Meeting of the College Academic Council  
College of Liberal Arts & Sciences  
210 Strong Hall  
September 13, 2005 – 4:00 p.m.

AGENDA

I. APPROVAL OF MAY 3, 2005 MINUTES

II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)  
Presented by Edith Clowes, CUSA Chair; submitted by Karen Ledom

A. Curricular Changes: ANTH 350, ANTH 542, ENGL 101, ENGL 102, HWC 405/206

B. Degree Requirement for approval:
   Change to BA Human Biology Requirements

C. Old Business--Corrections

   1. CRSB 105, CRSB 109, CRSB 205, CRSB 209 were approved 12/7/04 without credit hours listed—all should be 5 credit hours.

   2. BIOL 518 was listed as approved 5/5/05, but it should have been removed from consideration and, therefore, not approved.
I. MINUTES OF THE COLLEGE ASSEMBLY, MAY 3, 2005

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the April 5, 2005 minutes. The minutes were approved as published.

The CUSA report was presented by Karen Ledom and Chris Haufler. Karen Ledom moved for the approval of the proposed curricular changes listed, minus AMS 501 and POLS 674. A vote was taken and the motion carried.

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

Respectfully Submitted,

Andrea Noltner
Recording Secretary
II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)
Presented by Edith Clowes, CUSA Chair; submitted by Karen Ledom

A. CURRICULAR CHANGES:

**CHANGE: PREREQUISITE**

**ANTH 350**  
**HUMAN ADAPTATION 3 S**  
(OLD)  
A survey and examination of present-day human populations focusing upon adaptations in different environments and the interaction of culture and biology. General evolutionary theory is treated with an emphasis on the mechanisms of evolutionary change. Genetic, physiological, and cultural adaptations to environmental stress are discussed from the standpoint of their past evolutionary significance and their influence on contemporary human variation. Prerequisite: ANTH 104 or ANTH 304 and ANTH 108 or ANTH 308 or ANTH 160 or ANTH 360.

**ANTH 350**  
**HUMAN ADAPTATION 3 S**  
(NEW)  
A survey and examination of present-day human populations focusing upon adaptations in different environments and the interaction of culture and biology. General evolutionary theory is treated with an emphasis on the mechanisms of evolutionary change. Genetic, physiological, and cultural adaptations to environmental stress are discussed from the standpoint of their past evolutionary significance and their influence on contemporary human variation. Prerequisite: ANTH 104 or ANTH 304.

**CHANGE: PREREQUISITE**

**ANTH 542**  
**BIOLOGY OF HUMAN NUTRITION 3 N**  
(OLD)  
Lecture and discussion. A comprehensive introduction to human nutrition, focusing on the anatomical, biochemical, and physiological aspects of nutrition. The essential nutrients and their role in human metabolism are covered in detail, and the course’s systemic approach places a strong emphasis on integration of metabolism. Students also are introduced to human dietary evolution, the concept of nutritional adaptation, and cross-cultural differences in diet and nutritional physiology. Discussion sections focus on applied aspects of human nutrition, including dietary assessment. The course is a prerequisite for ANTH 543, which is recommended as the second course in a sequence on human nutrition. Prerequisite: BIOL 305. Students who have not had BIOL 305 should have taken a comparable introductory course in human adaptation and physiology.

**ANTH 542**  
**BIOLOGY OF HUMAN NUTRITION 3 N**  
(NEW)  
Lecture and discussion. A comprehensive introduction to human nutrition, focusing on the anatomical, biochemical, and physiological aspects of nutrition. The essential nutrients and their role in human metabolism are covered in detail, and the course’s systemic approach places a strong emphasis on integration of metabolism. Students also are introduced to human dietary evolution, the concept of nutritional adaptation, and cross-cultural differences in diet and nutritional physiology. Discussion sections focus on applied aspects of human nutrition, including dietary assessment. The course is a prerequisite for ANTH 543, which is recommended as the second course in a sequence on human nutrition. Prerequisite: ANTH 104 or ANTH 304, and BIOL 152. Students who have not had BIOL 152 should have taken a comparable introductory course in organismal physiology.
CHANGE: COURSE DESCRIPTION

ENGL 101  COMPOSITION 3 H
(OLD)  Instruction and practice in critical writing, emphasizing academic contexts, and rhetorical development and argument.

ENGL 101  COMPOSITION 3 H
(NEW)  Instruction and practice in writing in a variety of rhetorical contexts, including academic ones.

CHANGE: COURSE DESCRIPTION/TITLE

ENGL 102  COMPOSITION AND LITERATURE 3 H
(OLD)  Introduction to writing about literature, with an emphasis on critical analysis. Prerequisite: Completion of ENGL 101 or its equivalent.

ENGL 102  CRITICAL READING AND WRITING 3 H
(NEW)  Builds upon the instruction in writing of ENGL 101, emphasizing critical thinking through careful, thoughtful reading and writing. Also instructs in the evaluation and use of secondary sources. Prerequisite: Completion of ENGL 101 or its equivalent.

CHANGE: NUMBER/TITLE/PREREQUISITE

HWC 405  CONTEMPORARY CIVILIZATION 3 H
(OLD)  An advanced sequel to the two Western Civilization courses which offers the opportunity to examine influential works of literature, philosophy, history, and political thought written since the end of World War II. In keeping with the decline of colonialism and the growth of global and multicultural civilization since 1945, the readings of the course will be selected from both Western and non-Western writers. Prerequisite: HWC 114/HWC204 and HWC 115/HWC 205.

HWC 206  CONTEMPORARY WESTERN CIVILIZATION 3 H
(NEW)  A sequel to the two Western Civilization courses which offers the opportunity to examine influential works of literature, philosophy, history, and political thought written since the end of World War II. In keeping with the decline of colonialism and the growth of global and multicultural civilization since 1945, the readings of the course are selected from both Western and non-Western writers.
B. DEGREE REQUIREMENT:

Change to BA in Human Biology

PROPOSED:

New requirements for the BA in Human Biology with five concentrations. For students entering Spring 2005.

ANTHROPOLOGY CONCENTRATION
At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

I. General College Requirements (min. 55 hrs.):

   English (9 hrs.): ENGL 101 ____; ENGL 102 (or 105) ____; ENGL 203 (or 205, 209, 210, 211, 362); ____

   Communication/Logic (3 hrs., one of following): COMS 130, COMS 230, PHIL 148, PHIL 310
   OR Exemption/Exam ___

   Western Civilization (6 hrs.): HWC 204 (or 114) ____ and HWC 205 (or 115) ____

   Principal Course Distribution Requirements: (see Timetable or Undergraduate Catalog and Timetable appendix for list)

   Humanities (9 hrs.):
   (HT) ________, (HL) ________, (HR) ________

   Social Science (9 hrs. including PSYC 104):
   (SC) ________, (SI) PSYC 104, (SF) ________

   Non-Western Culture (3 hrs.): ________ (see Undergraduate Catalog and Timetable appendix for list)

   Foreign Language (16-20 hrs. or proficiency): ________, ________, ________, ________

   (Math and Natural Science requirements are usually met by fulfilling the Human Biology requirements.)

II. General Science Requirements (min. 33 hrs.):

_____ ANTH 304 Physical Anthropology (3-4 hrs.)
_____ BIOL 150/151 Molecular & Cellular Biol. (4 hrs.)
_____ BIOL 152/3 Principles of Organismal Biol. (4 hrs.)
_____ MATH 115 + MATH 116 (6 hrs.) OR MATH 121 (5 hrs.) Calculus I
_____ CHEM 184 Foundations of Chemistry I (5 hrs.)
_____ CHEM 188 Foundations of Chemistry II (5hrs.)
_____ PHSX 114 College Physics I OR PHSX 211 General Physics I (4 hrs.)
_____ *BIOL 570 Intro. Biostatistics (3 hrs.) OR PSYC 300 Statistics/Psychol. Res. (3 hrs.) OR
_____ MATH 365 Elem. Statistics (3 hrs.)

*BIOL 570 is recommended for the Anthropology Concentration
III. Anthropology Concentration (min. 30 hrs.)

____ ORGANIC CHEMISTRY (3 hrs.): CHEM 622
Fundamentals of Organic Chemistry OR CHEM 624 Organic Chemistry I
____ CHEM 625 Organic Chemistry I Lab (2 hrs.)
____ CELL BIOLOGY (3 hrs.) BIOL 416 Cell Structure & Function
____ GENETICS (3 hrs.): BIOL 350 Principles of Genetics
____ SEMINAR (1 hr.): BIOL 599 Senior Seminar in Human Biology

Two of the following four categories

Human Anatomy & Physiology (12 hrs.)
____ BIOL 417 Biology of Development
____ Nine hours selected from the following courses: ANTH 542 Biology of Human Nutrition; ANTH 648 Human Osteology; ANTH 650 Human Reproductive: Biology and Behavior; BIOL 426 Laboratory in Cell Biology; BIOL 440 Advanced Human Anatomy (lect & lab); BIOL 600 Biochemistry (lab BIOL 637); BIOL 646 Mammalian Physiology (lab BIOL 647)

Human Population Biology (Nine hours selected from the following courses)
ANTH 340 Human Variation; ANTH 442 Anthropological Genetics; ANTH 544 Physical Anthropology of American Indians; ANTH 545 Contemporary Health Issues in Africa; ANTH 652 Population Dynamics

Human Adaptation & Evolution (Nine hours selected from the following courses)
ANTH 350 Human Adaptation; ANTH 352 Controversies on the Living and the Dead; ANTH 450 Disease and Adaptation; ANTH 503 Topics in Biological Anthropology; ANTH 549 Fossil Apes to Australopithecus; ANTH 550 Homo erectus to Homo sapiens

Human Biology & Behavior (Nine hours selected from the following courses)
ANTH 359 Anthropology of Sex; ANTH 447 Introduction to Behavioral Genetics; ANTH 461 Medical Anthropology; ANTH 752 Biological Basis of Human Behavior; PSYC 370 Brain and Behavior; PSYC 536 Psychology of Language

APPLIED BEHAVIORAL SCIENCE CONCENTRATION
At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

I. General College Requirements (min. 55 hrs.):

English (9 hrs.): ENGL 101 ____; ENGL 102 (or 105) ____; ENGL 203 (or 205, 209, 210, 211, 362); ____

Communication/Logic (3 hrs., one of following): COMS 130, COMS 230, PHIL 148, PHIL 310
OR Exemption/Exam ____

Western Civilization (6 hrs.): HWC 204 (or 114) ____ and HWC 205 (or 115) ____

Principal Course Distribution Requirements: (see Timetable or Undergraduate Catalog and Timetable appendix for list)

Humanities (9 hrs.):
(HT) ____ (HL) ____ (HR)______

Social Science (9 hrs. incl. ABSC 100 and ABSC 150):
(SC _______, (SI) PSYC 104, (SF) ________
Non-Western Culture (3 hrs.): ________ (see Undergraduate Catalog and Timetable appendix for list)

Foreign Language (16-20 hrs. or proficiency): ________, ________, _______, ________  
(Math and Natural Science requirements are usually met by fulfilling the Human Biology requirements.)

II. General Science Requirements (min. 33 hrs.):

____ ANTH 304 Physical Anthropology (3-4 hrs.)
____ BIOL 150/151 Molecular & Cellular Biol. (4 hrs.)
____ BIOL 152/3 Principles of Organismal Biol. (4 hrs.)

____ MATH 115 + MATH 116 (6 hrs.) OR MATH 121 (5 hrs.) Calculus I
____ CHEM 184 Foundations of Chemistry I (5 hrs.)
____ CHEM 188 Foundations of Chemistry II (5 hrs.)
____ PHSX 114 College Physics I OR PHSX 211 General Physics I (4 hrs.)
____ BIOL 570 Intro. to Biostatistics (3 hrs.) OR PSYC 300 Statistics/Psychol. Res. (3 hrs.) OR MATH 365 Elem. Statistics (3 hrs.)

III. Applied Behavioral Science Concentration (min. 32 hrs.)

_____ GENETICS (3 hrs.): BIOL 350, Principles of Genetics
_____ BEHAVIORAL SCIENCE (3 hrs.): ABSC 100 Introduction to Applied Behavioral Science
_____ DEVELOPMENT (3 hrs.): ABSC 160 Introduction to Child Behavior and Development OR PSYC 333 Child Psychology
_____ RESEARCH METHODS (4 hrs): ABSC 308 Research Methods and Application
_____ SEMINAR (1 hr): BIOL 599 Senior Seminar in Human Biology

Two of the following four categories

Applied Behavioral Science (9 hrs.)

_____ ABSC 304 Principles and Procedures of Applied Behavior Analysis and Therapy
_____ Six hours selected from the following courses: ABSC 150 Community Leadership and ABSC 310/311 Building Healthy Communities (preq. ABSC 150); ABSC 350 The Behavioral Treatment of Children with Autism; ABSC 410 Behavioral Approaches in Working with Adolescents; ABSC 437 Independent Living and People with Disabilities

Development: Typical and Atypical (9 hrs.)

_____ ABSC 632 Advanced Child Behavior and Development
_____ Six hours selected from the following courses: ABSC 535 Developmental Psychopathology; ABSC 565 Applied Developmental Psychology; BIOL 417 Biology of Development; PSYC 510 Infant Behavior and Development

Biology of Behavior (9 hrs.)

_____ BIOL 408 Physiology of Organisms
_____ Six hours selected from the following courses: ANTH 542 Biology of Human Nutrition; BIOL 435 Introduction to Neurobiology; BIOL 440 Advanced Human Anatomy (lect & lab); BIOL 454 Brain Diseases and Neurological Disorders; BIOL 646 Mammalian Physiology (lab, BIOL 647); PSYC 370 Brain and Behavior; PSYC 380 Brain and Pathology

Evolution, Culture, and Behavior (9 hrs.)
Six hours selected from the following courses: ANTH 341 Human Evolution; ANTH 418 The Rise of Civilization; ANTH 650 Human Reproductive Biology and Behavior; ANTH 661 Cultural Dynamics; BIOL/ GEOG 410 Human Biogeography; BIOL 550 Introduction to Systematics; BIOL 625 Behavioral Ecology and Sociobiology; BIOL 652 Comparative Animal Behavior

All students are encouraged to take BIOL 412 Evolutionary Biology. Although space is limited, an ABSC research practicum course is strongly recommended (e.g., ABSC 499, ABSC 679, ABSC 698). ABSC courses are suggested for fulfilling the requirements of the ABS concentration, but students are encouraged to explore the offerings of other departments in the Human biology Program.

BIOLOGY CONCENTRATION
At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

I. General College Requirements (min. 55 hrs.):

   English (9 hrs.): ENGL 101 ____; ENGL 102 (or 105) ____; ENGL 203 (or 205, 209, 210, 211, 362); ____

   Communication/Logic (3 hrs., one of following): COMS 130, COMS 230, PHIL 148, PHIL 310 OR Exemption/Exam ____

   Western Civilization (6 hrs.): HWC 204 (or 114) ____ and HWC 205 (or 115) ____

   Principal Course Distribution Requirements: (see Timetable or Undergraduate Catalog and Timetable appendix for list)

   Humanities (9 hrs.):
   (HT) ___________, (HL) __________, (HR) __________

   Social Science (9 hrs. including PSYC 104):
   (SC) ___________, (SI) PSYC 104, (SF) __________

   Non-Western Culture (3 hrs.): ________ (see Undergraduate Catalog and Timetable appendix for list)

   Foreign Language (16-20 hrs. or proficiency): __________, __________, __________, __________

(Math and Natural Science requirements are usually met by fulfilling the Human Biology requirements.)

II. General Science Requirements (min. 33 hrs.)

   ANTH 304 Physical Anthropology (3-4 hrs.)
   BIOL 150/151 Molecular & Cellular Biol. (4 hrs.)
   BIOL 152/3 Principles of Organismal Biol. (4 hrs.)
   MATH 115 + MATH 116 (6 hrs.) OR MATH 121 (5 hrs.) Calculus I
   CHEM 184 Foundations of Chemistry I (5 hrs.)
   CHEM 188 Foundations of Chemistry II (5 hrs.)
   PHSX 114 College Physics I OR PHSX 211 General Physics I (4 hrs.)
   *BIOL 570 Intro. Biostatistics (3 hrs) OR PSYC 300 Statistics/Psychol. Res. (3 hrs.) OR
   MATH 365 Elem. Statistics (3 hrs.)

*BIOLOG 570 is recommended for the Biology Concentration
III. Biology Concentration (min. 31 hrs.)

_____ ORGANIC CHEMISTRY (3 hrs.): CHEM 622 Fund./Organic Chemistry OR CHEM 624 Organic Chemistry I
_____ CHEM 625 Organic Chemistry I Lab (2 hrs.)
_____ PHYSICS (4 hrs.): PHSX 115 College Physics II OR PHSX 212 General Physics II
_____ GENETICS (3 hrs.): BIOL 350, Principles of Genetics
_____ SEMINAR (1 hr.): BIOL 599 Senior Seminar in Human Biology

Two of the following four categories (Course selections must include at least 3 hours of laboratory credit)

Development and Genetics (9 hrs.)
_____ BIOL 417 Biology of Development

_____ Six hours selected from the following courses: ABSC/PSYC 535 Developmental Psychopathology; ANTH 762 Human Growth & Development; BIOL 405, Laboratory in Genetics; BIOL 416 Cell Biology; BIOL 595 Human Genetics; BIOL 688 Molecular Biology of Cancer; PSYC 333 Child Development; PSYC 430 Cognitive; PSYC 531 Language Development; SPLH 566 Language Development

Anatomy and Physiology (10 hrs.)
_____ BIOL 646 Mammalian Physiology

_____ Six hours selected from the following courses: ANTH 542 Biology of Human Nutrition; ANTH 648 Human Osteology; BIOL 435 Introduction to Neurobiology; BIOL 440 Advanced Human Anatomy (Lab and lecture); BIOL 600 Biochemistry (Lab BIOL 637); BIOL 647 Mammalian Physiology laboratory; HSES 672 Exercise Physiology; PSYC 370 Brain & Behavior; PSYC 380 Brain & Pathology; PSYC 475 Cognitive Neuroscience

Evolution, Ecology, and Adaptation (9 hrs.)
_____ BIOL 412 Evolutionary Biology

_____ Six hours selected from the following courses: ANTH 340 Human Variation; ANTH 341 Human Evolution; ANTH 350 Human Adaptation; ANTH 652 Population Dynamics; BIOL 410 Human Biogeography; BIOL 414 Principles of Ecology; BIOL 668 Evolutionary Ecology; PSYC 555 Evolutionary Psychology

Human Disease (9 hrs.)
_____ BIOL 400 Microbiology (Lab, BIOL 402)

_____ Six hours selected from the following courses: ANTH 450 Adaptation and Disease; BIOL 503 Immunology (Lab, BIOL 504); BIOL 506 Pathogenic Microbiology (Lab, BIOL 507); BIOL 512 Virology (Lab, BIOL 513); BIOL 518 Microbial Genetics (Lab, BIOL 519); BIOL 595 Human Genetics; BIOL 616 Medical Entomology; BIOL 688 Molecular Biology of Cancer

PSYCHOLOGY CONCENTRATION
At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

I. General College Requirements (min. 55 hrs.):

**English** (9 hrs.): ENGL 101 ____; ENGL 102 (or 105) ____;
ENGL 203 (or 205, 209, 210, 211, 362); ____

**Communication/Logic** (3 hrs., one of following): COMS 130, COMS 230, PHIL 148, PHIL 310

**OR**

Exemption/Exam. ____

**Western Civilization** (6 hrs.): HWC 204 (or 114) ____ and
HWC 205 (or 115) ____
Principal Course Distribution Requirements: (see Timetable or Undergraduate Catalog and Timetable appendix for list)

Humanities (9 hrs.):
(HT) ________, (HL) ________, (HR) ________

Social Science (9 hrs. including PSYC 104):
(SC) ________, (SI) PSYC 104, (SF) ________

Non-Western Culture (one course): ________ (see Undergraduate Catalog and Timetable appendix for list)

Foreign Language (16-20 hrs. or proficiency): ________, ________, ________, ________

(Math and Natural Science requirements are usually met by fulfilling the Human Biology requirements.)

II. General Science Requirements (min. 33 hrs.):

_____ ANTH 304, Physical Anthropology (3-4 hrs.)
_____ BIOL 150/151 Molecular & Cellular Biol. (4 hrs.)
_____ BIOL 152/3 Principles of Organismal Biol. (4 hrs.)
_____ MATH 115 + MATH 116 (6 hrs.) OR MATH 121 (5 hrs.) Calculus I
_____ CHEM 184 Foundations of Chemistry I (5 hrs.)
_____ CHEM 188 Foundations of Chemistry II (5 hrs.)
_____ PHSX 114 College Physics I OR PHSX 211 General Physics I (4 hrs.)
_____ *PSYC 300 Statistics/Psychol. Res. (3 hrs.) OR BIOL 570 Intro. Biostatistics (3 hrs.) OR MATH 365 Elem. Statistics (3 hrs.)

*PSYC 300 is recommended for the Psychology Concentration

III. Psychology Concentration (min. 30 hrs.)

_____ ORGANIC CHEMISTRY (3 hrs.): CHEM 622 Fund. Organic Chemistry OR CHEM 624 Organic Chemistry I
_____ CHEM 625 Organic Chemistry I Lab (2 hrs.)
_____ GENETICS (3 hrs.): BIOL 350 (3 hrs.) Principles of Genetics
_____ RESEARCH METHODS (3 hrs.): PSYC 310 Research Methods in Psychology
_____ SEMINAR (1 hr.) BIOL 599 Senior Seminar in Human Biology

Two of the following four categories

Evolution, Adaptation & Health (nine hrs. selected from the following courses)
PSYC 555 Evolutionary Psychology; PSYC 605 Health Psychology; ANTH 340 Human Variation; ANTH 341 Human Evolution; ANTH 350 Human Adaptation; ANTH 442 Anthropological Genetics; ANTH 447 Introduction to Behavioral Genetics; ANTH 450 Disease & Adaptation; ANTH 542 Biology of Human Nutrition; BIOL 412 Evolutionary Biology; BIOL 595 Human Genetics

Human Development (9 hrs.)
_____ PSYC 333 Child Development
Six hours selected from the following courses: PSYC 430 Cognitive Development; PSYC 510 Infant Behavior & Development; PSYC/ABSC 535 Developmental Psychopathology; PSYC/ABSC 632 Advanced Child Behavior and Development; BIOL 417 Biology of Development

Human Cognition & Language (9 hrs.)
_____ PSYC 318 Cognitive Psychology
Six hours selected from the following courses: PSYC 418 Introduction to Cognitive Science; PSYC 482 Sensation & Perception; PSYC 518 Human Memory; PSYC 531 Language
Development; PSYC 536 Psychology of Language; SPLH 466 Language Science; SPLH 566 Language Development

**Neuroscience (nine hrs. selected from the following courses)**
PSYC 370 Brain & Behavior; PSYC 380 Brain & Pathology; PSYC 475 Cognitive Neuroscience; ANTH 650 Biological Bases of Human Behavior; BIOL 435 Introduction to Neurobiology; BIOL 454 Brain Diseases & Neurological Disorders; SPLH 320 Neuroscience of Human Communication

*For the Psychology Concentration, Psychology courses are recommended in fulfilling at least some of the requirements in the four categories, but students are also strongly encouraged to explore other departments participating in the Human Biology Program*

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**SPEECH-LANGUAGE-HEARING SCIENCE CONCENTRATION**

At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs unique to each major.

### I. General College Requirements (min. 55 hrs.):

- **English** (9 hrs.): ENGL 101 ____; ENGL 102 (or 105) ____; ENGL 203 (or 205, 209, 210, 211, 362); ____

- **Communication/Logic** (3 hrs., one of following): COMS 130, COMS 230, PHIL 148, PHIL 310 *OR* Exemption/Exam ____

- **Western Civilization** (6 hrs.): HWC 204 (or 114) ____ and HWC 205 (or 115) ____

- **Principal Course Distribution Requirements**: *(see Timetable or Undergraduate Catalog and Timetable appendix for list)*
  - **Humanities** (9 hrs.):
    - (HT) ________, (HL) ________, (HR)________
  - **Social Science** (9 hrs. including PSYC 104):
    - (SC)_________, (SI) PSYC 104, (SF) ________
  - **Non-Western Culture** (3 hrs.): ________ *(see Undergraduate Catalog and Timetable appendix for list)*

- **Foreign Language** (16-20 hrs. or proficiency): ________, ________, ________, ________ *(Math and Natural Science requirements are usually met by fulfilling the Human Biology requirements.)*

### II. General Science Requirements (min. 33 hrs.)

- ANTH 304 Physical Anthropology (3-4 hrs.)
- BIOL 150/151 Molecular & Cellular Biol. (4 hrs.)
- BIOL 152/3 Principles of Organismal Biol. (4 hrs.)
- MATH 115 + MATH 116 (6 hrs) *OR* MATH 121 (5 hrs.) Calculus I
- CHEM 184 Foundations of Chemistry I (5 hrs.)
- CHEM 188 Foundations of Chemistry II (5 hrs.)
- PHSX 114 College Physics I OR PHSX 211 General Physics I (4 hrs.)
- *BIOL 570 Intro. Biostatistics (3 hrs.) *OR* PSYC 300 Statistics/Psychol. Res. (3 hrs.) *OR* MATH 365 Elem. Statistics (3 hrs.)*

### III. Speech-Language-Hearing Concentration (min. 29 hrs.)

- PHYSICS (4 hrs.): SPLH 120 Physics of Speech *OR* PHSX 115 College Physics II
RESEARCH METHODS (3 hrs.): SPLH 660 Research Methods in Human Communication

GENETICS (3 hrs.): BIOL 350, Principles of Genetics

SEMINAR (1 hr.): BIOL 599 Senior Seminar in Human Biology

Two of the following four categories

Development and Genetics (9 hrs.)

Six hours selected from the following courses: ANTH 762 Human Growth & Development; BIOL 405 Laboratory in Genetics; BIOL 416 Cell Biology; BIOL 595 Human Genetics; PSYC 333 Child Development; PSYC 430 Cognitive; SPLH 464 Infant Development; SPLH 764 Infant Development; SPLH 466 Language Science; SPLH 566 Language Development

Anatomy and Physiology (10 hrs.)

Six hours selected from the following courses: BIOL 440 Advanced Human Anatomy (Lect & Lab); BIOL 647 Mammalian Physiology laboratory; SPLH 662 Speech Science; SPLH 663 Hearing Science; HSES 672 Exercise Physiology

Neuroscience (9 hrs.)

Six hours selected from the following courses: BIOL 435 Introduction to Neurobiology; PSYC 370 Brain & Behavior; PSYC 380 Brain & Pathology; PSYC 475 Cognitive Neuroscience; SPLH 320 Neuroscience of Human Communication; SPLH 464 Neural Bases of Speech & Voice; SPLH 464 Speech Motor Control

Research Practicum (nine hours selected from the following courses)

SPLH 464 Circuit Theory & Bioinstrumentation; SPLH 449 Laboratory/Field Work in Human Biology (TOPICS: Orofacial Neurophysiology, Deep Brain Stimulation in Progressive Neuromotor Disease, Perceptual Neuroscience and Functional Brain Imaging; Neuroscience of the Premature Human Infant; Brain-Behavior Mapping of Language); SPLH 499 Directed Study in SPLH

SPLH courses are recommended for the Speech-Language-Hearing Science Concentration for fulfilling the requirements in each area. Research practicum courses must be arranged with the course instructor prior to enrollment.

JUSTIFICATION:

As part of an ongoing review of the Human Biology Program, the members of the Human Biology Committee unanimously recommend that the BA major in Human Biology be revised. In recent years, with the advent of such new information as the human genome and the acknowledged influence that humans have on the environment, the field of Human Biology has changed and expanded. The Human Biology Program members recognized that our current degree program was short-changing the majors by trying to cover the broad expanse of human biology topics, but failing to provide the depth of knowledge necessary for students to succeed. Because it is not possible for a single human biology curriculum to cover the depth of knowledge appropriate for all components of human biology, we have constructed a set of five alternative “concentrations” that students can pursue. Each has the same basic background of courses that provide a breadth of knowledge in human biology, and each has a unique set of options for gaining depth in one focused discipline. The resulting concentrations represent a forward planning movement by the Human Biology program to provide our students with a set of options that will prepare them for careers beyond KU.
## COLLEGE STANDING COMMITTEES
### Fall 2005 – Spring 2006

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<td>Rick Snyder</td>
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<td>Anna Neill</td>
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<td>Kirsten Jensen</td>
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<td>Ross Black</td>
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<td>Chris Crandall</td>
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<td>Rachel Thompson (spring)</td>
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<td>Beth Manolescu (fall)</td>
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<th>College Committee on Appointments, Promotion, &amp; Tenure</th>
<th>Term Ending</th>
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<tr>
<td>Ben Eggleston</td>
<td>PHIL HU 2006</td>
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<td>Kevin Price</td>
<td>GEOG NS 2006</td>
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<td>Paul Johnson</td>
<td>POLS SS 2006 (alternate)</td>
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<td>Steven Maynard-Moody</td>
<td>PUAD SS 2007</td>
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<td>Sandra Simdars-Swartz</td>
<td>HWC HU 2008 (alternate)</td>
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<td>Edith Taylor</td>
<td>EEB NS 2007</td>
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<td>Marta Caminero-Santangelo</td>
<td>ENGL HU 2008</td>
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<td>Heather Desaire</td>
<td>CHEM SS 2008</td>
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<td>Catherine Weaver</td>
<td>POLS SS 2008</td>
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<th>Committee on Sabbatical Leaves</th>
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<tr>
<td>Helen Alexander</td>
<td>EEB NS 2006</td>
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<td>Ted Juhl</td>
<td>ECON SS 2006 (alternate)</td>
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<td>Garth Myers</td>
<td>AAAS HU 2006</td>
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<td>Naima Omar</td>
<td>AAAS HU 2006 (alternate)</td>
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<td>Jennifer Gleason</td>
<td>EEB NS 2007</td>
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<td>Paul Schumaker</td>
<td>POLS SS 2007</td>
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<td>Kathryn Conrad</td>
<td>ENGL HU 2008</td>
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<td>Lisa Timmons</td>
<td>MB NS 2008</td>
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<td>Shirley Hill</td>
<td>SOC SS 2008</td>
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<th>Committee on Evaluation of Chairpersons and Directors</th>
<th>Term Ending</th>
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<td>Sharon Billings</td>
<td>EEB NS 2006</td>
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<td>John Hoopes</td>
<td>ANTH SS 2006</td>
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<td>Marta Vicente</td>
<td>HIST HU 2006</td>
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<td>John T. Booker</td>
<td>F&amp;I HU 2007</td>
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<td>Larry Martin</td>
<td>EEB NS 2007</td>
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<td>Lewis Mennerick</td>
<td>SOC SS 2007</td>
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College Chairpersons and Directors  
Effective August 18 – December 31, 2005

Peter Ukpokodu Chair African and African-American Studies
Norm Yetman Acting Director American Studies Program
Jim Mielke Chair Anthropology
Edward Morris Chair Applied Behavioral Science
Ilya Vakser Director Bioinformatics Program
James Orr Chair Biological Sciences
Joseph Heppert Chair Chemistry
Mabel Rice Director Child Language Program
Pam Gordon Chair Classics
Michael Roberts Director Clinical Child Psychology Program
Robert Rowland Chair Communication Studies
Keith McMahon Chair East Asian Languages and Cultures
Marsha Hauffler Acting Director Center for East Asian Studies
Craig Martin Chair Ecology and Evolutionary Biology
Joseph Sicilian Chair Economics
Dorice Elliott Chair English
Bill Woods Director Environmental Studies Program
William Comer Director Ermal Garinger Academic Resource Center
Diane Fourny Director European Studies Program
Van Kelly Chair French and Italian
Erik Lundquist Director Genetics
Terry Slocum Chair Geography
Robert Góldstein Chair Geology
William Keel Chair Germanic Languages and Literatures
Dave Ekerdt Director Gerontology
Jeffrey Moran Chair History
Linda Stone-Ferrier Chair History of Art
Stanley Lombardo Director Honors Program
Chris Hauffler Director Human Biology
James Woelfel Director Humanities and Western Civilization
Michael Yellow Bird Director Indigenous Nations Studies Program
Gary Reich Director International Studies Masters Program
John Janzen Director Kansas African Studies Center
Elizabeth Kuznesof Director Latin American Studies
Sara Rosen Chair Linguistics
Jack Porter Chair Mathematics
John Simmons Director Museum Studies Program
Kathy Suprenant Chair Molecular Biosciences
Thomas Tuozzo Chair Philosophy
Stephen Sanders Chair Physics and Astronomy
Elaine Sharp Chair Political Science
John Colombo Acting Chair Psychology
John Nalbandian Chair Public Administration
Paul Mirecki Chair Religious Studies
Erik Herron Director Russian, East European and Eurasian Studies
Marc Greenberg Chair Slavic Languages and Literatures
Joane Nagel Acting Chair Sociology
Jill Kuhnheim Chair Spanish and Portuguese
Hugh Catts Chair Speech-Language-Hearing
Chuck Berg Chair Theatre and Film
Chris Hauffler Director Undergraduate Biology
Ann Cudd Director Women's Studies Program

For updated list please see http://www.clas.ku.edu/faculty
Annual Reports of the Standing Committees

CGS Annual Report, Submitted by Rodolfo Torres

The committee was co-chaired by Rodolfo Torres and Mark Mathews. The committee members included Professors Philip Barnard, Bartholomew Dean, Tamara Falicov (fall semester), Richard Hardin, Kirsten Jensen, Mark Mathews, Anna Neill (spring semester), Rick Snyder, Rodolfo Torres, and Edward Wiley. Student members included Brian Harries, Paige McKerchar, and Monica Papes. The following is a list of the committee’s action during the year:

- Approved the proposal from the Speech-Language-Hearing Department for changes to the M.A. Program.
- Approved the proposal from the Indigenous Nations Studies for a J.D. and M.A. Joint Degree Program and Change in Graduate Requirements.
- Approved the proposal from the Psychology Department for a Developmental Concentration in Graduate Training.
- Approved the proposals from the Museum Studies Program to Revise American Studies Track Requirements Museum Studies Program; to Revise Anthropology Track Requirements Museum Studies Program; and to Revise Natural History Track Requirements Museum Studies Program.
- The Petitions Subcommittee reviewed and approved six Petitions.
- Approved many curricular change requests for new courses, changes in existing courses, and deletion of courses.
- In addition, the Awards Subcommittees met and selected winners of the Outstanding Thesis/Research Project Award, the Byron A. Alexander Graduate Mentor Award, and the John C. Wright Graduate Mentor Award.

CUSU Annual Report, Submitted by Chris Haufler

I provide the following as the Annual Report of activities for the College Committee on Undergraduate Studies and Advising (CUSU) for the 2004-2005 academic year.

This year marked a major transition in CUSU. Pam Houston, who guided CUSU activities for literally decades, retired and left a significant gap in institutional memory. Fortunately, Karen Ledom stepped in and took a firm grasp of the situation, providing valuable, responsible interim support. Under the circumstances, Karen’s attention to detail was remarkable and her constructive assistance in making CUSU a success during this transitional period was a huge contribution. At the start of the academic year, I met with Dean Wilcox and we mapped out a series of goals for CUSU. As might be expected, it was possible to accomplish some but not all of these goals.

What follows are the issues we addressed as a committee and a review by each of the subcommittees regarding their activities and accomplishments. I thank especially the Chairs of each subcommittee (Edith Clowes, Shirley Harkess, and Ed Morris) who provided responsible coordination and attention to detail, and were great to work with.

CUSU’s role in General Education considerations: To gain perspectives on the General Education initiative, CUSU met with several of the General Education Working Group chairs. Through the year, it appeared less likely that recommending the formation of a “University Curriculum Committee” would be an outcome from the deliberations. Thus, input from or involvement of CUSU in the future of the University General Education program did not appear as pertinent. Nonetheless, CUSU appreciated learning about the process of reviewing and considering options for changes in the University General Education program.
Discussion of Academic Integrity: CUSA reviewed and considered the status of academic integrity at KU. Members noted that there is a nation-wide crisis in academic integrity. A majority of students appear to consider cheating part of their culture, and many admit to having cheated during their academic careers. CUSA members sought ways to raise the consciousness of the students and faculty members about the need for improving a sense of the importance of academic integrity as a regular component of the educational process. CUSA members wanted to stress the positive expression of academic integrity rather than the negative elements of academic misconduct. Because the discussion of this important topic was on-going at several levels of the University, CUSA members decided to await the outcomes of student senate and faculty senate discussions before making additional statements about academic integrity. However, CUSA members also expressed the need for change to help students appreciate better the values and responsibilities that they have for learning and becoming responsible citizens.

Subcommittee goals and charges: I provided each of the three subcommittees with an agenda and a topic to address in addition to the regular business that they undertake.

I asked the Subcommittee for Academic Standards to develop recommendations for streamlining the petition review process and (as detailed below in the report by the Chair of that subcommittee [Shirley Harkess]) the process now involves a pre-review “ballot” so that the recommendations of individual subcommittee members are known prior to the face-to-face meeting. If all agree on a given petition, no further discussion is necessary. The SAS also considered revision of the retroactive withdrawal policy. Unfortunately, some elements of that proposal were deemed unworkable and so the original policy remains in force. The work of this subcommittee provides a critical service to undergraduate students and the members of that committee are commended for their thoughtful and responsible attention to CLAS undergraduates, and for helping to make the job of next year’s SAS easier.

The Curricular Changes and Degree Requirements Subcommittee responded to a huge number of curricular change requests, and passed them along to the full CUSA and ultimately to the College Assembly. Other than this substantial contribution, I asked the subcommittee to discuss the role of principal courses in General Education and consider whether these courses were serving CLAS appropriately in providing a General Education for CLAS undergraduates. Because of the ongoing discussion and General Education Taskforce deliberations, this discussion was tabled. The full committee did, however, consider the role of Principal Courses and are in general supportive of the goal to make more explicit the contributions that these courses make in the education of undergraduates.

The Advising Subcommittee was charged with reviewing and implementing the recommendations developed last year regarding advising in the College. This subcommittee took that charge a step further and developed an impressive and extremely informative and useful website (http://www.ku.edu/~clasus/advising/Handbook/Handbook%20II/), that should be made available to all students and to any and all faculty members involved with advising.

Overall, therefore, CUSA has had a very active and eventful year, and has, I think, moved the College forward on a number of important initiatives. Nonetheless, each of the subcommittees provides goals for the coming year. It is clear that our work is never done!

For consideration by next year’s CUSA:

The Subcommittee on Academic Standards recommends:

• additional attention be paid to revising the Retroactive Withdrawal policy
• more discussion be heard concerning the College’s policy on Early and Continuous Enrollment in Mathematics
The Subcommittee for Curricular Changes and Degree Requirements recommends:

- review of the goals and guidelines for Principal Courses and application of these to requests for Principal Course standing at both the 100 and 300 levels
- review of the terms currently used in departments to describe concentrations, emphases, fields of concentration, options, specialty areas, and tracks (see attached list), and development of a recommendation for one common term for them all (e.g., "concentration").

The Subcommittee on Advising recommends:

- Further facilitate the transfer of students between FSAC and department undergraduate advisers;
- Work with FSAC advisors on enrolling capable students for their foreign language requirement in one of KU's wealth of less commonly taught languages, depending on their career interests and language-learning capabilities.
- Improve the advising website, especially strengthening information about math requirements. Also, further clarify the Policies and Procedures portion of the website concerning graduation requirements.
- Consider whether the ARTS forms should show multiple majors and minors.

Being Chair of CUSA during the 2004-2005 academic year has been considerable work, but has also been very rewarding. Serving with the extraordinary group of University Citizens on CUSA made me well aware of the level of involvement, commitment, and responsibility that my colleagues have for making the College run smoothly and well. It was a pleasure being part of this very hard-working group, and being able to report on our contributions.

CUSA Subcommittee on Academic Standards
Report of Activities, Academic year 2004-2005
Developed and submitted by Shirley Harkess, Chair, Subcommittee on Academic Standards

The 2004-2005 CUSA Subcommittee on Academic Standards had five members. Faculty members included James Carothers, George McCleary, and Shirley Harkess (Chair), the student member was Carrie Wallace, and the CLAS Undergraduate Services member was Carla Simmons. Herewith are enumerated this year’s accomplishments:

1. The subcommittee changed its name from Academic Standards Subcommittee to the above.
2. We agreed to include an undergraduate student representative as a full member of the subcommittee and have welcomed Ms. Carrie Wallace and her contributions to the subcommittee beginning second semester. Subcommittee member Prof. Steve Ilardi prepared a Confidentiality Agreement, which all SAS members subsequently signed. The signed documents are on file.
3. As its main work, and with the very precise and timely help of the assistant to the subcommittee, Ms. Carla Simmons, SAS has acted on an approximate total of 105 student petitions: 82 for retroactive withdrawal (38 approved and 44 denied), which resulted from the 146 initial inquiries Ms. Simmons received, including some appeals, and 23 for readmission (4 approved, 18 denied, and 1 tabled). At this point, potentially 20 additional petitions for retroactive withdrawal may come to the subcommittee yet this year. To accomplish its work, SAS met twice a month for about two hours each time.

Two difficult issues have been (a) how long in the past a course may be considered for retroactive withdrawal and (b) whether our decisions should be in reference to any other institutions than the University of Kansas.

There have been relatively few appeals of the subcommittee’s decisions, and CUSA has supported our decisions in those cases.

4. Continuing to streamline our work, a "ballot" is now included with the packet of petitions we receive two days in advance of the meeting. If there is consensus on a particular petition, discussion in the meeting isn't required, but is only at the discretion of individual members.
We amended the first sentence in Paragraph 1 of the readmission policy to read (addition is starred): Students dismissed for the first time from the University of Kansas College of Liberal Arts and Sciences **and/or** students dismissed from professional schools who also would have been dismissed from CLAS** must wait at least one full Fall or Spring semester before returning to the University of Kansas.

To help us understand the nature of some of the petitions we receive, we asked Dr. Marion Bott, Counseling and Psychological Services, to explain the different types of depression a student may experience, and Ms. Daphne Johnston, International Student and Scholarship Services, to describe the difficulties dismissed international students might have in completing the English requirement for readmission.

CUSA passed our proposed revised CLAS Undergraduate Retroactive Course Withdrawal Policy we developed last spring. It would limit students seeking retroactive withdrawal to (a) all courses, (b) only one time in their academic career, (c) within one calendar year from the end of the semester in question. However, the University General Counsel judged that the College could not make its policy more restrictive than that of the University. Thus, this proposal was not forwarded from CUSA to the College Assembly.

The subcommittee proposed to CUSA a revision of the College's 1986 policy on Early and Continuous Enrollment in Mathematics because, among other things, a violation of the policy no longer incurs the penalty of probation. SAS proposed that if the two-course requirement for the B.A./B.G.S. had not been completed after a certain number of hours of college credit (e.g., 75 or 89 hours), such a student's subsequent enrollment would be limited to the necessary mathematics course(s). Discussion occurred. In consultation, the Deans endorsed the direction of these efforts, but suggested the focus be on the outset of the student's career. They asked that CUSA thus devise a modification of the Early and Continuous Enrollment policy by the end of the Fall 2005 semester. In the meantime, they and all others involved in orientation of new students will underscore the existing policy.

Subcommittee for Curricular Changes and Degree Requirements
Report of Activities, Academic year 2004-2005
Developed and submitted by Ed Morris, Chair, CUSA Subcommittee for Curricular Changes and Degree Requirements

The 2004-2005 CUSA Subcommittee for Curricular Changes and Degree Requirements consisted of a chair (Ed Morris), three faculty representatives (Dorice Elliott, Mike Vitevitch, Tony Walton), a student representative (Jason Bentley), and Undergraduate Services staff member (Karen Ledom). We met every other week during the academic year to review requests for curricular changes and degree requirements that Undergraduate Services had carefully prepared for our processing (e.g., checking submission forms for their completion, chasing down statements of support from other units).

Curricular Changes

This year, the Subcommittee reviewed 518 curricular change requests, many of them from BIOL and PSYC. We reviewed them for their appropriateness (e.g., level), soundness (e.g., prerequisites), course requirements (e.g., for jointly taught courses at different levels), procedure niceties (e.g., cross-listings), policy implications (e.g., restrictiveness), and style (e.g., clarity, grammar). About 15% of the requests were referred back to departments for clarification and elaboration. Among the notable Big CUSA disapprovals, on the advice of Little CUSA, was a change in credit for LA&S 180 from 2 to 3 hours (see below). Among the notable tabled requests were for PSYC and SOC restrictions on majors and courses for majors only (see below). We also reviewed requests for 4 principal courses and 19 non-Western culture courses.
Degree Requirements

As for changes in degree requirements, the Subcommittee reviewed 23 requests – 20 for changes in majors (e.g. BIOL, MATH, PSYC, SOC, SPLH), 1 for a new major in Developmental Psychology (Edwards Campus), 1 for the deletion of a major (the Human Biology BGS), and 1 for a new minor in African and African-American Studies. We reviewed these requests for their appropriateness (e.g., numbers of courses at different levels), soundness (e.g., the integration of a “course of study” in a major), and fairness to students (e.g., restrictions to courses). About 15% of these proposals were also referred back to departments for clarification and elaboration.

Substantive Issues

Among the substantive issues the Subcommittee brought to Big CUSA this year were (a) the definition and meaning of “certificate programs” (i.e., they stand alone from degree programs), as distinct from “minors” (i.e., degree programs), this in the context of the new minor negotiated between the Department of African and African-American Studies and the Center for African Studies; (b) the inclusion (or exclusion) of non-content courses for credit hours in the CLAS curriculum, this in the context of LA&S 180, a course likely for athletes only; (c) restrictions in the admissions of students to majors (e.g., COMS, PSYC, SOC) that, if approved for too many majors, could leave a large pool of CLAS students to select from among only a few majors, and (d) restrictions in courses for majors only (e.g., PSYC, SOC), which restricts the CLAS courses available to all students – CLAS and others.

Charges for the 2005-2006 Subcommittee

This year’s Subcommittee leaves next year’s Subcommittee with two charges, depending on the charge to Big CUSA. These are (a) to review the goals and guidelines for Principal Courses and apply them to requests for Principal Course standing at both the 100 and 300 levels and (b) to review the terms currently used in departments to describe concentrations, emphases, fields of concentration, options, specialty areas, and tracks (see attached list), and recommend one common term for them all (e.g., “concentration”).

Subcommittee for Advising

Report of Activities, Academic year 2004-2005

Developed and submitted by Edith W. Clowes, Chair, Subcommittee for Advising

The 2004-2005 Advising Subcommittee of CUSA had 5 committee members (Marge Bayer, Rachel Case (undergrad rep), Edith Clowes (chair), Andrzej Karcz, Pam Houston (fall, 2004), Paul Crosby (spring, 2005). We met biweekly with the charge of revamping the Undergraduate Advising System for CLAS. The main work of the subcommittee was to assemble and synchronize various hardcopy advising instruments and to revise them into an easy-to-use on-line site. In large part, the subcommittee was successful in its mission. At the last meeting of CUSA, today, we were able to showcase the new website, which in short order will be made available to all KU students, staff, and faculty.

The web address is: http://www.ku.edu/~clasus/advising/Handbook/Handbook%20II/

Possible ideas for next year's advising subcommittee to work on:

1. Further facilitate the transfer of students between FSAC and department undergraduate advisers;
2. Work with FSAC advisors on enrolling capable students for their foreign language requirement in one of KU's wealth of less commonly taught languages, depending on their career interests and language-learning capabilities. Possibly there are other areas of wealth in the KU curriculum that are underutilized?
3. Improve the advising website, especially strengthening information about math requirements. Also, further clarify the Policies and Procedures portion of the website concerning graduation requirements.
4. There was a question from a CUSA member about having ARTS forms show multiple majors and minors.

CECD Annual Report, Submitted by Steve Ashe

The Committee evaluated the following departmental chairs and directors:

1. Associate Professor Diane Fourny, European Studies Program
2. Professor Elizabeth Kuznesof, Latin American Studies
3. Professor Edward Morris, Applied Behavioral Science
4. Professor John Nalbandian, Public Administration
5. Professor Sara Rosen, Linguistics
6. Professor William Staples, Sociology
7. Professor Linda Stone-Ferrier, History of Art
8. Professor Peter Ukpokodu, African and African-American Studies
9. Professor James Woelfel, Humanities & Western Civilization

The Committee recommended that all of these chairs and directors be re-appointed.

CCAPT Annual Report, Submitted by Elaine Sharp

In academic year 2004-2005, the College Committee on Appointments, Promotion, and Tenure (CCAPT) consisted of nine members in each semester, three each from Humanities, Natural Sciences, and Social Sciences. In fall 2004 the Committee examined 27 applications for tenure and/or promotion. Of these, 20 were for promotion to associate professor with tenure, six were for promotion from associate to full professor, and one was for promotion to the rank of Assistant Specialist to Associate Specialist. Dean Kim Wilcox transmitted our recommendations to University Committee on Promotions and Tenure (UCPT), which concurred with our decision in every case.

In spring 2005, the Committee participated in the Third-Year Progress Toward Tenure Review, evaluating 24 faculty members. Of these, nine were from the Humanities, eight were from the Natural Sciences, and seven were from the Social Sciences. For each faculty member, a detailed letter was prepared by CCAPT and Dean Kim Wilcox to provide feedback and recommendations in response to the modified "blue forms" prepared by the faculty member's department.

Throughout the year, the three subcommittees of CCAPT consisting of three persons each were involved in evaluating various candidates for new appointments with tenure.
The CSL received and considered 42 applications for sabbatical leave this year. Prior to the final meeting of the nine-member committee, all members reviewed and evaluated each of the 42 applications. Evaluations were made by assigning a maximum of 20 points to each application with 10 points being awarded for each of the two categories of “proposal” and “credentials.” Each committee member then ranked all applications. An average of all the applicants’ rankings was established and utilized to create the committee’s composite ranking of the applications from 1 to 42. The CSL met on the evening of Friday, October 22, 2004 to discuss the ranking and recommendation regarding each application. Associate Professors Garth Myers and Helen Alexander served as co-chairs for the meeting.

The final ranked list reflected the decisions made during this committee meeting. Although some of the applications were judged stronger than others, the Committee felt that each of the approved applications had considerable merit.

As part of the evaluation process, two committee members were asked to write narrative paragraphs about each applicant. These were combined and edited by the Committee co-chairs. The Committee hopes that the written evaluations of each proposal and applicant provided the UCSL with helpful information for its deliberations.