

**Minutes of the Graduate Council**  
**April 2, 2013 - 3:30 p.m.**

**Members Present:** D. Ben-Arieh, L. Brannon, P. Burden, R. Collins, M. DePaoli, S. Eckels, J. Li, D. Mrozek, T. Musch, K. Olibe, O. Prakash, D. Renter, A. Rys, W. Schumm, T. Sonnentag, J. Spencer, K. Taylor, E. Titgemeyer, T. Wadian, R. Welti, A. Whitfield, D. Yetter, D. Youngman

**Members Absent:** P. Ackerman, S. Alavi, M. Daniels, T. Gabbard, M. Kaff, J. Kozar, K. Kramer, V. Prasad, M. Sanderson, C. Shoemaker, L. Tatonetti, W. Turnley, A. Rosine Underwood

**1. Opening remarks**

- Elizabeth Ploetz (PhD candidate, Chemistry) has been selected to attend the 63<sup>rd</sup> Lindau Nobel Laureate Meeting in Lindau, Germany. Elizabeth was presented a certificate for her distinguished honor.

- The University Distinguished Professors Graduate Student Award provides an award of \$10,000 to a resident graduate student enrolled in a Ph.D. program at Kansas State University. Eligible students must be admitted to candidacy and in the last year of his or her program. The award is available to eligible students who meet the above criteria in any K-State college, department or program. Students may nominate themselves. Nominations may also be submitted by K-State faculty.

- The 2013 Sarachek Graduate Fellowship Award Winners were announced:

- Fellowship: Ismael Badillo Vargas, doctoral candidate in Plant Pathology

- Travel Award: Emily Slone and Alina De La Mota-Peynado, doctoral candidate in Microbiology

- 2013 Graduate Council Election Results:

**Applied Natural Sciences-** Karen Schmidt, Animal Science & Industry  
Sajid Alavi, Grain Science & Industry

**Arts and Humanities-** Christina Hauck, English  
Jon Mahoney, Philosophy

**Basic Natural Sciences-** Bret DePaola, Physics  
Joel Spencer, Geology

**Business and Education-** Eric Higgins, Finance

**Mathematical and Engineering Sciences-** Bill Zhang, Architectural Engineering & Construction Science

**Social Sciences-** Lisa Harrington, Geography  
Walter Schumm, Family Studies & Human Services

**College of Human Ecology-** Kadri Koppel, Human Nutrition

**College of Technology and Aviation-** Raju Dandu, Engineering

**College of Veterinary Medicine-** Robert Larson, Clinical Sciences

**2. Minutes of the March 5, 2013 meeting were approved as presented.**

### 3. Graduate School Actions and Announcements

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

#### Membership Approvals

NAME	POSITION	DEPARTMENT/PROGRAM	DATE APPROVED BY GRAD SCHOOL
Matthew Kirk		Geology	2/28/2013
Becky DeGreef	Assistant Professor	Salina Technology and Aviation	3/6/2013
Siny Joseph	Assistant Professor	Salina Technology and Aviation	3/6/2013

#### Non-Graduate Faculty to Teach Graduate Courses

NAME	POSITION	DEPARTMENT/PROGRAM	DATE APPROVED BY GRAD SCHOOL
Troy Richardson		Statistics	2/28/2013

### 4. Academic Affairs Committee

On behalf of the Academic Affairs Committee, Evan Titgemeyer, chair, proposed approval of the following nominations for associate membership, certification and one year approvals for non-graduate faculty to teach graduate courses. The motion passed.

NAME	POSITION	DEPARTMENT/PROGRAM	GRADUATE FACULTY TYPE
Leena Chakrabarti	Assistant Director- ELP	Modern Languages	Associate
Stephanie Morris	Psychologist	Special Education, Counseling & SA	Non-Graduate
Donna Menke	Instructor	Special Education, Counseling & SA	Non-Graduate
Jennifer Joslin	Instructor	Special Education, Counseling & SA	Non-Graduate
Darren Kelly	Instructor	Special Education, Counseling & SA	Non-Graduate
Terry Musser	Instructor	Special Education, Counseling & SA	Non-Graduate
Dorothy Nelson	Instructor	Special Education, Counseling & SA	Non-Graduate
Heather Trangsrud	Psychologist	Special Education, Counseling & SA	Non-Graduate
Rebecca Miller	Research Asst. Professor	Grain Science & Industry	Certification
Ramasamy Perumal	Assistant Professor	Agronomy	Certification

## Course and curriculum issues

On behalf of the Academic Affairs Committee, Evan Titgemeyer, chair, proposed approval of the following course and curriculum items. The motion passed.

## Non-Expedited New Courses

**EDCI 920. Narrative Inquiry in Education.** (3) Every other fall in even years. This course examines theoretical underpinnings of narrative inquiry, narrative analysis, narrative data collection, narrative writing, and contemporary narrative research issues in education. Pre-Requisite: EDLEA 838: Qualitative Research in Education.

**IMPACT:** None

**RATIONALE:** EDCI 886, Seminar in Curriculum and Instruction has been offered as a topics course on narrative inquiry since 2009 once every other fall. This course serves as an advanced qualitative research methodology course and can serve to meet a research requirement for doctoral students in Curriculum and Instruction. Thus, there is sufficient demand for this course to be offered on a regular basis with a regular course number and course title for Narrative Inquiry in Education.

**EFFECTIVE DATE:** Fall 2013

**EDACE 822. International Adult Education and Literacy.** (3) II, S. This course provides an introduction to the foundations of global, political, social-economic and educational issues facing international adult education and literacy students for English as a Second Language learners. Pre-Requisite: EDACE 820

**IMPACT:** Since a program evaluation course is available in the College of Human Ecology, FSHS 893, Program Evaluation in Human Services, support for the proposed course was obtained from Dr. MacDonald.

**RATIONALE:** With the increasing globalization and the influx of adults without English skills in the workforce, there is a need to address the issues of culture and diversity in education settings. This course fulfills a requirement for the Graduate Certificate: Teaching English as a Second Language (TESL) for Adult Learners.

**EFFECTIVE DATE:** Spring 2014

**AP 801. Physical Activity: Physiology to Public Health.** (3) I. This graduate seminar covers the study of physical activity and its impact on public health across levels of analysis from basic exercise physiology to social ecology.

**RATIONALE:** This new graduate course will provide a graduate level integration of the discipline of kinesiology from basic exercise physiology to public health impact. This course is designed to be the first course in a student's program of study. It is targeted toward graduate students who did not have a capstone experience in their undergraduate education that provided the context of their specialized graduate emphasis within the broader picture of the academic discipline.

**Impact (i.e. if this impacts another college/unit):** Course will be co-listed in Kinesiology as KIN 801.

**EFFECTIVE DATE:** Fall 2013

**AP 822. Advanced Muscle Physiology. (3) II.** Course will examine current topics in muscle physiology. Format to include discussion of scientific papers, oral presentations, and debate of controversial topics. Pr.: KIN 335 or permission of instructor

**RATIONALE:** This course contributes to the M.S. and proposed Ph.D. in Kinesiology. We are transitioning courses that were previously taught under different sections of KIN 796 Topics to a stand-alone graduate course number. This course has been taught several years in the past and has been included on programs of study of students conducting research in exercise physiology.

**Impact (i.e. if this impacts another college/unit):** Course will be co-listed in Kinesiology as KIN 822.

**EFFECTIVE DATE:** Spring 2014

**AP 824. Physiology of Oxygen Transport. (3) II.** This course is designed to promote critical reading of the literature, particularly with respect to the understanding of exercise physiology and cardiorespiratory, vascular and muscle energetics responses. Activities will include presenting papers, debate and discussion regarding all aspects of science and scientific philosophy. Pr.: KIN 335 or permission of instructor

**RATIONALE:** This course contributes to the M.S. and proposed Ph.D. in Kinesiology. We are transitioning courses that were previously taught under different sections of KIN 796 Topics to a stand-alone graduate course number. This course has been taught several years in the past and has been included on programs of study of students conducting research in exercise physiology

**Impact (i.e. if this impacts another college/unit):** Course will be co-listed in Kinesiology as KIN 824.

**EFFECTIVE DATE:** Spring 2014

**AP 826. Advanced Cardiovascular Physiology. (3) I.** Discussion and critical examination of cardiovascular control mechanisms, with specific emphasis on regulation of blood pressure during severe challenges such as exercise, heat stress, and upright posture. Pr.: KIN 335 or permission of instructor

**RATIONALE:** This course contributes to the M.S. and proposed Ph.D. in Kinesiology. We are transitioning courses that were previously taught under different sections of KIN 796 Topics to a stand-alone graduate course number. This course has been taught several years in the past and has been included on programs of study of students conducting research in exercise physiology.

**Impact (i.e. if this impacts another college/unit):** Course will be co-listed in Kinesiology as KIN 826.

**EFFECTIVE DATE:** Fall 2013

**CS 794. Advanced Concepts in Veterinary Clinical Anesthesia. (1) II.** The lectures will be divided among topics to enhance student preparation for practical clinical application of anesthetic principles in both small and large animal environments. Topics: anesthetic implications for certain disease states, management of intraoperative complications, and special topics in large animal anesthesia. Pr: CS 729 Veterinary Surgery I and third-year standing in the College of Veterinary Medicine

**RATIONALE:** The introductory anesthesia course (given as part of AP 770 Pharmacology, CS 729 Veterinary Surgery I and CS 730 Veterinary Surgery II) covers pharmacology of anesthetic drugs, anesthetic equipment and basic monitoring and intraoperative management of small animal patients in the fall semester. There are two equine anesthesia lectures and one food animal anesthesia lecture in the spring semester (CS 730). The proposed elective course is designed to enhance student preparation for practical clinical application of anesthetic principles in both small and large animal environments. Lectures are designed to cover concepts of anesthesia for patients with common complications or disease processes such as cardiac, renal or hepatic disease. Expansion of topics related to large animal anesthesia will be possible. We will be able to more thoroughly address concepts of perioperative fluid therapy, and intraoperative management of common problems such as hypotension, hypoventilation and hypoxemia so that students are better equipped to respond to emergencies in clinical practice.

**Impact (i.e. if this impacts another college/unit):** None

**EFFECTIVE DATE:** Spring 2014

## **Non-Expedited Course Changes**

**CHANGE:** **DMP 854. Intermediate Epidemiology. (3) II.** Epidemiologic principles of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation. Pr.: DMP 708 or DMP 754 or equivalent AND STAT 703 or DMP 830 or equivalent

**TO:** **DMP 854. Intermediate Epidemiology. (3) II.** Epidemiologic principles of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation. Pr.: DMP 708 or DMP 754 or equivalent AND STAT 701 or STAT 703 or DMP 830 or equivalent

**RATIONALE:** We are going to have more and more of our MPH students who have not had STAT 703, as we move forward and grow the MPH program. STAT 701 is a new grad level STAT class (biostatistics) that is an acceptable pre-req we would like to add. Since this will affect the college of Arts and Sciences it will be a Non-Expedited Change

**Impact (i.e. if this impacts another college/unit):** Arts and Sciences, Statistics

**EFFECTIVE DATE:** Spring 2014

**FROM:** **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. Pr.: ECON 120; Math 205 or 220, STAT 351, 511 or 705. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**TO:** **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. Pr.: ECON 120 or AGEC 120 or 121; Math 205 or 220, STAT 351, 511 or 705. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**RATIONALE:** Course Catalog needs to be updated to allow both AGEC 120 and AGEC 121 as a prerequisite equal to Econ 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 631** – Principles of Transportation. (3) I. Examines the transportation market from the shipper’s point of view by examining the impact of transportation on business firm decisions such as location, markets, and prices. Also covers the costs, prices, and service characteristics of railroads, motor carries, water carriers, oil pipelines and airlines. The role and impact of government in the transportation market is examined from both a promotion and regulation perspective. Pr.: ECON 120 or AGEC 120. K-State 8: Social Sciences.

**TO:** **ECON 631** – Principles of Transportation. (3) I. Examines the transportation market from the shipper’s point of view by examining the impact of transportation on business firm decisions such as location, markets, and prices. Also covers the costs, prices, and service characteristics of railroads, motor carries, water carriers, oil pipelines and airlines. The role and impact of government in the transportation market is examined from both a promotion and regulation perspective. Pr.: ECON 120 or AGEC 120 or AGEC 121. K-State 8: Social Sciences.

**RATIONALE:** Course Catalog needs to be updated to allow both AGEC 120 and AGEC 121 as a prerequisite equal to Econ 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 640** – Industrial Organization and Public Policy. (3) Other, some Spring. An examination of measures and determinants of industrial concentration, and an analysis of market structure, conduct, and performance, and policies related to performance. Pr.: ECON 120. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**TO:** **ECON 640** – Industrial Organization and Public Policy. (3) Other, some Spring. An examination of measures and determinants of industrial concentration, and an analysis of market structure, conduct, and performance, and policies related to performance. Pr.: ECON 120 or AGEC 120 or AGEC 121. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**RATIONALE:** Course Catalog needs to be updated to allow both AGEC 120 and AGEC 121 as a prerequisite equal to Econ 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 681** – International Economics. (3) I, II, Some Summers. Principles of international trade and finance, including production, exchange, commercial policy, resource movements, balance of payments, foreign currency markets, and policies for internal and external balance. Pr.: ECON 110; ECON 120 or AGEC 120. K-State 8: Global Issues and Perspectives; Social Science.

**TO:** **ECON 681** – International Economics. (3) I, II, Some Summers. Principles of international trade and finance, including production, exchange, commercial policy, resource movements, balance of payments, foreign currency markets, and policies for internal and external balance. Pr.: ECON 110; ECON 120 or AGEC 120 or AGEC 121. K-State 8: Global Issues and Perspectives; Social Science.

**RATIONALE:** Course Catalog needs to be updated to allow both AGEC 120 and AGEC 121 as a prerequisite equal to Econ 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 686** – Business Fluctuations and Forecasting. (3) Some Fall. Types of business fluctuations; measurement of business cycles; theories of the causes of business cycles; proposals for stabilizing business activity; techniques of forecasting business activity. Pr.: ECON 110; ECON 120 or AGEC 120. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**TO:** **ECON 686** – Business Fluctuations and Forecasting. (3) Some Fall. Types of business fluctuations; measurement of business cycles; theories of the causes of business cycles; proposals for stabilizing business activity; techniques of forecasting business activity. Pr.: ECON 110; ECON 120 or AGEC 120 or AGEC 121. K-State 8: Empirical and Quantitative Reasoning; Social Sciences.

**RATIONALE:** Course Catalog needs to be updated to allow both AGEC 120 and AGEC 121 as a prerequisite equal to ECON 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 688** – Health Economics. (3) I, Odd years. This course applies the tools of microeconomics to the health-care sector. It analyzes the behavior of consumers and providers of medical care, the functioning of insurance markets, and the role of government and the private sector. International comparisons are made. Pr.: ECON 120. K-State 8: Social Science.

**TO:** **ECON 688** – Health Economics. (3) I, Odd years. This course applies the tools of microeconomics to the health-care sector. It analyzes the behavior of consumers and providers of medical care, the functioning of insurance markets, and the role of government and the private sector. International comparisons are made. Pr.: ECON 120 or AGECE 120 or AGECE 121. K-State 8: Social Science.

**RATIONALE:** Course Catalog needs to be updated to allow both AGECE 120 and AGECE 121 as a prerequisite equal to ECON 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** **ECON 699** – Seminar in Economics. (1-3) On sufficient demand. Seminars of special interest will be offered on demand. Pr.: ECON 120.

**TO:** **ECON 699** – Seminar in Economics. (1-3) On sufficient demand. Seminars of special interest will be offered on demand. Pr.: ECON 120 or AGECE 120 or AGECE 121.

**RATIONALE:** Course Catalog needs to be updated to allow both AGECE 120 and AGECE 121 as a prerequisite equal to ECON 120.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2013

**FROM:** ~~**MUSIC 559**~~ – Techniques of Music Technology. (2) ~~I, H~~. Students develop skills of notation, scanning, manipulating, sequencing, and recording necessary to integrate digital technologies into the practice of music making and teaching.

**TO:** **MUSIC 759** – Techniques of Music Technology. (2) S. Students develop skills of notation, scanning, manipulating, sequencing, and recording necessary to integrate digital technologies into the practice of music making and teaching.

**RATIONALE:** Although originally developed to provide undergraduate technology training, this course has never been used for that purpose. Once we recognized the course is more appropriate for graduate level education, we have been providing this course as a MUSIC 799 for the summer graduate program. The content has been redesigned for graduate study upon the first use of this course. With a limit on 799 numbers on a program of study, this change is to provide this graduate course with a useful graduate number to fit into current use of the course. This course has never been used as an undergraduate course.

**IMPACT:** NONE

**EFFECTIVE DATE:** Fall 2013

**FROM:** **STAT 703 – Statistical Methods for Natural Sciences.** (3) I, II, S. Statistical concepts and methods basic to experimental research in the natural sciences; hypothetical populations; estimation of parameters; confidence intervals; parametric and nonparametric tests of hypotheses; linear regression; correlation; one-way analysis of variance; t test; chi-square test. Pr.: Junior standing and equivalent of college algebra.

**TO:** **STAT 703 – Introduction to Statistical Methods for the Sciences.** (3) I, II, S. Statistical concepts and methods applied to experimental and survey research in the sciences; tests of hypotheses, parametric and rank tests; point estimation and confidence intervals; linear regression; correlation; one-way analysis of variance; contingency tables, chi-square tests. Pr.: Junior standing and equivalent of college algebra.

**RATIONALE:** Given the considerable, if not nearly complete, overlap of content in the current STAT 702 (Statistical Methods for Social Sciences) and STAT 703, it is proposed to merge the two courses into a single course providing a graduate level introduction to statistical methodology for the sciences. The merged course would retain the subject/number STAT 703 with minor re-titling and minimal changes to the course description. Along with this change, a drop is being submitted for STAT 702, reflecting the merger. The design of the merged course will satisfy the needs of all enrollees, including enrollment availability, and provide a more uniform pre-requisite background for those students who take follow-up 700-level Statistics courses. With the growing importance of statistics to research across many fields, it is expected that the demand for statistics education will continue to expand. With the department's current resources combined with the directions of K-State 2025, we are thus considering ways to improve the efficiency with which our courses are delivered to the campus community while maintaining or even improving teaching effectiveness. The merger of STAT 702 and 703 is an example of such considerations.

**IMPACT:** The following undergraduate and graduate programs will be impacted since either/or STAT 702 and STAT 703 are required in their curriculum: Psychology, Economics, Apparel and Textiles, Human Ecology, Environmental Design and Planning, Journalism and Mass Communications, Kinesiology, Mathematics, Open Option, Social Work, Mathematics, Food Service and Hospitality, Human Nutrition, Business Administration, Horticulture, Civil Engineering, Agronomy, Horticulture, Plant Pathology, Geology, Chemical Engineering, Nuclear Engineering, Architectural Engineering, Biological and Agricultural Engineering, Fisheries and Wildlife, Nondegree, Food Science, Entomology, Agricultural Economics, Grain Science, Geography, Chemistry, Biochemistry, Computer Science, Public Health, Pathobiology, Biomedical Science, and Animal Science and Industry. Email correspondence was sent to all these programs on November 5 with a follow-up email to non-responding department heads on [December 7, 2012](#). Of those 19 program responding no one indicated a negative impact of the change.

**EFFECTIVE DATE:** Fall 2013

**From: MANGT 620 Social Entrepreneurship** Credits: (3) I.

Social entrepreneurship is one of the fastest growing disciplines to emerge in management and is increasingly getting recognition as an important policy strategy at the national level. It is concerned with

how to engage the talents and tools of professional entrepreneurship to address critical social needs both within and beyond the market. Social entrepreneurship is situated within a framework of social institutions, organizations, and entrepreneurial change in response to human and citizen rights and needs. The relevant social institutions include government, the market, education, philanthropy, and the family. Organizations may be for profit or non-profit, but all organizations, regardless of their legal structure, are seen to have a social purpose. Several non-market venues for sustainable social change will be examined in addition to the traditional delivery of goods and services through the market. The course provides a number of crucial tools and resources that may better orient and equip the prospective social entrepreneur to identify and act on opportunities.

**To: ENTRP 520 Social Entrepreneurship Credits: (3) I.**

Social entrepreneurship is one of the fastest growing disciplines to emerge in management and is increasingly getting recognition as an important policy strategy at the national level. It is concerned with how to engage the talents and tools of professional entrepreneurship to address critical social needs both within and beyond the market. Social entrepreneurship is situated within a framework of social institutions, organizations, and entrepreneurial change in response to human and citizen rights and needs. The relevant social institutions include government, the market, education, philanthropy, and the family. Organizations may be for profit or non-profit, but all organizations, regardless of their legal structure, are seen to have a social purpose. Several non-market venues for sustainable social change will be examined in addition to the traditional delivery of goods and services through the market. The course provides a number of crucial tools and resources that may better orient and equip the prospective social entrepreneur to identify and act on opportunities.

**Rationale:** This course is a required course for the entrepreneurship major and the prefix is being changed to help identify it as a course in the major also graduate students rarely take this course and changing it to a 500-level course provides necessary resource flexibility to cover this course.

**Impact on Other Units:** None

**Effective Date:** Fall 2013

**From: MANGT 686 Systems Administration Credits: (3) II.**

Study of the interrelationship of organizational information systems and how these systems support managerial decision making. The analytical/ programming tools used to perform the systems administration function will be implemented through a term project.

Prerequisite: MANGT 570, 576, 656, and 666.

**To: MANGT 686 Systems Administration Credits: (3) II or on sufficient demand.**

Study of the interrelationship of organizational information systems and how these systems support managerial decision making. The analytical/ programming tools used to perform the systems administration function will be implemented through a term project.

Prerequisite: MANGT 570, MANGT 576 or MANGT 665, 656, and 666.

**Rationale:** Adding MANGT 665 Business Analytics and Data Mining as a prerequisite will provide a stronger base for MIS students.

**Impact on Other Units:** None

**Effective Date:** Fall 2013

**Change:** **CIS 540** - Software Engineering Project I (3). The first semester of a two-semester capstone course. Current practices of software development, requirements, design, prototyping, measures and evaluation. Specification, design, and prototyping of a software system.

**Note**

Not available for credit to students with credit in CIS 543.

**Requisites**

Prerequisite: CIS 308, 501, and STAT 325 or 510. Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall

**To:** **CIS 642** - Software Engineering Project I (3). The first semester of a two-semester capstone course. Current practices of software development, requirements, design, prototyping, measures and evaluation. Specification, design, and prototyping of a software system.

**Note**

Not available for credit to students with credit in CIS 641.

**Requisites**

Prerequisite: CIS 308, 501, and STAT 325 or 510. Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall

**Rationale:** This course or an equivalent is required background for our MS in Computer Science. Currently, if our MS students lack this background, they are assigned either this course or CIS 543 as a deficiency. However, the CS Option of our BS in CS does not require this course. Because we would like for our CS Option to prepare students for our MS with no deficiencies, and because the workload of this course is comparable to other 600-level courses, we propose to raise the level of this course, its second-semester continuation CIS 541, and its single-semester equivalent CIS 543 so that the required material can be included for graduate credit on an MS Program of Study.

**Effective:** Fall 2013.

**Impact:** None.

**Change:** **CIS 541** - Software Engineering Project II. (3) Continuation of CIS 540. Final implementation, integration, and testing of a software system. Introduction to configuration management, project management, and software maintenance.

**Requisites**

Prerequisite: CIS 540 (which must be taken in the preceding semester). Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Spring

**To:** **CIS 643** - Software Engineering Project II. (3) Continuation of CIS 642. Final implementation, integration, and testing of a software system. Introduction to configuration management, project management, and software maintenance.

**Requisites**

Prerequisite: CIS 642 (which must be taken in the preceding semester). Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Spring

**Rationale:** Because we are changing the level of CIS 540, we also need to change the level of this course, its continuation.

**Effective:** Fall 2013.

**Impact:** None.

**Change:** **CIS 543** Software Engineering Design Project (3). Current practices of software development, requirements, design, prototyping, measures and evaluations. Specification, design, and prototyping of a software system.

**Note**

Not available for credit to students with credit in CIS 540.

**Requisites**

Prerequisite: CIS 308, 501, and STAT 325 or 510. Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall

**To:** **CIS 641** - Software Engineering Design Project (3). Current practices of software development, requirements, design, prototyping, measures and evaluations. Specification, design, and prototyping of a software system.

**Note**

Not available for credit to students with credit in CIS 642.

**Requisites**

Prerequisite: CIS 308, 501, and STAT 325 or 510. Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall

**Rationale:** This course is equivalent to CIS 540, except that it is a one-semester course rather than the first half of a two-semester course. In order to allow students to take this alternative for graduate credit, we are raising the level of this course as well.

**Effective:** Fall 2013

**Impact:** None

## **Non-Expedited Course Drops**

**STAT 702 – Statistical Methods for the Social Sciences.** (3) I, II. Statistical methods applied to experimental and survey data from social sciences; tests of hypotheses concerning treatment means; linear regression; product-moment, rank, and bi-serial correlations; contingency tables and chi-square tests.

**RATIONALE:** STAT 702 is being dropped due to the considerable, if not nearly complete, overlap of content in the current STAT 702 and STAT 703 (Statistical Methods for Natural Sciences). Along with this drop, a change is being submitted for STAT 703 which will indicate a nominal change in title and course description, essentially reflecting a merger of STAT 702 and 703 which will well serve both constituencies. Additionally, the merger will allow better use of limited department resources while maintaining or even improving teaching effectiveness and accommodating a growing need for statistics education at K-State.

**IMPACT:** The following undergraduate and graduate programs will be impacted since either/or STAT 702 and STAT 703 are required in their curriculum: Psychology, Economics, Apparel and Textiles, Human Ecology, Environmental Design and Planning, Journalism and Mass Communications, Kinesiology, Mathematics, Open Option, Social Work, Mathematics, Food Service and Hospitality, Human Nutrition, Business Administration, Horticulture, Civil Engineering, Agronomy, Horticulture, Plant Pathology, Geology, Chemical Engineering, Nuclear Engineering, Architectural Engineering, Biological and Agricultural Engineering, Fisheries and Wildlife, Nondegree, Food Science, Entomology, Agricultural Economics, Grain Science, Geography, Chemistry, Biochemistry, Computer Science, Public Health, Pathobiology, Biomedical Science, and Animal Science and Industry. Email correspondence was sent to all these programs on November 5 with a follow-up email to non-responding department heads on [December 7, 2012](#). Of those 19 program responding no one indicated a negative impact of the change.

**EFFECTIVE DATE:** Fall 2013

## Non-Expedited New Curriculum

**Program Name:** Teaching English as Second Language (TESL) for Adult Learners (Graduate Certificate Program)

This 18-credit hour online graduate certificate emphasizes instructional methods and principles of learning that promote linguistic, cognitive, and academic development for culturally and linguistically diverse (CLD) adult learners in various educational settings.

Admission criteria:

A bachelor degree from a regionally accredited institution or international equivalent.

A statement of objectives explaining how this graduate certificate will support career goals or profession.

As many of the students in this certificate program could be second language learners themselves, the **Graduate School: English Proficiency Requirements** will be included in the application materials.

Required course:

EDACE 790: Characteristics of the Adult Learner (3 credits)

EDACE 820: Principles of Teaching Adult (3 credits)

EDACE 822: International Adult Education and Literacy (3 credits)

EDCI 720: ESL/Dual Language Methods (3 credits)

EDCI 742: ESL/Dual Language Assessment (3 credits)

EDCI 731: ESL/Dual Language Linguistics (3 credits)

**IMPACT:** None. The Modern Languages Department was contacted to make sure there was not impact concerning the Teaching English as Foreign Language Program. The approaches and audiences are completely different.

**RATIONALE:** With increasing globalization of industry calling for greater capacities of executives and employees in countries around the world to be proficient in the English language (e.g., Aviles, 2011) and to have skills in cross-cultural communication, this program is marketable to an international audience. Teaching English as A Second Language to adult learners is a growing need for industry and education sectors. The primary audience will be U.S. education professionals who are striving to meet the needs of adult learners who reflect the changing demographics of our nation. There is a great need for a program that assist people in teaching English as a second language to an adult population.

**EFFECTIVE DATE:** Fall 2013

**Graduate Certificate Proposal**  
**Certificate Program in TESL for Adult Learners**  
**Department of Educational Leadership**  
**Kansas State University**

**Introduction**

This 18-credit hour online graduate certificate proposed by the Department of Educational Leadership emphasizes instructional methods and principles of learning that promote linguistic, cognitive, and academic development for culturally and linguistically diverse (CLD) adult learners in various educational settings. The professional development offered by this program incorporates research and theory surrounding adult education, second language acquisition, and culturally responsive pedagogy. Heavy emphasis is placed on learners' practical application of learning to their specific context of practice.

With increasing globalization of industry calling for greater capacities of executives and employees in countries around the world to be proficient in the English language (e.g., Aviles, 2011) and to have skills in cross-cultural communication, this program is marketable to an international audience. However, the primary audience will be United States education professionals who are striving to meet the needs of adult learners who reflect the changing demographics of our nation. According to U.S. Department of Commerce, in 2007, for example, adults in the United States who spoke a language other than English at home comprised significant populations across age groups:

<u>Age Group</u>	<u>Number of Speakers</u>	<u>Percent of Total Group</u>
18-40 years	23.1 million	24%
41-64 years	16.1 million	17%
65 years and over	5.3 million	14%

Of all individuals (aged 5 and over) who spoke a language other than English at home, approximately 44% reported that they spoke English less than "very well" (Shin & Kominski, 2010). It is not surprising then, that English Literacy programs for those who are not yet proficient in English are the fastest growing of all adult education programs (Duke & Ganzglass, 2007).

Despite these national trends, recent analyses indicate that the vast majority of adult educators who work with second language learners have not had formal education specific to adult learners or TESL (Teaching English as Second Language), and that they lack opportunities for professional development related to the differential learning needs of this population (Duke & Ganzglass, 2007). As such, there is a nation-wide need for access to the type of education offered by this certificate program. In addition, there exists an internal need to serve students who desire to gain entry to the field of adult education. Recognizing the increasing cultural and linguistic diversity in the U.S., there is a growing population from industry and education who want to acquire the knowledge, skills, and attitudes necessary for effective practice with second language learners and other learners whose cultural backgrounds and experiences are different from their own.

Given these dynamics, the graduate certificate will serve the educational needs of the following clientele:

- Individuals who teach, or desire to teach, culturally and linguistically diverse (CLD) learners in adult education programs (e.g., English as a Second Language (ESL), adult basic education (ABE), ABE-to-college transition, adult secondary education (ASE), general educational development (GED) programs).
- Technical college, community college, and university faculty members who teach CLD learners without the academic preparation to effectively accommodate their assets and needs.
- Community or school-based professionals who work with CLD adults, parents, and families in venues such as family literacy programs and workforce training centers.

The proposed program will fulfill the educational missions of Kansas State University and the Department of Educational Leadership by:

- Preparing knowledgeable, ethical, and caring decision makers who leverage the assets of adult CLD learners to advance a diverse and pluralistic society.
- Leading to significant numbers of participants who subsequently choose to complete Masters degrees at K-State.

*Sources:*

- Aviles, K. (2011, September 25). Some Japanese industries now requiring English for job seekers. *International Business Times*. Available at <http://au.ibtimes.com>
- Duke, A-E., & Ganzglass, E. (2007). *Strengthening state adult education policies for low-skilled workers*. The Working Poor Families Project, Policy Brief. Available at [www.workingpoorfamilies.org](http://www.workingpoorfamilies.org)
- Shin, H. B., & Kominski, R. A. (2010). *Language use in the United States: 2007*. American Community Survey Report. U.S. Census Bureau. Available at: [www.census.gov/hhes/socdemo/language/data/acs/ACS-12.pdf](http://www.census.gov/hhes/socdemo/language/data/acs/ACS-12.pdf)

**I. Statement of the Educational Objectives of the Certificate Program**

In light of the need for adult education practitioners who understand the differential assets and needs of adult CLD populations, this graduate certificate has been designed to meet the following student learning outcomes:

Student Learning Outcome:

1. Participants will demonstrate knowledge and application of the principles of teaching adult learners.
2. Participants will demonstrate knowledge of theory, research, and practical applications surrounding the process of second language acquisition for culturally and linguistically diverse learners.

3. Participants will demonstrate the ability to critically reflect upon their prior socialization and cultural issues with respect to the issues of cultural and linguistic diverse adult learners.

## II. Certificate Program Courses

Courses in the graduate certificate of TESL for Adults Learners are largely drawn from the existing set of courses in Adult and Continuing Education and core courses required for specialization in English as a Second Language. The course sequence below is made possible by interdepartmental collaboration.

The proposed online 18-hour graduate certificate in AOCNT is comprised of six courses:

- EDACE 790 Characteristics of the Adult Learner (3 credit hours)
- EDCI 720 ESL/Dual Language Methods (3 credit hours)
- EDCI 742 ESL/Dual Language Assessment (3 credit hours)
- EDCI 731 ESL/Dual Language Linguistics 3 credit hours)
- EDACE 820 Principles of Teaching Adults (3 credit hours)
- EDACE 822 International Adult Education and Literacy (3 credit hours) – *new course*

The final outcome will be an 18 credit hour certificate in TESL for Adult Learners from K-State's Department of Educational Leadership. Credits from this certificate can be used as part of a masters or a doctoral degree in Adult and Continuing Education at K-State. EDACE 790 is a required course for the masters and doctoral degree in Adult and Continuing Education. If students desired to continue and complete the degree, the remaining credit hours in the certificate program would fulfill the elective requirements for the masters degree (AOCNT) and apply toward electives in the doctoral program. In addition, credits have the potential to be transferred to other graduate degree programs either at K-State or at other regionally accredited universities. (*Acceptance of transfer credit is always at the discretion of the academic program and the institution.*)

### ***Course Descriptions:***

#### EDACE 790 Characteristics of the Adult Learner (3 credit hours)

This course examines the psychological physical, intellectual, and other characteristics effecting adults and their ability to learn. Adult development and learning theories, motivation, barriers to participation and the implications for the education of adults in a variety of learning situations will be discussed.

#### EDCI 720 ESL/Dual Language Methods (3 credit hours)

This course explores contemporary approaches, methods, and strategies for the appropriate instruction of second language learners. In addition, a foundational perspective on ESL/Dual Language approaches is discussed, including the communicative, cognitive, and grammatical approaches.

#### EDCI 742 ESL/Dual Language Assessment (3 credit hours)

This class provides an in-depth examination of key issues/challenges in the appropriate language assessment of culturally and linguistically diverse students.

Among focal topics in theory, research and practice discussed will be: pre-and post-instructional assessment, authentic and alternative assessment, language testing, and placement and programming in accommodative classrooms.

EDCI 731 ESL/Dual Language Linguistics (3 credit hours)

This course explores the theoretical underpinnings of language acquisition and linguistics that educators need to understand in order to better plan appropriately adapted curriculum and instruction for second language learners. The course encompasses problematic aspects of English language learning, the ways in which languages may differ, and certain universal aspects of languages.

EDACE 820 Principles of Teaching Adults (3 credit hours)

This course reviews the basics of teaching adults. Participants explore a variety of methods and techniques for teaching adults and examine the strengths, weaknesses, and appropriate applications of these methods and techniques to different adult education environments. Although theory is presented, the emphasis is on learning and sharing approaches to use in practice.

EDACE 822 International Adult Education and Literacy (3 credit hours)

*(Prerequisite: EDACE 820)* This course will provide an introduction to the foundations of global, political, social-economic and educational issues facing international adult education and literacy students. Participants will examine the values, customs, mores, and communication styles of students from diverse cultures who speak English as a second language. The goal of this course is to broaden student perspectives on adult education and literacy instructional practices, and lifelong learning.

### **III. Statement of How the Courses Are Associated with the Certificate**

All the courses focus on the necessary skills to understand second language learners and the adult learning and teaching principles. EDACE 790 and EDACE 820 are longstanding and permanent courses in the AOCNT masters program. EDCI 720, EDCI 731, and EDCI 742 are longstanding permanent courses in the English as Second Language program. The new course EDACE 822 was specifically created to address the growing need for adult learners to understand global and cultural issues, which is a key component to working with second language learners. The courses will work together to provide students with a foundational understanding of the principles of teaching adults that is then built upon to hone capacities specific to working with adults who are culturally and linguistically diverse. With interdepartmental collaboration, each course has been reviewed for relevance given the target audience. The first time the program is offered an intensive evaluation of the curriculum is planned by the faculty, which includes focus group meetings with students. The program assessment plan requires students to write a narrative reflection with the support from artifacts (assignments completed) in each course to demonstrate their combined knowledge gained through the five courses. The program will be cohort based (a group of students who are selected for the program begin the series together and continue through the program), the certificate program will culminate with the final narrative reflection and artifact submission.

#### IV. Statement of Need

As indicated in the introduction to this graduate certificate proposal, a growing number of domestic and international students are seeking a program of graduate study that would prepare them to work with culturally and linguistically diverse (CLD) adults in educational settings. Many educational professionals are already working with adult learners, yet they lack preparation specific to addressing the needs of second language learners and other learners whose cultural background is different from their own. This graduate certificate has the potential to fulfill the educational needs of students who bring a diverse range of prior academic experiences and yet share a common goal of becoming prepared to implement effective teaching strategies with adult CLD learners.

The proposed online graduate certificate will be the first of its kind to bridge theory and practice from the fields of second language acquisition and adult education. The program will provide students with a foundational understanding of how to work with adults in ways that use learners' sociocultural, linguistic, cognitive, and academic assets to accelerate learning and language development. In addition, such a delivery method will facilitate a global audience and an easy transition to a M.S. degree in Adult, Occupational, and Continuing Education (AOCNT), should participants subsequently decide to pursue an advanced degree.

#### V. Description of the Certificate Program Administration

The *Graduate Certificate Program in TESL for Adult Learners* will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Royce Ann Collins and Dr. Susan Yelich Biniecki from Educational Leadership will be the primary administrators and contact for the certificate program. Dr. Collins and Dr. Yelich Biniecki in collaboration with Dr. Socorro Herrera, Executive Director of the Center for Intercultural and Multilingual Advocacy (CIMA) will process the applications and work with the Division of Continuing Education to market the program. Dr. Royce Ann Collins, Dr. Susan Yelich Biniecki, Dr. Jeff Zacharakis, Dr. Herrera, Dr. Kevin Murry, and Ms. Melissa Holmes are the administrative team charged with development and execution of the program. This team will co-lead the first iteration of the certificate offering and be responsible for overseeing the course delivery and program evaluation. Oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership.

As many of the students in this certificate program could be second language learners themselves, the **Graduate School: English Proficiency Requirements** will be included in the application materials.

The Graduate School requires each international applicant whose native language is not English to demonstrate competence in the English language. Testing is *required* to ensure that language barriers do not jeopardize a student's progress toward a degree.

**The Kansas State University College of Education** will accept the following passing part scores on the KSU English Proficiency Test (EPT).

Structure: 57      Reading: 57      Listening: 57      Essay: 39

**\* Note: An essay score of 39 or higher overrides any structure score below 57. The highest part scores on any of your EPT tests taken at KSU can be used.**

The English proficiency requirement can also be fulfilled by achieving the part scores indicated below on **one** of the following four tests.

- Internet-based Test of English as a Foreign Language (iBT-TOEFL)  
Must have part scores of **20** or higher for Reading, Writing, & Listening
- Paper-based Test of English as a Foreign Language (PBT-TOEFL)  
Must have part scores of **55** or higher for Reading, Writing, & Listening
- International English Language Testing System (IELTS)  
Must have part scores of **6.5** or higher for Reading, Writing, & Listening
- Pearson Test of English (PTE)  
Must have part scores of **58** or higher for Reading, Writing, & Listening

*\* Please note that English testing scores are valid for two years from the test date.*

## **VI. Estimated Budget**

The program will be sustained by adding it to the online program website and DCE offerings for marketing and recruitment. The certificate program offerings will become a part of the normal function of the online course offerings. The courses will be taught by existing faculty, with the potential to add qualified faculty and instructors if the demand warrants it. The program will be supported by revenue generated from courses and by College of Education resources.

## **VII. Names of Faculty Associated With or Contributing to the Certificate Program**

### **Dr. Royce Ann Collins, Associate Professor**

Dr. Collins joined the Adult Education faculty in 2005 after working in higher education administration for 20 years. Her specialty is teaching adult learners and research on that population. She teaches several courses at K-State: Introduction to Adult Education, Social Foundations, Characteristics of the Adult Learner, Self-Directed Learning, and Principles of Teaching Adults. Dr. Collins' research interests include teaching adults, teaching and learning in all delivery formats (online, intensive, accelerated), and assessment/evaluation of programs.

### **Dr. Susan Yelich Biniecki, Assistant Professor**

Dr. Yelich Biniecki has over 20 years experience as an adult educator, program planner, and administrator in settings such as the College of Education and the Institute of World Affairs at the University of Wisconsin-Milwaukee, the U.S. Peace

Corps, AmeriCorps, the Military of the Republic of Poland, and multinational organizations. Her research interests include: adult learning, outreach education, international adult education, and globalization. She has presented and published her research findings at the Commission of International Adult Education of the American Association for Adult and Continuing Education and the Adult Education Research Conference, and most recently in the journal, *Edukacja Dorosłych*.

**Dr. Socorro Herrera, Professor**

Dr. Herrera is a Professor of Curriculum and Instruction and the Executive Director for the Center for Intercultural and Multilingual Advocacy (CIMA). She is the Principal Investigator for a federally funded College Assistance Migrant Program (CAMP) and has worked extensively with high school equivalency programs prior to her arrival at Kansas State University in 1996. Her current research focuses on biography-driven instruction with culturally and linguistically diverse (CLD) students, reading strategies, and teacher preparation for diversity in the classroom. She teaches undergraduate and graduate level courses in the College of Education in ESL Methods, ESL Assessment, and ESL Practicum, as well as additional courses relating to cultural and linguistic diversity as needed. Dr. Herrera also has experience working with adult and adolescent students in incarcerated environments, teaching adult ESL students in community settings, and working with English language learners working on citizenship. In addition to her research and teaching, Dr. Herrera conducts multi-state professional development on issues of instruction and assessment with CLD students.

**Ms. Melissa Holmes, Instructor**

Ms. Holmes joined the Center for Intercultural and Multilingual Advocacy (CIMA) in 2002 with a background in English Literature. She earned her Master's in Adult Education in 2004. As program coordinator for the BESITOS (Bilingual Education Students Interacting to Obtain Success) Scholarship Program, she has applied her knowledge of second language acquisition, adult education, and culturally responsive pedagogy to the development of literacy and advocacy skills among culturally and linguistically diverse (CLD) learners in higher education. She teaches the BESITOS Literacy Seminar and the BESITOS Advocacy Seminar at K-State. Ms. Holmes' research interests include the recruitment and retention of students from underrepresented groups, literacy instruction for bilingual learners, and biography-driven, culturally responsive instruction for adults.

**Dr. Kevin Murry, Associate Professor**

Dr. Murry has been an Associate Professor of Foundations and Adult Education at the College of Education. His scholarship at K-State has long emphasized the recruitment, retention, and support to graduation of adult English language learning [ELL] students for careers in Education. His recent research has explored collaborative inquiry groups, critical reflection on professional practices, and biography-driven education. Of particular interest has been the adaptation of adult learning theories to the increasingly diverse range of biographies that students bring to the adult education classroom.

**Dr. Jeff Zacharakis, Associate Professor**

Dr. Zacharakis has over 25 years' experience as an adult educator. Dr. Zacharakis research interests include leadership development organization and planning, adult basic education and literacy, and quantitative and qualitative assessment and evaluation in adult education. He has published numerous research articles in academic journals and book chapters and has presented his research findings at the Adult Education Research conference, American Educational Research Association, and at international conferences including the Oxford Roundtable. He presently is serving as a review editor for the *Adult Education Quarterly* and *Adult Basic Education and Literacy Journal*, and has been a guest editor for *Educational Considerations*.

**VIII. Program Coordinator**

Dr. Royce Ann Collins, Associate Professor  
Educational Leadership, College of Education  
Phone: 913-961-4255  
Email: [racollin@ksu.edu](mailto:racollin@ksu.edu)

Dr. Susan Yelich Biniecki, Assistant Professor  
Educational Leadership, College of Education  
Phone: 785-532-5772  
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**IX. Student Learning Outcomes and Assessment Plan**

Student Learning Outcome:

1. Participants will demonstrate knowledge and application of the principles of teaching adult learners.
2. Participants will demonstrate knowledge of theory, research, and practical applications surrounding the process of second language acquisition for culturally and linguistically diverse learners.
3. Participants will demonstrate the ability to critically reflect upon their prior socialization and cultural issues with respect to the issues of cultural and linguistic diverse adult learners.

The learning outcomes for the certificate program deals with knowledge, skills, and attitudes and professional conduct. If students decide to pursue the Master's degree in Adult, Occupational, and Continuing Education (AOCNT), they will be able to apply their learning toward meeting the program learning outcome, which is comprehensive, as well as the portfolio requirement

**Assessment Strategies**

Course objectives will be aligned with each Student Learning Objective (SLO) by the instructors.

***Direct Measures***

**Portfolio:** Students will demonstrate both breadth and depth of knowledge, skills, and attitude and professional conduct gained through the certificate program by submitting a portfolio. The portfolio will contain artifacts (assignments) addressing each of the subcomponents: *SLO1*: (1) characteristics of the adult learner (2) instructional considerations for adults, *SLO2*: (3) a theory-driven approach to instruction with second language learners, (4) biography-driven assessment practices for culturally and linguistically diverse (CLD) learners, (5) linguistic considerations for literacy instruction with CLD learners, and *SLO3*: (6) the role of culture in accommodative practices for CLD students and families. In addition to the collection of six artifacts, students will write a narrative reflection that incorporates descriptions of and supporting examples addressing each of the three student learning outcomes.

Three faculty members using a rubric will evaluate the Portfolio narrative reflection and artifact alignment. The results of the rubric evaluations will be compiled by the Program Assessment Director, Dr. Royce Ann Collins, and shared with the faculty annually.

The rubric measures all SLOs. Students must receive an overall rating of 2.5 (4.0 scale) to pass.

***Indirect Measures***

All students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Survey will be created using Axio and an email distribution for those completing the certificate program will be created each semester with reminder emails set at every 3 days.

***Student Sample***

All students completing a certificate will be included in the certificate assessment process. Scores from the rubrics will be compiled for the academic year and reported by the total group and by disaggregated groups (as appropriate).

***Timetable***

Data from each of the measures will be compiled at the conclusion of each semester in an aggregated format (results for all students for that year). Data will be reported and reviewed at regularly scheduled adult education faculty meetings and will include key faculty from the ESL program. Should numbers of students be sufficient to disaggregate, possible meaningful categories will be considered (e.g. admission criteria, location). All adult education faculty members and key faculty from the ESL program will review the results and make recommendations for program revisions.

***Post Completion Surveys***

A follow-up survey will be created and sent to certificate program completers six months and one year after program completion to assess the usefulness of the degree components to professional practice.

## **Results and Review of Assessment Strategies**

Data will be collected each semester students conclude the certificate program from the completed course project rubrics and the students' self-assessment surveys. Each SLO will be analyzed by score on rubrics. The SLO will be deemed as achieved if the average rate is at least 2.5 in a 4.0 system. A course objective alignment matrix (demonstrating how each course objective is a subset of one of the SLOs) will be prepared by the instructors to ensure that all courses are in alignment with SLOs. Faculty will review this matrix along with course project and student self-assessment ratings to make sure all SLOs are being properly addressed within the curriculum. If the average rating on any SLO is found to be below the set standard of 2.5, then the faculty will analyze the content of courses where the SLO is addressed and implement adjustments to the curriculum.

The follow-up surveys will be used to assess whether the curriculum is meeting the needs of the workforce. This survey data will be reviewed annually with the adult education faculty team and key faculty from ESL. If the program is found to be missing major issues with the professional practice, then instructors will review the program in detail from admission standards through curriculum. The program will be modified as determined necessary by the faculty.

## Genetics, Genomics, and Biotechnology Graduate Certificate Program

### Introduction

Kansas State University, as a land-grant institution in an agricultural state, has a strong tradition of basic and applied life sciences research. In the last thirty years, as this field has become more technologically oriented nationally, K-State researchers have followed suit. In 2012, we have multiple faculty members in several colleges who conduct research in areas that can broadly fit under an umbrella of genetics, genomics and biotechnology. Interdisciplinary/multidisciplinary collaborations involving faculty from many departments include the Arthropod Genomics Center, Ecological Genomics Institute, Functional Genomics Consortium, Wheat Genetic and Genomic Resources Center, Center for Sorghum Improvement and others. Core facilities that support this research across campus include the Integrated Genomics Facility, the Biotechnology Core/Proteomics Facility and the Plant Transformation Facility. Furthermore, disciplines that formerly did not overlap genetics/genomics now make use of some of its tools and outputs and many of the current tools employed in genomics/bioinformatics are being designed by experts in outside fields such as computer science and engineering.

To provide students in a variety of disciplines with a basic working knowledge of modern biotechnology and genetics/genomics, we propose to establish an interdisciplinary graduate certificate program to be delivered under the umbrella of the existing Interdepartmental Genetics graduate program. We anticipate interest in the certificate by a wide variety of students including 1) traditional on-campus (Manhattan) graduate students earning a master’s or doctoral degree in a traditional disciplinary area such as Agronomy, Animal Sciences, Biochemistry, Biology, Chemistry, Engineering, Entomology, Genetics, Horticulture, Plant Pathology, etc.; 2) part-time students in the biotechnology work force in either the Manhattan or Olathe regions who wish to enhance their credentials; 3) students enrolled in a complementary program at the Olathe campus.

### A. Statement of Educational Objectives

This certificate is intended to provide a broad-based and hands-on introduction to modern genetics, genomics, and related biotechnology methodology and applications to complement a variety of graduate programs or serve as a stand-alone credential. It is intended to be a flexible program lending itself to meeting the needs of students with a wide array of academic and professional backgrounds and goals.

### B. List of Courses Associated With the Certificate

Students, in consultation with their advisors, will select a minimum of 15 credits of coursework from existing graduate courses in genetics, genomics and bioinformatics offered at Kansas State University.

<b>Genetics, Genomics and Biotechnology Graduate Certificate</b>		
The graduate certificate requires a minimum of 15 credit hours. To pursue the Genetics, Genomics and Biotechnology graduate certificate the student <b>must</b> file an application for admission with the program coordinator. <i>A genetics course is a pre-requisite for entry into the program.</i>		
<b>Course Title</b>	<b>Cr</b>	<b>Instructor</b>
<b>Choose One Course:</b>		
AGRON 610 - Biotechnology	(3)	Harold Trick
or PLPTH 610 - Biotechnology	(3)	Harold Trick

<b>Required Course:</b>		
PLPTH 612 - Genomics Applications	(3)	Eduard Akhunov
<b>Select a Laboratory course (2-3 cr; *Exemptions from this requirement are discussed below):</b>		
PLPTH 611 - Agricultural Biotechnology Laboratory or BIOL 676 - Molecular Genetics Laboratory or BIOCH 766 - Recombinant DNA Laboratory I and BIOCH 767 - Recombinant DNA Laboratory II	(2)  (3)  (1)  (1)	Richard Todd  Stefan Rothenburg  Subbarat Muthukrishnan  Subbarat Muthukrishnan
<b>Take 6-7 credits from the elective list for a total of 15 credits:</b>		
AGRON 630 Crop Improvement and Biotechnology	(3)	Allan Fritz
AGRON 732 Introduction to Plant Resistance to Pests or ENTOM 732 Introduction to Plant Resistance to Pests or PLPTH 732 Introduction to Plant Resistance to Pests	(2)	C. Michael Smith  Tim Todd
AGRON 770 Plant Genetics	(3)	TBA
AGRON 860 - Applied Plant Breeding	(3)	William T. Schapaugh
AGRON 970 Advanced Plant Breeding I	(3)	Tesfaye Tesso
AGRON 980 Molecular Tools for Genetic Analyses	(3)	TBA
ASI 600 Applied Animal Biotechnology	(2)	David Grieger
ASI 749 Advanced Animal Breeding	(3)	Dan Moser
ASI 831 Molecular Reproductive Endocrinology	(1)	David Grieger Timothy Rozell
BIOCH 755 Biochemistry I	(3)	T. Durrett, R. Krishnamoorthi, M. Zolkiewski
BIOCH 765 Biochemistry II	(3)	L. Davis, S. Muthukrishnan, A. Zolkiewska
BIOL 609 Cellular & Molecular Biology of Human Diseases	(3)	Jean Pierre Perchellet
BIOL 640 Population Biology	(3)	Ted Morgan
BIOL 670 Immunology	(4)	Stephen Chapes
BIOL 671 Immunology Lab	(2)	Stephen Chapes
BIOL 675 Genetics of Microorganisms	(3)	Revathi Govind

BIOL 705 Eukaryotic Genetics	(3)	Michael Herman
BIOL 707 Advanced Cell Biology	(3)	Alexander Beeser
BIOL 730 General Virology	(3)	Lorena Passarelli, Rollie Clem
BIOL 734 Introduction to Genomics and Bioinformatics or CIS 734 Introduction to Genomics and Bioinformatics	(4) (4)	Susan Brown Doina Caragea
BIOL 840 Molecular and Cellular Immunology	(3)	Stephen Chapes
BIOL 860 Modern Molecular Approaches	(3)	Rollie Clem, Mike Herman
BIOL 886 Confocal, Fluorescence and Light Microscopy	(3)	Dan Boyle
BIOL 888 Electron Microscopy Techniques	(3)	Dan Boyle
ENTOM 745 Plant Resistance to Insects	(2)	John Reese
ENTOM 910 Insect Genetics	(3)	Jeremy Marshall
HORT 710 Plant Cell, Tissue and Organ Culture	(3)	Sunghun Park
HORT 910 Advances in Plant Cell Culture	(2)	Sunghun Park
PLPTH 613 Bioinformatics Applications	(2)	TBA
PLPTH 755 Plant Resistance to Diseases	(2)	Tim Todd Barbara Valent
PLPTH 768 Population Genetics	(3)	Chris Toomajian
PLPTH 780 Microarray Workshop	(1)	Alina Akhunova
PLPTH 785 Real-Time PCR Workshop	(1)	Alina Akhunova
PLPTH 835 Plant Virology	(2)	Anna Whitfield
PLPTH 880 Plant Molecular Biology	(3)	Staff
PLPTH 910 Molecular Plant-Microbe Interactions	(3)	Barbara Valent Frank White
PLPTH 915 Chromosome and Genome Analysis	(3)	Bikram Gill
PLPTH 916 Chromosome and Genome Laboratory	(1)	Bernd Friebe
PLPTH 927 Fungal Genetics	(3)	Barbara Valent

**\*Students whose graduate research involves use of biotechnology laboratory techniques will not be required to complete a laboratory course. An exemption from this requirement will be granted by the Program Director if the student demonstrates use of the range of covered techniques by coauthor status on a publication (either submitted or published), or first author status on an abstract for a presentation at a national meeting, and/or direct confirmation of the contribution by the student's advisor. In this case, elective courses may be substituted for the laboratory course to reach the 15 hours of minimum credits required.**

### **C. Statement of How Courses Meet Educational Objectives**

The core courses associated with the certificate will provide broad-based, hands-on training in genetics, genomics and related biotechnology fields. The courses in the elective list will allow students to gain a deeper understanding of specific fields. The graduate certificate can complement an ongoing master's or doctoral degree or be taken independently of a graduate degree.

### **D. Statement of Need for Proposed Certificate**

Modern genetics, genomics, and biotechnology permeate all of the life sciences today. For students to be well-trained and attractive to employers, they need a solid grounding in these fields. The proposed certificate will provide this and will complement a variety of existing graduate degree programs.

The Animal Health Corridor is a description given to a concentration of businesses working in the animal health industry in the Greater Kansas City Area as broadly defined. This group includes approximately 220 companies in locations from Manhattan, KS along I-70 east to Columbia, MO, and north from the Kansas City metropolitan area to St. Joseph, MO. Two surveys were commissioned by the K-State Olathe campus and conducted in 2010 by the Austin Peters Group and by Amanor-Boadu and Stoneman to understand the educational and employee professional development needs of these firms. Results indicated that both the employers and current employees felt a need for further employee professional development. The choice of areas was not open-ended in either study, but in the Amanor-Boadu-Stoneman study, both biotechnology and bioinformatics were identified as areas of interest for further education by Animal Health Corridor company employees.

Businesses focused on plant-derived biofuels and on improvement of major crop plants are also moving into the Manhattan and Greater Kansas City area. Local plant-based businesses include start-up companies and KAB Centers of Innovations such as Edenspace Systems Corporation, Ventria Bioscience, Heartland Plant Innovations Inc., the Kansas Alliance for Biorefining and Bioenergy, and the Center of Innovation for Biomaterials in Orthopedic Research. Local divisions of major corporations include Syngenta's Agri-Pro Wheat, Monsanto's Westbred Wheat, and other local divisions of Monsanto, Pioneer Hybrid and Bayer Crops Sciences. Leaders of these companies have expressed the need for a larger, stronger pool of well-trained, highly-qualified job candidates with expertise in genetics, genomics and biotechnology.

We anticipate that many students enrolled in MS and PhD programs with allied departments (Animal Sciences & Industry, Agronomy, Biochemistry, Biological and Agricultural Engineering, Biology, Entomology, Horticulture, Forestry & Recreation Resources, and Plant Pathology) will be interested in completing the proposed certificate. A reasonable projection would be enrollment by five or six (5-6) students per year in the first two years of the program, eight to ten (8-10) per year in the next three years, reaching a maximum of 15-20 students per year completing the certificate. Students whose programs of study are aligned with major genomics initiatives at K-State are particularly likely to find the certificate program attractive, as it will provide them with an additional credential.

### **E. Genetics, Genomics and Biotechnology Graduate Certificate administration**

The Graduate Certificate in Genetics, Genomics and Biotechnology will be administered by the existing Interdepartmental Program in Genetics and Genetics Graduate Program Faculty. The academic department that is home to the Genetics Graduate Program Director will be considered the host for the certificate program. At least one member of the student's supervisory committee should be a Genetics Graduate Program Faculty member.

#### **F. Estimated Budget to Support Certificate Program**

We are not proposing new courses, new sections or online offerings of existing courses. It is possible that a simulcast distance offering of some existing courses will be provided to students at K-State Olathe. We propose that this graduate certificate be managed by the existing Interdepartmental Genetics Graduate Program, which currently awards the MS and PhD degrees in Genetics. The academic department that is home to the Genetics Graduate Program Director will provide release time for the GPD's efforts. Funding from the Kansas Agricultural Experiment Station administered through the Plant Biotechnology Center will support a 0.25 FTE administrative assistant to help manage the Certificate (student enrollment, tracking, etc.).

#### **G. Names of Faculty Associated with or Contributing to the Certificate Program**

Interdisciplinary Genetics Faculty who will be teaching a course listed in the graduate certificate, advising students working on the certificate, or serving on certificate student committees.

Agronomy: Guihua Bai; Allan K. Fritz; Jesse Poland; William T. Schapaugh; Tesfaye Tesso; Stephen Welch.  
Animal Sciences & Industry: Dan W. Moser.

Biochemistry: Michael R. Kanost; S. Muthukrishnan.

Biology: Susan J. Brown; Rollie J. Clem; Gary W. Conrad; Carolyn Ferguson; Michael A. Herman; Beth A. Montelone; Kathrin Schrick.

Entomology: Ming-Shun Chen; Yoonseong Park; C. Michael Smith.

Horticulture, Forestry & Recreation Resources: Sunghun Park.

Plant Pathology: Eduard Akhunov; Alina Akhunova; John Fellers; Bernd R. Friebe; Bikram S. Gill; John F. Leslie; James Stack, Richard Todd; Chris Toomajian; Harold N. Trick; Barbara Valent; Frank F. White; Anna Whitfield.

Other Kansas State University faculty who will be teaching a course listed in the Genetics, Genomics and Biotechnology graduate certificate:

Animal Sciences & Industry: David Grieger; Timothy Rozell.

Biochemistry: Tim Durrett; R. Krishnamoorthi; A. Zolkiewska, M. Zolkiewski.

Biology: Stefan Rothenburg; Jean Pierre Perchellet; Ted Morgan; Stephen Chapes; Revathi Govind; Alexander Beeser; Dan Boyle, Lorena Passarelli.

Computing & Information Sciences: Doina Caragea

Entomology: Jeremy Marshall, John Reese.

Plant Pathology: Tim Todd.

#### **H. Name and Address of Faculty Member Designated as Program Coordinator**

Dr. Barbara Valent

K-State Plant Pathology

4108 Throckmorton Plant Sciences Center

Manhattan, KS 66506

## *Non-Expedited Curriculum Changes*

### **MBA Curriculum Changes and Online Professional MBA Program 3/11/13**

The purpose of this report is to provide further details related to the rollout of the K-State MBA program as a primarily Online MBA designed for working professionals. The program will be branded as a Professional MBA (PMBA).

#### **Professional MBA Program Characteristics**

The Professional MBA program will be taught primarily online but with selected (less than 10% of content) face-to-face components offered on the Manhattan campus, as well as other locations where large groups of students cluster. This could include the Olathe campus. This program would be marketed as a high-quality, high-touch online program, consistent with K-State's reputation in the face-to-face market. Three years of professional experience will be required (must be approved by admissions committee), along with similar entrance requirements (3.0 GPA and 500 GMAT) to our face-to-face program. While international admissions will be accepted with approved TOEFL scores, no conditional admissions or admissions requiring language remediation will be accepted. The program would include a **2-day regional orientation**. The orientation would be **required for new students** and optional but encouraged for continuing students. This orientation would include **team building, networking and professional development components**, and would focus on broad business trends as a theme.

To maintain efficiencies with the face-to-face program, the PMBA curriculum would remain aligned with that program, but the online courses would be taught assuming a greater degree of experience (the face-to-face program does not have an experience requirement). Students from the face-to-face program would be allowed to take the online courses, if they meet this experience requirement.

***Assessment processes will be identical to assessment for the current face-to-face program.***

In addition, the following changes would be made.

- 1) A new course, **GENBA 800 Professional Development and Learning**, will be added and only will be offered in the online program. This two-credit course will take the place of elective hours and would be *required* of all online students. It would involve meeting with the director of the program and mapping a 90-hour professional development plan to enhance the student experience.
- 2) A new course, **GENBA 875 International Experience**, will be added. This one-credit course will take the place of elective hours and would be *required* of all online students. It will involve participating in an international trip, overseen by a faculty member. 45 hours of professional interaction (or more) would be included in/prior to/following, the 10-14-day experience.

#### **Related Programs**

A letter of agreement, addressing competition between programs and treatment of common courses, has been signed with the Master of Agribusiness. Letters of agreement have also been signed with Dietetics and Technology Management (Salina) regarding required business courses in those programs and continued inclusion of their students in the new online program courses.

The requirements of the Online PMBA curriculum depend upon the individual's level of prior business preparation as follows:

**Students with limited or no prior business coursework** are required to complete a total of 39 credit hours, including the business core, integrated core and six elective credit hours, as described below.

**Students with significant prior business coursework taken at an AACSB accredited university** will be required to complete 30-39 credit hours depending on the admissions committee's evaluation of their preparation. These classes will include selected courses from the business core, the entire integrated core and six hours of elective courses, as described below.

Before beginning the MBA coursework, students must acquire basic competency in mathematical analysis, statistics and economic theory and analysis. These competencies may be acquired through specific undergraduate course work with the number of courses required depending on the applicant's prior academic work. This basic competency coursework may be taken after admission to the MBA program during the student's first year.

Once admitted, MBA students are responsible for making themselves aware of Graduate School policies and deadlines.

Two components comprise the curriculum:

Business core (24 credit hours)

Integrated core (15 credit hours)

**Curriculum prerequisite courses:**

Curriculum Components: (for course descriptions, please see the respective departmental listing)  
Accounting, Finance, Management, Marketing, and General Business

Six hours of Economics

MATH 205 General Calculus and Linear Algebra or evidence of equivalent preparation

STAT 703 Statistical Methods for Natural Scientists

Credits: (3) or equivalent preparation

**Business Core**

15-24 credit hours as determined by the admissions committee based on prior business academic preparation. Only courses taken at an AACSB or equivalently accredited university are considered when evaluating prior academic preparation;

ACCTG 810 Foundations of Accounting and Finance (credits: 3)

ECON 815 Economic Analysis for Business (credits: 3)

FINAN 815 Corporate Finance (credits: 3)

MANGT 810 Operations & Supply Chain Management (credits: 3)

MANGT 820 Behavioral Management Theory (credits: 3)

MANGT 830 Information Technology Strategy and Application (credits: 3)

MKTG 810 Marketing Concepts and Research (credits: 3)

ACCTG 860 Management Accounting and Business Problem Solving (credits: 3)

**Integrated Core**

15 credit hours

MANGT 860 Management of Legal, Ethical, and Public Policy Issues (credits: 3)

GENBA 880 Business Strategy (credits: 3)

GENBA 890 Business Practicum (credits: 3)

## 5. Graduate Student Affairs Committee

- The Review of Annual Student Performance Task Force will meet this Thursday, April 04, 2013 in 102 Fairchild Hall to read charge of the committee and begin discussion.

## 6. Graduate School Committee on Planning

On behalf of the Committee on Planning, David Yetter, chair, proposed the following changes to the graduate handbook. The items were approved as first readings and will now go back to committee for second reading.

### FIRST READING:

#### a. Chapter 1, Section B Entrance Requirements: 1-c

##### **CURRENT:**

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

##### **PROPOSED:**

Cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale or GPA of 3.0 in the last 60 hours of coursework. This GPA is based only on courses graded on a multi-level scale, usually A, B, C, D, F.

#### b. Chapter 1: Admission to Graduate Study, E. Graduate Assistants (page 26-27)

## 7. Graduate School Committee on Assessment and Review

Royce Ann Collins, chair, announced the following assessment plans had been approved:

- **Assessment Plan:** Graduate Certificate in TESL for Adult Learners
- **Assessment Plan:** Graduate Certificate in Genetics, Genomics and Biotechnology

## 8. Graduate Student Council Information – Tammy Sonnentag, President

- **April 7<sup>th</sup>:** FREE admission for graduate students at the baseball game against Texas Tech.
- **April 10<sup>th</sup>:** GSC Ice Cream Social: 1:00-3:00 p.m., east side of Fairchild Hall
- **April 10<sup>th</sup>:** GSC Professional Development Event – "What you need to know about apply for (and getting) a job in Industry." 3:30-5:30p.m., Leadership Studies Town Hall. Don't miss this panel of speakers from business that hire many K-State Graduate Students.
- **April 28<sup>th</sup>:** End of year celebration for graduate students: 6:00p.m. on the lawn of the President's home RSVP to attend ( <http://www.k-state.edu/grad/studentcouncil/> )
- **April 29<sup>th</sup>:** The Graduate School, GSC, and UPC partner to welcome Theater Delta, Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and social change in communities around the globe. Theater Delta will perform on "Research Ethics" from 5:00-6:30p.m. in the Little Theater, K-State Student Union. Performance on Suicide/Depression from 7:30-9:00p.m. in the Little Theater, K-State Student Union.

## 9. University Research and Scholarship

## 10. Other business

- The Graduate School will be seeking requests for proposals on a new online application system. A meeting will be held for program directors in early May (TBD) to demonstrate proposed system.

## 11. Graduate School Calendar of Events: April - June

### April

- 1 Graduate Student Council Meeting/Elections for new officers (12:00 – 1:00 pm – Union 212)
- 1 KSURF Doctoral Research Fellowships Deadline <http://www.k-state.edu/grad/ksurf/>
- 2 Deadline to submit “Approval to Schedule Final Examination” to the Graduate School to have your name appear in the May commencement program.
- 2 Graduate Council Meeting (3:30 pm – 5:00 pm - Union 212)
- 3 KSU Career Speaker Series – Sherri Thomas “5 Steps to Your Personal Brand” (8:00-9:00p.m.).
- 10 Deadline to submit graduate faculty nominations and course and curriculum changes for May Graduate Council Meeting
- 26 Deadline to participate in Spring Commencement.
  - Online registration to participate in commencement must be completed. Beginning in late March, 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.
- 26 To officially graduate in May 2013, your final examination ballot and the final copy of the electronic dissertation or master’s level thesis/report must be in the Graduate School.
- 29 Professional Development Event: Theater Delta, Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and social change in communities around the globe, performance on Research Ethics from 5:00-6:30p.m. in the Little Theater, K-State Student Union. Performance on Suicide/Depression from 7:30-9:00p.m. in the Little Theater, K-State Student Union.
  - Performances sponsored by the Graduate School, the Graduate Student Council, and UPC

### May

- 6 Graduate Student Council Meeting (12:00 pm – Waters 137)
- 7 Graduate Council Meeting (3:30 pm – 5:00 pm - Union 212)
- 9 Graduation Bash sponsored by Alumni Association
- 17 Graduate School Commencement (1:00 pm – Bramlage Coliseum)

### June

- 1 Graduate Student Council travel grant application deadline for travel period 2 (July 1 – Sept 30)  
\*\*Due 5:00 p.m. CST\*\*
- 5 KSU Career Speaker Series – Diane Darling “Make Your Network Work for YOU!” (8:00-9:00p.m.).

- For a current list of Graduate School events, please see our website at:

<http://www.k-state.edu/grad/2012-2013%20calendar.pdf>

cc: Academic Deans and Directors

Departments (please post)

## Chapter 1: Admission to Graduate Study, E. Graduate Assistants

Handbook changes:

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships (GTA), graduate research assistantships (GRA) and graduate assistantships (GA). These assistantship appointments carry with them a service requirement, typically directed at improving professional skills in their academic fields. Award of an assistantship is based on the student's ability and promise and is usually made for either nine or twelve months. The maximum appointment is 0.5 full-time equivalent (FTE), but appointments for lesser fractions may be made. Continuation of appointments is subject to academic performance and the availability of funds. Information on applying for graduate assistantships may be obtained from the department concerned.

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

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

The maximum number of credit hours in which a graduate student employed on an assistantship can enroll is 12 hours for the fall and spring terms and 9 hours during the summer. Students desiring to enroll in credit hours exceeding the maximum number permitted should be in good academic standing and obtain permission from their advisor and forward the permission to the Graduate School for final approval. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of 6 hours of credit during fall and spring terms. The Graduate School does not require that graduate students be enrolled during the summer. Individual departments may require minimum enrollment in any term. Information pertaining to minimum enrollment during the summer may be obtained from the department concerned. [To be eligible for a GTA tuition waiver in the summer, the student must be enrolled in 3 hours.](#)

Tuition responsibilities for graduate students ~~appointed for 0.5 FTE~~ depend on the nature of the appointment. Students holding a 0.4 FTE GRA, GTA, or GA appointment (or any combination of these appointments) are assessed tuition at the resident rates according to an established schedule.

Graduate students appointed as a GTA are eligible for a tuition waiver. Graduate students appointed on a full-time GTA appointment (0.5 FTE) receive a tuition waiver for a maximum of 10 hours in the fall and spring terms and 6 hours in the summer term. Hours taken during January intersession are counted in the total number of hours for the tuition waiver paid in the spring term. Hours taken during May and August intersessions are counted in the total number of hours for the tuition waiver paid in the summer term. Graduate students holding a 0.5 total FTE appointment during the fall, spring, or summer terms but an appointment of less than 0.5 FTE as a GTA are eligible to receive a partial tuition waiver based on the proportion of the teaching appointment. For example, a graduate student with a 0.2 GTA and 0.3 GRA for all three terms will receive a tuition waiver of 4

hours in each of the fall and spring terms and 23 hours tuition waiver for the summer term. Graduate students with a 20% (.1) GTA and 80% (.4) GRA appointment will be eligible to receive a tuition waiver of 2 hours in the fall and spring terms. Those with an 80% (.4) GTA and 20% (.1) GRA appointment will be eligible to receive a tuition waiver of 8 hours in the fall and spring terms. In all cases, the student will be responsible for paying the remainder of the tuition at the resident rate. GTA tuition waivers are provided for tuition benefits only; students will be responsible for campus privilege fees (student health, activity fees, etc).

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

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

OR

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

OR

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

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

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