I. Approval of the January 24, 2013 Minutes

II. Policies, Procedures & Awards Subcommittee Report
   A. Presentation of draft report: Recommendations to Improve GRA Learner Outcomes (Paulyn Cartwright)

III. Petitions & Program Changes Subcommittee Report
   A. Program Change: Geology, MA
   B. Program Change: Geology, PhD
   C. Program Change: Psychology, PhD
   D. Program Change: Visual Arts Education, MA

IV. Curricular Changes Subcommittee Report
   A. New courses: GEOL 754; POLS 904; PSYC 803
   B. Course changes: GEOL 751; POLS 909

V. Old Business

VI. New Business
I. Approval of the January 24, 2013 Minutes

The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON GRADUATE STUDIES

MINUTES
January 24, 2013, 11:00AM
STRONG HALL – ROOM 210

Members Present: Eve Levin (Chair), Byron Caminero-Santangelo, Chris Elles, Allison Gabriele, Tanya Hart, Ed Morris, Abbie Hodgson (Graduate Student), Paul Johnson, Stephanie Meador (Graduate Student), Patrick Terry (Graduate Student), Shay Wood (Graduate Student)

Others in attendance: Kristine Latta (COGA), Cindy Lynn (COGA) Jim Mielke (ex-officio) and Lea Smith (COGA)

The meeting was called to order by Dr. Levin at 11:03 a.m.

Minutes
A motion was made and seconded to approve the December 13, 2012 minutes of the Committee on Graduate Studies, as written. The motion was approved unanimously.

Report of the Petitions & Program Changes Subcommittee
(Dr. Allison Gabriele, reporting)

A. A motion was made and seconded to approve the following new degree proposal. The motion was approved unanimously.

GEOG, MS
(See Addenda)

B. The following program change was tabled.

VAE, MA

The COGA and sub-committee will seek additional clarification regarding the re-taking of exams.

There being no further business, the meeting was adjourned by Dr. Levin at 11:25 am.

Upcoming Meetings

The next meetings of the CGS Subcommittees are February 7, 2013.
• Curricular Changes, 11:00 a.m. - 12:30 p.m., via email
• Petitions & Program Changes, 11:00 a.m. - 12:30 p.m., via Blackboard
• Policies, Procedures, and Awards, 11:00 a.m. - 12:30 p.m., 210 Strong Hall

The next meeting of the Committee on Graduate Studies is Thursday, February 14, 2013, 11:00 a.m., 210 Strong Hall.

Respectfully submitted by Cynthia Lynn, COGA
II. Policies, Procedures & Awards Subcommittee Report

A. Presentation of draft report: Recommendations to Improve GRA Learner Outcomes
(Paulyn Cartwright)

See Addendum

III. Petitions & Program Changes Subcommittee Report

A. Program Change: Geology, MA

GEOL MA

(OLD)

Current Courses Requirement: Physical and transport hydrogeology (with labs and field training) This 6 credit hour course includes a lab. It assumes students have taken introductory hydrogeology beforehand. The first half of the course covers water resource evaluation and the physics of groundwater flow in porous media. The lab component consists of practical exercises, including training on field equipment and in field methods. The second half of the course is an overview of transport processes and their mathematical descriptions. The laboratory component consists of a series of spreadsheet modeling exercises covering numerical, analytical and stochastic methods.

(NEW)

Proposed Courses Requirement: Physical hydrogeology (GEOL751) and Contaminant Transport (GEOL754). These two 3 credit hour courses are recommended for all graduates in hydrogeology. They assume students have taken introductory hydrogeology beforehand. GEOL751 covers water resource evaluation and the physics of groundwater flow in porous media. GEOL754 is an overview of transport processes and their mathematical descriptions. A series of spreadsheet modeling exercises covering numerical, analytical and stochastic methods provide the basis for an introduction to groundwater modeling.

The changes to this program will first take effect Fall 2013.

JUSTIFICATION:
The 6 hour (total commitment) version of 751 was created to serve all environmental geologists in the Geology Dept. However, changes in the faculty resulted in fewer environmental students enrolling than expected. The 6 hour format was problematic for other students from the university (e.g., engineers). Also, the addition of a new hydrogeological faculty member has led to organizational problems best resolved by breaking the course up into two 3 hour courses. The content of the courses is minimally affected by the change, and students will receive the same training. The change is being made facilitates the program and only affects the way the information is conveyed to students, not the amount or type of material covered.

B. Program Change: Geology, PhD

GEOL PhD

(OLD)

Current Courses Requirement: Physical and transport hydrogeology (with labs and field training) This 6 credit hour course includes a lab. It assumes students have taken introductory hydrogeology beforehand. The first half of the course covers water resource evaluation and the physics of groundwater flow in porous media. The lab component consists of practical exercises, including training on field equipment and in field methods. The second half of the course is an overview of transport processes and their mathematical descriptions. The laboratory component consists of a series of spreadsheet modeling exercises covering numerical, analytical and stochastic methods.
Proposed Courses Requirement: Physical hydrogeology (GEOL751) and Contaminant Transport (GEOL754). These two 3 credit hour courses are recommended for all graduates in hydrogeology. They assume students have taken introductory hydrogeology beforehand. GEOL751 covers water resource evaluation and the physics of groundwater flow in porous media. GEOL754 is an overview of transport processes and their mathematical descriptions. A series of spreadsheet modeling exercises covering numerical, analytical and stochastic methods provide the basis for an introduction to groundwater modeling.

The changes to this program will first take effect Fall 2013.

**JUSTIFICATION:**
The 6 hour (total commitment) version of 751 was created to serve all environmental geologists in the Geology Dept. However, changes in the faculty resulted in fewer environmental students enrolling than expected. The 6 hour format was problematic for other students from the university (e.g., engineers). Also, the addition of a new hydrogeological faculty member has led to organizational problems best resolved by breaking the course up into two 3 hour courses. The content of the courses is minimally affected by the change, and students will receive the same training. The change is being made facilitates the program and only affects the way the information is conveyed to students, not the amount or type of material covered.

C. Program Change: Psychology, PhD

**PSYCH, PhD**

(OLD) The requested changes to this degree or certificate program are:


The change(s) to this program will first take effect Fall 2013.

**JUSTIFICATION:**
The CCPP currently requires that all doctoral students take three assessment courses (811,812, and 814). Based on our survey of training directors of clinical psychology internship programs (see below), as well as a survey of our alumni, we seek to update our curriculum to meet the demands...
of the current market. The new course (803; submitted to COG A on 12/20/2012) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 (formerly required) will become an elective. We have taken an extremely empirical approach to this decision. As the committee knows, a one-year Clinical Internship is required for all of our students to complete their degree program. Our faculty (led by Dr. Yo Jackson) has conducted a nationally representative survey of Internship Directors. The survey assessed what specific skills and competencies are expected for interns to be successful. An accompanying survey of our graduates assessed what skills and competencies they use in the job market. Together, these two surveys have informed our discussions and decision about what skills and competencies we need to teach in our assessment sequence. The new course (ABSC/PSYC 803) imparts training on some assessment and intervention competencies that have not been systematically addressed in our current sequence, and more efficiently trains some competencies that have been distributed throughout the curriculum. Overall, the CCPP faculty feel that the new course will allow more comprehensive and coherent coverage of foundational assessment and treatment competencies. Some of these competencies are so foundational that they must be imparted before students begin seeing clients in their practicum courses. Thus, the course will be required of all first year doctoral students in the program. Our survey also indicated that 814 (formerly a required course) might be better thought of as an elective. Specifically, our data indicate that some percentage of our graduates (and training directors) feel that the skills and competencies imparted in this course are essential, while an approximately equal percentage felt that those skills did not advance their career (or were not expected in the job/internship market). After careful deliberation, we recognized that with the diversity of positions that our graduates take, the course does, in fact, serve some of our students well, but may not be necessary for all. Thus, we will continue to offer 814, and the Director of Training (Steele) will counsel students regarding whether 814 is likely to be necessary and useful in the students' chosen career path.

D. Program Change: Visual Arts Education, MA

VAE, MA

(OLD) Current Program description in catalog:

Examination Option: Students take a total of 37 credit hours in required core courses (including VAE 875 Research in Art Education) and elective courses with 36 credit hours in regularly scheduled classes. Students also take a 1-credit-hour course, VAE 890 Preparation for the M.A. Examination, devoted to preparing and completing a written and oral final examination. The examination requires students to demonstrate their knowledge of current issues in the field.

(NEW) Proposed Program description for catalog:

Examination Option: Students take a total of 37 credit hours in required core courses (including VAE 875 Research in Art Education) and elective courses with 36 credit hours in regularly scheduled classes. Students also take a 1-credit-hour course, VAE 890 Preparation for the M.A. Examination, devoted to preparing for a written and/or oral final examination. Preparation for the examination occurs during the first half of the semester and provides the basis for the course grade. The written and/or oral examination, taken during the second half of the semester, requires students to demonstrate their knowledge of current issues in the field. If the written exam is deemed unsatisfactory by a majority of the student’s committee, the student will be required to retake the exam. This second examination may include portions of the original exam, the original exam in its entirety, an oral examination, or some combination of these. The exact content and format of the second examination will be determined by the student’s committee members.

JUSTIFICATION:
VAE faculty seek to clarify the VAE 890 course activity and the subsequent grading, distinguishing it from the examination process, which is evaluated separately.
Regarding handling of the unsatisfactory written exam, the VAE faculty wishes to retain the
discretion to determine the appropriate response to marginal and failed exams on a case-by-case
basis. Exams present singular and unique issues that cannot be easily assessed in
advance. Our practice, which allows us to be sensitive to each student’s unique situation, has been
in place for many years and has been used without incident. We would also like to note that a
number of master’s exam descriptions from other departments include no information about what
happens in the case of failed exams. Therefore the level of detail we are providing seems to
exceed the minimum provided by other departments.

The change(s) to this program will first take effect Spring 2013 or the earliest date when change is
in effect.

IV. Curricular Changes Subcommittee Report

The Curricular Changes Subcommittee recommends the following new courses and course changes to the
CGS:

A. New courses:

GEOL 754 Contaminant Transport (3) A study of the transport of conservative and non-conservative
pollutants in subsurface waters. Case studies are used to illustrate and develop a conceptual understanding
of such processes as diffusion, advection, dispersion, retardation, chemical reactions, and biodegradation.
Computer models are developed and used to quantify these processes Introductory Hydrogeology or
consent of instructor LEC.

Grading: A-F, W and I

This new course will be first offered Fall 2013 and then every semester thereafter.

JUSTIFICATION
We are changing the course description in response to student curriculum needs, student feedback,
and the division of a six hour (total commitment) course into two three hour courses to
accommodate a new faculty member’s requirement for the other three hour course.

POLITICAL SCIENCE

POLS 904 Statistical Computing Foundations (3) This is an interdisciplinary course for social science
researchers who need to develop routines to estimate and evaluate statistical models. It introduces tools for
software development, primarily with the statistical programming language R (and related languages like
C). Topics include code organization and optimization, concurrent version management, LaTeX document
preparation, and high-performance computing on the KU Linux cluster. Examples from various fields are
considered. Prerequisites: two courses in graduate level statistics and familiarity with R. LEC.

Grading: A-F, W and I

This new course will be first offered Fall 2013, and then every semester thereafter.

JUSTIFICATION
Social scientists sometimes need to develop routines to estimate “cutting edge” statistical models
for which there is no pre-packaged software. There is a thriving international community in which
they can participate if they obtain some fundamental skills in computing (see http://www.r-project.org). This course collects together many of the basic skills that are assumed in that larger community. The course has been offered as a topics course (POLS 909) in 2011 and 2012. Students from political science, psychology, and the School of Education have participated. A related justification is the existence of the compute cluster owned by the College of Liberal Arts and administered by the Center for Research Methods and Data Analysis. After the cluster was “stood up” we found that almost all social science graduate students lacked the elementary programming and operating system background required to log in and launch programs.

**PSYCHOLOGY**

**PSYC 803 Fundamentals of Psychological Assessment and Intervention with Children** (3) Lecture and supervised experience covering the theoretical and empirical literature on assessment and intervention methods for children, adolescents, and families. Students will learn and demonstrate evidence-based clinical interviewing skills, behavioral observation techniques, risk assessment techniques, therapeutic communication approaches, strategies for providing assessment feedback to families, and ethical principles related to the provision of assessment and psychotherapy (including client file and resource management). The course requires interaction with clinical populations and communication with referral sources. Graduate student in clinical child psychology program. LEC.

Cross listed with: ABSC 803

Grading: A-F, W and I

This new course will be first offered Fall 2013, and then every semester thereafter.

**JUSTIFICATION**

This course is a degree requirement in the following way: The CCPP currently requires that all doctoral students take three assessment courses (811, 812, and 814). Based on our survey of training directors of clinical psychology internship programs, as well as a survey of our alumni, we are in the process of reconfiguring our assessment sequence. The new course (803) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 will become an elective.

This course impacts students in the following way: Current students in the program will continue with the existing required assessment courses. ABSC/PSYC 811, 812, and 814 will continue to be offered. The new assessment sequence will be implemented with the incoming Fall 2013 class of doctoral students.

**B. Course changes:**

**GEOLOGY**

(OLD)

**GEOL 751 Physical and Transport Hydrogeology** (4) A study of fluid flow in the subsurface including transport of constituents with the fluid. Physical transport will consider (1) the origin of basic parameters such as porosity and hydraulic conductivity, and their relationship to typical geologic materials, (2) basic equations of flow, such as Darcy’s Law and the conservation equation, and (3) application of these concepts. Applications considered may include hydraulic testing, modeling, and regional flow systems. Chemical transport will consider the processes of solute and contaminant mass movement in porous and fractured media by advection and diffusion. The effects of attenuating mechanisms such as partitioning, chemical and biological transformations will also be discussed. The mathematical expression of these
processes will be developed and applied using computer models. (Same as CE 754.) Differential Equations and Introductory Hydrogeology or Fluid Mechanics or consent of instructor. LEC.

Grading: A-F, W and I

This course is not an elective
This course is not a FLORS course
This course is a degree requirement in the following way: MS or PHD in Geology specializing in Hydrogeology.

(New)
**GEOL 751 Physical Hydrogeology** (3) Study of fluid flow in subsurface hydrologic systems. Investigation of the ground water environment including porosity, and hydraulic conductivity and their relationship to typical geologic materials. Examination of Darcy's law and the continuity equation leading to the general flow equations. Discussion of typical hydraulic testing methods to estimate aquifer parameters in various situations and apply these to water resource problems. Study of the basic mechanisms that determine the behavior of typical regional flow systems.

Grading: A-F, W and I

The change(s) to this course will first take effect Fall 2013 and the course will be offered Every Fall Semester thereafter

**JUSTIFICATION:**
We are changing the course description in response to new faculty member changing the course and division of a six hour (total commitment) course into two three hour courses in response to student program needs and feedback.

**POLITICAL SCIENCE**

(Old)
**POLS 909 Topics in Methodology** (3) An intensive seminar in a method (or a variety of relevant methods) of theoretical or empirical research designed for Ph.D. students only. Emphasis is on deepening the understanding and ability to use advanced methods of analysis. Prerequisite: Admission to the Ph.D. program. RSH

Grading: A-F, W and I

(NEW)
**POLS 909: Topics in Methodology** (3) An intensive seminar in a method (or a variety of relevant methods) of theoretical or empirical research designed for Ph.D. students only. Emphasis is on deepening the understanding and ability to use advanced methods of analysis. Prerequisite: Admission to the Ph.D. program. RSH

Prerequisite: Admission to the Ph.D. program OR CONSENT OF INSTRUCTOR.

Grading: A-F, W and I

This new course will be first offered Fall 2013, and then once a year thereafter.

**JUSTIFICATION**
This change adds “_____________” to the existing name. This is needed so that special topics can be named each semester. Prerequisite change is needed to allow flexibility for optional admission of students who are not working on the Ph.D.

V. Old Business

VI. New Business