I. Approval of the September 24, 2009 CGS Minutes

II. Report of the Curricular Changes Subcommittee
   • New courses: GEOG 801, MATH 824, PSYC 844
   • Course changes: GINS 801, PUAD 827, SOC 814, SOC 824
   • Deletions: PSYC 766, PSYC 779, PSYC 784, PSYC 792, PSYC 797
   • Dean’s charge for cross-listing courses

III. Report of the Petitions and Program Changes Subcommittee
    • Program change: Intercampus Program in Communicative Disorders

IV. Report of the Policies, Procedures and Awards Subcommittee
   • Discussion of the “P” Grade and Grade Minus for Graduate Courses

V. New Business
I. Approval of the September 24, 2009 CGS Minutes

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

MINUTES
SEPTEMBER 24, 2009, 11:00AM
STRONG HALL – ROOM 210

Members Present: Jeanette Blackmar, Bart Dean, Dale Dorsey, Brian Laird, William Lindsey, Gwen Macpherson, Ed Morris, Lisa Rausch, Kees van der Veen
Also Present: Acting Associate Dean Jim Mielke, Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:05 AM.

Minutes

The committee approved the Minutes of September 10, 2009 as written.

Report of the Curricular Changes Subcommittee

- The Curricular Changes Subcommittee reported that the review of PUAD 827 is currently tabled. The subcommittee is awaiting clarification from the Department of Public Administration regarding the request to cross-list with HP&M 837.

- The Curricular Changes Subcommittee recommended approval of the following curricular changes to the CGS: ABSC 798, LAT 701, LAT 702, LAT 703, PSYC 863

The CGS approved the following changes in course listings:

• APPLIED BEHAVIORAL SCIENCE: ABSC 798

CHANGE: COURSE DESCRIPTION, TITLE
(OLD)
ABSC 798 The Analysis of Behavior II: Conceptual Foundations, Advanced Principles, and Contemporary Issues (3). A graduate seminar on the conceptual, scientific, disciplinary, and professional foundations of behavior analysis, with an emphasis on their relation to application. The course addresses history and philosophy, advanced behavioral principles, complex behavioral processes, analyses of various domains of behavior (e.g. emotion, language, cognition), the dimensions of and topics in applied behavioral science, and current disciplinary and professional issues. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 798.) Prerequisite: ABSC 796 or instructor permission. LEC

(NEW)
ABSC 798 Conceptual Foundations of Behavior Analysis (3). A master’s-level graduate seminar on the field’s conceptual foundations, with special emphasis on behavior analysis and its application – applied behavior analysis. The course addresses
the field’s history, philosophy of science, and disciplinary purview; its advanced behavioral principles and processes; its analyses of various content domains in the behavioral, social, and cognitive sciences (e.g., emotion, language, cognition, culture); and its relation to other disciplines (e.g., biology, psychology, anthropology). It also considers professional issues in, for example, the ethical conduct of research and practice. An ABA-accredited and BACB pre-approved course. Prerequisite: ABSC 796 or instructor permission. SEM

JUSTIFICATION
The proposed change in the course’s title describes the course content in a more succinct manner. It will also be more consistent with the department’s accredited doctoral program requirement for a master’s level course in “conceptual foundations.” The program is accredited by the Association for Behavioral Analysis.

- CLASSICS: LAT 701, LAT 702, LAT 703

CHANGE: COURSE DESCRIPTION, PREREQUISITE

(OLD)
LAT 701 Epic Poetry (3). Close reading of texts from Vergil, Lucretius, Ovid. LEC

(NEW)
LAT 701 Hexameter Poetry (3). Close reading of texts from authors such as Lucretius, Vergil, Ovid, Statius. Prerequisite: consent of instructor. LEC

JUSTIFICATION
For consistency with similar offerings in UG and Grad catalog; 2. More accurate description of what is taught in light of recent faculty hires.

(OLD)
LAT 702 Lyric and Elegy (3). Close reading of texts from Catullus, Horace, Ovid, Propertius, Tibullus. LEC

(NEW)
LAT 702 Lyric and Elegiac Poetry (3). Close reading of texts from authors such as Catullus, Horace, Propertius, Tibullus, Sulpicia, Ovid, Martial. Prerequisite: consent of instructor. LEC

JUSTIFICATION
For consistency with similar offerings in UG and Grad catalog; 2. More accurate description of what is taught in light of recent faculty hires.

(OLD)
LAT 703 History, Oratory, Philosophy (3). Close reading of texts from Livy, Tacitus, Cicero, Seneca, Augustine, Boethius. LEC

(NEW)
LAT 703 History, Oratory, Philosophy (3). Close reading of texts from authors such as Cicero, Livy, Seneca, Tacitus, Augustine. Prerequisite: consent of instructor. LEC

JUSTIFICATION
For consistency with similar offerings in UG and Grad catalog; 2. More accurate description of what is taught in light of recent faculty hires.

- **PSYCHOLOGY: PSYC 863**

**CHANGE: PREREQUISITE**

(OLD)

**PSYC 863 Clinical Neuropsychology Across the Life Span (3).** Reviews neural development and the brain-behavior relationships in intact, injured, and diseased brain systems. Details basic issues in clinical assessment and reporting of cognitive impairment resulting from developmental disorders, stroke, traumatic brain injury, and brain-disease. Selected topics include perception, speech, memory/dementia, judgment, and attention. Prerequisite: PSYC 961 or consent of instructor. LEC

(NEW)

**PSYC 863 Clinical Neuropsychology Across the Life Span (3).** Reviews neural development and the brain-behavior relationships in intact, injured, and diseased brain systems. Details basic issues in clinical assessment and reporting of cognitive impairment resulting from developmental disorders, stroke, traumatic brain injury, and brain-disease. Selected topics include perception, speech, memory/dementia, judgment, and attention. Prerequisite: graduate status and PSYC 961, or consent of instructor. LEC

**JUSTIFICATION**

Undergraduates have been enrolling without the consent of the instructor.

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**Old Business**

The CGS reviewed the charges set by Interim Dean Greg Simpson. Associate Dean Jim Mielke offered brief explanations for some of the policies the committee has been charged to evaluate. Executive Assistant Dean Rebecca Peterson was unable to attend the meeting, but she will provide the Policies, Procedures and Awards Subcommittee with additional information concerning items two and three.

1. **The BlackBoard™ environment is being used to project the agenda during meetings to conserve paper, post items for the committee to review, and to make announcements. The Curricular Changes Subcommittee plans to develop a means to consolidate the suggestions and edits of curricular change forms. The evaluation of BlackBoard™ will be an ongoing charge to all committee members.**

2. **There are diverse issues regarding post-comprehensive continuous enrollment, and it impacts different departments in multiple ways. The policy can be found on page 20 in the 2009-2011 Graduate Catalog. This topic was discussed by the CGS last year; it will soon be addressed by the Executive Council of Graduate Faculty, an advisory group convened by Sara Rosen, Dean of Graduate Studies. Therefore, the committee decided this is a top priority. The Policies, Procedures, and Awards Subcommittee will meet about this charge and present their ideas to the CGS at the next meeting.**

3. **There are diverse practices among faculty members in regards to grading coursework that exceeds the semester/session in which the course is offered. This is especially relevant to courses graded as Incomplete. The full Grading System Policy can be found under Article 2 Section 2 at this link: [https://documents.ku.edu/policies/governance/USRR.htm#art2sect2](https://documents.ku.edu/policies/governance/USRR.htm#art2sect2). The Graduate Studies Dean’s Desktop summarized the Incomplete Policy as follows:**

   “Effective with fall 2009 courses, all incompletes automatically revert to a grade pre-determined by the faculty member once a year has elapsed. A student may not...
take oral comprehensive examinations or graduate with an incomplete recorded fall 2009 or later on the student’s record.”

This policy will begin affecting students who receive Incompletes in fall 2009. Thus, it will be the next priority of the Policies, Procedures and Awards Subcommittee.

4. The last question on the curricular change form requires departments to consult with other department(s) or schools if their course is “of major concern” to those other divisions. However, this question is often left blank, and the subcommittee cannot determine if such consultations between departments are occurring. The Curricular Changes Subcommittee will discuss this charge at their next meeting.

New Business

- Savanna Trent informed the committee members that the online curricular change form is currently being updated, and it should be available soon.

There being no further business, the meeting was adjourned by Brian Laird at 11:55 AM.

Upcoming Meetings

Curricular Changes Subcommittee: Thursday, October 1, 2009, 11:00 AM, 210 Strong Hall

Petitions and Program Changes Subcommittee: Thursday, October 1, 2009, 11:00 AM, 200 Strong Hall Small Conference Room

Policies, Procedures and Awards Subcommittee: Thursday, October 1, 2009, 11:00 AM, 213 Strong Hall Small Conference Room

The next meeting of the Committee on Graduate Studies is Thursday, October 8, 2009, 11:00 AM, 210 Strong Hall

Respectfully submitted by Savanna Trent, COGA
II. Report of the Curricular Changes Subcommittee

The Curricular Changes Subcommittee recommends the following curricular changes to the CGS:

- New courses: GEOG 801, MATH 824, PSYC 844
- Course changes: GINS 801, PUAD 827, SOC 814, SOC 824
- Deletions: PSYC 766, PSYC 779, PSYC 784, PSYC 792, PSYC 797

NEW COURSES

- GEOGRAPHY: GEOG 801

CHANGE: NEW 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.

PENDING MODIFICATION BY DEPARTMENT: Modification has been made to course start date. This curricular change request is left over from last year and thus had an incorrect start date of Fall 2009. It has now been changed to Fall 2010.

- MATHEMATICS: MATH 824

CHANGE: NEW COURSE

Math 824 Algebraic Combinatorics (3). An introduction to the fundamental structures and methods of modern algebraic combinatorics. Topics include partially ordered sets and lattices, matroids, simplicial complexes, polytopes, hyperplane arrangements, partitions and tableaux, and symmetric functions. Prerequisites: MATH 724 and MATH 791, or permission of the instructor. LEC

JUSTIFICATION

The goal of the new class would be to prepare graduate students for research at the M.A. or Ph.D. level in combinatorics. At present, the regularly offered combinatorics courses are Math 724 (Combinatorial Mathematics) and Math 725 (Graph Theory), which are offered as a two-semester sequence every other year. These courses are not in themselves sufficient to prepare graduate students for research, for a number of reasons. First, Math 724/725 serves undergraduate students as well as graduate students (it is one of the two-semester sequences that can count toward a B.A. or B.S.). Second, there is a lot of basic knowledge beyond basic enumeration and graph theory that is necessary for research.
• **PSYCHOLOGY: PSYC 844**

**CHANGE: NEW COURSE**

**PSYC 844 Mental Health and Aging** (3). Reviews recent research and application in the field of mental health and aging. Theoretical perspectives appropriate for understanding mental health issues with increased age are discussed. The epidemiology, assessment, diagnosis, and treatment methods associated with a variety of mental health conditions are surveyed. The community mental health resources available for older adults are discussed as well as practically-related issues such as evaluations of functional independence and competency among older adults. Prerequisite: graduate student in psychology or related health field, or permission of instructor. LEC

**JUSTIFICATION**

This is a major area in psychology and we now have a faculty member prepared to offer the course. It will fulfill an elective requirement in our graduate program in clinical psychology and our graduate program in cognitive psychology.

**COURSE CHANGES**

• **GLOBAL INDIGENOUS NATIONS STUDIES: GINS 801**

**CHANGE: CROSS LISTING OF COURSE**

(OLD)

**GINS 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. LEC

(NEW)

**GINS 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 GEOG 801 and GINS 601.) LEC

**JUSTIFICATION**

In Fall 2008, GINS began offering this course with GEOG 771, Special Topics…. GEOG has submitted a change in the number GEOG 771 to be GEOG 801. Therefore, we want to crosslist GINS 801 with GEOG 801 since it meets with it already. It also meets with GINS 601 (which was approved for GINS in Spring 2009), and we have added GINS 601 to the course description.

• **PUBLIC ADMINISTRATION: PUAD 827**

**PREVIOUS DISCUSSION:** Previously, PUAD had not consulted with HP&M regarding crosslisting the course. The sub-committee posed the question: does this need to be cross listed at all since the courses are not both in the college? After
speaking with PUAD, the answer to that question is no, the course does not need to be crosslisted. The new description below reflects that change. Now, instead of a crosslisting change, it is a title and description change.

CHANGE: COURSE DESCRIPTION, TITLE
(OLD)
PUAD 827 Health Care Policy and Administration (3). A seminar designed to explore the development of public health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; (2) current policy problems such as expenditure-cost controls, prospective reimbursement, utilization review, access, and public and private investment planning; and (3) administrative problems in the current health care system. LEC (Same as HP&M 837.)

(NEW)
PUAD 827 Health Policy (3). This course examines the development, implementation, and evaluation of federal, state, and local health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; and (2) current policy problems such as cost controls, reimbursement, health services utilization, program assessment and evaluation, public health, and public/private investment and resource planning. Students will be expected to synthesize and integrate knowledge to apply theory and principles in ways consistent with professional practice as a health policy analyst. LEC

JUSTIFICATION
Note: No longer valid because course will no longer be crosslisted. Change in course title & description will bring PUAD 827 in line with HP&M 837, in order to keep the same as designation.

- SOCIOLOGY: SOC 814, SOC 824

CHANGE: COURSE DESCRIPTION, PREREQUISITE
(OLD)
SOC 814 Health Services Research: Epidemiology, Evaluation, and Survey Methods (3). Students learn the logic, assumptions, designs, and procedures involved in conducting the major types of research found in the health services field. Students develop an informed basis for critically evaluating the methodological adequacy of research studies in the areas of descriptive and analytic epidemiology, program evaluation, and health related survey research as well as working knowledge of the research process itself. Emphasis is placed on examining basic health services issues such as measuring quality of care, understanding the role of social factors in the etiology of disease, determining the health status and health needs of populations, and incorporating health services research into organizational policy and decision-making. (Same as HP&M 821.) Prerequisite: PRE 710 or equivalent, HP&M 810 and HP&M 812, or consent of instructor. LEC

(NEW)
SOC 814 Health Services Research: Epidemiology, Evaluation, and Survey Methods (3). Students learn the logic, assumptions, designs, and procedures involved in conducting the major types of research found in the health services field. Students develop an informed basis for critically evaluating the methodological adequacy of research studies in the areas of descriptive and analytic epidemiology, program evaluation, and health-related survey research as well as working knowledge of the research process itself. Emphasis is placed on examining basic health services issues such as measuring quality of care, understanding the role of
social factors in the etiology of disease, determining the health status and health needs of populations, and incorporating health services research into organizational policy and decision-making. LEC

JUSTIFICATION
No longer the “same as” HP&M 821, therefore we needed to remove the language that indicated so. The prerequisite should also be removed because students should not be required to take classes in a department with which the class is no longer cross listed.

PENDING MODICATION BY DEPARTMENT: Modification has been made to the justification to reflect the removal of the prerequisite in addition to the crosslisting.

CHANGE: COURSE DESCRIPTION, PREREQUISITE
(OLD)
SOC 824 Health and Social Behavior (3). This course provides students with an analytic understanding of the organization, professional, and interpersonal behavior that characterizes contemporary health and health care. Emphasis is placed on examination and integration of conceptual frameworks theories, and research findings bearing on basic behavioral/managerial issues such as authority relations in health care settings, models of illness behavior and health services utilization, the impact of organizational structure on employee and client attitudes and behavior, and the culture of professional medicine in relation to patient care. (Same as HP&M 835.) Prerequisite: HP&M 810 and HP&M 830, or consent of instructor. LEC

(NEW)
SOC 824 Health and Social Behavior (3). This course provides students with an analytic understanding of the organization, professional, and interpersonal behavior that characterizes contemporary health and health care. Emphasis is placed on examination and integration of conceptual frameworks theories, and research findings bearing on basic behavioral/managerial issues such as authority relations in health care settings, models of illness behavior and health services utilization, the impact of organizational structure on employee and client attitudes and behavior, and the culture of professional medicine in relation to patient care. LEC

JUSTIFICATION
No longer the “same as” HP&M 835, therefore we needed to remove the language that indicated so.

The prerequisite should also be removed because students should not be required to take classes in a department with which the class is no longer cross listed.

PENDING MODICATION BY DEPARTMENT: Modification has been made to the justification to reflect the removal of the prerequisite in addition to the crosslisting.

COURSE DELETIONS

- PSYCHOLOGY: PSYC 766, PSYC 779, PSYC 784, PYSC 792, PSYC 797

CHANGE: DELETION
PSYC 766 Forensic Psychology (3). Applications of psychological concepts and research findings to the courtroom and judicial process. Topics covered include
dispute resolution, jury selection, expert witnesses, determination of competency, and criminal profiling. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION
PSYC 779 Physiological Aspects of Health and Disease (3). Provides an overview of physical manifestations of health and disease for the graduate student in health and psychology. Content areas include overview of general anatomy and physiology of each body system, description of how deviations from normal anatomical development and physiological function result in common disorders, methods for distinguishing psychological from organic etiologies, indications and side effects of medications for common disorders, and description of roles of key members of the health care team. Prerequisite: graduate student in psychology, nursing, and health-related fields, or by permission of instructor. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION
PSYC 784 Proseminar in Communication and Aging (1). A weekly forum for students and faculty to discuss professional issues and interdisciplinary research in communication and aging. May be repeated for credit. (Same as COMS 784.) (Same as SPLH 784.) Prerequisite: consent of instructor. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION
PSYC 792 Computer Analysis of Psychological Data (3). Application of computers in the analysis of data from descriptive and experimental investigations. Emphasis is on the use of integrated statistical packages such as SPSS and BMDP. Prerequisite: an intermediate course in statistics. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION
PSYC 797 Advanced Programming Techniques for Psychological Research (3). An advanced course in programming IBM compatible desktop computers using the language “C Plus Plus.” Applications to psychological research will include artificial neural network design, simulation modeling, and real-time stimulus-response
management. Familiarity with a high-level structured programming language such as Pascal or “C,” and with the DOS operating system on desktop computers will be helpful. Prerequisite: PSYC 795 or an equivalent course or experience. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

DEAN'S CHARGE: CROSS-LISTING COURSES

One of the Dean's Charges to the CGS is as follows: "Determine best practices or procedures for the College Office of Graduate Affairs receiving curricular changes and for the academic units proposing new courses (including cross-listings of existing courses) that may include content that would be of interest or of concern to another academic unit at the university."

The Curricular Changes Subcommittee’s discussion included the following points:
(Reported by Heather Eastlund)

1. In order to encourage departments to crosslist more consistently, perhaps funding should be split by the instructor's department. So, if someone from HP&M is teaching a SOC course, HP&M should get the funding, not SOC.
   a. Flag to consider: Small departments might have something to lose with this kind of scenario. If a small department has outside faculty teaching their courses, they may lose funding. Is it worth subjecting them to that kind of a loss?

2. There needs to be a strong benefit for department’s to do the work of crosslisting.
   a. Maybe funding based on the number of crosslists in the department?
   b. Maybe count the number of crosslists and publish it on the college webpage, something that the departments can boast about and use in recruiting as interdisciplinary? (non-monetary based award)
   c. Maybe the department with the most cross lists could be exempt from College duties (sitting on standing committees, etc.)?

TWO QUESTIONS:
1. Can we have an expert on student credit hours come in and explain how they are assigned to each department and how departments receive funding based on those credit hours? This would happen in full CGS meeting.

2. Is it possible to have Becca or Dean Simpson explain to the entire CGS what the rationale is to increase crosslists? With a better understanding of the rationale, it might be easier to come up with incentive for the departments.
III. Report of the Petitions and Program Changes Subcommittee

The Department of Intercampus Program in Communicative Disorders proposed a change in existing degree requirement.

- **Proposal:** We wish to make a change to the final general examination procedure.
  Currently we require thesis and non-thesis students to pass a national exam (i.e., score of 600 or above on the Praxis exam). Recently our national accreditation body and the test company that administers the Praxis exam have requested that programs NOT use the exam as the university required final general examination. Thus, we must change our procedures to maintain accreditation.

  We propose that thesis and non-thesis students will maintain an electronic portfolio of artifacts from clinical, course, and research experiences (specific requirements for artifact archiving by semester are outlined in the attachment). These artifacts will be reviewed by the student’s advisor at the midpoint of degree progress (e.g., approximately the end of year 1 in our 2-year program). For the final general examination, thesis and non-thesis students will present a sample of artifacts to a committee of 3 faculty for discussion and review. For thesis students, one of the artifacts will be the thesis. The final general examination will occur in the last semester of enrollment. Additional details are outlined in the attachment.

- **Justification:** Currently we require thesis and non-thesis students to pass a national exam (i.e., score of 600 or above on the Praxis exam). Recently our national accreditation body and the test company that administers the Praxis exam have requested that programs NOT use the exam as the university required final general examination. Thus, we must change our procedures to maintain accreditation. Through our participation in the Provost’s Initiative on Documenting Student Learning, we have piloted use of student portfolios and feel that these will provide us with a richer source of learning outcomes to evaluate each individual student as well as our overall program.

- **Effective date:** We propose that the changes apply to student who entered our program in Summer 2009 forward. These students are currently creating electronic portfolios so they will have the necessary artifacts for the final examination upon program completion (approximately Spring 2011).

- **Attachment to proposal:**

  Intercampus Program in Communicative Disorders
  MA Speech-Language Pathology
  Proposed Change to Final General Examination

XI. FORMATIVE ASSESSMENT

Formative assessment will occur through course grades and evaluations by practicum supervisors. In addition, beginning Summer 2009, all entering MA SLP students will be required to maintain an electronic portfolio on the KU Keep Toolkit to document their acquisition of knowledge and skills in diagnosing and treating communication disorders in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). The portfolio will be formally reviewed by the student’s academic advisor midway through the student’s program (i.e., formative assessment) and will be formally reviewed by a committee of three faculty during the final semester of the student’s program (i.e., summative assessment, see next section). This final committee review meets the KU requirement of a final general examination for an MA degree, and thus requires reporting to the University via a “progress to degree” form (previously called “do-all” form). A mandatory portfolio orientation meeting will be held on **Tuesday, September 8, 7:00-8:00 pm, Dole 3049, Lawrence campus.**
Below are the portfolio requirements for a student beginning the program in the Fall semester. Alternative scenarios for different program entry points appear at the end of this section.

1st Semester in Program (Fall)
Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring).

2nd Semester in Program (Spring)
Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Summer).

At the end of the 2nd semester, students should have at least one artifact related to evaluation and one artifact related to treatment. In addition, the 6 total artifacts should relate to at least 3 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities).

3rd Semester in Program (Summer): Mid-Program Review
During the third week of classes of the 3rd semester, the student must upload mid-program review materials to their KU Keep Toolkit portfolio. The mid-program review materials include:
(1) completed self-evaluation of her/his diagnostic **and** treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for the second year of the program; (3) share portfolio with advisor. Once these materials have been completed and uploaded and the portfolio has been shared with the advisor, the student should contact the advisor via e-mail to set a meeting time for the mid-program review. **Any student who fails to complete and share his/her portfolio AND e-mail his/her advisor for a mid-program review appointment by the end of the fourth week of class will be referred to the Advising Committee for disciplinary action.**

At the meeting, the advisor will review the portfolio, the self-evaluation, and plan. The advisor will help the student further develop the plan for the remainder of the student’s program. This is considered the “official” formative assessment. The advisor will e-mail a copy of the final action plan to the student to upload to his/her KU Keep Toolkit portfolio and will print a copy for the student’s departmental file. The mid-program review must be completed by the last day of class for the semester.

Students must upload **one clinical artifact** and **one coursework artifact** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Fall).

4th Semester in Program (Fall)
Students must upload **one clinical artifact** and **two coursework artifacts** to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring).

5th and Final Semester in Program (Spring): Summative Assessment
No new artifacts are required for this semester. By this semester, students should have at least two artifacts related to evaluation and two artifacts related to treatment. In addition, the 11 total artifacts should relate to at least 6 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). Refer to next section for details of the Summative Assessment.

**NOTE:** Coursework artifacts must be taken from different courses. That is, the two coursework artifacts in a given semester can NOT be from the same course. In addition, research practica, thesis projects, and independent studies are considered coursework.

**NOTE:** Students have the option of substituting an “outside” artifact (e.g., an artifact from a research, training, volunteer, etc. experience) for ONE of the 11 artifacts described above.

13
Alternatives
The above set of guidelines is based on a “standard” program with entry in the fall semester, a clinical placement every semester, and approximately 4 courses completed every semester (except summer). Students who do not follow this “standard” program (e.g., start in summer or spring semester; delay start of clinical work, etc.) will require some adjustment to the schedule outlined above. Some potential options for different program start dates are listed below.

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<th>Summer Start* (6 semester program)</th>
<th>Summer Start** (5 semester program)</th>
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<th>Spring Start (5 semester program)</th>
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<td>Fall 1 = Mid-program evaluation; 1 clinical + 2 coursework</td>
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<td>Fall 2 = 1 clinical + 2 coursework</td>
<td>Fall 2 = 1 coursework (1st 8 weeks)</td>
<td>Summer 2 = 1 clinical OR 1 coursework</td>
<td>Summer 2 = final exam</td>
<td></td>
</tr>
<tr>
<td>Spring 2 = final exam</td>
<td>final exam (2nd 8 wks)**</td>
<td>Fall 2 = final exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Portfolio: 4 clinical + 7 coursework

*Summer Start (6 semester program) alternative: could archive 0 artifacts during first summer and then follow the original schedule for a Fall Start.

**Summer Start (5 semester program) alternative: Clinical and coursework artifacts for Summer 2 and Fall 2 could be re-arranged depending on plan for field study (i.e., 2 coursework artifacts in Summer 2 and 1 clinical artifact in Fall 2 (1st 8 weeks) OR 1 clinical artifact in Summer 2 and 2 coursework artifacts in Fall 2 (1st 8 weeks)).

Alternatives to any of the schedules listed to this point are possible. However, ANY alternative schedule should be outlined with the advisor during the first semester of the student’s program, with a copy of the schedule placed in the student’s departmental file. The alternative plan must result in a final portfolio consisting of 4 clinical artifacts and 7 coursework artifacts for a total of 11 artifacts. Evaluation, treatment, and ASHA areas must be represented as outlined above. Mid-program and final evaluations must be completed as outlined above. The timing of these evaluations should be similar as outlined above in terms of the number of artifacts available in the portfolio (i.e., mid-program evaluation should occur after 2 clinical and ~4 coursework artifacts have been archived in the portfolio; final evaluation should occur after all required artifacts have been archived in the portfolio).

Because of the pivotal role that advisors will play in monitoring the student’s program progress via the portfolio, any request to change advisors should occur as early as possible in the student’s program, ideally before the mid-program portfolio review.

XII SUMMATIVE ASSESSMENT (pending University approval)

The final examination (i.e., summative assessment) will occur during the final semester of enrollment. There will be two final exam dates, one during the first 8 weeks and one during the second 8 weeks. ALL students will take the exam on one of these two dates. There will be no opportunities for re-scheduling! Final exam dates will be posted during the preceding semester and each student will be asked...
to sign-up for one of the two dates. Faculty will be grouped into exam committees consisting of three
faculty. Students will be assigned to the committee that includes his/her academic advisor and randomly
assigned to a 45-minute exam slot. Specific exam times and committee composition will be e-mailed to
each student. The advisor will serve as the chair of the final exam committee for each student. At least 2
weeks before the scheduled final examination, the student must upload final program review materials to
their KU Keep Toolkit portfolio. The final program review materials include: (1) completed self-evaluation
of her/his diagnostic and treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed
preliminary plan of action, setting her/his own goals for continuing education activities post-graduation; (3)
share portfolio with advisor. An e-mail should be sent to the advisor as soon as this step has been
completed. The advisor will review these materials in detail. Failure to complete these steps at least 2
weeks before the scheduled final examination will result in cancellation of the exam, potentially
delaying graduation.

The student also will prepare a CD archive of his/her portfolio. The student should store a copy of every
artifact and artifact description sheet on a CD and all program review materials. Standard filenames should
be used that correspond to the KU Keep Toolkit (i.e., sem1_course1_artifact1.doc; sem1_course1_art1descr.doc). In addition, the student should print their KU Keep Toolkit Portfolio on one
sheet of paper (this will just show the documents that should be on the CD). The CD and printed portfolio
must be brought to the final examination. Failure to bring these materials to the final exam will result
in cancellation of the exam, potentially delaying graduation.

The student will then prepare a presentation of his/her portfolio for the final exam. During the final exam,
the student will present 1 clinical artifact and 2 coursework artifacts. Each artifact should be from a
different ASHA area (i.e., articulation/phonology; resonance; fluency; receptive/expressive language;
hearing; dysphagia; cognition; social; modalities). At least one artifact should demonstrate diagnostic skills
and at least one artifact should demonstrate treatment skills. The student should determine the order of
presentation of each artifact prior to the exam. The student will have two minutes to introduce the first
artifact. This introduction should include (1) a description of the artifact; (2) rationale for selecting this
artifact; (3) student’s strengths as demonstrated by this artifact; (4) student’s weaknesses as demonstrated
by this artifact; (5) what student learned through this experience that will be applied to future situations.
The committee will then have eight minutes to ask questions about the artifact. This cycle of two minute
student presentation and eight minute committee questioning will be followed for the second and third
artifacts. All time limits will be strictly enforced so students should plan presentations accordingly. After
all three artifacts have been examined, the student will be excused from the exam so that the committee can
discuss the student’s performance and generate a consensus rating on the exam rubric (~10 minutes). The
committee will then reconvene with the student to discuss the student’s strengths and weaknesses as well as
provide suggestions for continuing education activities during the CFY (~5 minutes). These suggestions
will be noted on the final action plan. A copy of the action plan will be given to the student and the
original, along with the portfolio CD and the completed final exam rubric, will be placed in the student’s
departmental file. At the conclusion of the exam, the progress to degree form will be completed and
submitted to the university to report the outcome of the 45-minute exam.

A de-identified copy of the portfolio print-out, final action plan, and final exam rubric also will be placed in
a file for the SLP Curriculum Committee. Data from these items will be summarized and discussed
annually by the SLP Curriculum Committee, typically at the first fall meeting of the IEC.

XIII ADDITIONAL REQUIREMENTS FOR STUDENTS COMPLETING A THESIS

Prior to initiation of the primary thesis research, the student will present a prospectus of the thesis study to
a committee of at least three faculty members (including the advisor who serves as chair), at least two of
which must be members of the IEC. The role of the Prospectus Committee will be to evaluate the study and
provide constructive feedback. Following completion of the thesis, the Committee will reconvene as the Oral Examination Committee.

Students completing a thesis will follow the general formative and summative exam guidelines detailed above. Artifacts from the thesis can be included in the portfolio and typically would count as coursework artifacts. The only departure from the above guidelines for thesis students is in the scheduling and content of the final examination. Thesis students will choose a three person committee based on the content of the thesis and will schedule the final examination at a mutually agreeable time (i.e., outside of the pre-scheduled final exam dates for non-thesis students). This examination will likely be much longer than 45-minutes. The bulk of the thesis final examination will be devoted to presentation and defense of the thesis. Thus, students should be prepared to answer questions related to the thesis. However, the student should still prepare to present 1 clinical and 1 non-thesis coursework artifact from his/her portfolio following the guidelines above (i.e., 2 minute presentation and 8 minutes of questions for each artifact). The committee will still judge the student’s performance on the portfolio section of the exam using the final exam rubric and will still complete an action plan for the student. Majority vote of the Committee will determine Satisfactory or Unsatisfactory performance. The vote will be based primarily on the oral defense of the thesis and the oral presentation of the portfolio artifacts. In the event of satisfactory performance, the thesis committee will further determine whether a designation of Honors is appropriate through an anonymous and unanimous vote of the committee. In the event of an unsatisfactory performance, the Committee will decide whether the student should be allowed to repeat the examination and plan appropriately. After the defense is completed, the advisor shall sign the progress to degree form to the Department and forward it to the Graduate School.

IV. Report of the Policies, Procedures and Awards Subcommittee
   • Discussion of the “P” Grade and Grade Minus for Graduate Courses

V. New Business