I. Approval of the November 4, 2010 Minutes

II. Policies, Procedures & Awards Subcommittee Report
   • Servicemembers Opportunity Colleges Report

III. Curricular Changes Subcommittee Report
   • Course changes: FMS 702, LING 712, LING 714

IV. Petitions & Program Changes Subcommittee Report

V. New Business
   • Comprehensive exam enrollment
I. Approval of the November 4, 2010 Minutes

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

MINUTES
NOVEMBER 4, 2010, 11:00AM
STRONG HALL – ROOM 210

Members Present: Alison Gabriele, Tanya Hart, Boone Hopkins, Caroline Jewers, Daniel Katz, Brian Laird, Jim Mielke (ex officio), Eve Levin, Ed Morris, Becca Peterson (ex officio), Kees van der Veen, Gina Westergard

Others in attendance: Katie Rockey (COGA), Dean Sara Rosen (RGS), Lea Smith (COGA), Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:04 a.m.

Minutes

A motion was made and seconded to approve the October 21, 2010, minutes of the Committee on Graduate Studies, as written. The motion was approved unanimously.

Discussion with Dean Rosen – (RS)² and other items

- Dean Rosen presented background information and key points regarding Research Skills and Responsible Scholarship.
- The Petitions and Program Changes Subcommittee will review departments’ (RS)² proposals. The subcommittee obtained clarification on criteria for approval. Proposals should demonstrate a selection of sufficient topics, outline how requirements will be tracked and evaluated, and include at least eight hours of in-person responsible scholarship training.
- The Office of Research and Graduate Studies will host an open forum on November 15, 2010. A panel of KU faculty members will discuss what it means to do responsible research in their fields.

Report of the Policies, Procedures & Awards Subcommittee
(Ed Morris, reporting)

- The subcommittee provided an updated progress report (posted on the CGS BlackBoard site) regarding each Dean’s charge for the academic year.
- Eve Levin prepared the Servicemembers Opportunity Colleges (SOC) Report. The CGS members will provide their feedback to the subcommittee before the next meeting.

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

- A motion was made and seconded to approve the recommendation from the subcommittee for curricular changes to the following courses. The motion was approved unanimously.
  - Course changes: LING 980
  - Course deletions: LING 750, LING 753, LING 850, LING 950, LING 960, LING 970

- Minor amendments were recommended to the following courses. A motion was made and seconded to approve the curricular changes, pending the department’s approval of the amendments*. The motion was approved unanimously.
New courses: EALC 743, EALC 841, POLS 710
Course changes: ANTH 706, FMS 743, FMS 841, LING 706, LING 739, LING 822
*The COGA will contact the departments regarding the amendments.

- A motion was made and seconded to table the following courses. The motion was approved unanimously.
  - New courses: EALC 888, GIST 888, POLS 888

**New Business**

- There is no policy that states enrollment is required during the semester of the comprehensive oral exam. However, exams cannot be recorded if the student is not enrolled. Dean Peterson will draft policy language for the Policies, Procedures, and Awards Subcommittee to review.
- The subcommittees discussed their meeting options due to the holiday. All subcommittees will meet as regularly scheduled.

There being no further business, the meeting was adjourned by Brian Laird at 12:35 p.m.

**Upcoming Meetings**

The next meetings of the CGS Subcommittees are **Thursday, November 11, 2010.**
- Curricular Changes Subcommittee, 11:00 a.m. – 12:30 p.m., 210 Strong Hall
- Petitions & Program Changes, 11:30 a.m. – 12:30 p.m., 213 Strong Hall, RGS Conference Room
- Policies, Procedures, and Awards, 11:00 a.m. – 12:30 pm., 315 Strong Hall

The next meeting of the Committee on Graduate Studies is **Thursday, November 18, 2010,** 11:00 AM, 210 Strong Hall.

*Respectfully submitted by Savanna Trent, COGA*

---

II. Policies, Petitions & Awards Subcommittee Report

Please see Attachment A.

III. Curricular Changes Subcommittee Report

The Curricular Changes Subcommittee recommends the following course changes to the CGS: FMS 702, LING 712, LING 714.

**FILM AND MEDIA STUDIES**

**CHANGE: CREDIT HOURS**

(OLD)
FMS 702 Graduate Seminar in: ______ (3). Course organized any given semester to study particular subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. SEM

(NEW)
FMS 702 Graduate Seminar in: _____ (1-3). Course organized any given semester to study particular
subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. SEM

JUSTIFICATION
The Department of Film and Media Studies would like to be able to offer seminars under this course number for less than the current 3 credit hour requirement, for example during Winter and Spring Breaks.

LINGUISTICS

CHANGE: DESCRIPTION AND TITLE

(OLD)
LING 712 Phonology I (3). This course is an introduction to phonological theory. It focuses on crucial phonological concepts such as underlying and surface representations, phoneme and allophone, contrast, alternation, neutralization, distinctive features, and syllable. It provides the basic skill set for phonological analysis, including UR selection, rule notation, rule ordering, and common phonological universals. It also touches on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 705 LEC

(NEW)
LING 712 Phonological Theory I (3). This is a survey course on modern phonological theory. It starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory (OT). Topics in OT include its conceptual and empirical advantages over rule-based phonology, its potential problems and their possible remedies, the relevance of phonetics in OT constraints, correspondence theory, and how OT can be applied to prosodic phenomena such as stress and tone. It also focuses on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 705. LEC

JUSTIFICATION
Virtually all Linguistics courses are combined undergraduate/graduate courses. With the current rapid increase in the number of Linguistics majors, this no longer is a good solution. Linguistics is creating new ways to make sure that both undergraduate and graduate students receive instruction at the appropriate level. Phonology is the first area in which we are proposing changes. The change in course description reflects current developments in the field. The main innovation is that this introductory graduate course will now simultaneously serve as the second-level phonology course at the undergraduate level. The fact that undergraduates in this course will already have taken a basic course in phonology (LING 312) ensures that the undergraduates and graduates in this course are at comparable stages which makes it easier to teach the course and makes the course more rewarding for all students. The change in course title primarily reflects that this is an introductory course at the graduate level and a more advanced course at the undergraduate level. (CUSA approval will be sought for the accompanying undergraduate course LING 314).

CHANGE: DESCRIPTION AND TITLE

(OLD)
LING 714 Phonology II (3). This course is a continuation of a survey of phonological theory. The course starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory. Topics in Optimality Theory (OT) include its conceptual and empirical advantages over rule-based phonology, its potential problems and possible remedies, issues of learnability and acquisition, the relevance of phonetics in OT constraints, and correspondence theory. Prerequisite: LING 712. LEC
LING 714 Phonological Theory II (3). This is an advanced course on modern phonological theory. It discusses phonology as an interdisciplinary and experimental discipline and presents current development in both experimental techniques that shed light on speakers’ phonological knowledge and the formal modeling of speakers’ phonological grammar. Issues of learnability and how phonological acquisition can be modeled will also be touched upon. Prerequisite: LING 712. LEC

JUSTIFICATION
The course description reflects current developments in the field. The description and title emphasize that this is an advanced course in phonology. The main change for students is that this course is specifically targeted toward advanced graduate students and will not be taken by undergraduates.

IV. Petitions & Program Changes Subcommittee Report

V. New Business

• Comprehensive exam enrollment
MEMO TO: The College Committee on Graduate Studies (CGS)
FROM: CGS Subcommittee on Procedures, Policies and Awards
REGARDING: Recommendations regarding the Servicemembers Opportunity Colleges

Dean Danny Anderson charged CGS with making recommendations for CLAS policies and procedures to support KU’s participation in the Servicemembers Opportunity Colleges (SOC). On October 28, the CGS Subcommittee on Procedures, Policies and Awards met with Dawn Tallchief and Bill Steele from the Office of Professional Military Graduate Education (OPMGE) concerning this charge. It was a constructive meeting.

Undergraduate and graduate students from the military, including active-duty, reservists, and veterans, comprise a significant portion of KU’s student body. They are particularly numerous in History, Political Science, area studies, foreign languages, and Engineering, where they bring diversity to our campus. They tend to be older and more mature. Their number is likely to increase in coming years as servicemembers return from the Middle East and Afghanistan, especially if KU can advertise itself as “military-friendly.” As a public university, KU has a special obligation to teach to our service personnel, and to see that they are well-educated—and in a civilian setting.

Based on our meeting with Dawn Tallchief and Bill Steele, the subcommittee makes the following recommendations:

1. The College should advocate that the University facilitate the graduate education of active duty servicemembers, reservists, and veterans by creating a central office for all servicemembers’ needs (e.g., applications, advising, advocacy, adjusting to civilian and non-traditional student life). The office could also house the existing OPMGE and a parallel SOC office for undergraduate servicemembers, as well as other related programs and services (e.g. Wounded Warrior Program, Office of Veterans Services, Military Service Scholarship Program, etc.). The relationship between this new central office and the existing ROTC should be regularized.

   **Rationale:** Although the College enrolls many servicemembers, so do other colleges and schools (e.g., business, education, engineering, social welfare). Consequently, this initiative needs to be university-wide. The OPMGE could assist in designing the office, its organization, and administrative functions, but does not have the personnel to staff or administer it. A centralized office will need its own space and personnel.

2. Even before the creation of a central office, the College should take the lead in establishing a central webpage for prospective and current military students. The Office of
Graduate Studies and the College should then add links to this site from their front pages. The site could contain, for instance, (a) contact information for the OPMGE; (b) information about in-state tuition for military personnel, along with the form to apply for it; and (c) Frequently Asked Questions.

Rationale: Information pertinent to military issues is currently scattered in many places and it is difficult to locate. A central webpage and portals that are easy to navigate will immediately mark KU as “military-friendly,” encouraging prospective students to apply and providing a ready list of resources for current students.

3. In consultation with the OPMGE, the Office of Graduate Studies should create a document on the College’s resources for servicemember graduate students that departments can include in their Graduate Handbooks.

Rationale: Departments will more likely provide this information for their servicemember graduate students if we provide them with something that can be incorporated easily into their handbooks. Handbooks make the information readily available, when needed, at the level of individual graduate programs in which the servicemembers are enrolled.

4. In consultation with the OPMGE, the Office of Graduate Studies should create a list of “best practices” for its Office and each graduate program regarding servicemembers’ graduate applications. These would emphasize flexibility in the application process, not a reduction in a program’s rigor and quality. The practices might include:

(a) allowing servicemembers to apply to graduate programs off-cycle (e.g., January);

Rationale: Servicemembers often receive authorization to seek graduate degrees too late to apply in time for departments’ application deadlines.

(b) allowing servicemembers to use older standardized admissions test results (e.g., GREs, MCATs), submit scores late, or have the test requirements waived;

Rationale: Servicemembers often apply while deployed outside of the US, where they have no opportunity to take the tests.

(c) allowing servicemembers to submit letters of recommendations from commanding officers, in addition to or instead of those from faculty members;

Rationale: Servicemembers often apply to graduate school years after their undergraduate studies. As a result, they have difficulty obtaining letters of recommendation from their university or college instructors, much less letters that reflect their current capacities.

(d) allowing servicemembers to use writing samples from their military service in addition to or instead of samples from their undergraduate coursework;
Rationale: Servicemembers move so often that they cannot locate their undergraduate coursework. Samples they have written for the military can just as easily demonstrate research, analytical, interpretive, and rhetorical skills.

(e) allowing servicemembers to have their service record be part of their overall qualifications.

Rationale: Servicemembers often have such diverse backgrounds (e.g., poor undergraduate records, education in the military system, experience abroad, etc.) that their entire background should be considered when evaluating their eligibility for graduate admission. Admission committees should understand that servicemembers undergo a rigorous screening process before they are permitted to seek an advanced degree. Servicemembers add a valuable diversity to our programs, where both they and civilian students benefit from the interaction.

5. In consultation with the OPMGE, the Office of Graduate Studies should create a list of “best practices” for its Office and each graduate program regarding servicemembers’ fulfilling graduate degree requirements. These would emphasize flexibility in fulfilling the degree, not a reduction in a program’s rigor and quality. These might include:

(a) Flexibility in assessing eligibility for transfer credit, credit hour waivers, and fulfillment of prerequisites. This will require streamlined, rapid processes to approve (or reject) applications at the levels of the department, College, and Office of Graduate Studies.

Rationale: Servicemembers often pursue their advanced education piecemeal, as their deployments permit, at a number of different institutions over many years. Although their coursework may not match current KU courses one-to-one, the servicemembers might have acquired an equivalent education at either civilian or military institutions. Because other non-traditional students have similar records, this recommendation would benefit them, too.

(b) If servicemembers need to update their skills or remediate gaps in their education, graduate programs should offer efficient ways of allowing them to do so (e.g., tutoring, short courses, mentoring).

Rationale: Servicemembers often took courses or completed their undergraduate degrees many years earlier. Thus, they may need to update their research skills, familiarity with secondary literatures and methodologies, or foreign language competencies. Instead of requiring additional coursework for them, which might lengthen their time-to-degree beyond the parameters the military permits, departments should help servicemembers catch up expeditiously. This could also assist other non-traditional students.

(c) When servicemembers first enroll, department should assist them in designing a plan to complete their degrees within the time constraints established by the military.

Rationale: Servicemembers are often given tight deadlines for completing their degrees (as little as 12 months for a Master’s degree or 3 years for a PhD). Because they rarely
can obtain extensions from the military, they may suffer severe negative consequences --
even involuntary separation from the armed services -- if they fail to complete the degree
on schedule. Careful planning is essential. Indeed, servicemembers are required by their
superior officers to fill out a semester-by-semester plan. Departments should make
efforts to negotiate with the military chain of command to ascertain that active-duty
servicemembers are permitted sufficient time to fulfill degree requirements at a high level
of quality.

(d) Offer core required courses in the evenings and make creative use of technology to make
campus courses available to remote locations.

Rationale: Servicemembers assigned to Fort Leavenworth’s Command and General Staff
College as students or instructors are often unable to attend daytime classes. Courses that
are accessible from a distance could also serve students who are unable to be present in
Lawrence.

(e) Provide options for servicemembers to enroll in courses that fulfill degree requirements
during the summer term. Among the options for this are (i) offering summer term courses,
funded by the College; (ii) independent study courses; and (iii) interdisciplinary courses (e.g.,
through the Hall Center or the Office of Graduate Studies) where students can pursue research
projects related to their degrees.

Rationale: Servicemembers who are permitted to pursue degrees must remain enrolled
year-round or they become liable for deployment. Also, because they are granted only
short time periods to complete their degrees, they need to enroll in courses that contribute
to their degrees year-round.

(f) Permit flexibility in regard to residency requirements.

Rationale: Servicemembers may be required to report for duty elsewhere in the midst of
their graduate programs. If they are not missing required courses, their residency
requirements might be waived. In addition, distance learning options might be offered.

(g) If servicemembers are deployed, allow them to interrupt their graduate programs and return
later without reapplication. Leaves-of-absence should be granted automatically, and should
extend automatically to the end of the deployment period, without any need to reapply.
Reservists may also need guarantees that their funding (e.g. GTA, GRA, and fellowship) will be
held for them upon their return.

Rationale: Servicemembers should not be penalized in their degree programs because
they are summoned to serve their country. By allowing them automatic leaves-of-absence
or even restoring their funding on their return, we make KU “military-friendly.”