Meeting of the College Assembly  
College of Liberal Arts & Sciences  
Kansas Room, Kansas Union  
December 2, 2003  
4:00 p.m.

AGENDA

I. APPROVAL OF NOVEMBER 4, 2003 MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Presented by Terry Slocum; submitted by Emily Eichler

A. Curricular Changes:  ANTH 748, ANTH 749, COMS 941, COMS 945, GEOL 727,  
HIST 847, INS 805, LING 748, LING 749, PSYC 834, TH&F  
773, TH&F 775, TH&F 776, TH&F 873, TH&F 875, TH&F 876

B. For Approval by College Assembly

CGS recommends the approval of the following:

1. Proposal from the Geography Department for a Joint Degree Program Leading to the  
Master of Urban Planning and Master of Arts in Geography Degree

2. Proposal from the Speech-Language-Hearing Department for a New Doctoral Degree

3. Proposal from the Human Development & Family Life Department for a Graduate  
Certificate in Community Health and Development

III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING  
(CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner

A. Curricular Changes:  ANTH 160, ANTH 360, ANTH 400, ATMO 499, EALC 666,  
UYGR 104, UYGR 108, GEOG 499, HA 644, HA 645, HA 646,  
HA 467, HA 468, HA 469, HIST 603, LING 120, PHSX  
523/623, PHSX 593/693, PHSX 600, POLS 666, REL 671,  
SPLH 120, TH&F 209

B. Degree Requirements:

1. HT principal course status for EURS 302

2. HL principal course status for EURS 329, EURS 550

3. NE principal course status for GEOL 302, GEOL 351

4. Non-Western Culture status for HA 467, HA 468, HA 469, HIST 603
C. Reports of Action

1. Change to Anthropology Major
2. Change to Astronomy BA
3. Change to Atmospheric Science Major—Departmental Honors Requirements
4. Change to Atmospheric Science Minor
5. Change to Communication Studies Major and Admission Requirements
6. Change to Geography Major—Departmental Honors Requirements
7. Change to Physics BA
8. Change to Physics BS General Option
9. Change to Physics BS Geophysics Option
10. Change to Physics BA Computational Option
11. Change to Russian and East European Studies Co-major
12. Change to Film Studies minor requirements
COLLEGE COMMUNICATIONS

I. MINUTES OF THE COLLEGE ASSEMBLY, NOVEMBER 4, 2003

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the October 7, 2003 minutes. The minutes were approved as published.

The CGS report was presented by Mark Mathews. Professor Mathews moved for the approval of the proposed curricular changes. A vote was taken and the motion carried. Professor Mathews then moved for the approval of the proposed certificate programs. A vote was taken and the motion carried.

The CUSA report was presented by Nancy Baym. Professor Baym pointed out that #3 under degree requirements should have actually been a Report of Action, and should not be voted on. She also mentioned that the following courses should not be included in the vote: AMS 290, REL 171, REL 172, and REL 372, and that REL 372 should not be included in the vote for HR status. Professor Baym then moved for the approval of the proposed curricular changes, with the above exceptions. A vote was taken and the motion carried. Professor Baym then moved for the approval of the proposed degree requirements, with the exception of REL 372. A vote was taken and the motion carried.

Dean Wilcox asked if there was any new business:

Professor Richard De George proposed that, in the future, if there are any changes to general education policy requirements, they should be submitted to a mail ballot of the College Assembly.

After discussion, the Assembly voted to forward to the Working Group on College Governance the following sense of the Assembly: The College should ensure the broadest possible consideration of substantive changes to the undergraduate curriculum and other broad policy issues within the College and should consider a continuing forum for discussion and the use of mail ballots in any reorganization plan.

Dean Wilcox adjourned the meeting at 4:25 p.m.

Respectfully Submitted

Emily Eichler
Recording Secretary
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum; submitted by Emily Eichler

A. CURRICULAR CHANGES

NEW COURSE – CROSS LISTING OF COURSE

**ANTH 748**  
**Language Contact (3)**  
Theories and case studies of languages in contact. Areal and genetic linguistics, genesis of pidgins and creoles, multilingualism. Social, political, economic, and geographic factors in language change. Prerequisite: A course in Linguistics. Same as LING 748.

NEW COURSE – CROSS LISTING OF COURSE

**ANTH 749**  
**Linguistics and Ethnolinguistics of China and Central Asia (3)**  
Selected topics in Linguistics and Linguistic Anthropology, focusing on dominant and/or minority languages of China, Central Asia, or a particular region of Central and Eastern Eurasia. Topics may include any subfield of linguistics, including language contact, typology, dialectology, and sociolinguistics. Topic for semester to be announced. Prerequisite: A course in Linguistics. Same as LING 749.

NEW COURSE

**COMS 941**  
**Seminar in Health Communications (3) H**  
This course is a survey of the many disciplines of study found in the field of health communication. Emphases include decision making regarding health-related behaviors, the influence of interpersonal messages, negotiating treatment with health care providers, coping with medical difficulties, the critical examination of medical research, news, and health campaigns, and the impacts of new technologies.

NEW COURSE

**COMS 945**  
**Seminar in Social Support (3) H**  
This course is a survey of the many disciplines of the fundamental form of communication known as social or emotional support or comforting. Emphases include message-, receiver-, and interactionally-oriented approaches, as well as support contexts, dilemmas, structures, features, and positive effects on physical and mental health.

CHANGE IN COURSE LISTING

**GEOL 727**  
**Macroevolution (3)**  
This course will present a broad survey of topics in macroevolution including the differences between micro- and macroevolutionary patterns and processes and the manners of formulating and analyzing macroevolutionary questions. Discussions will focus on the relevance of hierarchy theory and levels of selection; an overview of species concepts, both ontological and epistemological; and an analysis of the neo-Darwinian synthesis as related to innovations in evolutionary theory. In addition, the relevance of contingency and extinction to evolutionary theory will be emphasized.
CHANGE IN COURSE LISTING

HIST 847  
**Colloquium in Russian History (3)**
A group readings course that begins with Russia in the medieval period and continues through the end of the twentieth century. Topics may vary each term, but may include such subjects as political, social, religious, gender, or intellectual history. The course will focus around significant interpretive issues and the historiography that address them. Basic familiarity with the chronology and the main problems of Russian history is assumed.

NEW COURSE

INS 805  
**American Indian Leadership (3)  H**
Students will analyze the qualities of American Indian leadership and will examine circumstances and backgrounds of Indian leaders as heroes and role models paying particular attention to how they responded as individuals, leaders, and as community members of their tribes. Besides surveying noted Indian leaders in treaty negotiations, allotment, removal, war, etc., the course will examine leaders in medicine, education, and recent American Indian history including attention to women leaders. Students will learn about the leaders’ tribes and cultures in addition to understanding the ethnohistory of Indian-white relations.

NEW COURSE – CROSS LISTING OF COURSE

LING 748  
**Language Contact (3)**
Theories and case studies of languages in contact. Areal and genetic linguistics, genesis of pidgins and creoles, multilingualism. Social, political, economic, and geographic factors in language change. Prerequisite: A course in Linguistics. Same as ANTH 748.

NEW COURSE – CROSS LISTING OF COURSE

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CHANGE IN COURSE LISTING

PSYC 834  
**Clinical Health Psychology III: Physical Aspects of Health and Disease (3)**
An overview of physical manifestations of health and disease. Content areas include overview of anatomy and physiology of each body system, description of how deviations form normal anatomical development and physiological function result in common disorders, methods for distinguishing psychological from organic etiologies, indications of side effects of medications for common disorders, and description of roles of key members of health care team members. Prerequisite: Graduate student in psychology or health-related fields, or by permission of instructor.
NEW COURSE
TH&F 773 Problems in Basic Screenwriting (3)
The principles of screenwriting are developed through scene writing and analysis culminating in the writing and structure of a full-length, three act screenplay. In addition to the class sessions taught with TH&F 373 Basic Screenwriting, separate consultations and specific research assignments for graduate students in TH&F 773 are also required.

NEW COURSE
TH&F 775 Problems in Basic Video Production (3)
Theory and practice of single-camera video production with emphasis on preproduction planning, scripting, directing, lighting, camera operation and audio. In addition to the class sessions taught with TH&F 375 Basic Video Production, separate consultations and specific research assignments for graduate students in TH&F 775 are also required. Lecture-laboratory.

NEW COURSE
TH&F 776 Problems in Basic Film Production (3)
An introduction to 16mm film techniques and structures, requiring construction of brief, individually produced fictive-narrative films employing classical continuity. In addition to the class sessions taught with TH&F 376 Basic Film Production, separate consultations and specific research assignments for graduate students in TH&F 776 are also required. Lecture-laboratory.

CHANGE IN COURSE LISTING
TH&F 873 Problems in Intermediate Screenwriting (3)
The principles of screenwriting are developed through scene writing and analysis culminating in the writing and structure of a full-length, three act screenplay. In addition to the class sessions taught with TH&F 473 Intermediate Screenwriting, separate consultations and specific research assignments for graduate students in TH&F 873 are also required.

CHANGE IN COURSE LISTING
TH&F 875 Problems in Intermediate Video Production (3)
Theory and practice of multiple-camera video production with emphasis on preproduction planning, scripting, directing, lighting, camera operation, and audio. In addition to the class sessions taught with TH&F 475 Intermediate Video Production, separate consultations and specific research assignments for graduate students in TH&F 875 are also required. Lecture-laboratory.

CHANGE IN COURSE LISTING
TH&F 876 Problems in Intermediate Film Production (3)
Further explorations of 16mm film techniques and structures, requiring construction of fictive-narrative films while working in groups. In addition to the class sessions taught with TH&F 476 Intermediate Film Production, separate consultations and specific research assignments for graduate students in TH&F 876 are also required. Lecture-laboratory.
B. FOR APPROVAL BY COLLEGE ASSEMBLY

CGS recommends for approval the following:

1. Proposal from the Geography Department for a Joint Degree Program Leading to the Master of Urban Planning and Master of Arts in Geography Degree

PROGRAM OBJECTIVES

Urban Planning and Geography have a long history of interaction and connection. Responsible planning in urban communities requires an understanding of the human and physical geographies of these communities, and contemporary planning practice demands familiarity with advanced geographic techniques and information systems. Conversely, expertise in geography – and particularly concentration in urban geography – may require an understanding of and competence to deal with the planning dynamics of urban communities.

The objective of this program is to meet the needs of both Urban Planning and Geography for interdisciplinary knowledge by offering a dual degree program for the graduate student who intends to engage professionally in both planning and geography. The program combines in three years the normal two year Master of Urban Planning (48 credit hours) and the normal two year Master of Arts (MA) degree in Geography (30 credit hours) offered by the College of Liberal Arts and Sciences.

ADMISSION REQUIREMENTS

To be admitted to the combined MUP/MA program, a student must meet the admission requirements for both degree programs and preferably should be admitted by both programs prior to entrance into the first year of the combined program. A student who decides to enter the combined program after the completion of his or her second semester in the Graduate Program in Urban Planning or the regular MA program in Geography should discuss their plans with both programs as soon as possible. The student can apply to one program and have the same application considered by the other program. Please note, however, that the Graduate Program in Urban Planning always requires the payment of an application fee. For either program, a complete application consists of:

1. A completed application form.
2. A statement of the applicant’s career goals and substantive interests in urban planning and/or geography and rationale for undertaking graduate study at the University of Kansas.
3. Two copies of official transcripts from all colleges or universities attended.
4. Three reference forms or letters of recommendation from persons qualified to comment on the applicant’s academic abilities and probable success in graduate study.
5. Scores from the Graduate Record Examination, if available.
6. TOEFL scores, if the student’s native language is not English.
7. Payment of the $55 application fee (check or money order payable to the University of Kansas) or $45.00 for an online application. International application fees are $60.00 for a paper application or $55.00 for an online application.
8. Financial statement for international students (it is necessary to have a minimum of US $20,677 per school year to cover the cost of your studies).
There is no specific deadline for receiving applications, but candidates are urged to submit them as early as possible. It can take considerable time to complete and process an application file, especially if materials are being sent from abroad. Students wishing to be considered for financial aid should submit application materials by January 15.

Persons whose previous records indicate ability to succeed with advanced work may be admitted to the Graduate School through the Graduate Program in Urban Planning. Ordinarily, admission requires a bachelor’s degree and a grade-point average of approximately B (3.0 on a 4 point scale) from the University of Kansas or another institution with substantially equivalent requirements for the bachelor’s degree. Admissions decisions are based on the information supplied in the application materials described below. The GRE is not required, but is recommended for students with a GPA below 3.0, and/or low (below C) grades in courses with economic and mathematical content. Applications for admission should be submitted to the Graduate School online or by downloading a paper copy at www.graduate.ku.edu. Forward all requested supporting application documents to the University of Kansas Graduate School, Graduate Applications, 1450 Jayhawk Blvd., Room 300, Lawrence, KS 66045-7535. Further assistance is available from the Chairman, Graduate Program in Urban Planning, 317 Marvin Hall.

Admission to the Geography graduate program is based primarily on the applicant’s undergraduate and/or graduate record, references from persons familiar with the applicant’s work, GRE scores (required), and a statement of academic objectives prepared by the applicant. Applicants without prior training in geography are welcome but are required to improve their basic knowledge of the several broad divisions within geography: systematic, methodological, and regional. Courses taken to remedy such deficiencies may not count toward graduate degrees. Applications for admission should be submitted to the Graduate School online or by downloading a paper copy at www.graduate.ku.edu. Forward all requested supporting application documents to The University of Kansas Graduate School, Graduate Applications, 1450 Jayhawk Blvd., Room 300, Lawrence, KS 66045-7535. Further assistance is available from The Director of Graduate Studies, Department of Geography, 213 Lindley Hall.

DEGREE REQUIREMENTS

A. Total Combined Program

<table>
<thead>
<tr>
<th>Required Courses for Combined Degree</th>
<th>For MUP</th>
<th>For MA in Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration, Elective &amp; Thesis Courses</td>
<td>21</td>
<td>4 hours</td>
</tr>
<tr>
<td>For Combined Program</td>
<td>18</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>19 hours</td>
</tr>
</tbody>
</table>

B. Urban Planning Courses Required of all Combined Degree Candidates

Required Courses:

- UBPL 705 – Economic Analysis for Planners: 3 hours
- UBPL 736 – Planning Institutions: 3 hours
- UBPL 741 – Quantitative Methods I: 3 hours
- UBPL 742 – Quantitative Methods II: 3 hours
- UBPL 763 – Professional Practice: 3 hours
- UBPL 815 – History and Theory of the Planning Process: 3 hours
- UBPL 850 – Urban and Regional Theory: 21 hours
Concentration Courses in Urban Planning: 12 hours
Support Courses in Urban Planning: 6 hours

**TOTAL URBAN PLANNING COURSE WORK:** 39 hours

C. Geography Courses Required of All Combined Degree Candidates

**Required Courses:**
- GEOG 805 – Introduction 2 hours
- GEOG 806 – Basic Seminar 2 hours

**At least one Techniques course (3 credit hours required)**
- GEOG 513 – Cartographic Design
- GEOG 517 – Data Handling and Map Symbolization
- GEOG 558 – Intermediate GIS
- GEOG 710 – Information Design
- GEOG 716 – Advanced Geostatistics
- GEOG 726 – Remote Sensing of Environment II
- GEOG 758 – Geographic Information Science
- GEOG 802 – Urban GIS
- GEOG 858 – Environmental GIS
- GEOG 911 – Seminar in Cartography
- GEOG 912 – Seminar in Quantitative Methods
- GEOG 926 – Seminar in Remote Sensing

*Other Geography courses at the 500-level or above may be used to fulfill requirements in this category on the basis of petition.*

**At least one Human Geography course (3 credit hours required)**
- GEOG 515 – Behavioral Systems
- GEOG 557 – Cities and Development
- GEOG 575 – Geography of Population
- GEOG 719 – Development of Geographic Thought
- GEOG 751 – Analysis of Regional Development
- GEOG 752 – Topics in Urban/Economic Geography
- GEOG 771 – Topics in Cultural Geography
- GEOG 772 – Problems in Political Geography
- GEOG 773 – Humanistic Geography
- GEOG 775 – Proseminar in Population Geography
- GEOG 790 – North American Regions
- GEOG 791 – Latin American Regions
- GEOG 794 – Regions of the Former USSR
- GEOG 795 – European Regions
- GEOG 796 – Asian Regions
- GEOG 957 – Seminar in Urban/Economic Geography
- GEOG 970 – Seminar in Cultural Geography
- GEOG 972 – Seminar in Political Geography
- GEOG 975 – Seminar in Population Geography

*Other Geography courses at the 500-level or above may be used to fulfill requirements in this category on the basis of petition.*
At least one Physical Geography course (3 credit hours required) 3 hours from among the following:
ATMO 525 – Air Pollution
GEOG 521 – Microclimatology
GEOG 531 – Topics in Physical Geography
GEOG 532 – Geoarcheology
GEOG 535 – Introduction to Soil Geography
GEOG 541 – Geomorphology
GEOG 731 – Topics in Physical Geography
GEOG 733 – Advanced Biogeography Field and Laboratory Techniques
GEOG 735 – Soil Genesis, Classification, and Distribution
GEOG 741 – Advanced Geomorphology
GEOG 756 – Energy Problems and the Economic -Physical Environment
GEOG 935 – Seminar in Soil Geography
GEOG 937 – Seminar in Vegetation Geography
GEOG 939 – Seminar Fluvial Systems
Other Geography courses at the 500-level or above may be used to fulfill requirements in this category on the basis of petition.

Thesis Hours:
GEOG 899 – Masters Thesis 6 hours

Chair of the Masters thesis committee must come from the Department of Geography. At least one thesis committee member must come from the Urban Planning program.

TOTAL GEOGRAPHY COURSE WORK 19 hours

To sum up, at present the Master of Arts (MA) degree in Geography (30 credit hours) and Master of Urban Planning degree (48 credit hours) require 78 credit hours to complete. Typically, this takes four years. The joint degree program reduces 20 credit hours from this existing arrangement and allows a student to complete both degrees in three years.

USE OF UNIVERSITY RESOURCES

The proposed joint degree makes use only of facilities, courses, and staff of the Department of Geography and the Graduate Program in Urban Planning that would already be in place for the existing separate degree programs. No new university resources are required to implement the new joint degree.

2. Proposal from the Speech-Language-Hearing Department for a New Doctoral Degree

Background

After over 50 years of professional evolution, the field of Audiology is in the process of transitioning to doctoral level entry for clinical practice. Currently, the academic credential necessary to qualify for the Certificate of Clinical Competence in Audiology (CCC-A) from the American Speech-Language-Hearing Association (ASHA) is the master’s degree. Effective January 1, 2012, however, new standards for ASHA certification will require a doctoral degree that incorporates a minimum of 12 months’ full-time (or equivalent) supervised
clinical practicum (approximately 2,000 hours), and at least 75 semester credit hours of graduate-level coursework. These requirements are designed to replace the current certification requirements of a master’s degree followed by a Clinical Fellowship (CF). The master’s-CF model will continue to be acceptable for certification until December 31, 2006. However, from January 1, 2007 to December 31, 2011, applicants for the CCC-A must meet all academic and practicum requirements of the new certification standards in Audiology except for the receipt of a doctoral degree. Furthermore, academic programs conferring entry-level graduate degrees in Audiology that seek accreditation from the ASHA’s Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) must be able to prepare students to meet the new ASHA certification standards by January 1, 2007.

To meet the mandate for doctoral-level preparation in advance of the above deadlines, over 40 graduate programs in audiology throughout the country have either developed or are in the process of developing clinical doctoral programs that comply with the new CAA accreditation standards\(^1\). Twenty five of these programs, including the KU Intercampus Program in Communicative Disorders (IPCD), are fully accredited by the CAA. Nineteen other programs are either currently under review by the CAA, or hold “candidacy” status for accreditation. The overwhelming majority (39) of the above programs have chosen “Doctor of Audiology” or “Au.D.” as the designate for their clinical degree. The Au.D. designate is strongly advocated by the American Academy of Audiology (AAA) and other audiology-related organizations (e.g., Academy of Dispensing Audiologists; National Association of Future Doctors of Audiology) as the unifying designator for clinical practice. Although ASHA “prefers” the Au.D., a specific degree designate for the doctorate is not mandated in the accreditation or new certification standards. As a result, some universities have chosen to offer doctoral programs in Audiology leading to other degrees (i.e., Doctor of Science – Sc.D/D.Sc.) or to develop “clinical tracks” in new or existing Ph.D. programs.

The KU Intercampus Program in Communicative Disorders

The University of Kansas Intercampus Program in Communicative Disorders (KU IPCD) was established in 1955, and became the first program in the country to receive accreditation in Speech-Language-Pathology and Audiology from ASHA. The KU IPCD combines the faculty, academic, research and clinical facilities of the Hearing and Speech Department, School of Allied Health, KU Medical Center campus, and the Department of Speech-Language-Hearing: Sciences and Disorders, College of Liberal Arts & Sciences, Lawrence campus. Graduate degrees conferred by the Graduate School through the IPCD include the Master of Arts, and the Doctor of Philosophy in both Speech-Language Pathology and Audiology. As one of only a few intercampus programs at KU, the IPCD has exemplified Chancellor Hemenway’s concept of “one university” for nearly 50 years. In addition, the KU IPCD is consistently ranked by *US News and World Report* as one of the “top ten” graduate programs in speech-language pathology and audiology in the country.

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\(^1\) Some recent reports indicate that as many as 90 universities are in the process of developing clinical doctoral programs in audiology (Florian, 2002; Ferraro, 2002).
The KU/KUMC Clinical Doctoral Program in Audiology

The KU IPCD currently is among three university programs (KU, James Madison University, University of Colorado) that have developed clinical tracks leading to the Ph.D. degree in Audiology, and the Colorado program is not yet accredited. In 2002, the KU/KUMC program became the first clinical Ph.D. program in Audiology to receive full accreditation by the CAA. A copy of the Substantive Change Plan for accreditation of this program that was submitted to the CAA in December 2001, and approved in March 2002, is available upon request. Seventeen students are currently enrolled in our audiology Ph.D. program, and five of these individuals are pursuing the clinical track. The enrollment ratio between basic and clinical Ph.D. tracks is expected to shift in favor of the clinical track as the 2012 deadline approaches.

We chose to develop a clinical track leading to the Ph.D. degree at KU/KUMC for several reasons, including:

- The Ph.D. degree in Audiology of the KU IPCD has been offered to students for over 40 years. Developing a clinical track within the existing program reflects the importance our faculty places on research and the application of the scientific approach to clinical education and the clinical process.

- *U.S. News and World Report* ranks our graduate program in Audiology ninth overall, and sixth highest in the country among state-supported universities. We are the only “Top Ten” program in the “Big 12” and among only a few within the University of Kansas itself. As one of the top audiology programs in the country, it was incumbent upon the KU IPCD to be a leader in the development of a strong, clinical doctoral program. In addition, it was necessary to develop this program in a timely fashion to avoid losing good students to other universities. Using the reputation and framework of our existing Ph.D. program allowed us to accomplish these goals.

- A critical shortage of Ph.D. graduates currently exists in the field of communicative sciences and disorders. This situation threatens the autonomy and future of both professions within the discipline (i.e., Speech-Language Pathology and Audiology). The development of a clinical doctoral track in audiology leading to the Ph.D. degree at KU/KUMC helped to address this concern. In addition, the Ph.D. degree provides our students with the option of seeking tenure-track positions in universities when they graduate. This career path is generally unavailable to holders of the Au.D. degree because of the lack of research training in most Au.D. curricula.

Rationale for the Au.D. Designate at the University of Kansas

Although the reasons listed above remain valid, a primary concern has arisen regarding our decision to offer a clinical doctoral program in audiology leading to the Ph.D. degree at the University of Kansas. Namely, after several years of controversy and debate, it has become apparent that the Au.D. will be the “preferred” degree designate for audiologists who wish to pursue clinical careers. As one of the country’s leading programs, the KU IPCD will eventually begin to lose students to other universities – many of which have considerably fewer resources and weaker programs – who offer the Au.D. option. In essence, the KU IPCD needs to offer the Au.D. degree to remain competitive in today’s academic marketplace.
The Au.D. Curriculum

The 4-year curriculum of our current clinical (and basic) Ph.D. program is designed to allow students to complete the majority of their primary-, correlative- and research-area coursework within the first 2 – 2 1/2 years of graduate study. Tables displaying the courses and sequence of the Au.D. curriculum are attached to this document. For the basic Ph.D. track, the majority of the final two years of study are spent preparing for and completing the written and oral comprehensive examinations, and the Ph.D. dissertation. For the clinical track, the final two years also include the necessary complement of supervised clinical practicum experiences required for the ASHA Certificate of Clinical Competence. In essence, those students who choose the clinical track spend the majority of their final year of study in the clinic, while those in the basic track spend this time in a research laboratory. In either setting, students are expected to formulate an idea and plan for conducting a dissertation study, then utilizing the resources (e.g., population, equipment, support personnel) available to them within these settings for carrying out their research.

The majority of curricular requirements for the proposed Au.D. degree will be essentially the same as that of the current Ph.D. curriculum. That is, students will be required to complete a minimum of 40 hours of coursework in their major area, 12 hours in a “correlative” area, and 15 hours of “research” courses. The notable exception with the proposed Au.D. program is that a dissertation will not be required. Instead, Au.D. students will complete a research or “capstone” project during their course of study under the direction of a faculty mentor. This study will employ the “scientific approach,” and will hopefully contribute to the literature, but will not be as extensive in scope or as formal as a Ph.D. dissertation. Au.D. students also will be required to present and defend their studies before a faculty committee. The change to a less extensive/formal research project instead of a dissertation will allow the Au.D. students to spend more time in the clinic performing service-related activities that are more consistent with their career goals. It also will allow our research faculty to devote more time toward mentoring students in their laboratories who are pursuing Ph.D.-level studies. Successful completion of oral and comprehensive examinations also will be required for the Au.D. degree. As with the Ph.D. degree, these examinations will be administered to doctoral aspirants after successful completion of the major portion of coursework. Currently, Ph.D. students are required to enroll in a minimum of 10 hours of “Dissertation Research” (AUD 999) after successful completion of the written and oral comprehensive examinations. For Au.D. students, this requirement will be replaced by a minimum of 10 hours enrollment in “Advanced Clinical and Experimental Technique” (AUD 944). It is likely that the title of this current offering may be changed to “Clinic Rotation,” pending approval of the Au.D. proposal.

We anticipate that the career goals of some of our students will include both clinical and research roles, especially in a university setting. For these individuals, a combined Au.D. - Ph.D. option will be available. This plan calls for the completion of the academic, clinical and research requirements (including the Ph.D. dissertation) for both degrees within a five-year period.
Resources Needed for the Proposed Change to the Au.D. Designate

Since the current resources of the KU IPCD were sufficient to meet all CAA accreditation standards for a clinical doctoral program in Audiology, no new resources will be needed for the proposed change to the Au.D. designate.

Data/information from the following sources was used in the preparation of this proposal:


Boswell S: Where have all the PhDs gone. The ASHA Leader 2001, 6:1, 12-14.


Au.D. Curriculum

The Au.D. program at the University of Kansas is designed to meet all CAA accreditation standards while adhering to University curricular requirements for the doctoral degree. These latter requirements include at least 40 credit hours in the major area of study, 12 hours in a “correlative” area, and 15 hours in a “research” area. All of the courses required for the M.A. degree in Audiology are included in the Au.D. curriculum. The tables below provide the curricular sequence for doctoral students over a four-year period. Additional tables are provided that include examples of particular correlative - and research-area courses that students may choose. The final series of tables displays a representative course sequence for a student who has chosen Health Policy and Management as their Correlative Area.
<table>
<thead>
<tr>
<th>First Year Course Sequence</th>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUD 810: Diagnostic Audiology</td>
<td>4</td>
<td>AUD 811: Hearing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>AUD 813: Psychoacoustics</td>
<td>3</td>
<td>AUD 818: Vestibular System &amp; Disorders</td>
<td>3</td>
</tr>
<tr>
<td>AUD 822: Electroacoustics and Instrumentation</td>
<td>3</td>
<td>AUD 819: Hearing Aids I</td>
<td>3</td>
</tr>
<tr>
<td>AUD 829: Anatomy &amp; Physiology</td>
<td>3</td>
<td>AUD 851: Auditory Evoked Potentials</td>
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<tr>
<td>AUD 843: Clinic Practice in Audiology</td>
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<td>AUD 843: Clinic Practice in Audiology</td>
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<td>AUD 940: Practicum Discussion</td>
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<thead>
<tr>
<th>Second Year Course Sequence</th>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
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<tbody>
<tr>
<td>AUD 820: Rehabilitative Audiology</td>
<td>3</td>
<td>AUD 814: Hearing Conservation</td>
<td>2</td>
</tr>
<tr>
<td>AUD 821: Hearing Aids II</td>
<td>3</td>
<td>AUD 846/899: Research/Thesis Project</td>
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</tr>
<tr>
<td>Research Area Course</td>
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<td>Research Area Course</td>
<td>3</td>
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<tr>
<td>Correlative Area Course</td>
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<td>Correlative Area Course</td>
<td>3</td>
</tr>
<tr>
<td>AUD 843: Clinic Practicum</td>
<td>2-3</td>
<td>AUD 843: Clinic Practicum</td>
<td>2-4</td>
</tr>
<tr>
<td>AUD 940: Professional Topics</td>
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<tbody>
<tr>
<td>Research Area Course</td>
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<td>Research Area Course</td>
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<tr>
<td>Correlative Area Course</td>
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<td>Correlative Area Course</td>
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</tr>
<tr>
<td>AUD 944: Clinic Rotations</td>
<td>6</td>
<td>AUD 944: Clinic Rotations</td>
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</tr>
<tr>
<td>AUD 940: Professional Topics</td>
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<th>Fourth Year Course Sequence</th>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUD 944: Clinic Rotations</td>
<td>10</td>
<td>AUD 944: Clinic Rotations</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>Total</td>
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</tbody>
</table>
Our Au.D. program has been designed to allow for flexibility in course selection, especially with regard to the “correlative area.” The University of Kansas/KU Medical Center offers coursework in a variety of areas that can be considered “correlative” to the major area of study. Correlative and Research Area courses are taught outside the Department by other faculty from the Lawrence and KUMC campuses. The following tables display examples of correlative and research courses that will be available to Au.D. students at the University of Kansas.

Course Options for Correlative Area “Health Policy and Management.”

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPM 810: The Health Care System</td>
<td>HPM 821: Health Services Research</td>
<td>HPM 814: Health Care Economics</td>
</tr>
<tr>
<td>HPM 814: Health Care Economics</td>
<td>HPM 824: Health Finance</td>
<td>HPM 830: Health Services Management</td>
</tr>
<tr>
<td>HPM 825: Health Services Managerial</td>
<td>HPM 826: Management Information Systems</td>
<td>HPM 835: Health and Social Behavior</td>
</tr>
<tr>
<td>HPM 837: Health Care Policy and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPM 853: Managed Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPM 863: Quality Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPM 870: Measurement &amp; Evaluation of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPM 876: Seminar in Outcomes Management</td>
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</tr>
</tbody>
</table>

Course Options for Correlative Area “Preventive Medicine.”

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVM 800: Principles of Epidemiology</td>
<td>PVM 800: Principles of Epidemiology</td>
<td>PVM 800: Principles of Epidemiology</td>
</tr>
<tr>
<td>PVM 802: Advanced Epidemiologic</td>
<td>PVM 804: Principles of Statistics in</td>
<td>PVM 825: Child and Family Health</td>
</tr>
<tr>
<td>Methods</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td>PVM 804: Principles of Statistics in</td>
<td>PVM 817: Fundamentals of Biostatistics II</td>
<td>PVM 865: Advanced Medical Ethics</td>
</tr>
<tr>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PVM 810: Clinical Trials</td>
<td>PVM 825: Child and Family Health</td>
<td>PVM 871: Data Management and</td>
</tr>
<tr>
<td>PVM 814: Fundamentals of Biostatistics</td>
<td>PVM 826: Financing Health Care Services</td>
<td>Descriptive Epidemiology</td>
</tr>
<tr>
<td>PVM 820: Community Health Promotion</td>
<td>PVM 827: Public Health Administration</td>
<td></td>
</tr>
<tr>
<td>PVM 828: Public Health Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PVM 878: Seminar in Outcomes Management</td>
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<td></td>
</tr>
</tbody>
</table>

16
### Course Options for Correlative Area “Neuroscience”

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSL 801: Medical Physiology</td>
<td>PHSL 802: Medical Physiology</td>
<td>PHCL 761: General Principles of Pharmacology</td>
</tr>
<tr>
<td>PHSY 803: General and Electrophysiology</td>
<td>NEUS 840: Neuroscience</td>
<td>PHCL 764: Pharmacology of the Central Nervous System</td>
</tr>
<tr>
<td>PHSL 822: Advanced Human Physiology</td>
<td>PHCL 761: General Principles of Pharmacology</td>
<td>PHSL 801: Medical Physiology</td>
</tr>
<tr>
<td>OCTH 846: Applied Advanced Neuroscience</td>
<td>PHCL 764: Pharmacology of the Central Nervous System</td>
<td>1</td>
</tr>
<tr>
<td>NEUS 846: Advanced Neuroscience</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### Course Options for Research Area (which include courses previously listed under correlative areas)

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE 710: Introduction to Statistical Analysis</td>
<td>PRE 710: Introduction to Statistical Analysis</td>
<td>PRE 710: Introduction to Statistical Analysis</td>
</tr>
<tr>
<td>PRE 711: Lab for Intro to Statistical Analysis</td>
<td>PRE 711: Lab for Intro to Statistical Analysis</td>
<td>PRE 711: Lab for Intro to Statistical Analysis</td>
</tr>
<tr>
<td>PRE 811: Analysis of Variance</td>
<td>PRE 811: Analysis of Variance</td>
<td>PRE 811: Analysis of Variance</td>
</tr>
<tr>
<td>PRE 904: Regression Analysis</td>
<td>PRE 905: Multivariate Analysis</td>
<td>BMTR 813: Applied Nonparametric Statistics</td>
</tr>
<tr>
<td>BMTR 811: Principles of Statistical Inference</td>
<td>BMTR 812: Principles of Statistical Inference</td>
<td>PVM 871: Data Management and Descriptive Epidemiology</td>
</tr>
<tr>
<td>BMTR 812: Research Methodology &amp; Stat Applications</td>
<td>BMTR 812: Research Methodology &amp; Stat Applications</td>
<td>3</td>
</tr>
<tr>
<td>PVM 800: Principles of Epidemiology</td>
<td>HPM 878: Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>PVM 802: Advanced Epidemiologic Methods</td>
<td>PVM 800: Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PVM 810: Clinical Trials</td>
<td>PVM 817: Fundamentals of Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>PVM 814: Fundamentals of Biostatistics</td>
<td>PVM 869: Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>PVM 828: Public Health Program Development</td>
<td></td>
<td>3</td>
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</tbody>
</table>

The following tables display a representative curriculum for a student who has chosen Health Policy and Management as their Correlative Area.
### First Year

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Spring Courses</th>
<th>Summer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUD 810: Diagnostic Audiology</td>
<td>AUD 811: Hearing Disorders</td>
<td>AUD 817: Pediatric Audiology</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUD 813: Psychoacoustics</td>
<td>AUD 818: Vestibular System &amp; Disorders</td>
<td>AUD 846: Independent Research Study</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>AUD 822: Electroacoustics and Instrumentation</td>
<td>AUD 819: Hearing Aids I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUD 829: Anatomy &amp; Physiology</td>
<td>AUD 851: Auditory Evoked Potentials</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUD 843: Clinic Practice in Audiology</td>
<td>AUD 843: Clinic Practice in Audiology</td>
<td>AUD 843: Clinic Practice in Audiology</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>AUD 940: Practicum Discussion</td>
<td>AUD 940: Practicum Discussion</td>
<td>AUD 940: Practicum Discussion</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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<tr>
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### Second Year

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<tr>
<th>Fall Courses</th>
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<th>Summer Courses</th>
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<tbody>
<tr>
<td>AUD 820: Rehabilitative Audiology</td>
<td>AUD 814: Hearing Conservation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>PRE 710 &amp; 711(Lab): Intro to Statistical Analysis</strong></td>
<td><strong>PRE 811: Analysis of Variance</strong></td>
<td><strong>PRE 813: Applied Nonparametric Statistics</strong></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*HPM 810: The Health Care System</td>
<td>*HPM 821: Health Services Research</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>AUD 843: Clinic Practicum</td>
<td>AUD 843: Clinic Practicum</td>
<td>AUD 843: Clinic Practicum</td>
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<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>AUD 940: Professional Topics</td>
<td>AUD 940: Professional Topics</td>
<td>AUD 940: Professional Topics</td>
</tr>
<tr>
<td>1</td>
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### Third Year

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<th>Summer Courses</th>
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<tbody>
<tr>
<td>3</td>
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<tr>
<td><strong>PVM 800: Principles of Epidemiology</strong></td>
<td><strong>PVM 804: Principles of Statistics in Public Health</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*HPM 814: Health Care Economics</td>
<td>*HPM 824: Health Finance</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>AUD 944: Clinic Rotations</td>
<td>AUD 944: Clinic Rotations</td>
<td>AUD 943: Clinic Rotations</td>
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<td>6</td>
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<td>AUD 940: Professional Topics</td>
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### Fourth Year

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<th>Fall Courses</th>
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<tbody>
<tr>
<td>AUD 944: Clinic Rotations</td>
<td>AUD 944: Clinic Rotations</td>
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</tr>
<tr>
<td>Total 10</td>
<td>Total 10</td>
<td>Total 5</td>
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</table>

*Courses options for Correlative Area “Health Policy and Management;” **Course options for Research Area.
AUD 940

There are nine seminars (AUD 940) included in the Au.D. curriculum. For Year 1, these courses are labeled Practicum Topics and will replace our current practicum meetings. Topics such as Ethics, Universal Precautions, Third Party Reimbursement, etc., will be presented in this format. For Years 2 and 3, special topics and issues in audiology that are covered at an introductory-/mid-level in our current MA program will be addressed in more detail, e.g., Cochlear Implants, Counseling, Central Auditory Processing, Speech Perception of the Hearing Impaired, Business Management, Advanced Electrophysiological Techniques, Professional Organizations, etc.

3. Proposal from the Human Development & Family Life Department for a Graduate Certificate in Community Health and Development

Certificate Program Proposal Checklist

Application Material

☐ A statement of the educational objectives of the certificate

The Department of Human Development proposes to establish a one-year Certificate Program in Community Health and Development. Courses for this certificate program will be drawn from courses that are currently offered through the Department of Human Development, and will be taught by existing tenured and courtesy faculty members. The objectives of the proposed program are to offer advanced training and University-based certification to those currently involved in doing the work of creating environments that promote health and development. This includes training in core aspects of community work - from community assessment to strategic planning to intervention to evaluation. Educational objectives include to: a) Promote understanding of the processes and methods of promoting community health and development (drawing on a theoretical foundation in the behavioral sciences, public health, and community psychology); b) Develop core competencies in this work (e.g., creating partnerships, community assessment, analyzing problems and goals, strategic planning, intervention, advocacy, evaluation, planning for sustainability); and c) Enhance experience and competence through supported practice in addressing issues in community health and development (e.g., substance abuse, independent living, prevention of chronic diseases, youth development).

☐ A statement of the proposed course sequence associated with the certificate and how the sequence will meet the stated educational objectives of the certificate

Students will enroll in three (3) three-hour graduate-level courses. A typical one-year course of study follows:

1. HDFL 710 (3 hrs - typically Fall semester) Community Health and Development - Provide an introduction to concepts, methods and related core competencies in this work (e.g., creating partnerships, community assessment, analyzing problems and goals, strategic planning,
intervention, developing logic models, evaluation, advocacy, cultural competence, planning for sustainability).

(2) HDFL 802 (3 hrs - typically Fall semester) Practicum in Community Development - Enhance experience and competence in core competencies through supported practice in implementing and evaluating community development projects (e.g., evaluating a youth development initiative).

(3) HDFL 808 (3 hrs - typically Spring semester) Practicum in Community Health Promotion - Enhance experience and competence in core competencies through supported practice in implementing and evaluating community health promotion projects (e.g., developing a strategic plan for prevention of chronic diseases).

- A statement identifying the important academic objectives of the proposed program. Proposals should show how the program complements existing courses and does not detract from degree program components.

This certificate program aims to promote understanding of how communities can effect change and improvement related to locally-determined goals, and competence in facilitating such efforts through work in community-based organizations and partnerships. The program will utilize three existing courses in the Department of Human Development, enhancing instruction through an integrated course of study. This proposed certificate program aims to build capacity for the interdisciplinary work of designing, implementing, evaluating, and sustaining efforts to improve community health and development.

- The names of the faculty associated with or contributing to the certificate program include:

  Stephen Fawcett, PhD, Kansas Health Foundation & University Distinguished Professor of Human Development and Director of the KU Work Group for Community Health and Development

  Vincent Francisco, PhD, Associate Director of the KU Work Group for Community Health and Development, Adjunct Faculty Member of the Departments of Human Development and Preventive Medicine and Public Health

  Jerry Schultz, PhD, Associate Director of the KU Work Group for Community Health and Development, Adjunct Faculty Member of the Departments of Human Development Life; Preventive Medicine and Public Health, and Anthropology

  Glen White, PhD, Associate Professor of Human Development and Director of the Research and Training Center on Independent Living

- A planned date of implementation

  We intend to first offer this Certificate Program in the fall semester of 2004. The KU Work Group for Community Health and Development, a research and graduate training program of the Department of Human Development and the Life Span Institute, is moving through the final stages of designation as a World Health Organization (WHO) Collaborating Center for Community Health and Development. Ideally, the Certificate Program
would be launched at the same time as an academic program of the WHO Collaborating Center at KU.

Program Management

- **A demonstrated need or demand for such a program to exist**

  The KU Work Group has developed resources and materials for the work of community health and development that are widely used nationally and globally by practitioners, grantmakers, professionals, and community groups. These include the Internet-based Community Tool Box (http://ctb.ku.edu) that contains over 6,000 pages of practical information for building healthy communities (e.g., community assessment, strategic planning, evaluation, social marketing, advocacy, planning for sustainability). The Work Group has also developed a 16-module curriculum that focuses on core competencies in this work (e.g., creating partnerships, community assessment, analyzing problems and goals, strategic planning, intervention, advocacy, evaluation, planning for sustainability). Responses from users of the Community Tool Box, and those who have experienced the Curriculum, suggest a considerable market for a Certificate Program in Community Health and Development. Examples of the potential students who may enroll in this certificate program include University students in related disciplines (e.g., human development, architecture and urban design, social welfare, anthropology) and practitioners in the fields of community and public health (e.g., from public health departments and community health partnerships), child and youth health and development (e.g., from United Way agencies and regional prevention centers), and community development (e.g., from community-based organizations and non-governmental organizations). We anticipate a market for this program in Kansas and the Kansas City metropolitan area, nationally, and globally (through the pending KU World Health Organization Collaborating Center for Community Health and Development). We anticipate that these groups will benefit from a flexible, University-based graduate program that combines contact time, supervised practice, and (eventually) distance learning.

- **A clear recruitment plan**

  Promotional materials, such as brochures, will be prepared that outline the opportunities and requirements of the new Certificate Program in Community Health and Development. A web page (linked to the Department of Human Development web site) will also be developed. We will develop and disseminate E-messages about the program to key connectors in relevant markets including: a) University students in related disciplines (e.g., faculty colleagues in disciplines such as human development, preventive medicine and public health, architecture and urban design, social welfare, public administration, anthropology); b) practitioners in the fields of community and public health (e.g., from public health departments and community health partnerships); c) practitioners in child and youth health and development (e.g., from United Way agencies and regional prevention centers); d) practitioners in community development (e.g., from community-based organizations), and e) practitioners in global health and development (e.g., from non-governmental organizations). We anticipate marketing this program in Kansas and the Kansas City metropolitan area (e.g., to those
involved in related programs supported by state agencies and foundations),
nationally (e.g., to graduate programs and professional associations in related
disciplines such as community psychology and public health), and globally
(through linkages with other World Health Organization Collaborating
Centers). Students who are drawn to the certificate course as a preliminary
step could subsequently pursue a Master’s Degree or Ph.D. in a related
department of school at KU (e.g., MPH in Preventive Medicine and Public

- A clear indication of the administrative structure of the program

As with other graduate programs in the Department of Human Development,
this Program will be administered by the Graduate Program Coordinator.

- Does the proposal involve collaboration with an institution substantially
equivalent to KU?

No.

Curriculum Criteria

- The proposed sequence of coursework must offer a clear and appropriate
educational objective at the post-baccalaureate level.

The proposed educational objectives, and related coursework, are consistent
with advanced and specialized training of graduate programs at KU.

- Will it achieve its educational objective in an efficient and well-defined
manner?

The recommended one-year course of study offers an efficient and clear path
for development of specialized knowledge in community health and
development.

- Does the certificate program offer at least nine credit hours?

The program offers a nine-hour course sequence.

- Does the proposal address the possibility for interdisciplinary development;
the possibility of program delivery using distance education approaches; and
to what extent the certificate curriculum overlaps with the curriculum of
existing degree programs?

The program is inherently interdisciplinary. It draws from the knowledge and
practice areas of behavioral science (e.g., behavioral psychology,
anthropology, community psychology), public health, and community
development. Although it does not overlap completely with any degree
program, it does offer a less intensive complement to the newly approved
PhD-MPH Program (joint with the KU Department of Human Development
and KUMC-Preventive Medicine and Public Health).

- Does the proposal identify requirements of the program that are in addition to
the coursework, including but not limited to laboratories, practicum,
internships, and projects?
Practicum experiences with community-based organizations and partnerships provide opportunities to apply competencies for promoting community health and development issues in real-world contexts.

Faculty Criteria

- Faculty within the certificate must be appointed to the Graduate Faculty

  The four core faculty - Professors Fawcett, Francisco, Schultz, and White - all have appointments to the Graduate Faculty.

Student Eligibility and Admission Criteria

- An earned baccalaureate degree from an accredited college or university is required.

  Eligibility criteria for admission to the Certificate Program will include a BA from an accredited institution.

- Are students admitted for the certificate either regular graduate student status or are they admitted as a non-degree C graduate student?

  For maximum flexibility, students may be admitted as either graduate student status or non-degree seeking student status.

- The total credit hours earned from a certificate and transferred into a graduate degree program cannot exceed six hours, eight hours if the student holds a baccalaureate degree from KU.

  The program will adhere to these rules.

Student Records Criteria

- Does the proposal address the responsibility of handling student records?

  As with other graduate programs, student records will be handled by the Department’s Graduate secretary.

- Does the proposal address the responsibility of awarding the certificate to the students?

  Awarding of certificates will be handled consistent with guidelines of the Graduate School.

- Does the proposal address the awarding of the graduate certificates with August, December, and May graduations at the University of Kansas? Will it forward its list of certificate recipients to the appropriate graduate division?

  Awarding of certificates will be handled consistent with guidelines for timing of degree awards and communication with the Graduate School.
III. COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING REPORT (CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner

A. CURRICULAR CHANGES

CHANGE: COURSE DESCRIPTION

ANTH 160  THE VARIETIES OF THE HUMAN EXPERIENCE  3 WS, NW
A global perspective on the variety of ways in which people organize their lives and conceptualize their world. Sample religious beliefs and philosophical ideas from Africa, Asia, the Pacific, Native America, and Western Civilization are examined with the purposes of appreciating different ways of being human and considering how different cultures can co-exist and communicate peacefully in the contemporary world. Not open to students who have taken ANTH 360.

ANTH 160  THE VARIETIES OF THE HUMAN EXPERIENCE  3 WS, NW
An introduction to basic concepts and themes in cultural anthropology by means of the comparative study of selected cultures from around the world, for the purpose of appreciating cultural diversity. Emphasis is on systems of belief and meaning. Not open to students who have taken ANTH 360.

CHANGE: COURSE DESCRIPTION

ANTH 360  THE VARIETIES OF HUMAN EXPERIENCE  3 WS, NW
A global perspective on the variety of ways in which people organize their lives and conceptualize their world. Sample religious beliefs and philosophical ideas from Africa, Asia, the Pacific, Native America, and Western Civilization are examined with the purposes of appreciating different ways of being human and considering how different cultures can co-exist and communicate peacefully in the contemporary world. Not open to students who have taken ANTH 160.

ANTH 360  THE VARIETIES OF HUMAN EXPERIENCE  3 WS, NW
A more intensive treatment of ANTH 160. An introduction to basic concepts and themes in cultural anthropology by means of the comparative study of selected cultures from around the world, for the purpose of appreciating cultural diversity. Emphasis is on systems of belief and meaning. Not open to students who have taken ANTH 160.

NEW COURSE

ANTH 400  TOPICS IN ANTHROPOLOGY, HONORS: ____  3 H
Selected issues and theories in contemporary anthropology (cultural, linguistic, biological, archaeological) for honors students. Topic for semester to be announced. May be repeated for credit if content varies. Prerequisite: admission to the University Honors Program or consent of instructor.

NEW COURSE

ATMO 499  HONORS COURSE IN ATMOSPHERIC SCIENCE  2-3
Open to students with nine hours of upper level credit in Atmospheric Science, an average of at least 3.5 in all Atmospheric Science courses, and an overall average of at least 3.25. Includes the preparation of an honors paper and its defense before a committee of at least two regular faculty members.
NEW COURSE, CROSS LIST WITH POLS 666 (AN EXISTING COURSE)

**EALC 666 POLITICAL ECONOMY OF EAST ASIA**
This course provides basic understanding of fiscal, monetarist, and trade policies; how governments in East Asia use them to pursue growth; the extent to which these governments follow or controvert economics to pursue growth; and how the performances of economies in East Asia relate to the US and global economies. Prerequisite: POLS 150. (Same as POLS 666.)

NEW COURSE

**UYGR 104 ELEMENTARY UYGHUR I**
Uyghur is an important Central Asian Turkic language spoken by nine million people in China. The first semester is designed to give the student basic communicative competency, including pronunciation and intonation, structure, and syntax. Effective oral and written communication are stressed.

NEW COURSE

**UYGR 108 ELEMENTARY UYGHUR II**
Uyghur is an important Central Asian Turkic language spoken by nine million people in China. The second semester continues building on basic communicative competency, expanding communicative domains, vocabulary, and structural range. Effective oral and written communication are stressed. Prerequisite: UYGR 104.

CHANGE: PREREQUISITE, COURSE DESCRIPTION

**GEOG 499 HONORS COURSE IN GEOGRAPHY**
Open to students with six hours of upperclass credit in geography, an average of at least 3.5 in all geography courses, and a general average of at least 3.25. Includes the preparation of an honors paper and its defense before a committee of at least two regular members.

**GEOG 499 HONORS COURSE IN GEOGRAPHY**
Open to students with nine hours of upper level credit in geography, an average of at least 3.5 in all geography courses, and an overall average of at least 3.25. Includes the preparation of an honors paper and its defense before a committee of at least two regular faculty members.

NEW COURSE

**HA 467 ART AND CULTURE OF JAPAN, HONORS**
Honors version of HA 267, requiring additional readings and writing assignments. An introduction to the arts of Japan in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 267.
NEW COURSE

HA 468   ART AND CULTURE OF CHINA, HONORS 3 WH
Honors version of HA 268, requiring additional readings and writing assignments. An introduction to the arts of China in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 268.

NEW COURSE

HA 469   ART AND CULTURE OF KOREA, HONORS 3 WH
Honors version of HA 269, requiring additional readings and writing assignments. An introduction to the arts of Korea in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 269.

DELETION OF COURSE

HA 644   VERNACULAR ARCHITECTURE IN THE UNITED STATES FROM 1860 3 H
The focus of this course is on modest structures in the background as opposed to monumental buildings in the foreground of our architectural history from the mid-nineteenth century to the present. Basic methods of research and means of recording are reviewed as well as current methods of conservation and the implications of various degrees of architectural intervention. Students are encouraged to investigate vernacular structures of their choice in accordance with the procedures of the Kansas State Historical Society. Department of Historic Preservation and Habs, the Historic American Buildings Survey. Same as ARCH 644.

DELETION OF COURSE

HA 645   HISTORY OF ARCHITECTURE IN THE UNITED STATES TO 1860 3 H
The focus of this course is on architecture and settlement patterns in the United States from the seventeenth century to the eve of the civil war. Patterns of city building and technological development as well as building types and architectural styles are introduced as topics of research and analysis. Students are encouraged to examine buildings and building complexes of their choice with special attention to the role of the designer, influence of the region, and relation between buildings and landscape. Individual buildings are studied both as artifacts with attributes worthy of preservation and as signifiers of technological, social, and cultural developments. (Same as ARCH 645.)
The focus of this course is on architecture and settlement patterns in the United States from the seventeenth century to the eve of the civil war. Patterns of city building and technological development as well as building types and architectural styles are introduced as topics of research and analysis. Students are encouraged to examine buildings and building complexes of their choice with special attention to the role of the designer, influence of the region, and relation between buildings and landscape. Individual buildings are studied both as artifacts with attributes worthy of preservation and as signifiers of technological, social, and cultural developments. (Same as ARCH 645.)

**DELETION OF COURSE**

**HA 646**

**HISTORY OF ARCHITECTURE IN THE UNITED STATES FROM 1860 3 H**

The focus of this course is on architecture and development patterns in the United States from the mid-nineteenth century to the present. Patterns of urban growth and technological development as well as building types and architectural styles are introduced as topics of research and analysis. Students are encouraged to examine buildings and building complexes of their choice with special attention to the role of the designer, influence of the region, and relation between buildings and landscape. Individual buildings are studied both as artifacts with attributes worthy of preservation and as signifiers of technological, social, and cultural developments. (Same as ARCH 646.)

The focus of this course is on architecture and development patterns in the United States from the mid-nineteenth century to the present. Patterns of urban growth and technological development as well as building types and architectural styles are introduced as topics of research and analysis. Students are encouraged to examine buildings and building complexes of their choice with special attention to the role of the designer, influence of the region, and relation between buildings and landscape. Individual buildings are studied both as artifacts with attributes worthy of preservation and as signifiers of technological, social, and cultural developments. (Same as ARCH 646.)

**NEW COURSE**

**HIST 603**

**HISTORY OF TIBET 3 H 00**

This course surveys the cultural and political history of Tibet from the eighth to the twentieth century. Through readings, lectures, and discussions, students gain familiarity with the dominant features of Tibetan civilization. Topics include the relationship between Tibet and the civilizations of India and China, Tibetan Buddhism, and the tensions between the struggle for Tibetan independence versus claims of Chinese sovereignty. The course also considers the Tibetan diaspora and the reception of knowledge about Tibetan civilization in the West.

**CHANGE: PREREQUISITE**

**LING 120**

**THE PHYSICS OF SPEECH 4 N**

An introduction to the acoustic structure of speech intended for nonscience majors. Emphasis will be placed on the methods and standards by which scientists measure and evaluate the physical characteristics of speech. Topics will include: simple harmonic motion,
the propagation of sound waves, aerodynamic aspects of vocal fold vibration, resonance, digital speech processing, frequency analysis, and speech synthesis. Three class hours and one laboratory per week. Prerequisite: MATH 104. (Same as SPLH 120.)

LING 120 THE PHYSICS OF SPEECH 4 N
An introduction to the acoustic structure of speech intended for nonscience majors. Emphasis will be placed on the methods and standards by which scientists measure and evaluate the physical characteristics of speech. Topics will include: simple harmonic motion, the propagation of sound waves, aerodynamic aspects of vocal fold vibration, resonance, digital speech processing, frequency analysis, and speech synthesis. Three class hours and one laboratory per week. Prerequisite: MATH 101 or 104 or equivalent. (Same as SPLH 120.)

PHSX 523 PHYSICS OF FLUIDS 3
An introduction to basic fluid mechanics in which fundamental concepts and equations will be covered. Topics will include hydrostatics, hydrodynamics, wave propagation in fluids, and applications in the areas such as astrophysics, atmospheric physics, and geophysics. Prerequisite: PHSX 212 and MATH 123 or MATH 124.

PHSX 623 PHYSICS OF FLUIDS 3
An introduction to basic fluid mechanics in which fundamental concepts and equations will be covered. Topics will include hydrostatics, hydrodynamics, wave propagation in fluids, and applications in the areas such as astrophysics, atmospheric physics, and geophysics. (Same as EPHX 623.) Prerequisite: PHSX 212 and MATH 123 or MATH 124.

PHSX 593 GRAVITATION AND COSMOLOGY 3 N
An overview of topics relevant to gravitation and modern cosmology: special relativity, tensor notation, the equivalence principle, the Schwarzschild solution, black holes, and Friedmann models. Cosmic black body radiation, dark matter, and the formation of large-scale structure. The idea of quantum gravity and an introduction to the current literature in cosmology. Prerequisite: PHSX 313 and MATH 320.

PHSX 693 GRAVITATION AND COSMOLOGY 3 N
An overview of topics relevant to gravitation and modern cosmology: special relativity, tensor notation, the equivalence principle, the Schwarzschild solution, black holes, and Friedmann models. Cosmic black body radiation, dark matter, and the formation of large-scale structure. The idea of quantum gravity and an introduction to the current literature in cosmology. (Same as EPHX 693.) Prerequisite: PHSX 313 and MATH 320.
NEW COURSE, CROSS LISTING

PHSX 600  SPECIAL TOPICS IN PHYSICS AND ASTROPHYSICS  3 N
Different topics will be covered as needed. This course will address topics in physics and astrophysics not covered in regularly offered courses. May be repeated if topic differs. (Same as EPHX 600.) Prerequisite: permission of instructor.

CHANGE: CROSS LISTING OF COURSE

POLS 666  POLITICAL ECONOMY OF EAST ASIA  3 S
This course provides basic understanding of fiscal, monetarist, and trade policies; how governments in East Asia use them to pursue growth; the extent to which these governments follow or controvert economics to pursue growth; and how the performances of economies in East Asia relate to the US and global economies. Prerequisite: POLS 150.

POLS 666  POLITICAL ECONOMY OF EAST ASIA  3 S
This course provides basic understanding of fiscal, monetarist, and trade policies; how governments in East Asia use them to pursue growth; the extent to which these governments follow or controvert economics to pursue growth; and how the performances of economies in East Asia relate to the US and global economies. Prerequisite: POLS 150. (Same as EALC 666.)

CHANGE: TITLE

REL 671  THE COMMUNITARIAN TRADITION  3 H
An examination of utopian communities in North America from the seventeenth century to the present. The course will survey the history, literature, and social dynamics of representative communal societies and movements including the Shakers, the Hutterites, the Oneida Community, Catholic religious communities, egalitarian communities, and other religious and secular communities.

REL 671  AMERICAN COMMUNES  3 H
An examination of utopian communities in North America from the seventeenth century to the present. The course will survey the history, literature, and social dynamics of representative communal societies and movements including the Shakers, the Hutterites, the Oneida Community, Catholic religious communities, egalitarian communities, and other religious and secular communities.

CHANGE: PREREQUISITE

SPLH 120  THE PHYSICS OF SPEECH  4 N
An introduction to the acoustic structure of speech intended for nonscience majors. Emphasis will be placed on the methods and standards by which scientists measure and evaluate the physical characteristics of speech. Topics will include: simple harmonic motion, the propagation of sound waves, aerodynamic aspects of vocal fold vibration, resonance, digital speech processing, frequency analysis, and speech synthesis. Three class hours and one laboratory per week. Prerequisite: MATH 104. (Same as LING 120.)
SPLH 120  THE PHYSICS OF SPEECH  4 N
An introduction to the acoustic structure of speech intended for
c nonscience majors. Emphasis will be placed on the methods and
standards by which scientists measure and evaluate the physical
characteristics of speech. Topics will include: simple harmonic motion,
the propagation of sound waves, aerodynamic aspects of vocal fold
vibration, resonance, digital speech processing, frequency analysis, and
speech synthesis. Three class hours and one laboratory per week.
Prerequisite: MATH 101 or 104 or equivalent. (Same as SPLH 120.)

NEW COURSE
TH&F 209  PLAY READING FOR PERFORMANCE  3 H  00
This course is designed to prepare students for upper-level courses in
theatre by developing and enhancing their ability to read plays. Close
reading of plays introduces students to a variety of different dramatic
genres and theatrical styles. Emphasis is placed on comprehension and
analysis of dramatic literature for theatrical performance.

B. DEGREE REQUIREMENTS

1. HT Principal Course Status for:

EURS 302 - European Culture and Society 1945 to Present: Decline of Modernity and
Rise of Postmodernism (existing course)

This three-hour course provides historical, cultural, and political overviews of Europe
since 1945 with particular emphasis on the contribution of French and Italian culture and
society. The course will emphasize Europe’s contribution to Western intellectual thought,
social movements, arts and literature, and global society.

JUSTIFICATION: General foundational course at beginning third-year level introducing
students to modern/contemporary Western Europe. Historical and cultural perspectives
on literary, artistic, political, and social movements will be studied, especially their
impact on the development of intellectual thought in the West.

2. HL Principal Course Status for:

a. EURS 329 - History of War and Peace (existing course)

A study of the changing nature of warfare and the struggle to bring about peace.
Topics include pacifism, the “military revolution,“ which created the first
professional armies, the development of diplomatic immunity, truces, and
international law, the peace settlements of Westphalia, Utrecht, Vienna, Versailles,
and San Francisco, the creation of peace movements and peace prizes, the evolution
of total war, civil war, and guerilla warfare involving civilians in the twentieth
century, the history of the League of Nations and the United Nations, and the rise of
intergovernmental and non-governmental organizations.

JUSTIFICATION: Introduction to modern perspectives on conflict resolution
through war and non-violent means (mediation, negotiation, civil disobedience,
religion, etc.) formulated primarily by European and American thinkers, political
leaders, and scholars from 17th century to the present day. Classical “theory of war”
perspectives, history of diplomacy, and emergence of international institutions and
international law will also be studied.
b. EURS 550 - Classics of Peace Literature (existing course)

A study of influential proposals for world peace from Erasmus’s *The Complaint of Peace* (1516) to the 1995 *Hague Appeal for World Peace*. Selected writings by such authors as Erasmus, Hugo Grotius, J.J. Rousseau, I. Kant, Henry Thoreau, Henri Dunant, Berthe vonSuttner, Woodrow Wilson, Mahatma Gandhi, and M.L. King, Jr. will be considered.

JUSTIFICATION: Introduction to the great works of peace literature of the West and modern non-Western world from Erasmus to the *Hague Appeal for World Peace*.

3. NE Principal Course Status for:

a. GEOL 302 - Oceanography (existing course)

Basic description of oceanography; description and discussion of the ocean as a dynamic system. Relationships between and dependence upon the interactions of submarine topography, water chemistry, wave action, and biota in understanding the ocean system. Review of the part that humanity plays in perturbing the natural oceanic environment. Discussions of estuarine problems as related to the sea, cultural activities, and rivers. Prerequisite: an introductory science course.

JUSTIFICATION: Oceanography was a principal course until 1997 or 1998, when staffing changes led to designation of GEOL 171 as a principal course. As a principal course, Oceanography had enrollments in the 125 to 150 range. Currently, it has enrollment in the range of 25 to 30 students, despite the fact that it fulfills requirements in few degree programs. The sea is thus a topic of interest to many students at KU, despite Kansas’s landlocked position. Like most Earth Science courses, oceanography encompasses the physical, chemical, and biological aspects of the subject as well as the geological aspects. Oceanography broadens the horizons of BA students by providing a window of understanding of over 2/3 of the surface of the Earth. Offering additional principal courses in geology will take some pressure off other principal courses, such as GEOL 171, which has an enrollment of 925 students in Fall 2003.

b. GEOL 351 - Environmental Geology (existing course)

An introductory course dealing with the implications of geologic processes and materials for civilization. Topics to be considered include: [sic] geologic hazards such as floods, landslides, earthquakes, and volcanism; the availability of water, mineral, and energy resources; and the environmental impact of resource utilization. The importance of recognizing geologic constraints in land use planning and engineering projects is emphasized and illustrated by examples.

JUSTIFICATION: Environmental Geology has been offered to fulfill a requirement for environmental studies students for many years. The course now attracts about 60 students each year, many of them not environmental studies majors. Clearly, there is interest in the subject. Geology has a compelling role in protecting the environment and in studies of environmental processes. This course will accomplish the goal of making well-informed graduates who are concerned about the environment and sensitive to the geological aspects of environmental problems. Offering additional principal courses in geology will take some pressure off other principal courses, such as GEOL 171, which has an enrollment of 925 students in Fall 2003 as well as offering another opportunity for an upper division principal course.
4. Non-Western Culture Status for:

a. HA 467 - Art and Culture of Japan, Honors (new course)

Honors version of HA 267, also requiring additional readings and writing assignments. An introduction to the arts of Japan in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 267.

JUSTIFICATION: This is in response to the call from the CLAS Dean and the Honors Program for more honors courses.

b. HA 468 - Art and Culture of China, Honors (new course)

Honors version of HA 268, also requiring additional readings and writing assignments. An introduction to the arts of China in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 268.

JUSTIFICATION: This is in response to the call from the CLAS Dean and the Honors Program for more honors courses.

c. HA 469 - Art and Culture of Korea, Honors (new course)

Honors version of HA 269, also requiring additional readings and writing assignments. An introduction to the arts of Korea in historical and cultural context. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Prerequisite: Membership in the University Honors Program or permission of the instructor. Not open to freshmen or students with credit in HA 269.

JUSTIFICATION: This is in response to the call from the CLAS Dean and the Honors Program for more honors courses.

d. HIST 603 - History of Tibet (new course)

This course surveys the cultural and political history of Tibet from the eighth to the twentieth century. Through readings, lectures, and discussions, students gain familiarity with the dominant features of Tibetan civilization. Topics include the relationship between Tibet and the civilizations of India and China, Tibetan Buddhism, and the tensions between the struggle for Tibetan independence versus claims of Chinese sovereignty. The course also considers the Tibetan diaspora and the reception of knowledge about Tibetan civilization in the West.

JUSTIFICATION: The course focuses on a non-Western area, namely Tibet.
C. REPORTS OF ACTION

1. Change to Anthropology Major

Offer ANTH 160 (and its honors and jr/sr versions 162 and 360) as an alternative to ANTH 108 (and 109 or 308) to satisfy the requirement in the Anthropology major of an introductory course in cultural anthropology.

JUSTIFICATION: At the present time, ANTH 160 does not fulfill the requirement for the major. However, the Anthropology department intends for it to become a means of fulfilling the requirements for an introductory course in cultural anthropology for the major.

2. Change to Astronomy BA

Current requirements: PHSX 593 Gravitation and Cosmology (3) or ASTR 595 Astrogeology & Planetology (3)

New requirements: PHSX 693 Gravitation and Cosmology (3) or ASTR 595 Astrogeology & Planetology (3) or ASTR/PHSX 691 Astrophysics I (This part was approved at the 10/14/03 CUSA meeting.)

JUSTIFICATION: The department has initiated a course number change for PHSX 593 to PHSX 693.

3. Change to Atmospheric Science Major - Departmental Honors Requirements

Current requirements: Students must meet the following requirements to graduate with honors for any Atmospheric Science Degree:

   a. Demonstrate superior scholarship by achieving a grade-point average of 3.50 in all Atmospheric Science courses and an overall average of at least 3.25.
   b. Make a written request to the undergraduate affairs committee by the beginning of their senior year.
   c. Complete two honors courses, ATMO 690 Special Problems in Meteorology and ATMO 699 Undergraduate Research with grades A or B. These courses are usually taken during the senior year.

New requirements: To be accepted as a candidate for honors, a major must have completed at least nine hours of upper-division credit in Atmospheric Science with a grade-point average of 3.50 in all Atmospheric Science courses and an overall average of at least 3.25. In addition to outstanding work in Atmospheric Science classes, the program requires ATMO 499, an independent study course consisting of the creation of an honors paper. The student will present the results of this paper in an oral examination to a committee consisting of a minimum of two faculty, normally from the Geography Department, and chaired by the ATMO 499 supervisor. To graduate with honors, the student must complete the paper and the examinations and maintain the 3.50 and 3.25 grade-point averages.

4. Change to Atmospheric Science Minor

Replace ATMO 220 (Unusual Weather) requirement with ATMO 321/GEOG 321 (Climate and Climate Change)

JUSTIFICATION: This will create a more well-rounded minor by including climatology as a component.
5. Change to Communications Studies Major
   a. Add COMS 320: *Communication on the Internet* to list of courses that can be used to meet the Communication Theory requirement
   b. Delete COMS 620: *Communication and the New Technology* from the list of courses that can meet the Communication Skills requirement.
   c. Change the electives option from “12 additional hours of COMS courses (200 level or above)” to “12 additional hours of COMS courses (COMS 104 and/or 200 level or above).”
   d. For admission, a gpa of 2.5 in COMS 130 and an additional course chosen from COMS 104, COMS 235, COMS 244, COMS 246, COMS 310, or COMS 332 is required.

JUSTIFICATION: COMS 320 is the introductory level theory course in Communication and New Tech, so it should be an option to meet that requirement. COMS 620 has not been taught as a skills course since the course originator left KU several years ago. It is now an advanced theory course. Electives are being changed so that students who take COMS 104 will be able to count it toward their work in the major. COMS 104: *Introduction to Communications Studies* is a new course and is intended as a course for students to decide whether or not the major is really for them. Hence, we want to encourage students to take it before applying to the major. Note that none of these changes increases the hours required to complete the major.

6. Change to Geography Major - Departmental Honors Requirements
   Current requirements: To be accepted as a candidate for honors, a major must have completed at least six hours of upper-division credit in geography with a grade-point average of 3.50 in all geography courses and an overall average of at least 3.25. In addition to outstanding work in Geography classes, the program requires GEOG 499, an independent study course consisting of the creation of an honors paper. The student will present the results of this paper in an oral examination to a committee consisting of a minimum of two faculty, normally from the Geography Department, and chaired by the GEOG 499 supervisor. To graduate with honors, the student must complete the paper and the examinations and maintain the 3.50 and 3.25 grade-point averages.

   New requirements: To be accepted as a candidate for honors, a major must have completed at least 9 hours of upper-division credit in geography with a grade-point average of 3.50 in all geography courses and an overall average of at least 3.25. In addition to outstanding work in Geography classes, the program requires GEOG 499, an independent study course consisting of the creation of an honors paper. The student will present the results of this paper in an oral examination to a committee consisting of a minimum of two faculty, normally from the Geography Department, and chaired by the GEOG 499 supervisor. To graduate with honors, the student must complete the paper and the examinations and maintain the 3.50 and 3.25 grade-point averages.

7. Change to Physics BA
   Current requirements: A minimum of 27 hours in physics is required, including PHSX 211, PHSX 212, PHSX 313, PHSX 521, PHSX 531, PHSX 536, PHSX 611, and three hours in laboratory courses numbered 500 and above.

   New requirements: A minimum of 27 hours in physics is required, including PHSX 211, PHSX 212, PHSX 313, PHSX 521, PHSX 531, PHSX 536, PHSX 611, and a three hour laboratory or lecture course numbered 500 and above.
8. Change to Physics BS - General Option

Current requirement: EECS 138 *Introduction to Computing* (FORTRAN or C++) (3) or EECS 168 *Programming I* (4)

New requirement: EECS 138 *Introduction to Computing* (FORTRAN or C++) (3) or EECS 258 *Programming I* (4)

JUSTIFICATION: Course numbers for EECS courses were changed by the School of Engineering, effective Fall 2003.

9. Change to Physics BS - Geophysics Option

Current requirement: EECS 138 *Introduction to Computing* (FORTRAN or C++) (3) or EECS 168 *Programming I* (4)

New requirement: EECS 138 *Introduction to Computing* (FORTRAN or C++) (3) or EECS 258 *Programming I* (4)

JUSTIFICATION: Course numbers for EECS courses were changed by the School of Engineering, effective Fall 2003.

10. Change to Physics BS - Computational Option

Current requirements:
Also required are nine hours of computer science (EECS 100, EECS 168, EECS 268), etc.

The list of required physics courses for this degree includes: PHSX 515 *Numerical and Computational Methods in Physics* (3)

New requirements:
Also required are nine hours of computer science (EECS 100, EECS 258, EECS 268), etc.

The list of required physics courses for this degree includes: PHSX 615 *Numerical and Computational Methods in Physics* (3)

JUSTIFICATION: Course numbers for EECS courses were changed by the School of Engineering, effective Fall 2003. The change in course number for PHSX 515 has been submitted to CLAS for approval.

11. Russian and East European Studies

Requirements for the Co-major:
- **ADD** REES 110 Understanding Russia and Eastern Europe
- Fifteen hours in courses listed in groups A to E, with at least three hours in each of the five groups: Literature and the Arts, History, Political Science, Philosophy and Religion, Economics and Geography. [This is a change - 18 hours were required.]

12. Film Studies: Minor

**ADD** TH&F 384 History of African-American Images in Film