of interest to be avoided include those that may arise from personal or professional relationships between committee members, committee members and the student, with funding sources, and with any other stakeholders.

The major professor serves as chair of the supervisory committee.

** Special restrictions apply to visiting, part-time, adjunct, or emeritus faculty and to graduate faculty associates. See Chapter 5, Section D.

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

**Second Reading. Changes to the Graduate Handbook, Chapter 3, The Doctoral Degree – Section B – The Supervisory Committee:**

Upon admission to a doctoral program, the student confers with the head of the academic program and selects an advisor, or "major professor," *pro tem* from among the graduate faculty who are certified to direct dissertations and who are willing to assume the responsibility. Upon the recommendation of the head of the academic program, the Dean of the Graduate School then appoints a supervisory committee consisting of the major professor, who chairs the committee, and at least three other members of the graduate faculty**. On doctoral committees having co-major professors, at least one must be certified to direct dissertations. One member of the supervisory committee must be a graduate faculty member from outside the major professor's department. In addition to the members recommended, the Dean of the Graduate School may appoint other members to the supervisory committee from the graduate faculty. All members of a student's supervisory committee participate as peers and have the responsibility for planning the program of study, advising the student, administering the preliminary and final examinations, ensuring that University regulations and program requirements are met, and ensuring that the student's doctoral program is of high quality.

In consultation with the student, the supervisory committee is responsible for advising on the courses to be taken, approving plans for developing the student's capacity for productive scholarship, ensuring that University regulations and program requirements are met, and making adjustments in the program of study.

The supervisory committee also is responsible for ensuring that no conflicts of interest exist. Conflicts of interest to be avoided include those that may arise from personal or professional relationships between committee members, committee members and the student, with funding sources, and with any other stakeholders.

**Special restrictions apply to visiting, part-time, adjunct, or emeritus faculty and to graduate faculty associates. See Chapter 5, Section D.**

The motion passed.
On behalf of the Committee on Planning, Charles Moore 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.
   d. Diligent pursuit and timely completion of graduate research responsibilities associated with progress toward a degree.

**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. This policy does not address concerns or grievances related to courses taken from instructors associated with consortiums or groups external to Kansas State University. In such cases, the grievance procedures for such consortiums or groups should be used.

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. Arrangement for and compensation of the hearing advisor, if applicable, is the responsibility of each party.

g. Consortium – A formal arrangement between Kansas State University and one or more accredited institutions of higher education that have formal approved degree programs or graduate certificates approved by the Graduate Council and Faculty Senate.

3. Guidelines for Administrative Review and Conflict Resolution

   a. The graduate student should attempt to resolve any 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 conflict 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. The outcome of this conflict resolution process shall be a written document. 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 chooses to pursue the matter further, the issue must be reduced to writing by the graduate student must submit a written statement and the Notice of Grievance form to the Associate Dean of the Graduate School 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, is 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.

   a-b. The grievant or respondent may request a one-time extension for the ten (10) working days for good cause. The grievant must file a written request for an extension of the ten (10) working days to the Grievance Chair, who will review and rule on the request after consultation with both parties and may consult with the Associate Dean of the Graduate School. Grounds for an extension may include but not be limited to a) Dispute resolution in process; b) Affirmative Action complaint and investigation is in process c) Extenuating personal circumstances.

   b-c. 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, unless there is a tie), and
two 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.

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

e. The hearing is not a legal process; however, either party may arrange for a court certified reporter to record the hearing at the party’s expense. If recorded the transcription is the property of the party paying for the service. The transcription will not be used by the committee in their deliberations.

d-f. A student with a disability requiring special accommodations should communicate the specific needs to the Associate Dean at least five working days prior to the scheduled hearing.

d-g. 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. The attorney may advise the party but not otherwise participate in the proceedings. If the advisors accompanying both the grievant and respondent are attorneys, the hearing chair also will be provided appropriate counsel.

   iv. The name of any court certified reporter who will accompany the party to the hearing, if applicable.

e. Copies of materials listed in 1d will be provided to the grievant and respondent a minimum of three working days prior to the hearing.

2. Hearing
a. The hearing is not a legal process and will consequently be conducted as an administrative process and will follow the procedures outlined in this section. The committee will have complete discretion in deciding any procedural questions that arise during the hearing.

b. At the discretion of the committee, arrangements may be made for procedural formats for the hearing for students enrolled in distance graduate education programs.

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

d. 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.

e. Either party may arrange for a court certified reporter to record the hearing at the party’s expense. The party must notify the Grievance Chair according to pre-hearing procedures outlined in 4gd. If recorded, the transcription is the property of the party incurring the expense of the service. The transcript will not be used by the committee in their deliberation.

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

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

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

i. The committee will accept any new 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.

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

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

l. 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 and recommendations of the committee and the reasons for the recommendation. The findings of the committee are final and cannot be appealed.

m. The Dean of the Graduate School shall respond to the recommendation of the committee within ten (10) working days of receiving the committee’s recommendation. Copies of the response and notification of subsequent actions should be sent to the committee and the parties of the grievance.

n. The complete record, including the report to the Dean of the Graduate School, evidence obtained during the hearing, and the response from the Dean of the Graduate School shall be placed in a file by the grievance committee chair. This
file shall be retained in the graduate school for at least three years following the conclusion of the grievance 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.

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 passed.
- First Reading. Changes to the Graduate Handbook, Chapter 6, Graduate Council Constitution, By-Laws, and Procedures – Section B.3 Election Procedures

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

**First Reading. Changes to the Graduate Handbook, Chapter 6, Graduate Council Constitution, By-Laws, and Procedures – Section B.3 Election Procedures**

**B.3. Election Procedures**

It is the responsibility of the Graduate Council to supervise the election of Graduate Council members from Academic Areas and colleges.

Each Academic Area will elect four representatives to the Graduate Council, and each representative will have a term of three years. Terms will be arranged that at least one member is elected each year from each Academic Area. The four representatives of each Academic Area must be from at least two colleges.

Each college will elect one representative to the Graduate Council, and each representative will have a term of three years. Terms will be arranged so that at least two college representatives are elected each year.

No academic unit may have more than one member on Graduate Council. A representative may serve no more than two terms consecutively. A representative is eligible for reelection after one year.

The Graduate Council is responsible for supervising the election of Graduate Council members. No later than the second Monday of February, the Election Committee will call for nominations of eligible Graduate Faculty members to stand for election for the vacant Graduate Council seats. Ballots for the election of representatives to the Graduate Council will be provided electronically by the Dean of the Graduate School.

Members of the Graduate Faculty are eligible to serve as representatives to the Graduate Council. College and university administrators (those with more than 50% administrative appointments, e.g., the Provost, Vice-Provosts, Associate Provosts, Assistant Provosts, Deans, Associate Deans, Assistant Deans, Assistants to the Dean, etc.) are not eligible to serve as representatives. Graduate Faculty from all departments and graduate programs within the college or the Academic Area vote for the eligible members. The election of representatives must be completed by April 1.

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

**First Reading. Changes to the Graduate Handbook, Chapter 5, The Graduate Faculty, Section A.4. Evaluation Criteria**

**A.4 Evaluation Criteria**

The granting of Graduate Faculty membership by the Graduate Council is based on the candidate's having demonstrated independence in scholarship, research, or creative work; a high degree of expertise; and the ability to make significant contributions to the body of knowledge in his or her discipline. The following criteria do not guarantee admission to the Graduate Faculty, but they do form the basis for consideration:

1. A nominee must have earned the terminal degree recognized within the field of specialization. In fields in which more than one type of degree may be considered terminal or in which ambiguities exist, the departmental or program graduate faculty must address themselves specifically and in detail to this criterion as they assess the candidate's qualifications.

   In the exceptional case of a candidate who does not hold a terminal degree but who is recommended by the departmental graduate faculty because of an outstanding national reputation in his or her field, the departmental graduate faculty must provide a particularly careful justification.

2. In fields in which research is expected, the nominee must have published at least one research article in a refereed journal. The appropriate committee is responsible for ascertaining that the nominee is a major contributor to and a principal author of the article; that the paper represents a substantial original contribution to the discipline; and that the referees apply standards accepted by the discipline.

   Research, as used in these criteria, means critical and exhaustive investigation or experimentation having for its aim the discovery of new facts and their correct interpretation, the revision of accepted conclusions, theories, or laws in the light of newly discovered facts, or the practical applications of such new or revised conclusions, theories, or laws (Webster's Third International Dictionary of the English Language, 3rd edn, unabridged).

3. In lieu of publication in a refereed journal, there must be material evidence of research or other creative acts performances, exhibitions, published creative writings, patents that represent a comparable achievement within the nominee's field.

   A candidate whose most recently published scholarly or creative work is more than five years old will normally not be considered. If the departmental or program graduate faculty judges that work done more than five years prior to nomination is of sufficient significance to justify admission to the graduate faculty, a request for an exception shall be made.

   Administrative experience is inadmissible as justification for membership on the Graduate Faculty.

The motion passed.
7. **Graduate School Committee on Assessment and Review**
   
   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 (KRF) was held April 2, 2010. The Capitol Graduate Research Summit was held February 18, 2010. A list of all KRF and CGRS presenters and award winners can be found on the Graduate Student Council website at: [http://www.k-state.edu/grad/gspeopleorg/gsc/index.htm](http://www.k-state.edu/grad/gspeopleorg/gsc/index.htm).

   The new GSC officers are as follows:
   
   Megan Miller - President
   Matthew Sellner - President Elect
   Graciela Andrange - Treasurer
   Jedidiah Riley - Secretary
9. University Research and Scholarship
   - Endorsement of K-State Principles of Community
     A motion was made to endorse the following revisions to the K-State Principles of Community. The motion passed (12 yes, 5 no, and 3 abstain). Brett DePaola asked that the official record note that he opposed the revisions.

Principles of Community

Kansas State University is a land-grant, public research university, committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the value of human diversity for community. We confront and reject all forms of prejudice and discrimination, including those based on race, ethnicity, national origin, gender, age, disability, sexual orientation, religious or political beliefs, economic status, or any other differences that have led to misunderstandings, hostility, and injustice.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.

We acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

These principles have been endorsed by the following university governance bodies:

- Classified Senate
- Faculty Senate
- Graduate Council
- Graduate Student Council
- Student Governing Association

Kirk Schulz
President

April Mason
Provost and Senior Vice President
- Compliance Information for Tuition, Scholarship, Student Aid payments from Sponsored Projects Accounts
Shannon Fisher presented a brief overview of the Compliance Information for Tuition, Scholarship, Student Aid payments from Sponsored Projects Accounts posted on the Controller’s website at: http://www.k-state.edu/controller/spa/TuitionAndStudentAidPayments.pdf. Additional questions can be directed to her via email at: fisher@ksu.edu.

- K-State Institution Profile from the Survey of Earned Doctorates, 2008
For a copy of the K-State Institution Profile from the Survey of Earned Doctorates, 2008 please email gradinfo@ksu.edu.

10. Other business
None.

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 4:42 p.m.