Meeting of the College Assembly
College of Liberal Arts & Sciences
Kansas Room, Kansas Union
February 1, 2005 – 4:00 p.m.

AGENDA

I. APPROVAL OF DECEMBER 7, 2004 MINUTES

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

A. Curricular Changes for approval: ABSC 710, BIOL 753, INS 802, INS 803, INS 871, PORT 760, PORT 785, REL 777, TH&F 702

B. For Approval by College Assembly

CGS recommends for approval the following:

1. Proposal to Revise American Studies Track Requirements Museum Studies Program
2. Proposal to Revise Anthropology Track Requirements Museum Studies Program
3. Proposal to Revise Natural History Track Requirements Museum Studies Program
4. Proposal for a Developmental Concentration in Graduate Training in Psychology at the University of Kansas

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

A. Curricular Changes for approval: BIOL 658/636, BIOL 601/637, BIOL 665/638, BIOL 659/639, PSYC 481, PSYC 624, SPLH 566

B. Degree Requirements for approval:

1. One-Time Non-Western Culture Status for HIST 510/INTL 750 (Topics Course)

C. Report of Action

1. One-time Approval of HNRS 492 as NB or NP
2. Change to Psychology Major Requirements
3. Change to Psychology Admission Requirements
4. Change to Speech-Language-Hearing Major and Minor
COLLEGE COMMUNICATIONS

I. MINUTES OF THE COLLEGE ASSEMBLY, DECEMBER 7, 2004

The meeting was called to order by Dean Kim Wilcox. Dean Wilcox asked if there were any objections to adding an agenda item, which would be a report from the Student Caucus. A vote was taken and the new agenda item was approved.

The first order of business was the approval of the November 2, 2004 minutes. The minutes were approved as published.

The CGS report was presented by Rodolfo Torres. Professor Torres moved for the approval of the proposed curricular changes listed. A vote was taken and the motion carried. Professor Torres then moved for the approval of the proposals from Indigenous Nations Studies and Theatre & Film. A vote was taken and the motion carried.

The CUSA report was presented by Chris Haufler. Professor Haufler moved for the approval of the proposed curricular changes listed. A vote was taken and the motion carried. Professor Haufler moved for the approval of the Degree Requirements listed. A vote was taken and the motion carried. Professor Haufler mentioned the Reports of Action. Professor Haufler then moved for the approval of the proposal for CUSA Reporting Approved Curricular Changes to the College Assembly. A vote was taken and the motion carried.

Jason Bentley gave a report from the Student Caucus meeting on November 16th to discuss the College-specific tuition proposal. Student representatives to the College Assembly will be informed of the next meeting time.

Dean Wilcox adjourned the meeting at 4:15 p.m.

Respectfully Submitted,

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

A. CURRICULAR CHANGES

CROSS LISTING

ABSC 710 COMMUNITY HEALTH AND DEVELOPMENT
(OLD) This course extends knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation, and then apply these skills to issues that matter to them and to the communities they serve. (Formerly HDFL 710.) LEC

ABSC 710 COMMUNITY HEALTH AND DEVELOPMENT
(NEW) This course extends knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation, and then apply these skills to issues that matter to them and to the communities they serve. (Formerly HDFL 710.) LEC (Same as INS 871)

NEW COURSE

BIOL 753 ADVANCED GENETICS 3
An advanced course in modern genetic analysis using mainly eukaryotic systems. Course material will consist mainly of primary literature in the field of Genetics. Topics covered include: genomic structure and genome projects; nature of mutations; mutant analysis; genetic recombination and mapping; analysis of gene function; genetic buffering; RNAi and epigenetics; and the genetics of model organisms. This course is meant for graduate students in the Molecular Biosciences and Genetics programs. Prerequisites are a course in Genetics and a course in Biochemistry, or permission of the instructor.

CHANGE: PREREQUISITE

INS 802 APPLIED INDIGENOUS LEADERSHIP
(OLD) A preparation to train students in grant writing, leadership skills, conflict resolution, public presentation, and organization to assist indigenous peoples in setting up programs.

INS 802 APPLIED INDIGENOUS LEADERSHIP
(NEW) A preparation to train students in grant writing, leadership skills, conflict resolution, public presentation, and organization to assist indigenous peoples in setting up programs. Prerequisite: Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course.

CHANGE: PREREQUISITE, DESCRIPTION

INS 803 ISSUES FACING INDIGENOUS PEOPLES OF THE AMERICAS
(OLD) This seminar is normally team taught and explores in depth the theories and methods of selected socio-economic, political, legal, environmental, and cultural issues confronting indigenous societies throughout the Americas.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td>INS 803</td>
<td>ISSUES FACING INDIGENOUS PEOPLES OF THE WORLD</td>
<td>This seminar is normally team taught and explores in depth the theories and methods of selected socio-economic, political, legal, environmental, and cultural issues confronting indigenous societies throughout the World. Prerequisite: Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course.</td>
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<tr>
<td>INS 871</td>
<td>COMMUNITY HEALTH AND DEVELOPMENT</td>
<td>This course extends knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation, and then apply these skills to issues that matter to them and to the communities they serve. (Formerly HDFL 710.) LEC</td>
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<td>PORT 760</td>
<td>CONTEMPORARY BRAZILIAN LITERATURE (3)</td>
<td>A survey of Brazilian literature in the Twentieth Century with emphasis on developments since the advent of Modernism. Prerequisite: A fourth semester course in Portuguese or consent of instructor.</td>
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<td>PORT 760</td>
<td>CONTEMPORARY BRAZILIAN LITERATURE (3)</td>
<td>A survey of Brazilian cultural expressions and literature in the Twentieth Century. Conducted in Portuguese. Prerequisite: PORT 216 or consent of instructor.</td>
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<td>PORT 785</td>
<td>SPECIAL TOPICS IN BRAZILIAN CULTURAL AND LITERARY STUDIES (3)</td>
<td>Topics vary by semester. The course may be taken more than once, with full credit, provided there is no duplication in the material covered. Conducted in Portuguese.</td>
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<td>REL 777</td>
<td>SEMINAR IN WOMEN AND RELIGION (3)</td>
<td>Examination of symbols, images, scriptures, rites, and teachings defining women's roles in various religious traditions.</td>
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<td>REL 777</td>
<td>SEMINAR IN RELIGION AND GENDER (3)</td>
<td>Examination of symbols, images, scriptures, rites, teachings and scholarship regarding gender definitions and performance in various religious traditions.</td>
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<td>TH&amp;F 702</td>
<td>GRADUATE SEMINAR IN: _________ (1-3)</td>
<td>Course organized any given semester to study particular subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. Prerequisite: Consent of instructor</td>
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<td>TH&amp;F 702</td>
<td>GRADUATE SEMINAR IN: _________ (3)</td>
<td>Course organized any given semester to study particular subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects.</td>
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B. FOR APPROVAL BY COLLEGE ASSEMBLY

CGS recommends for approval the following:

1. Proposal to Revise American Studies Track Requirements Museum Studies Program

The American Studies track is designed to enable students to achieve depth in their understanding of the American experience and to acquire the technical skills appropriate for museum work. Students choosing the American Studies track are trained in the traditional use of written records in understanding and reconstructing the socio-cultural patterns of the American past. However, a crucial emphasis of this track is developing the student’s skills in using, analyzing, and interpreting artifacts, which traditionally have been ignored in favor of documentary research. This emphasis on material culture will have special utility for students seeking positions in historical and community museums, which exist for the purpose of collecting, preserving, and interpreting artifacts and which are likely to be concerned with American materials. In addition to the core curriculum, students are expected to develop an interdisciplinary program that focuses on American culture and simultaneously addresses the special concerns and interests that will confront individuals in museum work.

An apprenticeship requirement is intended to introduce students to a particular museum situation in order to understand one application of the perspectives and research techniques provided by the American Studies track. The apprenticeship will begin with a short work experience in many of the various departments of the museum. In the remaining weeks, the apprentice will focus on a specific research project, the main purpose of which will be to show the apprentice how a museum professional applies academic training to an exhibit or collection.

Requirements

a. Museum Studies Core Courses (18 hours)

b. Required Courses (12 hours)

AMS 801 Introduction to American Studies (3). An introduction to the field of American Studies through an examination of some of the classic and innovative works, issues, debates, and controversies in the history and the literature of American studies.

AMS 802 Theorizing America (3). Drawing from a broad range of perspectives (e.g., cultural theory, social theory, literary theory, etc.), this course will introduce students to current theoretical debates in American studies and the concepts that inform them.

AMS 803 Research Methods in American Studies (3). An introduction to the range of interdisciplinary research methods in American studies. Emphasis will be placed on an examination of the assumptions, logics, and procedures involved in various approaches to understanding American society and culture.

AMS 804 Research Seminar (3). An intensive application of theoretical and methodological issues to the development of specific substantive research problems. Students will be expected to design and implement a study that will be critically assessed in the seminar.
c. Electives (6 hours)

Two graduate courses on American studies topics (e.g., race and ethnicity; gender; sexuality; class; religion; political economy; material culture; social and cultural theory; visual arts) that are relevant to the student’s major interests.

d. Apprenticeship (6 hours)

AMS 799 American Studies Museum Apprenticeship. Provides directed, practical experience in research, collection care and management, public education, and exhibits with emphasis to suit the particular requirements of each student.

e. Master’s Examination

The oral examination is conducted by a three-member committee normally comprised of a representative from American Studies, a member of the Museum Studies Faculty Advisory Committee, and the candidate’s internship supervisor (or an appropriate substitute). The primary focus of the examination is upon the internship experiences, in the context of the candidate’s wider graduate course work.

2. Proposal to Revise Anthropology Track Requirements Museum Studies Program

By means of a cooperative agreement between the Department of Anthropology and the Anthropological Research and Curation Center (ARCC), a student pursuing a Masters in Museum Studies can opt for a study track emphasizing anthropology. This track provides the necessary background to qualify for positions in anthropology museums, as well as in the broader field of cultural resource management. Courses provide students with an introduction to the breadth and inter-disciplinary nature of anthropology, and a familiarization with anthropological approaches to material culture and associated documentation. Study of archaeology, socio-cultural anthropology, biological anthropology, and linguistic anthropology gives students the theoretical and practical training (through an apprenticeship) necessary for understanding the nature of anthropology museums and collections. Courses in the anthropology track are offered by the faculty of the Department of Anthropology. The faculty includes members of the four primary sub-disciplines (biological anthropology, archaeology, socio-cultural anthropology, and linguistics). Faculty members and ARCC staff have conducted research and developed specialties in cultures from varied parts of the world including: Polynesia, Latin America, North America, Africa, Europe, the Near East, and East Asia.

ARCC staff at Spooner Hall curates and facilitates access to the material culture collections which are vital to the anthropology track of the Museum Studies Program. Spooner Hall offers research laboratories; collection storage areas; a classroom dedicated to material culture instruction, emphasizing anthropology collections; and curatorial offices. The Spooner Hall collections include hundreds of thousands of archaeological specimens representative of peoples who once inhabited North America, Latin America, Europe, and Africa. Artifacts from more than 2500 prehistoric sites from the Great Plains and peripheries are included, representing premier collections of the Paleoindian, Archaic, and Kansas City Hopewell cultural periods. Approximately 10,000 ethnographic objects are from Africa, Asia, North America, Latin America, Oceania, and Australia. Many of these unique objects were acquired or donated by prominent figures in the history of the University of Kansas and surrounding area, including Lewis L. Dyche, Samuel W. Williston, Claude Brown, Ed Ruhe, Sallie Casey Thayer, William Griffith, Del Shankel, Franklin Murphy, and Karl Menninger.
Admission
Applications are accepted at any time but are reviewed annually in January for admission the beginning of the next academic year. All applications received by January 6th will be considered. Admittance to the Anthropology track of the Museum Studies Program is determined by anthropology faculty advisors. Applicants must indicate a specific sub-discipline interest area, and an advisor will be selected that best matches the applicant’s interests and the resources in the Department and KU. Principal advisors will oversee the graduate examinations of their respective MUSE students.

Requirements
In addition to the Museum Studies Core Curriculum, students pursuing the Anthropology track will be required to complete at least 18 credit hours of course work, and 6 hours of apprenticeship, distributed as follows:

a. Museum Studies Core Courses (18 hours)

b. Required Courses (9 hours)

Two courses selected from the following four courses:

**ANTH 701 History of Anthropology (3).** Development of the field of anthropology and its relations with intellectual history. Emphasis on method and theory in historical context.

**ANTH 702 Current Archaeology (3).** An introduction to fundamental theoretical orientations and methodological approaches in world archaeology. Case studies illustrate data acquisition, dating methods, culture history, paleoenvironmental models, and culture processes.

**ANTH 703 Current Biological Anthropology (3).** The fundamental issues, methods and theories in contemporary biological anthropology.

**ANTH 704 Current Cultural Anthropology (3).** The fundamental issues, methods, and theories in contemporary cultural anthropology and anthropological linguistics.

One “collection based” course. Representative courses are listed below:

**ANTH 519 Lithic Technology (3).** An introduction to the analysis and interpretation of prehistoric stone industries. Topics discussed include origins and development of lithic technology, principles of description and typology, use and function of stone tools; interpretation of flint knapping.

**ANTH 520 Archaeological Ceramics (3).** Practicum in the method and theory of pottery analysis in archaeology. Topics include manufacturing techniques, classification, and compositional analysis of pottery artifacts as well as strategies for interpreting the role of ceramic vessels in food production, storage, and consumption; social and ritual activities; trade and exchange; and the communication of ideas.
ANTH 521  Zooarchaeology (3). This course is intended to complement faunal identification with practical involvement in analyses and interpretation of archaeological faunal assemblages using a variety of modern methods. Students will participate in the study of specific archaeological faunal remains, development of comparative zooarchaeological collections, and in middle range research to document the variety of agents which affect faunal remains.

ANTH 522  Paleoethnobotany (3). This course discusses the relationship between past human groups and their plant environment including the use of plants for food, fuel, shelter, and household articles. Topics include a review of the development of paleoethnobotanical research, methods and techniques of data recovery, basics in plant identification, methods of data quantification and interpretation, and current research topics. In addition to selected readings, students will participate with the development of comparative botanical collections and the interpretation of botanical remains recovered from archaeological contexts.

ANTH 582  Ethnobotany (3). Course will involve lectures and discussion of Ethnobotany – the mutual relationship between plants and traditional people. Research from both the field of anthropology and botany will be incorporated in this course to study the cultural significance of plant materials. The course has 7 main areas of focus: 1) Methods in Ethnobotanical Study; 2) Traditional Botanical Knowledge – knowledge systems, ethnolinguistics; 3) Edible and Medicinal Plants of North American (focus on North American Indians); 4) Traditional Phytochemistry – how traditional people made use of chemical substances; 5) Understanding Traditional Plant use and Management; 6) Applied Ethnobotany; commercialization and conversation (focus on traditional harvest of plant materials); 7) Ethnobotany in Sustainable Development (focus on medicinal plant exploration by pharmaceutical companies in Latin America).

ANTH 648  Human Osteology (3). Techniques in bone identification, sex, race, age determination, stature reconstruction, paleopathology, and bone biology are reviewed.

ANTH 740  Linguistic Data Processing (3). The tools and techniques necessary to analyze linguistic fieldwork data, including research design, recording and elicitation techniques, computational data processing and analysis, and field ethics. Techniques of research, field recording and data analysis technology. Methods of phonetic transcription, grammatical annotation, and analysis of language context. Practice of techniques via short studies of a least one language.

ANTH 699  The Anthropology Museum (3). The history, philosophy, and function of anthropological museums including a consideration of archaeological, ethnographic, and physical anthropological collections as records, research tools, and as resources for cross-cultural experiences. Special attention will be devoted to the Museum of Anthropology at KU.

ANTH 794  Material Culture (3). The historical and cross-cultural study of artifacts as embodiments of technological, social, organizational, and ideological aspects of culture. The course will make wide use of objects from the Museum of Anthropology.
c. Elective Courses (9 hours)

Three elective courses in anthropology at the 500-level or above selected in consultation with the student’s anthropological advisor.

d. Apprenticeship (6 hours)

**ANTH 799 Anthropology Museum Apprenticeship.** Provides directed, practical experience in research, conservation, management, public education and exhibition of anthropological collections. Apprenticeships are coordinated to suit the particular requirements and interests of each student.

e. Written or oral master's examination.

A three-member examining committee will be selected by the student in consultation with the student’s anthropological advisor. The committee must include three members of the graduate faculty, at least two from the Department of Anthropology and at least one with training or substantial experience in museum studies.

3. **Proposal to Revise Natural History Track Requirements Museum Studies Program**

This curricular emphasis provides broad familiarity with the natural biota and training in the methods for study, preservation, maintenance, and display of biological specimens. The program prepares its graduates for service in museums that require generalized competence in natural history, coupled with basic understanding of the materials, methods, and problems common to museums of diverse kinds. Students seeking specialized skills in particular groups of organisms may wish to supplement this curriculum through intensive course work dealing with the organisms of interest, or may even consider alternate master’s or doctoral programs offered in the Division of Biological Sciences and the Department of Geology.

Resources available to this program include extensive collections, exhibits, and public education services in the Natural History Museum and Biodiversity Research Center. Major collections include plants, fossil plants, invertebrate fossils, insects, fossil vertebrates, fishes, amphibians and reptiles, birds, and mammals. The composite holdings in these collections exceed five million specimens.

*Exhibits* occupy more than 50,000 square feet of space in Dyche Hall and hallway cases in Lindley Hall. These exhibits are visited by more than 50,000 persons annually and have been ranked as one of the top tourist attractions in Kansas.

*Public Education* programs of the museum include lectures, demonstrations, and workshops on various topics, delivered in Lawrence and elsewhere, which serve more than 30,000 persons annually.

Professional biologists who received much of their graduate training in the museum now occupy important curatorial and administrative positions in many university, public, and private museums throughout North America.

Students planning to enroll in the Natural History track should consult with the track advisor prior to enrollment to obtain approval for a plan of study appropriate to their needs and aspirations.
In addition to the required core courses and the courses listed below, students in the Natural History track may enroll in appropriate courses listed for other tracks. The track curriculum comprises courses in specific subject disciplines and in principles and practices.

Requirements

a. Museum Studies Core Courses (18 hours)

b. Required Courses

Subject Discipline Courses (18 hours): Each student is required to take 18 credit hours of course work in the subject area of interest and to become proficient in the classification, diversity, biogeography, ecology, and methods of collecting and preparing specimens in the group of organisms of special interest. Representative courses are listed below; students who already have taken introductory courses in these subjects may select more advanced courses. These are listed in the Graduate School Catalog.

BIOL 500, Biology of Insects (3). Lecture and demonstrations stressing the principles of entomology. Taxonomy, morphology, physiology, behavior, ecology, and importance of insects to man.

BIOL 502, Biology of Insects, Laboratory (2). Laboratory for BIOL 500.

BIOL 540, General Invertebrate Zoology (5). Phylogeny, physiology, and embryology of invertebrate animals; evolutionary processes; characteristics of major ecological groupings. Laboratory considers major taxonomic categories with emphasis on functional morphology and evolutionary modifications.

BIOL 550, Introduction to Systematics (3). Basic elements of systematic theory and practice; discussion of the needs and aims of taxonomy; species and speciation; principles of nomenclature and classification; phylogenetic reconstruction; evolutionary processes and patterns of species diversity; analysis of systematic evidence; construction of keys, synopses, monographs, and revisions.

BIOL 603, Systematic Botany (3). A lecture/laboratory course providing hands-on experience with plant identification, a history of plant classification, the principles of nomenclature and character analysis, the basics of systematics theory, and a phylogenetically oriented introduction to vascular plant diversity.

BIOL 610, Plant Kingdom (4). A study of the plant world including major divisions from algae through flowering plants, both living and fossil. Classification, morphology, anatomy, and life cycles. Lectures, laboratory, and field trips.

BIOL 706, Current Topics in Curation and Collections Management (2). Seminar course to provide students with a working knowledge of the primary issues and current trends in building, administration, and care of scientific collections. Topics include permits, collecting, accessioning, cataloging, preservation, preventive conservation, and access issues. The course format consists of readings, lectures, guest speakers, discussions, and visits to scientific collections on campus.
BIOL 711, Insect Systematics (4). A study of the diversity of insects, including the classification of all living and fossil orders and the more common families primarily on the basis of external morphology. The biology, ecology, phylogeny, and geological history of each order will be covered. Includes both lectures and laboratory exercises.

BIOL 720, Scientific Illustration (3). Lectures, demonstrations, and studio participation. Instruction in the preparation of illustrations for scientific publications, theses, and oral and poster presentations. Emphasis on basic drafting and layout skills, and pen and ink and tone renderings intended for publication. Attention given to preparation of photographs for publication and oral presentations. Instruction provided in use of specialized optical equipment for drawing.

BIOL 746, Principles of Systematics (4). Lectures: historical and philosophical foundations of modern systematics; theory and practice of classifications; character analysis; phylogeny reconstruction; formulation and testing of systematic hypotheses; species concepts and speciation; the interface between systematics and evolutionary theory, particularly the origins of asymmetric diversity patterns, macroevolution, adaptation, coevolution, and the evolution of higher taxa; roles of paleontological, ontogenetic, biochemical, and molecular data in systematics; and biogeography. Laboratory work: practical applications of nomenclature, development of keys, descriptions and systematic revisions, character analysis, phylogeny reconstruction, hypothesis testing, interpretation of biogeographic patterns.

BIOL 783, Herpetology (3). A study of amphibians and reptiles. This lecture course will explore the taxonomic diversity of amphibians and reptiles, and current areas of active research in herpetology. Topics will be considered within a phylogenetic framework, and include discussion on systematics, biogeography, tetrapod origins, skeletal systems, growth, circulatory system, locomotion, thermal and water regulation, hibernation, ecology, sexual behavior, parental care, and mimicry.

BIOL 790, Paleontology of Lower Vertebrates (3). General account of the osteology, geological distribution, and evolution of the principal groups of fishes, amphibians, reptiles, and birds. Lectures and laboratory.

BIOL 791, Paleontology of Higher Vertebrates (3). Evolution of mammals and anatomical modifications involved in the process as ascertained from the fossil record. Lectures and laboratory.

BIOL 792, Ichthyology (4). A study of fishes. Lecture topics include the structure and function of fishes; the adaptations of fishes to the aquatic environment; and a survey of major fish groups with emphasis on evolutionary relationships and biogeography. Laboratory topics include a survey of fishes using specimens, and the use of keys to identify fishes with emphasis on the Kansas fish fauna.

BIOL 793, Ornithology (3). A study of birds; recognition of species; field and laboratory observations; behavior, phylogeny, and speciation.
BIOL 794, Mammalogy (3). A study of mammals, with emphasis on systematics, biogeography, and natural history. Lectures, laboratory, and field study.

BIOL 801, Topics in _____ (1-3). Advanced courses on special topics in biology, given as need arises. Lectures, discussing readings, laboratory, or field work. Students may select sections according to their special interests.

c. Apprenticeship (6 hours)

Apprenticeship requirements may be satisfied in one or more of the three ways described below. Concurrent enrollment in BIOL 799, Natural History Museum Apprenticeship, is required for a total of 6 credit hours. All apprenticeship projects must be reviewed and approved by the track advisor prior to, and as a prerequisite to, enrollment.

BIOL 799 Natural History Museum Apprenticeship. Provides directed, practical experience in collection care and management, public education, exhibits and administration with emphases to suit the particular requirements of each student. Representative internships are listed below; students are encouraged to work with the track advisor to develop an internship that meets their career goals.

- Curatorial functions of one of the principal natural history collections of the University – herbarium, paleobotany, entomology, invertebrate paleontology, ichthyology, invertebrate zoology, herpetology, ornithology, mammalogy, or vertebrate paleontology.

- Development and presentation of public education programs through the Natural History and Biodiversity Research Center, or assistance in the design and construction of exhibits.

- Supervised project involving one or more of the following functions: exhibits, public education, collection management, specimen preparation, publications, museum administration, membership program, or biological informatics.

d. Master’s Examination

Each student must demonstrate mastery of subject disciplines and museum principles and practices through satisfactory performance on a written or oral examination administered by the track advisor and an examination committee of at least three members of the graduate faculty.

4. Proposal for a Developmental Concentration in Graduate Training in Psychology at the University of Kansas

BACKGROUND

The field of modern Psychology is generally segregated into five different subspecialties. These sub-areas, and their ranges of breadth, include the following:

- Behavioral Neuroscience, which promotes research, understanding, and appropriate application of the relationships between brain functions and behavior. This area interfaces with all of the other areas listed below.
• **Clinical Psychology**, which promotes research and understanding of the etiology of mental and behavioral disorders, and the appropriate application of behavioral and medical interventions to prevent and treat these disorders.

• **Cognitive Psychology**, which promotes research and understanding of basic psychological functions such as sensation, perception, learning, memory, information processing, and higher-order reasoning and decision-making. Information from this area of psychology may be appropriately applied to nearly every aspect of everyday life, especially education, business, law, and social policy.

• **Social Psychology**, which promotes research and understanding of how the behavior and functioning of individuals is affected or influenced by social contexts. Information from this area of psychology is especially relevant to business, law, and social policy.

• **Developmental Psychology**, which promotes research and understanding of how and why behavior changes across the life span. Information from this area of psychology may be appropriately applied to nearly every aspect of everyday life, especially education, business, law, and social policy.

The Department of Psychology has established and maintained a long tradition of graduate training in the areas of Clinical, Cognitive, and Social Psychology. More recently, it has established a doctoral training program in a niche specialty area of Quantitative Psychology, which serves all of the other content areas, as well as provides instruction in statistical and quantitative methods for students in the department and in the university at large.

The current proposal seeks to establish a graduate training concentration in one of the other main areas of the discipline, Developmental Psychology. With the recent reconfiguration of the former Department of Human Development and Family Life as the Department of Applied Behavioral Sciences, the obligation for training in developmental psychology there has shifted to Psychology. Since 2001, the Department of Psychology has added four new faculty with developmental interests (Colombo, Greenhoot, Hawley, and Little), and along with extant expertise represented in the department by Kemper and McCluskey-Fawcett, the department attained a critical mass for establishing a training program. Thus, in the Fall of 2004, the Department of Psychology voted unanimously to establish a developmental concentration within its program of graduate training. This intent to train in developmental psychology was established based on a core faculty of seven individuals, who are listed below (Abbreviated CVs are attached to this document for six of these individuals; we were unable to get Dr. McCluskey-Fawcett’s in time for submission to CGS). A number of faculty in different departments were contacted immediately and joined the program as affiliated faculty. These individuals are listed at the end of the document.

It is worth noting that students trained in the subareas of Psychology do not receive degrees in subspecialties; they all receive MAs or PhDs in Psychology, without any subdesignation. Indeed, in DEMIS and in institutional record keeping, all subareas are pooled; there is no recognition of these concentrations at the level of the institution. As such, *this is not a proposal for a new degree.* Rather, this is a proposal for the formalization of a developmental emphasis or concentration within the Psychology doctoral program. This concentration includes courses that are already in the graduate catalogue and which are already taught on a regular basis. As such, the creation of this concentration costs nothing to the institution, and catalyzes an extant strength at KU and allows it to be formally advertised. Indeed, because this change is not reflected in institutional records, and goes unrecognized at the level of the degree, we believed that its creation did not necessitate approval beyond the department. When we sought to add another category to the online application, we were contacted by the Graduate School and informed that an approval process through CGS and the Graduate School was necessary.
In the following sections, we outline our plans for recruitment of new graduate students for this concentration, efforts and means to fund these new students, and the prospects for placing those graduates in academic and nonacademic positions beyond KU. Following that, we specify details of the training curriculum, and provide a list of core and affiliated faculty.

RECRUITMENT PLAN

In order to assemble diverse and high-quality cohorts of predoctoral students, we will implement an aggressive advertising and recruitment strategy. Indeed, based on the national visibility of several core faculty members for this program and in anticipation of the establishment of developmental training in Psychology, inquiries for training in developmental science have already arrived. With the formation of a developmental concentration, we will create a professional-quality brochure to be sent to all graduate programs around the US, a PDF version of which can be sent via listservs and mailing lists to friends, colleagues, and associates. The concentration will be added to listings at www.gradschools.com. A new and attractive website has been recently constructed by the Department of Psychology to facilitate recruitment (www.psych.ku.edu); the Developmental concentration will be added to the list of programs. In addition to standard recruitment practices (e.g., featured listings in the APA monitor and APS observer, flyers at professional meetings) we expect that these efforts will lead to a large pool of applicants. Given that KU has a strong track record in securing interested recruits, the addition of these recruitment efforts will allow us to compete for doctoral candidates beyond the Midwest.

In publicizing the concentration on the website, along with providing the typical information on faculty interests and productivity, we intend to follow the “best practices” suggested by the Council of Graduate Schools in providing applicants information about the number of applicants to the program, selectivity of the program, time to degree, data on the probability and amount of support, and characteristics of incoming and classes in terms of GPA and GRE scores.

Admissions procedures and criteria will conform to those already in place for the Department of Psychology. A separate admissions committee, formed from the core faculty, will review applications for purposes of admission.

EFFORTS TO FUND STUDENTS

It is worth noting that individuals involved in this effort have already been engaged in the development of grant proposals expressly designed to support graduate education. Most of the core faculty are key members of LSI’s NIH-funded Center for Behavioral Neuroscience in Communicative Disorders. In 2002, Colombo and Little collaborated on a 5-year $2.5M proposal for a KU Center for Developmental Science to the National Science Foundation (NSF) that included participation from scientists in SPLH, Clinical Child, and Child Language. The proposal was not funded, but was judged as highly competitive – indeed, our program officer at NSF informed us that ours was evaluated as the second- or third-ranked proposal out of about 15 such proposals; NSF funded only one. However, NSF dissolved the Center program competition after that round, and so we were unable to resubmit. More recently, Little and Colombo again collaborated (with other scientists in CLAS and in the School of Education at KU) on proposal to the US Department of Education’s Institute on Education Sciences for a 5-year, $5M predoctoral training grant to integrate developmental training and education sciences. That proposal is currently pending. Thus, among the core faculty, there is an established track record of interdisciplinary research, and an established record of interdisciplinary collaboration for seeking funding for graduate training. Indeed, if this concentration is approved, the core faculty is mobilized to submit a training grant proposal to the National Institute of Child Health and Human Development to support predoctoral and postdoctoral students admitted to this program in May of 2005.
In terms of available funding sources, external grants from NIH, NSF, and industry held by core faculty (Little, Colombo, and Kemper) and GTA support in the Department may be marshaled to support up to 15 graduate students admitted to this concentration. Proposals pending to IES (Little/Colombo/Greenwood, Colombo, Little/Snyder/Lopez) and NIH (Carlson/Colombo, Kemper/McDowd) could support up to another dozen students.

PROSPECTS FOR PLACEMENT OF GRADUATES

There is a continuing and burgeoning market for psychologists with training in developmental science. A recent review of productivity in the field that Little and Colombo conducted in preparation for the NSF training grant shows that publication in the field is growing at a rapid pace; indeed, the last decade has seen an increase in the number of professional journals devoted to developmental topics (e.g., Developmental Science, the Journal of Cognitive Development, Social Development, Infancy) while the extant flagship journals in the field (Child Development, Developmental Psychology, Journal of Experimental Child Psychology, Merrill-Palmer Quarterly) have retained their traditionally high circulations and very high level of selectivity (e.g., Child Development has maintained an acceptance rate for manuscripts of 3%-5% over the last 15 years). Thus, the field of developmental psychology/developmental science is expanding without a reduction of quality. In addition, the field is experiencing a renaissance of sorts, with broad and meaningful collaborations with other fields, particularly those in education, neuroscience, and developmental disorders.

As a result of this growth in the field, the market for PhD-level developmental psychologists is quite good. A survey of extant positions in psychology in 2002 and 2003 that we conducted for the NSF training grant, and which we repeated in 2004 for this proposal shows that positions for developmental psychologists account for 25% of all positions for psychologists advertised in the American Psychological Association’s (APA) Monitor, the American Psychological Society’s (APS) Observer, and the Chronicle of Higher Education. This is significant for two reasons. First, although developmental science represents only one of the five areas in psychology, it currently accounts for one in four positions. Second, we estimate (conservatively) that 25% of the advertised positions in APA and APS are for clinical practitioners; if we consider only academic positions, then developmental positions account for up to one-third of the available academic posts in psychology.

Thus, the prospects for placement of graduates are excellent. The extant core faculty have already had success in placing graduates in developmental positions at other academic institutions (e.g., University of Georgia, University of California at Santa Cruz, Youngstown State University, Loyola University of Chicago), in non-developmental positions at other institutions (e.g., Baylor University), and in industry (e.g., Sprint).

GRADUATE TRAINING IN DEVELOPMENTAL PSYCHOLOGY

OVERVIEW

We envision training in developmental psychology at the University of Kansas to be both interdisciplinary and collaborative. Housed primarily in the Department of Psychology, the Developmental emphasis profits from a large array of affiliated faculty in other academic units such as Speech and Hearing Sciences, the School of Education, and doctoral programs in Clinical Child Psychology, Child Language, Gerontology, and Neuroscience. The developmental emphasis is also substantively linked to the Schiefelbusch Institute for Life Span Studies, the Kansas Center for Research on Developmental Disabilities/Mental Retardation, and the Center for Behavioral Neuroscience of Communicative Disorders. Because of its broad collaborative nature, many of the Psychology faculty associated with the Developmental emphasis have affiliations with more than one entity on campus. This breadth provides students with vast training opportunities.
The major goal of the Developmental emphasis is to provide students with multidisciplinary exposure and experiences that will train them to conduct cutting-edge research on developmental phenomena across the life span. Such experiences will be attractive to students who wish to be trained in the context of the traditional divisions of psychology (e.g., cognitive-developmental, social-developmental, quantitative-developmental) as well as those whose interests may not fall squarely within traditional divisions of psychology. The developmental training emphasis includes a number of concentrations, including cognitive, social, and quantitative. Students work with their faculty mentor to customize a concentration that best suits the needs of the student and the expertise of the available faculty.

CURRICULUM
The developmental training curriculum involves 33 hours of formal coursework in addition to masters’ and dissertation research hours. Students in the developmental training curriculum are also expected to regularly enroll in a biweekly Proseminar on Developmental Science. The program is designed to allow students to maximally pursue their research interests and accumulate academic credentials that will give them optimal access to the job market of their choice. It is expected that required courses will be completed by the third year; they must be completed before the conduct of the Oral Comprehensive Examination. The formal course requirements are as follows:

Statistics, Design, and Professional Issues (12 hours)
- PSYC 790: Statistical Methods in Psychology I
- PSYC 791: Statistical Methods in Psychology II
- PSYC 815: Design and Analysis for Developmental Research
- PSYC 982: Ethics and Professional Issues

Core Developmental Courses (12 hours)
- PSYC 619: Psychology of Aging
- PSYC 870: Cognitive Development
- PSYC 880: Social Development
- PSYC 923: History and Systems in Developmental Psychology: Developmental Theory

Concentration (9 hours minimum)
The concentration is designed to build expertise in an area chosen by the student in conjunction with his/her faculty advisor. Courses offered outside the department may count toward the concentration. Being a flexible requirement, the concentration can be either very focused or a uniquely tailored hybrid of courses.

MASTER’S THESIS
If students do not enter the program having completed an acceptable Master’s thesis elsewhere, students are expected to complete a Master’s thesis by the end of their second or third year of study. The master's thesis process is intended to provide the student with the opportunity to serve an internship in their chosen lab, with their chosen advisor. The student is expected to demonstrate competence conducting laboratory research in their chosen area. The thesis is evaluated by a committee consisting of three members from the list of Core or Affiliated Faculty. Thirty credit hours must be completed before the granting of the master's degree.

WRITTEN PRELIMINARY EXAMINATION
The written preliminary examination provides an opportunity for the student to demonstrate their ability to become independent, critical thinkers in their chosen research area. The expectation is that students will demonstrate the ability to think carefully about the literature in their chosen field, and independently generate an evaluation of the field. They are further expected to be able to express themselves cogently in a written format. The written preliminary examination committee consists of three members chosen from the list of Core or Affiliated Faculty.
The form of this written examination varies depending upon the desires of the student, their advisor and their written preliminary examination committee. Formats have included an extensive review paper of a chosen research area, multiple smaller papers on a variety of research areas, or a grant proposal that may eventually be submitted to a funding agency. It is expected that the written preliminary examination will be completed in the student’s third or fourth year of study; it must be completed by the time of the conduct of the oral comprehensive defense.

**FLORS REQUIREMENT**

Students may fulfill the Graduate School's FLORS requirement by completing the foreign language or the computing skills option as specified by the Graduate School. Alternatively, in consultation with his or her advisor and advisory committee, the student may satisfy the FLORS requirement by demonstrating competence in areas such as quantitative methods beyond the required course sequence in statistics and methodology (e.g., attainment of the graduate minor from the quantitative area is recommended if this option is pursued); developmental science beyond the courses required by the psychology department, or some other skill relevant to their research specialty, such as computer simulation, programming, neuroscience techniques (brain imaging and mapping), or mastery of physiological data collection. Lastly, the student may propose a research skill not specified covered above by petitioning the core faculty for approval. If approved in this manner, this will be submitted for approval to the Graduate School.

It is expected that the FLORS requirement will be completed in the student’s third or fourth year of study; it must be completed by the time of the conduct of the oral comprehensive defense.

**ORAL COMPREHENSIVE EXAMINATION**

It is recommended that students entering without a Master's degree take the oral comprehensive examination before the end of the fourth year; its completion is required by the end of the fifth year. For those entering with a Master's degree, it is expected that students will complete this by the end of the third year; in such cases, it is required to be completed by the end of the fourth year. Prior to scheduling the comprehensive examination, the student must have completed or met all of the following requirements:

- all required coursework
- FLORS requirement
- the Master's degree
- the written preliminary examination or an approved alternative, and
- have met the residency requirements

The oral comprehensive examination committee is made up of five faculty members, at least one of who is a regular faculty member from outside the Department of Psychology and who serves as the representative of the Graduate School. The exact form of the examination is not specified by the Graduate School, but is intended to cover the student's major area and should review the student's plans for a doctoral dissertation. The student is required to prepare a written dissertation proposal and to distribute it to the committee prior to the scheduled examination. The committee shall judge the student's performance at the examination as satisfactory or unsatisfactory. If the performance is judged to be unsatisfactory, another examination may be scheduled 90 days later. This examination may not be taken more than three times; unsatisfactory performance on the third occurrence results in termination from the program and loss of doctoral-student status in the Department.
CANDIDACY
After passing the oral comprehensive examination, the student becomes a candidate for the doctoral degree. From this point onward, the student must be continuously enrolled until the degree is earned. Enrollment must be 6 hours every semester and 3 hours in the summer until 18 hours of credit have been accumulated. Beyond this, the number of hours should reflect the workload of the faculty involved with the dissertation and the use of University resources.

FINAL ORAL EXAMINATION
The dissertation must be written in final form and orally defended before the dissertation committee, plus two additional members of the Graduate Faculty. It is expected that the final examination will be completed in the student’s fifth or sixth year of study. Institutional requirements dictate that the final examination must be completed within eight years of original enrollment if the student has entered the program with a Master’s degree, or within ten years if the student has entered the program with a Baccalaureate degree.

CORE FACULTY
John Colombo, Professor of Psychology and Associate Director for Cognitive Neuroscience, Schiefelbusch Institute for Life Span Studies
Andrea F. Greenhoot, Assistant Professor of Psychology
Patricia H. Hawley, Assistant Professor of Psychology
Susan Kemper, Roy Roberts Distinguished Professor of Psychology
Todd D. Little, Associate Professor of Psychology and Director of the Research, Design, and Analysis Unit, Schiefelbusch Institute for Life Span Studies
Kathleen McCluskey-Fawcett, Professor of Psychology and Senior Associate Vice Provost
Gregory B. Simpson, Professor and Chair of Psychology

AFFILIATED FACULTY
Steven Barlow, Professor, Department of Speech and Hearing Sciences
Nancy Brady, Associate Research Professor, Schiefelbusch Institute for Life Span Studies
Hugh Catts, Professor and Chair, Department of Speech and Hearing Sciences
Diane Frome Loeb, Professor, Department of Speech and Hearing Sciences
Mabel L. Rice, Fred and Virginia Merrill Distinguished Professor of Department of Speech and Hearing Sciences, Director of the Child Language Doctoral Program, and Director of the Merrill Advanced Study Center, Schiefelbusch Institute for Life Span Studies
Holly Storkel, Assistant Professor, Department of Speech and Hearing Sciences
Dale Walker, Associate Research Professor, Schiefelbusch Institute for Life Span Studies
Steven F. Warren, Professor of Applied Behavioral Sciences and Director, Schiefelbusch Institute for Life Span Studies

** If you would like to see any of the vitas of the above-mentioned faculty, please contact Emily Eichler at 864-3540 or emilyjoy@ku.edu.
### A. CURRICULAR CHANGES:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>OLD/NEW</th>
<th>NUMBER</th>
<th>CREDIT</th>
<th>PREREQUISITE</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 601</td>
<td>OLD</td>
<td>2</td>
<td>U</td>
<td></td>
<td>INTRODUCTORY BIOCHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>(OLD)</td>
<td></td>
<td>The laboratory portion of BIOL 600. One four-hour laboratory and one-hour lecture each week. Prerequisite: BIOL 600 or concurrent enrollment.</td>
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<tr>
<td>BIOL 637</td>
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<td></td>
<td>INTRODUCTORY BIOCHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>(NEW)</td>
<td></td>
<td>The laboratory portion of BIOL 600 or 636. Experiments have been selected to introduce the student to cell constituents and biochemical reactions. One four-hour laboratory and one-hour lecture each week. Prerequisite: BIOL 600 or BIOL 636, or concurrent enrollment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BIOL 658</td>
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<td>U</td>
<td></td>
<td>BIOCHEMISTRY I</td>
</tr>
<tr>
<td>(OLD)</td>
<td></td>
<td>First semester of a two-semester lecture course in introductory biochemistry. Emphasis upon the physical structure of macromolecules and membranes, enzyme structure/function, and enzyme kinetics. Prerequisite: CHEM 626 or consent of instructor.</td>
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<tr>
<td>BIOL 636</td>
<td>NEW</td>
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<td>U</td>
<td></td>
<td>BIOCHEMISTRY I</td>
</tr>
<tr>
<td>(NEW)</td>
<td></td>
<td>First semester of a two-semester lecture course in introductory biochemistry. Emphasis is placed on the physical structure of macromolecules and membranes, enzyme structure/function, and enzyme kinetics. Prerequisite: CHEM 626 or consent of instructor.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BIOL 659</td>
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<td>3</td>
<td>U</td>
<td></td>
<td>BIOCHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>(OLD)</td>
<td></td>
<td>Laboratory in introductory biochemistry. Experiments have been selected to introduce the student to cell constituents and biochemical reactions. BIOL 600 or BIOL 658 (BIOL 658 may be taken concurrently).</td>
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</tr>
<tr>
<td>BIOL 639</td>
<td>NEW</td>
<td>2</td>
<td>U</td>
<td></td>
<td>ADVANCED BIOCHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>(NEW)</td>
<td></td>
<td>The laboratory portion of BIOL 638. One four-hour laboratory and a one-hour lecture each week. Experiments have been selected to familiarize students with experimental biochemical techniques using state-of-the-art methodology. Prerequisite: BIOL 637 and 638 (BIOL 638 may be taken concurrently).</td>
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<tr>
<td>BIOL 665</td>
<td>OLD</td>
<td>3</td>
<td>N</td>
<td></td>
<td>BIOCHEMISTRY II</td>
</tr>
<tr>
<td>BIOL 638</td>
<td>NEW</td>
<td>3</td>
<td>N</td>
<td></td>
<td>BIOCHEMISTRY II</td>
</tr>
</tbody>
</table>
NEW COURSE

PSYC 481 RESEARCH PRACTICUM U 1-5
Guided participation in ongoing research programs to augment quantitative skills through
direct practicum experience. No more than 3 hours of PSYC 481 may be counted
toward the 33 hours required for the major. Prerequisite: PSYC 300 or PSYC 310 or
consent of instructor.

CHANGE: COURSE DESCRIPTION, TITLE
PSYC 624 EXPERIMENTAL PSYCHOLOGY: PERSONALITY 6 S
(OLD) Lectures, laboratory, and field work on various issues in research in personality (e.g.,
defense mechanisms, personality variables, test construction). Two two-hour periods a
week and appointment for research. Prerequisite: PSYC 104 and PSYC 300.

PSYC 624 EXPERIMENTAL PSYCHOLOGY: CLINICAL PSYCHOLOGY 6 S
(NEW) Lectures and laboratory research on contemporary issues in clinical psychology.
Emphasis on experimental design, data analysis, interpretation of data, and scientific
writing. Prerequisite: PSYC 104 and PSYC 300.

CHANGE: COURSE DESCRIPTION
SPLH 566 LANGUAGE DEVELOPMENT 3 S
(OLD) Study of language acquisition in children, including morphologic, syntactic, and semantic
components. Methods of language measurement, the role of comprehension, and
pragmatic aspects of language use will be included.

SPLH 566 LANGUAGE DEVELOPMENT 3 S
(NEW) Study of language acquisition in children, including phonologic, morphologic, syntactic,
and semantic components. Methods of language measurement, the role of
comprehension, and pragmatic aspects of language use are included.

B. DEGREE REQUIREMENTS:

1. One-time Non-Western Culture Status for

HIST 510/INTL 750 Topics In: Islamic Fundamentalism

After a brief introduction, this course begins with the dispute over succession, after Muhammad’s
death. The legends of the early medieval period and the evaluation of them by modern
scholarship will be analyzed. The teachings and present day application of Ibn Tamiyyah’s
ideology will be examined. In sixteenth century Iran, the Shi’a interpretation was embraced. The
course will move on to the teachings of the Wahhabi movement, and its connection with the
Saudi family. In the 19th Century, the course moves on to Jamal ad Din al Afghani and Muhamad
Abdu in Egypt. The Deobandi movement in India significantly impacted the development of the
Taliban in Afghanistan. In 20th century Egypt, the Muslim Brotherhood emerged under the
leadership of Hassan al Banna. The course concludes with the coming to power of the Taliban in
Afghanistan, its defeat, and its current condition, and the life and teachings of Usama bin Laden.

JUSTIFICATION: This course will focus on Islamic Fundamentalism. It is offered Spring 2005
only.
C. REPORTS OF ACTION

The following action was taken by CUSA and is reported for file by the College Assembly.

1. Request for Pilot Interdisciplinary Science Course to Count for NB/NP Principal Course Credit

We request that the following course be allowed to fulfill a non-lab principal course in the sciences (NB or NP) for at least one semester as an experiment in developing interdisciplinary honors sciences courses for general education. This has been approved by the Dean--special dispensation (no CUSA approval per KAW).

**HNRS 492: Scientific Traditions of the West**
Russ Middaugh, 3:20-5:00 pm TR Nunemaker line # 69985 Spring 2005

This course studies key landmarks of scientific discovery from the 18th century to the present. Although this course examines the "humanities" of scientific discovery such as the history and social implications of science, the course is first and foremost a science course in which students are expected to study actual scientific texts and "do real science." The course is divided into three distinct sections: Physics, Chemistry, and Biology. In addition to primary scientific texts, students study a variety of popular science literature, fiction, science novels, and film. Some of the course texts include Brian Greene's *The Fabric of the Cosmos*, Oliver Sacks *Uncle Tungsten*, and Roger McDonald's *Mr. Darwin's Shooter*. Two films include *Double Helix* and *Glory Enough for All*.

2. Change to Psychology Major Requirements

PSYC 618, 620, 622 or 624 may be taken in lieu of PSYC 310. Since 618, 620, 622 and 624 are 6 hour classes and PSYC 310 is a 3 hour class, 3 of the hours will count toward elective hours in the major. The current requirement is PSYC 310 and 618, 620, 622 or 624 are possible electives.

JUSTIFICATION: This change will help reduce the bottleneck in PSYC 310. This change will typically affect students planning to attend graduate school in psychology. PSYC 618, 620, 622 and 624 are much more intensive courses.

3. Change to Psychology Admission Requirements

This change affects the requirements for admission to the major in psychology. The change does not change the requirements for graduation with a major in psychology. The change is as follows: Students may take either PSYC 300 – Statistics or PSYC 310 – Methodology.

Previously, only PSYC 300 met this requirement.

JUSTIFICATION: The purpose of this change is to give students more options and reduce the bottleneck of all prospective psychology majors needing to take PSYC 300 before they can apply for admission to the major. From a pedagogical viewpoint we feel that there is no advantage to taking statistics first and then methodology compared to taking methodology first and then statistics.
4. Change to Speech-Language-Hearing Major and Minor

A. Changes to the Major

The current BA and BGS degrees in SPLH require the following courses:

- SPLH 120 Physics of Speech (4 credits)
- SPLH 261 Survey of Communication Disorders (3 credits)
- SPLH 466 Language Science (3 credits)
- SPLH 566 Language Development (3 credits)
- SPLH 560 Research Methods (3 credits)
- SPLH 662 Speech Science (3 credits)
- SPLH 663 Hearing Science (3 credits)
- SPLH 665 Phonetics and Phonological Development (4 credits)
- SPLH 669 Audiology (3 credits)
- SPLH 671 Introduction to Speech-Language Pathology (4 credits)
- SPLH 698 Aural Rehabilitation (3 credits)
- SPLH 680 Cognitive Neuroscience of Human Communication (1 credit)

The proposed new BA and BGS requirements are (with changes noted in bold with **):

- SPLH 120 Physics of Speech (4 credits)
- SPLH 261 Survey of Communication Disorders (3 credits)
- SPLH 320 Neuroscience of Human Communication (2 credits)**
- SPLH 465 Fundamentals of Clinical Phonetics (1 credit)**
- SPLH 466 Language Science (3 credits)
- SPLH 565 Language Analysis Lab (1 credit)**
- SPLH 566 Language Development (3 credits)
- SPLH 660 Research Methods (3 credits)
- SPLH 662 Speech Science (3 credits)
- SPLH 663 Hearing Science (3 credits)
- SPLH 668 Introduction to Audiological Assessment and Rehabilitation (4 credits)**
- SPLH 671 Introduction to Speech-Language Pathology (4 credits)

The difference between the new and old requirements is:

1. The old SPLH 680 Cognitive Neuroscience of Human Communication is being replaced by the new SPLH 320 Neuroscience of Human Communication. This increases the number of credits devoted to neuroscience (from 1 to 2 credits) and places this topic earlier in the major course sequence. In this way, basic principles of neuroscience are covered early in the program so that more advanced courses (i.e., SPLH 662 Speech Science and SPLH 663 Hearing Science) can explore brain-behavior relationships in greater detail.

2. The old SPLH 665 Phonetics and Phonological Development is being split into two courses. The phonetics portion will be covered in SPLH 465 Fundamentals of Clinical Phonetics (submitted as a change to the existing SPLH 665 course). The phonological development portion will be incorporated into the existing SPLH 566 Language Development course to provide a more integrated treatment of language acquisition. In addition, we created a new laboratory course (SPLH 565 Language Analysis Lab) to provide students with the experience of applying concepts taught in SPLH 566 to language samples from children to increase the depth of understanding of language acquisition.
(3) The old SPLH 669 Audiology and SPLH 698 Aural Rehabilitation courses are integrated into one new course SPLH 668 Introduction to Audiological Assessment and Rehabilitation. The old SPLH 669 covered audiology assessment methods and the old SPLH 698 covered audiology treatment techniques. The new course provides an integration of assessment and treatment methods to help students better understand the continuity between the two in clinical practice. This parallels the coverage of speech-language assessment and treatment in SPLH 671 Introduction to Speech-Language Pathology.

B. Changes to the Minor

Currently, students are required to take SPLH 261 plus 15 hours of SPLH courses. Twelve of the 15 hours must be at the junior/senior level and exclude clinical courses (e.g., SPLH 670, 671, and SPLH 672). Courses with clinical content can be taken as directed study with the permission and support of a faculty mentor. Electives for the minor include:

- SPLH 120 Physics of Speech (4 credits)
- SPLH 464 Undergraduate Seminar in ________ (3 credits)
- SPLH 466 Language Science (3 credits)
- SPLH 499 Directed Study in Speech-Language-Hearing (1-3)
- SPLH 566 Language Development (3 credits)
- SPLH 660 Research Methods (3 credits)
- SPLH 662 Speech Science (3 credits)
- SPLH 663 Hearing Science (3 credits)
- SPLH 665 Phonetionics and Phonological Development (4 credits)
- SPLH 669 Audiology (3 credits)
- SPLH 698 Aural Rehabilitation (3 credits)

We propose to change the list of electives for the minor in line with the previously described proposed course changes for the major. Thus, the electives for the minor will include:

- SPLH 120 Physics of Speech (4 credits)
- SPLH 320 Neuroscience of Human Communication (2 credits)**
- SPLH 464 Undergraduate Seminar in ________ (3 credits)
- SPLH 465 Fundamentals of Clinical Phonetics (1 credit)**
- SPLH 466 Language Science (3 credits)
- SPLH 499 Directed Study in Speech-Language-Hearing (1-3)
- SPLH 565 Language Analysis Lab (1 credit)**
- SPLH 566 Language Development (3 credits)
- SPLH 660 Research Methods (3 credits)
- SPLH 662 Speech Science (3 credits)
- SPLH 663 Hearing Science (3 credits)

Note that the new SPLH 668 Introduction to Audiological Assessment and Rehabilitation is excluded from the list of electives because it is a clinical course, like SPLH 671, which also is excluded from the list of electives.

JUSTIFICATION FOR MAKING CHANGES

The first goal of the proposed changes is to provide SPLH majors with greater training in neuroscience to better prepare them for a variety of careers in the life sciences. Advances are rapidly being made in neurosciences in terms of our understanding of brain-behavior relationships.
and the technology to explore these relationships in more sophisticated ways. Our students need a firm foundation in the structure and function of the central nervous system and the methods used to examine the links between brain and behavior. Previously, portions of neuroscience were covered in SPLH 662 *Speech Science*, SPLH 663 *Hearing Science*, and SPLH 680 *Cognitive Neuroscience of Human Communication*. We are proposing to replace SPLH 680 with SPLH 320 *Neuroscience of Human Communication* to focus the introduction to basic neuroscience concepts, terminology, and methodology in one course to set the foundation for increased exploration of brain-behavior relationships in upper-division courses (i.e., SPLH 662 and SPLH 663). If approved, SPLH 320 will become a prerequisite/corequisite course for SPLH 662 and SPLH 663.

The second goal of the proposed changes is to provide a more in-depth and integrated coverage of language development. Previously, sound development was addressed separately from the rest of language development (i.e., word and sentence development) in two independent courses (SPLH 665 *Phonetics and Phonological Development* and SPLH 566 *Language Development*). The new program integrates all the developmental content into one course (SPLH 566) and a new language analysis lab (SPLH 565). The new laboratory course will provide greater depth of coverage by allowing students the opportunity to analyze language samples from typically developing and delayed children to enhance their understanding of the characteristics of normal language development. The lab is listed as a separate course because SPLH 566 is a principal course in Individual Behavior (SI). Non-majors who enroll in SPLH 566 will have the option to enroll in SPLH 565 but this will not be required. In addition, incorporation of sound development in SPLH 566 will expose students taking this as a principal course to all aspects of language development, broadening the coverage of the course. Another course, SPLH 465 *Fundamentals of Clinical Phonetics*, will cover the non-developmental topics from SPLH 665 *Phonetics and Phonological Development*. Specifically, SPLH 465 will provide coverage of the basic principles of the sound system (i.e., phonetics). SPLH 465 is being submitted as a change to SPLH 665.

The third goal of the proposed change is to provide greater integration of audiology assessment and treatment techniques. Previously, assessment and treatment were covered in separate courses, SPLH 669 and SPLH 698 respectively. The proposed new program integrates the coverage of audiology assessment and treatment into one course, SPLH 668 *Introduction to Audiological Assessment and Rehabilitation*, to help students better appreciate the continuity between assessment and treatment in clinical practice. SPLH 669 and SPLH 698 will be deleted to avoid overlap with this new course.

**EFFECTIVE DATE**

All students entering first courses for the SPLH major in Fall 2005 will be under the proposed new guidelines.

Because we are a small department, we will only be able to offer the courses for the new program and not the courses for both the old and new program simultaneously. We propose the following transition plan for current majors.

<table>
<thead>
<tr>
<th>If the following EXISTING course has been completed by</th>
<th>Then, this PROPOSED course will NOT be required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005, SPLH 680</td>
<td>SPLH 320</td>
</tr>
<tr>
<td>SPLH 665</td>
<td>SPLH 465 &amp; SPLH 565</td>
</tr>
<tr>
<td>SPLH 566</td>
<td>SPLH 565</td>
</tr>
<tr>
<td>SPLH 669 &amp; 698</td>
<td>SPLH 668</td>
</tr>
</tbody>
</table>
Current students who have completed SPLH 669 are being advised to complete SPLH 698 in Spring 2005 or Summer 2005 to avoid having students who have completed SPLH 669 but not completed SPLH 698 by Fall 2005.

CONSULTATION WITH OTHER DEPARTMENTS/SCHOOLS OF THE UNIVERSITY

The courses that are being deleted or altered (SPLH 665, SPLH 669, SPLH 680, SPLH 698) are not principal courses and are not required by any other departments or schools. In addition, these courses are not cross-listed with other departments.

SPLH 566, a principal course in individual behavior, is being expanded to include sound development. This change broadens the coverage of this course consistent with the goals for principal courses. In addition, the new accompanying laboratory course, SPLH 565, will not be required for students taking SPLH 566 as a principal course, although these students will have the option to enroll in the SPLH 565 laboratory course.

APPENDIX A: DESCRIPTION OF NEW/CHANGED COURSES (ALSO SUBMITTED ON-LINE)

SPLH 320 Introduction to the Neuroscience of Human Communication (2) The neural bases of human communication will be introduced. Basic neuroanatomy and neurophysiology will be discussed with particular emphasis on how they relate to the study of speech, language, and hearing. Methodologies used to investigate the functional neuroanatomy of human communication will also be introduced. **Submitted as change to SPLH 680 Cognitive Neuroscience of Human Communication.

SPLH 465 Fundamentals of Clinical Phonetics (1) Introduction to classification of American English speech sounds based on articulatory phonetics. Practice in phonetic transcription and analysis of normal and abnormal speech. Laboratory exercises to give students hands-on experience with selected topics from lecture. Prerequisite or Corequisite: SPLH 120. **Submitted as change to SPLH 665 Phonetics and Phonological Development.

SPLH 565 Language Sample Analysis (1) The study of the analysis of language produced by children with respect to the phonological, lexical, morphological, syntactic and pragmatic characteristics of language. Prerequisite or Corequisite: SPLH 566. **Submitted as a new course.

SPLH 566 Language Development (3) Study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use will be included. **Submitted as a change with the change noted here in bold.

SPLH 668 Introduction to Audiological Assessment and Rehabilitation (4) Introduction to methods for assessing and treating hearing disorders in adults and children, as well as conditions that result in hearing loss. Course includes clinical observation and extensive hands-on experience with clinical techniques. Pre-requisite: SPLH 663. **Submitted as a new course.

Deletion of SPLH 669 Audiology and SPLH 698 Aural Rehabilitation also was submitted on-line.