I. APPROVAL OF THE FEBRUARY CAC MINUTES

II. COMMITTEE REPORTS

A. ACTION ON REPORT OF COMMITTEE ON GRADUATE STUDIES (CGS)
   Presented by Ed Wiley, CGS Chair
   1. CURRICULAR CHANGES FOR APPROVAL:
      ENGL 899, ENGL 896, ENGL 803, PSYC 816, PUAD 930, PUAD 931, PUAD 990
   2. DEGREE REQUIREMENT CHANGES FOR APPROVAL:
      International Studies

B. ACTION ON REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)
   Presented by Edith Clowes, CUSA Chair, submitted by Elaine Knight
   1. CURRICULAR CHANGES FOR APPROVAL:
      AAAS 336, AAAS 315/415, AAAS 429, ECON 534, ECON 585, ECON 595, ECON 670, ECON 695, HIST 377, HIST 670, PSYC 102, REES 220, RUSS 600, SOC 312, SOC 410, SOC 532, SPAN 464, TH&F 385 and TH&F 429
   2. DEGREE REQUIREMENT CHANGES FOR APPROVAL:
      a. Non-Western Course Changes
         AAAS 336, AAAS 429, REES 220, SOC 532, TH&F 385, TH&F 429 and TH&F 586
   3. PROPOSAL/POLICY CHANGES FOR APPROVAL:
      a. Proposal for declaring a major at 60 hours
      b. A New Major option for BS Biology (Neurobiology)

III. BUDGET UPDATE (MATERIALS AVAILABLE AT MEETING)

IV. PROPOSAL FOR COMMITTEE MEMBER ACTIVE TERMS AND MANDATORY HIATUS OF SERVICE
II.A.1 ACTION ON REPORT OF COMMITTEE ON GRADUATE STUDIES (CGS)

CHANGE: Change in course Title and Credit

ENGL 899 M.A. Thesis (1-6)
(Old) THE

ENGL 899 M.A. Thesis (1-6) or F.F.A. Thesis (1-15)
(New) THE

CHANGE: New Course

ENGL 896 Internship (1-3).
Practical experience under professional supervision in editing, theatrical production, and other activities relevant to the completion of an advanced degree in English. FLD

CHANGE: New Course

ENGL 803 Practicum in the Teaching of Creative Writing (1)
A course for graduate teaching assistants pursuing the M.F.A. or Ph.D. with emphasis in Creative Writing. Normally taken in the third year. Concerns primarily the pedagogy of creative writing: workshop techniques, approaches to conferencing, revision strategies, and the like. Includes weekly group meetings as well as class visitations and individual conferences. May not be repeated for credit towards graduate degree. Prerequisites: ENGL 801 and 802.

CHANGE: New Course

PSYC 816 Design and Analysis for Neuroimaging Research (3)
Course covers research design and analysis issues for event-related potential (ERP) and functional magnetic resonance imaging (fMRI) studies. Repeated measures, statistical parametric mapping, principal components analysis, and independent components analysis techniques are covered. Both practical and theoretical aspects of these statistical techniques will be explored in Matlab environment. PSYC 790 and 791 or equivalent are required. Matrix algebra recommended but not required.

CHANGE: In Course Listing

PUAD 930 Research Seminar in Public Administration and Democracy (3)
(OLD) This course focuses on the democratic context of public management. Topics could include: theories of state, the place of the constitution, law and regulation; politics and administration; citizenship and representative bureaucracy; administrative discretion and public responsibility; theories of equity, justice and efficiency; theories of institutions; democracy as applied to bureaucracy; and ethics for administrators.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>PUAD 930</td>
<td>Research Seminar in Public Administration and Democracy (3)</td>
<td>This course focuses on the democratic context of public administration. Topics could include how democracy shapes the practice of public administration; the functioning of public administration in a constitutional democracy; issues relating to control and discretion of public administrators; citizenship and representative bureaucracy; theories of bureaucratic values such as equity, justice and efficiency, ethics and accountability; theories of institutions.</td>
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<td><strong>CHANGE:</strong> In Course Listing</td>
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<tr>
<td>PUAD 931</td>
<td>Research Seminar in Public Administration and Management (3)</td>
<td>The course focuses on public management within a democratic context. Topics could include: theories of bureaucracy; distinctions between public and private organizations and administration; administrative or organizational behavior including middle range theories like role theory, group theory, communication theory; leadership, management and supervision; organizational change and innovation; and theories of decision-making including rationality, public choice and “garbage cans” (models of decision-making).</td>
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<td><strong>NEW</strong></td>
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<tr>
<td>PUAD 931</td>
<td>Research Seminar in Public Management (3)</td>
<td>This course, on the topic which increasingly is approached as an interdisciplinary field, focuses on the management of public and non-profit agencies. Topics could include: the nature of public agencies and the roles of public executives, managers, and professionals; distinctions between public, private, and non-profit agencies in America and internationally; creating and managing organizational networks; leadership; work motivation; and the ethics of decision-making.</td>
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<td><strong>CHANGE:</strong> New Course</td>
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<tr>
<td>PUAD 990</td>
<td>Research Practicum in Public Policy and Administration (3)</td>
<td>This course will provide students with an opportunity to conduct applied research in a field setting with faculty guidance. May be pursued as an independent study or as a regularly scheduled class with a group of students. Prerequisites: PUAD 934 and PAUD 935.</td>
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II.A.2 CHANGE IN GRADUATE REQUIREMENTS

The INTL Program Committee (Professors Gary Reich, Thomas Heilke, Garth Myers, William Tsutsui, Mehrangiz Najafizadeh, and Catherine Weaver) proposes that a non-thesis option be added to the program curriculum. This option is designed for students who do not intend to pursue further graduate study (i.e. intend the MA in International Studies to be a terminal degree), but are interested in acquiring knowledge and skills that may be applied to their current professional activities, or toward other internationally-oriented professional positions. Students who pursue the non-thesis option must complete a minimum of thirty-six (36) semester credit hours of course work and then enroll in 1 credit hour of INTL 797 (MA Exam). INTL 797 requires a written and oral comprehensive examination, structured as follows:

a. A three hour written examination over core course content.
b. Two hour written examination over the area studies (regional) concentration.
c. Two hour written examination over the thematic concentration.
d. One hour oral examination.

The exam questions would be written and evaluated by an examination committee of three faculty. The composition of the exam committee must be approved by the Program Director at least six weeks prior to the date of the first written examination. Students will have the option of taking the written examinations over one day, two days, or five days. A period of at least three weeks is mandated between the final written examination and scheduling of the oral examination. The student being examined must pass all three written examinations before being permitted to schedule the oral examination. The student is permitted two attempts to pass each written examination and two attempts to pass the oral examination.

Currently, the Program offers a thesis option to students. The thesis option would be geared toward students who are interested in qualifying for appointments as researchers and/or those who desire to pursue doctoral studies in International Studies or an allied field. Students choosing this option must fulfill core and elective course requirements, totaling 30 hours, and enroll for a minimum of six credit hours in INTL 799, “Thesis in International Studies.” A thesis committee director must be approved by the director of INTL at least three months prior to the defense of the thesis, with two other members proposed to and approved by the Director of INTL at least six weeks prior to the proposed date for defense of the thesis. The thesis shall normally be approved as acceptable by the thesis director prior to distribution to the full thesis defense committee, while recognizing that changes may be deemed necessary before the thesis committee accepts the thesis in final form.

JUSTIFICATION FOR MAKING CHANGES:

The International Studies MA was intended to be primarily (but not exclusively) a terminal degree program “useful to persons established in, or planning careers in public service, education, journalism, commerce, or the military,” as stated in the International Studies Program Proposal presented to the University of Kansas Board of Regents in 1999 (page 4). For many of these students, the Program can better accommodate their needs by allowing them to take additional course work in their areas of interest, and a
MA exam, rather than writing a thesis. This change will help the Program in recruiting new students from among professionals in the greater Kansas City area, an intended target population for the Program.

The exam proposal is modeled after the non-thesis option in Communication Studies, one of the more rigorous non-thesis options among programs in the College of Liberal Arts and Sciences. Note that students pursuing a non-thesis option must take six (6) additional hours of course work, in addition to passing a seven hour written exam and one hour oral exam.

**EFFECTIVE DATE:** The option would become available beginning Fall 2006, pending approval.
II.B. ACTION ON REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)

II.B.1 CURRICULAR CHANGES FOR APPROVAL:

CHANGE: PREREQUISITE NUMBER

AAAS 315 WOMEN AND ISLAM 3 NW H,W
(OLD) This course addresses the widely held stereotype of Muslim women as pawns in a patriarchal socio-religious context. Investigating the Muslim cultures of certain regions, the course will examine the manner in which indigenous culture was influenced by the introduction of Islam and the historical impact of Islam on women’s social roles. Focusing on social change in the twentieth century, the course will consider how socio-political change affects religious roles where religion is integrally involved in daily life. To what extent is individualism valued, how are the pressures of late twentieth century life mediated? The course will draw on texts from history, sociology, and literature.

AAAS 415 WOMEN AND ISLAM 3 H,W
(NEW) This course addresses the widely held stereotype of Muslim women as pawns in a patriarchal socio-religious context. Investigating the Muslim cultures of certain regions, the course examines the manner in which indigenous culture was influenced by the introduction of Islam and the historical impact of Islam on women's social roles. Focusing on social change in the twentieth century, the course considers how socio-political change affects religious roles where religion is integrally involved in daily life. To what extent is individualism valued, how are the pressures of late twentieth century life mediated? The course draws on texts from history, sociology, and literature. Prerequisite: REL 107 or AAAS 349/REL 350 or consent of instructor.

CHANGE: NEW COURSE

AAAS 336 INTRODUCTION TO AFRICAN LITERATURE, HONORS 3 H,W
Reading, analysis and discussion of contemporary fiction, poetry, and drama from Africa. Brief attention is paid to historical development and to traditional literature. Prerequisite: Open only to students admitted to the University Honors Program or with consent of instructor. Not open to students who have taken AAAS 332.

CHANGE: NEW CROSS-LISTED COURSE

AAAS 429 POSTCOLONIAL THEATRE & DRAMA 3 H
The course develops an understanding of the postcolonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the 'colonial project' has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of postcolonial playwrights and their
works, the course is also an introduction to postcolonial theory and its critics. (Same as TH&F 429)

**ECON 534  ECONOMIC HISTORY OF THE CARIBBEAN REGION  3.00  S**
A study of the origin and development of slave-plantation colonies in the West Indies, slave emancipation movements, and post-emancipation economic developments, chiefly in the British West Indies, Cuba, Puerto Rico, and the Virgin Islands. Study of the historical background of current economic problems. Prerequisite: ECON 104 or ECON 142 and ECON 144. 00 22 04

**ECON 585  ELEMENTS OF ECONOMIC PLANNING  3.00  S**
This course is designed to introduce students to the following three aspects of economic planning: the theory of planning, the techniques of planning, and the practices of planning. The theory of planning emphasizes the study of information flows and mechanisms of resource allocation. Techniques of planning introduce programming and statistical methods that are utilized in formulating plans including an introduction to selected models that are used in formalizing planning procedures. Practices of economic planning consist of exposition of economic policy coordination on national and regional levels as well as the study of planning methodology in command and non-command economies. Prerequisite: ECON 520 or ECON 524 and ECON 522. 00 22 04

**ECON 595  REGIONAL ECONOMICS  3.00  S**
Identification of the patterns of regional economic growth and income disparities, and an analysis of their determinants. Topics covered include the goals and objectives of regional economic development, the regional location decisions of firms and households, and government regional economic policy. Prerequisite: ECON 104 or ECON 142 and ECON 144. 00 22 04

**ECON 670  ECONOMICS OF FUTURE MARKETS  3.00  S**
An introduction to the economic functions of commodity and financial future markets. Hedging and speculation in grain, stock index, interest rate, and foreign exchange future markets are the main topics that will be covered. Analysis of basis determination, future price behavior, contract specifications, and regulatory issues will also be discussed. Prerequisite: ECON 520 or ECON 524 and MATH 526 or BUS 368. 00 22 04

**ECON 695  REGIONAL ECONOMIC ANALYSIS  3.00  S**
Analysis of regional economic growth and inter-regional disparities. Examination of major theories of economic development in the context of regional economic problems. Introduction to selected techniques of regional analysis, including economic base multipliers, input-output models, and shiftshare analysis. Prerequisite: ECON 520 or ECON 524.

CHANGE: NEW COURSE

HIST 377 EVERYDAY COMMUNISM IN EASTERN EUROPE 3 H
This course investigates through film, literature, memoirs, photography, architecture, and scholarship the experience of ordinary citizens under Soviet-style communism in Eastern Europe. We study the ways people supported, resisted, opposed, and merely got by under state socialism from the late 1940s to the collapse of Communism in 1989.

CHANGE: NEW COURSE

HIST 670 COMPARATIVE DIASPORAS 3 H
This course considers various theories of diaspora (including whether the Jewish experience should be considered a model for diaspora culture), as well as several of the most prominent "new diasporic" formation in the modern period, such as the Black Atlantic, South and East Asian diasporas, and the Romani (or "Gypsies"). Our study of these diasporas helps us to rethink relations among politics, territory and identity in our time. We consider the way rhetorics of collective memory and ethnohistory contribute to the maintenance of group identities outside the homeland. Our focus on diasporas also helps us to gain a clearer sense of the historical origins, and the possible futures of nation-states as the basic building blocks of human polity.

CHANGE: NEW COURSE

PSYC 102 ORIENTATION SEMINAR IN PSYCHOLOGY 1 S
Provides an overview of the discipline of psychology. Emphasizes developing an understanding of opportunities in psychology at the University of Kansas, exploring service-learning options related to the major, and helping students plan goals for their education through an understanding of their personal values and options within and outside of the discipline. No prerequisites.

CHANGE: NEW COURSE

REES 220 SOCIETY AND CULTURES OF EURASIA 3 S
A broad, survey-type course that examines all the former Soviet republics-Ukraine, Belarus, Moldova, Lithuania, Latvia, Estonia, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan—with additional coverage of neighboring regions. The course addresses the history of the region, literature, culture, geography, religion, and the building of post-Soviet states and societies.
CHANGE: NEW COURSE

RUSS 600  CLASSICS OF RUSSIAN CULTURE  3  H
This advanced Russian language class explores the monuments of Russian culture (1700-1980) in the context of the country's history, customs, artistic traditions and literary trends. It is designed to develop reading, writing, and speaking skills of advanced language students and includes the preparation of written and oral reports in Russian. Discussion format; conducted entirely in Russian. Prerequisite: RUSS 508 or equivalent.

CHANGE: NEW COURSE

SOC 312  POPULATION AND SOCIETY  3  S
An examination of the causes and consequences of population change in the United States and around the world with special focus on the impact of changes in populations on social institutions. We use social demographic perspectives to explore patterns of birth, illness, death, population concentration, population migration and immigration, and changes in these over time. Prerequisite: One of the following: SOC 104, SOC 110, SOC 150, SOC 160, or SOC 220.

CHANGE: NEW COURSE

SOC 410  SOCIOLOGY OF DEATH AND DYING  3  S
This course covers theoretical, practical, cross-cultural and historical aspects of death and dying. Social, psychological, biomedical, economic and legal issues surrounding death and dying are explored. Students examine their own ideas, feelings, and attitudes towards death and dying, and reflect on the origins and significance of those beliefs. Prerequisite: Junior or Senior Standing

CHANGE: NEW COURSE

SOC 532  SOCIOLOGY OF THE MIDDLE EAST  3  S
The sociological analysis of social, historical, and contemporary issues pertaining to the Middle East and to relations between the Middle East and other regions of the world. We use sociological theoretical perspectives to address such topics as nationalism and identity; religion, race and ethnicity; gender, socioeconomic development, and sociopolitical and economic relations with the United States. Prerequisite: One of the following: SOC 104, SOC 110, SOC 150, SOC 160, or SOC 220.

CHANGE: NEW COURSE

SPAN 464  READING AND ANALYSIS OF U.S. LATINO/A LITERATURES: ______  3  H
The course covers multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic
varies. Prerequisite: SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: NEW COURSE

TH&F 385 CONTEMPORARY JAPANESE FILM 3 H
Seminar on the major developments in the contemporary (1980-present) Japanese film industry examining how filmmaking practices and film criticism have been influenced by such issues as transnationalism, postcolonialism, critical race theory, postmodernism, and new media. We survey recent industrial and stylistic trends as well as key critical debates. Class discussion, reports, and individual research papers. Prerequisite: Junior status. May be taken as TH&F 785, but with additional requirements.

CHANGE: COURSE DESCRIPTION

TH&F 429 POSTCOLONIAL THEATRE AND DRAMA 3 H
(OLD) The course develops an understanding of the postcolonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the colonial project has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of postcolonial playwrights and their works, the course is also an introduction to postcolonial theory and its critics.

TH&F 429 POSTCOLONIAL THEATRE AND DRAMA 3 H
(NEW) The course develops an understanding of the postcolonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the 'colonial project' has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of postcolonial playwrights and their works, the course is also an introduction to postcolonial theory and its critics. (Same as AAAS 429.)
II.B.2 DEGREE REQUIREMENT CHANGES

a. Request for Non-Western Culture Status

ACTION: New Course

AAAS 336 Introduction to African Literature, Honors (3) H, W

DESCRIPTION: Reading, analysis, and discussion of contemporary fiction, poetry, and drama from sub-Saharan Africa. Brief attention will be paid to historical development and to traditional literature.

JUSTIFICATION: This is a course that will appeal to honors students who are competent in literary analysis and capable of writing literature papers who wish to fulfill a non-western course requirement. I expect that it will fill up quickly, offer a window on Africa to those in the Honors Program, and be useful to the Department in drawing Honors students to African studies.

ACTION: New Cross-Listed Course

AAAS 429 Postcolonial Theatre and Drama (3) H

DESCRIPTION: The course develops an understanding of the postcolonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the ‘colonial project’ has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of postcolonial playwrights and their works, the course is also an introduction to postcolonial theory and its critics. (Same as TH&F 429)

JUSTIFICATION: The course will focus primarily (about ninety percent) on theatre traditions from non-Western cultures in African, Asia, and the Middle East. Theatrical practices from countries such as Canada and Australia which although are Western, also experienced colonization will complete the postcolonial discourse for comparative analysis.

ACTION: New Course

REES 220 Society and Cultures of Eurasia (3) S

DESCRIPTION: This course will examine the unique cultures and societies of the Eurasian region (Georgia, Azerbaijan, Armenia, Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, Tajikistan and to a lesser degree, Russia, Mongolia and Afghanistan). For the better part of the 20th Century, this distinct region of the world was hidden beneath the communist veneer of the Soviet Union. With the collapse of the USSR,
the countries of this region are returning to their historic roots, and the major thrust of this course is to familiarize students to the history, politics, economics, literature and general culture of these countries. The course will briefly cover the ancient traditions and history of the region, but the majority of the course will deal with current issues stemming from the collapse of the Soviet Union.

JUSTIFICATION: This region has traditionally belonged to non-western forms of civilization (Ottoman or Byzantine, Mongol, Persian) and non-western forms of religion (Islam, Buddhist, Eastern Christianity and local religions).

ACTION: New Course

SOC 532 Sociology of the Middle East (3) S

DESCRIPTION: The sociological analysis of social, historical, and contemporary issues pertaining to the Middle East and to relations between the Middle East and other regions of the world. We use sociology theoretical perspectives to address such topics as nationalism and identity; religion, race and ethnicity; gender, socioeconomic development, and sociopolitical and economic relations with the United States.
Prerequisite: One of the following: SOC 104, SOC 110, SOC 150, SOC 160, or SOC 220.

JUSTIFICATION: Course is on the Middle East, a non-western region. The role of this region in global politics and economics is so significant that we believe students should be given incentives for learning about its social structure and culture.

ACTION: New Course

TH&F 385 Contemporary Japanese Film (3) H

DESCRIPTION: Seminar on the major developments in the contemporary (1980-present) Japanese film industry examining how filmmaking practices and film criticism have been influenced by such issues as transnationalism, postcolonialism, critical race theory, postmodernism, and new media. We will survey recent industrial and stylistic trends as well as key critical debates. Class discussion, reports, and individual research papers. Prerequisite: Junior status. May be taken as TH&F 785, but with additional requirements.

JUSTIFICATION: Course content is specifically focused on the Japanese film industry.

ACTION: Existing Course, Cross-Listed with a New Course (recently approved)

TH&F 429 Postcolonial Theatre and Drama (3) H
DESCRIPTION: The course develops an understanding of the postcolonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the 'colonial project' has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of postcolonial playwrights and their works, the course is also an introduction to postcolonial theory and its critics. (Same as AAAS 429).

JUSTIFICATION: The course will focus primarily (about ninety percent) on theatre traditions from non-Western cultures in African, Asia, and the Middle East. Theatrical practices from countries such as Canada and Australia which although are Western, also experienced colonization will complete the postcolonial discourse for comparative analysis.

ACTION: Existing Course

TH&F 586  Asian Film (3) H

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

JUSTIFICATION: Course content is specifically focused on non-western areas of East and Southeast Asia.

II.B.3 POLICY CHANGES

a. Proposal for declaring a major at 60 hours

CUSA Advising Subcommittee
Proposal 2/7/06

* CLAS students will be required to declare a major in the term following completion of 60 credit hours.

* All students who have not declared a major will have an enrollment hold. They will be required to consult with an advisor before they can enroll. Declaration of a major removes the enrollment hold if the student has completed at least 60 credit hours.
* Special procedures apply to students who wish to major in Communication Studies, English, Political Science, or Psychology, or who wish to be admitted to a professional school (Allied Health, Business, Education, Journalism and Mass Communications, Nursing, Pharmacy, and Social Welfare). Such students should file a declaration of major as "pre" (pre-English, pre-Business, etc.), if they have not been admitted by the deadline for declaring a major. In this case, by the term following completion of 75 credit hours, they must do one of the following:
  • gain admission to the major or professional school
  • provide a letter from the department or school, indicating that they are making progress towards and have a good chance of future admission in the major
  • declare a different major.
  • Students declared as "pre" must attend an advising session or appointment with the target department.

* In a student's advising sessions in FSAC, he/she will:
  • declare a major, if the student's record indicates a feasible choice, or
  • enroll for the following term in courses that would enable the student to declare a major as soon as possible, and consult with a University Career Counselor.

* Any student who has completed more than 60 credit hours and who fails to declare a major must go to College Student Academic Services for advising. The focus of that advising will be steering the student towards a major or discussing alternatives to the KU degree.

* A student is free at any time to pursue a different or additional major.

* The policy will apply to students entering the University for the first time Fall 2006.
b. New Major option for BS Biology (Neurobiology)

**NEUROBIOLOGY (DRAFT)**

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**BACHELOR OF SCIENCE**

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 (33 hrs):

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

*Oral Communication/Logic* (3 hrs): COMS 130/230, PHIL 148/310, OR Exemption/Examination ___

*Western Civilization* (6 hrs): HWC 204 (or 114) ___ and HWC 205 (or 115) ___

*Principal Course and/or Foreign Language Requirements* (No more than one course from each topical subgroup from the principal course list can be applied toward fulfillment of this requirement. See Undergraduate Catalog and Timetable for list of principal courses and topical subgroups): Social Science (3 hrs) ___; Humanities (3 hrs) ___; and three additional courses in foreign language (numbered 104-120), social sciences, or humanities: ____, ____, ____

*Note: Students are encouraged to consider Neuroscience-related courses in Psychology, Speech Language and Hearing, and Applied Behavior Sciences for their distribution requirements.*

II. General Science Requirements (31-32 hrs):

___ CHEM 184 Foundations of Chemistry I (5 hrs)
___ CHEM 188 Foundations of Chemistry II (5 hrs)
___ CHEM 624 Organic Chemistry I (3 hrs)
___ CHEM 625 Organic Chemistry I lab (2 hrs)
___ CHEM 626 Organic Chemistry II (3 hrs)
___ MATH 121 Calculus I (5 hrs) OR MATH 115 & MATH 116 Calculus I & II (6 hrs)
___ PHSX 114 & PHSX 115 Coll. Physics I & II (8 hrs) OR PHSX 211 & PHSX 212 Gen. Physics I & II (8 hrs)

III. General Biology Requirements (21-23 hrs):

___ BIOL 150 (or 151, Honors) Principles of Molecular & Cellular Biology (4 hrs)
___ BIOL 152 (or 153, Honors) Principles of Organismal Biology (4 hrs)
___ BIOL 350 Introduction to Genetics (3 hrs)
___ BIOL 413 Diversity of Organisms OR BIOL 414 Principles of Ecology (3 hrs)
___ BIOL 412 Evolutionary Biology (3 hrs)
___ BIOL 600 Introductory Biochemistry (4 hrs) OR BIOL 636 Biochemistry I and BIOL 638 Biochemistry II (6 hrs)

IV. Neurobiology Requirements (19 hrs):

___ BIOL 416 Cell Structure and Function (3 hrs)
V. Neurobiology Electives (9 hrs):

Select at least two courses from the following list: BIOL 454 Brain Diseases and Neurological Disorders, BIOL 570 Introduction to Biostatistics, BIOL 646 Mammalian Physiology (lab 647), BIOL 652 Animal Behavior, BIOL 672 Gene Expression, BIOL 673 Cellular and Molecular Neurobiology, BIOL 690 Control Mechanisms of Development; BIOL 775 Chemistry of the Nervous System, Biology 777 Integrative and Developmental Neurobiology

Additional electives can be chosen from any BIOL courses at the 400-level or above.

1) How would this new degree differ from other Biology degrees currently offered at KU. In other words, what about it sets it apart from other B.S. Biology degrees?

The Neurobiology B.S. degree provides a completely different curricular emphasis when compared to other B.S. Degrees in Biology (e.g., Ecology and Evolutionary Biology, Cell Biology, Genetics, Organismal Biology). This Difference is best illustrated in the course requirements for the ‘new’ B.S. degree. For example, the required Neurobiology courses include a number of neurobiology courses (Biology 435, 650, 776*, 599) that are completely focused on the neurobiology discipline, are unique to the Neurobiology degree and are not required by the other B.S. degrees. In addition, Neurobiology electives include courses that have course content specific for the Neurobiology discipline (Biology 454, 646, 652, 673, 775, 777). The B.S. in Neurobiology is not a minor alteration of a current B.S. degree. It’s a new degree that differs significantly from the other degrees in the B.S. biology track.

* We should also add in the near future we will propose a curriculum change to list Biology 776 (Mammalian Neuroanatomy) as both a 700 and 600 level course so that undergraduates in the Neurobiology BS program can enroll in an undergraduate level course.

We are requesting that the B.S. in Neurobiology to be added as a new ‘track’ under the B.S. degrees in Biology. We do not see any distinct programmatic advantage for either the students or the department in seeking a ‘stand-alone’ degree for Neurobiology degree.