Minutes of the Graduate Council
November 4, 2014 - 3:30 p.m.
227 K-State Student Union


1. Opening remarks
Graduate School liaisons have been appointed in each college. The liaisons will work with their respective colleges to facilitate the success of Graduate School activities and communicate important deadlines and opportunities for graduate students.

2. Minutes of the October 7, 2014 meeting were approved as presented.

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

<table>
<thead>
<tr>
<th>Non-Graduate Faculty to Teach Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Janet Crow</td>
</tr>
<tr>
<td>Bill McCollum</td>
</tr>
<tr>
<td>Pallavi Sawant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Membership Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Bacim Alali</td>
</tr>
<tr>
<td>Karen Burg</td>
</tr>
<tr>
<td>Timothy Burg</td>
</tr>
<tr>
<td>Darren Dawson</td>
</tr>
<tr>
<td>Tanya Firsova</td>
</tr>
<tr>
<td>Michael Flynn</td>
</tr>
<tr>
<td>Jennifer Hanson</td>
</tr>
<tr>
<td>Andrew Hope</td>
</tr>
<tr>
<td>Ketino Kaadze</td>
</tr>
<tr>
<td>Brandon Kliewer</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Valerie Padilla Carroll</td>
</tr>
<tr>
<td>Dwanna Lynn Robertson</td>
</tr>
<tr>
<td>Lado Samushia</td>
</tr>
<tr>
<td>David Thompson</td>
</tr>
<tr>
<td>Jida Wang</td>
</tr>
<tr>
<td>Jessica Williamson</td>
</tr>
</tbody>
</table>

4. Academic Affairs Committee - Amy Rosine
On behalf of the Academic Affairs committee, Amy Rosine, chair, proposed approval of the following members for graduate faculty. The motion passed.

Graduate Faculty Nominations

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/program</th>
<th>Graduate Faculty Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nisha Sajnani</td>
<td>Adjunct</td>
<td>Music, Theatre, &amp; Dance</td>
<td>Non-Graduate</td>
<td>8</td>
</tr>
<tr>
<td>Nozella Brown</td>
<td>Adjunct Assistant Professor</td>
<td>Educational Leadership</td>
<td>Associate</td>
<td>10</td>
</tr>
<tr>
<td>Kelly Furnas</td>
<td>Assistant Professor</td>
<td>Journalism &amp; Mass Communications</td>
<td>Associate</td>
<td>12</td>
</tr>
<tr>
<td>Jennifer Joslin</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling, &amp; Student Affairs</td>
<td>Associate</td>
<td>14</td>
</tr>
<tr>
<td>Miki Loschky</td>
<td>Instructor</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
<td>16</td>
</tr>
<tr>
<td>Thomas Pawlowski</td>
<td>Adjunct Assistant Professor</td>
<td>Educational Leadership</td>
<td>Associate</td>
<td>18</td>
</tr>
<tr>
<td>Tom Sarmiento</td>
<td>Visiting Lecturer</td>
<td>Women’s Studies</td>
<td>Associate</td>
<td>20</td>
</tr>
<tr>
<td>T. Benjamin Singer</td>
<td>Visiting Assistant Professor</td>
<td>Women’s Studies</td>
<td>Associate</td>
<td>22</td>
</tr>
<tr>
<td>Leticia Burbano de Lara</td>
<td>Assistant Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Membership</td>
<td>24</td>
</tr>
<tr>
<td>Gary Cramer</td>
<td>Assistant Professor</td>
<td>Agronomy</td>
<td>Membership</td>
<td>26</td>
</tr>
<tr>
<td>Dorothy Durband</td>
<td>Professor</td>
<td>Family Studies &amp; Human Services</td>
<td>Membership</td>
<td>28</td>
</tr>
<tr>
<td>Bacim Alali</td>
<td>Assistant Professor</td>
<td>Mathematics</td>
<td>Certification</td>
<td>30</td>
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<tr>
<td>Donna Augustine-Shaw</td>
<td>Assistant Professor</td>
<td>Educational Leadership</td>
<td>Certification</td>
<td>32</td>
</tr>
<tr>
<td>Karen Burg</td>
<td>Professor</td>
<td>Chemical Engineering</td>
<td>Certification</td>
<td>34</td>
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<tr>
<td>Timothy Burg</td>
<td>Professor</td>
<td>Electrical &amp; Computer Engineering</td>
<td>Certification</td>
<td>36</td>
</tr>
<tr>
<td>Darren Dawson</td>
<td>Professor</td>
<td>Electrical &amp; Computer Engineering</td>
<td>Certification</td>
<td>38</td>
</tr>
<tr>
<td>Dorothy Durband</td>
<td>Professor</td>
<td>Family Studies &amp; Human Services</td>
<td>Certification</td>
<td>40</td>
</tr>
</tbody>
</table>
Course and curriculum issues

On behalf of the Academic Affairs committee, Amy Rosine, chair, proposed approval of the following expedited course changes. The motion passed.

Expedited Course Changes

FROM:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 660</td>
<td>Sculpture III</td>
<td>(3-6) I, II.</td>
<td>Continuation of Sculpture II. Further exploration of media and technique, emphasizing the development of individual direction and expression. Primarily for Undergraduate sculpture majors. Note – May be taken for a maximum of 9 credits. Pr.: ART 645.</td>
</tr>
</tbody>
</table>

TO:

<table>
<thead>
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<tr>
<td>ART 660</td>
<td>Sculpture III</td>
<td>(3) I, II.</td>
<td>Continuation of Sculpture II. Further exploration of media and technique, emphasizing the development of individual direction and expression. Primarily for Undergraduate sculpture majors. Note – May be taken for a maximum of 12 credits. Pr.: ART 340, ART 645.</td>
</tr>
</tbody>
</table>

RATIONALE: Limit the number of credit hours a student can take per semester for more focused time in the studio with faculty supervision.

IMPACT: None

EFFECTIVE DATE: Spring 2015
# GEOL 704 – Paleoenvironments

(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.

## GEOL 704 – Carbonate Paleoenvironments

(3)

II. Examination of the biological, physical, and chemical factors in reefs and shallow carbonate platform environments through Earth history, including their modern analogs. Attention to the geometry of carbonate facies, their geographic and temporal distribution, and their sedimentary fabric and porosity. Pr.: GEOL 581 and 630.

### RATIONALE:

GEOL 704 had not been taught for a number of years, until the Spring of 2012 and 2014. At that time the course was taught, but with a more limited focus on reefs and shallow carbonate systems. This course change form is being submitted to make this change in emphasis reflected in the course title and description. Although clastic sedimentary environments are covered in other courses, carbonate environments are not as well covered in existing classes. Narrowing this course to carbonate systems will help strengthen this current weakness, and will complement courses in petroleum and subsurface sedimentary geology (GEOL 740, GEOL 770) as well as paleontology (GEOL 581).

### IMPACT:

None

### EFFECTIVE DATE:

Spring 2016

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## ARCH 505 – Architectural Internship

Off-campus work study program with an approved professional, building industry, government, or non-profit agency sponsor. Note: Must be enrolled concurrent with ARCH 506, and each course must be successfully completed before credit is awarded in either. This course is graded Credit/No Credit.

Credit: (9)

Pre-Requisite: ARCH 434, ARCH 605, not more than one D in an architectural design course, and approval of the internship coordinator.

## ARCH 506 – Architectural Internship

Preparation of internship journals and employer profiles, during the approved off-campus work-study program in ARCH 505. Note: Must be enrolled concurrent with ARCH 506.

Credit: (9)

Pre-Requisite: ARCH 605, approval of the internship coordinator, and no grade lower than a C in an architectural design studio course.
<table>
<thead>
<tr>
<th>505, and each course must be successfully completed before credit is awarded in either. This course is letter-graded only.</th>
<th>ARCH 505, and each course must be successfully completed before credit is awarded in either. This course is letter-graded only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: (3) Pre-Requisite: ARCH 434, ARCH 605, not more than one D in an architectural design course, and approval of the internship coordinator.</td>
<td>Credits: (3) Pre-Requisite: ARCH 605, approval of the internship coordinator, and no grade lower than a C in an architectural design studio course.</td>
</tr>
</tbody>
</table>

**RATIONALE:**
1) To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.
2) Undergraduate catalog and Graduate Catalog information does not match.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

FROM:

<table>
<thead>
<tr>
<th>ARCH 605 – Architectural Design Studio V A design studio that integrates a design project with design development, (including structural, mechanical, lighting and movement systems) and construction documentation. Note: Twelve hours studio a week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: (5) Pre-Requisite: ARCH 404 and not more than one grade of D in an architectural design course, LAR 500, ARCH 433, ARCH 453, ARCH 514 and concurrent enrollment in ARCH 515.</td>
</tr>
</tbody>
</table>

**RATIONALE:** To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

TO:

<table>
<thead>
<tr>
<th>ARCH 605 – Architectural Design Studio V A design studio that integrates a design project with design development, (including structural, mechanical, lighting and movement systems) and construction documentation. Note: Twelve hours studio a week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: (5) Pre-Requisite: ARCH 404, LAR 500, ARCH 433, ARCH 448, ARCH 514, concurrent enrollment in ARCH 515, and no grade lower than a C in an architectural design studio course.</td>
</tr>
</tbody>
</table>
FROM: ARCH 606 – Architectural Design Studio VI
On or off-campus advanced studio. Department and College approval required for off-campus studios, whether in a domestic or international studies program or university.
Note: Twelve hours studio a week.

Credits: (5)
Pre-Requisite: ARCH 605 and not more than one grade of D in an architectural design course.

RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.

IMPACT: None

EFFECTIVE DATE: Fall 2015

FROM: ARCH 706 – Architectural Design Studio VII
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.
Note: Twelve hours studio a week.

Credits: (5)
Pre-Requisite: Either ARCH 505 and ARCH 506 or ARCH 606; not more than one D in an architectural design course; ARCH 434, ARCH 453 and ARCH 515.

RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.

IMPACT: None

EFFECTIVE DATE: Fall 2015
FROM: ARCH 707 – Architectural Design Studio VIII
Development of the student’s project programmed in ARCH 705, under the direction of a faculty committee. Project must demonstrate a high level of achievement in systematic and comprehensive thinking, application of resources, and communication of total process.
Note: Twelve hours studio a week.
Credits: (5)
Pre-Requisite: ARCH 705, ARCH 706, not more than one D in an architectural design course.

RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”.

IMPACT: None

EFFECTIVE DATE: Fall 2015

FROM: ARCH 806 – Architecture Design Studio VII
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.
Note: Twelve hours studio a week. For M. ARCH students.

Credits: (5)
Pre-Requisite: either ARCH 507 or ARCH 606; not more than one D in an architectural design course; ARCH 434, ARCH 453 and ARCH 515.

RATIONALE: To be successful in a demanding graduate degree program, students need to exhibit good comprehension of degree-relevant knowledge and exhibit good skill levels to continue to the next level of studio, requiring a minimum grade of “C”. ARCH 453 is no longer a required course; the equivalent course is ARCH 448.

TO: ARCH 707 – Architectural Design Studio VIII
Development of the student’s project programmed in ARCH 705, under the direction of a faculty committee. Project must demonstrate a high level of achievement in systematic and comprehensive thinking, application of resources, and communication of total process.
Note: Twelve hours studio a week.
Credits: (5)
Pre-Requisite: ARCH 705, ARCH 706, and no grade lower than a C in an architectural design course.

TO: ARCH 806 – Architectural Design Studio VII
Integration of the physiological, psychological, and sociological parameters in the design of environments. Analysis, programming, and planning problems, increased complexity of function and space definition systems. Relating environmental technology to total design.
Note: Twelve hours studio a week. For M. ARCH students.

Credits: (5)
Pre-Requisite: Either ARCH 507 or ARCH 606, ARCH 434, ARCH 448, ARCH 515, and no grade lower than a C in an architectural design course.
**IMPACT:** None  
**EFFECTIVE DATE:** Fall 2015

<table>
<thead>
<tr>
<th>FROM:</th>
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</table>
| **LAR 880 – Advanced Landscape Architecture Construction**  
iSIS Short Title: Adv Landscape-Const  
Specialized study of large-scale landscape planning involving landscape construction and grading.  
Credits: (3)  
Requisites: None | **LAR 880 – Advanced Landscape Architecture Construction**  
iSIS Short Title: Adv Land Arch Const  
Specialized study of large-scale landscape planning involving landscape construction and grading.  
Credits: (1-4)  
Requisites: Pr.: LAR 439 |

**RATIONALE:**  
1) Updating course information. Correction to incorrect information.  
2) Undergraduate catalog and Graduate Catalog information does not match.

**IMPACT:** None  
**EFFECTIVE DATE:** Fall 2015

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</thead>
</table>
| **FOR 641. Forestry Problems** (1-3) I, II, S.  
Work is offered in various fields of forestry.  
Pr.: Consent of instructor. | **FOR 741. Forestry Problems** (1-3) I, II, S.  
Work is offered in various fields of forestry.  
Pr.: Consent of instructor. |

**RATIONALE:** Course number change will enhance its usefulness as a viable option in programs of study especially for graduate students to work on special problems under instructor supervision.

**IMPACT:** No impact to other departments.  
**EFFECTIVE DATE:** Spring 2015

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</table>
| **HORT 600. Herbaceous Landscape Plant Production.** (2) II,  
The principles and commercial practices for producing annual and herbaceous perennial landscape plants from seed and cuttings. Analysis of crop production costs will be emphasized. One hour lec. and three hours lab | **HORT 600. Herbaceous Plant Production.** (3) II,  
The principles and commercial practices for producing annual and herbaceous perennial plants from seed and cuttings, including vegetable and herb crops in controlled environments. Analysis of crop production |
a week.

Rec. Pr.: HORT 350 and HORT 570

| RATIONALE: | The changes reflect the expansion of the course to include vegetable and herb crops production in controlled environments, including greenhouses and growth rooms. These changes reflect adaptation of the course content to recent trends in the commercial greenhouse industry. |
| IMPACT: | No impacts outside the department. |
| EFFECTIVE DATE: | Spring 2015 |

FROM:

HORT 625. Floral Crops Production and Handling. (2) II, odd years.
The principles and commercial practices for producing floral potted crops and cut flowers crops emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered. One hour lec. and three hours lab a week.

Pr.: HORT 201. Rec. Pr.: BIOL 500, HORT 350 and HORT 570

TO:

HORT 625. Floral Crops Production and Handling. (2) II, odd years.
The principles and commercial practices for producing floral potted crops and fresh flower crops, emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology of fresh flowers will be covered. Three hours recitation a week.

Pr.: HORT 201. Rec. Pr.: HORT 350, BIOL 500, and HORT 570

RATIONALE: The changes reflect the current schedule for offering the class. Content is delivered through a combination of asynchronous podcasts, recitation and discussion, and experiential laboratory activities.

IMPACT: No impacts outside the department.

EFFECTIVE DATE: Spring 2015

FROM:

HORT 791. Urban Agriculture (3) I.
Students will become familiar with a wide variety of urban agriculture types, methods of implementation, and the skill sets necessary to supervise such projects. The course will include background readings, case studies, guest speakers, student-facilitated class discussion, and lectures.

TO:

HORT 791. Urban Agriculture (2) I.
Students will become familiar with a wide variety of urban agriculture types and production systems utilized in urban settings. The course will include background readings, case studies, guest speakers, student-facilitated class discussion, and lectures.
<table>
<thead>
<tr>
<th>FROM:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>HORT 792. Urban Food Production Practicum</strong> (2) I, II, S. Students will complete a practicum in an approved urban agriculture setting to gain exposure to a broad range of tasks facing the urban farmer. This includes planning, production and marketing of crops in high tunnels and open field.</td>
<td><strong>HORT 792. Urban Food Production Practicum</strong> (1) I, II, S. Students will complete a practicum in an approved urban agriculture setting to gain exposure to a broad range of tasks facing the urban farmer. This includes planning, production and marketing of crops in high tunnels and open field.</td>
</tr>
</tbody>
</table>

**RATIONALE:** Reduction in credits reflects change in content, course will focus only on production. By removing all other aspects of the food system to a new course, both subjects will be studied more comprehensively.

**IMPACT:** No impacts to other departments.

**EFFECTIVE DATE:** Spring 2015

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PMC 710 Rural Tourism and Sustainable Development.</strong> (3) I. This course will explore the obstacles and opportunities of using ecotourism and agritourism to contribute to rural economic development. Examples of successful ecotourism projects both domestically and internationally will be presented with an emphasis on the role of National Parks as tourism destinations. Agritourism efforts in Kansas will be highlighted and compared to similar efforts in other states and countries. Principles of attracting and managing tourists and park visitors in a sustainable manner also will be covered.</td>
<td><strong>PMC 710 Natural Resource Based Tourism</strong> (3) I. This course will explore the obstacles and opportunities of using ecotourism and agritourism to contribute to rural economic development. Examples of successful ecotourism projects both domestically and internationally will be presented with an emphasis on the role of National Parks as tourism destinations. Agritourism efforts in Kansas will be highlighted and compared to similar efforts in other states and countries. Principles of attracting and managing tourists and park visitors in a sustainable manner also will be covered.</td>
</tr>
</tbody>
</table>

**RATIONALE:** Name change only. New name better reflects the PMC division’s mission and course content

**IMPACT:** No impact to other departments.

**EFFECTIVE DATE:** Spring 2015
<table>
<thead>
<tr>
<th>FROM:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PLPTH 916. Chromosome and Genome Laboratory.</strong> (1 cr). II, Odd. An advanced laboratory course in classical and molecular cytogenetic techniques, C-banding, and fluorescence in situ hybridization techniques. Three hours lab a week.</td>
<td><strong>PLPTH 916. Cytogenetics Laboratory.</strong> (1 cr). II, Odd. An advanced laboratory course in classical and molecular cytogenetic techniques, C-banding, and fluorescence in situ hybridization techniques. Three hours lab a week.</td>
</tr>
<tr>
<td>Pr.: PLPTH 915 or concurrent.</td>
<td>Pr.: PLPTH 915 or concurrent.</td>
</tr>
</tbody>
</table>

**RATIONALE:** The updated course title better reflects the course content.

**IMPACT:** There is no Impact on other departments.

**EFFECTIVE DATE:** Spring 2015

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<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When Offered:</strong> Summer, even years</td>
<td><strong>When Offered:</strong> Summer, even years</td>
</tr>
</tbody>
</table>

**RATIONALE:** Too much material was packed into this class. So the department is teaching the graduate simulation class in the summer, odd years. Thus, the simulation part is being removed from the class.

**IMPACT:** No impact outside of Industrial and Manufacturing Systems Engineering

**EFFECTIVE DATE:** Fall 2015
# Expedited Curriculum Changes

**FROM:**

<table>
<thead>
<tr>
<th>MSOR COURSEWORK ONLY</th>
<th>Operations Research Core Courses</th>
<th>9</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Operations Research Courses</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IE Seminar</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Graduate Credits</strong></td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

One core course must be taken in each of the three areas:

**Continuous Optimization**
- IMSE 881 - Linear Programming
- IMSE 982 - Nonlinear Programming

**Discrete Optimization**
- IMSE 882 - Network Flows and Graph Theory
- IMSE 884 - Integer Programming and Combinatorial Optimization

**Stochastic Processes**
- IMSE 842 - Reliability Theory
- IMSE 866 - Applied Stochastic Processes and Theoretical Simulation
- IMSE 971 - Industrial Queuing Processes

**Additional Operations Research courses include the following courses and any core courses:**

- IMSE 643 - Industrial Simulation
- IMSE 780 - Methods of Operations Research
- IMSE 830 - Applied Fuzzy Set Theory
- IMSE 751 - Applied Decision Theory
- IMSE 865 - Simulation of Industrial Management Systems
- IMSE 990 - Adv Topics in Operations Research
- IMSE 976 - Scheduling Theory
- IMSE 983 - Dynamic Programming
- IMSE 990 - Adv Topics in Operations Research

**TO:**

<table>
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<td>0</td>
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</tr>
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<td>0</td>
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<td></td>
</tr>
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<td><strong>Total Graduate Credits</strong></td>
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<td>30</td>
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**Additional Operations Research courses include the following courses and any core courses:**

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- IMSE 865 - Simulation of Industrial Management Systems
- IMSE 990 - Adv Topics in Operations Research
- IMSE 976 - Scheduling Theory
- IMSE 983 - Dynamic Programming
- IMSE 990 - Adv Topics in Operations Research
Actual degree requirements will be summarized on an approved plan of study. Some general guidelines include:

- At least 60 percent of classes must be above 700 level
- No more than 6 hours can be taken from outside the department without prior permission
- Courses in IMSE the department must be above the 600 level
- Courses outside the department must be above the 500 level
- No more than 6 hours can be taken at the 500 level.
- No course can count as both a core course and an additional operations research course

Students on-campus are required to enroll in the graduate seminar each semester.
Non-Expedited New Courses

DED 820. Foundations of Social Justice Education: Research, Theory, and Practice. (3) I, S. This course focuses on the principles of social justice education that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings across the lifespan. The course integrates theoretical and practical aspects of social justice in local, national and international settings such as K-12 formal education, higher education, adult education, community development, and family education, and agricultural education.

IMPACT: None.

RATIONALE: This is the introductory course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course will introduce the topic to those participating in the graduate certificate program.

EFFECTIVE DATE: Summer 2015

DED 880. Reflective Practice in Social Justice Education. (3) II. This course focuses on the application of principles of social justice education in informal and formal educational settings. Student-conceptualized and -implemented theory-to-practice social justice education projects serve as the capstone or culmination of the graduate certificate, with projects presenting powerful opportunities for students to foster social change and positively impact the communities in which they work. Pre-Requisite: DED 820.

IMPACT: None.

RATIONALE: This is the capstone course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course includes planning, implementing and evaluating a theory-to-practice social justice education project in the school, community and organizational settings.

EFFECTIVE DATE: Fall 2015

AMETH 700. Advanced Topics in American Ethnic Studies. (3) I, II, S. Provides students the opportunity to investigate topics in American Ethnic Studies that enable greater depth and complexity of understanding of field’s methodological approaches and specializations. K-State 8: Human Diversity within the US; Ethical Reasoning and Responsibility.

K-State 8 RATIONALE: Advanced Topics in American Ethnic Studies will further students’ skills in advancing the mission of our department: “to serve American society through our focus on underserved communities of color and communities historically under-represented at the nation’s university.” Advanced Topics courses will thus assist students in developing a heightened awareness of how diverse ethnicities and racial formations shape their sense of self in relation to diverse others using scholarly study, research and personal interaction. Advanced Topics courses in American Ethnic Studies will further students’ skills in advancing the mission
of our department: “to promote social justice ideals and practices of inclusivity [and] foster engaged research and praxis responsive to the needs and realities of underserved constituencies”. Advanced Topics courses will thus assist students in learning how to think through ethical dilemmas and make sound decisions about how to participate in society to promote the wellbeing of all, especially the racially disenfranchised.

**RATIONALE:** This course is being added to increase American Ethnic Studies curricular offerings that provide greater in-depth theoretical and empirical analysis of topics central to the field’s development. Since our courses currently also draw much interest from graduate students, the 700-level Advanced Topics course will allow these students to enroll in relevant advanced AMETH topics courses for graduate credit.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2015

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**GEOG 708. Topics in Programming for Geographic Analysis.** (3) I, II. Introduces programming languages, scripting methods, and/or free and open-source software (FOSS) and their use with geospatial technologies and spatial data. Explanations of programming concepts, demonstrations of techniques, and practical exercises that will enable students to develop their own programs and workflows for geoprocessing, spatial analysis, and map production. Pr.: GEOG 608 is recommended.

**RATIONALE:** The automation of geoprocessing and geocomputation tasks is becoming common practice among geographers who use geospatial technologies and techniques for basic and applied research. Increasingly, employers are also asking undergraduates to be competent users of programming/scripting languages such as Python and Javascript, as well as free and open source applications for mathematics, statistics, and graphing like R and openModeller. This class will focus on the application of such languages/programs to perform geographic analysis, create custom geoprocessing functions, and for implementing higher-order automation procedures for data processing and analysis. As a topics course, we anticipate instructors will focus on one language/application during each offering, allowing students to repeat the course and learn different content. This proposed course fills a large void in our current geographic information science (GIScience) curriculum at the senior undergraduate and graduate levels by building on beginning and intermediate-level courses such as GEOG 508 GIS I, GEOG 605 Remote Sensing of the Environment, GEOG 608 GIS II, and GEOG 711 Topics in Remote Sensing to extend the range of geoprocessing, analysis, and data automation functions available to spatial scientists.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2015
MUSIC 791. Advanced Vocal Pedagogy. (2) I. S. Advanced study of vocal production, exploring the scientific principles of breathing, resonance, timbre, and other vocal features. Discussion of vocal health and teaching styles.

RATIONALE: We have offered this course as a MUSIC 799 course in the past but since it will be reoccurring, we want to offer it as a separate course.

IMPACT: Graduate School. To facilitate enrollment and graduate school program of study planning. Laura Murphy, Graduate School was contacted September 30, 2014, and Dean Shanklin responded 10-8-2014 asking to change the course number to a 700-level course. We are changing from MUSIC 691 to MUSIC 791 per the Graduate School request.

EFFECTIVE DATE: Fall 2015

THTRE 800. Introduction to Graduate Studies in Theatre: Library, Research, and Information Skills. (1-3) I. Skills for accessing research tools and resources needed in the age of the internet, along with instruction on citations, literature reviews, and other formatting necessary for graduate research papers.

RATIONALE: Graduate students need to learn the basics of research in order to utilize the resources that our library provides and to learn how to appropriate cite papers, etc. We have been offering what has been equivalent to a one credit class informally for the last I years and feel that since some students opt not to take it, we need to make it formal and ensure that everyone takes it. We would like to make it variable credit so that the option is available for further instruction in research methods beyond the basics. We will only require 1 credit hour in the curriculum.

IMPACT: None

EFFECTIVE DATE: Fall 2015
**Non-Expedited Course Changes**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</table>
| **ECON 630 – Introduction to Econometrics.**
(3) II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses. K-State 8: Empirical and Quantitative Reasoning; Social Sciences. 
Pr.: ECON 120 or AGEC 120 or 121; MATH 205 or 220; STAT 351, 511 or 705. | **ECON 630 – Introduction to Econometrics.**
(3) II. An introduction to the analytical and quantitative methods used in economics. Applications to specific problems with an emphasis on computer analyses. K-State 8: Empirical and Quantitative Reasoning; Social Sciences. 
Pr.: ECON 120 or AGEC 120 or 121; MATH 205 or 220; STAT 351 or AGEC 501 or STAT 511 or STAT 705. |

**RATIONALE:**  
Course Catalog needs to be updated to allow AGEC 501 as a prerequisite equal to STAT 351

**IMPACT:**  
Agriculture Economics. This request to add AGEC 501 came from John Crespi, Professor, Department of Agricultural Economics in an email dated April 3, 2014.

**EFFECTIVE DATE:** Spring 2015
**Non-Expedited New Curriculum**

**New Certificate: Social Justice Education**

<table>
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<tr>
<th>FROM:</th>
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<tbody>
<tr>
<td>Graduate Certificate Program in Social Justice Education</td>
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<tr>
<td>The purpose of this 15-credit hour program is to prepare individuals to integrate theoretical and pedagogical aspects of social justice education in formal and informal educational settings at local, national, and international levels.</td>
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<tr>
<td>Admission criteria:</td>
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<tr>
<td>Students applying to the K-State Graduate Certificate Program in Social Justice Education (SJE) must be admitted to the K-State Graduate School. A student with a bachelor’s degree or in the final year of completing the degree is expected to have a cumulative grade point average of at least 3.0 from an accredited institution to be admitted to the certificate program.</td>
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<tr>
<td>Curriculum Description:</td>
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<tr>
<td>The 15-credit SJE certificate program focuses on the integration of foundational, theoretical, and practical aspects of social justice in educational settings, with social justice education theory-to-practice as central to the program. The certificate is based on the concept that social justice education is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional advocacy.</td>
<td></td>
</tr>
<tr>
<td>1. Required Courses (6 credits):</td>
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<tr>
<td>DED 820: Foundations of social justice education: Research, theory and practice (3 credit hours)</td>
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<tr>
<td>DED 880: Reflective practice in social justice education (3 credit hours)</td>
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<tr>
<td>2. College of Education elective courses (6 - 9</td>
<td></td>
</tr>
</tbody>
</table>
credits) from these and possibly other courses:

EDACE 750 Women, Education, and Work Education
EDACE 818 Social Foundations of Adult Education
EDACE 822 International Adult Education and Literacy
EDCEP 830 Diversity in Higher Education
EDCEP 851 Multicultural Aspects of Academic Advising
EDCI 721 ESL/Dual Language Methods
EDCI 740 Culture and Language in Classroom Practice
EDCI 755 Multicultural Issues in Teaching
EDCI 786 Differentiated Instruction for Diverse Learners
EDCI 910 Multicultural Curriculum Programming
EDLEA 801 Ethical Dimensions of Leadership
EDLEA 834 Strategies for Educational Change
EDLEA 845 Leadership for Diverse Populations
EDSP 710 Education of Exceptional Individuals

3. Electives from other colleges (0 – 3 credits):

Courses approved for program on a case-by-case basis. Examples are: WOMST 551, History and Politics of Family Violence; WOMST 605 Women’s Studies Practice and Applied Social Change; PSYCH 556 Multicultural Psychology; PSYCH 563 Gender Issues in the Workplace; ANTH 633 Gender, Power, and International Development; ANTH 685 Race and Culture; SOCWK 580 Women’s Perspectives on Peace and War; SOCIO 541 Wealth, Power and Privilege; SOCIO 735 Sociology of Human Trafficking; SOCIO 851 Social Change; GERON 777 Public Policy: Economic and Social Impacts on Older Adults; FSHS 752 Culture and Conflict; FSHS 761 International Conflict and Trauma.

**IMPACT:** Three credit hours of this certificate program MAY be taken from other non College of Education departments. Examples are: WOMST 551 History and Politics of Family Violence, WOMST 605 Women’s Studies Practice and Applied Social Change, PSYCH 556 Multicultural Psychology, PSYCH 563 Gender Issues in the Workplace, ANTH 685 Race and Culture,
SOCWK 580 Women’s Perspectives on Peace and War, SOCIO 541 Wealth, Power and Privilege, SOCIO 633 Gender, Power, and Development, SOCIO 735 Sociology of Human Trafficking, SOCIO 851 Social Change, SOCIO 933 Gender and Society, GERON 777 Public Policy: Economic and Social Impacts on Older Adults, FSHS 752 Culture and Conflict, FSHS 761 International Conflict and Trauma.

We have discussed this certificate program with faculty and department chairs in the departments listed above. The Appendix contains letters from the department chairs of Women’s Studies; Psychology; Sociology, Anthropology and Social Work; and the director of the School of Family Studies and Human Services.

RATIONALE: The principles of social justice education promote equitable, sustainable, and transformative change in various educational settings that include traditional educational contexts (e.g. K-12 organizations, higher education) and those outside the traditional settings (e.g. military, agriculture, counseling, non-profits, corporations, health care, community development organization) as well as both national and international settings. There are few opportunities for individuals preparing for or working in formal or non-formal educational settings to learn specific pedagogical/andragogical concepts appropriate for promoting social justice and fostering change to positively impact individuals and communities. This graduate certificate will provide an interdisciplinary experience that is appropriate for students in a range of academic programs, such as social work, family studies, agricultural education, counseling, advising, curriculum and instruction, educational leadership, women’s studies, and sociology. The certificate is also relevant for professionals and volunteers in K-20 and informal settings such as shelters, community agencies, Head Start, Peace Corps, NGOs, and government. This will be the only online social justice education program in the country that does not just include K-12 formal education.

EFFECTIVE DATE: Summer 2015
Non-Expedited Curriculum Changes

Master of Music

FROM:

<table>
<thead>
<tr>
<th>Piano pedagogy</th>
<th>Piano pedagogy</th>
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<tbody>
<tr>
<td>Major field</td>
<td>Major field</td>
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<tr>
<td>6 hours individual instruction and the following courses:</td>
<td>6 hours individual instruction and the following courses:</td>
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<tr>
<td>• MUSIC 821 - Piano Pedagogy I Credits: (3)</td>
<td>• MUSIC 821 - Piano Pedagogy I Credits: (3)</td>
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<tr>
<td>• MUSIC 822 - Piano Pedagogy II Credits: (3)</td>
<td>• MUSIC 822 - Piano Pedagogy II Credits: (3)</td>
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<tr>
<td>• MUSIC 823 - Supervised Teaching in Piano Credits: (2)</td>
<td>• MUSIC 823 - Supervised Teaching in Piano Credits: (2)</td>
</tr>
<tr>
<td>• MUSIC 824 - Half Recital in Piano Credits: (1)</td>
<td>• MUSIC 824 - Half Recital in Piano Credits: (1)</td>
</tr>
<tr>
<td>• MUSIC 825 - Lecture Recital in Piano Credits: (1)</td>
<td>• MUSIC 825 - Lecture Recital in Piano Credits: (1)</td>
</tr>
<tr>
<td>Master's report (recital)</td>
<td>Master's report (recital)</td>
</tr>
<tr>
<td>In place of a master's recital and report, all students will present a lecture-recital that will be musically-illustrated presentation on some aspect of piano pedagogy.</td>
<td>In place of a master's recital and report, all students will present a lecture-recital that will be musically-illustrated presentation on some aspect of piano pedagogy. MUSIC 824 and MUSIC 825 will replace the two credits of MUSIC 898 Graduate Report.</td>
</tr>
</tbody>
</table>

RATIONALE: This change reflects the revisions made in response to the NASM accreditation visit.

IMPACT: Graduate School, Dr. Carol Shanklin has approved this change in an email dated April 23, 2014.

EFFECTIVE DATE: Spring 2015
5. Graduate Student Affairs Committee – Robert Larson, Chair
   The Student Affairs Committee is currently working on changes to sequestration and intellectual property policies and procedures to send to Committee on Planning.

6. Graduate School Committee on Planning – Brett DePaola, Chair
   Brett DePaola presented a motion for approval of the second reading of changes to Chapter 3 - The Doctoral Degree: Section D.6 Transfer of Credit, c.2. The motion passed.

**SECOND READING**
- Minimum number of hours to be completed by doctoral students transferring to K-State with their major professor to award doctorate degree.
- The committee proposes the following addition to the graduate handbook:

**Chapter 3 - The Doctoral Degree: Section D.6 Transfer of Credit, c.2**
Students who have transferred credit from a master's degree (up to the maximum of 30 hours allowed) may normally ask to apply up to 10 more hours of transfer credit for doctoral-level work. These hours must represent credit earned beyond a master's degree, even when the master's program included more than 30 hours. A graduate program may request additional credit be transferred for students in their doctoral program. Graduate programs granted such an exemption to the normal transfer limit will present evidence of quality of the students' programs of study during periodic program reviews.

If a new faculty member requests the transfer to Kansas State University of one of her/his graduate students from the institution they are both leaving, a minimum of 12 Kansas State University credits must be completed before the student can graduate with a doctoral degree from Kansas State University. The supervisory committee must validate the transfer student’s qualifications in two ways: 1.) verifying compliance with the standards established by the University Research Compliance Office and 2.) reviewing and recommending for transfer to Kansas State University any credits from the student’s previous university that will be applied to the student’s new program of study at Kansas State University.

**Discussion Item**
- **Credit Hours of 999 Research for Doctoral Degrees (PhD & EdD)**
  The Committee on Planning presented the proposed changes to the doctoral research (999) credit hours requirement, brought to them by the Student Affairs Committee. The Council provided feedback on the proposed changes. There was support for allowing individual programs to have flexibility to establish the minimum research hour requirements appropriate for their program, but there also were concerns about there being no minimum requirement for research hours set by the Graduate School.

Proposed changes to the *Graduate Handbook*:

**Chapter 3: The Doctoral Degree, Section A (page 3-1)**
To gain admission to a doctoral program, the student must be approved for admission both by the graduate faculty of the department or interdepartmental program and by the Graduate School.
The Ph.D. requires at least three years of full-time study beyond the bachelor's degree, equivalent to at least 90 semester hours. The Ed.D. requires 94 hours beyond the baccalaureate. Both degrees require a dissertation representing at least 30 hours of research credit for a Ph.D. and 16 hours for an Ed.D. Students who hold a master's degree may request transfer of up to 30 hours of that degree toward either doctoral degree (See section 3.D.6 below). The regulations governing supervisory and examining committees, preliminary and final examinations, and dissertations are the same for both degrees.

A Ph.D. is a research-based degree and is awarded to candidates who have demonstrated unique ability as scholars and researchers as well as proficiency in communication. The degree also certifies that the candidate has displayed familiarity and understanding of the subject matter in the discipline and possesses the ability to make original contributions to knowledge. Within these guidelines, academic units determine the overall structure of the program with respect to required coursework, elective coursework, and specific research skills, as well as the minimum number of research hours required for the degree.

7. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair
   Full cycle reviews are in process, and mid-cycle reviews will begin soon.

8. Graduate Student Council Information – Amanda Fairbanks, President
   Amanda Fairbanks announced the following upcoming events for graduate students:
   - GSC Professional Development Events
     - “Interviewing, The Job Talk” was held today and went well.
     - “Working at Different Types of Institutions and How to be Successful Your First Year” – November 18, 3:00pm-5:00pm, Union 227
     - Powercat Financial Counseling seminar on credit – November 7, noon-1:00pm, Union 209
     - Powercat Financial Counseling seminar Student Loan Repayment – November 18, 2:00pm-3:00pm, Union 207
   - K-State Research Forum abstract submission is now open
     - Graduate students from all disciplines are invited to submit an abstract for a poster or oral presentation
     - Abstract submission deadline is Friday, December 19, 2014 at 11:59pm
     - Event date is March 31, 2015
   - Texas Roadhouse fundraiser for GSC
     - Eat at Texas Roadhouse on November 12 from 4:00pm-10:00pm. Mention the GSC to your server, and 10% of your bill will be donated to the GSC.

9. Discussion of recommendations from the Task Force on Needs of Graduate Students in the Humanities, Arts, and Social Sciences Conducting Scholarly Research and Graduate School consultants (see Attachment B for a summary of the recommendations; for reference, the full reports also are attached).
   The Council discussed the recommendations from the Task Force and the Graduate School consultants’ report. Each Council member selected the recommendations they thought should be the top three priorities to be addressed. The Graduate School will
consolidate the Council’s selections to produce a shortened list of priorities. Faculty and graduate students will be sent the shortened list of recommendations to rank.

10. University Research and Scholarship

-Graduate students are now receiving the ORSP Funding Connection (See funding opportunities for graduate students beginning on page 5 of Attachment C: ORSP Funding Connection)

-The Graduate School and ORSP are working on entering funding opportunities into a database, which they hope to have available in about a month.

-Amelia Earhart Fellowship: deadline- November 15, 2014
http://www.zonta.org/WhatWeDo/InternationalPrograms/AmeliaEarhartFellowship.aspx

-AAUW Educational Funding: Deadline- November 15, 2014
http://www.aauw.org/what-we-do/educational-funding-and-awards/

-Elizabeth Munsterberg Koppitz Child Psychology (Fellowship): Deadline- November 15, 2014

-Ford Foundation Fellowship Program: Deadline- November 19, 2014
http://sites.nationalacademies.org/PGA/FordFellowships/index.htm

-Graduate Fellowships for Study in China: Deadline- January 31, 2015
http://www.iie.org/Programs/Confucius-China-Studies-Program

-Institute of International Education: Boren Scholarships and Fellowships: Deadline- 1/27/15

-The Library Company of Philadelphia: November 1, 2014
http://www.librarycompany.org/fellowships/postdoc.htm

Graduate School Calendar of Events: October-November

November
1 Graduate Student Council travel grant application deadline for travel in January
3 Graduate Student Council General meeting, 12:00-1:00pm, Purple Pride Room, Alumni Center
3 The Library and Your Research: Know Your CopyRights! (1:30pm-2:30pm, Hale 407)
4 Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)
10 Deadline to submit graduate faculty nominations and course and curriculum changes for December Graduate Council Meeting
12 Retirement Saving and Investing Workshop for Graduate Students presented by TIAA-CREF, 4:00-5:00 p.m. in Alumni Center Banquet Hall A. Hosted by PFC and Graduate School

17 Graduate Student Council Executive Committee meeting, (1:00-2:00pm – 102 Fairchild Hall)

17 The Library and Your Research: Preparing Your ETDR for Submission (1:30pm-2:30pm, Hale 407)

18 “Student Loan Repayment” (2:00-3:00pm – Union 207) Hosted by Powercat Financial Counseling and Graduate School.

19 New Graduate Faculty Orientation (2:00-4:00pm, Union 226)

21 Deadline to participate in Fall Commencement.
   • Online registration to participate in commencement must be completed. Beginning in late October, commencement information and the web address to register online to participate in commencement will be sent to those students whose Approval to Schedule Final Examination form has been received in the Graduate School.

21 To officially graduate in December 2014, your final examination ballot and the final copy of the electronic dissertation or master’s level thesis/report must be in the Graduate School.

December
1 Graduate Student Council travel grant application deadline for travel in February

1 Graduate Student Council General meeting, 12:00-1:00pm, Purple Pride Room, Alumni Center

2 Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)

8 Graduate Student Council Executive Committee meeting (1:00-2:00pm – 102 Fairchild Hall)

12 Graduate School Commencement (1:00 p.m. – Bramlage Coliseum)

19 K-State Research Forum abstract submission deadline (11:59p.m.)

- For a current list of Graduate School events, please see our website at: www.k-state.edu/grad

### 2014-2015 Graduate Council Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>April 7, 2015</th>
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<tbody>
<tr>
<td>December 2, 2014</td>
<td></td>
</tr>
<tr>
<td>February 3, 2015</td>
<td>May 5, 2015</td>
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<tr>
<td>March 3, 2015</td>
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