Meeting of the College Academic Council
College of Liberal Arts & Sciences
210 Strong Hall
October 9, 2007 - 4:00 p.m.

AGENDA

I. APPROVAL OF THE SEPTEMBER 2007 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
   Submitted by Anne Sawyer
   A. Curricular Changes for Approval: INS 803, INS 811, INS 883, HIST 748
   B. Degree Change for Approval: New PhD program in Bioinformatics
      * Fiscal Summary will be provided during meeting (Appendix A)
   C. Policy Change for Approval: Plus/Minus Grading System at Graduate Level

III. REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)
   Submitted by Carol Miner
   A. Curricular Changes for Approval: AAAS 561, ABSC 692, ABSC 693, AMS 100, AMS 101, AMS 110, AMS 112, AMS 332, AMS 360, AMS 550, BIOL 560, BIOL 690, GEOG 158, GEOG 332, GEOG 357, HIST 396, HIST 561, HA 584, PHSX 514, POLS 561, POLS 572, POLS 667, PORT 471, PORT 475, PSYC 102, PSYC 690, SOC 110, SOC 112, SOC 310, SOC 332, SOC 500, SOC 510, SOC 640, SPAN 323, SPAN 340, SPAN 346, SPAN 424, SPAN 440, SPAN 446, SPAN 447, SPAN 450, SPAN 451, SPAN 452, SPAN 453, SPAN 460, SPAN 461, SPAN 462, SPAN 463
   B. Degree Requirements/Policy Changes for Approval:
      1. New Latino Studies Minor
      2. New Human Sexuality Minor
   C. Report of Action Degree Requirements Changes:
      1. Request for Non-Western Culture status
      2. Changes to existing BS Biology Major—Neurobiology Concentration
      3. Changes to existing History Major
      4. New specialization in Applied Behavioral Science major
      5. Change to existing American Studies major
I. APPROVAL OF THE SEPTEMBER 2007 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
September 11, 2007
Minutes

- The meeting was called to order by Dean Steinmetz.

- Dean Steinmetz offered a summary of the College’s plans for 2007-2008 including (1) an update on the current status of the recent CAC approved +/- grading scale changes, (2) the Undergraduate General Education Curriculum Committee Task Force report, including information concerning a forum on the Task Force’s report that will be held on October 1, 2007, and (3) institutional procedures currently being developed for the new undergraduate and graduate degree reviews.

- CAC voted and approved a BIOL 755 course change

- CAC voted and approved EURS 500, PSYC 405, SOC 295, SOC 495 course changes

- CAC voted and approved a recommendation from the CUSA concerning the removal of the “Exclusion from Activities” sanction from the new Academic Misconduct Policy.

- CAC voted and approved the adoption of changes recommended by CUSA regarding the College Academic Misconduct Hearings policy.

- The meeting was adjourned at 4:32 p.m.
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Submitted by Anne Sawyer

A. Curricular Changes for Approval:

**INDIGENOUS NATIONS STUDIES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>OLD/NEW</th>
<th>CREDIT/LISTING</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS 803</td>
<td>(OLD)</td>
<td>ISSUES FACING INDIGENOUS PEOPLES</td>
<td>Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course. LEC.</td>
</tr>
<tr>
<td>INS 803</td>
<td>(NEW)</td>
<td>ISSUES FACING INDIGENOUS PEOPLES</td>
<td>This seminar is normally team-taught, and it explores the theories and methods of selected cultural, environmental, legal, political, and socio-economical issues confronting Indigenous societies throughout the World. LEC.</td>
</tr>
<tr>
<td>INS 811</td>
<td>(OLD)</td>
<td>APPLIED INDIGENOUS LEADERSHIP (3)</td>
<td>Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course. LEC.</td>
</tr>
<tr>
<td>INS 811</td>
<td>(NEW)</td>
<td>APPLIED INDIGENOUS LEADERSHIP (3)</td>
<td>A preparation to train students in the skills of grant writing, leadership, conflict resolution, public presentation, organization and program development as applicable to Indigenous peoples.</td>
</tr>
<tr>
<td>INS 883</td>
<td>(OLD)</td>
<td>SOVEREIGNTY, SELF-DETERMINATION AND INDIGENOUS NATIONS (2.5-3)</td>
<td>Examines legal, governmental, political, social, cultural, and economic issues associated with American Indian tribal sovereignty and self-determination. Includes the source and scope of tribal sovereignty; the threats to tribal sovereignty; and the methods by which tribal sovereignty can be strengthened and revitalized. (Same as LAW 987.) Prerequisite: Permission from the instructor. LEC</td>
</tr>
<tr>
<td>INS 883</td>
<td>(NEW)</td>
<td>SOVEREIGNTY, SELF-DETERMINATION AND INDIGENOUS NATIONS (2-3)</td>
<td>Examines legal, governmental, political, social, cultural, and economic issues associated with American Indian tribal sovereignty and self-determination. Includes the source and scope of tribal sovereignty; the threats to tribal sovereignty; and the methods by which tribal sovereignty can be strengthened and revitalized. (Same as LAW 987.) Prerequisite: Permission from the instructor. LEC</td>
</tr>
</tbody>
</table>
HISTORY

NEW COURSE
HIST 748       EAST ASIAN HISTORICAL MATERIALS: East Asian Historical Materials: (_________) (3).
The aim of the course is to provide students with the linguistic tools needed for archival research in East Asian history by assisting them in gaining experience reading primary and secondary language materials in Japanese and/or Chinese including texts in classical forms of these languages. After studying the rules of classical grammar and the particulars of historical materials as needed, students will read primary documents in conjunction with secondary readings in Japanese and/or Chinese. Fundamental aspects of paleography may also be introduced in this course depending on student need. Prerequisites: Capability of reading Japanese or Chinese and permission of the instructor. LEC

B. Degree Change for Approval: PhD program in Bioinformatics
*Appendix A—Fiscal Summary

BASIC PROGRAM INFORMATION
1. Proposing Institution: College of Liberal Arts & Sciences, University of Kansas
2. Title of Proposed Program: Bioinformatics
3. Degree to be Offered: PhD
4. Anticipated Date of Implementation: Spring, 2008
5. Responsible Department: Bioinformatics Program, KU

Version Date: September 27, 2007

PROGRAM PROPOSAL NARRATIVE

A: PROGRAM NEED AND STUDENT CHARACTERISTICS

Centrality of proposed PhD program to Mission Statement for KU

According to the “Statement of Institutional Mission” (1992) approved by Board of Regents, The University of Kansas is “committed to offering the highest quality undergraduate, professional, and graduate programs, comparable to the best obtainable anywhere in the nation.” The proposed PhD program in Bioinformatics is an exact match for the KU mission.

Bioinformatics is an interdisciplinary science at the interface of biology, chemistry, medicine, mathematics, and computer science. Its goal is development and application of computational approaches to studies of life processes and improvement of human health and living conditions on Earth. In the postgenomic era, the training of a new PhD-level cadre in Bioinformatics is of primary importance to basic, clinical and applied science in academia, industry, and many other segments of society.

A current major effort in advancing Bioinformatics at KU involves establishment of the Bioinformatics Program / Center for Bioinformatics (http://www.bioinformatics.ku.edu). The Center carries out fundamental research in life sciences, develops computer modeling approaches, fosters community-wide activities in bioinformatics, and provides education for the new generation of researchers. The Center/Program is an academic unit with tenure track/tenured faculty appointments.
The faculty associated with the proposed program represent the best at KU, KUMC and Stowers Institute in nationally and internationally recognized research programs, translating their research excellence to outstanding graduate training potential. Along with the Bioinformatics Program’s high-profile scientific community-wide activities, this provides a solid foundation for a graduate program that will attract top students and enhance KU’s and Kansas’s national and international standing.

Student Demand for the Program

In general, the existing PhD programs in Bioinformatics are known to attract top-level student applicants. The most recent comprehensive survey of Bioinformatics programs (Bioinformatics: Recent Trends in Programs, Placements and Job Opportunities, Report to the Alfred P. Sloan Foundation; http://www.csuchico.edu/csuperb/ReportBioinfSloan_June04.pdf) indicated a dramatic increase in the number of such programs compared with the previous 1999 survey. The updated list of currently existing programs is provided below.

- Baylor College of Medicine, Ph.D. in structural and computational biology and molecular biophysics
- Boston University, M.S. and Ph.D. program in bioinformatics
- Carnegie Mellon University, B.S., M.S. and Ph.D. Merck Computational Biology and Chemistry Program
- George Mason University, M.S. and Ph.D. in bioinformatics and computational biology
- Georgia Institute of Technology, M.S. in bioinformatics; Ph.D. in Bioinformatics and Computational Biology
- Iowa State University, Ph.D. program in bioinformatics and computational biology
- Johns Hopkins University, Ph.D. program in computational biophysics
- Keck Graduate Institute, M.S. and Ph.D. in Bioinformatics and Computational Biology
- New Jersey Institute of Technology, M.S. and Ph.D. in Computational Biology
- North Carolina State University, M.S. and Ph.D. in bioinformatics
- Ohio State University, Graduate Program in Biomedical Informatics
- Rutgers University, Ph.D. in computational molecular biology
- Stanford University, M.S. and Ph.D. in biomedical informatics
- University of Medicine & Dentistry of New Jersey, M.S. and Ph.D. program in biomedical informatics
- University of Medicine & Dentistry of New Jersey, M.S. and Ph.D. Bioinformatics track
- University of Albany, Ph.D. program in comparative functional genomics
- University of California, Irvine, M.S. and Ph.D. Informatics in Biology and Medicine
- University of California, Los Angeles, M.S. and Ph.D. program in bioinformatics
- University of California, Santa Cruz, B.S., M.S. and Ph.D. in Bioinformatics
- University of California, San Diego, Ph.D. Bioinformatics
- University of California, San Francisco, M.S. and Ph.D. program in biological and medical informatics
- University of Illinois, Chicago, M.S. & Ph.D. Bioinformatics
- University of Michigan, Ann Arbor, M.S. & Ph.D. Bioinformatics
- University of Minnesota, M.S. & Ph.D. Bioinformatics
- University of Nebraska, Omaha, M.S. and Ph.D. in Bioinformatics
- University of North Carolina, M.S. & Ph.D. Bioinformatics and Computational Biology
- University of Pennsylvania, B.S., M.S. and Ph.D. programs in Computational Biology/Bioinformatics
- University of Pittsburgh, M.S. and Ph.D. in biomedical informatics
- University of Southern California, M.S. & Ph.D. in Molecular and Computational Biology
- University of Texas at Austin, Ph.D. in Cell and Molecular Biology-Structural Biology and Bioinformatics track
- University of Washington, Seattle, M.S. & Ph.D. Graduate program in computational molecular biology
• University of Wisconsin-Madison, Graduate Certificate in Bioinformatics
• Virginia Tech, Graduate program in bioinformatics
• Washington University St Louis, Graduate program in computational biology

According to the survey, when asked about the strength of demand for bioinformatics programs at their institution, the absolute majority of the responding institutions perceived demand to be high. The combined enrollment in all programs was ~300 students, out of ~1100 applicants.

The current high-profile advances in Bioinformatics at KU will put our Bioinformatics graduate program in an excellent position to compete at the national level for the strongest student candidates.

Demand for Graduates of the Program

There is continuing lack of good applicants for PhD-level jobs in bioinformatics nationwide. According to the Sloan foundation report, the job placements of students from bioinformatics programs between January 2002 and March 2003 included: Amgen, Duke University, GeneLogic, Harvard University, ISIS Pharmaceuticals, National Institutes of Health, Pfizer, Quallion, Rosetta, Stanford University, and University of Washington. The majority of institutions providing salary information for doctoral placements reported starting salaries in the range of $80,001-$90,000, with no salaries below $60,000.

Locational and Comparative Advantages of the Program

Similar programs in other regents institutions

The Bioengineering program in the KU School of Engineering offers bioinformatics training from the engineering/computer science perspective, focusing on information technology aspects. This effort is complementary to our program’s subject of bioinformatics from the natural sciences perspective.

Similar programs in the region

Bioinformatics-related graduate programs exist at Iowa State University, University of Nebraska in Omaha, and Washington University in St. Louis. Although some of these programs involve well-established bioinformatics and computational biology research efforts, none of them are based in a dedicated Bioinformatics academic unit, with tenure-track/tenured faculty appointments in the unit, like the proposed PhD program at KU. The academic unit-based program offers a significantly more advanced level of faculty commitment, staff support, logistics, and funding, and at the same time is broad enough to include other departments. Importantly, also none of these programs, including Washington University, offer national and international scientific community-wide activities, comparable to the ones in the Bioinformatics Program at KU. Such exposure, coupled with the top-tier research programs, offers a unique environment to the graduate students’ professional development.

Why the program should be located at KU

KU is an ideal place for the proposed graduate program in Bioinformatics. It will be based in a dedicated academic unit – the Bioinformatics Program with tenure-track/tenured faculty appointments within the Program. Such a department-like Bioinformatics unit is extraordinary (with known exceptions like the Computational Biology Department at the University of Pittsburgh, the Bioinformatics Program at Boston University, the Bioinformatics and Computational Biology Department at George Mason University and a handful of others, predominantly service oriented departments/programs). The Bioinformatics Program faculty performs world class research and includes top experts in Bioinformatics. The Program is also a hub of world scientific community-wide Bioinformatics activities through its renowned International Conference on Modeling of Protein Interactions, international bioinformatics competitions (Critical Assessment of Structure Predictions and Critical Assessment of Predicted Interactions) and established ties with Bioinformatics graduate programs in the US and abroad. The affiliated Bioinformatics faculty brings
in the diversity of the KU and larger Kansas City research environment, with top-notch research in Bioinformatics and neighboring disciplines. Thus, the KU location provides a rare mix of international, national, state, and local Bioinformatics-related activities that provide an ideal environment for a world-class graduate program.

**Advantages and Disadvantages of Program Being Freestanding, Cooperative, or Joint**

Elements of a bioinformatics curriculum currently exist in several KU departments and programs. However, the interdisciplinary nature of Bioinformatics requires a dedicated graduate program that will combine participation of bioinformatics faculty from various KU departments and programs, as well as KUMC, Stowers Institute, and potentially other neighboring institutions. The program will provide consistent graduate education focusing on professional bioinformaticians, rather than on training experts in other fields who might be interested in a level of bioinformatics skills (which is the focus of cooperative/joint programs). Experience of stand-alone Bioinformatics PhD programs in other institutions supports this paradigm.

**Characteristics of the Students Who Will Participate in the Program**

**Characteristics of the pool from which the students will be drawn**

The program will recruit students with Bachelor’s or Master’s degrees who made their career choice to become professional bioinformaticians.

Recruitment materials describing the programs and application procedures will be mailed to research universities and four-year colleges throughout the country. The program will also be advertised in the American Chemical Society Directory of Graduate Research, Science magazine, Computational Chemistry List, BioPlanet, and other professional publications and on-line resources. Recruitment from schools in areas close to the University of Kansas will be accomplished by visits by faculty who will present talks on their research and distribute literature about the program. Selected graduate students will help in recruitment efforts by visiting their undergraduate institutions and giving seminars. Recruitment will also be part of the summer undergraduate research program. Such programs are supported by NSF, the Howard Hughes medical Institute, and by the departments, and provide an excellent opportunity for introducing potential graduate students to the faculty and their research programs at KU. The faculty will advertise the program at international conferences and other professional meetings. Sustained efforts will be made to provide information about the program to students on a continual basis. A web-page for the program will be created. The Bioinformatics Program/Center for Bioinformatics web site contains high-traffic bioinformatics resources well known in the international scientific community (web-servers, databases, etc.). This will substantially increase the range and spectrum of the program information dissemination.

**Procedures and criteria for admission**

The students will be admitted to the program by an Executive Committee consisting of the Bioinformatics Program core faculty. Accepted students must fulfill standard admission requirements of the College Graduate Office. Additional requirements of the program:

- Overall undergraduate GPA: ~ 3.5 (out of 4.0)
- Personal statement about candidate's career goals
- Bachelor's or Master’s degree in natural sciences, mathematics, engineering, or another relevant field.
- Bioinformatics, as an interdisciplinary science, draws students from very diverse educational backgrounds. Thus, specific requirements for coursework have to be flexible. The coursework should include college introductory biology, math, and computer science courses. Remediation courses may be taken upon enrollment.
- Strong GRE scores
- Three letters of recommendation
- For applicants with degrees from institutions in non-English speaking countries, TOEFL scores
according to the College Graduate Office requirements.

Opportunities for student interaction

Students will organize and attend a seminar series with topics in bioinformatics. External speakers will be invited to present their current research results at an open seminar, and hold special discussions with the students during their visit to the campus. A Bioinformatics Annual Symposium will give all students an opportunity to present their own research results, usually in the form of oral presentations. This yearly event will feature a noted external speaker, a series of students’ presentations lasting most of a day, the keynote lecture, followed by dinner and a reception. This event will draw all of the students, their mentors, and other mentors in the program together.

B: CURRICULUM OF PROPOSED PROGRAM

Doctor of Philosophy Degrees

The awarding of a Ph.D. degree requires the successful completion of formal courses and demonstration of accomplishments in basic research, qualifying examinations, scientific writing and formal presentations of research data. The student’s ultimate goal is to demonstrate his/her capabilities as an independent investigator. According to the College Graduate Office regulations a student admitted to the Program to study for the Ph.D. will be considered an “aspirant” for the degree until he/she passes the Comprehensive Oral Examination. After passing the Comprehensive Oral Examination, the student will become a “candidate” for the Ph.D. degree.

The general mission of graduate education for the Ph.D. degrees within the Bioinformatics Program will be to enhance students’ academic knowledge base, teaching ability, communication ability, and in-depth basic research ability within a particular scientific area in the discipline. The specific missions within this framework are: (1) to provide academic training in current knowledge in the field through graduate-level coursework; (2) to develop in-depth basic research ability in a particular research area within the discipline, through basic research, which will advance the knowledge in the field and allow the student to operate as an independent investigator in applied or basic research; (3) to develop instructional skills through teaching undergraduate laboratories; (4) to develop substantive writing ability through completion of a dissertation and manuscripts on the research performed; and, (5) to provide overall training which will: (a) allow the student to obtain further training in a post-doctoral program; (b) qualify the student for an instructional/undergraduate research position in a four-year college or university academic unit which offers bachelor's, master's, or PhD degrees; and/or (c) qualify the student for a research-scientist or post-doctoral position in industry.

General Requirements

College graduate office requirements

All College Graduate Office requirements as explicitly stated in the Graduate Catalog must be fulfilled, including the Foreign Language or Research Skills (FLORS) requirement.

Program requirements

1. 1-3 individual lab rotations are required for each new graduate student during the first year of graduate study.
2. Attendance at Bioinformatics seminar is required every semester.
3. Student must choose the thesis Advisor by the end of the first year. The choice has to be approved by the Executive Committee.
4. The Oral Comprehensive Exam must be held no later than May 1 of the second year of graduate study.

5. Upon successful completion of formal coursework and research, candidates present, for evaluation by a dissertation examination committee, a dissertation based on original research. The dissertation is presented and defended in a formal public lecture.

6. Students must complete the degree within seven years. Exceptions to this requirement require a recommendation for extension of study by the program’s Graduate Studies Coordinator and the Director of Bioinformatics Program, and approval by the College Graduate Office.

Course requirements

1-3 laboratory rotations are required during the first year, plus each of the following courses (usually completed by the end of the first semester of the second academic year):

- BINF 701: Bioinformatics Core I (fall) (5)
- BINF 702: Bioinformatics Core II (spring) (5)
- BINF 709: Topics in: _____ (1-3) approval pending

The Executive Committee and the Advisor may recommend that additional courses be taken.

Course electives (at the discretion of the student/advisor/committee)

Given the diverse background of potential applicants the program will have a broad range of courses.

- BIOL 636: Biochemistry I (3)
- BIOL 638: Biochemistry II (3)
- BIOL 772: Gene Expression (3)
- CHEM 622: Fundamentals of Organic Chemistry (3)
- CHEM 640: Biological Physical Chemistry (3)
- C&PE 778: Applied Optimization Methods (3)
- MATH 526: Applied Mathematical Statistics I (3)
- MATH 530: Mathematical Models I (3)
- MATH 581: Numerical Methods (3)
- MATH 590: Linear Algebra (3).
- MATH 605: Applied Regression Analysis (3)
- MATH 727: Probability Theory (3)
- MATH 728: Statistical Theory (3)
- MATH 781: Numerical Analysis I (3)
- MATH 865: Introduction to Stochastic Processes (3)
- EECS 647: Introduction to Database Systems (3)

Other courses may be used to fulfill these requirements at the discretion of the thesis advisor and thesis committee. The total number of required credits from lecture courses is 25 (of these 11-13 credits of the required courses and the rest from the elective courses). For students with a Master’s degree the course requirements may be reduced accordingly. The FLORS requirements may be satisfied by mastery of foreign/computer language. As the result of the coursework, the students are expected to master Bioinformatics methodology and applications, and to be proficient in the physicochemical and biological principles of molecular systems, applied mathematical/statistical analyses and scientific software development.

Research proposal requirement
Students must complete and submit a research proposal by the end of February of the second year of graduate study. This proposal will be written in the format of a National Institutes of Health (NIH) or National Science Foundation (NSF) grant proposal. The proposal must develop a research topic related to the general areas of bioinformatics. The topic of the research proposal is decided upon by the student in consultation with the Advisor. The successful completion of the research proposal is required before scheduling the Comprehensive Oral Examination.

**Comprehensive oral examination**

Once Ph.D. aspirants have successfully completed the required formal courses, research proposal requirement, and FLORS requirement, the Comprehensive Oral Examination will be scheduled. This examination must be held by May 1 of the second year of graduate study. Exceptions to this deadline require approval by the student’s Executive Committee and the Graduate Studies Coordinator. Successful completion of the Comprehensive Oral Examination admits the student to candidacy for the Ph.D. degree. The exam is given by the Comprehensive Oral Exam Committee. The student’s Advisor must be a member of the Committee. At least one of the Bioinformatics Program core faculty members has to be on the Committee. The Committee has to be chaired by a member who is a core faculty member of the Bioinformatics Program, but not the student’s Advisor. The student must provide each committee member with a final copy of the proposal at least 3 weeks before the exam takes place. After the exam, the committee members will decide whether or not the student passed, thus becoming a “candidate” for the Ph.D. degree. The Graduate Program Assistant will forward this decision to the College Graduate Office.

The exam must be scheduled with the College Graduate Office at least two weeks before the exam actually takes place. This means that, after receiving approval from the Advisor and Comprehensive Oral Exam Committee, the student must notify the Graduate Program Assistant to get scheduling assistance (date, time, location) and complete the Do-All form to send to the College Graduate Office.

**Exam Format** - The student will defend his/her research proposal to the Comprehensive Oral Exam Committee. The committee will also examine the student with respect to more general subject areas (not necessarily related to the research proposal) associated with the student’s research, formal coursework and scientific literature of the discipline. Performance on the examination will be rated as “Honors,” “Satisfactory” or “Unsatisfactory” and this rating will be submitted to the College Graduate Office. If the student receives a rating of “Unsatisfactory” on the first Comprehensive Oral Exam, he/she may retake the exam no earlier than one (1) month, but no later than five (5) months after the date of the first exam. If the student does not retake the exam by the five-month time limit, he/she will not be allowed to complete the Ph.D. program. If there are unusual circumstances, the student may, with approval from the mentor and the Comprehensive Oral Exam Committee, petition the Executive Committee of the Program to retake the oral comprehensive examination after the five-month time limit. Under no circumstances will the student be allowed to take the Comprehensive Oral Examination more than twice. If the student fails to receive a rating of “Satisfactory” after the second attempt, he/she will not be allowed to continue in the Ph.D. program.

**Final oral defense of dissertation**

Once the Comprehensive Oral Exam has successfully been completed, the student will form a Ph.D. Dissertation Defense Committee (usually the Comprehensive Oral Exam Committee). This committee is responsible for giving permission to begin writing the dissertation. At least three members of this committee will be selected as dissertation readers (one of these being the Advisor). Once the final draft of the dissertation has been accepted, but before it has been signed and bound, and only after receiving approval from the Ph.D. Dissertation Defense Committee, the Final Dissertation Defense is scheduled with the Graduate Program Assistant. All dissertation readers must be present at the exam. Following the successful defense of dissertation, the Committee will decide if the result was deemed “Honors” or
“Satisfactory.” This decision will be forwarded to the College Graduate Office. In case of unsatisfactory defense, a decision on the possibility of repeated defense will be made by the Dissertation Defense Committee, the program’s Graduate Studies Coordinator, and the Director of Bioinformatics Program. Under no circumstances a student will be allowed to defend the thesis more than twice.

C: PROGRAM FACULTY

The 39 program faculty members represent all participating units and are a healthy mix of professional bioinformaticians, computer scientists/mathematicians, and life scientists interested in bioinformatics applications. The list includes a combination of senior and junior faculty:

- 22 full professors
- 5 associate professors
- 12 assistant professors

The more senior faculty members have years of experience in providing training for predoctoral and postdoctoral students, and junior faculty are mentored in their respective departments to ensure successful academic careers. The faculty members are also well-funded (with the possible exception of some of the very junior mentors). Faculty CV’s are provided in Appendix A.

Bioinformatics broadly relates to application of computers to biological problems. The current research activities at KU address the bioinformatics issues in a broad sense. However, the major research effort concentrating around the Center for Bioinformatics focuses on a more narrow interpretation of Bioinformatics as Computational Biology on a Genomic Scale.

The faculty activities involve two major types of bioinformatics research:

(A) Bioinformatics methodology development and theoretical/computational studies of life processes.
(B) Experimental biological research with a strong computational/bioinformatics component.

The Program Faculty is split between these types of bioinformatics research (16 in Type A and 23 in Type B). Typically the Type A research projects involve the computational faculty only or in collaboration with the experimentalists. The Type B projects, in our environment, almost always involve the experimentalists/computational researchers’ collaboration, which significantly improves the quality of the research. Publications of participating faculty describing their research can be found in their biosketches.

The faculty represents various departments. Credit for chairing PhD committees will be given to the faculty home department.

The Computational faculty (Type A projects) are based in the following departments/ programs:

Bioinformatics Program: The research primarily focuses on modeling of protein interactions in genomes and other aspects of protein modeling, docking, and protein structure-function relationships. The Program has four tenured/tenure-track faculty and will be in the process of recruiting two more in 2007 – 2008 within the same research area. The faculty with the appointments in the Bioinformatics Program are the core faculty. The core faculty forms the Executive Committee, which will be responsible for admission, mentor approval, oversight, review, and important decisions involving changing policy. The detailed duties of the Executive Committee are described in corresponding sections of this application.

- Ilya Vakser, Director and Professor, is one of the leading experts in modeling of protein interactions and protein docking. His is focused on the development of molecular recognition methods for structural genomics and bioinformatics. He is the Director of the Bioinformatics Program.
• **Gennady Verkhivker**, Professor, a world leading scientist in modeling of biomolecular interactions, structure-based drug design, bioinformatics and computational pharmacogenomics. He joined the Program in 2006 from Pfizer and University of California in San Diego.

• **Yang Zhang**, Assistant Professor, joined the Center for Bioinformatics in 2005, from the laboratory of Jeffrey Skolnick at the University of Buffalo. His research focuses on protein modeling on genomic scale. The winner of the last CASP world competition of structure predictors – the most prestigious event in Computational Biology and Bioinformatics.

• **Wonpil Im**, Assistant Professor, graduated from Cornell University Medical Center and received postdoctoral training at Scripps Research Institute. He joined the Center for Bioinformatics in 2005. Dr. Im’s lab focuses on applications of theoretical and computational methods to chemical and physical problems in biology and material science. Dr. Im is an Alfred P. Sloan Fellow, an extraordinarily competitive award, involving nominations for the very best young scientists.

The following faculty from other departments/program are the bioinformatics **graduate program faculty**. The responsibilities of the program faculty are: to mentor students, teach program courses, participate in the program seminars and symposia, and serve on Dissertation and Oral exam committees.

**Department of Electrical Engineering and Computer Science:** The projects involve knowledge discovery and data mining and analysis from large-scale biological research projects. The research is advancing key bioinformatics methods and tools for genomics and proteomics data analysis and other life-sciences-related research.

• **Victor Frost**, Dan F. Servey Distinguished Professor and Director of Information & Telecommunications Technology Center, focuses on bioinformatics, high-performance networks, network measurement, modeling, control, and simulation.

• **Costas Tsatsoulis**, Professor and Chair, is focusing on case-based reasoning for the retrieval of biological information and selection between conflicting solutions.

• **Xue-wen Chen**, Assistant Professor, is developing new computational models for inferring domain-domain interactions and for predicting protein-protein interactions.

• **Terry Clark**, Assistant Professor, is developing methods to study genome structure and function.

• **Luke Huan**, Assistant Professor, is developing data mining techniques as applied to pattern discovery in biomolecular structures.

**Departments of Molecular Biosciences and Chemistry:** The departments conduct basic computational/theoretical research in life sciences.

• **Krzysztof Kuczera**, Professor, focuses on the use of methods of modern computational chemistry to study structure, dynamics and thermodynamics of complex molecular systems.

**Department of Chemical and Petroleum Engineering:** The research in the department involves computational studies of biological systems.

• **Kyle Camarda**, Associate Professor, focuses on the use of high-performance computers to design new biological agents.

**Department of Mathematics:** The research involves applications of mathematics to biological problems.

• **Rodolfo Torres**, Professor, works in the spectral analysis of nanostructures in biological tissues.

• **Bozenna Pasik-Duncan**, Professor, research interests are in stochastic adaptive control and Mathematics and Science education.

**Bioinformatics Core Facility**

• **Gerry Lushington**, Director, applies a diverse array of computational tools to problems in chemistry, biology and pharmacology, with primary interests in deriving structure-based QSAR models, activity-based chemical diversity metrics and in predicting biomolecular structure.
- **Jianwen Fang**, Research Assistant Professor, computational biology tools and applications to problems of biological interest.

**Stowers Institute**: The Institute computational research relates to analysis of proteins, gene regulation and other aspects of genomics and proteomics.

- **Arcady Mushegian**, Investigator, Stowers Institute and Professor of Microbiology, Molecular Genetics & Immunology, uses computational methods to study structure, function and evolution of genes, proteins and entire genomes. He is the Director of Bioinformatics at the Institute.

The Experimental biologists with integral bioinformatics research (Type B) come from the following departments/programs:

**Department of Pharmaceutical Chemistry**:

- **Christian Schoneich**, Professor and Chair, focuses on the oxidative post-translational modification of proteins in vitro and in vivo.

- **Russ Middaugh**, Takeru and Aya Higuchi Distinguished Professor, studies stability of peptides, proteins, nucleic acids, macromolecular assemblies, virus like particles, viruses and bacteria that are of pharmaceutical interest.

**Department of Medicinal Chemistry**:

- **Robert Hanzlik**, Professor, has a major interest in studying the cytochrome P450 family of enzymes.

- **Barbara Timmermann**, Professor and Chair, performs research at the natural products chemistry-biology interface.

**Department of Molecular Biosciences**:

- **Kathy Suprenant**, Professor and Chair, focuses on understanding how cells convert a mechanical stimulus into a physiological or behavioral response.

- **Susan Egan**, Associate Professor, has primary research interest in regulation of gene expression at a molecular level.

- **Erik Lundquist**, Associate Professor, is concerned with the molecular signaling events that underlie cellular morphogenesis.

- **Brian Ackley**, Assistant Professor, studies the interaction between neurons and their environment.

- **Robert Cohen**, Professor, molecular genetics of Drosophila development; stem cell biology; mRNA localization.

- **Roberto DeGuzman**, Assistant Professor, structural studies of protein-protein and protein-RNA interactions in bacterial and viral pathogenesis.

- **Bill Dentler**, Professor, focused on the growth and disassembly of microtubules in eukaryotic cilia and flagella

- **Edina Harsay**, Assistant Professor, focuses on delineating the membrane transport pathways and the mechanisms of cargo packaging and vesicle formation in the late secretory pathway.

- **Bill Picking**, Professor, explores the biochemical and structural basis by which bacterial virulence proteins are delivered to human cells to cause changes in normal cellular activities.

- **Mark Richter**, Professor, application of gene engineering, biochemical and biophysical experiments aimed at elucidating the relationship between the structure and biological function of oligomeric proteins.

- **Liang Tang**, Assistant Professor, structure and dynamics of large molecular assemblies by X-ray crystallography and electron cryomicroscopy.
• **Fusao Takusagawa**, Professor, focuses on the structure-function relationships of the key biomacromolecules that are involved in various biological processes.

• **Rob Ward**, Assistant Professor, understanding the mechanisms that provide spatial and temporal specificity for morphogenesis.

**Department of Chemistry:**

• **Mario Rivera**, Professor, is interested in structure-function and dynamic-reactivity relationships in heme proteins.

**Department of Physics:**

• **Christopher Fischer**, Assistant Professor, kinetics and the thermodynamics of protein-protein and protein-nucleic acid interactions.

**Department of Molecular and Integrative Physiology:**

• **Peter Smith**, Professor, is concerned with nerve regulation in a variety of systems including the cardiovascular system, eye, skin, and reproductive tract. He is also the Director of Bioinformatics at KU Medical Center.

• **Leslie Heckert**, Associate Professor, is studying the molecular mechanisms that regulate cellular differentiation and organ development of the reproductive system.

**Department of Pharmacology, Toxicology and Therapeutics:**

• **Yvonne Wan**, Professor, has the major focus on retinoic acid and its receptors.

**Stowers Institute:**

• **Olivier Pourquie**, Investigator, Howard Hughes Medical Institute, Investigator, Stowers Institute, Professor of Anatomy & Cell Biology, has a goal to gain a better understanding of the segmentation process in vertebrates.

**D: ACADEMIC SUPPORT**

All courses listed in the curriculum already exist on campus. The computing resources in the Bioinformatics Program (the supercomputer, multiple servers and workstations, network connectivity) provide a more than adequate foundation for students training. The Bioinformatics Program has administrative support staff and computer managing personnel available for the graduate program.

**E: FACILITIES AND EQUIPMENT**

The Bioinformatics Program has access to adequate classrooms with sophisticated presentation equipment.

**F: PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION**

The Executive Committee will conduct review of trainees, addition and review of preceptors, supervision of bioinformatics trainee symposium, and important decisions involving changes in policy. An external review committee is scheduled to evaluate the program in FY 2011 during a two-day review.
**New Degree Request - University of Kansas**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Identification</td>
<td>Bioinformatics (CIP code: 26.1103)</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>Bioinformatics Program</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>PhD in Bioinformatics emphasizing computational approaches to modeling of life processes</td>
</tr>
<tr>
<td>4. Demand/Need for the Program</td>
<td>Bioinformatics is an interdisciplinary science at the interface of biology, chemistry, mathematics, and computer science. The interdisciplinary nature of Bioinformatics requires a dedicated stand-alone graduate program that will combine participation of bioinformatics faculty from various KU departments and programs, as well as KUMC, Stowers Institute, and potentially other neighboring institutions. Such program is needed to provide consistent education for professional bioinformaticians, rather than elements of bioinformatics for experts in other disciplines.</td>
</tr>
<tr>
<td>5. Comparative/Locational Advantage</td>
<td>The newly established Bioinformatics Program has recruited 4 core faculty, with the goal of recruiting 2 more faculty in the current academic year. Bioinformatics Program is the home of high-profile international scientific community-wide activities.</td>
</tr>
<tr>
<td>6. Curriculum</td>
<td>Total number of required credits from lecture courses is 25 (of these 11-13 credits of required courses and the rest from elective courses).</td>
</tr>
<tr>
<td>7. Faculty Profile</td>
<td>39 program senior and junior faculty members represent all participating units and are a combination of professional bioinformaticians, computer scientists/mathematicians, and life scientists interested in bioinformatics applications.</td>
</tr>
<tr>
<td>8. Student Profile</td>
<td>There is continuing lack of good applicants for PhD-level jobs in bioinformatics nationwide. In general, the existing PhD programs in Bioinformatics at other universities are known to attract top-level student applicants. In particular, the current high-profile advances in Bioinformatics at KU will put our Bioinformatics graduate program in an excellent position to compete at the national level for strong student candidates, as well as training grants.</td>
</tr>
<tr>
<td>9. Academic Support</td>
<td>Advising in the Bioinformatics Program or from the affiliated faculty; Library holdings, and electronic access to other materials.</td>
</tr>
<tr>
<td>10. Facilities and Equipment</td>
<td>No needs for additional facilities. The Bioinformatics Program is appropriately staffed, the faculty have offices, and classrooms are properly equipped.</td>
</tr>
<tr>
<td>11. Program Review, Assessment, Accreditation</td>
<td>The Executive Committee will conduct review of trainees, addition and review of preceptors, supervision of bioinformatics trainee symposium, and important decisions involving changes in policy. An external review committee is scheduled to evaluate the program in FY 2011 during a two-day review. There are no special accreditation issues.</td>
</tr>
<tr>
<td>12. Costs, Financing</td>
<td>The program is financed by CLA&amp;S at KU. Costs will be minimal, as the program will use existing faculty.</td>
</tr>
</tbody>
</table>
13. Recommendations

COURSE DESCRIPTIONS

* Indicates new course
** Indicates new course title

BINF 701 Bioinformatics I (5). 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, tertiary structure modeling (homology, threading, ab initio, molecular dynamics and Monte Carlo simulations, protein folding and dynamics), as well as students presentations of material from current papers in the field of study and their own on-going research for discussion and critique. Prerequisite: College introductory biochemistry (no requirement for specific courses), math, and computer courses or concurrent enrollment in such courses and consent of instructor. LEC

BINF 702 Bioinformatics II (5). 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, as well as students presentations of material from current papers in the field of study and their own on-going research for discussion and critique. Prerequisite: BINF 701. LEC

BINF 709 Topics in: _____ (1-3).* Advanced courses on special topics in Bioinformatics, given as need arises, including lectures, discussions, readings, or laboratory. Students may select sections according to their special interests. LEC

BIOL 636 Biochemistry I (3). N First semester of a two-semester lecture course in introductory biochemistry. Emphasis upon the physical structure of macromolecules and membranes, enzyme structure/function, and enzyme kinetics. Prerequisite: CHEM 626 or consent of instructor. LEC

BIOL 638 Biochemistry II (3). N Second semester of a two-semester lecture course in introductory biochemistry. Emphasis upon the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids. Prerequisite: BIOL 636. LEC

BIOL 772 Gene Expression (3). A study of the structure and expression of genes in prokaryotes and eukaryotes. Emphasis on the mechanisms of DNA, RNA, and protein biosynthesis. This course meets concurrently with BIOL 672 and is open to graduate students seeking a more rigorous treatment of techniques in molecular biology that students receive in BIOL 672. Prerequisite: A course in biochemistry or consent of instructor. LEC

CHEM 622 Fundamentals of Organic Chemistry (3). N A study of the structures and reactions of important classes of organic compounds. Along with the organic laboratory, CHEM 625, this course will fulfill the needs of students requiring a single semester of organic chemistry. Students requiring more than one semester of organic chemistry should enroll in CHEM 624. Prerequisite: CHEM 188. LEC

CHEM 640 Biological Physical Chemistry (3). N A one semester course, designed particularly for biology, biochemistry, and premedical students, which surveys the fundamentals of physical chemistry. The basic principles of thermodynamics, chemical kinetics, quantum chemistry, and spectroscopy will be introduced, and their application to aqueous solutions and biochemical systems will be emphasized. Prerequisite: One semester of organic chemistry, two semesters of calculus, and two semesters of physics. LEC
C&PE 778 Applied Optimization Methods (3). Study of methods for solving optimization problems encountered in engineering and the natural sciences, with specific applications illustrating analytical and numerical techniques. Topics covered include gradient methods, penalty functions, linear programming, nonlinear and integer programming, stochastic optimization approaches, and treatment of constrained problems. Homework problems involving theoretical concepts and a theoretically-based semester project are required. LEC

MATH 526 Applied Mathematical Statistics I (3). A first course in statistics for students with the techniques of calculus at their disposal. The following topics are studied with illustrations and problems drawn from various fields of applications: basic notions of probability and probability distributions; classical estimation and testing procedures for one and two sample problems; chi-square test. Not open to those with credit in MATH 628 or DSCI 301. Prerequisite: MATH 122 or MATH 116. LEC

MATH 530 Mathematical Models I (3). An introduction to mathematical models useful in a large variety of scientific and technical endeavors. Topics include: model construction, Markov chain models, models for linear optimization, graphs as models, and game theory. Prerequisite: MATH 223 and MATH 290, or MATH 143. LEC

MATH 581 Numerical Methods (3). An introduction to numerical methods and their application to engineering and science problems. Applied treatment of elementary algorithms selected from the subject areas: finding roots of a single nonlinear equation, numerical differentiation and integration, numerical solution of ordinary differential equations. Emphasis on implementing numerical algorithms using the computer. Not open to students with credit in MATH 781 or MATH 782. Prerequisite: MATH 220 and MATH 290, or MATH 320. LEC

MATH 590 Linear Algebra (3). Vector spaces, linear transformations, and matrices. Canonical forms, Determinants. Hermitian, unitary and normal transformations. Not open to students with credit in MATH 792. Prerequisite: MATH 223 and MATH 290 or equivalent, or MATH 143. LEC

MATH 605 Applied Regression Analysis (3). The matrix approach to regression. Weighted least squares, transformations, examination of residuals, model selection, and analysis of variance. Prerequisite: One calculus-based statistics course. LEC

MATH 727 Probability Theory (3). A mathematical introduction to premeasuretheoretic probability. Topics include probability spaces, conditional probabilities and independent events, random variables and probability distributions, special discrete and continuous distributions with emphasis on parametric families used in applications, the distribution problem for functions of random variables, sequences of independent random variables, laws of large numbers, and the central limit theorem. Prerequisite: MATH 123 or equivalent. LEC

MATH 728 Statistical Theory (3). Theory of point estimation and hypothesis testing with applications. Confidence region methodologies and relations to estimation and testing. Prerequisite: MATH 727 or equivalent. LEC

MATH 781 Numerical Analysis I (3). Finite and divided differences. Interpolation, numerical differentiation, and integration. Gaussian quadrature. Numerical integration of ordinary differential equations. Curve fitting. (Same as EECS 781.) Prerequisite: MATH 320 and knowledge of a programming language. LEC

MATH 865 Introduction to Stochastic Processes (3). Markov chains; Markov processes; diffusion processes; stationary processes. Emphasis is placed on applications: random walks; branching theory; Brownian motion; Poisson process; birth and death processes. Prerequisite: MATH 627 and MATH 765. LEC

Knowledge representation: first order logic, production systems, semantic nets, frames. Uncertainty in expert systems, one-valued approaches: probability theory, systems using Bayes’ rule, and systems using certainty theory; two-valued approaches: systems using Dempster-Shafer theory and system INFERNO; set-valued approaches: systems using fuzzy set theory and systems using rough set theory. Prerequisite: EECS 560 or consent of instructor. LEC

**EECS 647 Introduction to Database Systems** (3). Introduction to the concept of databases and their operations. Basic concepts, database architectures, storage structures and indexing, data structures: hierarchical, network, and relational database organizations. Emphasis on relational databases and retrieval languages SQL, QBE, and ones based on relational algebra and relational calculus; brief description of predicate calculus. Theory of databases, normal forms, normalization, candidates keys, decomposition, functional dependencies, multi-valued dependencies. Introduction to the design of a simple database structure and a data retrieval language. Prerequisite: EECS 448. LEC
September 7, 2007

Dr. Ilya Vakser
Director, Center for Bioinformatics
200 A Multidisciplinary Research Building
West Campus

Dear Ilya,

The field of bioinformatics is extremely important to the research carried out in the Department of Molecular Biosciences and in time bioinformatics will be integral to most aspects of biology and medicine. There is an increasing worldwide demand for scientists with training in the area of bioinformatics. Because bioinformatics is a full-fledged interdisciplinary program, I am very pleased that you are developing a Ph.D. program that has incorporated a flexible curriculum.

All of the professors who currently teach Biology 636: Biochemistry I, Biology 638: Biochemistry II, and Biology 772: Gene Expression are happy to have bioinformatics graduate students in their class. We look forward to the first class of bioinformatics students.

Sincerely,

Kathy Suprenant
Professor and Chair
Department of Molecular Biosciences
September 7, 2007

Director Ilya Vakser  
Department of Bioinformatics  
Center for Bioinformatics  
The University of Kansas  
2030 Becker Drive  
Lawrence, KS 66047-1620

Dear Ilya,

I have reviewed your draft of a proposal for a PhD program in Bioinformatics. Within this proposal, these Math courses are listed as elective courses:

- MATH 526: Applied Mathematical Statistics I (3)
- MATH 530: Mathematical Models I (3)
- MATH 581: Numerical Methods (3)
- MATH 590: Linear Algebra (3)
- MATH 605: Applied Regression Analysis (3)
- MATH 727: Probability Theory (3)
- MATH 728: Statistical Theory (3)
- MATH 781: Numerical Analysis I (3)
- MATH 865: Introduction to Stochastic Processes (3)

The Math Department will be able to accommodate those few additional students in these courses that are part of the PhD program in Bioinformatics. I strongly support this application for a PhD program in Bioinformatics and recommend that it be approved.

Sincerely,

Jack Potter, Chair  
Department of Mathematics  
University of Kansas  
Lawrence, KS 66045  
(785) 864-3651  
portier@math.ku.edu
The University of Kansas

Electrical Engineering and Computer Science

September 11, 2007

Ilya Valko
Director and Professor
Center for Bioinformatics
MRB

Dear Ilya:

The Department of Electrical Engineering and Computer Science will allow students in the proposed program that will lead to a Ph.D. in Bioinformatics to attend EECS graduate and undergraduate classes, assuming that they satisfy class prerequisites.

Sincerely,

Costas Tsatsoulis
Professor and Chair

Eaton Hall
1520 West 15th Street, Room 2031 • Lawrence, KS 66045-7621
(785) 864-4656 • Fax: (785) 864-3225 • www.eecs.ku.edu
From: Weatherley, Dr Laurence [mailto:lweather@ku.edu]
Sent: Thursday, September 13, 2007 12:14 PM
To: Vakser, Ilya A
Cc: Camarda, Kyle Vincent; Weaver, Robert F
Subject: RE: CEPE 778 course

Ilya,

Thanks for your message - I have spoken with Kyle and there is no problem in your students enrolling in the 778 and we can accommodate them.

Best regards,

Laurence

Dr Laurence R Weatherley
Chair and Spahr Professor of Chemical Engineering
Department of Chemical and Petroleum Engineering
The University of Kansas
Lawned Mall
1530 W 15th St
Lawrence KS 66045-7609
USA

Phone: (785) 864 3553
Fax: (785) 864 4967
Cell: (785) 727 9561
e-mail lweather@ku.edu

Co-Editor of the Chemical Engineering Journal
http://ees.elsevier.com/cej/
Dear Ilya,

Thank you for your note inquiring whether the increased enrollment of students in Chemistry 522 and 640 caused by students pursuing Ph.D. degrees in Bioinformatics will negatively impact those courses.

I am pleased to tell you that these courses can easily accommodate the anticipated enrollment increases caused by the number of Ph.D. students in the Bioinformatics program each year. My department would actually appreciate the additional enrollment in these courses.

We look forward to working with you on this exciting new venture.

Sincerely,

Joseph A. Haggert
Professor of Chemistry and Department Chair
CURRICULUM OUTLINE

I. Identify the new degree: Bioinformatics

II. Provide courses required for each student:

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses:</td>
<td></td>
</tr>
<tr>
<td>Bioinformatics (BINF 701)</td>
<td>5</td>
</tr>
<tr>
<td>Bioinformatics (BINF 702)</td>
<td>5</td>
</tr>
<tr>
<td>Topics in: (BINF 709) approval pending</td>
<td>1-3</td>
</tr>
</tbody>
</table>

In addition, each student will be required to take a minimum number of the elective courses. The total number of required credits from lecture courses is 25 (of these 11-13 credits of required courses and the rest from elective courses).

Electives: Given the diverse background of potential applicants the program will have a broad range of courses.

- Biochemistry I BIOL 636
- Biochemistry II BIOL 638
- Gene Expression BIOL 772
- Fundamentals of Organic Chemistry CHEM 622
- Biological Physical Chemistry CHEM 640
- Applied Optimization Methods C&PE 778
- Applied Mathematical Statistics MATH 526
- Mathematical Models I MATH 530
- Numerical Methods MATH 581
- Linear Algebra MATH 590
- Applied Regression Analysis MATH 605
- Probability Theory MATH 727
- Statistical Theory MATH 728
- Numerical Analysis I MATH 781
- Introduction to Stochastic Processes MATH 865
- Fundamentals of Expert Systems EECS 638
- Introduction to Database Systems EECS 647

Other courses may be used to fulfill these requirements at the discretion of the thesis advisor and thesis committee.

Research: Ph.D. students are required to do 1-3 lab rotations during the first year. The students are required to take comprehensive orals by May 1 of the second year. Student will have to submit and defend an NIH- or NSF-style proposal on a research topic related to the general areas of bioinformatics.

Practica: None

Total: 26-28

(Total degree hours required: 26-28)
C. Policy Change for Approval: Plus/Minus Grading System at Graduate Level

1. By email ballot (May 9, 2007), CGS voted to recommend to CAC the adoption of a plus minus grading scale for all graduate courses. This proposal is parallel to the system recommended by CUSA for undergraduate grading.

2. The recommendation to adopt plus/minus grading was approved by CGS. The final vote (tallied May 17, 2007) was 8 members in favor (option A), one member against (option B), and one member preferring to postpone the decision for discussion (option C).

3. Below is the text of the email ballot followed by the proposal for the graduate level grading.

TO: Members of the 2006-2007 College "Committee on Graduate Study"
FROM: Danny J. Anderson, Ex-Oficio Member of the Committee on Graduate Study
RE: Plus/Minus grading for graduate classes

Earlier this semester the CGS endorsed the adoption of plus/minus grading during a regularly scheduled meeting. At the CAC meeting yesterday (Tuesday, May 8, 2007), CUSA made a formal proposal to adopt plus/minus grading that was approved for undergraduate courses numbered 000 to 699. Please review the earlier email from today if you want to see the full CUSA rationale for undergraduate plus/minus grading.

I have slightly modified the CUSA proposal to apply to graduate level credits (500 through 999) and I submit it below for your review. I am asking that the committee formalize its earlier endorsement of plus/minus grading with a formal vote for action by CAC. Please reply by email to cast a "mail ballot" as a committee member advising one of the following three actions:

_____ A. The CGS should support plus/minus grading for graduate enrollments by submitting the recommendation below to CAC for review at the first meeting in Fall 2007.
_____ B. The CGS should not support plus/minus grading for graduate enrollments.
_____ C. The CGS should wait until its first Fall 2007 meeting to review this policy before recommending it to CAC.

Please send your "vote" to Lindsey Hoover <linzy@ku.edu> by Wednesday, May 16, 2007. Thank you!

Plus/Minus Grading Scale Policy

The Committee on Graduate Study (CGS) recommends to the College Academic Council (CAC) that the College of Liberal Arts and Sciences adopt use of plus and minus grades for all graduate enrollments (numbered 500 to 999).

1. Effective Fall Semester, 2008, instructors in graduate courses in the College may use the grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

2. An A+ and an A will count for 4.0 grade points in calculating the GPA, A- 3.7, B+ 3.3, B 3, B- 2.7, C+ 2.3, C 2, C- 1.7, D+ 1.3, D 1, D- 0.7, and F 0.

3. CGS or another committee will conduct a thorough review of plus and minus grading beginning in the Fall semester of 2010 (or two years after the semester of implementation of plus-minus grading).
III. REPORT ON THE COMMITTEE OF UNDERGRADUATE STUDIES & ADVISING (CUSA)
Submitted by Carol Miner

A. Curricular Changes

<table>
<thead>
<tr>
<th>AFRICAN &amp; AFRICAN AMERICAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHANGE: NEW CROSS-LISTED COURSE</td>
</tr>
<tr>
<td>AAAS 561  LIBERATION IN SOUTHERN AFRICA  3 U</td>
</tr>
<tr>
<td>This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regime is discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as POLS 561, HIST 561.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMERICAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHANGE: COURSE DESCRIPTION      TITLE</td>
</tr>
<tr>
<td>AMS 100 UNDERSTANDING AMERICA  3 H, HT</td>
</tr>
<tr>
<td>(OLD) An introduction to the interdisciplinary field of American Studies. Students read, view, listen to, and discuss texts or materials that explore or represent different ways of understanding American culture and society in historical perspective. Not open to students who have taken AMS 101.</td>
</tr>
<tr>
<td>AMS 100 INTRODUCTION TO AMERICAN STUDIES  3 H, HT</td>
</tr>
<tr>
<td>(NEW) An introduction to the history and key concepts of American studies. Students explore major changes in American culture through the critical reading and analysis of primary and secondary source material. Not open to students who have taken AMS 101.</td>
</tr>
<tr>
<td>AMS 101 UNDERSTANDING AMERICA, HONORS  3 H, HT</td>
</tr>
<tr>
<td>(OLD) An introduction to the interdisciplinary field of American Studies. Students read, view, listen to, and discuss texts or materials that explore or represent different ways of understanding American culture and society in historical perspective. Not open to students who have taken AMS 100. Prerequisite: Membership in the University Honors Program or approval by the American Studies Program. LEC</td>
</tr>
<tr>
<td>AMS 101 INTRODUCTION TO AMERICAN STUDIES, HONORS  3 H, HT</td>
</tr>
<tr>
<td>(NEW) An introduction to the history and key concepts of American studies. Students explore major changes in American culture through the critical reading and analysis of primary and secondary source material. Not open to students who have taken AMS 100. Prerequisite: Membership in the University Honors Program or approval by the American Studies Program.</td>
</tr>
<tr>
<td>AMS 110 THE AMERICAN PEOPLES  3 S, SC</td>
</tr>
<tr>
<td>(OLD) An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 112 or SOC 112. (Same as SOC 110.)</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>AMS 110</td>
</tr>
<tr>
<td>AMS 112</td>
</tr>
<tr>
<td>AMS 332</td>
</tr>
<tr>
<td>AMS 360</td>
</tr>
<tr>
<td>AMS 550</td>
</tr>
</tbody>
</table>
| AMS 550    | RESEARCH SEMINAR IN: ______________ 3 H          |         | A seminar exploring a specific American studies theme. A research paper or equivalent project is required. Prerequisite: AMS 360 (a grade of C or better is
recommended) or consent of instructor. Cannot be taken concurrently with AMS 551, AMS 552 or AMS 553.

APPLIED BEHAVIORAL SCIENCE

CHANGE: NEW COURSE

ABSC 692  PRACTICUM IN BASIC RESEARCH  3
Practical supervised training in the laboratory study of human and/or animal behavior. Students assist in conducting basic research, read and discuss research articles, attend lab meetings, and acquire data analysis and presentation skills. Prerequisite: ABSC 308 (or concurrent enrollment) and permission of the instructor.

CHANGE: NEW COURSE

ABSC 693  PRACTICUM IN HISTORICAL AND CONCEPTUAL FOUNDATIONS  3-6
Practical supervised training in the historical and conceptual foundations of applied behavioral science (e.g., behavior analysis). Students research and read primary source literatures and write papers that advances our understanding of the field's foundations (e.g., empirical, theoretical). Prerequisite: ABSC 100/101, ABSC 304, ABSC 308, and ABSC 509 (or concurrent enrollment), and permission of instructor.

BIOLOGICAL SCIENCES

CHANGE: NEW COURSE

BIOL 560  HISTOLOGY  3  N
Study of detailed microscopic anatomy of cells, tissues, and organs of mammals. Examples are drawn from normal and abnormal tissue, histochemistry, and electron microscopy. Lecture and demonstrations. Prerequisite: BIOL 152 or BIOL 153. A course in anatomy and physiology is highly recommended.

CHANGE: DELETE COURSE

BIOL 690  CONTROL MECHANISMS IN DEVELOPMENT  3  N
Molecular aspects of nucleic acid dynamics; differential gene function and its control; regulation of morphogenesis. Prerequisites: BIOL 350 and BIOL 416, or equivalent.

GEOGRAPHY

CHANGE: NUMBER TITLE

GEOG 158  GIS IN SCIENCE AND SOCIETY  3  N
(OLD) An examination of the development of geographic information science (GISci) from its roots in traditional geography, cartography, and remote sensing to modern geographic information systems (GIS). GIS will be explored as a new scientific instrument, a "macroscope" for representing and analyzing complex earth processes, both physical and cultural. The societal benefits and risks of GIS will be demonstrated and discussed.

GEOG 357  HISTORY AND PHILOSOPHY OF GEOGRAPHIC INFORMATION SCIENCE  3  N
(NEW) An examination of the development of geographic information science (GISci) from its roots in traditional geography, cartography, and remote sensing to modern geographic information systems (GIS). GIS is explored as a new scientific instrument, a "macroscope" for representing and analyzing complex earth processes, both physical and cultural. The societal benefits and risks of GIS are demonstrated and discussed.

CHANGE: NEW COURSE

GEOG 332  GLACIERS AND LANDSCAPE  3  N
Elements from glaciology, geology, and climatology are merged to examine the interactions between glaciers and their natural environments, including the processes
involved in glacier formation, the relationship between glaciers and climate, the mechanisms of glacier flow, and interpretation of the Earth's glacial record. Emphasis is placed on an interdisciplinary approach to study environmental change and paleoclimate reconstruction. Prerequisite: GEOG 104 or GEOL 101, or consent of instructor.

HISTORY

CHANGE: COURSE DESCRIPTION NUMBER TITLE

HIST 396 HISTORICAL METHODS 3.0 H
(OLD) This course introduces students to the ways that historians discover, analyze and write about the past through substantial written work. Students will learn (1) to determine the value of thinking historically; (2) to understand and evaluate ways that historians write about the past; (3) to evaluate the sources and nature of arguments among historians; (4) to find and use library and other resources on history; (5) to develop their own skills in research and writing about history; and (6) to master professional standards of presenting their findings. This course is required of all history majors and is a prerequisite for HIST 696 Seminar in:________. Prerequisite: Six hours of History and declaration of history as a major, or consent of instructor.

HIST 301 THE HISTORIAN'S CRAFT 3.0 H
(NEW) This course introduces students to the practice and methods of the study of history and serves as the gateway to the major. Students learn (1) to think historically; (2) to understand how historians construct and write about the past through narratives, theory and analytical discussion; (3) to critically evaluate historical arguments and the material used to substantiate those arguments, including an introduction to the process of peer review; (4) to develop writing and research skills including the interpretation of primary sources; and (5) to master professional standards of presenting their findings. This course is required of all history majors and is a prerequisite for HIST 696 Seminar in:________. Prerequisite: Open only to declared History majors or by consent of instructor.

HIST 561 LIBERATION IN SOUTHERN AFRICA 3.0 H
This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regime is discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as POLS 561, AAAS 561.)

HISTORY OF ART

CHANGE: NEW COURSE

HA 584 KANSAS ART AND POPULAR CULTURE 3 H
An overview of the art and cultural history of Kansas (and Kansas City) from territorial days to the present. Emphasis is placed on key issues, figures and events. A general familiarity with American history is recommended.

PHYSICS

CHANGE: DELETE COURSE

PHSX 514 SCIENCE COMMUNICATIONS TO NON-TECHNICAL POPULATIONS 3 N
Three hours presentation per week. Planning, preparing, and presenting science principles to elementary school students. Emphasis on oral and visual communication,
effective group management, and working effectively with non-technical professionals (elementary school teachers). Training session is mandatory. Prerequisite: Two English courses, PHSX 114 or PHSX 211, CHEM 184, junior or senior standing in a natural science major, and permission of instructor.

**POLITICAL SCIENCE**

**CHANGE: NEW CROSS-LISTED COURSE**

**POLS 561**

**LIBERATION IN SOUTHERN AFRICA 3.0 S**

This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regime is discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as AAAS 561, HIST 561.)

**CHANGE: NUMBER TITLE**

**POLS 572**

**NATIONAL SECURITY POLICY 3.0 S**

(OLD) An investigation into (1) how security policy is made; (2) the evolution of changing assumptions, strategies and goals since 1945; and (3) the present policy and its alternatives. Prerequisite: Six hours of political science, including POLS 170.

**POLS 677**

**U.S. NATIONAL SECURITY POLICY 3.0 S**

(NEW) An investigation into (1) how security policy is made; (2) the evolution of changing assumptions, strategies and goals since 1945; and (3) the present policy and its alternatives. Prerequisite: Six hours of political science, including POLS 170.

**CHANGE: COURSE DESCRIPTION NEW REQUEST TO CROSSLIST**

**POLS 667**

**ISLAM AND POLITICS 3.0 S, NW**

(OLD) An examination of the political role played by religion in Muslim countries. Rather than taking a regional perspective, this course compares a number of countries stretching from Southeast Asia to West Africa on the bases of a shared cultural trait. The bases of Islam's political role are explored, before discussing the politics of religion in a number of specific cases. Prerequisite: POLS 150 or consent of instructor.

**POLS 667**

**ISLAM AND POLITICS 3.0 S, NW**

(NEW) This course gives students a basic understanding of Islam and Islamic movements, explores the economic, social, political, and cultural context in which these movements take place, and examines the impact of Islam on politics in select countries. Issues such as compatibility of political Islam and democratic politics, political economy in Muslim societies, fundamentalism in Islam, gender relations, identity politics and questions on clash of civilizations are explored. Prerequisite: A principal course in sociology, POLS 150, or consent of instructor. (Same as SOC 640)

**PSYCHOLOGY**

**CHANGE: COURSE DESCRIPTION**

**PSYC 102**

**ORIENTATION SEMINAR IN PSYCHOLOGY 1 S**

(OLD) 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.

**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. Open to KU-degree-seeking students only. Contact the Psychology Department to enroll in the course. Non-degree seeking and non-KU students may enroll in the course by signing up with KU Continuing Education.

**CHANGE: PREREQUISITE**

**PSYC 690 SEMINAR: 1-5 U**

(NEW) Discussion of current problems in psychological theory and research. Prerequisite: PSYC 104 and sophomore status.

(OLD) Discussion of current problems in psychological theory and research. Prerequisite: Consent of Instructor

**SOCIOLOGY**

**CHANGE: COURSE DESCRIPTION TITLE COURSE IS CURRENTLY CROSSLISTED**

**SOC 110 THE AMERICAN PEOPLES 3 S, SC**

(OLD) An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 112 or SOC 112. (Same as AMS 110.)

(NEW) An interdisciplinary introduction to individual and group identities over time. Students explore theories and methods relating to identity from various perspectives, such as race, class, gender, sexuality, age, religion and region. Not open to students who have taken AMS 112 or SOC 112. (Same as AMS 110.)

**SOC 112 THE AMERICAN IDENTITIES 3 S, SC**

(OLD) An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 110 or SOC 110. (Same as AMS 112.) Prerequisite: Membership in the University Honors Program or approval by the American Studies Program.

(NEW) An interdisciplinary introduction to individual and group identities over time. Students explore theories and methods relating to identity from various perspectives, such as race, class, gender, sexuality, age, religion and region. Not open to students who have taken AMS 110 or SOC 110. (Same as AMS 112.) Prerequisite: Membership in the University Honors Program or approval by the American Studies Program.

**SOC 310 INTRODUCTION TO SOCIAL RESEARCH 3 S**

(OLD) An introduction to the nature and methods of social research. Topics may include: hypothesis formulation and testing; how to design a research project, collect and analyze data; elementary statistical procedures; and ethical issues. Prerequisite: A principal course in sociology.

(NEW) An introduction to the nature and methods of social research. Topics may include: hypothesis formulation and testing; how to design a research project, collect and analyze
data; elementary statistical procedures; and ethical issues. Prerequisite: Six credits in Sociology, including SOC 104 or 304.

CHANGE: COURSE DESCRIPTION

SOC 332 THE UNITED STATES IN GLOBAL CONTEXT 3 S
(OLD) An examination of the historical, social, cultural, economic, religious, and political context of the development of the United States and its role as a global power. The primary focus will be on the dynamic role of the United States in a global context-in other words, on assessing the impact of broad external forces on the United States and the global impact of American policies and practices. Among the issues the course will examine are the roles of race, ethnicity, migration, technology, communications and media, popular culture, language, domestic, and transnational organizations, as well as economic, political, religious, and educational institutions. (Same as AMS 332.) LEC

SOC 332 THE UNITED STATES IN GLOBAL CONTEXT 3 S
(NEW) Examines the influence abroad of US culture, policies and practices and the impact of other countries on US culture, society, and politics. Among the topics that may be examined are race, ethnicity, colonialism, imperialism, migration, technology, communications and media, popular culture, language, health, domestic and transnational organizations, as well as economic, political, religious, military and educational institutions. (Same as AMS 332).

CHANGE: PREREQUISITE

SOC 500 SOCIOLOGICAL THEORY 3 S
(OLD) An introduction to the principal texts in sociological theory and the ideas that made them important. Primary materials are emphasized, ranging from medieval to the current age. The goal of the course is to show continuity and change in the theoretical tradition of sociology, and to demonstrate the continued importance of classical ideas. Prerequisite: A principal course in sociology.

SOC 500 SOCIOLOGICAL THEORY 3 S
(NEW) An introduction to the principal texts in sociological theory and the ideas that made them important. Primary materials are emphasized, ranging from medieval to the current age. The goal of the course is to show continuity and change in the theoretical tradition of sociology, and to demonstrate the continued importance of classical ideas. Prerequisite: SOC 510 or permission of the instructor.

CHANGE: PREREQUISITE

SOC 510 ELEMENTARY STATISTICS AND DATA ANALYSIS 3 S
(OLD) An introduction to social scientific data analysis, with an emphasis on descriptive and inferential statistics. Specific topics include sampling, measures of association and correlation, significance testing, the logic of causal inference, the use of computer programs for data analysis, multivariate analysis, and the critical evaluation of social science research findings. Prerequisite: SOC 104 or instructor permission.

SOC 510 ELEMENTARY STATISTICS AND DATA ANALYSIS 3 S
(NEW) An introduction to social scientific data analysis, with an emphasis on descriptive and inferential statistics. Specific topics include sampling, measures of association and correlation, significance testing, the logic of causal inference, the use of computer programs for data analysis, multivariate analysis, and the critical evaluation of social science research findings. Prerequisite: SOC 310 and Math 101, or instructor permission.

CHANGE: NEW CROSS LISTED COURSE

SOC 640 POLITICAL ISLAM 3 S, NW
This course gives students a basic understanding of Islam and Islamic movements, explores the economic, social, political, and cultural context in which these movements take place, and examines the impact of Islam on politics in select countries. Issues such as compatibility of political Islam and democratic politics, political economy in Muslim societies, fundamentalism in Islam, gender relations, identity politics and questions on
clash of civilizations are explored. Prerequisite: A principal course in sociology, POLS 150, or consent of instructor. (Same as POLS 667)

SPANISH AND PORTUGUESE

CHANGE: CREDIT

PORT 471 STUDIES IN BRAZILIAN CULTURE AND CIVILIZATION: _____. 3 H
(OLD) A study of Brazilian culture with emphasis on one or more of the following aspects: history, politics, ethnology, anthropology, religious and secular traditions, issues of cultural identity, music, art, architecture, and popular culture. Available only to study-abroad participants. May be repeated for credit if content varies.

PORT 471 STUDIES IN BRAZILIAN CULTURE AND CIVILIZATION: _____. 1-3 H
(NEW) A study of Brazilian culture with emphasis on one or more of the following aspects: history, politics, ethnology, anthropology, religious and secular traditions, issues of cultural identity, music, art, architecture, and popular culture. Available only to study-abroad participants. May be repeated for credit if content varies.

CHANGE: CREDIT

PORT 475 STUDIES IN BRAZILIAN LITERATURE: _____. 3 H
(OLD) A study of the literature of a particular author, group of authors, period, genre, region, or theme. Available only to study-abroad participants. May be repeated for credit if content varies.

PORT 475 STUDIES IN BRAZILIAN LITERATURE: _____. 1-3 H
(NEW) A study of the literature of a particular author, group of authors, period, genre, region, or theme. Available only to study-abroad participants. May be repeated for credit if content varies.

CHANGE: COURSE DESCRIPTION

TITLE

SPAN 323 SPANISH GRAMMAR AND COMPOSITION FOR THE PROFESSIONS 3 U
(OLD) Systematic grammar review and intensive study of vocabulary and stylistics for formal written communication in the professions. Designed for non-majors. Prerequisite: SPAN 216, or SPAN 217, or SPAN 220, or an equivalent course.

SPAN 323 SPANISH COMPOSITION AND CULTURAL ANALYSIS 3 U
(NEW) Systematic review of writing in Spanish, intensive study of vocabulary and stylistics for formal written communication, and development of essential writing and analytical skills for advanced courses in Spanish. Prerequisite: SPAN 216, or SPAN 217, or SPAN 220, or consent of instructor.

CHANGE: PREREQUISITE

SPAN 340 TEXTUAL ANALYSIS AND CRITICAL READING 3 H
(OLD) Critical readings and interpretation of Hispanic literatures, with emphasis on acquiring the skills and vocabulary necessary for discussing and writing literary analyses. Prerequisite: SPAN 323 or SPAN 324 with a grade of B or better, or consent of instructor.

SPAN 340 TEXTUAL ANALYSIS AND CRITICAL READING 3 H
(NEW) Critical readings and interpretation of Hispanic literatures, with emphasis on acquiring the skills and vocabulary necessary for discussing and writing literary analyses. Prerequisite: SPAN 323 or SPAN 324, or consent of instructor.

CHANGE: NEW COURSE

SPAN 346 TRANSATLANTIC HISPANIC CULTURES 3
This course offers an introductory overview of Hispanic cultures, focusing on the political, economic, social, linguistic, and artistic development that shaped the historical and cultural bonds between Latin America and Spain. Enhances the cultural competence acquired in previous Spanish classes and prepare students for upper-level work in the
major. Taught in Spanish. Prerequisite: Span 324. A grade of "C" or better in SPAN 324 is strongly recommended for students enrolling in this course. Not open to students who have already taken SPAN 370, 371, 446, 447, 470, or 471.

**CHANGE: PREREQUISITE**

**SPAN 424**
**ADVANCED SPANISH COMPOSITION AND GRAMMAR  3  H**
(NEW) Extensive practice in writing, with attention to vocabulary, grammar usage, and discourse structure. Thorough review of syntax and grammar. Conducted in Spanish. Concurrent enrollment in SPAN 428 required, except for native speakers or for students with credit for SPAN 428 from a study abroad program. Prerequisite: SPAN 340 with a grade of B or better or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**SPAN 440**
**HISPANIC STUDIES: _____  3  H**
(OLD) A topics course dedicated to the study of special historical moments, topics, authors, or themes in literary and cultural history. Readings may include selections from both Spain and the countries of Spanish America. The course may cover multiple genres, authors, periods, or regions. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 440**
**HISPANIC STUDIES: _____  3  H**
(NEW) A topics course dedicated to the study of special historical moments, topics, authors, or themes in literary and cultural history. Readings may include selections from both Spain and the countries of Spanish America. The course may cover multiple genres, authors, periods, or regions. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 446**
**SPANISH CULTURE  3  H**
(OLD) A study of the development of Spanish culture with particular emphasis on history, customs and traditions, and literary trends and artistic tendencies that constitute Spain's specific contribution to Western civilization. Conducted in Spanish. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 446**
**SPANISH CULTURE  3  H**
(NEW) A study of the development of Spanish culture with particular emphasis on history, customs and traditions, and literary trends and artistic tendencies that constitute Spain's specific contribution to Western civilization. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 447**
**LATIN AMERICAN CULTURES  3  H W**
(OLD) The description and interpretation of Latin American cultures, with particular attention to history, ethnology, folklore, and the arts. The course may focus on particular countries or geographical areas. Conducted in Spanish. May be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324, SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 447**
**LATIN AMERICAN CULTURES  3  H W**
The description and interpretation of Latin American cultures, with particular attention to history, ethnology, folklore, and the arts. The course may focus on particular countries or geographical areas. Conducted in Spanish. May be repeated for credit as topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 450**

**MEDIEVAL SPANISH STUDIES:**

Reading and analysis of Spanish literature and culture to 1500. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 450**

**MEDIEVAL SPANISH STUDIES:**

Reading and analysis of Spanish literature and culture to 1500. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 451**

**EARLY MODERN SPANISH STUDIES:**

Reading and analysis of Spanish literature and culture from 1500 to 1800. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 451**

**EARLY MODERN SPANISH STUDIES:**

Reading and analysis of Spanish literature and culture from 1500 to 1800. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 452**

**NINETEENTH-CENTURY SPANISH STUDIES:**

Reading and analysis of the literature and culture of Spain of the 1800s. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 452**

**NINETEENTH-CENTURY SPANISH STUDIES:**

Reading and analysis of the literature and culture of Spain of the 1800s. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

**SPAN 453**

**TWENTIETH-CENTURY SPANISH STUDIES:**

Reading and analysis of the literature and culture of Spain from 1900 to the present. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**SPAN 453**

**TWENTIETH-CENTURY SPANISH STUDIES:**

Reading and analysis of the literature and culture of Spain from 1900 to the present. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or
A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

SPAN 460  COLONIAL SPANISH-AMERICAN STUDIES: _____ 3 H
(OLD) Reading and analysis of Spanish-American literature and culture from the Conquest to Independence, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

SPAN 460  COLONIAL SPANISH-AMERICAN STUDIES: _____ 3 H
(NEW) Reading and analysis of Spanish-American literature and culture from the Conquest to Independence, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

SPAN 461  NINETEENTH-CENTURY SPANISH-AMERICAN STUDIES: _____ 3 H
(OLD) Reading and analysis of Spanish-American literature and culture from Independence to 1900, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

SPAN 461  NINETEENTH-CENTURY SPANISH-AMERICAN STUDIES: _____ 3 H
(NEW) Reading and analysis of Spanish-American literature and culture from Independence to 1900, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

SPAN 462  TWENTIETH-CENTURY SPANISH-AMERICAN STUDIES: _____ 3 H
(OLD) Reading and analysis of Spanish-American literature and culture from 1900 to the present, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

SPAN 462  TWENTIETH-CENTURY SPANISH-AMERICAN STUDIES: _____ 3 H
(NEW) Reading and analysis of Spanish-American literature and culture from 1900 to the present, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better in SPAN 340 is strongly recommended for students enrolling in this course.

**CHANGE: PREREQUISITE**

SPAN 463  NATIONAL TRADITIONS IN SPANISH AMERICA: _____ 3 H
(OLD) Reading and analysis of Spanish-American literature and cultural history from the perspective of a selected nation or nations. The course explores the role of literature and cultural expression in constructing the modern nation and local traditions. Readings may cover selections from multiple genres, authors, and periods. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or 324; SPAN 340 with a grade of B or better; or consent of instructor.

SPAN 463  NATIONAL TRADITIONS IN SPANISH AMERICA: _____ 3 H
(NEW) Reading and analysis of Spanish-American literature and cultural history from the perspective of a selected nation or nations. The course explores the role of literature and cultural expression in constructing the modern nation and local traditions. Readings may cover selections from multiple genres, authors, and periods. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or 324; SPAN 340 with a grade of B or better; or consent of instructor.
cultural expression in constructing the modern nation and local traditions. Readings may cover selections from multiple genres, authors, and periods. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 340 or consent of instructor. A grade of "C" or better is strongly recommended for students enrolling in this course.
B. Degree Requirements/Policy Changes for Approval

1. New Latino Studies minor

PROPOSAL:
US Latino/a Studies Minor [housed in American Studies]

The Minor in US Latino/a Studies consists of six courses (18 credits). At least 5 courses must be at the junior / senior level. Courses must be drawn from at least 3 different departments. Language courses do not count toward the requirements for the minor, although knowledge of Spanish may be useful since some courses offered are conducted in Spanish. (These are designated below.) Courses not on this list may count with approval of the Latino/a Studies Advisor.

Courses must be drawn from the following two categories:

I. Core courses: At least four courses (12 credits) drawn from the list below:
AMS 260 / SOC 260: America’s Latino/as
AMS 520: Topics in Latino Studies: _______ (may be repeated for credit as the topic changes)
ANTH 562, LAA 302/602: "Mexamerica"
ENGL 337: Introduction to US Latino/a Literature
ENGL 573: Topics in US Latino/a Literature: _______ (may be repeated for credit as the topic changes)
POLS 619: Topics in American Politics: Latino Politics
SPAN 464 US Latino/a Literatures (conducted in Spanish)
SW 455 Topics in Social Welfare: Social Work with Latinos

The following topics courses may also count toward the minor, if the particular topic offered in a given semester focuses on US Latino/as:
AMS 344 Case Study in American Studies ______
AMS 536 Ethnicity in the United States_____
AMS 494 Topics in ______
AMS 551 / 553 Research Project in American Studies (if the research focuses on US Latino/as)
SPAN 440 Hispanic Studies ______ (conducted in Spanish)
SPAN 540 Colloquium on Hispanic Studies______ (conducted in Spanish)
SW 555 Topics in Diversity __________

A course with a service learning component, such as one of the following, may also count in this category, with permission of the Latino/a Studies Advisor, if the service learning component is in a Latino/a community in the US.
AMS 552 Public Service in American Studies
SPAN 330 Internship or Service with Spanish (variable credit)
SOC 490 Internship in Sociology

Other courses with at least 75% US Latino/a content may count toward the minor with permission of the Latino/a Studies Advisor.

II. At most two related electives:

AMS 110 / 112 / Sociology 110 The American People
AMS 576: Cultural Geography of the United States
ANTH 563: Cultural Diversity in the United States
ENGL 334 US Ethnic Literatures: _______ (if the topic includes US Latino/a literature)
GEOG 591 Geography of Latin America
GEOG 593 Central American Peoples & Land
GEOG 592 Middle America
HIST 571 The Spanish Borderlands in North America
HIST 572 The United States Borderlands
HIST 573 Latin America in the Nineteenth Century
HIST 574 Slavery in the New World
HIST / AMS 575 History of Mexico since 1821
HIST 576 History of Central America
HIST 577 History of the Caribbean
HIST 578 Social History of South America
HIST 580 Economic History of Latin America
LAA 100 Latin American Culture & Society
LAA 302/602 Sports and Politics in Latin America
LAA 302 / 602 The Latin American Left
LAA 332 or 333 Language & Society in Latin America
LAA 335 The Politics of Language in Latin America
POLS 651/ WS 651 Women & Politics in Latin America
POLS 658 Theories of Politics in Latin America
POLS 659 Political Dynamics of Latin America
POLS 670 United States Foreign Policy
POLS 682 US Policy--Post-Colonial World
SOC/AMS 332: The United States in Global Context
SOC/AMS 522: Racial and Ethnic Relations
SOC/AMS 534: Comparative Ethnic Relations
SOC 630 Latin American Society
SPAN 447: Latin American Cultures: _____ (conducted in Spanish)
SPAN 460: Colonial Spanish-American Studies: ______ (conducted in Spanish)
SPAN 461 Nineteenth-century Spanish-American Studies: ______ (conducted in Spanish)
SPAN 462 Twentieth-century Spanish-American Studies: ______ (conducted in Spanish)
SPAN 463 National Traditions in Spanish America: ______ (conducted in Spanish)
SPAN 471 Studies in Spanish-American Culture and Civilization: ______ (conducted in Spanish)
SPAN 474 Studies in Spanish-American Literature: ______ (conducted in Spanish)
SPAN 560 Colloquium on Latin American Film
SPAN 566 Latin American Folklore
SW 305 Studies in Diversity and Difference
SW 560 Topics in Social Welfare: Intercultural Community Social Service (when in Costa Rica)

Other appropriate courses on Latin America, its cultures, countries, geography, history, politics, economy, and/or peoples, or other relevant courses on the US, may also count towards this requirement, with the approval of the Latino/a Studies Advisor.

Changes to the Latino/a Studies minor are approved by the Latino/a Studies Advisory Committee and by the American Studies Program. Marta Caminero-Santangelo, English Department, has volunteered to be the first Latino/a Studies Advisor.

Faculty teaching core courses in the Latino/a Studies minor include: Christina Bejarano, Political Science; Marta Caminero-Santangelo, English; Ben Chappell, American Studies; Stuart Day, Spanish and Portuguese; Ruben Flores, American Studies; Tanya Golash-Boza, American Studies / Sociology; Brent Metz, Anthropology; Yajaira Padilla, Spanish and Portuguese; Jessica Vasquez, Sociology

Explanation of requirements:

I. Core courses are those which focus primarily on US Latino/as populations. This category includes topics courses that sometimes count towards the minor (with permission), depending upon topic or service learning component, although they don't count if the topic is not US Latino/as.
II. Electives are courses relevant to the study of Latino/as in the US, although the content may be broader than a primary focus on US Latino/as. They may include courses on race and ethnicity in the US, courses that deal with issues of migration and foreign policy, or courses on Latin American countries that contribute substantially to US Latino/a populations.

JUSTIFICATION:
Traditionally, Latino/a communities have been associated with the Southwest and California, Miami, and New York City. Yet, according to results of the 2000 census, Kansas's Latino community has now surpassed the African-American community as the largest minority population in the state (8.1% of the total population by 2004 estimates, as compared to 5.9% for African Americans). This corresponds with the 2000 census findings that Latino/a populations in the US have now exceeded in numbers the African American population nationwide to become the “largest minority.” The current debates on immigration reform and the effects of the "Latino vote” on national and local elections further underscore the growing impact of the American Latino community and the importance of understanding that community. Yet, while KU has a program in African and African American studies, as well as a Latin American Studies program, we do not yet offer a US Latino Studies minor or major.

The proposed minor is a step towards rectifying this gap, by offering a coherent, interdisciplinary program of study for undergraduates interested in minority and Latino issues in the United States. Several recent hires in the area of US Latino/a Studies, including Ruben Flores (American Studies), Yajaira Padilla (Spanish), Stuart Day (Spanish), Tanya Golash-Boza (American Studies and Sociology), Ben Chappell (American Studies), Jessica Vasquez (Sociology) and Christina Bejarano (Political Science), have increased the numbers and diverse fields of KU faculty already working in this area to the point where a Latino Studies minor can now be instituted.

Faculty who already teach Latino/a Studies courses at KU are convinced that many students would be interested and eager to have US Latino/a Studies as a minor. (For example: introductory US Latino/a literature classes have swelled from 15-20 students ten years ago to being capped at 35 today--the same number of students that take the American Literature Survey courses.) Latin American majors would find a minor in US Latino/a Studies very complementary to their interests. Offering a minor in US Latino/a Studies may also enhance recruitment efforts of Latino/a students in Kansas, Missouri, and the surrounding region.

Students who take the Latino/a Studies minor will learn about the history of Latinos in the US, the diverse populations that constitute this “community,” their relationship to the institutions of American society, their literature and cultural production, issues of racial and ethnic formation impacting Latinos, and the meaning of the sweeping demographic change that they represent for the nation.

2. New Human Sexuality minor

PROPOSAL:
Requirement 1. One general survey course on human sexuality (3 hours).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSES 489</td>
<td>Health and Human Sexuality*</td>
</tr>
<tr>
<td>SW 303</td>
<td>Human Sexuality in Everyday Life</td>
</tr>
<tr>
<td>PSYC 502</td>
<td>Human Sexuality</td>
</tr>
</tbody>
</table>

Requirement 2. Three core courses (9 hours): This category includes courses with a primary focus on sexuality. Students should take at least one Humanities course and at least one Social or Biological Science course.

Core Courses from a Humanities Perspective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS 598/HIST 598</td>
<td>Sexuality and Gender in African History</td>
</tr>
<tr>
<td>CLSX 315</td>
<td>Women in Ancient Art and Society</td>
</tr>
<tr>
<td>CLSX 374/HWC 374</td>
<td>Gender and Sexuality,</td>
</tr>
</tbody>
</table>

Relevant special topics courses (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 696</td>
<td>Gay American History</td>
</tr>
<tr>
<td>ENGL 590</td>
<td>Studies in: Queering English Lang Studies</td>
</tr>
<tr>
<td>FREN 440</td>
<td>Studies in French Culture: Gender</td>
</tr>
<tr>
<td>Ancient and Modern</td>
<td>Subversion (taught in French)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>EALC 575</td>
<td>HWC 300</td>
</tr>
<tr>
<td>EALC 575</td>
<td>History of Sexuality</td>
</tr>
<tr>
<td>EALC 575</td>
<td>HWC 300</td>
</tr>
<tr>
<td>EALC 575</td>
<td>Philosophy of Sex and Love</td>
</tr>
<tr>
<td>REL 374</td>
<td>HWC 300</td>
</tr>
<tr>
<td>REL 374</td>
<td>Religious Perspectives on</td>
</tr>
<tr>
<td></td>
<td>selfhood &amp; Sexuality</td>
</tr>
<tr>
<td>Relevant special topics courses, including the</td>
<td></td>
</tr>
<tr>
<td>following:</td>
<td></td>
</tr>
<tr>
<td>AAAS 320/520</td>
<td></td>
</tr>
<tr>
<td>AAAS 320/520</td>
<td>African St In: Relgn, Power &amp;</td>
</tr>
<tr>
<td>AAAS 320/520</td>
<td>Sexuality Arab Soc</td>
</tr>
</tbody>
</table>

Core Courses from a Social Science or Biological Science Perspective

| ANTH 359 Anthropology of Sex | PSYC 690/WS 696 Conceptual Issues in Human |
| ANTH 660 Human Reproduction: Culture, | Sexuality                                      |
| Power, and Politics          |                                               |
| POLS 6?? Reproductive Policy (tentative: | PSY 520                                        |
| proposed by Alesha Doan)     | Women and Violence                           |
| PSYC 410 Intimate Relationships | Relevant special topics courses, including the |
| PSYC 555 Evolutionary Psychology | following:                                   |
|                                | SOC 600                                      |
|                                | Sociological Perspectives:                  |
|                                | Sexuality                                   |

Requirement 3. Two additional General, Core, Secondary, or Research/Service courses (6 hours).

Secondary Courses (Courses with some sexuality-related content)

| AAAS 554 | Contemporary Health Issues in Africa |
| ABSC 268 | Introduction to Marriage and Family Relations |
| ABSC/PSYC 626 | Psychology of Adolescence* |
| AMS 344/WS 396 | African Amer Women: Colonial Era to the Present |
| ANTH 389/WS 389 | Anthropology of Gender: Female, Male & Beyond |
| COMS 344 | Relational Communication |
| COMS 440 | Gender and Communication |
| COMS 455/REL 475 | Loving Relationships |
| COMS 552 | Rhetoric of Women's Rights |
| HIST 324/WS 324 | History of Women and the Body |
| PHIL 674 | Philosophy of Law |
| PSYC 600/WS 600 | Contemporary Feminist Political Theory |
| PSYC 465 | Stereotypes & Prejudice Across Cultures |
| PSYC/WS 468 | Psychology of Women |
| PSYC 642 | Psychology of Families* |
| SOC 220 | Sociology of Families* |
| SOC 617 | Women and Health Care |
| SOC 628 | Sociology of Family |
| SOC 633 | Politics of Physical Appearance |
| WS 333 | Politics of Physical Appearance |
| ENGL 203 | Topics in: Lit of Love and Marriage |
| PSYC 690 | Seminar: Advanced Marriage & Family Study |

Research or Service Courses, By Petition (If relevant to sexuality)

Independent Study if relevant to sexuality (e.g., PSYC 480, WS 498)

Service Learning if relevant to sexuality (e.g., WS 650 Service Learning in Women’s Studies)

Honors Thesis/Senior Essay/Honors Essay (e.g., WS 499 Honors in WS) if relevant to sexuality

Other Information

Other courses might count by petition in any of the above categories depending on their content. Such courses could include special topics courses (e.g., WS 396/696 Studies in ___; ENGL 590 Studies in ___; PSYC 690 Seminar: ___), new courses, or other courses.

According to the KU Undergraduate Catalog 2006-2008, “One course overlap is allowed between major requirements and minor requirements” (p. 64).

*Also available online through Continuing Education.

**JUSTIFICATION:**

1. Human sexuality is an important aspect of students’ personal lives.

2. Human sexuality is relevant to many of the careers to which students aspire. For example, knowledge
about human sexuality is relevant for careers in health care, counseling and therapy, social work, academia, K-12 education, public policy, law, and so forth.

3. KU has numerous courses related to sexuality, but few students are aware of these courses because they are distributed across at least 20 academic units. This minor would help students identify these courses.

4. KU has been endeavoring to help its graduates become more competitive by documenting their experience on their transcripts (e.g., KU has recently initiated Research Experience Program Certification, Certification in Service Learning, and Global Awareness Program Certification). This minor will allow students to document their course work in Human Sexuality.

5. Based on informal surveys, student interest in this minor is likely to be strong.

6. This minor will facilitate the goals of the Women’s Studies (WS) Program. According to the “Summary of the KU Women’s Studies Program’s Strategic Plan,” submitted to Dean Joseph Steinmetz on November 10, 2006, one purpose of the Program is “to teach students knowledge and critical thinking skills about women, gender, and sexuality” (p. 1, emphasis added). One of our strategies for accomplishing this purpose is to establish a Human Sexuality minor (p. 2).

7. Human sexuality is a burgeoning area of research and scholarship. For example, there are numerous scientific and scholarly journals related to sexuality, such as the *Journal of Sex Research*, the *Archives of Sexual Behavior*, the *Journal of the History of Sexuality*, *Sexualities*, *Sexuality & Culture*, *Sexuality and Disability*, *Sexuality and Gender Studies*, the *International Journal of Sexuality and Gender Studies*, *Sexually Transmitted Diseases*, the *Journal of Sex & Marital Therapy*, the *Annual Review of Sex Research*, the *Journal of Homosexuality*, the *Journal of Psychology and Human Sexuality*, the *Canadian Journal of Human Sexuality*, *AIDS Education and Prevention*, the *American Journal of Sexuality Education*, and numerous others.

Similarly, there are numerous scholarly organizations related to sexuality, such as the Society for the Scientific Study of Sexuality; the Society for Sex Therapy and Research; the American Association of Sex Educators, Counselors and Therapists; the World Association for Sexual Health; the International Society for the Study of Women's Sexual Health; the International Academy of Sex Research; and numerous others.

8. Numerous universities have established undergraduate minors or certificates in sexuality. A partial list includes the following:
   - The University of Cincinnati offers a Sexuality Studies track/concentration within Women’s Studies Major:
     See http://asweb.artsci.uc.edu/womens_studies/Undergraduate/WomensStudies.pdf
   - Duke University offers an undergraduate certificate in their Program in the Study of Sexualities
     See http://www.duke.edu/web/SXL/
   - The University of Iowa offers an undergraduate Certificate in Sexuality Studies.
     See http://www.uiowa.edu/%7Einterdi/sexuality/
   - The University of Nebraska—Lincoln offers a minor in Lesbian, Gay, Bisexual, Transgender, Queer / Sexuality Studies.
     See http://www.unl.edu/womenssp/undergraduate/lgbtq.shtml
   - The University of North Carolina—Chapel Hill offers an undergraduate minor in Sexuality Studies.
     See http://www.unc.edu/sxst/
   - The Ohio State University offers an Interdisciplinary Undergraduate Minor in Sexuality Studies.
     See http://sexualitystudies.osu.edu/minor/
   - San Francisco State University offers an undergraduate Minor in Human Sexuality Studies.
     See http://hmsx.sfsu.edu/HMSX%20Minor/undergraduate_home.htm
   See http://people.ku.edu/~jyounger/lgbtqprogs.html for additional information.

ADDITIONAL INFORMATION
Letters of Support from Relevant Departments
Letters of support from departments offering these courses are attached (except for Anthropology; see below). These letters indicate approval for having their courses included as part of the minor, and they indicate how often each course is offered.

We currently do not have a letter of support from Anthropology. Currently, a search for a new Assistant Professor of Anthropology and Women's Studies is underway. Thus, the available anthropology courses relevant to human sexuality will depend to a certain extent on who is hired. This issue should be resolved soon. Regardless of which Anthropology courses are offered, students have many other courses to choose from, so the current uncertainty does not seem problematic.

No New Resources Are Needed
The resources for this minor are already in place. We do not need any new faculty lines or new administrative staff to implement this minor.

Women’s Studies will designate a faculty member to be the Coordinator of the Human Sexuality Minor. This Coordinator will answer student questions, make students aware of relevant courses each semester, and so forth.

(note: letters of support and other documentation are filed with the paper copy of this proposal)
C. Report of Action Degree Requirements Changes

1. Request for Non-Western Culture status

   **ACTION: Existing Course**
   **EALC 418/618 SEXUAL POLITICS IN DYNASTIC CHINA**
   **DESCRIPTION:**
   EALC 418: Sexual Politics in Dynastic China. The course uses myth, literature, history, biography, and other documents to discuss sexual politics in China from ca 1500 B.C.E. to the end of the last dynasty in 1911. Topics include: emperors, empresses, and consorts, polygamy, prostitution, love, yin and yang cosmology, the art of the bedchamber, women’s literature, and erotic literature. Recommended: A course in East Asian studies. Not open to students who have taken EALC 618.

   EALC 618: Sexual Politics in Dynastic China. The course uses myth, literature, history, biography, and other documents to discuss sexual politics in China from ca 1500 B.C.E. to the end of the last dynasty in 1911. Topics include: emperors, empresses, and consorts, polygamy, prostitution, love, yin and yang cosmology, the art of the bedchamber, women’s literature, and erotic literature. More extensive writing requirements than 418. Recommended: A course in East Asian studies. Not open to students who have taken EALC 418.

   **JUSTIFICATION:**
   For those interested in an NW course that is broad in scope and but not a large lecture, this will offer another junior/senior level choice.

   **ACTION: New Course; New Cross-listed Course**
   **AAAS 561 LIBERATION IN SOUTHERN AFRICA**
   **DESCRIPTION:**
   This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regimes discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as POLS 561, HIST 561.)

   **JUSTIFICATION:**
   Expert faculty available to teach this course which fulfills non-western credit category, and offers to history student majors additional Category II, non-western, curriculum. No course on this subject is currently available for teaching.

   **ACTION: New Course; New Cross-listed Course**
   **HIST 561 LIBERATION IN SOUTHERN AFRICA**
   **DESCRIPTION:**
   This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regimes discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as POLS 561, AAAS561.)
JUSTIFICATION:
Expert faculty available to teach this course which fulfills non-western credit category, and offers to history student majors additional Category II, non-western, curriculum. No course on this subject is currently available for teaching.

ACTION: New Course; New Cross-listed Course

POLS 561  LIBERATION IN SOUTHERN AFRICA

DESCRIPTION:
This course examines struggles for freedom in southern Africa and the consequences of political, economic, and social changes in the region. The end of colonial rule, the demise of white-settler domination, and the fall of the apartheid regime is discussed. As a major political event of the twentieth century, the liberation of southern Africa had both local and global consequences. The course analyzes transnational issues of liberation and resistance to consider broader regional and international perspectives. Course themes pay particular attention to gender and ethnicity and include a focus on democratization and contemporary meanings of liberation. Prior coursework in African Studies is strongly recommended, but not required. (Same as HIST 561, AAAS 561.)

JUSTIFICATION:
Expert faculty available to teach this course which fulfills non-western credit category, and offers to history student majors additional Category II, non-western, curriculum. No course on this subject is currently available for teaching.

2. Changes to existing BS Biology Major – Neurobiology Concentration

PROPOSAL:
This request is for two changes in course numbers in the curriculum of BS Neurobiology. BIOL 776 Mammalian Neuroanatomy is now BIOL 676, and BIOL 690 is BIOL 755.

JUSTIFICATION:
BIOL 776 Mammalian Neuroanatomy was a requirement for the undergraduate major, BS - Neurobiology as originally formulated. Because this is an undergraduate major, the course should be an undergraduate course. It will not be cross-listed with a graduate number. BIOL 690 was listed as an elective for the Neurobiology major. In a reshuffling of Molecular Biosciences courses, BIOL 690 has been renumbered BIOL 755.

3. Changes to existing History Major

PROPOSAL:
. . .requirements for a major in history are distributed. . .

1. Eight courses (24 hours) . . .
   (a) . . .
   (b) . . .
   (c) Previous HIST 396 Historical Methods or its equivalent
   (c) Change to: HIST 301 The Historian’s Craft

JUSTIFICATION:
Change of course number and title
PROPOSAL:
Change Course Residency Requirement. Not addressed presently in Major Requirements. No more than five (5) History courses taken outside of the University of Kansas may be used to fulfill requirements for major.

JUSTIFICATION:
There is no current requirement concerning the number of courses taken from other institutions that can be applied to the major. Students may take a maximum of two (2) courses from junior colleges for the major, but they may also transfer in courses taken in summer sessions or on-line at other universities, or transfer in courses taken before they became students at KU. For some students, this could be extensive and if they are equivalent to our offerings, there is no legitimate reason not to allow them. Under this new rule, one-half of the major requirements would have to be taken from our department and so it is likely that we would have had a significant impact on the student’s intellectual development before bestowing a degree with our name on it.

4. New specialization in Applied Behavioral Science major

PROPOSAL:
New Requirements: NONE
Deletions: NONE
Changes: This is a proposal to add a specialization area (emphasis) in Basic Research & Conceptual Foundations of Applied Behavioral Science. This would be added to the list of specializations that already exist in the ABSC department. All ABSC majors are required to complete a specialization area; this addition will give students one more option.

As part of the 33 hr ABSC major, students pursuing the proposed emphasis will complete 3-6 credit hours of Basic or Conceptual research practicum:

- The Basic Research practicum (ABSC 692) will involve students in all aspects of the research endeavor. Learning experiences would include a) training in the ethical conduct of laboratory research, b) conducting research in human and/or animal laboratory settings, c) analyzing data, d) reading and discussing empirical articles related to ongoing studies, and e) presenting data at laboratory meetings.

- The practicum in Historical and Conceptual Foundations (ABSC 693) will offer opportunities for supervised training in the historical and conceptual foundations of applied behavioral science (e.g., behavior analysis). Students research and read primary source literatures and write papers that advance our understanding of the field’s foundations (e.g., empirical, theoretical).

In addition, students completing the Basic Research option will complete an introductory course in statistics, Psychology 300/301 (see below for approval from Psychology Department Chair, Dr. Greg Simpson).

The following consent for students pursuing the Basic Research track within the emphasis was obtained from the Psychology Department Chair, Greg Simpson on August 2, 2008.

My only concern was that there would be competition for seats for a course that is required for our majors, and for which we spend a considerable amount of effort to get students into before the second semester of their senior years! With the small number of students you’re talking about, I don’t see a problem. So, consider this my permission to use 300/301 for your new emphasis. Let me know if you need anything more formal.

Greg Simpson
JUSTIFICATION:
Some ABSC majors are interested in pursuing careers for which laboratory research and conceptual skills are prerequisites (e.g., science, technology, data analysis) and for students interested in graduate school in the behavioral sciences (e.g., behavior analysis, behavioral pharmacology, behavioral neuroscience, psychology) or for professional training (e.g., allied health, pharmacology, medicine). The proposed specialization is partially a response to student requests to develop practica and coursework that will prepare them for graduate school in the behavioral sciences.

5. Change to existing American Studies Major

PROPOSAL:
Requirements for B.A. or B.G.S. Major. Thirty hours are required, distributed as follows:

American Studies Core Courses (9 hours)
AMS 100: Introduction to American Studies (3) or
AMS 101: Introduction to American Studies, Honors (3)
AMS 110: American Identities (3) or
AMS 112: American Identities, Honors (3)
AMS 332: United States in Global Context (same as SOC 332) (3)

Theory and Method (6 hours)
AMS 360: Theory and Method (3) and
One additional course that explores methodological and theoretical approaches used in American Studies from a list of approved courses maintained by the program. Examples of courses that may fulfill this requirement include: AAAS 560/WS 560, ANTH 361, ANTH 460, HIST 396, POLS 301, POLS 306, POLS 320, POLS 600/WS 600, POLS 609, HIST 649/WS 549, ENGL 508, PSYC 300, PSYC 310, SOC 310, SOC 500, SOC 510, SOC 601, TH&F 583, TH&F 584, WS 468/PYSC 468.

Emphasis (12 hours)
Four courses that cohere around a common theme. At least 9 hours must be at the junior/senior level. Students must select one of seven emphases or design their own. Self-designed emphases must be approved in their entirety by an American Studies advisor and the Undergraduate Studies Director prior to implementation.

American Studies Emphases: Race/Ethnicity, Visual Culture, Local and Global, Popular Culture, Jazz Studies, Gender and Sexuality and Religion.

Advanced Courses (3 hours)
AMS 550: Research Seminar in: ________ (3)

CHANGES IN EXISTING MAJOR: REDUCING OPTIONS FOR THIRD CORE COURSE
Proposal: The department has already proposed to change the course description for AMS 332: US in Global Context. We now propose to make AMS 332: US in Global Context the only course that counts as the third required core course for the major. This action would eliminate AMS 344: Case Study in American Studies, AMS 330: American Society and SOC 132: American Society, Honors as options for the requirement.

OLD REQUIREMENT:
AMS 330 American Society (same as SOC 330) (3) or
AMS 332 United States in Global Context (same as SOC 332) (3) or
AMS 344 Cast Study in American Studies: ________ (3)

NEW PROPOSED REQUIREMENT
AMS 332 United States in Global Context (same as SOC 332) (3)
Justification: Having several courses stand in for this core course (particularly AMS 344 which changes with the instructor) undermines the function of this course as a foundational, core courses for the major. Additional topics, such as colonialism and imperialism, allow the course to deal with historical and contemporary issues and increases the number of faculty able to teach the course.

Effective Date: Fall 2008.

Consultation with other departments/schools within university. Need to obtain approval from Sociology because of the cross-listed status.

CHANGE IN EXISTING MAJOR: TITLE, COURSES IN SOCIETY AND CULTURE REQUIREMENT

Proposal: The department has already proposed a new course, AMS 360: Theory and Method that will meet this requirement. It also proposes to change the title of this major requirement from Approaches to Understanding Society and Culture to Theory and Method. It also suggests new 300-level courses from other departments that can count for this requirement.

OLD: Approaches to Understanding Society and Culture. Two courses that explore, in whole or in part, methodological or theoretical approaches and/or issues used in disciplines relevant to the field of American studies. The two courses used to fulfill this requirement would normally be from two different disciplines or departments. Examples of courses that will fulfill this requirement include:

ANTH 108, 109, 160, 162, 308, 320
ECON 104, 105
ENGL 308, 508
EURS 148, 149
GEOG 102, 103
HIST 396, 696
HA 100, 103, 300
HDFL 308, 309
LING 320
PHIL 180, 181
POLS 301, 302
PSYC 310, 490
SOC 500, 510
TH&F 283
WS 201, 202

NEW: Theory and Method. AMS 360: Theory and Method, plus one additional course that explores methodological and theoretical approaches used in American Studies from a list of approved courses maintained by the program. Examples of courses that may fulfill this requirement include:

<table>
<thead>
<tr>
<th>AAAS 560/WS 560: Race Gender and Postcolonial Discourse</th>
<th>POLS 609: Topics in Political Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 361: Third World Anthro Approaches</td>
<td>PSYC 300: Statistics in Psych. Research</td>
</tr>
<tr>
<td>ANTH 460: Theory in Anthropology</td>
<td>PSYC 310: Research Methods in Psychology</td>
</tr>
<tr>
<td>HIST 396: Historical Methods</td>
<td>SOC 310: Introduction to Social Research</td>
</tr>
<tr>
<td>POLS 301: Introduction to Political Theory</td>
<td>SOC 500: Sociological Theory</td>
</tr>
<tr>
<td>POLS 306: Political Science Methods of Inquiry</td>
<td>SOC 510: Elementary Statistics and Data Analysis</td>
</tr>
<tr>
<td>POLS 320: Introduction to Public Policy</td>
<td>SOC 601: Introduction to Feminist Social Theory</td>
</tr>
<tr>
<td>POLS 600/WS 600: Contemporary Feminist Political Theory</td>
<td>TH&amp;F 583: Film Theory</td>
</tr>
<tr>
<td>ENGL 508: Contemporary Literary Theory</td>
<td>WS 468/PSYC 468: Psychology of Women</td>
</tr>
</tbody>
</table>

48
**Justification:** The goal of the requirement is to expose students to methodological or theoretical approaches or issues. The previous list of courses included 100-level courses that did not provide the necessary rigor and did not prepare students for advanced work in American studies. The new list is more closely construed to introduce students to theories and methods commonly used in American studies. The new course are all 300-level and above, providing the needed interpretative skills.

**Effective Date:** Fall 2008.

**Consultation with other departments/schools within university.** None needed.

**CHANGE IN EXISTING MAJOR: EMPHASIS**

**Proposal:** The department proposes to reduce the number of Special Emphasis Concentrations from 13 to 7, increase the number of hours for each Concentration from 9 to 12 (an increase that includes the hours from the proposed change in the AMS 551/2/3 requirement, so the overall hours for the major will not change) and establish a provision whereby students can design, in its entirety, a concentration that must be approved by the American studies advisor and the Undergraduate Director.

**OLD: Special Emphasis (9 hours)**

Three courses that focus on or cohere around a common theme, interest or subject area, at least six hours must be at the junior/senior level. Students must consult with an American Studies advisor in constructing a concentration, some examples of which are listed below, along with suggested courses to be taken within them. Students are not restricted to these examples or suggestions but, in consultation with an advisor, are welcome to propose others.

American Studies Concentrations (in addition to those in a traditional discipline [e.g., history, political science, literature]):

- **Communities**
  - AMS 501
  - GEOG 552, 557, 576
  - POLS 513
  - SOC 340, 341, 371

- **Contemporary America**
  - AMS 330
  - ANTH 670
  - HIST 129, 312, 614, 615, 616, 617, 666
  - SOC 330, 540

- **Family and Childhood**
  - HIST 606, 607, 609, 627
  - HDFL 160, 222, 288, 480
  - SOC 220, 628

- **Gender**
  - AMS 510, 511, 512
  - ANTH 389
  - HIST 319
  - PSYC 468
  - SOC 273, 352, 450
  - WS 201, 333, 381, 389, 600
Indigenous Peoples
ANTH 376, 378, 505
ENGL 571
GEOG 570
HIST 326, 353, 544, 611, 612, 619, 622
INS 601

Law and Legal Institutions
BUS 656
HIST 653, 654
POLS 511, 610, 611
REL 373
SOC 562

Politics
POLS 110, 310, 410, 412, 513, 515, 516, 517, 602, 613, 615, 616, 617, 619
SOC 619
WS 562

Popular Culture
AMS 310, 312, 650
HIST 310, 312
SOC 364, 629, 634
TH&F 327, 380, 381, 382, 384
WS 513

Race and Ethnicity
AMS 110, 340, 522, 529, 650
ANTH 563
ENGL 337, 338, 340, 571, 574
HIST 348, 572, 613, 631
POLS 562

Religion
AMS 290
POLS 504, 604
REL 171, 339, 373, 504, 585, 586, 671
SOC 626

Rural/Urban America
AMS 390
GEOG 377, 379, 390, 552, 557
POLS 614
SOC 340, 341

Visual Culture
ANTH 586
ARCH 645, 646
HA 370, 380, 570, 580, 581, 582, 583
TH&F 381, 382
NEW: Emphasis (12 hours)

Students must select one of seven Special Emphases: Race/Ethnicity, Visual Culture, Local and Global, Popular Culture, Jazz Studies, Gender and Sexuality and Religion. Each Emphasis consists of four courses that cohere around a common theme. At least nine hours must be at the junior/senior level. Some examples of courses that may count are listed below. Students have the option of self-designing an emphasis, but the entire self-designed emphasis must be approved by an American Studies advisor and the Undergraduate Studies Director prior to implementation.

Race and Ethnicity
One 300-level course from Group A (AAAS, AMS, ENGL, HIST)
One 300-level course from Group B (ANTH, PSYC, SOC)
Two electives, at least one at the 300-level, from the following related to race and ethnicity:
AAAS, AMS, ANTH, ENGL, HIST, POLS, SOC, WS

Group A: Examples include:
- AAAS 306: The Black Experience
- ENGL 337: Intro to US Latino/a Lit
- AAAS 440: The Afro-American Family
- ENGL 338: Intro to African American Lit
- AMS 522: American Racial/Ethnic Rela
- ENGL 339: Topics in US Ethnic Lit
- AMS 534: Comp Racial/Ethnic Rela
- ENGL 571: American Indian Literature
- ENGL 336: Jewish American Lit & Cult
- HIST 574: Slavery in the New World
- HIST 631: The Contemp AfAm Exp

Group B: Examples include:
- ANTH 308: Intro to Cult Anthro
- SOC 341: Urban Sociology
- ANTH 360: Varieties of Hum Exp
- SOC 522: American Race/Ethnic Rela
- ANTH 378: Contemp N. Am Indians
- SOC 534: Comp Racial/Ethnic Rela
- ANTH 563: Cultural Diversity in US
- SOC 536: Ethnicity in America
- PSYC 465: Stereotyping/Prejudice Across Cultures
- PSYC 440: The Afro-American Family

Visual Culture
Four courses, from at least two different departments, at least three at the 300-level, from the following: AMS, ANTH, HA, TH&F.

Examples include:
- AMS 580: American Art
- TH&F: 283: Introduction to Film Medium
- ANTH 586: Visual Anthropology
- TH&F 327: African-American Theater/Drama
- HA 300: Introduction to Art History
- TH&F: History of Silent Film
- HA 370: American Art
- TH&F 382: History of the American Sound Film
- HA 565: Art Since 1945
- TH&F 384: History of African American Images
- HA 581: American Art, Col to Civil War
- TH&F: 429: Postcolonial Theater/Drama
- HA 582: American Art, 1860-1900
- TH&F 450: Race, Class/Gender in Visual Culture

Local and Global
One 300-level course from Group A (AMS, ENGL, HIST, GEOG, SOC)
One 300-level course from Group B (EALC, LAA, AAAS)
Two electives, at least one at 300-level, from the following: AMS, ENGL, HA, HIST, POLS, GEOG, SOC, EALC, LAA, SPAN, AAAS

Group A: Examples include:
- AMS 534: Comparative Race/Ethnic Rela
- HIST 343: The Holocaust in History
- ENGL 339: Intro to Caribbean Lit
- HIST 350: The Korean War, 1950-1953
- ENGL 526: African Literature
- HIST 365: Invention of the Tropics
- ENGL 536: Readings in the Holocaust
- HIST 371: Cultural History of Modern Lat. Am.

ENGL 536: Readings in the Holocaust
<table>
<thead>
<tr>
<th>GEOG 350: Physical Geography of Africa</th>
<th>HIST 398: Introduction to History of Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 396: China’s Geography</td>
<td>HIST 574: Slavery in the New World</td>
</tr>
<tr>
<td>GEOG 591: Geography of Latin America</td>
<td>HIST 581: Topics in Third World History</td>
</tr>
<tr>
<td>GEOG 593: Middle American Geography</td>
<td>SOC 350: Sociology of Transnational Migration</td>
</tr>
<tr>
<td>HIST 300: Modern African History</td>
<td>SOC 536: Gender in Global Context</td>
</tr>
<tr>
<td>HIST 331: Atlantic Societies</td>
<td>SOC 621: Cross-Cultural Sociology</td>
</tr>
<tr>
<td></td>
<td>SOC 630: Latin American Society</td>
</tr>
</tbody>
</table>

**Group B: Examples Include**

<table>
<thead>
<tr>
<th>EALC 306: Living Religions of the East</th>
<th>LAA 505: US Lat.-Lat. Am. Film and Lit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 332: Asian Lit in Translation.</td>
<td>AAAS 302: Contemporary Haiti</td>
</tr>
<tr>
<td>EALC 527: Asian Theater and Film</td>
<td>AAAS 310: Women of Africa Today</td>
</tr>
<tr>
<td>EALC 563: Cultural Traditions in Japan</td>
<td>AAAS 320: African Studies in:</td>
</tr>
<tr>
<td>EALC 590: Topics in East Asian Lit/Cult.</td>
<td>AAAS 360: Intro to African History</td>
</tr>
<tr>
<td>LAA 334: Indigenous Trad. Of Lat. Am.</td>
<td>AAAS 433: Islamic Literatures</td>
</tr>
<tr>
<td>LAA 503: Race/Gender/Ethnicity/Nation. in Lat. Am.</td>
<td>AAAS 349: Islam</td>
</tr>
</tbody>
</table>

**Popular Culture**

Four courses, from at least two different departments (at least three at the 300-level), from the following: AMS, EALC, ENGL, HIST, SOC, TH&F, WS

Examples include:

<table>
<thead>
<tr>
<th>AMS 344: Case Study in American Stud.</th>
<th>HIST 313: Conspiracies in American Hist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 365: Japanese People Through Film</td>
<td>SOC 364: Society, Popular Culture/Media</td>
</tr>
<tr>
<td>ENGL 325: Recent Popular Literature</td>
<td>SOC 610: Sociology of Sport</td>
</tr>
<tr>
<td>ENGL 506: Science Fiction</td>
<td>SOC 634: Sociology of Culture</td>
</tr>
<tr>
<td>HIST 310: American Culture, 1600-1876</td>
<td>TH&amp;F 380: American Pop Culture of:</td>
</tr>
<tr>
<td>HIST 312: American Culture, 1877-present</td>
<td>WS 513: Mod. Am. Women in Film/Lit.</td>
</tr>
</tbody>
</table>

**Jazz Studies**

Four courses, from at least two different departments (at least three at the 300-level).

Examples include:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 650: Jazz in American Culture</td>
<td>ENGL 574: Survey of Af Am Poetry</td>
</tr>
<tr>
<td>AMS 696: Studies in Jazz Narrative</td>
<td>ENGL 590: Studies in Jazz Narrative</td>
</tr>
<tr>
<td>MUS 298: Intro to Jazz</td>
<td>TH&amp;F 380: American Pop Culture: Jazz in Film</td>
</tr>
<tr>
<td>MUS 337: History of AF Am Music</td>
<td></td>
</tr>
</tbody>
</table>

**Gender And Sexuality**

Four courses, from at least two different departments (at least three at the 300-level).

Examples include:

<table>
<thead>
<tr>
<th>WS 389/ANTH 389: Anthro of Gender</th>
<th>ANTH 359: Anthropology of Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 468/PSYC 468: Psychology of Women</td>
<td>PSYC 410: Intimate Relationships</td>
</tr>
<tr>
<td>WS 562/POLS 562: Women and Politics</td>
<td>PHIL 504: Philosophy of Sex and Love</td>
</tr>
<tr>
<td>WS 653/POLS 653: Gender, War and Peace</td>
<td>REL 374: Religious Perspectives on Sexuality</td>
</tr>
<tr>
<td>WS 660/ANTH 660: Human Reproduction</td>
<td>HIST 324: History of Women and the Body</td>
</tr>
<tr>
<td>SOC 617: Women and Health Care</td>
<td>SOC 352: Sociology of Sex Roles</td>
</tr>
</tbody>
</table>
Religion
Four courses, from at least two different departments (at least three at the 300-level).
Examples include:

| AAAS 300: African Traditional Religion | PSYC 581: Psychology of Religion |
| AAAS 522: African and Af Am Religion | REL 330: Native American Religions |
| AMS 290: Religion in American Society | REL 339: History of Religion in America |
| ANTH 666: Anthropology of Religion | REL 441: Myth, Symbol, and Ritual in Religion |
| HIST 360: Science and Religion | REL 671: American Communes |
| HIST 373: Supreme Ct and Religion in US | SOC 626: Religion and Society |
| PHIL 350: Philosophical Issues in Religion |

**Justification:** Reducing the number of Emphases takes advantage of the articulated emphases of the department. It eliminates emphases with which American Studies faculty are not familiar, as well as discipline specific emphases that students can fulfill in existing departments. Creating a structure under each Emphasis by limiting the disciplines students can draw from will make advising more consistent and more efficient. These shifts do not result in an increase in overall hours in the major, but does provide a greater opportunity for students to get more focused exposure to the courses in which they are most interested. Self-design provision ensures that the highly motivated students we continue to receive will have an option to craft an emphasis that matches their interests and maintain the historic flexibility for the program.

**Effective Date:** Fall 2008.

**Consultation with other departments/schools within university.** Not needed.

**CHANGE IN EXISTING MAJOR: ADVANCED COURSES**

**Proposal:** The department proposes to change AMS 551: Research Project in American Studies, AMS 552: Public Service in American Studies, and AMS 553: Honors in American Studies from requirements to electives for the major. The department also proposes to change the prerequisite for AMS 553.

**OLD:**
One of the following courses in which students produce a thesis based on independent research, a paper based on public service or an equivalent project in another medium: 3
AMS 551: Research Project in American Studies (3) or
AMS 552: Public Service in American Studies (3) or
AMS 553: Honors in American Studies (3)

**Justification:** The increase in the number of majors makes it impossible to provide a substantial independent study experience for every major. Making these courses electives ensures that motivated students who are more able to undertake independent work will still be able to have an independent study experience.

**Effective Date:** Fall 2008.

**Consultation with other departments/schools within university.** Not needed.