I. Approval of the September 9, 2010 Minutes

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III. Policies, Procedures & Awards Subcommittee Report

IV. Curricular Changes Subcommittee Report
   - New courses: EALC 715, EVRN 700, POLS 953
   - Course changes: FMS 715, LING 782, PSYC 782

V. Petitions & Program Changes Subcommittee Report
   - Linguistics

VI. New Business
I. Approval of the September 9, 2010 Minutes

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

MINUTES
SEPTEMBER 9, 2010, 11:00AM
STRONG HALL – ROOM 210

Members Present: Bart Dean, Alison Gabriele, Tanya Hart, Boone Hopkins, Caroline Jewers, Daniel Katz, Brian Laird, Ed Morris, Rebecca Peterson (ex officio), Kees van der Veen, Gina Westergard
Others in attendance: Dean Danny Anderson, Leatrice Smith (COGA), Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:00 AM.

Dean’s Charges for the 2009-2010 Academic Year

Dean Anderson charged the CGS members with the following items:

1. Encourage departments and programs directly to review “time to degree” and degree completion impediments.

2. Discuss strategies to update departments on changes to graduate policy, where best to locate policies, and how to work with the new online graduate catalog.

3. Implement strategies for improved communication and consultation regarding course and program changes, university-level requirements (e.g., ethics, research skills), and redundant programming.

4. All graduate programs have been asked to review the grade menus for their graduate courses in response to the new policies put into effect by the CGS/CAC last year. The Dean has asked that these grade menus for existing courses that currently utilize the Progress, or P option, be declared to the CGS before December 1, 2010. Faculty members must decide as a department/program to use either the A-F menu or the S/U menu to ensure consistency for all graduate students in the program.

5. Last year, the Curricular Changes Subcommittee observed that the number of new courses added during the academic year outpaced the number of courses being deleted. Currently there are approximately 700 courses in the CLAS (undergraduate and graduate levels) that have not been taught in over five years; 300 of these courses have not been available to students in over 10 years. This trend should be examined and graduate programs should be informed in order to ensure that the courses in the graduate catalog accurately reflect active and available courses.

6. Review the requirements of the Servicemembers Opportunity Colleges (SOC) program and make recommendations for policy and procedures to support CLAS participation in the program. KU has become a participant and has in place many of the resources and policies necessary for full participation.

Minutes

A motion was made and seconded to approve the August 26, 2010, minutes of the Committee on Graduate Studies, as written. 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 recommendation from the Subcommittee for curricular changes to the following courses. The motion was approved unanimously.
  - New course: FMS 717
  - Course changes: GINS 899, SPLH 874
- New course GINS 898 was tabled. The Committee discussed concerns regarding the title.

Announcements

- Beginning September 17, 2010, Dean Becca Peterson will be out of the office for two to four weeks. Dean Jim Mielke will pick up some of her graduate affairs portfolio during this period of time.
- As of September 7, 2010, Savanna Trent assumed a part-time Administrative Associate Position in the COGA. She is pursuing a Master’s degree at KU Medical Center. She will continue to provide staff support to the CGS.

There being no further business, the meeting was adjourned by Brian Laird at 12:19 p.m.

Upcoming Meetings

The next meetings of the CGS Subcommittees are Thursday, September 16, 2010.
- Curricular Changes Subcommittee, 11:00 a.m. – 12:00 p.m., 210 Strong Hall
- Petitions & Program Changes, 11:00 a.m. – 12:30 p.m., 315 Strong Hall
- Policies, Procedures, and Awards, 11:00 a.m. – 12:30 p.m., 200 Strong Hall, Small Conference Room

The next meeting of the Committee on Graduate Studies is Thursday, September 23, 2010, 11:00 AM, 210 Strong Hall.

Respectfully submitted by Savanna Trent, COGA
II. Discussion of Charges and Committee Goals

III. Policies, Petitions & Awards Subcommittee Report

2010-2011 Dean’s Charges to the CLAS Committee on Graduate Studies

Procedures, Policies, and Awards CGS Subcommittee

Proposed Actions by Charge

1. **Encourage departments and programs directly to review “time to degree” and degree completion impediments.** Proposed actions:

   Survey graduate programs for what they see as:
   
   a. their “best practices” that insure degree completion and timely degree completion (e.g., curricula, program requirements, student and faculty supports, incentives) and
   
   b. impediments to degree completion and timely degree completion (e.g., Graduate School and College requirements; e.g., research skills, lack of student and faculty supports, lack of incentives).

   Compile and summarize “best practices” and disseminate to the graduate programs.

   Compile and summarize impediments and make recommendations to the CLAS Committee on Graduate Studies, the CLAS Dean, and the Executive Committee of Graduate School.

2. **Discuss strategies to update departments on changes to graduate policy, where best to locate policies, and how to work with the new online graduate catalog.** Proposed action:

   Develop a Graduate School Policy Library with links to (a) College/School Graduate Policy Libraries and (b) Department Policy Libraries, as well as reverse links from the departments to their colleges/schools to the Graduate School.

3. **Implement strategies for improved communication and consultation regarding course and program changes, university-level requirements (e.g., ethics, research skills), and redundant programming.** Proposed actions:

   a. Course and program changes:

   Revise the course and program addition, change, and deletion forms to ensure communication and consultation (e.g., instructions, signatures).

   Coordinate similar changes with CUSA.
b. University-level requirements (e.g., ethics, research skills):

Request that the Dean review the lines of communication with the Executive Committee of Graduate School (e.g., requiring it to consult with the CLAS Committee on Graduate Studies and related committees in other colleges and schools)

c. Redundant programming:

Future redundancies will be prevented by revising forms (above).

4. All graduate programs have been asked to review the grade menus for their graduate courses in response to the new policies put into effect by the CGS/CAC last year. The Dean has asked that these grade menus for existing courses that currently utilize the Progress, or P option, be declared to the CGS before December 1, 2010. Faculty members must decide as a department/program to use either the A-F menu or the S/U menu to ensure consistency for all graduate students in the program. Proposed actions:

Monitor program compliance with making decisions about the new grade menus by December 1.

Review programs that have not complied by December 1.

Prompt program compliance about making the decision.

5. Last year, the Curricular Changes Subcommittee observed that the number of new courses added during the academic year outpaced the number of courses being deleted. Currently there are approximately 700 courses in the CLAS (undergraduate and graduate levels) that have not been taught in over five years; 300 of these courses have not been available to students in over 10 years. This trend should be examined and graduate programs should be informed in order to ensure that the courses in the graduate catalog accurately reflect active and available courses. Proposed actions:

Request Registrar to prepare two lists of courses not taught in each graduate program, one for the last 10 and one for the last 5 years.

Request that the Dean send these lists to the programs, informing them that courses not taught in the last 10 years will be deleted from the catalog administratively, with exceptions invited by petition. Request that the Dean ask each program to review the courses not taught in the last 5 years for deletions from the catalog.

Rationale: “Truth in advertising” in the graduate catalog about what the graduate programs currently offer.

Coordinate similar requests of the Registrar and the Dean with CUSA.

6. Review the requirements of the Servicemembers Opportunity Colleges (SOC) program and make recommendations for policy and procedures to support CLAS participation in the
program. KU has become a participant and has in place many of the resources and policies necessary for full participation. Proposed actions:

- Secure a description of the SOC requirements.
- Review them.
- Make recommendations for policies and procedures that support CLAS’s full participation in the program.
IV. Curricular Changes Subcommittee

The Curricular Changes Subcommittee recommends the following to the CGS:

1. New courses: EALC 715, EVRN 700, POLS 953

**EAST ASIAN LANGUAGES & CULTURES**

**EALC 715 Survey of Japanese Film** (3). This course surveys the major developments in patterns of distribution, exhibition, and reception and their influence on film aesthetics in twentieth century Japanese film. Through secondary readings, lectures, and discussions students will examine how Japanese cinema as an institution responds to and intervenes in the social, cultural, and political history of twentieth century Japan. The course is offered at the 300 and 700 levels, with additional assignments at the 700 level. (Same as FMS 715.) LEC

**JUSTIFICATION**
EALC already cross lists this FMS course as EALC 790: Topics in EALC: ___. We are looking to make the course more specific by making the topics course available for other topics and making this class a separate, permanent, class.

**ENVIRONMENTAL STUDIES**

**EVRN 700 Colloquium** (1). Topics of current interest in environmental studies. May be repeated for credit for different topics. LEC

**JUSTIFICATION**
This course description is also written in a way that any new future graduate program or grad certificate programs in EVRN will be able to use this course as part of the requirements. In effect, the graduate students in the IGERT C-Change Program are already regularly attending colloquia as part of their work. This course helps recognize that work.

**POLITICAL SCIENCE**

**POLS 953 Comparative Legislatures** (3). This research seminar addresses the major theoretical and empirical issues in the study of legislatures. Students will discuss the design of institutions, government formation, accountability, legislative process and role of committees, agenda setting, elections and parties, and representation. The course will familiarize students with the core debates in legislative studies, extend knowledge of regional variation in the design and function of representative institutions, develop skills in the analysis of legislative records, and enhance professional socialization. Prerequisites: POLS 810, 850, or consent of instructor. SEM

**JUSTIFICATION**
As the primary formal institution representing citizen interests and the focal point for policy-making, legislatures play a critical role in democratic societies all over the world. This course is designed to address shortcomings in the study of legislatures and policymaking by integrating the study of the US Congress into the broader literature on legislatures around the globe. The course will provide graduate students with a unique opportunity to synthesize material on the study of legislatures from the American and comparative politics traditions.
2. Course changes: FMS 715, LING 782, PSYC 782

FILM & MEDIA STUDIES

CHANGE: CROSSLISTING, DESCRIPTION

(OLD)
FMS 715 Survey of Japanese Film (3). This course surveys the major developments in patterns of distribution, exhibition, and reception and their influence on film aesthetics in twentieth century Japanese film. Through secondary readings, lectures, and discussions students will examine how Japanese cinema, as an institution, responds to and intervenes in the social, cultural, and political history of twentieth century Japan. In addition to the lecture sessions taught in tandem with FMS 315, additional research component, lecture presentation, and class meeting are also required. LEC

(NEW)
FMS 715 Survey of Japanese Film (3). This course surveys the major developments in patterns of distribution, exhibition, and reception and their influence on film aesthetics in twentieth century Japanese film. Through secondary readings, lectures, and discussions students will examine how Japanese cinema, as an institution, responds to and intervenes in the social, cultural, and political history of twentieth century Japan. The course is offered at the 300 and 700 levels, with additional assignments at the 700 level. (Same as EALC 715.) LEC

JUSTIFICATION
This FMS curricular change form is being submitted to support the EALC request to establish EALC 715 Survey of Japanese Film to cross list with the FMS 715 Survey of Japanese Film. The sentence regarding teaching with lower level courses has been changed to match the preferences of the Registrar’s Office.

LINGUISTICS

CHANGE: PREREQUISITES

(OLD)
LING 782 Research Methods in Child Language (3). A survey of methods for studying phonological, morphological, syntactic, and semantic change during language development. Methods include: diary interpretation, language sample analysis, probe elicitation tasks, and clinical assessment. (Same as PSYC 782.) Prerequisite: PSYC 735 or equivalent or consent of instructor. LEC

(NEW)
LING 782 Research Methods in Child Language (3). A survey of methods for studying phonological, morphological, syntactic, and semantic change during language development. Methods include: diary interpretation, language sample analysis, probe elicitation tasks, and clinical assessment. (Same as PSYC 782.) LEC

JUSTIFICATION
The Faculty of the PSYC dept. and LING dept. decided that the prerequisites are not necessary for this course because PSYCH 735 doesn’t actually prepare students for PSYCH 782. As such, it is not necessary to have taken PSYCH 735 prior to enrolling in PSYCH 782.

PSYCHOLOGY

CHANGE: PREREQUISITES

(OLD)
PSYCH 782 Research Methods in Child Language (3). A survey of methods for studying phonological, morphological, syntactic, and semantic change during language development. Methods include: diary
interpretation, language sample analysis, probe elicitation tasks, and clinical assessment. (Same as LING 782.)
Prerequisite: PSYC 735 or equivalent or consent of instructor. LEC

(NEW)
PSYCH 782 Research Methods in Child Language (3). A survey of methods for studying phonological, morphological, syntactic, and semantic change during language development. Methods include: diary interpretation, language sample analysis, probe elicitation tasks, and clinical assessment. (Same as LING 782.) LEC

JUSTIFICATION
The Faculty of the PSYC dept. and LING dept. decided that the prerequisites are not necessary for this course because PSYCH 735 doesn’t actually prepare students for PSYCH 782. As such, it is not necessary to have taken PSYCH 735 prior to enrolling in PSYCH 782.
V. Program Changes Subcommittee Report

LINGUISTICS

(OLD)

Current Time to Degree Limit Requirement:

4.3 Admission to the Ph.D. program

These are handled by the entire faculty of the Linguistics Department as follows: When a student's application dossier is complete, it is circulated among the faculty. If a majority of the graduate faculty of the department vote in favor of admitting the student, he/she will be admitted. A student's application will be discussed and voted on at a faculty meeting if any faculty member so requests before the student is admitted or if the student's admission would be provisional or probationary.

a. For New Students:

(1) The applicant must have the minimum grade point average required by Research and Graduate Studies for all previous college or university work.

(2) Applicants must have positive letters of reference from at least three persons familiar with their academic ability.

(3) Non-native speakers of English must provide evidence of English proficiency in one of the following ways:

   i. Graduation with a baccalaureate degree (or higher) earned in residence from an accredited U.S. institution of higher education, or from such an institution whose medium of instruction is English. This does not apply to degrees earned online.

   ii. TOEFL scores of no less than 53 (paper) or 20 (computer) or 20 (internet-based test) in reading, listening, and writing; or

   iii. International English Language Testing score of no less than 6.0, with no part of score less than 5.5.

b. For Students Already in our M.A. Program:

A student desiring to continue for the doctorate must state that desire in writing and the faculty will decide to accept or reject the request on the basis of the student's previous work in the department. The student's dossier will be circulated just as are the dossiers of students applying from other institutions.

Comprehensive Examination

The M.A. comprehensive examination is given in written form and is taken no later than the semester in which the student is enrolled for his/her thirty-third hour of course work applicable to the M.A. in Linguistics. Students who wish to take the M.A. examination must indicate their intent to do so six weeks in advance of the exam. Students who subsequently decide not to take the exam must notify the department no later than two weeks before the exam.

The M.A. comprehensive examination will be composed and administered by the faculty of the department and will consist of three parts:

(1) Phonetics and phonology

(2) Syntax

(3) Acquisition

The M.A. written examination will normally be given on a Saturday morning and each part will last one hour. The examination will be given in one session starting at 9:00 a.m. It should be noted that this is a comprehensive examination. Although some of the faculty may provide students with reading lists of an advisory nature, the Department does not provide an official reading list. Grading of the M.A. Comprehensive will be done on a scale of 1-10, with 6.0 or above constituting a "Pass." A student must pass all parts of the comprehensive exam but if two parts are passed, the student need only take the part failed the next time the exam is offered. In case of failure, the student may retake the exam only once. A student who fails the comprehensive examination must take it the next time it is offered. If a student fails a second time, he/she will not be permitted to continue work for the M.A. Failure to appear for an exam for which the student has enrolled constitutes a failure.
4.4 Admission to the Ph.D. program

This is handled by the entire faculty of the Linguistics Department as follows: When a student’s application dossier is complete, it is circulated among the faculty. If a majority of the graduate faculty of the department vote in favor of admitting the student, he/she will be admitted. A student’s application will be discussed and voted on at a faculty meeting if any faculty member so requests before the student is admitted or if the student’s admission would be provisional or probationary. Admission to the Ph.D. program depends on an evaluation of the student’s potential for completing the Ph.D. and the availability of a faculty member to serve as the student’s advisor. Students originally admitted to the M.A./Ph.D. program when entering the Linguistics graduate program should know that this does not constitute automatic acceptance to the Ph.D. program.

a. For New Students:

(1) The applicant must have the minimum grade point average required by Research and Graduate Studies for all previous college or university work.

(2) Applicants must have positive letters of reference from at least three persons familiar with their academic ability.

(3) Non-native speakers of English must provide evidence of English proficiency in one of the following ways:
   i. Graduation with a baccalaureate degree (or higher) earned in residence from an accredited U.S. institution of higher education, or from such an institution whose medium of instruction is English. This does not apply to degrees earned online.
   ii. TOEFL scores of no less than 53 (paper) or 20 (computer) or 20 (internet-based test) in reading, listening, and writing; or
   iii. International English Language Testing score of no less than 6.0, with no part of score less than 5.5.

b. For Students Already in our M.A. Program:

Students originally admitted to the M.A. program who are completing the M.A. degree (thesis option) and want to continue toward the Ph.D. must apply for the Ph.D. program by April 1st of their 4th semester. Application to the Ph.D. program needs to include a 5-10 page summary of the M.A. thesis in progress. The completed M.A. thesis will be graded on the following scale: ‘0’ – fail; ‘1’ – pass without admission to the Ph.D. program; ‘2’ – pass with admission to the Ph.D. program. Students originally admitted to the M.A./Ph.D. program when entering the Linguistics graduate program must obtain a grade of ‘2’ for the M.A. thesis to continue in the Ph.D. program.

6.1.4 Master’s final exam

The M.A. final exam option is only available to students seeking a terminal M.A. degree. It is given in written form and is taken no later than the semester in which the student is enrolled for his/her thirty-third hour of course work applicable to the M.A. in Linguistics. Students who wish to take the final M.A. exam must indicate their intent to do so six weeks in advance of the exam. Students who
subsequently decide not to take the exam must notify the department no later than two weeks before the exam.

The M.A. final exam will be composed and administered by the faculty of the department and will consist of three of the following four areas:

(1) Phonetics and phonology
(2) Syntax
(3) First language acquisition or second language acquisition
(4) Psycholinguistics or neurolinguistics

The M.A. final exam will be given in one session of three hours. Although some of the faculty may provide students with reading lists of an advisory nature, the Department does not provide an official reading list. Grading of the M.A. final exam will be done on a scale of 1-10, with 6.0 or above constituting a "Pass." A student must pass all parts of the final exam but if two parts are passed, the student need only take the part failed the next time the exam is offered. In case of failure, the student may retake the exam only once. A student who fails the final exam must take it the next time it is offered. If a student fails a second time, it will be recommended that the student voluntarily discontinue the program or the student will be subject to dismissal from the program by the department. An unexcused absence on the day of the exam for which the student has enrolled will constitute a failure.

6.1.5 M.A. Timetable

The M.A degree is expected to take 2 years (maximum: 2.5 years).

Year 1:
• Complete 18-24 credit hours (3-4 courses/semester) consisting of core and elective courses
• Contact M.A. thesis supervisor during the second semester

Year 2:
• Complete all remaining course requirements (a total of 33 credit hours is required for the M.A.)
• Submit M.A. thesis proposal (2-3 pages plus bibliography) to advisor during the third semester.
• Meet with the entire M.A. committee (advisor plus 2 members) no later than the fourth semester
• Defend M.A. thesis during the fourth semester and no later than the fifth semester

Students are encouraged to select an area of concentration and faculty advisor in that area as soon as feasible. For each area, the advisor will be able to recommend to students which courses to take to finish the M.A. degree in a timely manner. The student and M.A.
committee together must insure that the scope of the thesis project is feasible given the allotted time.

Students who are not able to take a minimum of 9 Linguistics credit hours per semester (e.g., AEC requirements need to be fulfilled) should devise an adjusted timetable with their advisor.

Students who have completed the 33 credit hours required for the M.A. degree but have not yet defended their thesis should not enroll in advanced courses without approval from their advisor. Instead, enrollment in M.A. thesis credit hours, reading groups, and/or independent study is strongly encouraged.

If the M.A. thesis has not been completed by the end of the fifth semester, the student’s file will be reviewed by the entire faculty and recommendations will be made on how the student should proceed.

Students pursuing the M.A. final exam must take this exam no later than the semester in which the student is enrolled for his/her thirty-third hour of course work applicable to the M.A. in Linguistics. This option is only available to students seeking a terminal M.A. degree.

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

Fall2011

JUSTIFICATION

The proposed changes don't uniquely fit into any of these categories. We submit three updates to our Graduate Program. One concerns a requirement for admission to the doctoral program for those students who received their M.A. degree in our department. While the department always had the option to provide a terminal M.A. degree for some students, we propose to formalize this by assigning a numeric score to the M.A. thesis (0 = fail M.A. thesis, 1 = pass but do not allow the student to continue for Ph.D., 2 = pass and continue for PhD). A second update concerns the written comprehensive M.A. exam option. This is an option for those graduate students who get an M.A. degree and have chosen not to continue for the PhD. Currently, students have to answer questions in three areas of Linguistics. We propose to identify a fourth area (reflecting new faculty expertise) and have students choose three of the four areas. Finally, we have included a new section in our graduate study guide entitled “M.A. timeline”. This provides a detailed timeline for the course of the M.A. component of our graduate program, designed to have our students complete their M.A. degree in a timely manner. Introduction of a numeric score for the M.A. thesis is meant to reinforce the notion that completion of an M.A. thesis in our department does not automatically mean qualification for the Ph.D. program. In the past, there has been confusion about this. The introduction of this scoring system and its inclusion in the graduate student guide should remedy this. The addition of a subject area to the written comprehensive MA exam is a response to the fact that the field of Linguistics has changed over the last 10 years. In line with these changes, the department has added (or replaced) faculty with expertise in new fields of research and our exam areas reflect this. Inclusion of the new “M.A. timeline” section is meant to make sure that graduate students finish the M.A. degree in 2 years. It emphasizes that students need to select a subject area and advisor within the first year of study and it lays out the relevant milestones so that both students and faculty can gauge their progress.

VI. New Business