College of Liberal Arts & Sciences  
Committee on Graduate Studies  
Minutes—April 23, 2009

Members Present: Jeanette Blackmar, Marjeanna Burge, Allan Hanson, Caroline Jewers, Brian Laird, William Lindsey, Gwen Macpherson, Mehrangiz Najafizadeh, Lisa Rausch  
Also Present: Meredith Kleykamp (Sociology), Gregory Madden (Applied Behavioral Science), Edward Morris (Applied Behavioral Science), Executive Assistant Dean Rebecca Peterson, Associate Dean Barbara Romzek, Leatrice Smith (COGA), Savanna Trent (COGA)

The meeting was called to order by Allan Hanson at 11:04 AM.

Minutes

The committee approved the April 9, 2009 minutes as written.

Report of the Petitions and Program Changes Subcommittee

A. WGSS Master of Arts and Doctor of Philosophy Program Changes

The Women, Gender, and Sexuality Studies Program Proposal returned to the committee for further consideration because it had undergone revisions requested by Research and Graduate Studies. Dr. Lindsey reported on the significant changes of the most recent draft. It was originally proposed as a PhD program without an MA, but is now structured as an MA/PhD program. Other changes included a more detailed description of FLORS, and the number of departments endorsing the program increased to ten.

One concern was an inconsistency between core course hours on page 16 and Appendix G. The correct number of course hours is 16, and needs to be corrected on page 16 of the final proposal.

The CGS APPROVED the proposal PENDING the correction of core course hours within the body of the proposal.

B. Sociology Proposed Changes to Master’s and Doctoral Programs

Dr. Najafizadeh reported on the changes in graduate requirements for the Sociology MA and PhD programs. The changes are being proposed to improve the quality of theses and dissertations, as well as reduce time to the degree. Assistant Professor, Dr. Kleykamp was present to discuss the concerns raised by the committee. After discussion, the committee suggested minor edits and the department representative approved these changes.
Dr. Kleykamp informed the committee that the department has a consensus on the fundamental structure of the changes, but clearer language is currently being developed.

The CGS APPROVED the two proposals PENDING the minor edits are included in the final proposals.

C. Applied Behavioral Science Comprehensive Examination Change

The proposal was first presented at the CGS meeting of April 9, 2009, and it was returned to the department with some requests for clarification. Dr. Morris and Dr. Madden, Chair and Graduate Director of the Applied Behavioral Science Department, were present to discuss the revised proposal.

Request: CHANGE IN EXISTING DEGREE REQUIREMENT

(OLD)

Comprehensive Examination. Students begin work on the requirements of the comprehensive examination after fulfilling the research skill requirements. The examination has four components:

1. Editorial Critiques. Students write three editorial reviews of published or unpublished journal articles, all of them empirical. The articles cover a range of topics and experimental designs. The first two are graded pass-fail by the student's adviser; the third must be passed by two other faculty members.

2. Professional Writing Requirement. Students write three papers on topics in behavioral science that are relevant to their research and approved by their advisers. The papers must include critical reviews of the relevant basic, applied, or conceptual literatures. The papers are graded blindly by three faculty members. Alternatively, students may submit a sole- or first-author article, published or in-press, in a professional, peer-refereed journal for any of these papers. The articles may be reports of basic, applied, or intervention research; observational, empirical, or descriptive studies; critical reviews of the literature; or analyses of the field's research methods, principles, concepts, or theories. Published or in-press chapters and in-submission grant proposals may be submitted as well, but the following publications are excluded: abstracts, book notes, commentaries, communications, editorials, letters to the editor, and technical notes. Although some portion of the manuscripts or research may have been completed before students entered the program, the manuscripts must be completed under the supervision of the student's adviser as part of the department's comprehensive examination. The journal articles, chapters, and proposals must be at least six manuscript pages long. A first-author publication or proposal must be accompanied by a letter from the student's adviser stating that it meets the standards of the American Psychological Association for first authorship (i.e., primary responsibility for conceptualizing the project and preparing the manuscript; see the 2001 APA Publication Manual, pp. 6-7, 348-355). For in-press publications, students submit a letter confirming its final acceptance from the journal or book editor; for grant proposals, students submit a notice confirming its receipt from the granting agency. See the department’s Graduate Handbook for details.
3. **Review Paper.** Students write an extended, integrated, and critical review of a basic, applied, or conceptual literature relevant to applied behavioral science in preparation for an oral examination over it.

4. **Oral Examination.** Upon successful completion of the three editorial critiques and two of the three professional writing requirements, students take an oral examination over the review paper.

(NEW) **Comprehensive Written & Oral Examination.** A doctoral aspirant is required to complete a comprehensive exam with a grade of at least *Satisfactory* within a two year period of the Master’s thesis defense or the date of admission to the Ph.D. program (having previously completed a master’s degree). Failure to obtain a satisfactory grade within this two year period is grounds for dismissal from the graduate program. If the aspirant receives a grade of *Unsatisfactory*, the examination may be repeated (after 90 days with departmental approval) but the student must receive at least a *Satisfactory* grade within the two year timeline outlined above. Comprehensive exams may not be taken more than a total of three times.

In preparation for the comprehensive exam, the student will write a research proposal paper which will include a critical and comprehensive review of the research literature relevant to the research question(s) posed. The topic of the research proposal paper is chosen by the student with the guidance of his/her advisor. The Comprehensive Exam Committee is composed of five regular members of the Graduate Faculty; at least one member must be from outside the department.

**JUSTIFICATION**

The comprehensive exam is moved to an earlier point in the student’s training. Should students fail to possess the skills required to successfully propose and defend empirical research (e.g., the dissertation), they should be dismissed from the program soon after having completed their Master’s degree. We believe this will reduce the number of students who have, in the past, spent inordinate amounts of time repeatedly attempting to pass the Writing Requirement part of our comprehensives exam.

In fact, the Writing Requirement and Review Paper have been removed. They were originally designed to serve both a teaching and testing function. When Applied Behavioral Science (ABS) was the Human Development and Family Life (HDFL) program, it had only three formal course requirements and the Writing Requirement and Review Paper were means for expanding and assessing student knowledge, critical thinking, and writing abilities. When the HDFL became ABS, we significantly expanded the coursework to meet national accreditation and certification standards, making the teaching function of these requirements largely unnecessary. The remaining function of these requirements was to assess student’s ability to critically evaluate a scientific literature and determine important directions for future research. The department believes that our Master’s level coursework prepares students to accomplish this, so the assessment of this skill should be completed sooner in the graduate program.
Note: The revised Change in Graduate Approval Form was first distributed to the committee members at the meeting, and the electronic document was circulated afterwards.

After discussion, the committee agreed the revised proposal had addressed their concerns. The representatives informed the committee that the proposal will be voted upon at their upcoming department meeting. The committee expressed concern regarding the order of approval by standing bodies, and requested that the CGS decision have no influence on the departmental vote.

*The CGS APPROVED the proposal PENDING the final and independent approval of the department.*

Note: The department approved the proposal on May 1, 2009.

**Report of the Subcommittee on Curricular Changes**

A. New Courses

*The CGS APPROVED the following new courses PENDING minor edits and/or clarification:*

**APPLIED BEHAVIORAL SCIENCES**

**CHANGE: NEW COURSE**

**ABSC 802 Behavior Analysis in Developmental Disabilities (3).** A graduate seminar that includes an overview of the behavioral characteristics of various developmental disabilities and examination of empirically-supported behavioral approaches to the study and treatment of developmental disabilities. Topics will include classification and etiology, motivation, methods for developing appropriate skills, assessment and treatment of behavior disorders, staff training, and legal and ethical issues related to treatment. Prerequisite: ABSC 796 and instructor permission.

**JUSTIFICATION**

I am requesting to add this course for several reasons. First, I am a new faculty and this is my area of specialization. Second, the course adds to the variety of courses meeting the advanced graduate student curriculum requirements. Third, a similar course is not currently provided and is a much needed addition because of the historical and current importance of the field of applied behavior analysis for intervention for individuals with developmental disabilities.

*The CGS requested clarification on Item 7 in the Curricular Change Form (CCF).* If the course is required for the degree, a
Change in Graduate Requirements Approval Form should accompany the CCF proposing the new course. If it is not required, the course proposal may move forward without additional review by the committee. Also on Item 7, the committee needs to know if this is an elective. Also, the course designation should be added to the end of the course description (e.g. LEC, SEM, etc.).

**GEOGRAPHY**

**CHANGE: NEW COURSE, CROSS LISTING OF COURSE**

**GEOG 801 Indigenous Peoples of the World** (3). A survey of the native peoples of the world at the time of contact with Europeans. An overview will be presented of various Indigenous cultures. A few detailed studies of selected groups will be used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere’s Indigenous societies. (Same as GINS 801). LEC

**JUSTIFICATION**

Since this course will be taught in the department as a cross-listed course with Global Indigenous Nations Studies into the foreseeable future, this will provide its own unique designation.

*The CGS requested clarification on Item 7 in the Curricular Change Form (CCF). If the course is required for the degree, a Change in Graduate Requirements Approval Form should accompany the CCF proposing the new course. If it is not required, the course proposal may move forward without additional review by the committee. Also on Item 7, the committee needs to know if this is an elective. Additionally, the Global Indigenous Nations Studies Department needs to submit a CCF with the request to Cross-list this course.*

**SOCIOMETRY**

**CHANGE: NEW COURSE**

**SOC 810 Sociological Inquiry** (3). The goals of this course are to understand the characteristics of sociologically interesting and rigorous research and to design a research proposal that shares those characteristics. The focus of students’ proposals will be their M.A. thesis project. Students will read books and articles representing a variety of research approaches (ethnographies, surveys, interviews, document analyses, historical studies, comparative research, etc.), and will deconstruct them in order to understand their theoretical and methodological significance. Assignments will include a completed M.A. thesis proposal.
JUSTIFICATION
Need for course which focuses on the writing of a M.A. thesis proposal both to improve the quality of M.A. theses and to reduce time to degree.

The CGS requested the course designation be added to the end of the course description (e.g. LEC, SEM, etc.).

CHANGE: NEW COURSE
SOC 820 Political Sociology (3). This course offers an overview of the different perspectives and key arguments comprising the field of political sociology, including both classical and contemporary readings. The issues studied in this field include the nature of power and the nature of the state, relations between state and society, and social movements, political organization and civic participation, political culture, voting behavior, comparative political systems, warfare, democracy and economic development, citizenship, nationalism, revolutions, and globalization.

JUSTIFICATION
Absence of course in political sociology from catalog.

The CGS requested the course designation be added to the end of the course description (e.g. LEC, SEM, etc.).

The CGS RETURNED the following new courses with requests for clarification and minor edits:

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: NEW COURSE
GINS 898 Master’s Non-Thesis (3). (1-6). Master’s non-thesis credit for Global Indigenous Nations Studies students. NON-THE. Prerequisite: Permission of Instructor

JUSTIFICATION
This course number is proposed to differentiate between the students who complete their M.A. Degree by choosing a non-thesis project and those that complete a thesis (GINS 899).

The CGS requested clarification on the number of credits and an expanded course description that provides more information about what the course entails. Also, NON-THE is not an available course designation, and a different designation must be chosen (e.g. LEC, SEM, RSH, etc.)
B. Change in Course Listings

*The CGS APPROVED the following change in course listings:*

**CHEMISTRY**

**CHANGE: CREDIT, COURSE DESIGNATION**

(OLD)  
**CHEM 812 Chemical Seminar** (1-2). Individual studies of certain advanced phases of chemistry not covered in the regular graduate courses. RSH

(NEW)  
**CHEM 812 Chemical Seminar** (1-3). Individual studies of certain advanced phases of chemistry not covered in the regular graduate courses. IND

**JUSTIFICATION**

Chemistry is offering a class this summer that has sufficient content and contact hours supporting three hours of graduate credit. We want to extend the options for CHEM 812 to include 1-3 credit hours. The current usage of this course in Chemistry is more in line with an IND designation.

**EAST ASIAN LANGUAGES AND CULTURES**

**CHANGE: COURSE TITLE**

(OLD)  
**EALC 747/HIST 747 Teaching About East Asia** (2). An advanced survey of the history, culture, and contemporary affairs of China, Japan and Korea, specifically designed for K-12 educators who wish to incorporate East Asian topics into their classroom teaching. Pedagogical methods and recourses for the study of East Asia will be emphasized. Topics covered will address relevant benchmarks in the state curricular standards in the social studies, themes from the Advanced Placement world history examinations and the national standards in world history.

(NEW)  
**EALC 747/HIST 747 East Asian History and Culture for Teachers** (2). An advanced survey of the history, culture, and contemporary affairs of China, Japan and Korea, specifically designed for K-12 educators who wish to incorporate East Asian topics into their classroom teaching. Pedagogical methods and recourses for the study of East Asia will be emphasized. Topics covered will address relevant benchmarks in the state curricular standards in the social studies, themes from the Advanced
Placement world history examinations and the national standards in world history. (Same as HIST 747). Prerequisite: Approval of the instructor.
LEC

JUSTIFICATION
Rationale: Under the No Child Left Behind regime, K-12 teachers are under pressure to have advanced training in content areas (like history). Some teachers who have taken this course have not been able to get professional development credit from their districts because the current course title sounds more pedagogical than content oriented. The proposed new title should satisfy districts concerned about NCLB and still capture the nature of the course accurately.

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: CREDIT HOURS
(OLD)
GINS 882 Native American Natural Resources (2.50-3). This course provides a detailed examination of natural resource law as it applies to Indian Country. Among the topics to be discussed are water law, environmental protection, and subsurface property rights. While not a prerequisite, it is recommended that students take Federal Indian Law before enrolling in this course. (Same as LAW 967.) Prerequisite: Permission from instructor. LEC.

(NEW)
GINS 882 Native American Natural Resources (2-3). This course provides a detailed examination of natural resource law as it applies to Indian Country. Among the topics to be discussed are water law, environmental protection, and subsurface property rights. While not a prerequisite, it is recommended that students take Federal Indian Law before enrolling in this course. (Same as LAW 967.) Prerequisite: Permission from instructor. LEC.

JUSTIFICATION
The Law School was approved for a course change in credit hours for their course LAW 967; it is the same as GINS 882. LAW 967 was changed from “2.50-3” hours to “2-3” HOURS. Therefore, on March 26, 2009, GINSP was notified by the Law School to do the same.

SOCIOLOGY

CHANGE: TITLE
(OLD)
SOC 790 M.A. Proseminar (3). Introduction to major disciplinary issues, departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of M.A. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 990. Graded on satisfactory/unsatisfactory basis. LEC

(NEW)
SOC 790 Proseminar (3). Introduction to major disciplinary issues, departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of M.A. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 990. Graded on satisfactory/unsatisfactory basis. LEC

JUSTIFICATION
Title change will allow all graduate students to enroll in the same proseminar course, which represents current practice within the department. Note that the course description remains the same.

C. Course Deletions

The CGS APPROVED the following course deletion:

SOCIOLOGY

CHANGE: DELETION
SOC 990 Ph.D. Proseminar (3). Survey of major disciplinary issues and introduction to departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of Ph.D. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 790. Graded on satisfactory/unsatisfactory basis. LEC

JUSTIFICATION
Course is redundant once SOC 790 is open to Ph.D. students

Old Business

A. Discussion of Proof of Consultation with Other Departments

Dr. Hanson initiated discussion concerning proof of consultation (Question #7 on the Curricular Change Form) with other departments in regards to programs
proposing new courses that overlap in subject matter (e.g. AAAS 853 Geography of African Development). The CGS agreed it should request written evidence from other interested programs be provided with curricular changes that overlap the subject matter commonly taught by those other programs.

*The CGS will require written proof of consultation from other interested programs when proposed new courses and course changes overlap in subject matter.*

B. Discussion of CGS calendar dates for upcoming academic year

The committee will be informed of the dates via email before the ’09 -’10 academic calendar is finalized. Continuing committee members may comment or provide suggestions over the summer to Dean Peterson if they wish.

*The CGS TABLED further discussion of subcommittee dates and timelines because of time constraints for the meeting.*

C. Returned Course Changes

The CGS decided at the last meeting to return the following Germanic Languages & Literatures courses to the department with the request to provide clarification. GERM 900 was first presented at the CGS meeting of February 26, 2009, and GERM 710 at the meeting of April 9, 2009.

Note: The department chose to split GERM 900 as recommended by the committee on February 26, 2009, and use the number 710 for an MA level course. The current concern of the committee was in regards to whether the course is a degree requirement. The course description states that the course is required of all M.A. students. However, the Curricular Change Form indicates the course does not fulfill any degree requirements.

CHANGE: NEW COURSE

**GERM 710 Workshop for M.A. Students** (1). Discussion of policies in the M.A. program, examinations, thesis proposals, writing of theses, grant proposals, conference presentations, publications of scholarship, and entrance into the academic job market. Required of all M.A. students in the first year in the program. Does not count toward completion of 30 hours of course work for the M.A. IND

**JUSTIFICATION FOR NEW COURSE**

We wish to provide practical information for the professional development of students in the German M.A. program. This course is parallel to the existing 900 course for Ph.D. students.
The CGS requested clarification on whether this course fulfills a degree requirement, and also recommended the course designation be changed to SEM. If this is to be a required course for the MA degree, a program change should accompany this submission to the CGS as well.

CHANGE: COURSE LISTING

(OLD)
GERM 900 Workshop for Ph.D. Students (1). Introduction to job-seeking skills, including use of the computer, grant application and publication skills. To be taken in the first year of Ph.D. work. Meets in the first four weeks of the Spring semester. LEC

(NEW)
GERM 900 Workshop for Ph.D. Students (1). Discussion of policies in the Ph.D. program, research specializations, examinations, dissertation proposals, writing of dissertations, grant proposals, conference presentations, publication of scholarship, and entrance into the academic job market. Required of all Ph.D. students in the first year in the program. Does not count toward completion of 27 hours of course work for the Ph.D. IND

JUSTIFICATION FOR CHANGES
Changes in needs of doctoral students.

The CGS requested clarification on whether this course fulfills a degree requirement, and also recommended the course designation be changed to SEM.

Department’s Response
Dr. Keel provided the following information to address the committee's concerns:

These two "courses" are informational meetings for the professional development of our graduate students -- we do require that they take the courses if they wish to be a graduate student in either the MA or PhD programs in German, but the two courses do not technically fulfill a "degree requirement" as such and may not be counted as part of the academic course requirement for either degree. This is a way for our staff to make certain that each student gets the necessary information for their careers and keep track of it on paper -- you could argue that this is a formal, intensive advising/mentoring session. These are not seminars where the students actually do research and submit any academic work. They may be asked to draft a CV and write sample letters of application for positions and the like or participate in mock job interviews. If the committee absolutely insists they can change the designation, but I really think IND is more appropriate, Bill Keel
The CGS accepted the department’s response and APPROVED the two courses as written.

D. Master’s Final Exam vs. Master’s Thesis Defense

Dr. Hanson and Dean Peterson adjusted the language of the policy to meet the concerns expressed by the CGS from previous meetings as follows:

**Page 18, M.A. And M.S. Degrees; middle of first column:**

(Current language):

"A final general examination in the major subject is required of all candidates for the Master of Arts or Master of Science.....

.... At the option of the department, this examination may be oral or written, or partly oral and partly written. In some departments, passing a written examination is a necessary preliminary to taking the oral examination by which success or failure is judged...

...In thesis programs, a thesis defense may be a part of the degree requirements. However, such a defense does not take the place of the required general examination in the major field."

(Suggested replacement to bolded text above):

...In thesis programs, an oral thesis defense may be one of the degree requirements. Such a defense may be offered in addition to, or in conjunction with, the required general examination in the major field.

Dr. Hanson will present this draft to Dean Rosen for review by the Executive Council of Graduate Faculty (ECGF). The committee agrees the language put forth by the ECGF in their April meeting was an improvement over the original policy language, but the CGS was concerned that the new ECGF policy still does not address our concern that the Master's exam should include some attention to the student's general training in a field rather than being purely a defense of a thesis that might be limited be a narrow segment of that field. Dr. Hanson will recommend that CAC adopt CGS’s proposal.

*The CGS APPROVED the current draft to move forward to the CAC.*

**New Business**

A. Changes to the online Curricular Change Form (CCF)
A revised CCF was presented, and the committee briefly discussed possible changes. The new Item 4 should be entitled **Other Relevant Existing Courses** for consistency in the document. It was also recommended that Item 7 include a statement that instructs the department to submit a Change in Graduate Requirements Approval Form if a new course is a specific degree requirement.

Further discussion was not possible due to time constraints of the meeting. The committee is encouraged to provide further comments and suggestions before the online CCF is finalized for the upcoming academic year.

*The CGS APPROVED the revised CCF with minor edits.*

B. Final Report for the 2008-2009 Committee on Graduate Studies

Lea Smith distributed examples of past CGS Final Reports to CAC, as well as a new proposed template. Discussion of the template was not possible due to time constraints of the meeting. The committee is encouraged to provide comments and suggestions to the chair of the CGS, Dr. Allan Hanson, before the CGS Final Report is produced.

**Entering/Exiting Committee Members**

Dean Romzek and Dean Peterson thanked the committee members for their hard work and commitment during the academic year. The time and effort put forth by the committee was outstanding and greatly appreciated. Special thanks and acknowledgement were given to the three exiting faculty members (Susan Egan, Elaine Gerbert, and Allan Hanson) who have come to the end of their terms on the CGS.

The six returning faculty members are Caroline Jewers, Brian Laird, William Robert Lindsey, Gwen Macpherson, Beth Innocenti, and Mehrangiz Najafizadeh. Dr. Najafizadeh notified the CGS that she will be on sabbatical for the Fall 2009 semester, so an alternate will have to be sought until her return in January 2010.

The two returning student members are Jeanette Blackmar and Lisa Rausch. Special thanks and acknowledgement were given to the two exiting student members, Marjeanna Burge and Shelly Cline. Marjeanna Burge also informed the committee that she is soon graduating, and the committee members gave her their congratulations and best wishes.

The meeting was adjourned by Allan Hanson at 1:14 PM.
Committee members will be notified of the next meeting once the 2009-2010 CGS calendar is finalized.

Respectfully Submitted by Savanna Trent, COGA