Present: Carroll, Fairchild, Hohenbary, Lehew, Martin, Ramaswamy, Sachs
Absent: Atkinson, Chengappa, Couvelha, King, Pacey, Stewart
Visitor: Monty Nielsen

1. Fred Fairchild, Chair, called the meeting to order at 3:35 p.m.

2. The December 5, 2006 minutes were approved as submitted.

3. Announcements
    Fairchild reported that he has spoken with Steven Kiefer and the University Honors Program proposals will be coming through in the spring.

4. Course and Curriculum Changes
    A. Undergraduate Education
       1. A motion was made by Martin and seconded by Ramaswamy to approve the following course changes approved by the College of Agriculture on October 11, 2006:

           Department of Horticulture, Forestry, and Recreation Resources
           Add:
           HORT 599 The Horticulture Professional

           Department of Plant Pathology
           Change:
           PLPTH 599 Undergraduate Research in Plant Pathology

           Motion carried.

       2. A motion was made by Lehew and seconded by Hohenbary to approve the following course change approved by the College of Engineering on October 13, 2006:

           Architectural Engineering & Construction Science Department
           Change:
           ARE 590 Integrated Building System Design (change to prerequisites)

           Motion carried.

       3. A motion was made by Carroll and seconded by Lehew to approve the following course and curriculum changes approved by the College of Education on November 28, 2006:

           Department of Elementary Education
           COURSE CHANGE
           From: EDEL ~~379 Elementary/Middle Level Physical Education Methods~~
           TO: EDEL 350 Health and Movement Education in Elementary Classrooms

           CURRICULUM CHANGE
           Remove FSHS 200 Sexuality and Health from the degree in elementary education. Total number of credit hours will go from ~~129~~ to 127.

           Rationale: The Kansas State Department of Education has changed the licensure standards in elementary education concerning health education, human movement, and physical activity. The previous standard included human sexuality but the new standard does not include this topic.

Consequently, FSHS 200 Sexuality and Health can be dropped from the program; the health content from this course is being added to another existing required course.

Motion carried.

B. Graduate Education – A motion was made by Ramaswamy and seconded by Carroll to approve the following course and curriculum changes approved by the Graduate Council on December 5, 2006:

COURSE CHANGES:
AGRON 762 Range Grasses
AGRON 820 Plant Water Relations
AGRON 830 Quantitative Genetics in Relation to Plant Breeding
AGRON 893 Agricultural Simulation Modeling
ASI 685 Stored Forage Systems for Ruminant Animals
ASI 802 Gametes, Embryos, and Stem Cells in Farm Animals
FDSCI 690 Principles of HACCP
FDSCI 791 Advanced Application of HACCP Principles
GRSC 902 Carbohydrates in Food
PLPTH 730 Plant Nematology
PLPTH 845 Plant Pathogenic Fungi
KIN 600 Psychology of Physical Activity
PHYS 651 Introduction to Optics
GENBA 880 Business Strategy
MANGT 860 Management of Legal, Ethical, and Public Policy Issues
EDCI 816 Approaches to Reading Instruction
EDCI 845 818 Theoretical Models of Reading
EDCI 840 Literacy Assessment
EDCI 841 Supporting Struggling Readers
EDCI 847 945 Clinical Practicum in Reading
EDCI 848 930 Leadership in Literacy
ARE 690 Senior Project
ARE 731 Advanced Lighting Design
ARE 623 723 Timber Structures
CIS 625 Concurrent Software Systems
CIS 640 Software Testing Techniques
CIS 748 Advanced Software Management
EECE 725 Integrated Circuit Devices and Processes
IMSE 889 Applied Methods in Industrial Engineering I
HN 741 841 Consumer Response Evaluation

CURRICULUM CHANGES:
College of Agriculture (October 11, 2006 white sheets)
1) M.S. Agricultural Economics (Agribusiness Economics Option):

FROM :		TO:	
Agribusiness Economics		Agribusiness Economics	
ECON 720 Microeconomics Theory	3	ECON 720 Microeconomics Theory	3
AGEC 890 Adv Food & Agribusiness Mgmt	3	AGEC 890 Adv Food & Agribusiness Mgmt	3
AGEC 880 Agribusiness Industry Structures	3	AGEC 880 Agribusiness Industry Structures	3
FINAN 815 Managerial Finance I	3	FINAN 815 Managerial Finance I	3
Select one from either			
AGEC 805 Agricultural Marketing or			
AGEC 823 Agricultural Production	3		
Agribusiness Economics Total Credit Hours	15	Agribusiness Economics Total Credit Hours	15
Total Coursework Hours	27	Total Coursework Hours	27
Total Degree Credit Hours	33	Total Degree Credit Hours	33

RATIONALE: Parallel degree program of MS in Agricultural Economics degree has 30 credits required, and to make this degree comparable, it is necessary to reduce the requirements by 3 credit hours. The courses that are least directly relevant to MS Agribusiness Economics student needs are AGEC 805 and AGEC 823.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2007

2) Ph.D. Agricultural Economics:

FROM:		TO:	
STAT 770 Theory of Statistics I	3	Choose 3 credit hours (1 course) from:	
		STAT 770 Theory of Statistics I	3
		STAT 771 Theory of Statistics II	3
		ECON 890 Time Series Econometrics	3
		ECON 890 Microeconomics Panel Data Econometrics	3

RATIONALE: STAT 770 is not designed for Ag Economics or Economics students. It is designed for and serves primarily Statistics graduate students. Many Ag Economics Ph.D. students do not have the mathematics prerequisite necessary to understand the material. The course has a rigorous probability orientation and more proof orientation than our students need. STAT 771 where inference and estimation are emphasized would be a better course for the students, but it has STAT 770 as a prerequisite. The ECON seminar courses will provide additional options for students.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Fall 2007

College of Education
1) Doctor of Philosophy in Curriculum & Instruction (September 26, 2006 white sheets)
DEPARTMENT OF CURRICULUM & INSTRUCTION
(ELEMENTARY AND SECONDARY)

MINOR MODIFICATION:

FROM:	TO:
A minimum of 90 semester hours beyond the baccalaureate degree is required, including the following. (Up to 30 graduate hours earned as part of a master's degree may be used to satisfy the following requirements, with the approval of the supervisory committee and Graduate School.)	A minimum of 90 semester hours beyond the baccalaureate degree is required, including the following. Up to 30 hours of coursework may be accepted from a master's degree and applied to the PhD program with the approval of the supervisory committee. The nature of the courses and the length of time since master's degree completion will be considered in accepting coursework within the guidelines of the Graduate School.
Area of Emphasis (51 hours)	**Area of Emphasis** (45 hours)
Includes courses in the student's area of specialty and any minor or elective area.	Includes courses in the student's area of specialty and any minor or elective area.
	Foundations of Education (3 hours)
	EDCI 886 Seminar: History/Philosophy of Education
	Or a foundations course approved by the supervisory committee.
Research Courses (9 hours)	**Research Courses** (12 hours)
Includes research courses concerning methodology consistent with that required for the dissertation. Courses typically used to meet research expectations include:	EDCEP 816 Research Methods or its equivalent is considered a *prerequisite* for the 12 hours of research courses in the PhD program.
EDCEP 816 Research Methods	*Required Research Courses* (9 hours)
EDCEP 817 Statistical Methods in Education	EDCEP 817 Statistical Methods in Education

EDCEP 917 Experimental Design in Educational Research	EDCEP 917 Experimental Design in Educational Research
	EDADL 838 Qualitative Research in Education
	Elective Research Course (3 hours)
	EDCEP 819 Survey Research
	EDADL 986 Seminar/Advanced Qualitative Methods
	Or any other research course taken from other disciplines at KSU and approved by the supervisory committee.
Dissertation Research (30 hours)	**Dissertation Research** (30 hours)
EDCI 999 Doctoral Research	EDCI 999 Doctoral Research

TOTAL: 90 hours   TOTAL: 90 hours

Rationale: (1) *Research Courses*. To better prepare students to conduct their dissertation research and to be prepared for research responsibilities in their professional careers, more credits of research courses are required and three specific research courses are among the requirements. (2) *Foundations of Education*. The College of Education's Conceptual Framework has a standard concerning foundations of education. A foundations of education course has been added to the degree requirements to ensure all students meet that standard.

Effective Date: For students admitted to the PhD program on January 1, 2007 and later.

2) Reading Specialist Endorsement (October 24, 2006 white sheets)

CURRENT CURRICULUM		PROPOSED CURRICULUM	
Required Courses (12 hours)		*Required Courses* (15 hours)	
a) EDCI 816 Approaches to Reading Instruction	3	EDCI 816 Approaches to Reading Instruction	3
b) EDCI 840 Assessment in Reading/Language Arts	3	EDCI 818 Theoretical Models of Reading	3
c) EDCI 841 Individualized Reading and Writing Instruction	3	EDCI 840 Literacy Assessment	3
d) EDCI 847 Clinical Practicum in Reading	3	EDCI 841 Supporting Struggling Readers	3
		EDCI 930 Leadership in Literacy	3
Elective Course (3 hours)			
a) EDCI 715 Reading in the Content Areas	3	*Required Practicum* (3 hours)	
b) EDCI 756 Tradebooks Across the Curriculum	3	EDCI 945 Clinical Practicum in Reading	3
c) EDEL 758 Reading/Writing Connections	3		
d) EDCI 820 Contemporary Issues in Language Arts	3	*Additional Requirements*:	
e) EDCI 878 The Language Arts Curriculum	3	After completing the required courses and practicum, the applicant must fulfill these additional requirements to obtain a conditional reading specialist license.	
		1. Hold a valid professional teaching license	
		2. Present a score of 560 or above on the Praxis II exam for the Reading Specialist (test number 0300).	
		3. Hold a masters degree (It is permitted but not necessary to include the required courses as part of the masters degree.)	
		Required Internship (4 hours)	
		To be eligible to take the internship, the applicant must first complete the required courses and practicum and complete the additional requirements to obtain a conditional reading specialist license. Once the conditional reading specialist license is obtained, the applicant must enroll in 2 hours of internship per semester for one year as a full-time employee.	
		EDCI 975 Internship in Reading	4

TOTAL   ~~15~~   TOTAL   22

RATIONALE: The Kansas State Department of Education changed the licensure requirements for the reading specialist. The proposed curriculum includes an internship and other changes to bring our program in compliance with the new licensure requirements.

EFFECTIVE DATE: For all students submitting the application for conditional reading specialist licensure on September 1, 2007 and beyond.

College of Human Ecology (October 30, 2006 white sheets)
1) Master of Science Degree Report Option in Apparel and Textiles: Design Project Report
RATIONALE: The proposed Design Project Report option will provide the M.S. student opportunity for advanced creative design of apparel and/or textiles that demonstrates the student's synthesis of a defined problem or context. The Design Project Report option requires coursework and an approved project that results in written documentation and a body of original works for University exhibition and submission for juried review.

The M.S. Design Project Report option requires a minimum of 30 graduate credits, including 2 Design Project Report credits (AT 896) and 4 Design Project Exhibit credits (AT 897). An oral examination that involves the defense of the project and the integration of concepts from coursework is also required.

Currently, the department offers thesis and coursework options. These options do not provide the opportunity for development of comprehensive creative scholarship. As creative scholarship is practiced and supported in the department, the Design Project Report option will fulfill an unmet need, support a departmental focus area, and attract new students.

EFFECTIVE DATE: Fall 2007

DROP:
ASI 690 Principles of HACCP
ASI 791 Advanced Application of HACCP Principles
BIOL 862 Presentations in Ecology
EDCI 717 Corrective Reading Instruction
EDCI 825 Creative Language Expression
EDCI 846 Diagnosis and Treatment of Reading Disabilities
CIS 644 Object Oriented Design and Development

NEW:
BIOL 863 Professional Skills in Biology
SPCH 756 Practicum in Conflict
ASI 600 Applied Animal Biotechnology
FDSCI 730 A Multidisciplinary Overview of Food Safety and Security
FDSCI 840 Public Health Field Experience
PLPTH 780 Spotted Microarray Workshop
PLPTH 785 Real-Time PCR Workshop
EDCI 975 Internship in Reading
BAE 760 Environmental Engineering Seminar
CE 866 Advanced Wastewater Treatment
CIS 744 Advanced Software Analysis and Design
IMSE 890 Applied Methods in Industrial Engineering II
AT 805 Theory and Process in Creative Apparel and Textile Design
AT 896 Design Project Report
AT 897 Design Project Exhibit

PREREQUISITE CHANGES (from prerequisites as listed to recommended prerequisites):
AGRON 605 Soil and Environmental Chemistry
AGRON 630 Crop Improvement & Biotechnology
AGRON 635 Soil Conservation and Management
AGRON 640 Cropping Systems
AGRON 645 Soil Microbiology
AGRON 655 Site Specific Agriculture
AGRON 660 Range Research Techniques
AGRON 681 Range Ecology
AGRON 746 Physical Properties of Soils
AGRON 790 Range Management Planning

AGRON 816 Soil Physics
AGRON 822 Herbicide Interactions
AGRON 824 Advanced Weed Ecology
AGRON 825 Soil and Plant Analysis
AGRON 835 Nutrient Sources, Uptake and Cycling
AGRON 840 Crop Physiology
AGRON 855 Soil Organic Chemistry
AGRON 860 Applied Plant Breeding
AGRON 905 Advanced Soil Chemistry
AGRON 925 Adv. Soil Genesis and Classification
AGRON 945 Soil Mineralogy
AGRON 950 Advanced Crop Ecology
AGRON 955 Soil Microbial Ecology
AGRON 970 Advanced Plant Breeding
AGRON 980 Molecular Tools for Genetic Analysis

Motion carried.

C. General Education
   1. A motion was made by Martin and seconded by Hohenbary to approve the following course for UGE status as approved by the UGE Council on December 11, 2006:
      DAS 355 – Introduction to Nonviolence Studies

      Motion carried.

   2. Policy Statement regarding continued UGE status for courses that have undergone substantive changes in format or delivery mechanisms. – **Attachment 1**

      A motion was made by Martin and seconded by Hohenbary to approve the policy statement from the University General Education Council. Discussion ensued regarding the policy statement. Hohenbary suggested that the periodic review of UGE courses should cover this concern. Committee members were not certain how often this is done. Carroll felt uncomfortable with this policy statement as well. It appears the way the statement reads that it makes off-campus, or distance education courses as "less than" which is not the case at all. She felt it would be hard for her to support this as it has been submitted. Lehew mentioned that she felt if on-line components or other areas are added to UGE courses and then have to go through approval again, then it would almost seem like it has to be done with each new instructor because they might possibly teach the course differently. Hohenbary felt there is no way to manage or track what the policy is requesting. Sachs voiced that he feels this policy just highlights the flaws within the current UGE system. Carroll moved to table the motion and request someone from the UGE Council to attend our next meeting. Sachs seconded. Motion was tabled. Fairchild will notify Peter Mudrack, Chair of the UGE Council, of the concerns voiced and request someone from the Council to visit and give a more in depth explanation.

6. Committee Reports
   A. University Library Committee – Mohan Ramaswamy
      The Library Committee met on December 18. Provost Nellis attended this meeting. Ramaswamy passed out the list of questions that was sent to the Provost prior to their meeting. The Provost shared his thoughts on their questions. One question addressed the request to set aside a certain percentage of all fundraising to support the library, even a very small percentage. All in all, Ramaswamy felt encouraged by the visit. Ramaswamy also visited with Dr. Jim Machor, Chair of the ULC, about the role of the University Library Committee. Dr. Machor felt the committee, in its current role, acts as more of an advisory committee to the dean. Currently the ULC reports to Academic Affairs. They will be investigating this and will hopefully come to a consensus as to what role the University Library Committee should play.
   B. Committee on Academic Policy and Procedures (CAPP) – Fred Fairchild
      CAPP met on December 13. A policy came forward from CAPP on semester final exam schedules and will be on our next meeting agenda.
   C. Student Senate – Gavin Couvelha

No report.

D. General Education committee – Melody Lehew

The committee met with Provost Nellis last week and gave him their recommendation. He liked many of their ideas, but all involved recognized that more work will need to be done. The committee was charged with a new task: to synthesize the current UGE outcomes with other areas. Next semester they will work very hard to meet with deans and get their comments on how the future of UGE will come together. After that, they will move to other groups within the University. Lehew feels that all on the committee are committed to finding a simple, but relevant outcome for UGE courses.

E. Course and Curriculum ad hoc committee – David Sachs/Candace Ortega

The ad hoc committee met on December 11. Committee members reviewed their charge to see whether they were still moving forward in the right direction. Members were asked to review the draft proposal submitted by Kelli Cox and also to review the handout distributed by Charlotte Pfaff. They will discuss the pros and cons of keeping green and white sheets for communication purposes and are looking into an estimated cost for development of web based forms and a website. Terminology and definitions were also reviewed. The committee will try to streamline terminology so that all colleges will be consistent.

A lengthy discussion ensued and many suggestions were given. There were strong views about doing things electronically. Carroll also discussed how moving forward in the course and curriculum process also is in line with becoming a top ten land grant institution. Monty Nielsen also agreed that moving to an electronic process is in line with the electronic catalog that is in the works as well. Sachs and Ms. Ortega will take back the suggestions given here today.

7. Old Business - none

8. New Business

Fairchild commented that there were two items sent back to the College of Engineering by Faculty Senate at the December 12 meeting. Ms. Ortega reported the two items were the Computer Science and Software Engineering Options. This was requested by Senator Pacey. The term "Track" had been changed to "Option" in an effort to be consistent in terminology and this was questioned at the senate meeting. The College of Engineering will review what terminology they feel is appropriate to use and will resubmit the proposal through the normal channels.

Lehew will be on sabbatical next semester and Weiqun "George" Wang from Human Ecology will take her place for the semester.

9. For the good of the University

Monty Nielsen briefly updated the committee on information regarding the electronic catalog.

10. The meeting was adjourned at 4:55 p.m.

ATTACHMENT 1
Submitted by: UGE Council 12/11/06
Policy Statement Regarding Continued UGE Status for Courses that Have Undergone Substantive Changes in
Format or Delivery Mechanisms

The delivery methods, techniques, and formats of university classes have expanded rapidly in recent years. In this changing environment, some courses already approved by the University General Education (UGE) Council may also be taught in nontraditional formats (for example, on-line distance education), or may otherwise undergo substantive changes in format or delivery mechanisms. In principle, the UGE Council supports and encourages the adoption of innovative course formats and delivery mechanisms, and recognizes that these may be entirely appropriate in the context of general education. Nonetheless, an important goal of the UGE Council is to ensure that all UGE courses meet, and continue to meet, the criteria for general education; that is, an active learning environment, an experiential context for whatever is studied, and an opportunity for students to connect ideas. Courses that meet or exceed UGE standards when taught in a traditional face-to-face classroom setting may not necessarily continue to be consistent with UGE standards in other environments. Accordingly, the UGE Council proposes that UGE courses taught in a nontraditional (or otherwise substantively altered) format <u>not</u> automatically be granted continued UGE status. Rather, such courses will maintain their UGE status only after specific approval by the UGE Council. In effect, there must be a new course proposal for a UGE course that has changed format or delivery mechanisms, and this proposal must explicitly state how UGE standards will be maintained in order to receive UGE approval.