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

AGENDA

I. APPROVAL OF FEBRUARY 1, 2005 MINUTES

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

A. Curricular Changes for approval: BIOL 802, BIOL 840, ECON 917

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: COMS 553, DANE 105, DANE 109, DANE 213, DANE 217, HIST 470, TH&F 302, TH&F 586

B. Degree Requirements for approval:
   1. Non-Western Culture Status for HIST 470
   2. Proposal for new major at the Edwards Campus—Developmental Psychology
   3. Proposal for Center for African Studies Minor

C. Report of Action—Curricular Changes:
   1. Deletion of HIST 699

D. Report of Action – Degree Requirements
   1. Change to Biology Major, B.A.
   2. Change to Biochemistry Major, B.A.
   3. Change to Biochemistry Major, B.S.
   4. Change to Microbiology Major, B.A.
   5. Change to Microbiology Major, B.S.
   6. Change to Human Biology Major, B.A.
   7. Change to Human Biology Major, B.G.S.
   8. Change to Cellular Biology Major, B.S.
   9. Change to Ecology & Evolutionary Biology Major, B.S.
   10. Change to Genetics Major, B.S.
   11. Change to Organismal Biology Major, B.S.
   12. Change to Molecular Biosciences Major, B.S.
   13. Change to Astronomy Major, B.A.
   14. Change to Astronomy Major, B.S.
   15. Change to Astronomy Minor
   16. Change to Physics Major, B.A.
   17. Change to Physics Major, B.A. with Concentration in Computational Physics
   18. Change to Physics Major, B.S.
   19. Change to Physics Minor

IV. CONSIDERATION OF COLLEGE-SPECIFIC TUITION PROPOSAL
I. MINUTES OF THE COLLEGE ASSEMBLY, FEBRUARY 1, 2005

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the December 7, 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 Museum Studies and Psychology. 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 Requirement listed. A vote was taken and the motion carried. Professor Haufler then mentioned the Reports of Action.

Dean Wilcox updated the College Assembly on the college-specific tuition. He has met with the Chancellor, the Provost, the Endowment Association and will meet with architects to prepare for moving quickly should the initiative be approved. During the last week of February there will be a web-based survey for students to complete.

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

CHANGE: CREDIT

**BIOL 802**  
**THE ART OF BECOMING A PROFESSIONAL SCIENTIST (2)**  
(OLD) Discusses aspects of graduate education that are directed at the post Ph.D. phases of a career, but that must be initiated early in the graduate student program of study. One 2-hour discussion per week.

**NEW COURSE**

**BIOL 802**  
**THE ART OF BECOMING A PROFESSIONAL SCIENTIST (3)**  
(NEW) Discusses aspects of graduate education that are directed at the post Ph.D. phases of a career, but that must be initiated early in the graduate student program of study. One 3-hour discussion per week.

**NEW COURSE**

**BIOL 840**  
**SCIENTIFIC COMMUNICATION (2) N**  
Principles of English communication skills for the professional scientist. The course explores the form, function, and practice (including ethics) of scientific communication, emphasizing elements of writing and speech that are important to clarity and precision. The course covers written and verbal communication of primary research results as well as composing correspondence, a curriculum vitae, reviews, etc. Prerequisite: graduate standing

**NEW COURSE**

**ECON 917**  
**ADVANCED ECONOMETRICS III (3)**  
A study of structural and nonlinear time series approaches to econometric modeling and inference. The course emphasizes techniques needed to use economic theory in systemwide econometrics. Emphasis is placed on selection of functional form for approximation to theoretical functions and the use of duality theorems for derivation of the resulting econometric systems of equation. Inference with those models will be by nonlinear parametric, semiparametric, and nonparametric methods. Prerequisite: ECON 818

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

A. CURRICULAR CHANGES:

CHANGE: COURSE DESCRIPTION, TITLE

**COMS 553**  
**RHETORIC OF POLITICAL CAMPAIGNS 3 H**  
(OLD) Analysis of political communication: factual and aesthetic appeals in speeches and personal appearances; the selection of issues vs. images; the influence of television political commercials and how they grew; the presidential debates; bias in the media; polls and the new information technology. Selected examples from recent campaigns--Kennedy, Nixon, Wallace, Goldwater, Carter, and Reagan illustrate the strategies and effects of political communication--how politicians persuade us to vote for them. Prerequisite: A course in communication studies.
NEW COURSE

COMMS 553 COMMUNICATION IN POLITICAL CAMPAIGNS 3 H
This course examines political communication as it evolves throughout a political campaign and includes such topics as theories and strategies, stages in political campaigns, influence of the mass media, television advertising, candidate debates, polling, and the use of new technologies in delivering campaign communication. Selected examples from recent campaigns illustrate the strategies and effects of political communication as we examine how politicians persuade us to vote for them.
Prerequisite: A course in communication studies.

NEW COURSE

DANE 105 ELEMENTARY DANISH I, HONORS 5 H
Course content similar to DANE 104, with additional work to expand the student's cultural context and understanding. Not open to native speakers of Danish or students who have completed DANE 104. Prerequisite: Open only to students admitted to the University Honors Program or by permission of instructor.

NEW COURSE

DANE 109 ELEMENTARY DANISH II, HONORS 5 H
Course content similar to DANE 108, with additional cultural study. Not open to native speakers of Danish or students who have completed DANE 108. Prerequisite: Open to students who received a grade of A in DANE 104 or an A or B in DANE 105.

NEW COURSE

DANE 213 INTERMEDIATE DANISH I, HONORS 3 H
Course content similar to DANE 212, with additional cultural study. Not open to native speakers of Danish or students who have completed DANE 212. Prerequisite: Completion of DANE 108 with a grade of A, or DANE 109 with a grade of A or B.

NEW COURSE

DANE 217 INTERMEDIATE DANISH II, HONORS 3 H
Course content similar to DANE 216, with additional cultural study. Not open to native speakers of Danish or students who have completed DANE 216. Prerequisite: Completion of DANE 212 with a grade of A, or DANE 213 with a grade of A or B.

NEW COURSE

HIST 470 POPULAR CULTURE IN LATIN AMERICA AND AFRICA 3 H
This course offers a comparative assessment of the origins and practice of various forms of popular culture in the 20th Century in these two regions. Theories that explain the links between modernism and popular culture are discussed. Topics investigated may include the impact of spectacle on the urban environment, the legacies of colonialism in the sphere of culture, and the intersection of public space and popular culture. Forms such as music, cinema, street theater, and sports are explored.

CHANGE: CREDIT

TH&F 302 UNDERGRADUATE SEMINAR IN: _______ 1-3 H
Course organized any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects.
TH&F 302 UNDERGRADUATE SEMINAR IN: _______ 3 H
Course organized any given semester to study a particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects.

NEW COURSE
TH&F 586 ASIAN FILM 3 H
Seminar on various national film cultures of East and Southeast Asia. Representative films are studied from formal, stylistic, and socio-historic perspectives. Addresses the impact of key cultural, economic, and political issues on each film industry. Class discussion, reports, and individual research papers. Prerequisite: Junior status. May be taken as TH&F 886, but with additional requirements.

B. DEGREE REQUIREMENTS:

1. Non-Western Culture Status for

   HIST 470 Popular Culture in Latin America and Africa

   This course offers a comparative assessment of the origins and practice of various forms of popular culture in the 20th Century in these two regions. Theories that explain the links between modernism and popular culture are discussed. Topics investigated may include the impact of spectacle on the urban environment, the legacies of colonialism in the sphere of culture, and the intersection of public space and popular culture. Forms such as music, cinema, street theater, and sports are explored.

   JUSTIFICATION: The course focuses on non-western areas of Latin America and Africa.

2. Proposal for new major at the Edwards Campus—Developmental Psychology

BASIC PROGRAM INFORMATION

   a. Proposing Institution: College of Liberal Arts & Sciences, University of Kansas

   b. Title of Proposed Program: Developmental Psychology

   c. Degree to be Offered: BA/BGS

   d. Anticipated Date of Implementation: Fall 2004

   e. Responsible Department: Department of Psychology, KU

   f. Center for Education Statistics Code: 4207

PROGRAM PROPOSAL NARRATIVE

4A: PROGRAM NEED AND STUDENT CHARACTERISTICS:
   A1: Centrality of proposed major to BOR-approved Mission Statement for KU:
As stated in the “Statement of Institutional Mission (12.1992), the University of Kansas as a major comprehensive research and teaching university is one of 58 select public and private research university endowed with a membership in the prestigious Association of American Universities (AAU) that represents excellence in graduate and professional education and the highest achievements in research. As such, the university is “committed to offering the highest quality undergraduate, professional, and graduate programs, comparable to the best obtainable anywhere in the nation.”

The university enjoys a network of scholars that attains high levels of research productivity thereby shaping a discipline as well as promoting excellence in teaching it. Inherent to the University’s goals is providing service to the state of Kansas through its state- and federally-funded research centers and academic programs. Additionally, the international dimension characteristic of the University’s scholars and their contributions to its intellectual diversity are key assets that are integral to the University goals.

The proposed major serves the above outlined goals well in that it is committed to the highest levels of teaching quality by scholars well integrated with and socialized within a tradition of intellectual excellence. Virtually all faculty involved have active self-directed research programs that are recognized internationally. The Developmental Psychology major at KUEC thus will bring the latest cutting edge developments to the students in ways that will prepare them either for advanced degrees or the workforce.

Furthermore, the proposed specialization is consistent with current market demands. As such, the specialization will ally KUEC with other departments nationwide that offer developmental sequences within a more general psychology degree. As a consequence, KU and KUEC’s presence will be enhanced in the both Kansas/Missouri region and the nation at large.

A2: Student Demand for the Program:
A BA/BGS degree in Developmental Psychology is proposed at the KU Edwards Campus (KUEC). Such a program at the Edwards campus would initially capitalize on the strengths of existing faculty in the department in order to contribute to a program that has great potential for students in the Kansas City metropolitan area.

Students attracted to such a degree would be precisely those whose profiles would be attracted to KUEC in general: those who are currently involved in child care or other early childhood settings, current/future parents who would be committed to providing environments that would be optimal for the development of their own children, and finally, those who are ultimately interested in pursuing future graduate degrees in developmental science and other fields concerning children.¹

The primary goals of the proposed specialization are to provide basic information on developmental processes to

¹A paper and pencil survey was administered at JCCC (results in 4/15/2004). Of 357 respondents, 185 expressed interest in pursuing psychology beyond that offered at JCCC, and 125 of 182 respondents expressed interest in the Developmental Psychology degree at KUEC in particular. ‘Opportunities for new or different employment’ was ranked as highly as ‘Intrinsic Interest’, and closely followed by ‘Enhancing Graduate Opportunities’, for aspects of the proposed program that the respondent found most attractive.
• students who are currently employed in child-care or in positions working with children and/or adolescents,
• students taking the first steps toward subsequent graduate academic pursuits (e.g., masters or doctoral programs in the behavioral sciences) or professional graduate training (e.g., nursing, education, gerontology), and
• students who would like to optimize their personal background knowledge to enhance their own ability to carry out life roles (e.g., parenting, elder care), or their own aging or life transitions.

A3: Demand for Graduates of the Program:
A Developmental Psychology program would allow students to graduate with knowledge and skills that would be directly applicable to careers in a wide range of disciplines in the metropolitan areas, such as child care, education, nursing, and other health services that pertain to both pediatric and gerontologic populations. In general, psychology courses have been well enrolled at the Lawrence campus and the major is among the most popular.

Relevance to Society. Based on the 1995 APA Survey of 1992 Psychology Baccalaureate Recipients, the largest proportion of college graduates with psychology degrees work in the health services sector post-graduation (17%). The second largest group (13%) works in the educational domain. Both of these large employment sectors could clearly be well-served by a developmental degree specialization allowing an emphasis on childhood and courses on development across the lifespan. Furthermore, the same survey asked grads which psychology courses best informed their post-graduate work. The course cited of primary importance was clinical/abnormal (33%) with developmental child running a close second (28%) of 18 courses listed. These findings are consistent with our contention that a Developmental Psychology degree or specialization will be an attractive option for students with a high degree of relevance for their life’s work.

A4: Locational and Comparative Advantages of the Program

A4a: Similar Programs in Other Regents Institutions:
There are no similar or related programs presently offered by Regents institutions.

A4b: Similar Programs in the Region:
There are no similar programs in the region.

A4c: Why the Program should be Located at KUEC:
The developmental degree program would benefit from its proximity to JCCC and KCKCC (and other Kansas City Community Colleges) and dovetails nicely with their Early Childhood Education Associate of Science Degree program at JCCC which emphasizes courses in early education and care which are related to—but distinct from—the proposed curriculum in Developmental Psychology at KUEC.

A4d: Advantages and Disadvantages of Program Being Freestanding, Cooperative, or Joint:
The proposed developmental degree will be freestanding from existing degree programs at the Main Campus because it will emphasize a
developmental sequence that is not offered as such in Lawrence. Moreover, the present degree program will not compete with any degree programs currently existing in Lawrence.

**A4e: Where the Institution Ranks the Proposed Program in its List of Priorities:**

The University of Kansas has as part of its institutional priorities the expansion of its presence into the Kansas City area. Specifically, the mission of KU’s Edwards Campus is to serve the workforce, economic and community development needs of the region by bringing the high quality academic programs, research and service of the University of Kansas to the greater Kansas City community.

This presence as a research university for the KC area goes hand-in-hand with academic programming. Development of programs at KUEC is a large part of this university "presence". This will enable KU to contribute to workforce development in the KC area by serving students who are trying to complete their BA/BGS degrees. Furthermore, the College is interested in increasing its offerings for undergraduates at the KUEC. This Developmental PSYC program will contribute to that effort as it will offer students coursework and continue to provide undergraduate students with opportunities to participate in faculty research (as has been the tradition with the KUEC infant cognition lab of John Colombo).

**A4f: This Program Vis-à-vis Other Program Alternatives:**

Developmental psychology courses have been popular at KUEC and an additional social science degree (i.e., in addition to public administration) complements well existing degree programs in the sciences (e.g., Molecular Bioscience) and humanities (Literature, Language, and Writing).

**A5: Characteristics of the Students Who Will Participate in the Proposed Program:**

A good portion of the students who will participate in the program likely are over 24 years of age, work full or part time, and may have completed associates degree from one of the local community colleges (e.g., from JCCC in Early Childhood Education or KCKCC).

Admission standards for programs offered at KUEC are equivalent to those for undergraduates applying for admission to KU. General transfer student application deadlines are May 1 for summer and fall, and December 1 for spring. The Undergraduate Application for Transfer Admission is available online at [www.admissions.ku.edu](http://www.admissions.ku.edu).

Standards for official admission to the Developmental Psychology program will be consistent with those for admission to the psychology major at the Lawrence campus. Namely, students may apply to the major after having completed 30 semester hours of college coursework and must have an overall GPA of at least 2.0. Students must have also completed Psyc 104 equivalent (General Psychology) and Psyc 333 equivalent (Child Psychology), and must take either, Psyc 300 (Statistics) or Psyc 310 (Research Methods), with a GPA of at least 2.5 in these aforementioned courses. Students will find the admissions form for the Developmental Psychology program in the Department of Psychology at [http://www.psych.ku.edu](http://www.psych.ku.edu) or with the Undergraduate Academic Advisor at the KU Edwards Campus (Dan Mueller, [dmueller@ku.edu](mailto:dmueller@ku.edu), 913-897-8659). Applications for official admission to the Developmental Psychology major are to be submitted to the Undergraduate Academic Advisor at the KU
Edwards Campus during the first two weeks of February, the first two weeks of June, or the first two weeks of September.

Courses offered as part of the new undergraduate degree programs at KUEC will be limited to students who are admitted to KUEC programs. These courses will have a restriction limiting access to those with KUEC degree codes. Waivers of this restriction could be granted to non-degree-seeking special students provided they meet general admission requirements and are deemed qualified for the courses in which they wish to enroll.

4B: CURRICULUM OF PROPOSED PROGRAM

The 30-credit program is structured such that any student attending courses part time (e.g., 6 credit hours/semester plus summers can complete the curriculum within approximately 3 years. The prerequisite for entry into the program would be successful completion (passing grade of C or better) of a course in General Psychology (equivalent to PSYC 104, which could be taken at, for example, JCCC or KCKCC).

A tentative list of course offerings at KUEC is outlined below.

Students must take all Level I and Level II courses, at least 9 credit hours from Level III, and at least 6 credit hours of electives.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>I</td>
<td>300</td>
<td>Statistics in Psychological Research</td>
<td>3.0</td>
</tr>
<tr>
<td>I</td>
<td>310</td>
<td>Research Methods in Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>I</td>
<td>333</td>
<td>Child Psychology</td>
<td>3.0</td>
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<tr>
<td>II</td>
<td>430</td>
<td>Cognitive Development</td>
<td>3.0</td>
</tr>
<tr>
<td>II</td>
<td>435</td>
<td>Social/Personality Development</td>
<td>3.0</td>
</tr>
<tr>
<td>III</td>
<td>405</td>
<td>Mental Health of Children</td>
<td></td>
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<td></td>
<td>480a</td>
<td>Independent Study</td>
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<td></td>
<td>490</td>
<td>Theories and Concepts of Child Development</td>
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<tr>
<td></td>
<td>510</td>
<td>Infant Behavior and Development</td>
<td></td>
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<tr>
<td></td>
<td>520</td>
<td>Memory and Eyewitness Testimony in Children</td>
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<tr>
<td></td>
<td>531</td>
<td>Psychology of Language Acquisition</td>
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<tr>
<td></td>
<td>535</td>
<td>Developmental Psychopathology</td>
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<td></td>
<td>691</td>
<td>Psychology of Aging</td>
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<td></td>
<td>626</td>
<td>Psychology of Adolescence</td>
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<tr>
<td></td>
<td>642</td>
<td>The Psychology of Families</td>
<td></td>
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<tr>
<td></td>
<td>&gt;300</td>
<td>Psychology elective, outside of development</td>
<td>9.0</td>
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<thead>
<tr>
<th>Electives</th>
<th>Total for Electives</th>
<th>Total for Entire Program</th>
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<tbody>
<tr>
<td>&gt;300</td>
<td></td>
<td>30.0</td>
</tr>
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</table>

* No more than 3 credit hours of 480 may be applied toward the major.

ACADEMIC GOALS

The breadth of the developmental faculty within the Department of Psychology allows for courses to be offered on topics concerning development across multiple stages of the life span (e.g., infancy, early childhood, adolescence, adulthood and
aging), that are applicable to both normative development (e.g., normative mental health across the life span, social/cognitive development) and as well as atypical development (e.g., developmental disabilities, developmental psychopathology). Additionally, courses emphasizing developmental theory can be offered (e.g., theories and concepts of child development), as well as those with direct life-enhancing applications (e.g., the psychology of families), and those technical skills that are applicable to employment beyond the behavioral sciences (statistics and research design/methods).

LEARNING OBJECTIVES
Training in the Developmental Science degree will allow students to:

- Characterize the nature of developmental psychology as a scientific discipline, both in an historical and a contemporary context.
- Demonstrate both a breadth and depth of knowledge and understanding of the theory and research in the domains of such as social development, cognitive development, and bio-behavioral development and developmental psychopathology. Students should be able to understand the principles of scientific inquiry at relevant levels of analysis (e.g., individuals, families, culture), be acquainted with overarching themes and critical issues within the discipline, and be aware of relevant ethical and societal concerns as they relate to development across the life span.
- Use the concepts, terminology, and theoretical stands within the discipline to account for developmental phenomena and to explain major perspectives of developmental psychology (e.g., behavioral, biological, cognitive, evolutionary, psychodynamic, and sociocultural domains).

DISCIPLINARY CONSIDERATIONS
Integrating Theory, Research, and Application. Developmental psychology is a mature scientific domain within psychology with a strong theoretical and empirical base. The domain is comprised of over 100 scientific journals (many of which are held by this university) and dozens of scientific societies.


4C: PROGRAM FACULTY (see also Appendix A)

John Colombo
Dennis Karpowitz
Greg Simpson
Andrea Greenhoot
Susan Kemper
Ric Steele
Patricia Hawley
Todd Little
Eric Vernberg
Yo Jackson
Michael Roberts
Doug Denney

* The core faculty of the proposed major are all tenured or tenure-track at KU who hold a terminal PhD appropriate to their area of expertise. On occasion, a course may be offered by a graduate student who has completed the PhD comprehensive exam, is an experienced teacher, and has an outstanding teaching record.

4D: ACADEMIC SUPPORT

A full-time Academic Advisor for Undergraduate Degree Completion Programs at KUEC (i.e., Daniel Mueller), library resources (incl. personnel), technological support, etc, is to be provided within existing resources at KUEC

D1: CLAS and KUEC will provide advising for all students in the program. This advising will be available 40 hours a week at KUEC to guide current and prospective students and to work with the students and CLAS Undergraduate Services. CLAS US maintains student records, advises juniors and seniors about their progress, and certifies graduation for all students in CLAS. Additionally, the professional staff at KUEC and the full-time CLAS advisor (see below) will interact with prospective students to expedite their contacts with the KU Office of Admissions and Scholarships, the KU Office of Student Financial Aid, and other student services offices on the Lawrence campus.

D2: Extensive library holdings are available via internet access from the main campus. Newly created services include electronic delivery of articles from many journals. Other library resources can be delivered to KUEC within 3 days.

D4: A full-time advisor has been hired to advise both prospective and enrolled students in all CLAS undergraduate programs at the Edwards Campus.

D5. A local phone number has been established so that students may call the main campus from the KUEC area free of charge and all students have free access to an email account. Thus, in addition to face to face contact, KUEC students will have ample access to telephone and web-based communication.

4E: FACILITIES AND EQUIPMENT:

We anticipate that the initiation of the BA/BGS in Developmental Psychology at the KUEC should be possible with minimal additional resources, beyond office space for faculty while they are at KUEC to advise students and for housing student records.

4F: PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION:

F1. The Department of Psychology will review the program after 5 years from the date of onset for feasibility of continuation.

F2. All courses taught at KUEC will be evaluated in the same manner as those on the main campus; namely, via enrolled students using the evaluation instruments currently being used.
F3. The new Psychology major need not seek accreditation because the KU Department of Psychology, the major’s host unit, is fully accredited.

Appendix A
Associated Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree</th>
<th>Program</th>
<th>Rank</th>
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<tbody>
<tr>
<td>John Colombo</td>
<td>PhD</td>
<td>Cognitive</td>
<td>Full</td>
</tr>
<tr>
<td>Doug Denney</td>
<td>PhD</td>
<td>Clinical</td>
<td>Full</td>
</tr>
<tr>
<td>Andrea Greenhoot</td>
<td>PhD</td>
<td>Cognitive</td>
<td>Assistant</td>
</tr>
<tr>
<td>Patricia Hawley</td>
<td>PhD</td>
<td>Social</td>
<td>Assistant</td>
</tr>
<tr>
<td>Yolanda Jackson</td>
<td>PhD</td>
<td>Clinical Child</td>
<td>Associate</td>
</tr>
<tr>
<td>Dennis Karpowitz</td>
<td>PhD</td>
<td>Clinical</td>
<td>Associate</td>
</tr>
<tr>
<td>Susan Kemper</td>
<td>PhD</td>
<td>Cognitive</td>
<td>Full</td>
</tr>
<tr>
<td>Todd Little</td>
<td>PhD</td>
<td>Quantitative</td>
<td>Associate</td>
</tr>
<tr>
<td>Michael Roberts</td>
<td>PhD</td>
<td>Clinical Child</td>
<td>Full</td>
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<tr>
<td>Greg Simpson</td>
<td>PhD</td>
<td>Cognitive</td>
<td>Full</td>
</tr>
<tr>
<td>Ric Steele</td>
<td>PhD</td>
<td>Clinical Child</td>
<td>Assistant</td>
</tr>
<tr>
<td>Eric Vernberg</td>
<td>PhD</td>
<td>Clinical Child</td>
<td>Full</td>
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</tbody>
</table>

Appendix B
Course Descriptions

* Indicates new course
** Indicates new course title

**PSYC 300 Statistics in Psychological Research (3) S.** An introduction to statistical concepts and methods as they relate to analysis and interpretation psychological data. All majors in psychology are required to complete this course (or PSYC 301) and must do so before applying for admission to the major. Students should complete this course as early as possible in their undergraduate training. Prerequisite: PSYC 104 and MATH 101 or equivalent placement. 00 20 07

**PSYC 310 Research Methods in Psychology (3) S.** An examination of the scientific “ways of knowing” employed by psychologists to discover the laws governing human behavior across a wide domain. The focus of the course is upon these methods and the statistical techniques that support them. This course is strongly recommended for students planning to continue their study of psychology in graduate school. All majors in psychology are required to complete this course. Students should complete this course as early as possible in their undergraduate training. Prerequisite: PSYC 300. 00 20 01

**PSYC 333 Child Psychology (3) S.** Psychological development of the child from conception to adolescence; emphasis upon social and cognitive changes as these relate to intrapersonal changes and to environmental conditions. Prerequisite: PSYC 104. 00 20 09

**PSYC 430 Cognitive Development (3) S.** A basic survey course in the development of thinking and understanding in normal children. The course will cover Piaget’s theory and information processing theories at the advanced undergraduate level. Topics include perception, attention, learning, memory, language, problem solving, and individual differences from birth to the mid-teens. (Same as HDFL 430.) 00 20 09
PSYC 435  Social and Personality Development (3)  S. An introduction to social and personality development with consideration to both classic and contemporary theoretical viewpoints. The role of social contexts will be considered (e.g., family, peers, communities) as well as biological influences (e.g., behavioral genetics). Topics will include parent-infant attachment, peer relationships, aggression, etc. Prerequisites: Psyc 104.

PSYC 405 The Mental Health of Children (3).  S. The emotional and psychological development of children with particular focus upon the psychological and environmental conditions that contribute to or detract from mental health. Consideration of the emotional, cognitive and behavioral tasks related to effective functioning during infancy and childhood. Discussion of psychological treatment and prevention methods which affect the mental health of children at the legislative, community action, educational, and family interaction levels. Prerequisite: PSYC 104 or equivalent. 00 20 09

PSYC 480 Independent Study (1-5) U. Investigation of special research problem or directed reading in an area not covered in regular courses. No more than 3 hours of PSYC 480 may be counted toward the 30 hours required for the major. Prerequisite: Consent of instructor. 30 20 01

PSYC 490 Theories and Concepts of Child Development (3) S. An advanced course in the theories and basic concepts of child development. Coverage includes: (a) analyses of the general logic, assumptions, and principles of the five major approaches: normative-maturation, psychoanalytic, social learning theory, cognitive-developmental, and behavior analysis; (b) historical background of developmental theory; (c) social-cultural influences on theory construction; and (d) some cross-cultural perspectives. Not open to students previously enrolled in HDFL 290. Prerequisite: PSYC 104, or HDFL 160, HDFL 161, HDFL 432, or consent of instructor. 00 20 09

PSYC 510 Infant Behavior and Development (3) S. General lecture course to survey the growing literature on factors that affect behavior and development of the human infant. Course will review current theoretical orientations to explain infant development. It will include the following: behavior of the newborn; normal behavioral repertoire that develops over the first two years; assessment of infant behavior by traditional testing as well as in laboratory settings; current knowledge and issues with regard to visual, auditory, receptive language, learning, and social behavior in infants. There will be discussion of the effects of intervention programs and of ethical issues. (Same as HDFL 510.) Prerequisite: PSYC 333 or HDFL 160 or HDFL 432. 00 20 09

PSYC 520 Memory and Eyewitness Testimony in Children (3) S. A review of the literature on the development of memory in young children, and the implications of this research for understanding children’s eyewitness testimony. The course will present current research on children’s long-term memory abilities, the impact of stress on recall performance, the effectiveness of various types of interviewing techniques, and the suggestibility of children’s recollections. Policy issues and potential guidelines for the elicitation and evaluation of children’s memory reports in both clinical and legal arenas will be discussed. (Same as HDFL 520.) Prerequisite: PSYC 104 or HDFL 160, or consent of instructor. 00 20 01

**PSYC 531 Psychology of Language Acquisition (3) S. Introduction to the study of language development; emphasis on the psychological processes underlying syntactic, semantic, and pragmatic aspects of language development in children. Prerequisite: PSYC 104 or consent of instructor. 00 15 05
PSYC 535 Developmental Psychopathology (3) S. A review of the literature on contemporary psychological and developmental disorders of children and youth. Course will present current models of psychopathology, classification systems, assessment methods, and treatment approaches designed for the individual, the family, and the community. Specific attention will be given to age, gender, and cultural differences and similarities. Topics will include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, and autism. (Same as HDFL 535.) Prerequisite: HDFL 160 or PSYC 333, or consent of instructor. 00 20 009

PSYC 691 Psychology of Aging (3) S. Social, psychological, and economic adjustments required by aging; changes in cognition, role and personality necessitated by advancing age. Prerequisite: PSYC 104. 00 20 05

PSYC 626 Psychology of Adolescence (3) S. Impact of factors of social environment and physical growth upon psychological development from puberty to young adulthood. Prerequisite: PSYC 104. 00 20 09

PSYC 642 The Psychology of Families (3) S. Study of the family as a psychosocial system. Emphasis is placed on factors affecting contemporary families including family structures, development, communication patterns, disorders, and treatment approaches. Theory, empirical evidence, and practical principles that may lead to maximum individual growth in the family unit are discussed. Prerequisite: PSYC 104. 00 20 05

3. Proposal for Center for African Studies Minor

Introduction

The Department of African & African-American Studies and the Kansas African Studies Center (KASC) propose revisions to the existing minor in African & African-American Studies (AAAS). The minor currently has five tracks, in African-American Studies, African and African-American Studies, African Language, African Studies, and Haitian Studies. Our revision leaves the African-American Studies, African and African-American Studies, and Haitian Studies tracks as is. We propose to consolidate the African Language and African Studies tracks into one African Studies track, and to restructure the new track to provide a more focused configuration of six thematic clusters, each with a designated faculty adviser and a related sequence of courses. Such a cluster worth 18 hours taken over several years will bring our subject matter - African languages, geography, literature, history, society, the arts, and religion - into sharper focus for undergraduate students across the campus. This is part of a major initiative aimed at reaching out to students in other disciplines to draw them in to the community of Africanists at KU. This strategy will invite these students to join a small group of peers and a recognized faculty expert in one of six African Studies clusters. These are language and/or discipline-defined concentrations on: an African language and its culture (essentially the previous African language track of the minor); a cross-section of African societies and civilizations; the arts; the political economy of health and development; geographical understanding of ecology and environment; or a customized course of study and activity for the highly motivated student.

Table 1 identifies the formal features of the African Studies minor, designed around a foundation course, a second level of thematic clusters, and a senior project. The minor will draw on the strengths of faculty and highlight the coherent nature of courses already taught. Eventually, we will add strategic new courses and revise existing courses that relate to the clusters. By combining the logic of a structure of introductory course breadth, increasing
depth of subject, and senior training, we intend to improve the overall quality of African studies offerings at the University of Kansas. The proposed revision to the minor seeks to build the community of Africanists beyond AAAS by rewarding students with an interest in African Studies who are majoring in a wide array of fields without engagement with the AAAS department. This lack of a coherent means for identifying the broader student community of Africanists and serving their interests was identified as a critical shortcoming of the KASC’s unsuccessful application for renewal of its Title VI National Resource Center status in 2003. In anticipation of our reapplication for the Title VI in 2006, we are attempting to address the reviewers’ concerns directly.

Program Proposal

The revised African Studies minor will require completion of 18 hours of coursework consisting of: a foundation course, three courses from one of six course clusters, and a capstone course or academic experience/exercise. We anticipate up to a hundred students as participants in the minor at a time eventually, with about 50 graduating in a given year.

<table>
<thead>
<tr>
<th>Table 1: The African Studies Minor: Basic Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION</strong> – One required introductory course, 3 credits:</td>
</tr>
<tr>
<td>AAAS 103 Introduction to Africa, or</td>
</tr>
<tr>
<td>HIST 104 / AAAS 105 Introduction to African History</td>
</tr>
<tr>
<td><strong>THEMATIC CLUSTER</strong> – Four courses at the 300-level or above, 12 credits, from one of the following cluster options:</td>
</tr>
<tr>
<td>• Advanced African Language Study</td>
</tr>
<tr>
<td>• African Societies &amp; Civilizations</td>
</tr>
<tr>
<td>• African Arts &amp; Literature</td>
</tr>
<tr>
<td>• Political Economy of Health &amp; Development in Africa</td>
</tr>
<tr>
<td>• People &amp; Space in Africa</td>
</tr>
<tr>
<td>• Student Designed Cluster</td>
</tr>
<tr>
<td><strong>SENIOR PROJECT</strong> – A capstone learning experience 3 credits (with Africanist adviser)</td>
</tr>
<tr>
<td>Select one project:</td>
</tr>
<tr>
<td>Senior Seminar and Research – such as AAAS 550</td>
</tr>
<tr>
<td>Honors Project – such as AAAS 695</td>
</tr>
<tr>
<td>Investigation and Conference – such as AAAS 690, or a disciplinary equivalent</td>
</tr>
<tr>
<td>Field Experience – such as AAAS 496</td>
</tr>
<tr>
<td>Africa-related Internship</td>
</tr>
<tr>
<td>Study Abroad in Africa</td>
</tr>
</tbody>
</table>

**Student Cohort Identified for the Minor:** Careful monitoring of graduation rates has revealed a cohort that is serious about African studies as an area of inquiry yet has remained largely anonymous. Table 2 below shows this group of students in terms of the two-dozen departments and schools in which they graduate with at least fifteen hours in the African Studies core. With the exception of the small group graduating in the African Studies track of the major in AAAS (an average of about six per year), and perhaps a few who seek the advising of Africanists in their disciplines, the majority of these students are not part of any organized or advised program in African studies and do not take the AAAS African Studies
track minor. In addition, their choices of courses lack structure around logical sequences or disciplined inquiries.

This category of students, seriously interested in African studies but graduating in departments and schools across the university, is the focus of the revised minor outlined in this proposal. The creation of an advising staff affiliated with the KASC to extend existing AAAS advising capacity, the commitment of Africanist faculty to advise course concentrations and capstone exercises, and the commitment of the University to strengthening the language program with ongoing searches, will bring into being a more self-conscious group of undergraduate students pursuing African studies.

Table 2. Majors, by Unit, graduating with Baccalaureate degrees in 2001-4, who had 15 or more hours of African Studies Core Courses:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Theater/Film</td>
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<tr>
<td>Afr &amp; Afr-Am.</td>
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<td>4 / 7 / 6 / 5</td>
<td>4 / 7 / 6 / 5</td>
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<td>0 / 0 / 0 / 0</td>
</tr>
<tr>
<td>Philosophy</td>
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<td>1 / 2 / 3 / 4</td>
<td>1 / 2 / 3 / 4</td>
<td>1 / 2 / 3 / 4</td>
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<tr>
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<td>2 / 4 / 6 / 8</td>
<td>2 / 4 / 6 / 8</td>
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<tr>
<td>French/Italian/Spanish</td>
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<td>2 / 0 / 0 / 0</td>
<td>2 / 0 / 0 / 0</td>
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<tr>
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<tr>
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<tr>
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<td>0 / 0 / 0 / 0</td>
<td>0 / 0 / 0 / 0</td>
</tr>
</tbody>
</table>

Source: KU Office of Institutional Research

**Totals** 26/41/40/36

**Management of the minor** will be the responsibility of the experienced AAAS and KASC staff and affiliated faculty who have worked together as a team since 2000, conceptualizing and administering many seminars, workshops, conferences and curricular initiatives. Dr. John Janzen, KASC Director, and Dr. Garth Myers, Associate Director of the KASC and AAAS Graduate Program Advisor, will oversee the program in coordination with AAAS Department Chair Dr. Peter Ukpokodu. KASC Program Coordinator, Dr. Khalid El-Hassan, will coordinate many of the advising details for faculty participants who are not in the AAAS Department. The Center will track student progress through the concentrations in collaboration with AAAS, and insure that faculty members are aware of the students who express interests in their areas of expertise.

**Course coordination for the Foundation, Cluster Sequences, and Capstone:** AAAS & KASC will establish a joint curriculum committee to coordinate courses and project their cycles; especially those courses that are integral to the foundation in African Studies (103, History 104), the cluster core and capstone courses. Courses with African content will continue to be cross-listed with AAAS as is currently the practice.
**Student names and documentation:** The Center will house papers for the African Studies minor, in consultation with the cluster advisers, the College advising office, and AAAS.

**Brochure:** KASC & AAAS will prepare a brochure on the minor in African Studies.

**Enrollment documentation:** To take full cognizance of the pool of eligible students for the African Studies minor, KASC will request from the College advising office and/or AAAS the names of students who have taken three or four courses in the African studies core, who thereby indicate their interest in African studies. Through the College advising office, or directly, KASC will invite such students to consider joining one of the cluster groups, and advise them on the preparation of their applications.

**Advising:** AAAS faculty will, as part of the normal duty of a faculty member, advise students on the revised minor track while the coordination of faculty advisors outside AAAS will be the responsibility of KASC.

**Course Sequence Structure for the Minor**

**The Foundation Course**
- “Introduction to Africa” (AAAS 103) is designed to introduce the students to Africa and Africans from a range of topical and disciplinary perspectives, often represented by guest faculty from disciplines or perspectives highlighted. Text material often includes Martin & O'Meara's *Africa* (Indiana) and the companion CD *Five Windows into Africa*, for instance.
- “Introduction to African History” (HIST 104 / AAAS 105) typically taught by Dr. Elizabeth MacGonagle. In this course students are introduced to the diversity of the African historical experience.

“Introduction to Africa” is taught every semester, to about 100 students, and “Introduction to African History” is taught once per year to about 150 students.

**The Clusters**
The second level of the program initiative will offer students a choice of four courses from one of six thematic clusters: The tables that follow identify the main ideas put forward in each cluster, the faculty adviser for each group of students, and a sample of the courses that are included. A potential capstone course is identified in bold.
**Advanced African Language Study**

At least four courses of Arabic, Swahili, Hausa or Wolof at the 300-level or above; or two advanced language courses and a Language & Society course

This cluster will be devoted to those students who have taken two years of one of the languages and wish to concentrate on advanced study of that language through tutorials and the comparative study of African languages. These student-scholars will be encouraged to participate in a study abroad experience for their senior project, and move as far toward language proficiency as possible in their bachelor’s work. Language Coordinator Naima Omar (AAAS; Arabic) will advise this cluster, with the help of Jane Iruzgi (Swahili), Aminu Gusau (Hausa), Alassane Fall (Wolof), and faculty members Beverly Mack (Hausa) and the new Swahili and language professor, who will be appointed in 2005.

**Courses:**

ARAB 310 Advanced Arabic I  
ARAB 320 Advanced Arabic II  
ARAB 401 Readings in Arabic I  
ARAB 402 Readings in Arabic II  
KISW 310 Advanced Kiswahili I  
KISW 320 Advanced Kiswahili II  
KISW 401 Readings in Kiswahili I  
KISW 402 Readings in Kiswahili II  
HAUS 310 Advanced Hausa I  
HAUS 320 Advanced Hausa II  
HAUS 401 Readings in Hausa I  
HAUS 402 Readings in Hausa II  
WOLO 310 Advanced Wolof I  
WOLO 320 Advanced Wolof II  
WOLO 401 Readings in Wolof I  
WOLO 402 Readings in Wolof II  
LING/AAAS 370 Intro to Languages of Africa  
LING/AAAS 570 Language & Society in Africa

AAAS 502 or AAAS 503: Directed Language Study

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**African Societies & Civilizations**

**Social dynamics; Gender studies; Religion and thought; Historical perspectives**

This cluster is devoted to the study of Africa’s complex societies and longstanding civilizations. Topics include e.g., gender, Kongo society and history, Islam in Africa, traditional African religion, divination in West Africa.

Liz MacGonagle (History/AAAS) will advise students in this cluster with the assistance of many other faculty members such as Margaret Rausch and Paul Mirecki (Religious Studies), or Malcolm Gibson (Journalism).

**Courses:**

AAAS 300 African Traditional Religion & Thought  
ANTH 390 Peoples of Africa  
AAAS 320 Unveiling the Veil  
WS 310/AAAS 310 Women of Africa Today  
WS 330/WS 340 Women in Contemporary African Literature  
WS 315/AAAS 315 Women and Islam  
WS 560/AAAS 560 Race, Gender and Post-Colonial Discourses

REL 320/AAAS 320 Development of Islamic Tradition  
REL 320/AAAS 520 Studies in Islam  
REL 535 History of Islam in Africa  
HIST 300/AAAS 305 Modern African History  
HIST 598/AAAS 598 Sexuality and Gender in African History  
HIST 599/AAAS 599 Rise and Fall of Apartheid  
HIST 600/AAAS 520 West African History  
JOUR 500 Topics in Journalism: International Journalism

AAAS 550 Senior Seminar
### African Arts & Literature

**Oral and written traditions; Performing arts; Music, Art and art history**

This cluster is dedicated to verbal, visual, dramatic, and musical arts in Africa.

This cluster will be advised by Byron Caminero-Santangelo (in English) & Omofolabo Ajayi (in Theatre & Film and Women’s Studies) with the help of many other faculty, including Peter Ukpokodu (AAAS), Clarence Henry (Music), and Gitti Salami (History of Art/AAAS), among others. A live performance of an African play, musical piece, or reading of literature will constitute a part of this cluster.

**Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH&amp;F 226/DAN 230</td>
<td>Intro to African Dance Theater</td>
</tr>
<tr>
<td>TH&amp;F 302/AAAS 320</td>
<td>African Film &amp; Theatre</td>
</tr>
<tr>
<td>TH&amp;F 326/AAAS 355</td>
<td>African Theatre &amp; Drama</td>
</tr>
<tr>
<td>TH&amp;F 530/AAAS 555</td>
<td>African Film and Video</td>
</tr>
<tr>
<td>ENGL 324/AAAS 320</td>
<td>The Novel in Africa</td>
</tr>
<tr>
<td>ENGL 326/AAAS 332</td>
<td>Intro to African Literature</td>
</tr>
</tbody>
</table>

### Political Economy of Health & Development in Africa

**Political and economic issues; Development studies; Health issues**

A first set of courses is given that include basic background skills suggesting an anthropology major. However, other disciplinary majors may take the minimum concentration for the Certificate Program in African Studies.

Sandra Gray (anthropology) will advise students in this cluster, and will be assisted by John Janzen (medical anthropology), Elizabeth Asiedu and Mohammed El-Hodiri (Economics), and Melissa Birch (CIBER), among others.

**Courses (background courses 25-50% African content):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 542</td>
<td>Biology of Human Nutrition</td>
</tr>
<tr>
<td>ANTH 543</td>
<td>Anthropology of Food and Nutrition</td>
</tr>
<tr>
<td>ANTH 650</td>
<td>Human Reproduction: Biology and Behavior</td>
</tr>
<tr>
<td>ANTH 752</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>ANTH 461</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANTH 540</td>
<td>Demographic Anthropology</td>
</tr>
<tr>
<td>ANTH 783</td>
<td>Doing Ethnography</td>
</tr>
<tr>
<td>ANTH 684</td>
<td>Anthropology and the Health Sciences</td>
</tr>
<tr>
<td>ECON 587</td>
<td>Economic Development of Africa</td>
</tr>
<tr>
<td>GEOG 553/AAAS 553</td>
<td>Geography of African Development</td>
</tr>
<tr>
<td>POLS 665/AAAS 600</td>
<td>Politics in Africa</td>
</tr>
</tbody>
</table>

**IBUS 404 Business, Culture and Soc in Africa**

**POLS 667 Islam and Politics**

**HIST 599/AAAS 599 Rise and Fall of Apartheid**

**AAAS 680 Introduction to Modern Africa**

**ANTH545/AAAS 554 Contemporary Health Issues in Africa**
People & Space in Africa

**Human and physical geography:**
- Environmental issues

This cluster emphasizes the relationships between Africans and the places or environments they inhabit, manage, and transform. The courses mainly are those in physical and human geography, but anthropology and history courses offer depth and breadth in the mix.

Garth Myers (Geography /AAAS) will work with this cluster

<table>
<thead>
<tr>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 350/AAAS 350 Physical Geography of Africa</td>
</tr>
<tr>
<td>GEOG 351/AAAS 351 Africa’s Human Geographies</td>
</tr>
<tr>
<td>GEOG 553/AAAS 553 Geography of African Development</td>
</tr>
<tr>
<td>ANTH 390 Peoples of Africa</td>
</tr>
<tr>
<td>ANTH 549 Human Paleontology</td>
</tr>
<tr>
<td>ANTH 501/AAAS 520 Kongo Trans-Atlantic</td>
</tr>
<tr>
<td>HIST 599/AAAS 599 Rise and Fall of Apartheid</td>
</tr>
<tr>
<td>AAAS 560 Race, Gender and Postcolonial Discourses GEOG 550/AAAS 551/EVRN 420 Environmental Issues in Africa</td>
</tr>
</tbody>
</table>

**Student-Designed Cluster**

This option is for motivated students who wish to create their own academic concentration. It will be advised by Khalid El-Hassan (KASC).

E.g., a cluster around Islam and African languages could be built with the following courses, and a capstone final course:

- ENGL 479/AAAS 433 African Islamic Literature
- REL 320/AAAS 320 Development of Islamic Tradition
- AAAS 320 Unveiling the Veil
- LING/AAAS 370 Intro to Languages of Africa
- LING/AAAS 570 Language & Society in Africa

**The Capstone Project**

Like the AAAS major, the revised African Studies track minor incorporates a senior level capstone exercise that is appropriate for each student. The capstone experience consists of one of the following options: one of the courses designated as a capstone course for each of the clusters, which includes a research paper; an honors project or thesis supervised by an Africanist faculty member; an independent study, also with an authorized faculty adviser; field experience with a supervisor; an internship; or a study abroad experience in Africa of at least one semester. The advanced language cluster capstone includes an advanced tutorial of one of the taught languages and/or participation in the course “Language and Society in Africa.” A closing undergraduate symposium in the spring of each year, with poster sessions and workshops, will showcase the work that has been done in each of the cluster groups. Students will file papers or other products of the capstone experience with the Center in order to receive the minor.

**Advising**

The value added feature of the revised minor is its rigorous undergraduate advising system that identifies, tracks, and communicates with students and puts them in touch with faculty advisers. The advising system is crucial to improving the student experience and the manner in which students sequence a list of already excellent courses. Freshmen and sophomores are encouraged to plan the international component of their education early enough to include language learning, a serious and coordinated choice of courses, and a senior experience that yields high quality training. The combination of eager students, a set of interlocked courses, and faculty working with these students in their own field of expertise and interest, will bring about a higher quality educational experience and outcome.
C. REPORT OF ACTION—CURRICULAR CHANGES

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

CHANGE: DELETE COURSE
1. HIST 699 PHILOSOPHY OF HISTORY 3 H

D. REPORT OF ACTION—DEGREE REQUIREMENTS

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

1. Change to Biology Major, B.A.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Arts degree in Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BA Biology degree.

2. Change to Biochemistry Major, B.A.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Arts degree in Biochemistry.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BA Biochemistry degree.

3. Change to Biochemistry Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Biochemistry.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Biochemistry degree.
4. Change to Microbiology Major, B.A.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Arts degree in Microbiology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BA Microbiology degree.

5. Change to Microbiology Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Microbiology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Microbiology degree.

6. Change to Human Biology Major, B.A.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Arts degree in Human Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BA Human Biology degree.

7. Change to Human Biology Major, B.G.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of General Studies degree in Human Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BGS Human Biology degree.
8. Change to Cellular Biology Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Cell Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Cell Biology degree.

9. Change to Ecology & Evolutionary Biology Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Ecology and Evolutionary Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Ecology and Evolutionary Biology degree.

10. Change to Genetics Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Genetics.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Genetics degree.

11. Change to Organismal Biology Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Organismal Biology.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Organismal Biology degree.
12. Change to Molecular Biosciences Major, B.S.

We propose to replace BIOL 404, Introduction to Genetics, with BIOL 350, Principles of Genetics, as part of the degree requirements for the Bachelor of Science degree in Molecular Biosciences.

JUSTIFICATION: A change in course number, course title, and course description for BIOL 404, Introduction to Genetics, was approved by CUSA and the College Assembly previously. BIOL 404 changed to BIOL 350, Principles of Genetics. BIOL 404 will cease to exist as a KU course after the fall 2004 semester and will be replaced by BIOL 350 starting with the spring 2005 semester. Beginning spring 2005, it will be necessary to replace BIOL 404 with BIOL 350 as a requirement for the BS Molecular Biosciences degree.

13. Change to Astronomy Major, B.A.

Astronomy requirements for the B.A. in Astronomy now include ASTR 291, Physical Astronomy. The requirement will now be ASTR 391, Physical Astronomy.

JUSTIFICATION: This change is consistent with the renumbering of ASTR 291 to ASTR 391, approved by College Assembly November 2, 2004. The course will remain a 3 credit hour course, taught at a slightly more demanding level.

14. Change to Astronomy Major, B.S.

Astronomy requirements for the B.S. in Astronomy now include ASTR 291, Physical Astronomy. The requirement will now be ASTR 391, Physical Astronomy. Mathematics requirements for B.S. astronomy students include MATH 123, Linear Algebra and Multivariate Calculus (5 credit hours). The requirements will now be MATH 223 Vector Calculus (3 credit hours) and MATH 290 Elementary Linear Algebra (2 credit hours). Physics requirements have included PHSX 313 General Physics III (lecture plus laboratory, 4 credit hours). The requirement will now be PHSX 313 General Physics III (just the lecture course, 3 credit hours) and PHSX 316 Intermediate Physics Lab (1 credit hour). Finally, astronomy B.S. candidates have been required to take a jr/sr physics laboratory course, PHSX 516 or PHSX 536. This requirement will remain the same, but both courses have changed from 3 credit hour courses to 4 credit hour courses. We propose to reduce the number of required free electives hours from 17 to 16.

JUSTIFICATION: This change is consistent with the renumbering of ASTR 291 to ASTR 391, approved by College Assembly November 2, 2004 and the ongoing restructuring of PHSX 313 and its associated laboratory course. ASTR 391 will remain a 3 credit hour course, taught at a slightly more demanding level. Mathematics has restructured its sophomore courses; these requirements reflect the same content requirements for our majors, packaged in two separate courses rather than MATH 123. Finally, the change in the laboratory requirement reflects an approved alteration in our upper division laboratory courses.

15. Change to Astronomy Minor

Previous requirements included PHSX 313 (4 credit hour lecture course and laboratory component). The requirements will now be PHSX 313 General Physics III (just the lecture course, 3 credit hours) and PHSX 316 Intermediate Physics Lab (1 credit hour).
JUSTIFICATION: This course will change from the 4 credit hour PHSX 313 to the split lecture course (PHSX 313, 3 credit hours) and the separate laboratory course, PHSX 316.

16. Change to Physics Major, B.A.

Physics course requirements for candidates for the B.A. in physics have included:
PHSX 313 (4 credit hours) General Physics III (lecture plus laboratory)
PHSX 536 (3 credit hours) Electronic Circuits and Measurement (3 credit hours)
These requirements will now be:
PHSX 313 (3 credit hours) General Physics III (just lecture course)
PHSX 316 (1 credit hour) Intermediate Physics Lab (1 credit hour)
PHSX 536 (4 credit hours) Electronic Circuit Measurement & Design (4 credit hours)

Mathematics requirements for B.A. in physics students have included:
Math 123, Linear Algebra and Multivariate Calculus (5 credit hours) and
MATH 320, Elementary Differential Equations
These requirements will now be:
MATH 223 (3 credit hours) Vector Calculus
MATH 290 (2 credit hours) Elementary Linear Algebra
MATH 220 or 320 (3 credit hours) Applied Differential Equations, or Elementary Diff. Equations

This raises the number of jr/sr credits in major courses by one credit hour.

JUSTIFICATION: Mathematics has restructured its sophomore courses; these requirements reflect the same content requirements for our majors, packaged in two separate courses rather than MATH 123. For physics B.A. candidates, we anticipate wanting the flexibility for students to move between programs, facilitated by accepting either MATH 220 or MATH 320 as satisfaction of the differential equations requirement. Finally, the change in the laboratory requirement reflects an approved alteration in our upper division laboratory courses.

17. Change to Physics Major, B.A. with Concentration in Computational Physics

Physics course requirements for candidates for the B.A. in physics with a concentration in computational physics include:
PHSX 313 (4 credit hours) General Physics III (lecture plus laboratory)
PHSX 536 (3 credit hours) Electronic Circuits and Measurement (3 credit hours)
These requirements will now be:
PHSX 313 (3 credit hours) General Physics III (just the lecture course)
PHSX 316 (1 credit hour) Intermediate Physics Lab (1 credit hour)
PHSX 536 (4 credit hours) Electronic Circuit Measurement & Design (4 credit hours)

Mathematics requirements for B.A. in physics/comp. physics students include
Math 250 and ENG 250, a 5 credit hour total package.
This requirement will now be:
MATH 290 (2 credit hours) Elementary Linear Algebra
MATH 220 or 320 (3 credit hours) Applied Differential Equations, or Elementary Diff. Equ.

This raises the number of jr/sr credits in major courses by one credit hour. We can reduce the number of elective hours to 8.

JUSTIFICATION: Mathematics has restructured its sophomore courses; our proposed new requirements reflect the same content components for our majors, packaged in two separate
courses rather than MATH/ENGR 250 which will no longer be offered. Part of the content coverage in ENGR 250 is differential equations, for which mathematics has crafted a new course, MATH 220, an applied version of its continuing MATH 320, Elementary Differential Equations. We prefer to offer our B.A candidates the option of 220 or 320. Finally, the change in the laboratory requirement reflects an approved alteration in our upper division laboratory courses.

18. Change to Physics Major, B.S.

Physics course requirements for candidates for the B.S. in physics have included:

PHSX 313 (4 credit hours) General Physics III (lecture plus laboratory)
PHSX 536, Electronic Circuits and Measurements (3 credit hours)
PHSX 516, Physical Measurements I (3 credit hours)
PHSX 616 Physical Measurements II (3 credit hours)
for a total of 9 required credit hours in junior/senior laboratory course work. A fourth laboratory course, PHSX 636 (3 credit hours), Electronics Design, was included in a list of courses from which students may select two junior/senior courses as required.

These requirements will now be:

PHSX 313 (3 credit hours) General Physics III (just the lecture course)
PHSX 316 (1 credit hour) Intermediate Physics Lab (1 credit hour)
PHSX 516 Physical Measurements (4 credit hours)
PHSX 536 Electronic Circuit Measurement and Design (4 credit hours)
for a net reduction in one credit hour of required laboratory course work. PHSX 636 will no longer be offered and should be removed from the list of elective physics courses. PHSX 616 will no longer be offered.

Requirements for the B.S. in physics have included the following mathematics requirements:

MATH 123, Linear Algebra and Multivariate Calculus (5 credit hours), and

This requirement will now be:

MATH 223 (3 credit hours) Vector Calculus
MATH 290 (2 credit hours) Elementary Linear Algebra

This major already requires 125 or 126 credit hours, so this will reduce the required credit hours by one. We do not propose any alteration in the free elective hour requirement.

JUSTIFICATION: Mathematics has restructured its sophomore courses; these requirements reflect the same content requirements for our majors, packaged in two separate courses rather than MATH 123. The change in the laboratory requirement reflects an approved alteration in our upper division laboratory courses; in particular, the redesigned courses PHSX 516 and 536 include some of the design components from the deleted courses PHSX 616 and 636.

19. Change to Physics Minor

Our previous requirements for the physics minor included the following:

PHSX 313 (4 credit hour lecture course and laboratory component)

These requirements will now be:

PHSX 313 General Physics III
PHSX 316, Intermediate Physics Lab

JUSTIFICATION: This course will change from the 4 credit hour PHSX 313 to the split lecture course (PHSX 313, 3 credit hours) and the separate laboratory course, PHSX 316, effective fall 2005.

IV. CONSIDERATION OF COLLEGE-SPECIFIC TUITION PROPOSAL