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I. Approval of the January 26, 2011 CGS Minutes

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

MINUTES
January 26, 2011, 11:00AM
STRONG HALL – ROOM 210

Members Present: Ed Morris (Chair), Tanya Hart, Daniel Katz, Eve Levin, Alison Gabriele, Jim Mielke (ex officio), Kristine Latta (ex officio), Kees van der Veen, Paulyn Cartwright, John Korba
Others in attendance: Katie Rockey (COGA), Lea Smith (COGA), Morgan Swartzlander (COGA)

The meeting was called to order by Ed Morris at 11:05a.m.

The members introduced themselves, and Dr. Morris welcomed Dr. Kristine Latta to the committee as ex officio representative. Dr. Latta was appointed as Director of the College Office of Graduate Affairs, and she will serve as the Dean’s representative and liaison to the Policies, Procedures, and Awards Subcommittee

Minutes

A motion was made and seconded to approve the December 8, 2011, minutes of the Committee on Graduate Studies. The motion was approved unanimously.

Report of the Curricular Changes Subcommittee
(Kees Van der Veen, reporting)

- A motion was made and seconded to approve the following course changes recommended by the subcommittee. The motion was approved unanimously.
  - ANTH 715, GEOG 805, PSYC 898

- A motion was made and seconded to approve the following new courses recommended by the subcommittee. The motion was approved unanimously.
  - CLSX 899 was approved pending course change approval
  - LING 742 was approved pending approval of the LING 738 curricular change form at the February 9th CGS meeting
  - PSYC 789

Report of the Policies, Procedures, and Awards Subcommittee
(Eve Levin, reporting)

Dean’s charge # 2

2- Provide recommendations to the Dean of the CLAS regarding the use of "interdisciplinary" or "multidisciplinary" tracks, options, or emphases in graduate programs. Contemporary graduate study at major research universities is by definition "interdisciplinary", and it seems redundant to have a specific track identified for this purpose when the student is more than capable of showing how his/her research and course of study provided a diverse and interdisciplinary experience. Furthermore, the newly renamed Master's and PhD in Interdisciplinary Studies (formerly called "Special Studies") already has this name, and
there could be some confusion regarding the advising of students to take this track if there are so many competing options in the discipline-based graduate programs. The Dean is seeking recommendations on how graduate programs can best communicate the interdisciplinary experiences of their graduates such that our students are most competitive for positions in their fields.

PPA Subcommittee Recommendation:

1. To avoid confusion between the student-designed Master’s and Doctorate degrees in “Interdisciplinary Studies” and existing unit-based MA and PhD programs we recommend
   a. Removing the word “interdisciplinary” from the official title of the Peace and Conflict Studies and the Women’s Studies certificate programs.
   b. Recommending to Museum Studies that it choose a different name for its planned “interdisciplinary track.”
   c. Updating the KU Catalog page listing degree programs that arise out of centers rather than departments, to clarify the difference between established degree programs and the student designed “Interdisciplinary Studies” master’s and doctorate. Instead of entitling this page “Graduate Interdisciplinary Studies,” this page listing can be entitled “Cross-Departmental Degree Programs.” A separate page should be created to present the student-designed “Interdisciplinary Studies” degrees.
   Also: Remove “women, gender, and sexuality studies” from the list on this page of areas that do not have degree programs, because the Department of Women, Gender and Sexuality Studies offers the PhD. Genetics is included in Molecular Biosciences.

The new paragraph would read:

Cross-Departmental Degrees

The College of Liberal Arts and Sciences offers graduate degrees that cross multiple departments and units. For information on these, see:

Global and International Studies
Indigenous Studies Program
Latin American Studies
Museum Studies
Russian, East European, and Eurasian Studies

Graduate students in degree programs may add a cross-departmental certificate in the following areas:

African Studies
Brazilian Studies
Central American and Mexican Studies
Community Health and Development
Gerontology
Peace and Conflict Studies
Women, Gender, & Sexuality Studies

Cross-departmental studies that have no defined degree program may be authorized upon petition. See Interdisciplinary Studies in the Graduate Studies section of the catalog.

2. The second part of the Dean’s charge concerns marketing KU graduates as trained in an interdisciplinary manner. The committee sees this as part of a larger issue concerning the marketing and placement of our graduates, which itself requires more extensive study.
There being no further business, the meeting was adjourned by Ed Morris at 11:46 a.m.

Upcoming Meetings
The next meetings of the CGS Subcommittees are Thursday, February 16, 2012.
- Curricular Changes Subcommittee, 11:00 AM-12:30 PM, 210 Strong Hall (CLAS Conference Room)
- Petitions & Program Changes, 11:30 AM-12:30 PM, 102 Strong Hall (Lea Smith’s Office)
- Policies, Procedures, and Awards, 11:00 AM-12:30 PM, 213 Strong Hall (RGS Conference Room)

The next meeting of the Committee on Graduate Studies is Thursday, February 9, 2012, 11:00 AM, 210 Strong Hall.

Respectfully submitted by Leatrice M. Smith, COGA Supervisor, CGS staff liaison

II. Curricular Changes Subcommittee Report

The Curricular Changes Subcommittee recommends the following to the CGS:

COURSE CHANGES

BIOLOGY

CHANGE: DESCRIPTION & PREREQUISITE

(OLD)
BIOL 925 Research Grant Proposal Preparation (3) Formats, strategies, and styles of research grant proposal writing. Prerequisite: Completion of three semesters of the molecular biosciences or genetics program graduate curriculum, or consent of instructor. LEC

(NEW)
BIOL 925 Research Grant Proposal Preparation (3) This course introduces the basics of preparing a successful scientific grant application. Topics to be covered include how to develop a novel, fundable project, scientific writing and grantsmanship, and what criteria reviewers consider in evaluating grants. The course will be a mix of instruction and class discussion. Prerequisite: Admission to the graduate program in Molecular Biosciences, or consent of instructor. LEC

JUSTIFICATION
Change in timing of class: Gives students greater time to fully prepare for their oral examinations (which in our department require a grant proposal to be generated). Description: The previous description is thin, does not give examples of topics covered, and does not state how the class will be taught. The new description rectifies this. The new instructor (Dr. Stuart Macdonald) plans to use more discussion and "mock review panel" type classes to help students learn how best to obtain funding, and the description now suggests the class is not wholly driven by lecture-based instruction. Prereqs: The previous prerequisites (specifically "Completion of three semesters of the molecular biosciences or genetics program graduate curriculum") will be incorrect once the class switches to Spring (students will have completed just 2 semesters before enrolling in the class). Thus we opt for a simpler prerequisite (they must be a student in our department), while still allowing for non-Molecular Biosciences students to take the class if the instructor agrees.

LINGUISTICS
CHANGE: TITLE

(OLD)
LING 738 Neurolinguistics (3) We will explore how language is represented and processed in the human brain. This will include a critical survey of the foundations and the newest state-of-the-art research in the cognitive neuroscience of language, focusing on the techniques of functional brain imaging (fMRI, PET, EEG, MEG, and related methods), and research on aphasia and other language disorders. This course will also include a laboratory component providing hands-on experience with brain imaging research on language. LING 700 or equivalent course. LEC

(NEW)
LING 738 Neurolinguistics I (3) We will explore how language is represented and processed in the human brain. This will include a critical survey of the foundations and the newest state-of-the-art research in the cognitive neuroscience of language, focusing on the techniques of functional brain imaging (fMRI, PET, EEG, MEG, and related methods), and research on aphasia and other language disorders. This course will also include a laboratory component providing hands-on experience with brain imaging research on language. LING 700 or equivalent course. LEC

JUSTIFICATION
The purpose for the requested course title change (changing LING 738 from "Neurolinguistics" to "Neurolinguistics I") is to make the course title numbering consistent with the new Neurolinguistics II course (LING 742). The new LING 742 Neurolinguistics II course has been approved by the Committee, pending our submission of a request to change the title of LING 738 from Neurolinguistics to Neurolinguistics I.

VISUAL ART

CHANGE: CREDIT HOURS

(OLD)
VAE 780 Internship in Teaching Art (5-16) A supervised internship experience leading to initial art teacher certification. The student assumes the total professional role as a teacher of art in an approved school setting. LEC

(NEW)
VAE 780 Internship in Teaching Art (9) A supervised internship experience leading to initial art teacher certification. The student assumes the total professional role as a teacher of art in an approved school setting. LEC

JUSTIFICATION
Class should not be in variable credit hours. The VAE 780 is the Internships for Student Teaching and requires a 9 hour enrollment to meet licensure Kansas State requirements for art teaching in the public schools. The VAE 780 meets the University of Kansas expectations of standards for teaching and those of the State. When students enroll in the Internship course, they student teach for a total of 16 weeks meeting the demands of a placement in schools K-12. Specifically, students are placed with an art teacher either at the elementary or secondary level for 8 weeks; for the next 8 weeks students enter another placement at grade level they have not yet taught (elementary or secondary 0 middle or high school). Ultimately, the VAE 780 placements entail that student teachers teach under the supervision of both the cooperative teacher and a university supervisor either myself or a colleague.

NEW COURSES

EAST ASIAN LANGUAGES & LITERATURES
EALC 764 Modern Korean Culture and Society (3) An examination of the history, society, values, and political economy of Korea in its East Asian and global context. The course will use a multi-disciplinary approach, including history, ethnography, fiction and film. LEC

JUSTIFICATION
Dr. Kyoim Yun, a junior faculty member, has taught this course using EALC 790: Topics in:___ and would like to make it a regular course offering. Student interest in Korea has been growing.

POLITICAL SCIENCE

POLS 957 Comparative Political Behavior (3) The course introduces students to the vast literature on comparative elections and comparative political parties. It pursues a twofold goal. First, the seminar surveys the large comparative electoral behavior literature. The themes covered in the first half include a discussion of why voters participate in elections, how voters form preferences, how psychological processes affect mass views, and how these, in turn, influence party preferences. Second, the seminar introduces students to the supply-side of politics and the role of political parties. This second part of the course, therefore, examines why parties form in the first place, what motives they have, what choices they offer in short, how and why parties compete. Together, the way voters form preferences and the logic of party formation illuminate a central element of the democratic process. LEC

JUSTIFICATION
There is currently no course at KU that covers these topics so that students wishing to deepen their expertise in this area, so that this course offers them an opportunity to prepare their research agenda, and/or to become familiar with a vibrant field in comparative politics in order to take doctoral exams in Comparative politics.

III. Petitions and Program Changes Subcommittee Report

The Petitions and Program Changes Subcommittee recommends the following to the CGS:

CLASSICS M.A.

The requested changes to this degree or certificate program are: Current Track or Option within degree: In the current catalog, of the 30 hours required for an M.A. in Classics, the following stipulation is added: "A maximum of 12 hours may be taken in nonlanguage courses."

Proposed: "A maximum of 12 hours may be taken in non-language courses (exception: a maximum of 15 hours may be taken by students who enroll in CLSX 899 for thesis hours)."

The reasons given for this change are these: CLSX 899 is a newly proposed course that will allow students to write an M.A. thesis with emphasis on the material remains of ancient Greece and/or Rome (rather than on the languages and literatures, for which the rubrics GRK 899 and LAT 899 are now used). Currently, all students may take up to 12 of the 30 hours required for the M.A. in related graduate courses taught in English but approved by the department (e.g., ancient philosophy in Philosophy, or Roman history in History). The proposed change will give the student writing a thesis under the new CLSX rubric the opportunity to take three more hours of this kind of class. Since this M.A. is less intensely involved in the ancient languages, such a change would allow the student a bit more flexibility in designing his or her own program of study.

MATH PH.D.

Current Examination Requirements Requirement: Students must currently pass three written qualifying examinations, one in algebra, one in analysis and one either in numerical analysis or probability and statistics. Proposed: Students must pass two written qualifying examinations chosen from one of the following options: (i)
algebra and numerical analysis (ii) algebra and probability/statistics (iii) analysis and numerical analysis (iv) analysis and probability/statistics

Current Courses Requirement: Current track requirements: (i) Pure Mathematics. This track requires MATH 800, MATH 810, MATH 820, MATH 830 and an approved course in geometry (e.g., MATH 840, MATH 910, or MATH 920). (ii) Applied Mathematics. This track requires MATH 727 (or the corresponding qualifying examination); MATH 781 (or the corresponding qualifying examination); MATH 800, MATH 810, MATH 881 and MATH 882 or MATH 865 and MATH 866 or MATH 850 and MATH 851, and one of MATH 840, MATH 850, or MATH 950.

Proposed: (A) Qual Coursework: Prospective PhD students must pass MATH 727, MATH 765, MATH 781, and MATH 791 with a grade of B or better or pass the corresponding qualifying exam. More advanced students may substitute corresponding 800 level courses. For example, MATH 800 or MATH 810 may substitute for MATH 765; MATH 830 or MATH 831 may substitute for MATH 791; MATH 881 or MATH 882 may substitute for MATH 781; MATH 865 or MATH 866 may substitute for MATH 727. The qual course requirement must be met before taking the preliminary exam. (B) New track requirements: (i) Pure Mathematics. This track requires MATH 800, MATH 810, MATH 820 or MATH 821, MATH 830 and an approved course in geometry (e.g., MATH 840, MATH 910, or MATH 920). (ii) Applied Mathematics. This track requires MATH 800, MATH 810, MATH 881 and MATH 882 or MATH 865 and MATH 866 or MATH 850 and MATH 851, and one of MATH 840, MATH 850, or MATH 950. Any of the track courses above used to fulfill the qual course requirement must be passed with a grade of B or better.

The reasons given for this change are these: There are a number of reasons the department of mathematics would like to make the proposed changes, but the primary reason is to lessen the number of exams PhD students must take in order to get to the research phase of their PhD program. Currently the mathematics department has a three-tier exam system for PhD students: the qualifying exams, the preliminary exam, and the oral comprehensive exam. The main purpose of the qualifying exams is to ensure that students are proficient at introductory level graduate mathematics across the field. While we have some students who come to KU prepared to take the qualifying exams upon arrival, many of our students must take the 700-level courses that prepare them for quals. Thus, even very good students often find themselves in a bind for time. It often takes them two years to complete the coursework that prepares them for three qualifying exams and generally leaves them with just enough time to finish the quals, assuming they pass all of their exams on their first attempt. Successful students at this level must then prepare for the preliminary exam - a written or oral exam in their proposed research area, and again for the oral comprehensive exam. Thus, in many cases, current students, even very good ones, spend two and a half or three years preparing for exams before beginning their research. With the proposed changes, good students, even those that need to take the 700-level courses that correspond to their quals, should be done with the initial testing after one year, and ultimately ought to begin their research 6 months to a year earlier than under the current system. Given that we are reducing the number of exams at the introductory graduate level, the new proposal also introduces a course requirement at the qual or introductory graduate level. Thus, all students would have to demonstrate proficiency in a number of areas via a combination of qualifying exams and coursework. On the other hand, because there already exists track oriented course requirements, we have designed the qual course requirement so that it dovetails with the more advanced track requirements. Thus, students may use a more advanced course that fulfills a track requirement to also fulfill a qual coursework requirement.

IV. New Business