Meeting of the College Academic Council  
College of Liberal Arts & Sciences  
210 Strong Hall  
September 12, 2006 – 4:00 p.m.

AGENDA

I. APPROVAL OF THE MAY 2006 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Submitted by Lindsey McCombs

A. Curricular Changes For Approval:
   
   BINF 601, BINF 602, BINF 603, BINF 604, LING 738

III. REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)  
Presented by Anthony Walton, CUSA Chair, submitted by Carol Miner

A. Curricular Changes For Approval:
   
   ENGL 315, GEOL 536, SOC 104, SOC 304, SOC 510, SPAN 328, SPAN 330, SPAN 428

B. Degree Requirements/Policy Changes For Approval:
   
   1. Non-Western Culture Changes

C. Report of Action
   
   1. Changes to Readmission Policy
   2. Proposal Not to Dismiss During Summer 2006 to Facilitate New Readmission Policy Transition
   3. Proposal to Clarify Limit of Continuing Education Courses Allowed to Count in Sociology Major
   4. Proposal for Change to Spanish Major Requirements

IV. COMMITTEE CHARGE - Dean Steinmetz

A. Journal and Journal Editor Policy

B. Tenure and Promotion Policies
College of Liberal Arts & Sciences  
College Academic Council  
May 9, 2006  
Minutes (transcribed by Cammy Challender; page 1 of 3)


The meeting was called to order by Interim Dean Barbara Romzek.

The first order of business was the approval of the April 11, 2006 minutes. The minutes were approved with one typo correction.

CAC voted and approved all items on The Committee on Graduate Studies’ (CGS) report.

CAC voted and approved The Committee on Undergraduate Studies and Advising’s (CUSA) proposed curricular changes for specific classes, for changes to Psychology and Sociology major-admission requirements, and for changes to the Psychology major. CAC then voted and approved the clarification of cross listed courses and junior/senior concentration requirements.

CUSA approved a business minor for students in the College of Liberal Arts & Sciences on May 9, 2006. Because the final details of the proposal were not available to CAC until the day of the CAC meeting, the full text of the amended version of the business minor proposal is included in these minutes.

Minor in Business Offered by School of Business

The Minor in Business described below has been developed and approved by the School’s Assembly. The plan is to offer two or three of these courses during Summer 2006. All of the courses will be offered in Fall 2006 and each semester thereafter.

Program

Curriculum: The business minor consists of the following six courses.

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>Upper Division</th>
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<tbody>
<tr>
<td>ACCT 205</td>
<td>MGMT 305</td>
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<tr>
<td>IST 205</td>
<td>DSCI 305</td>
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<td>MKTG 305</td>
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<td>FIN 305</td>
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Course Descriptions: See below.

Admission: Admission is not required by the School of Business. Courses in the Minor may be taken by any non-business student in the university.
Graduation or Certification of Minor in Business: Completion of the Minor requires completing all six courses with a GPA of 2.0 or better. Students majoring in a department or school that permits students to minor in business will be eligible for transcript certification of a Minor in Business by the School of Business. An on-line application available through the School of Business website must be completed for transcript recognition.

Transfer Courses: Transfer courses may be used to substitute for the lower division courses. No substitutions will be allowed for the upper division courses. All 12 hours of upper division courses must be completed at KU.

Under no circumstances will students be allowed to use a Minor course to substitute for a pre-business or core course required of students majoring in business, or to satisfy the pre-requisites of an advanced business elective.

Advising: Students interested in a Minor in Business will be advised by The School of Business, including availability of an on-line information page to serve both students and advisors.

Course Descriptions

**ACCT 205  Survey of Accounting (3)**
This course is an introduction to financial and managerial accounting. It will introduce the concepts of business and the measurement systems used to control and evaluate business activities. It will also explore product costing systems and the use of accounting data as a basis for management planning and decision making. (Not open to students with credit in ACCT 200) Prerequisite: ENGL 101 and MATH 101

**IST 205  Survey of Information Systems (3)**
This course focuses on the use of information systems in business. Topics will include components of information systems, types of information systems, development of information systems, and uses and benefits of information systems. Relevant technology issues such as security, privacy and ethics will also be introduced. In addition to content on information systems, the course will cover the basic principles of Microsoft Office. (Not open to students with credit in IST 301) Prerequisite: ENGL 101 and MATH 101

**MGMT 305  Survey of Management (3)**
This course is designed to acquaint students with traditional business management ideas, recent management thinking, and the contemporary application of both to the management functions of planning, organizing, leading and controlling. A survey of a wide variety of topics is offered, generally including goal setting, strategy formulation and implementation, managerial decision making, structure and design of organizations, corporate culture, organizational change and development, human resources management, managing diversity, leading, motivation, communication, teamwork, quality control, management control systems, operations and service management, entrepreneurship and small business management, managerial ethics, corporate social responsibility, and management in the global environment. Prerequisite: ENGL 101 and MATH 101

This course replaces BUS 301 – the general business course that currently serves as an introductory business course for non-business students.
DSCI 305  Survey of Decision Making in Business – (3)
An introduction to decision making under the uncertainty encountered in business and in everyday life. Covers selected topics in probability, statistics, economics, and operations research, and their application to complex problems in financial management, marketing, operations management, supply chain management, and quality management; as well as risks affecting everyday life, such as personal decisions in regard to career, marriage, and wealth management. Prerequisite: ENGL 101 and MATH 101

MKTG 305  Survey of Marketing (3)
This course introduces the student to marketing from the perspective of the business firm. Topics included are the marketing system, consumer and industrial behavior, market segmentation and positioning, product policy, channels of distribution, pricing strategy, sales management, and marketing communications. (Not open to students with credit in MKTG 310) Prerequisite: ENGL 101 and MATH 101

FIN 305  Survey of Finance – (3)
The purpose of this course is to help the student develop a basic understanding of Finance. Topics covered include (1) financial instruments and the markets in which they are traded, (2) financial planning and analysis, (3) the cost and time-value of money, and (4) the fundamentals of investor decision-making. (Not open to students with credit in FIN 310) Prerequisite: ENGL 101 and MATH 101

After review and discussion, CAC voted and approved the minor.

Having no further business, Dean Romzek thanked the Committee for their services during this inaugural year for CAC, and adjourned the meeting at 4:45 p.m.
II. REPORT OF COMMITTEE ON GRADUATE STUDIES (CGS)  
Submitted by Cammy Challender

A. Curricular Changes For Approval:

**NEW COURSE**

**BINF 601  BIOINFORMATICS I (4)**
First semester of a two-semester course in bioinformatics and computational biology. Topics include basic concepts of bioinformatics and molecular modeling, bioinformatics databases, computational tools and modeling methods, protein sequence and structure alignment, conformational analysis, secondary structure determination and tertiary structure modeling (homology, threading, ab initio, molecular dynamics and Monte Carlo simulations, protein folding and dynamics). Prerequisites: College introductory biochemistry, math, and computer courses or concurrent enrolment in such courses and consent of instructor; concurrent enrolment in BINF 603.

**NEW COURSE**

**BINF 602  BIOINFORMATICS II (4)**
Second semester of a two-semester course in bioinformatics and computational biology. Topics include protein quaternary structure modeling (protein-protein/DNA/small ligand docking, binding, computer-aided drug design), protein structure-function relationships, biological membranes (structure and function of integral membrane proteins, protein-membrane and protein-protein interactions in membranes), phylogenetic trees, modeling of genome-wide protein interaction networks based on structure, sequence, experiment and data-mining. Prerequisites: BINF 601; concurrent enrolment in BINF 604.

**NEW COURSE**

**BINF 603  SEMINAR IN BIOINFORMATICS (1)**
First semester of a two-semester seminar course in bioinformatics and computational biology. Students will present material from current papers in the field of study, as well as their own on-going research for discussion and critique. Prerequisite: concurrent enrollment in BINF 601.

**NEW COURSE**

**BINF 604  SEMINAR IN BIOINFORMATICS (1)**
Second semester of a two-semester seminar course in bioinformatics and computational biology. Students will present material from current papers in the field of study, as well as their own on-going research for discussion and critique. Prerequisite: concurrent enrolment in BINF 602.

**NEW COURSE**

**LING 738  INTRODUCTION TO NEUROLINGUISTICS (3)**
We will explore how language is represented and processed in the human brain. This will include a critical survey of the foundations and the newest state-of-the-art research in the cognitive neuroscience of language, focusing on the techniques of functional brain imaging (fMRI, PET, EEG, MEG, and related methods), and research on aphasia and other language disorders. This course will also include a laboratory component providing hands-on experience with brain imaging research on language. Prerequisites: LING 705 or LING 712 or LING 725 or LING 731.
III. REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)
Presented by Anthony Walton, CUSA Chair, submitted by Carol Miner

A. Curricular Changes for Approval:

CHANGE: TITLE

**ENGL 315 SUMMER INSTITUTE IN BRITAIN (3) H**

(OLD) For students enrolled in the annual Study Abroad program, an interdisciplinary program conducted with other humanities departments. British literature is studied in the context of visits to relevant sites such as London, the Lake District, and Edinburgh. Prerequisite: Completion of the freshman-sophomore English requirement; approval for enrollment in the Summer Institute through the Study Abroad office.

**ENGL 315 STUDIES IN BRITISH LITERATURE (3) H**

(NEW) For students enrolled in the annual Summer Institute Study Abroad program, an interdisciplinary program conducted with other humanities departments. British literature is studied in the context of visits to relevant sites such as London, the Lake District, and Edinburgh. Prerequisite: Completion of the freshman-sophomore English requirement; approval for enrollment in the Summer Institute through the Study Abroad office.

CHANGE: COURSE DESCRIPTION, TITLE

**GEOL 536 SUBSURFACE METHODS IN PETROLEUM EXPLORATION (1) U**

(OLD) Application of well logging and seismic methods to exploration and development of petroleum reservoirs.

**GEOL 536 GEOLOGICAL LOG ANALYSIS (1) U**

(NEW) Application of well logging measurements to the interpretation of subsurface.

CHANGE: COURSE DESCRIPTION

**SOC 104 ELEMENTS OF SOCIOLOGY (3) S**

(OLD) The study of social life, including how human groups are organized, how they change, and how they influence individuals. Consideration is given to a variety of human organizations and social institutions and how these groups and institutions both determine, and are determined by, human beings.

**SOC 104 ELEMENTS OF SOCIOLOGY (3) S**

(NEW) The study of social life, including how human groups are organized, how they change, and how they influence individuals. Consideration is given to a variety of human organizations and social institutions and how these groups and institutions both determine, and are determined by, human beings. This course may not be taken for credit by those who have taken SOC 304.

CHANGE: COURSE DESCRIPTION

**SOC 304 PRINCIPLES OF SOCIOLOGY (3) S**

(OLD) An introduction to sociological concepts, methods, and substantive findings more intensive than that provided in SOC 104.

**SOC 304 PRINCIPLES OF SOCIOLOGY (3) S**

(NEW) An introduction to sociological concepts, methods, and substantive findings more intensive than that provided in SOC 104. Students may take this course in lieu of SOC 104 to satisfy requirements for the major and the minor. This course may not be taken for credit by those who have taken SOC 104.
CHANGE: PREREQUISITE

SOC 510  ELEMENTARY STATISTICS AND DATA ANALYSIS (3) S
(OLD)  An introduction to descriptive and inferential statistics in sociological research. Alternative sampling procedures; the use of tables, measures of association, correlation, induction and inferential testing, significance testing and confidence intervals; nonparametric statistics; the logic of elaboration, casual inference, and multi-variate analysis. Introduction to electronic calculators, computer programs for data analysis (SPSS) and to interpretation of computer programs output. No prior familiarity with statistics, calculators, or computers assumed. Prerequisite: Junior, senior, or graduate standing required.

SOC 510  ELEMENTARY STATISTICS AND DATA ANALYSIS (3) S
(NEW)  An introduction to descriptive and inferential statistics in sociological research. Alternative sampling procedures; the use of tables, measures of association, correlation, induction and inferential testing, significance testing and confidence intervals; nonparametric statistics; the logic of elaboration, casual inference, and multi-variate analysis. Introduction to electronic calculators, computer programs for data analysis (SPSS) and to interpretation of computer programs output. No prior familiarity with statistics, calculators, or computers assumed. Prerequisite: Sociology 310, junior, senior, or graduate standing required.

CHANGE: COURSE DESCRIPTION, PREREQUISITE, TITLE, CREDIT

SPAN 328  INTERMEDIATE SPANISH CONVERSATION I (1) U
(OLD)  Two class meetings per week. Conversational reinforcement of grammar and vocabulary covered in SPAN 324. Concurrent enrollment in SPAN 324 recommended. Not open to native speakers of Spanish. Prerequisite: Grade of B or better in SPAN 216/217 or SPAN 220, or consent of instructor.

SPAN 328  INTERMEDIATE SPANISH CONVERSATION (2) U
(NEW)  Conversational reinforcement of topics presented in SPAN 324 with an emphasis on oral communication skills in a cultural context. Concurrent enrollment in SPAN 324 required. Two class meetings per week. Not available to study abroad participants. Prerequisite: Grade of B or better in SPAN 216/217 or SPAN 220.

CHANGE: NEW COURSE

SPAN 330  SERVICE LEARNING INTERNSHIP IN SPANISH I (3) U
An opportunity for students to utilize and improve their Spanish language skills in an internship or volunteer work in business, schools, government, hospitals, churches, and various types of service organizations. Students must have approval of instructor to register and must provide written confirmation of acceptance for volunteer work in an agency that provides service to a Spanish-speaking public before the course begins. Periodic supervisor evaluations and a reflection journal in Spanish are required, in addition to other materials requested by the instructor. Class format may be an independent internship taken for variable credit under instructor supervision. Will not count toward Spanish major. Prerequisites: Students must have completed a minimum of 12 hours of Spanish in courses at the 200-level or above, and completion of SPAN 324 with a grade of B or better.
CHANGE: COURSE DESCRIPTION, CREDIT

SPAN 428  ADVANCED SPANISH CONVERSATION (1) U
(OLD) Extensive practice in speaking and listening, with attention to appropriate language and discourse structure. Two class meetings per week. Conversational reinforcement of grammar and vocabulary covered in SPAN 424. Not open to native speakers of Spanish. Concurrent enrollment in SPAN 424 recommended. Prerequisite: SPAN 324 and SPAN 340 or equivalents, or consent of instructor.

SPAN 428  ADVANCED SPANISH CONVERSATION (2) U
(NEW) Emphasis on developing fluid expression of opinions, ideas, and points of view through discussion of selected texts and cultural materials. Two class meetings per week. Concurrent enrollment in SPAN 424 recommended. Prerequisite: SPAN 340 with a grade of B or better, or equivalent.

B. Degree Requirements/Policy Changes for Approval:

1. Non-Western Culture Changes

ACTION: New Non-Western Culture Designation

HIST 510  ISLAMIC FUNDAMENTALISM (3) NWC
This course begins with Mohammed at Mecca where he established his religion after which he moved to Medina, the base from which he brought under control many of the tribes of the Arabian Peninsula. After his death, the Shia-Sunni split began. In the 13th Century, the Mongols reached Syria and Turkey. This provoked a reaction from ibn-Tamiyyah whose ideology still remains fundamental in the thinking of the Islamists of today. Later on in the 18th Century, Mohammed ibn abd al-Wahhab developed an ideology which the Saudi family embraced in 1744. The Wahhabi ideology drew strongly from ibn Tamiyyah. The Saudi family thus became the political and military arm of the Wahhabi movement and remains so to this day. In the 19th Century there were several leaders of a renewed Islamic ideology. The most influential of these movements was the Muslim Brotherhood established by Hassan al-Banna in the 1920s. The Muslim Brotherhood became very influential in the Islamic Fundamentalist development. The course ends with an assessment of Osama bin Laden and his al-Qaeda organization.

JUSTIFICATION
One time offering planned for Fall 2006 at Edwards Campus.

C. Report of Action

1. Changes to Re-Admission Policy

Remove use of KU Independent Study

CURRENT TEXT
A dismissed student must demonstrate academic success by completing a minimum of six (6) hours of transferable academic course work at another higher education institution or via KU Independent Study.

PROPOSED TEXT
A dismissed student must demonstrate academic success by completing a minimum of six (6) hours of transferable academic course work at another higher education institution. Students may not use KU Independent Study to meet this requirement.

2. Proposal Not to Dismiss During Summer 2006 to Facilitate New Readmission Policy Transition
3. Proposal to Clarify Limit of Continuing Education Courses Allowed to Count in Sociology Major

PROPOSAL
Students may apply toward the major no more than 6 credits of Sociology courses taken through correspondence courses or continuing education programs.

Students may apply toward the minor no more than 3 credits of Sociology courses taken through correspondence courses or continuing education programs.

JUSTIFICATION
The Sociology Department believes that students getting a major from the department should be trained in the department. Our logic is similar to that implied by the rule that the last 30 credits of a KU degree should be taken at KU. The proposal is very similar to the previously approved Independent Study and Correspondence course limit for the Department of English.

4. Proposal for Change to Spanish Major Requirements

PROPOSAL
The modifications to the major are the following:

1. Change in the credit hours for Spanish 328, from 1 credit to 2 credits, pending approval from CUSA.
2. Change in the credit hours for Spanish 428, from 1 credit to 2 credits, pending approval from CUSA.
3. Change in total number of credit hours required for the major in Spanish, from 28 to 29 hours, pending approval of course change for Spanish 428.
4. Deletion of Spanish 329 from the list of required courses in the Spanish Major.

OLD Spanish Undergraduate Major requirements checklist

* To declare a major: You must have completed 30 hours of college course work.
* You must have at least a 2.0 overall KU GPA (exclusive of transfer credits).
* To continue in the major: You must complete Spanish 324 with a grade of A or B in order to go on to higher level Spanish classes.
* You must also complete Spanish 340 with a grade of A or B in order to take 400 level + literature classes.

General Prerequisites:
- 324 Intermediate Composition and Grammar (3cr)
- 328 Intermediate Conversation I (1cr)

Literature courses:
- 340 Textual Analysis (3cr)
- 400-level Peninsular Spanish literature (3 cr) (SP 450, 451, 452, 453 or 440, depending on the topic)
- 400-level Spanish American literature (3 cr) (SP 460, 461, 462, 463 or 440, depending on the topic)
- 500-level literature course (3 cr) (SP 540, 550 or 560)

Grammar, composition and linguistics courses:
- 424 Advanced Spanish Composition and Grammar (3 cr)
- 400 or 500-level Spanish linguistics class (can be 429 Spanish Phonetics, but may be another topic) (3cr)
- 500-level linguistics course or Portuguese 212 or higher* (3cr) (SP 520, 522, 570)* (except Port 300 and Port 611)

Conversation Course:
- 329 or 428 Intermediate Conversation II or Advanced Conversation (1cr)

Electives:
Two courses at the 400 or 500 level (literature, language or culture) (6 credits total):
- ________________________________
- ________________________________
You need a total of 28 credits above the general prerequisites in Spanish to graduate. If you have a 3.5 GPA in Spanish and would like to receive honors credit, please talk to your advisor about this opportunity.

**NEW** Spanish Undergraduate Major requirements checklist

(CHANGES ARE INDICATED BY DOUBLE UNDERLINING)

* To declare a major: You must have completed 30 hours of college course work.
* You must have at least a 2.0 overall KU GPA (exclusive of transfer credits).
  * To continue in the major: You must complete Spanish 324 with a grade of A or B in order to go on to higher level Spanish classes.
  * You must also complete Spanish 340 with a grade of A or B in order to take 400 level + literature classes.

General Prerequisites:
- o___ 324 Intermediate Composition and Grammar (3cr)
- o___ 328 **Intermediate Conversation (2cr)**

Literature courses:
- o___ 340 Textual Analysis (3cr)
- o___ 400-level Peninsular Spanish literature (3cr) (SP 450, 451, 452, 453 or 440, depending on the topic)
- o___ 400-level Spanish American literature (3cr) (SP 460, 461, 462, 463 or 440, depending on the topic)
- o___ 500-level literature course (3cr) (SP 540, 550 or 560)

Grammar, composition and linguistics courses:
- o___ 424 Advanced Spanish Composition and Grammar (3cr)
- o___ 400 or 500-level Spanish linguistics class (can be 429 Spanish Phonetics, but may be another topic) (3cr)
- o___ 500-level linguistics course or Portuguese 212 or higher* (3cr) (SP 520, 522, 570)(except Port 300 and Port 611)

Conversation Course:
- o___ 428 **Advanced Conversation (2cr)**

Electives:
Two courses at the 400 or 500 level (literature, language or culture) (6 credits total):
- o___ _________________________________
- o___ _________________________________

You need a **total of 29 credits** above the general prerequisites in Spanish to graduate. If you have a 3.5 GPA in Spanish and would like to receive honors credit, please talk to your advisor about this opportunity.

**JUSTIFICATION**

These proposed changes in the major requirement reflect curricular redesign begun in the Spring of 2005 and implemented during the academic year of 2005-2006. The Department of Spanish and Portuguese has continued its updating of the curriculum and has approved changes in Spanish 328 and Spanish 428. Separate proposals explaining the rationale for these changes have been forwarded to CUSA. Please refer to those applications. These changes include an increase of one credit hour for Spanish 328 (general prerequisite) and Spanish 428 (required course). The attached documentation reflects the proposed changes in the credit hours for these two courses.

If the changes for Spanish 428 are approved by CUSA, the Department will increase the number of total credit hours in the major from 28 to 29 hours. The changes are consistent with curricular changes at other levels in the Spanish program and provide a logical accounting of the work undertaken by students in the major at the upper levels. A proposal explaining the rationale for these changes has been forwarded to CUSA. Please refer to that application. In the attached documents, CUSA will find a listing of the courses with the proposed new credit hour allocations.
In addition, the Department of Spanish and Portuguese approved the deletion of Spanish 329 from its major requirements. That action was taken in order to maintain consistency in terms of course levels and to differentiate 300-level (preparatory courses) from 400-level (upper division classes). The Department will retain Spanish 329; it is a required course in the School of Education for certification purposes and fulfills requirements in other departments and schools within the University.

The attached new listing reflects the proposed revisions to the major. The Department of Spanish and Portuguese voted to approve these changes and revision on April 10, 2006.
## COLLEGE STANDING COMMITTEES
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<td>Jan Kozma F&amp;I HU</td>
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<td>Lisa Timmons MB NS</td>
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For updated list please see http://www.clas.ku.edu/faculty
Annual Reports of the Standing Committees

CGS Annual Report, Submitted by ED Wiley

The committee was chaired for the academic year by Ed Wiley. The voting committee members included Professors Mary Banwart (Fall, 2005 only), Philip Barnard, Ross Black (Fall, 2005 only), Byron Caminero-Santangelo, Bartholomew Dean, Kirsten Jensen, Juliet Kaarbo (Fall, 2005 only), Jonathan Mayhew (Fall, 2005 only), Anna Neill, and Rick Snyder (Fall, 2005 only). Student members included Sarah Boyd Blythe and Monica Papes. Non-voting members included: John Gronbeck-Tedesco (CLA&S Dean Liaison), Saeed Farokhi (Graduate School Dean Liaison), Celeste Morgan Yaluk (Graduate School Staff Liaison), Andrea Noltner (Sept.-Jan. CLA&S staff liaison), Kim McNeley (Jan.-March CLA&S staff liaison), and Cammy Challender (April-May CLA&S staff liaison).

The following is a brief summary of the committee’s actions during the year:

- Approved the proposal from East Asian Languages and Cultures for a dual degree program—MBA/MA.
- Approved proposal by Center for Russian, East European, and Eurasian Studies to change the title of their Master’s Degree.
- Revised the Graduate Curricular Change form.
- Approved a non-thesis option for the International Studies MA Program. Determined that a broadcast to graduate student organizations soliciting student nominations for CGS should become normal practice.
- Approved substantive changes in the Clinical Psychology Program Requirements.
- Determined that completion of the Public Health Certificate will result in a 3 credit reduction in the Masters of Public Administration credit requirement.
- Wrote more specific guidelines for Graduate Mentor Award nomination forms.
- Approved many curricular change requests for new courses, changes in existing courses, and deletion of courses.
- Selected winners of the Outstanding Thesis and Outstanding Research Project Awards, the Byron A. Alexander Graduate Mentor Award, and the John C. Wright Graduate Mentor Award. It was determined that, for the 2006-2007 academic year, the deadline for submission to be considered for the Outstanding Thesis and Outstanding Research Project awards would be extended to April 14.
- No graduate petitions were submitted to CGS during the 2005-2006 academic year.
CUSA Annual Report,Submitted by Edith W. Clowes

This report is organized into three parts. The first part addresses the accomplishments of CUSA vis-à-vis the recommended charges from Interim Dean Romzek. The second part lists other achievements. The third part looks to the future and makes recommendations for the 2006-2007 CUSA. Attached to this report are the final draft of the letter to Dean-designate Steinmetz and the reports of the CUSA sub-committee chairs.

I. In August, 2005, Interim Dean Romzek recommended that CUSA address the following issues. The actual recommendations have been summarized below, followed by the action taken by the 2005-2006 CUSA:

1. Earlier declaration of major:
The Advising Subcommittee developed a proposal (passed by CUSA and CAC Feb. 14, 2006) requiring CLAS students to declare a major in the term following completion of 60 credit hours. This policy becomes active with the freshman class, entering Fall, 2006.

2. Early and continuous enrollment in Math and English:
September 30, 2005, CUSA passed and sent to Interim Dean Romzek the recommendation that CLAS SAS enforce the existing rule on early and continuous enrollment. The recommendation never came to CAC for consideration since Interim Dean Romzek, relying on the advice of SAS and others, decided that more statistics were needed before proposing more decisive enforcement.

3. Reinvigoration of student advising by faculty:
The Advising Subcommittee participated in discussions of unsuccessful applications to degree, which resulted in an email to faculty outlining the most common obstacles to graduation (“Four Common Mistakes in Advising”).

4. Streamlining requests for curricular change:
This issue was handled by the 2004-2005 CUSA.

5. Incorporate additional review criteria for principal courses:
This was the least productive area this year in terms of concrete results. CUSA decided that CLAS would do best to reform the General Education program by rethinking the whole structure. Nonetheless, there was general agreement that principal courses should include skill development, whether a speaking assignment or a writing and revising component or numeracy exercises, or all three.

The Curricular Change Subcommittee and CUSA decided October 11, 2005, to recommend that the CLAS Chairs Committee vet all junior-senior courses before sending them on for approval to CAC. This policy was approved by Interim Dean Romzek.

6. Identify and consider recommendations in the General Education Task Force Review (June, 2005) within the purview of CUSA and develop strategies for addressing those recommendations, particularly the desirability of implementing writing and numeracy across the curriculum:

As CUSA reached the decision to require declaration of the major after the 60th hour, CUSA members came to a general consensus (with some limited dissent) that the General Education program is too large, making it impossible for most students to finish their undergraduate degree within the normal four years. There was, however, no clear consensus about how to reform the program.

A great deal of time was devoted to trying to understand the nature of the CLAS General Education program. As it now stands, the GE program is divided between “skill” courses and “content” courses, which to many CUSA members appears to be a false division. CUSA members spent four meetings educating themselves about the existing skill courses. The directors of basic skills courses in Mathematics (Prof. Gavosto), English (Prof. Johnson), Communications (Dr. Ford), and Philosophy (Prof. Robertson) visited us and gave detailed and very informative presentations on the goals and methods of each program.
As a further step CUSA investigated a number of writing-across-the-curriculum programs, including the University of Wisconsin and the University of Missouri. The information garnered through this process was included in a list of three possible options for reforming the GE program. None of these options was considered to be desirable in and of itself, and CUSA decided instead to address key questions to the incoming dean, Dean-designate Steinmetz, and to recommend the formation of a CLAS General Education task force, separate from CUSA but including the chair of CUSA ex officio. The final draft of the letter is included at the end of this report, and will be sent separately to Dean-designate Steinmetz.

7. Develop policy to reduce student harassment of teachers:
March 28, 2006, CUSA passed a revised, clarified, and much strengthened Academic Misconduct policy. Passed by CAC April 11, 2006.)

II. Other achievements:
The Subcommittee on Academic Standards developed a simplified, user-friendly revision of the Academic Standing Policy, which vastly clarified the conditions under which a student may re-enroll and reestablish good standing. Dec. 13, 2005, CUSA passed the revised Academic Standing Policy (Dec. 13, passed by CAC).

All LA&S courses over 102 will be vetted by CUSA (March 14, 2006).

III. Looking to the future:

1. Junior-Senior Principal Courses: The 2003 decision to allow junior-senior principal courses was a hasty one. These upper division courses are loosely conceived at present and lack a standard for deepening students’ skill level in the areas of oral communication, writing, and numeracy. Apart from the general conversation about reforming the General Education program in CLAS, this piece of the puzzle can be easily redefined simply because there are not huge numbers of these courses so far. Early in the 2006-2007 academic year CUSA would do well to revisit the definition of the junior-senior principal courses and determine how content and skill development can be combined. A next step might be to design a separate online application form for the junior-senior principal courses that has stricter requirements, such as a sample syllabus and a statement about the nature and extent of skill-development assignments (papers, research component, oral presentations, numeracy exercises) in the course.

2. General Education program reform: CUSA recommends a task force constituted by the dean to determine the need for change, College-wide perceptions of the need for change, and a blueprint for implementing whatever changes deemed necessary.

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**Advising Subcommittee Report**

Report from the Advising Subcommittee of CUSA, May 2006 Margaret Bayer, subcommittee chair The Advising Subcommittee was charged with considering a change in the major declaration timeline, in response to the findings of the Graduate in Four Task Force. In addition, we were asked to find ways to get faculty more involved in advising, and improve communication with advisors. The subcommittee developed a proposal to require CLAS students to declare a major in the term following completion of 60 credit hours, and to institute enrollment holds on those students who fail to do so. The proposal was approved by CUSA and by the College Academic Council on Feb. 14, 2006. An earlier draft of the proposal included the requirement that prior to admission to a major, a student complete at least two courses in the major with a grade point average in those courses of at least 2.0. The intent of this requirement was to encourage students to prepare realistically for a major, by enrolling early in potential major courses and focusing on majors in which they are enjoying academic success. We agreed to pursue this goal within the advising framework: to increase the emphasis during orientation and freshman-sophomore advising on preparation for a major. The Advising Subcommittee looked for patterns in data on time to degree by majors. Two patterns emerged. One is that in departments offering both a B.A. and a B.G.S. degree, time to degree was consistently greater for students earning the B.G.S. degree. The other observation is that foreign language majors tend to graduate earlier than other B.A. students. Much of the subcommittee’s efforts were directed towards advising and supporting CLAS Student Academic Services. We made suggestions and gave feedback, particularly on issues of communication with faculty. We were involved with the issue of unsuccessful applications for degree;
discussions resulted in an email to faculty alerting them to the most common obstacles to graduation (“Four Common Mistakes in Advising”). We gave feedback on the Academic Information Meeting for new students, and revisions to the Major Certification Form. In the future the subcommittee will look at an advising form proposed as a companion to the ARTS form.

**Interim Report of the Subcommittee on Academic Standards**

This report summarizes the work of this Subcommittee from August 2005 through April 2006. A final report for the Subcommittee will be provided on or about 10 August 2006, at the conclusion of our last meeting for the summer.

**Actions on Petitions**

The Subcommittee considered the following petitions:
- Retroactive Withdrawal Petitions - 74
- Readmission Petitions - 44
- Other Petitions – 9

We do not know how many inquiries were made. At the front desk in 109 Strong, students inquiring about these different situations are given copies of petition forms; no count is kept of these instances. “Administrative retroactive withdrawal,” granted to students whose requests are clearly justified because of “the system” (e.g., Peoplesoft problems), was granted to about 70-75 students.

**Other Actions**

In an effort to gain some control, make more orderly, and clarify issues and activities associated with our mission, we did the following:

- Clarified the role of the Academic Standards Advisor when dealing with Administrative Retroactive Withdrawals.
- Clarified a basic, but major issue: that KU courses that have not been approved as Principal Courses cannot be used as Principal Courses except under extreme circumstances; in these cases the Subcommittee on Academic Standards will review these as individual cases (during the year five petitions were considered, and all were denied).
- Clarified standards for both retroactive withdrawal and readmission petitions … the Subcommittee guidelines remain unpublished, but these standards are adhered to very consistently.
- Proposed an Enrollment Hold for students on Probation (Subject to Dismissal) … this has been put into operation (it requires the student to complete a form during a meeting with his or her advisor).
- Proposed Changes to the Academic Standing Policy … these changes were approved by CUSA, CAC, and the Dean, and will replace the present (overwhelmingly complex) system beginning with the fall semester.
- Proposed Changes to the Readmission Policy … approved by CUSA, CAC, and the Dean of the College, these have been forwarded to Governance.
- Proposed Changes to the Repeat Policy … a further modification of the proposal by the Subcommittee will be considered by CUSA at the next meeting.
- Review and Revision of the Academic Misconduct Policy … approved by CUSA, CAC, and the Dean of the College, this was forwarded to Governance (where it was approved). See the packet of information that is available.
- Requested approval of a proposal to include all course offered by KU Continuing Education be listed on student transcripts at the time of the enrollment … this is under consideration.

**Issues for 2006-2007**

- Request recognition of the continuing and extended service requirements of the Subcommittee, and the extreme importance of continuity in the work of the Subcommittee, to the effect that members of the Subcommittee whose service is ending at the end of the spring semester be expected to serve during the summer term (meetings in June, July, and August) and that new members of the Subcommittee be appointed before the beginning of the summer term and expected to attend the meetings in June, July, and August.
- Review of the grading system of the College of Liberal Arts and Sciences, to make available +/- grades.
- Reviewing the role of the Retroactive Withdrawal Policy within the new University Withdrawal Policy.
The Subcommittee expresses its appreciation (and more) to Carla Simmons, Bridget Bradley, and Kim McNeley. Thanks also for her service to Carrie Wallace and, for his valuable contribution during the fall semester, to Dennis Karpowitz.

**CUSA Curricular Changes and Degree Requirements Subcommittee** – 2005-2006 Academic Year Report

**Committee Members:** A. W. Walton, Chair, James Carothers, Michael Vitevitch, Rachel Thompson (Spring Semester), Beth Manolescu (Fall Semester).

**Statistics** (provided by Ms Karen Ledom)

- New courses recommended for inclusion in the curriculum: 44
- Changes to title, description, prerequisite, or credit recommended for existing courses: 90
- Courses recommended for deletion from the curriculum: 24
- Six new principal courses recommended for inclusion in the curriculum, 2 in HT, 3 in HL and 1 in NE. One SC principal course recommended for deletion.
- Four new non-western courses were recommended for approval, one existing non-western course was recommended for deletion.
- While no new majors or minors were approved, the Subcommittee recommended 11 changes to major programs, including a new Neurobiology option in the BS Degree in Biology, and 1 change to a minor program. Such changes are “accepted for file” by CUSA. The Subcommittee also recommended deletion of one minor.

**Discussion Items** -- Charges to CUSA and the Subcommittee.

At the beginning of the academic year, the Acting Dean recommended several charges to CUSA. Several of these involved the tradition areas of concern of the Degree Requirements and Curricular Changes Subcommittee:

- (#2) Consideration of strategies for enforcement of early and continuous enrollment in Math and English requirements and administrative (course scheduling) implications.
- (#4) Consider changes in committee and subcommittee processes to streamline requests for course additions or changes.
- (#5) Consider incorporating additional review criteria for principal courses.
  - Identification of which general education goals the course content will address.
  - Stipulation of assessment process that will be incorporated into the instructional activity to measure goal achievement.
  - Establish processes for regular review of all principal courses to assess their effectiveness in addressing the goals of general education. Those courses that fail to appropriately address the goals should lose their principal course status.
- (#6) Identify recommendations within the General Education Task Force Review (June 2005) that within the purview of CUSA, assign priorities for consideration, and develop strategies for addressing recommendations.
  - Consider desirability and feasibility of implementing a writing, communications, and numeracy across the curriculum program. (From the Interim Dean’s Recommended Charges)

For this reason, the subcommittee undertook a discussion, with CUSA Chair Edith Clowes participating, of the whole list of recommended changes and which to undertake.

One of the recommended changes, #4, reflected a superficial perception that the approval process could be made more rapid. It is difficult to imagine more speedy approval, unless departments become more careful in preparing their submissions or whole levels of review are eliminated.
When the College adopted its 1987 BA curriculum, it included a provision for early and continuous enrollment in Math and English courses until the student reached certain levels. Advisors have quietly been sidelining this provision, allowing students, in some cases, to reach 90 hours without having taken Math 101. For this reason, the recommended charges from the dean included item #2. The Subcommittee endorsed a letter stating the view that the requirement should be enforced (Attachment #1). The issue of effect of requirement changes on class scheduling is not in the purview of the Subcommittee.

Recommended charges #5 and #6 both are deeply entwined with KU’s system of principal courses. The committee had extensive discussions of the general education, principal courses, and what was necessary get consensus on a complete review and possible revision of the system. This resulted in the e-mail sent by Subcommittee Chair Walton to CUSA Chair Clowes on March 7 (Attachment # 2). This e-mail reflected the Subcommittee’s view that review of the principal course system and revision in light of the goals of general education (from the report of June, 2005) will require extensive consensus building.

Although not expressed in this e-mail from Dr. Walton to Dr. Clowes, the Subcommittee believes that the any such consensus building and review will require a specially constituted committee, as it would unduly burden the Subcommittee. Already the curricular changes and changes to degree requirements that flow through the Subcommittee occupy much time during the academic year. In the end, Dr. Carothers and Dr. Clowes prepared a letter to Dean-designate Steinmetz on behalf of the Subcommittee and CUSA. That letter strongly recommends appointment of a task force on general education requirements in the College.

Requirements for admission to majors

Several programs have criteria for admission to majors in their fields or have asked to establish such criteria. These initiatives come from two sources. One is that some majors, such as Psychology and Sociology, are strongly subscribed. The other source is that many students in the College do not declare majors in a timely fashion and are placed on enrollment hold. As enrollment holds grip students who have not yet declared their major, those students may adopt a major of convenience; some do so without even having taken a course in that field. This year, Psychology and Sociology requested changes to their admission requirements, and American Studies requested that some minimal standards be set for admission to their program. The Curricular Changes and Degree Requirements Subcommittee recommended all such changes for approval by CUSA.

Use of cross-listed courses to fulfill major and junior-senior concentration hours

In response to a specific instance, the Subcommittee recommended the following policy statement.

“Cross-listed courses fulfill the same requirement regardless of which department the course was taken. If a course counts towards fulfilling a requirement in a student's major, the student may not take the same course under the cross-listed number and count it towards the junior/senior concentration.”

I, for one, hope some minor editing was applied to this draft before its acceptance.

Role of department chairs in review of principal courses

Several courses were proposed as new principal courses. Examination found that the procedure of having department chairs in the affected division review proposed principal courses had fallen into disuse. This procedure was set up with the installation of the curriculum in 1987 and was a key part of establishing the Chairs brown bag lunches that are important routes of information transfer between the Dean’s Office and departments. The subcommittee recommended that such reviews be re-instituted. Recent proposed principal courses have undergone that review.

LA&S topics courses

Haskell Indian Nations University and several KU units offer courses under the LA&S rubric. Some of these courses are indeed cross-disciplinary offerings that serve a valuable niche; the Haskell courses especially provide diversity of viewpoint to KU’s academic offerings. In departments and programs, sections of topics courses are vetted before listing, but LA&S 292, in particular, is a topics course in which no such review of topics to be presented takes place. The Curricular Changes
and Degree Requirements Subcommittee recommended to CUSA that LA&S offerings be reviewed by the subcommittee before their listing.

Business minor

The School of Business proposed that CLAS students be permitted to minor in business. The Subcommittee reviewed a number of aspects of the proposal and ultimately recommended it to CUSA for approval.

Retroactive credit in Hebrew

The Religious Studies Department requested that KU no longer grant retroactive credit for study of Hebrew as a language. While this is a departure from practice in other departments at KU, the Subcommittee recommended approval of this change.

Recommendations

1. The Curricular Changes and Degree Requirements Subcommittee receives many requests for curricular changes and changes to degree requirements. Such changes require most of the time allotted for meetings of the Subcommittee. While any changes to the CLAS general-education requirements must funnel through that Subcommittee, the major work of redesigning the curriculum, if such re-design is deemed appropriate, should fall to a different body.

1. Many programs are adopting admission requirements for their majors. Such programs normally require a student to complete several courses successfully. Some set a GPA standard that is well above that required to graduate. With the more restrictive major-declaration policy, students may increasingly adopt majors of convenience in order to register. This may lead to even more efforts to set admission standards for various programs. The Office of the Dean, the College Academic Council, or the College Assembly should provide guidance on the kinds of admission standards that are appropriate and on the time of their implementation in a student’s career.

Attachment # 1

Letter from CUSA to Interim Dean Barbara Romzek

September 30, 2005

Interim Dean Barbara Romzek
College of Arts and Sciences
Campus

Dear Dean Romzek:

As we discussed at the meeting of August 23, 2005, one of your suggested charges to the College Committee on Undergraduate Studies and Advising (CUSA) for this year is “Consideration of strategies for enforcement of early and continuous enrollment in Math and English requirements and administrative (course scheduling) implications.”

The policy of early and continuous enrollment in Math and English has remained the same since the late 1980’s, and is printed on p. 52 of the current Undergraduate Catalog. The policy was originally enforced by means of the sanction of academic probation for those who did not comply with the policy. This enforcement practice was discontinued in the early 1990’s, so the policy has remained “on the books” but it has not been enforced for quite some time.

CUSA believes that this policy should be enforced, and that the sanction of academic probation is the appropriate means for doing so. We urge you to instruct the CLAS-Student Academic Services office to monitor students’ compliance with the early and continuous enrollment policy, and to place on academic probation those students who fail to comply with the provisions of the policy. We further urge that this enforcement provision be included in the next Undergraduate Catalog, (2006-2008) and that emphasis be placed on this policy during summer orientation and advising sessions for new students.
Failure to complete these requirements—especially mathematics—in a timely manner seems to be the single greatest barrier to normal progress towards a four-year degree completion program. A study this fall showed that 493 students who had earned 90 hours or more had not yet completed the second-level Math course, and that fully 194 of those students had not completed MATH 101. Until or unless we can change that behavior, we will not see the improvement in the graduation rates we are looking for.

We do not have the means to analyze the effects this enforcement may have on enrollment in MATH 101.

We would be glad to provide further perspective on this recommendation, if you would like us to do so.

Sincerely,

Edith W. Clowes, Chair
Committee on Undergraduate Studies and Advising

Cc: Kim McNeley, Assistant Dean, CLAS SAS
Paul d’Anieri, Associate Dean, CLAS

Attachment #2
Text of e-mail of March 7, 2006 concerning revision of general education requirements.

Edith:

As a result of discussion this morning in the Subcommittee on Curricular Changes & Degree Requirements, we concluded that the process of revising general education requirements will only be successful if broad agreement exists in the College faculty that the current system is not meeting educational needs. The first step would thus be to articulate the degree of dissatisfaction with the current system. [If it ain't broke according to most of us, nobody is going to agree to fix it.]

Any fix of a broken system supposes that the parochial interests of departments can be met or, preferably, laid aside. [Follow the money.] In a practical sense, the process of developing consensus that change is necessary should include active participation of department chairs, College committees, and students. A key element may prove to be results of specialized assessment of general education that includes input from alumni as well as current students.

The committee strongly feels that any reform should set desired outcomes, in terms of skills or knowledge, rather than saying so many courses in this discipline or that. The new system would then leave a lot of discretion to departments to construct courses to achieve the goals. [Let a hundred flowers bloom.] As an extreme example, it is not inconceivable that grammar will be taught in math courses. CUSA will draft, and the Faculty will adopt, some standards for courses aimed at particular outcomes.

Vigorous oversight and enforcement will be necessary. This would include initial vetting of courses and specific consideration on any merit-based evaluation of faculty members of how their general education course(s) fulfilled the goals of KU general education.

Tony
Final draft of letter from CUSA to Dean Steinmetz:

TO: Dean-designate Joseph Steinmetz. College of Liberal Arts and Sciences
FROM: Edith W. Clowes, Chair, College Committee on Undergraduate Studies and Advising (CUSA)
RE: Possible revisions of College undergraduate curricula
DATE: May 15, 2006

As you prepare to begin your term as Dean of the College, CUSA would like to call to your attention the important matter of possible revisions of the B.A. and B.G.S. General Education curricula. At the request of Interim Dean Barbara Romzek, CUSA has undertaken a year-long study and discussion of the ways these two degree programs might be revised to: (1) meet University-wide goals for General Education; (2) improve the quality of CLAS education generally, and (3) make it possible for undergraduates to earn a Bachelor’s degree in four years.

To these ends, during the 2005-2006 academic year CUSA has made a number of recommendations to the College Academic Council, which has approved them, or is presently considering them. These include: (1) a new rule requiring declaration of the major following the completion of the 60th credit hour; (2) a new rule tightening Academic Misconduct policy; (3) a revised Academic Standing policy; (4) a recommendation to the dean that groups of departmental chairs be involved with the process of vetting new principal courses; (5) a recommendation for requiring continuous enrollment in basic mathematics and English skills courses (this last recommendation is still pending).

CUSA has not formally proposed modifications to the present General Education Program, which has constituted our curriculum since 1987. A straw vote taken March 28, 2006, showed general agreement that required general education hours should be fewer in number, and there is broad interest in looking for ways to combine skill and content development. As our discussions have continued, we have concluded that the College curriculum cannot be effectively amended piecemeal, and that several serious questions of principle and policy must be agreed upon before comprehensive curriculum revision can be achieved. We recommend, therefore, that you consider appointing and charging an independent task force to address these questions and to make appropriate recommendations to CUSA and to the College Academic Council.

We are essentially agreed that the present College curriculum requires too many particular General Education courses (72 hours for the B.A.). However well-conceived originally, the rationale for the present “Principal Course” requirements for the B.A. is rarely explained to current students in those courses. We also agree that simply reducing the number of courses required for our Bachelor’s degree programs will not improve the overall quality of the education our students receive. Such reductions, too, are quite likely to be opposed by the units that offer these courses. We agree, also, that any substantial revision of the College undergraduate curricula must be supported by a broad consensus.

We agree, finally, that the following questions should be addressed before we decide on a specific new curriculum:

1. Should the B.G.S. be significantly revised and enhanced, though it will continue to be a clearly “lesser” degree by comparison to the B.A. and B.S.?
2. Should we fix a (reduced) number of General Education courses and a (reduced) number of hours?
3. Could we combine “skill courses” and “content” courses by incorporating Writing/Communication/Mathematics emphases “across the curriculum”?
4. Should foreign language study be a significant part of both the B.A. and B.G.S. curricula?
5. Should units offering Principal Courses be required to demonstrate that such courses include substantial attention to the assumptions and methods of the discipline, and not merely subject matter instruction? How would they demonstrate this? To whom?

6. Should the College emphasize demonstrated competency and achievement, rather than a particular number of required courses or credit hours?

7. Should the College seek to establish a system of “provisional admission,” under which students at risk might be admitted for a semester or year, subject to dismissal if certain desiderata (number of hours, minimum G.P.A., courses in English, Mathematics, Science, Language) are not successfully completed?

These questions may be rephrased or combined in a variety of ways, and other questions will, of course, occur to you. We believe the suggested Task Force should include representation from the three traditional divisions of the faculty, current undergraduate students, the CLAS Student Academic Services, the Freshman-Sophomore Advising Center, College chairpersons, and CUSA itself.

We would be glad to discuss these recommendations with you further, at your early convenience. Thank you for considering our recommendations on this vital undertaking.

CC: Provost Shulenburger, Provost-designate Lariviere, Interim Dean Romzek, Associate Dean d’Anieri, Assistant Dean McNeley

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**CECD Annual Report 2005-2006, Submitted by Lewis A. Mennerick**

The Committee evaluated the following departmental chairs and directors:

1. Professor Ann Cudd, Women’s Studies
2. Associate Professor Dorice Elliott, English
3. Professor Marc Greenberg, Slavic Languages & Literatures
4. Professor Jim Mielke, Anthropology
5. Professor Robert Rowl and, Communication Studies
6. Associate Professor Terry Slocum, Geography

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

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**CCAPT Annual Report, 2005-2006, Submitted by Kevin Price**

In academic year 2005-2006, 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. The committee members were: Marta Caminero-Santangelo, Heather Desaire, Ben Eggleston, Paul Johnson, Steven Maynard-Moody, Kevin Price, Edith Taylor, Catherine Weaver, and Sandi Zimdars-Swartz. Kevin Price served as the chair of this committee.

In fall 2005 the Committee examined 29 applications for tenure and/or promotion. Of these, 19 were for promotion to associate professor with tenure and 10 were for promotion from associate to full professor. Interim Dean Barbara Romzek transmitted our recommendations to University Committee on Promotions and Tenure (UCPT).

In spring 2006, the Committee participated in the Third-Year Progress Toward Tenure Review, evaluating 19 faculty members. Of these, four were from the Humanities, eleven were from the
Natural Sciences, and four were from the Social Sciences. For each faculty member, a detailed letter was prepared by CCAPT and Interim Dean Barbara Romzek to provide feedback and recommendations to departments and individual faculty members based on their review of 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.

**CSL Annual Report for 2005-2006, Submitted by Garth A. Myers**

*Committee Members: Mark Mort, Garth Myers, Naima Omar, Jennifer Gleason, Kathryn Conrad, Lisa Timmons, Ted Juhl, Paul Schumaker, Shirley Hill.*

The CSL received and considered 26 applications for sabbatical leave this year. Prior to the final meeting of the nine-member committee, all members reviewed and evaluated each of the 26 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 26. The CSL met on the afternoon of Monday, October 24, 2005 to discuss the ranking and recommendation regarding each application. Associate Professors Garth Myers and Mark Mort 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.