I. APPROVAL OF THE APRIL 14, 2009 CAC MINUTES

II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)  
Submitted by Susan McGee, Presented by Greg Madden, Chair

A. Curricular Changes for Approval  
AMS 312, ANTH 570, ABSC 100, CLSX 151, CLSX 152, LAT 100, LAT 101, LAT 104, LAT 105, LAT 108, LAT 109, LAT 112, LAT 113, LAT 200, LAT 201, LAT 300, LAT 301, LAT 302, LAT 303, LAT 304, LAT 305, COMS 356, COMS 411, COMS 412, COMS 525, COMS 554, COMS 557, COMS 656, CHIN 102, CHIN 106, EALC 302, EALC 410, EALC 411, EALC 527, ECON 104, FMS 413, FMS 498, GEOG 370, GEOL 302, HIST 312, HA 502, HA 506, HA 507, HWC 104, HWC 105, HWC 108, HWC 305, HWC 330, HWC 338, HWC 340, HWC 350, HWC 360, PUAD 694, REES 532, REES 646, REES 687, SPLH 566  

B. Degree Requirements for Approval  
1. Non-Western Culture Status for FMS 315, GINS 600, GINS 601, GINS 602, GINS 603, GINS 612, GINS 613, GINS 614, GINS 670, GINS 673, HIST 369  
2. Deletion of HL Principal Course Status for ENGL 308  

C. Report of Action for Curricular Changes  
None  

D. Report of Action for Degree Requirements  
1. Change to English Major – Traditional Emphasis  
2. Change to Existing Major for Microbiology  
3. Change to Existing Jewish Studies Minor  

E. New Business  
New College of Liberal Arts & Sciences Degree Partnership Program Proposal for Approval (Attachment 1)  

III. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Submitted by Savanna Trent, presented by Allan Hanson

A. Curricular changes for approval  
New Courses: GERM 710, GERM 801, PUAD 856, SOC 810, SOC 820  
Course Changes: CHEM 812, EALC 747, GERM 900, GINS 882, SOC 790  
Course Deletions: SOC 990, THF 894  

B. Program changes for approval  
Applied Behavioral Science comprehensive examination changes  
Sociology Master Of Arts and Doctor of Philosophy program changes  
WGSS Master of Arts and Doctor of Philosophy – new program  

IV. RESULTS OF BALLOT MEASURE  
(new non-major BGS & departmental admission criteria)  

V. RESULTS OF FACULTY ELECTIONS
Outgoing members of the CAC  
Incoming members of the Standing Committees and the CAC: Per College Bylaws, report of full memberships for 2009-2010 Standing Committees and the CAC to be presented by Anne Sawyer, Secretary to the College Assembly.

VI. NEW BUSINESS  
(if any)

Next meeting of the CAC will be Tuesday, September 8, 2009, at 4:00 PM in 210 Strong Hall.

I. APPROVAL OF THE APRIL 14, 2009 CAC MINUTES

College of Liberal Arts & Sciences  
College Academic Council  
Minutes –April 14, 2009

Committee members in attendance: Kelly Berkson, Stuart Day, Greg Burg, Pete Henry, Jim Mielke, Stephen Sanders, John Staniunas and Holly Storkel  
Others in attendance: Shawn Alexander, Jessica Beeson, Shelly Cline, Ann Cudd, Allan Hanson, Van Kelly, Beverly Mack, Greg Madden, Kim McNeley, Dorothy Pennington, Becca Peterson, Gitti Salami, Anne Sawyer, Joe Steinmetz, Bill Tsutsui, Peter Ukpokodu, Rob Weaver

The meeting was called to order by Dean Steinmetz at 4:04 PM.

Minutes  
A motion was made and seconded to approve the March 10, 2009 minutes of the College Academic Council as written. The motion was approved unanimously.

Report of the Committee on Graduate Studies (CGS)  
(Allan Hanson, Chair, reporting)

- The following new courses were presented to CAC for consideration:  
  AAAS 700, AAAS 701, AAAS 715, AAAS 716, AAAS 720, AAAS 723, AAAS 730, AAAS 731, AAAS 732, AAAS 733, AAAS 734, AAAS 735, AAAS 740, AAAS 745, AAAS 749, AAAS 750, AAAS 760, AAAS 770, AAAS 774, AAAS 788, AAAS 801, AAAS 802, AAAS 803, AAAS 804, AAAS 810, AAAS 811, AAAS 812, AAAS 822, AAAS 825, AAAS 827, AAAS 830, AAAS 832, AAAS 834, AAAS 843, AAAS 845, AAAS 851, AAAS 852, AAAS 853, AAAS 855, AAAS 857, AAAS 860, AAAS 874, AAAS 880, AAAS 884, AAAS 885, AAAS 890, AAAS 898, AAAS 899, ENGL 725, ENGL 750, ENGL 760, ENGL 764, ENGL 776, ENGL 777, GINS 803, GINS 814, REL 704.
- There was concern expressed by the chair of the CGS regarding some of the AAAS courses on the agenda due to the fact that the identical course descriptions for these new courses existed for AAAS courses at the 400-, 500- and 600-levels. These concerns were discussed among members of the CAC and other meeting attendees. Professor Van Kelly, Chair of the Department of French & Italian, also voiced concerns about AAAS 732. Professor Kelly said he had not been given sufficient notice of the AAAS Department’s plan to include AAAS 732 as part of the AAAS MA program curriculum.
- After a motion and a second, the above new courses were approved unanimously, pending,  
  (1) deletion of AAAS 732, which the CAC tabled for further review, and  
  (2) amendment of the AAAS course descriptions to reflect that the courses are graduate level
- A motion was made and seconded to approve the recommendation from the CGS for the following course changes:
A motion was made and seconded to approve the recommendation from the CGS for the following course deletions:
BIOL 808, GERM 700, REES 709, REES 714. The motion was approved unanimously.

A motion was made to approve the recommendation from the CGS for changes in the Molecular Biosciences program. The motion was approved unanimously.

New business: The CGS proposed changes in wording in the Graduate Catalog regarding General Examination for M.A. and M.S. Degrees. A handout was distributed (Addendum 1) that provided both the current and proposed language. It was noted that the Executive Council of Graduate Faculty (ECGF) had, at their previous meeting just a week earlier, voted to change the wording, but with less stringent requirements than the CGS recommendation. The CGS will present a new recommendation to the CAC in light of the changes adopted by the ECGF.

Report of the Committee on Undergraduate Studies & Advising (CUSA)
(Greg Madden, Chair, reporting)

A motion was made and seconded to approve the recommendation from the CUSA for curricular changes to the following courses:
AAAS 303, AAAS 372, AAAS 429, AAAS 663, AMS 677, AMS 678, ANTH 303, ANTH 372, ANTH 663, EALC 585, ENGL 530, ENGL 677, ENGL 678, EURS 512, HIST 460, HIST 552, HIST 585, HA 150, HA 151, HA 160, HA 161, HA 566, HA 567, HA 567, POLS 668, PSYC 506, TH&F 506
The motion was approved unanimously.

A motion was made and seconded to approve the recommendation from the CUSA for the following degree requirements:
1. SC Principle Course Status for AAAS 102, JWSH 350
2. Non-Western Culture Status for AAAS 303, AAAS 372, AAAS 663, ANTH 303, ANTH 372, ANTH 663
3. Creation of new Russian, East European, and Eurasian Minor
The motion was approved unanimously.

A motion was made and seconded to approve the recommendation from the CUSA for the following new emphasis:
New Concentration in African & African American Studies: Arabic and Islamic Studies

Proposed Revisions to the CLAS Student Academic Misconduct Policy
A motion was made and seconded to approve the recommendation from the CUSA of the proposed revisions to the CLAS Student Academic Misconduct Policy. The motion was approved unanimously, pending insertion of the following statement (shown here in bold): In addition to informing the College of Liberal Arts and Sciences, the KU Office of Research Integrity will be informed of all charges filed alleging dishonesty in research…

There being no further business, the meeting was adjourned by Dean Steinmetz at 5:14 PM.

Minutes recorded and transcribed by Anne Sawyer.

College Academic Council: Tuesday, May 12, 2009, 4:00 PM, 210 Strong Hall

Addendum 1 – General Examination for M.A. and M.S. Degrees

KU Graduate Catalog
"A final general examination in the major subject is required of all candidates for the Master of Arts or Master of Science.

... At the option of the department, this examination may be oral or written, or partly oral and partly written. In some departments, passing a written examination is a necessary preliminary to taking the oral examination by which success or failure is judged...

...In thesis programs, a thesis defense may be a part of the degree requirements. However, such a defense does not take the place of the required general examination in the major field."

(Suggested replacement to bolded text above):

...In thesis programs, an oral thesis defense may be one of the degree requirements. Such a defense may be offered in addition to, or in conjunction with, the required general examination in the major field.

II. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)

A. Curricular Changes for Approval

**AMERICAN STUDIES**

CHANGE: PREREQUISITE
AMS 312 AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(OLD) An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course will investigate patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as HIST 312) Prerequisite: AMS 100 or AMS 110 or HIST 129. LEC

AMS 312 AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(NEW) An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course investigates patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as HIST 312) LEC

**ANTHROPOLOGY**

CHANGE: NEW COURSE
ANTH 570 ANTHROPOLOGY OF VIOLENCE 3 S
Introduces students to the comparative and cross-cultural study of violence. The course begins by surveying different anthropological approaches to the study of violence, with special attention paid to classical social theorists as well as ethnographic works. Topics may include (post) coloniality and identity politics, nationalism, race, religion, and political culture; geographic areas to be covered may include Africa, Europe, Latin America, the Middle East, and South Asia. LEC
APPLIED BEHAVIORAL SCIENCE

CHANGE: DESCRIPTION
ABSC 100 INTRODUCTION TO APPLIED BEHAVIORAL SCIENCE 3 S
(OLD) An introduction to the principles of behavioral science and their application to problems facing contemporary societies (e.g., autism, public health, education, juvenile delinquency, substance abuse). Students will learn how behavioral scientists analyze human behavior and how these analyses are used to inform interventions. Students will also learn about careers in the behavioral sciences and how to pursue them. LEC

ABSC 100 INTRODUCTION TO APPLIED BEHAVIORAL SCIENCE 3 S
(NEW) An introduction to the principles of behavioral science and their application to problems facing contemporary societies (e.g., autism, public health, education, juvenile delinquency, substance abuse). Students will learn how behavioral scientists analyze human behavior and how these analyses are used to inform interventions. Students will also learn about careers in the behavioral sciences and how to pursue them. Course may be offered in lecture or online format. WWW, LEC

CLASSICS

CHANGE: COURSE DESCRIPTION, TITLE
CLSX 151 ARCHAEOLOGICAL DISCOVERY 3 H
(OLD) A survey of archaeological discovery in the Old World designed to show how our knowledge of the early history of Western civilization has changed in the past 200 years as a result of archaeological fieldwork and interpretation and how new approaches to modern technology are revolutionizing contemporary exploration and analysis. Emphasis will be on significant discoveries (Troy, Tut's tomb), noted archaeologists (Schliemann, Flinders, Petrie) and unresolved problems (the lost Atlantis, the language of the Etruscans). LEC

CLSX 151 INTRODUCTION TO CLASSICAL ARCHAEOLOGY 3 H
(NEW) An introduction to the history, methods, and excavation techniques of archaeology, with special emphasis on ancient Greece and Rome. Topics include stratigraphy, chronology, artifact analysis, the role of archaeology in our understanding of Greek and Roman society, and the treatment of archaeology in popular culture. Illustrated throughout with presentations of important archaeological sites of the ancient Mediterranean such as Athens and Pompeii, from the earliest times through late antiquity. LEC

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE
CLSX 152 ARCHAEOLOGICAL DISCOVERY, HONORS 3 H
(OLD) An honors section of CLSX 151 for students with superior academic records. Prerequisite: Admission to the Honors Program or consent of instructor. LEC

CLSX 351 INTRODUCTION TO CLASSICAL ARCHAEOLOGY, HONORS 3 H
(NEW) Honors version of CLSX 151, with the focus towards critical approaches and research. Special attention is paid to recent methodological, theoretical, and ethical debates within the profession of Classical archaeology. Assignments and activities may include position papers on contentious issues of the day, research assignments, and/or field trips to museums and related institutions. Prerequisite: Admission to the Honors Program or consent of instructor. LEC
LAT 100  LATIN READING COURSE I  4  H
A special reading course for candidates for advanced degrees in other departments, designed to aid them in obtaining a reading knowledge of Latin for purposes of research. Enrollment for undergraduate credit is required. An intensive study of the fundamentals of grammar, progressing to the reading of material of medium difficulty. Intended primarily for graduate students, but open also to undergraduates with departmental permission; to be followed by LAT 101. Does not satisfy any part of the undergraduate foreign language requirement. Presupposes no previous study of Latin. LEC

LAT 101  LATIN READING COURSE II  3  H
Rapid reading and translation of material of an advanced nature by various authors and of various genres. A grade of "B" or better may be used to satisfy the graduate foreign language or research skill requirement. Does not satisfy any part of the undergraduate foreign language requirement. Prerequisite: LAT 100 or consent of instructor. LEC

LAT 104  ELEMENTARY LATIN I  5  U
The basic essentials of the Latin language. LEC

LAT 105  ELEMENTARY LATIN I, HONORS  5  U
Integrates study of elementary Latin with study of Roman culture. Prerequisite: Admission to Honors Program or consent of instructor. LEC

LAT 108  ELEMENTARY LATIN II  5  U
Latin grammar concluded with selected readings. Prerequisite: LAT 104 or LAT 105, or appropriate placement score. LEC

LAT 109  ELEMENTARY LATIN II, HONORS  5  U
Latin grammar concluded with selected readings, integrated with study of Roman culture. Prerequisites: LAT 105 or permission of department. LEC
LAT 112 READINGS IN LATIN LITERATURE 3 H  
(OLD) Systematic grammar review and selected texts from Caesar, Catullus, and Horace, with attention to literary interpretation and historical background. Prerequisite: LAT 108, LAT 109, placement score of 46-60, or permission of instructor. LEC

LAT 112 READINGS IN LATIN LITERATURE 3 H  
(NEW) Systematic grammar review in conjunction with selected prose authors, such as Cicero or Caesar, with additional readings in Roman poetry. Attention to literary history and historical context. Prerequisites: LAT 108 or LAT 109, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE
LAT 113 READINGS IN LATIN LITERATURE, HONORS 3 H  
(OLD) Systematic grammar review and selected texts from a prose author, Catullus, and Horace. Attention to literary history and interpretation. Exercises in prose composition. Prerequisite: LAT 109 or permission of department/consent of instructor. LEC

LAT 113 READINGS IN LATIN LITERATURE, HONORS 3 H  
(NEW) Systematic grammar review in conjunction with selected prose authors, such as Cicero or Caesar, with additional readings in Roman poetry. Exercises in literary analysis and/or prose composition. Prerequisites: LAT 109 or permission of department. LEC

CHANGE: PREREQUISITE
LAT 200 VIRGIL'S AENEID 3 H  
(OLD) Selections from Virgil's Aeneid, with attention to literary interpretation and literary history. Prerequisite: LAT 112 or placement score of 61-70. LEC

LAT 200 VIRGIL'S AENEID 3 H  
(NEW) Selections from Virgil's Aeneid, with attention to literary interpretation and literary history. Prerequisites: LAT 112 or LAT 113 or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE
LAT 201 VIRGIL'S AENEID, HONORS 3 H  
(OLD) Selections from Virgil's Aeneid with attention to literary history. Exercises in literary interpretation and verse composition. Prerequisite: LAT 113 or consent of instructor. LEC

LAT 201 VIRGIL'S AENEID, HONORS 3 H  
(NEW) Selections from Virgil's Aeneid, with attention to literary history. Exercises in literary interpretation and the analysis of dactylic hexameter. Prerequisites: LAT 113 or permission of department. LEC

CHANGE: COURSE DESCRIPTION
LAT 300 INTERMEDIATE LATIN COMPOSITION 3 H, W  
(OLD) Composition in Latin stressing the basic principles of Latin syntax and style. Recommended for freshmen and sophomores contemplating a major in Latin. Prerequisite: LAT 200 or LAT 201. LEC

LAT 300 INTERMEDIATE LATIN COMPOSITION 3 H, W  
(NEW) Composition in Latin prose, stressing the basic principles of Latin syntax and style. Recommended for majors and minors. Prerequisite: LAT 200 or LAT 201. LEC
LAT 301 PROSE FICTION AND EPISTOLOGRAPHY 3 H, W
(NEW) Selected readings from such authors as Cicero, Seneca, Petronius, Pliny, and
Apuleius, with attention to literary interpretation and historical context.  Prerequisites:
LAT 200 or LAT 201, or permission of department. LEC

LAT 302 HEXAMETER POETRY 3 H, W
(NEW) Selected readings from such authors as Lucretius, Vergil, Ovid, and the satirists,
with attention to literary interpretation and historical context.  Prerequisites:
LAT 200 or LAT 201, or permission of department. LEC

LAT 303 ROMAN HISTORIANS 3 H, W
(NEW) Selected readings from such authors as Caesar, Livy, and Tacitus, with attention
to issues in Roman history and historiography.  Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

LAT 304 LYRIC AND ELEGIAC POETRY 3 H, W
(NEW) Selected readings from such authors as Catullus, Horace, Tibullus, Propertius,
Sulpicia, and Tibullus, with attention to literary interpretation and social and cultural history.  Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC

LAT 305 ROMAN DRAMA 3 H, W
(NEW) Selected readings from such authors as Plautus, Terence, and Seneca, with attention to issues of interpretation, theatre history, and performance.  Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC
LAT 305  ROMAN DRAMA  3 H, W  
(NEW) Selected readings from such authors as Plautus, Terence, and Seneca, with attention to literary interpretation, theater history, and performance. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

COMMUNICATION STUDIES

CHANGE: COURSE DESCRIPTION, PREREQUISITE
COMS 356  INTRODUCTION TO BEHAVIORAL RESEARCH METHODS IN COMMUNICATION  3 S
(OLD) An introduction to the nature of theory and theory building in the study of human communication. Research methods include experimentation, survey, content analysis, and field description. An introduction to statistics and statistical tests is included as well. Prerequisite: Admission to the Communication Studies major or consent of instructor. LEC

COMS 356  INTRODUCTION TO BEHAVIORAL RESEARCH METHODS IN COMMUNICATION  3 S
(NEW) An introduction to the nature of theory and theory building in the study of human communication. Research methods include experimentation, survey, content analysis, and field description. An introduction to statistics and statistical tests is included as well. Prerequisite: MATH 101 and admission to the Communication Studies major or consent of instructor. LEC

CHANGE: NEW COURSE
COMS 411  MACRO LEVEL ORGANIZATIONAL COMMUNICATION  3 S
An exploration of the communication patterns and challenges between organizational groups and organizations as a whole. Key elements include networks, boundary spanning, inter-organizational collaboration, and the role of technology in linking large organizational components. Prerequisite: COMS 310 or instructor permission. LEC

CHANGE: NEW COURSE
COMS 412  COMMUNICATION IN DISTRIBUTED ORGANIZATIONS  3 S
Examination of the communication challenges faced by distributed organizations, especially those with a global presence. Topics include telework, virtual terms, and new processes required to support interaction among people located in several different places. Prerequisite: COMS 310 or permission of instructor. LEC

CHANGE: NEW COURSE
COMS 525  COMMUNICATION AND THE AMERICAN PRESIDENCY  3 H
Examination of the ways in which American presidents communicate with the American people and how such communication influences the public. Emphasis is on a number of approaches to better understanding presidential communication, including rhetorical, historical, and content analysis. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC

CHANGE: NEW COURSE
COMS 554  RHETORIC OF POPULAR CULTURE  3 H
A study of the social and cultural importance of popular culture. Emphasis is on using rhetorical analysis and a number of important theoretical perspectives to help examine popular culture's often unnoticed influence. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC
CHANGE: NEW COURSE
COMS 557 EAST ASIAN COMMUNICATION  3 S
Explores the major communication theories and research in the East Asian cultural contexts by focusing on the Chinese, Japanese, and Korean cultures. Examines, from a broader perspective, certain cultural values (e.g. harmony, hierarchy, conservatism, and modernism) upheld in East Asian cultures and their influences on people's communicative behaviors in an age of globalization. Students explore issues of history, identity, verbal and non-verbal symbols, stereotypes, prejudice, values and thought patterning systems in the East Asian cultural context from a communicative perspective. This course is designed as a bridge course and meets with a graduate level section of the same title. Prerequisite: COMS 246. LEC

CHANGE: NEW COURSE
COMS 656 MASS MEDIA: SOCIAL SCIENCE APPLICATIONS  3 S
This course introduces students to the major theories of and prominent research in mass communication. The aim is to stimulate critical thinking about the content and effects of mass communication, develop critical consumption skills, and enhance awareness of public policy issues relating to the media. Students are required to read a variety of chapters and articles on mass communication, promoting independent investigation into specific areas of interest. This course is a bridge course and meets with a graduate level section of the same title. Prerequisite: COMS 356. LEC

EAST ASIAN LANGUAGES & CULTURES

CHANGE: COURSE DESCRIPTION, CREDIT
CHIN 102 BEGINNING CHINESE I  5 U
(OLD) Taught mainly in the summer, this course covers about half of the material in CHIN 104, upon which this course is modeled. LEC

CHIN 102 BEGINNING CHINESE I  4 U
(NEW) Taught mainly in the summer, this course covers about 75% of the material in CHIN 104, upon which this course is modeled. LEC

CHANGE: COURSE DESCRIPTION, CREDIT
CHIN 106 BEGINNING CHINESE II  5 U
(OLD) Takes students to the end of CHIN 104 and into the first third of CHIN 108. LEC

CHIN 106 BEGINNING CHINESE II  4 U
(NEW) Continuation of CHIN 102. Takes students through the end of CHIN 104 and the first half of CHIN 108. LEC

CHANGE: DESCRIPTION, TITLE
EALC 302 CIVILIZATIONS OF JAPAN AND KOREA  3 H, W, NW
(OLD) An introductory course designed to provide students with the broad outlines of Japanese and Korean culture. Course materials include translations of folklore, literary works, films, and other writings. The class will identify cultural commonalities and differences in these two important Northeast Asian societies. The course is designed for students with no background in Asian culture. LEC

EALC 302 CULTURAL TRADITIONS OF JAPAN AND KOREA  3 H, W, NW
(NEW) A wide-ranging examination of the similarities and differences between Japanese and Korean culture through folklore, literature, film, and other texts. Format:
Lecture and discussion. Designed for students with no background in Asian culture. LEC

CHANGE: COURSE DESCRIPTION, TITLE
EALC 410 ASOBI: PLAY IN JAPAN  3 NW, H, W
(OLD) Originally designating the songs and dances of early Shinto religious ritual, "asobi" (play) has been a significant force shaping Japanese culture over the centuries. This course examines the function and patterns of play found in Shinto, the court culture of the aristocrats, the values and practices of the medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. No language prerequisite. LEC

EALC 410 THE CULTURE OF PLAY IN JAPAN  3 NW, H, W
(NEW) Play ("asobi") has been a significant force shaping Japanese culture over the centuries, beginning with the songs and dances of early Shinto religious ritual. This course examines the function and patterns of play found in Shinto, the court culture of ancient aristocracy, the values and practices of medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. LEC

CHANGE: DESCRIPTION, TITLE
EALC 411 ASOBI: PLAY IN JAPAN, HONORS  3 H, W, NW
(OLD) Originally designating the songs and dances of early Shinto religious ritual, "asobi" (play) has been a significant force shaping Japanese culture over the centuries. This course examines the function and patterns of play found in Shinto, the court culture of the aristocrats, the values and practices of the medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. No language prerequisite. Prerequisite: Membership in the University Honors Program or consent of instructor. LEC

EALC 411 THE CULTURE OF PLAY IN JAPAN, HONORS  3 H, W, NW
(NEW) Play ("asobi") has been a significant force shaping Japanese culture over the centuries, beginning with the songs and dances of early Shinto religious ritual. This course examines the function and patterns of play found in Shinto, the court culture of ancient aristocracy, the values and practices of medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. Prerequisite: Membership in the University Honors Program or consent of instructor. LEC

CHANGE: COURSE DESCRIPTION, TITLE
EALC 527 ASIAN THEATRE AND FILM  3 H, W
(OLD) A survey of traditional and modern theatre and film in Asia, with greatest attention given to India, China, and Japan. A study of plays dramatic genres, history, conventions of play production, and acting styles and films. (Same as TH&F 527). LEC

EALC 527 ASIAN THEATRE AND PERFORMANCE  3 H, W
(NEW) A survey of traditional and modern theatre and performance in Asia, with greatest attention given to India, China, and Japan. A study of plays, dramatic genres, history, conventions of play production, and acting styles and other performance forms. (Same as THR 527). LEC

ECONOMICS

CHANGE: DESCRIPTION
ECON 104 INTRODUCTORY ECONOMICS 4 S
An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economics policies to meet the current problems of the domestic and international economy. Prerequisite: MATH 101 or MATH 104, or eligibility for MATH 115 or MATH 121. LEC

ECON 104 INTRODUCTORY ECONOMICS  4  S
An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economics policies to meet the current problems of the domestic and international economy. Prerequisite: MATH 101 or MATH 104, or eligibility for MATH 115 or MATH 121. Course may be offered in lecture or online format. LEC, WWW

FILM & MEDIA STUDIES

CHANGE: COURSE DESCRIPTION
FMS 413 ASIAN MEDIA STUDIES  3  H
This course surveys the major developments in and critical approaches to twentieth-century Japanese film. Focusing mostly on narrative films, Survey of Japanese Film introduces students to basic methodological issues in Japanese film history, especially questions of narrative, genre, stardom, and authorship. We examine Japanese cinema as an institution located within specific contexts while focus on the ways in which this institution shapes gender, race, class, ethnic and national identities. This course examines how patterns of distribution, exhibition, as well as of reception influence film aesthetics and film style over the last century. Through secondary readings, lectures, and discussions students will critically examine how Japanese cinema as an institution both responds to and intervenes in the social, cultural, and political history of twentieth century Japan. LEC

FMS 413 ASIAN MEDIA STUDIES  3  H
This course examines new and emerging media in East Asia and how the media industries of East Asia function. Using recent scholarship and industry data on contemporary cybertculture, music studies, and television industries of East Asia we examine how such factors as globalization, post-colonialism, censorship, emerging technology, and national media legislation affect regional and transnational media industries in Japan, South Korea, and Mainland China/Taiwan/Hong Kong. LEC

CHANGE: COURSE DESCRIPTION
FMS 498 HONORS SEMINAR  2-6  H
Study may be directed toward either (a) reading for integration of knowledge and insight in theatre, film, or video, or (b) original research (i.e., investigation of a specific problem in film and/or video). Six hours maximum credit. Prerequisite: Consent of Departmental Honors Coordinator. LEC

FMS 498 HONORS SEMINAR  2-6  H
Study may be directed toward either (a) reading for integration of knowledge and insight in film and media, or (b) original research (i.e., investigation of a specific problem in film and media). Six hours maximum credit. Prerequisite: Consent of Departmental Honors Coordinator. LEC

GEOGRAPHY
CHANGE: NEW COURSE
GEOG 370  INTRODUCTION TO CULTURAL GEOGRAPHY 3 H
Charts some of the major lines of research in cultural geography, including critical theory, political economy, poststructuralist thought, feminism, and global consumption. Through fieldwork, diverse research methods are applied to issues such as community development, cultural patterns on the landscape and global impacts on local economies.
Prerequisite: GEOG 100, 101, 102 or 103; or consent of instructor. LEC

GEOLOGY

CHANGE: DESCRIPTION
GEOL 302  OCEANOGRAPHY 3 N
(OLD) Basic description of oceanography: description and discussion of the ocean as a dynamic system. Relationships between and dependence upon the interactions of submarine topography, water chemistry, wave action, and biota in understanding the ocean system. Review of part that humanity plays in perturbing the natural oceanic environment. Discussions of estuarine problems as related to the sea, cultural activities, and rivers. Prerequisite: An introductory science course. LEC

GEOL 302  OCEANOGRAPHY 3 N
(NEW) Basic description of oceanography: description and discussion of the ocean as a dynamic system. Relationships between and dependence upon the interactions of submarine topography, water chemistry, wave action, and biota in understanding the ocean system. Review of part that humanity plays in perturbing the natural oceanic environment. Discussions of estuarine problems as related to the sea, cultural activities, and rivers. Prerequisite: An introductory science course. Course may be offered in lecture or online format. LEC, WWW

HISTORY

CHANGE: COURSE DESCRIPTION, PREREQUISITE  COURSE IS CURRENTLY CROSSLISTED
HIST 312  AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(OLD) An examination of the major historical nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music, and the visual arts, this course will investigate patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as AMS 312.) Prerequisite: AMS 100 or AMS 110 or HIST 129. LEC

HIST 312  AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(NEW) An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course investigates patterns and changes in the popular, domestic, and material culture of everyday life in America. LEC (Same as AMS 312)

HISTORY OF ART

CHANGE: DELETE COURSE
HA 502  MEDIEVAL ART 3 H
The religious and secular art of the Middle Ages from the Early Christian era to the end of the Late Gothic period in the 15th century. Prerequisite: An
introductory course in Western art history at the college level. The religious and secular art of the Middle Ages from the Early Christian era to the end of the Late Gothic period in the 15th century. Prerequisite: An introductory course in Western art history at the college level. LEC

CHANGE: NEW COURSE
HA 506 EARLY MEDIEVAL AND ROMANESQUE ART  3  H
This course examines the art of Europe from the Early Christian era through the Romanesque period, up to 1200. Architecture, sculpture, manuscript illumination, metalwork and painting are explored in relation to their political, religious and social contexts. Graduate students can expect to complete additional reading and writing assignments. Prerequisite: HA 100 or HA 150, or permission of the instructor. LEC

CHANGE: NEW COURSE
HA 507 GOTHIC ART  3  H
This course examines the art of Europe during the Gothic period, from 1140-1500. Architecture, sculpture, manuscript illumination, metalwork, painting and furniture are explored in relation to their political, religious and social contexts. Graduate students can expect to complete additional reading and writing assignments. Prerequisite: HA 100 or HA 150, or permission of instructor. LEC

CHANGE: DELETE COURSE
HWC 104 HUMANITIES I--ANCIENT GREECE  4  H
An introduction to Greek poetry, philosophy and history through study of major primary texts in English translation. LEC

CHANGE: DELETE COURSE
HWC 105 HUMANITIES I-ANCIENT GREECE (HONORS)  04  H
An Introduction to Greek poetry, philosophy, and history through study of major primary texts in English. Prerequisite: Membership in the College Honors Program. LEC

CHANGE: DELETE COURSE
HWC 108 HUMANITIES II--ANCIENT ROME  04  H
An introduction to Roman poetry, philosophy, and history through study of major primary texts in English translation. Prerequisite: HWC 104. LEC

CHANGE: DELETE COURSE
HWC 305 STUDIES IN NARRATIVE  03  H
Studies of narrative concepts and structures in one or more of the humanities such as literature, history or philosophy. Discussion and frequent critical papers. LEC

CHANGE: DELETE COURSE
HWC 330 HUMANITIES III--THE MIDDLE AGES  03  H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the middle ages. May emphasize several national literatures, the medieval culture of a country, or the early or late middle ages. LEC

CHANGE: DELETE COURSE
HWC 338 HUMANITIES IV THE MODERN ERA  4  H
An introduction to the poetry, philosophy and history of the modern age, beginning with the Renaissance, through study of major primary texts. Prerequisite: HWC 330. LEC

CHANGE: DELETE COURSE
HWC 340 THE RENAISSANCE 3 H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the fourteenth through the seventeenth centuries. May emphasize several national literatures, the Renaissance culture of one country or one historical period. LEC

CHANGE: DELETE COURSE
HWC 350 THE ENLIGHTENMENT 3 H
An interdisciplinary study of several disciplines such as history, philosophy, art, music, and literature as they relate to the seventeenth and eighteenth centuries. May emphasize several national literatures, the enlightenment culture of one country, or one century. LEC

CHANGE: DELETE COURSE
HWC 360 THE NINETEENTH CENTURY 3 H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the nineteenth century. May emphasize several national literatures, the nineteenth century in one country, one historical or aesthetic movement occurring during this time. LEC

PUBLIC ADMINISTRATION

CHANGE: COURSE DESCRIPTION
PUAD 694 TOPICS IN PUBLIC ADMINISTRATION: _____________ 3 U
(OLD) Study of selected topics in public administration. Course may be repeated for credit if content varies. LEC

PUAD 694 TOPICS IN PUBLIC ADMINISTRATION: _____________ 3 U
(NEW) Study of selected topics in public administration. Course may be repeated for credit if content varies. Course may be offered in lecture or online format. LEC, WWW

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES

CHANGE: NEW COURSE
REES 532 RUSSIAN STRATEGY AND MILITARY POWER 3 H
Examines the central role the Russian military has played in its country's politics, society, and culture in the modern period. Treats Russia's victories and defeats in war, the course highlights the continuities in Russian strategic practices and illuminates the current and future strategic policies and military developments of the contemporary Russian state. LEC

CHANGE: NEW COURSE
REES 646 TRANSLATION IN THEORY AND PRACTICE 3 H
Students undertake substantial work in the translation of non-technical writing, (e.g. poems, short stories, novels, essays, works of history, scientific treatises), from any REES language into English, and examine the practical and theoretical
problems encountered in translation from the source to the target language. Prerequisite: BCRS 508, PLSH 508 RUSS 508, or permission of instructor. LEC

CHANGE: NEW COURSE
REES 687 BIOGRAPHY OF A CITY: ST. PETERSBURG 3 H
Examination in depth of the historical, social, intellectual, and artistic development of St. Petersburg as a major urban center. LEC

SPEECH-LANGUAGE-HEARING: SCIENCES & DISORDERS

CHANGE: COURSE DESCRIPTION
SPLH 566 LANGUAGE DEVELOPMENT 3 S, SI
(OLD) Study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use are included. LEC

SPLH 566 LANGUAGE DEVELOPMENT 3 S, SI
(NEW) Study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use are included. May be taught in lecture or online format. LEC, WWW

B. Degree Requirements for Approval

1. Non-Western Culture Status for FMS 315, GINS 600, GINS 601, GINS 602, GINS 603, GINS 612, GINS 613, GINS 614, GINS 670, GINS 673, HIST 369

FMS 315 SURVEY OF JAPANESE FILM

DESCRIPTION:
This course surveys the major developments in and critical approaches to twentieth-century Japanese film. Focusing mostly on narrative films, Survey of Japanese Film introduces students to basic methodological issues in Japanese film history—especially questions of narrative, genre, stardom, and authorship. We examine Japanese cinema as an institution located within specific contexts while focus on the ways in which this institution shapes gender, race, class, ethnic and national identities. This course examines how patterns of distribution, exhibition, as well as of reception influence film aesthetics and film style over the last century. Through secondary readings, lectures, and discussions students will critically examine how Japanese cinema as an institution both responds to and intervenes in the social, cultural, and political history of twentieth century Japan. May be taken as FMS 715, but with additional requirements. LEC

JUSTIFICATION:
The curriculum of this course is 100% non-Western and will acquaint students with the culture, society, and values of the people of Japan. It will be offered every other year.

GINS GENERAL JUSTIFICATION APPLICABLE TO ALL GINS COURSES LISTED BELOW (SPECIFIC ADDITIONAL JUSTIFICATIONS FOLLOW EACH COURSE DESCRIPTION):
The Global Indigenous Nations Studies Program currently offers the M.A. degree. It is a small program established almost ten years ago. The program is poised to have a stronger presence on campus and to have an intellectual impact on undergraduate students through the strategic development of undergraduate courses. At present, the program seeks to strategically identify courses that may attract undergraduate students and also contribute to meeting the requirement for knowledge of a non-Western culture. The purpose of non-Western culture courses is “to acquaint students with the culture, society, and values of a non-Western people. This must be understood to include peoples indigenous to Asia, the Pacific Islands, the Middle East, and Africa, as well as autochthonous Native American cultures” (College of Liberal Arts and Sciences, memo, October 30, 1985, provided by Karen Ledom). The proposed courses establish a basis for the comparative analysis of indigenous cultures.

**Existing Course**

**GINS 600  RESEARCH METHODS AND INDIGENOUS PEOPLES**

**DESCRIPTION:**
This course is an introduction to the social science methods of investigation and analysis that are used in Indigenous Nations Studies as a discipline. The nature of Indigenous Nations Studies data sources and methods of data collection, the logic of social scientific inquiry, and key methods of data analysis are emphasized. In addition, the social and educational implications of the results are examined. Prerequisite: Permission from instructor. LEC

**JUSTIFICATION:**
The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 800 Research Methods and Indigenous Peoples. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 800.

**GINS 601  INDIGENOUS PEOPLES OF THE WORLD**

**DESCRIPTION:**
A survey of the native peoples of the world at the time of contact with Europeans. An overview will be presented of various Indigenous cultures. A few detailed studies of selected groups will be used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere’s Indigenous societies. LEC

**JUSTIFICATION:**
This will be an undergraduate version of GINS 801 Indigenous Peoples of the World. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 801.

**Existing Course**

**GINS 602  INDIGENOUS DECOLONIZATION AND EMPOWERMENT**

**DESCRIPTION:**
An Indigenous focus of the foundation and impact of colonization, decolonization empowerment and nation-building. Prerequisite: Permission from instructor. LEC

JUSTIFICATION:
The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 802 Indigenous Decolonization and Empowerment. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 802.

GINS 603 INTRODUCTION TO INDIGENOUS NATIONS GRADUATE STUDIES
DESCRIPTION:
The goal of this course is two-fold: to introduce students to the academic discipline of Indigenous Nations Studies, its debates and contours, history, methods, and resources; and to develop the skills necessary to proceed successfully through the program. Unpacking key words and terms, critical thinking/reading/and writing skills, and research skills will be emphasized. Guest lectures from GINS faculty members, librarian, and members of the Writing Center will serve to complement and broaden assignments and discussions. LEC.

JUSTIFICATION:
This will be an undergraduate version of GINS 804 Introduction to Indigenous Nations Studies (in the process of being re-numbered to 803). The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 804 of the same name.

GINS 612 NATIVE AMERICAN OPPRESSION, RESISTANCE AND LIBERATION
DESCRIPTION:
An interdisciplinary examination of the effects of historical and contemporary forms of Colonialism and postcolonial strategies of resistance practiced by Indigenous peoples within and beyond the borders of the United States. LEC

JUSTIFICATION:
The proposed Native American Oppression, Resistance and Liberation course focuses particularly on Native American cultures and establishes a basis for the comparative analysis of indigenous cultures in other countries as well. This will be an undergraduate version of GINS 812 Native American Oppression, Resistance and Liberation. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 812. This particular course may also have an additional benefit for the Global Indigenous Nations Studies Program and for KU's linkage with Haskell Indian Nations University (HINU). The Global Indigenous Nations Studies M.A. Program has often attracted a significant number of graduates from HINU. As a junior-senior level undergraduate course, the proposed GINS 812 may sometimes attract advanced undergraduate students from HINU who can take advantage of the option of enrolling in a KU course; for such students, the course may serve as a "bridge" experience that will help prepare them for
possible admission to the M.A. program in Global Indigenous Nations Studies and graduate study at KU.

Existing Course

**GINS 613  ISSUES FACING INDIGENOUS PEOPLES**

**DESCRIPTION:**
This course explores the theories and methods of selected cultural, environmental, legal, political, and socio-economical issues confronting Indigenous societies throughout the world. Prerequisite: Permission from instructor. LEC

**JUSTIFICATION:**
The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 813 Issues Facing Indigenous Peoples. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 813.

Existing Course

**GINS 614  DECOLONIZING NARRATIVES**

**DESCRIPTION:**
With the decolonizing potential of Indigenous literary and cultural productions, this course seeks to both answer and explore such questions as: How can literary and cultural texts such as novels, poetry, music, and film from world Indigenous communities function as decolonizing tools? Can decolonizing methodologies be applied to such texts? How do such texts contribute to and strengthen Indigenous political, intellectual, cultural, visual and rhetorical sovereignty? An overview will be presented from Indigenous literature, films and documentaries from North America, the Pacific, Australia, and New Zealand.

Prerequisite: Permission from instructor. LEC

**JUSTIFICATION:**
The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 814 Decolonizing Narratives. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 814.

Existing Course

**GINS 670  INDIGENOUS PEOPLES’ HEALTH STATUS, BELIEFS AND BEHAVIORS**

**DESCRIPTION:**
This course is designed to explore the health status, beliefs, and behaviors of particular Indigenous cultures. The course examines the role of internal and external influences on health, various mainstream and Indigenous models of health behavior, perceptions of illness and curing, health status, and healing practices. The course will focus on the groups of the Maori of New Zealand, First Nations in Canada, Palestinian peoples in the Middle East, American Indians, and Indigenous Australians. LEC.

**JUSTIFICATION:**
This will be an undergraduate version of GINS 804 Indigenous Peoples’ Health Status, Beliefs and Behaviors (in the process of being re-numbered as GINS 870). The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 804 (of the same name).

Existing Course

**GINS 673  ENVIRONMENTAL JUSTICE**

**DESCRIPTION:**

An examination of the impact of environmental justice and security in Indigenous communities throughout the world with a focus on tactics and strategies that incorporate Indigenous perspectives in responses and mitigation schemes. A survey of mining, dumping and storage of toxic and radioactive waste activities as related to Indigenous peoples. Case study analyses of economic, military and mining interests contrasted with perspectives emerging from cultural traditions and beliefs of Indigenous peoples and communities. Prerequisite: Permission from instructor. LEC

**JUSTIFICATION:**

The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 873 Environmental Justice. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 873.

**HIST 369  COLONIALISM AND REVOLUTION IN THE THIRD WORLD, HONORS**

**DESCRIPTION:**

This course will study the structure and dynamics of colonialism and neocolonialism in the Third World beginning in the 19th Century and continuing to the 1980’s. It will also examine responses to these systems, from small-scale resistance to nationalist revolutions. Attention will be given to the relationship between ideology and collective behavior. Case studies will be drawn from Asia, Africa, and Latin America. Prerequisite: Membership in the University Honors Program or permission of instructor. LEC

**JUSTIFICATION:**

Case Studies used in HIST 369 are from the areas of Asia, Africa, and Latin America. This NW rating was inadvertently not included on original new course description.

2. Deletion of HL Principal Course Status for ENGL 308

Delete Course

**ENGL 308  INTRODUCTION TO LITERARY CRITICISM AND THEORY**

**DESCRIPTION:**

Study of significant problems in literary interpretation and methodology, in which basic critical principles and approaches will be systematically examined and applied. These approaches might include, but are not limited to, feminism, Marxism, deconstruction, psychoanalysis, and cultural studies. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. LEC
JUSTIFICATION:
If approved by the College, English 308 will become a required core course for the English major. In order to ensure that majors can find seats in sections of 308, we need to remove the HL designation. In addition, faculty members who have taught the course recently express concern that the skills they are teaching are advanced and specific enough that the course targets majors much more than it does non-majors.

CURRENT ENGLISH PRINCIPAL COURSES:
ENGL 308 INTRODUCTION TO LITERARY CRITICISM AND THEORY
ENGL 309 THE BRITISH NOVEL
ENGL 325 RECENT POPULAR LITERATURE
ENGL 387 INTRODUCTION TO THE ENGLISH LANGUAGE

Additional Rationale for Request:
HL Courses offered in English

As proposals forwarded to CUSA have indicated, the English Department would like to drop the HL designation for English 308 Introduction to Literary Theory and Criticism and instead designate English 315 Studies in British Literature as an HL course.

English 315, which is part of the annual British Summer Institute Study Abroad program, enrolls extremely well, and averages 2/3 non-major enrollment in a class that usually fills at approximately 30 students depending on staff available (enrollment for SU 09 is 28 with 9 students currently waitlisted; 9 were also waitlisted in SU 08). If 315 earned the students HL credit, then that figure would be even higher. The content of the course is appropriate for an HL, since it covers multiple genres and a broad period of English literature.

English 308 has been offered each semester for the past 3 semesters, during which time it has been an HL course. It currently enrolls approximately 1/3 non-majors in a class that is capped at 25. However, experience teaching the course has shown it is too specialized to represent general education for these non-major students. (Students clearly recognize this, since our other HL courses, English 309 The British Novel, 387 Introduction to the English Language, and especially 325 Recent Popular Fiction, fill more quickly than 308.) We consider this course to be enormously valuable to our beginning majors, and hence we are proposing to require it for the major. All three faculty members who have taught the course feel that the specialized skills of close reading and literary-critical research that it teaches are appropriate for students pursuing a major or minor in English. Non-majors are much better served in our discipline by the College-required 200-level Introduction to Literature courses and by the other HL courses that we offer.

C. Report of Action for Curricular Changes
None

D. Report of Action for Degree Requirements

1. Change to English Major – Traditional Emphasis

Proposal to add English 308 as an additional core requirement for the English Major, and to change the number of required elective hours for the traditional emphasis

Current Requirements from Undergraduate Catalog
Requirements for the B.A. or B.G.S. Major. The department offers two emphases and an Honors variation on each. The Traditional English emphasis and the Creative-writing English emphasis both require at least 30 hours of junior/senior courses (numbered 300 or above). All English majors must take at least two courses (6 hours) numbered 500 or above. The Honors version of each emphasis adds 3 hours to the requirement. Core requirements are identical for both emphases.

1. ENGL 312 Major British Writers to 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare (3 hours).
2. ENGL 314 Major British Writers after 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Romantic Period to the present (3 hours).
3. A course in Shakespeare (ENGL 332, ENGL 626, or ENGL 627) (3 hours).
4. ENGL 320 American Literature I or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from Colonial times to 1865 (3 hours).
5. ENGL 322 American Literature II or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from 1865 to the present (3 hours).

The Traditional English emphasis, in addition, requires completion of 15 junior/senior hours of electives. A single creative-writing course at the 300 level can be applied to this requirement.

One course in the HWC 304/HWC 308/HWC 312 sequence may be applied as an elective. ENGL 495 Directed Study: _____ and ENGL 496 Internship may be applied only as electives.

Proposed Changes

Requirements for the B.A. or B.G.S. Major. The department offers two emphases and an Honors variation on each. The Traditional English emphasis and the Creative-writing English emphasis both require at least 30 hours of junior/senior courses (numbered 300 or above). All English majors must take at least two courses (6 hours) numbered 500 or above. The Honors version of each emphasis adds 3 hours to the requirement.

Traditional majors must take 18 core hours and 12 hours of English electives at 300-level or above.

1. English 308 Introduction to Literary Criticism and Theory
2. ENGL 312 Major British Writers to 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare (3 hours).
3. ENGL 314 Major British Writers after 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Romantic Period to the present (3 hours).
4. A course in Shakespeare (ENGL 332, ENGL 626, or ENGL 627) (3 hours).
5. ENGL 320 American Literature I or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from Colonial times to 1865 (3 hours).
6. ENGL 322 American Literature II or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from 1865 to the present (3 hours).

The Traditional English emphasis, in addition, requires completion of 12 junior/senior hours of electives. A single creative-writing course at the 300 level can be applied to this requirement.

One course in the HWC 304/HWC 308/HWC 312 sequence may
be applied as an elective. ENGL 495 Directed Study: _____ and ENGL 496 Internship may be applied only as electives.

On March 3, 2009, the English Department voted to add English 308: Introduction to Literary Criticism and Theory (or equivalent) as a core requirement for all traditional majors and to reduce the required number of major elective courses from 15 to 12 hours (for a total of 30 hours of major coursework).

**Rationale:** This course teaches the fundamental skills of literary criticism: close reading, research techniques, and commonly-used critical schools or methodologies. Requiring this course will improve student performance in other literature courses and prepare students to take 500-level courses in the major, which expect they already know how to write a research paper. We cannot require 308 as a prerequisite for 500-level courses for scheduling reasons, but we can encourage students in advising and on the English website to take the course in their first or second semester of major coursework. Several faculty members who have recently taught 308 are willing teach it as a large class (70 or more students) with GTAs leading discussion sections. This would enable us to offer an honors discussion section, taught by the professor. Since we restructured the course and began offering it in Spring ’08, 4 additional faculty members have signed up to teach the course and several others have indicated an interest in teaching it some time in the near future.

While we see this course as especially valuable for traditional majors, who need to learn a particular set of skills in order to succeed in the major. A similar proposal to be incorporated into the creative writing emphasis will be forthcoming.

In order to preserve flexibility in the face of occasional fluctuations in the number of staff available to teach the course (particularly as resources are stretched in the current economy), we will allow for substitutions at the department level. The undergraduate director, in consultation with instructors, will allow a course to be considered equivalent to 308. For a course to be considered equivalent, its approaches to teaching all or most texts must include significant attention to critical methodology.

Since majors can already take equivalent courses to satisfy the survey requirements (English 312, 314, 320 and 322)—courses that were previously only offered as electives—12 additional hours of electives still enables them to pursue particular interests and to allow for scheduling flexibility.

Although approved changes normally take effect the semester following the approval, we are proposing that the 308 requirement become effective Spring 2010 rather than Fall 2009. The reason for this is that non-majors will be enrolling in the course for Fall 09 because it is currently an HL course. We are requesting (in a separate proposal) that the HL assignment be removed from English 308 so that there are enough spots in the available sections for our majors. This would not be effected until Spring 2010.

2. Change to Existing Major for Microbiology

**PROPOSAL:**
To remove the requirement for a B.A. in Microbiology of BIOL 405 Laboratory in Genetics (2 hrs).

**JUSTIFICATION:**
The Microbiology degrees were revamped in 2003, to add a requirement for BIOL 350 Genetics both to the B.A. and B.S. degrees. BIOL 405 was added as a requirement for
the Microbiology B.A. degree as well, but could not be added to the Microbiology B.S. degree, which already had 12 credits of upper-level laboratory courses required. In a recent meeting, this requirement was discussed by the entire staff that teaches course in microbiology. It was unanimously agreed that since the Microbiology B.A. already requires 10 credits of upper-level laboratory courses (more than any other biology major except Microbiology B.S.), it does not seem useful to require BIOL 405 as another laboratory course, especially when this material represents a science requirement for B.A. majors that is not required for B.S. majors. Current requirements for both degrees are attached.

CURRENT REQUIREMENTS:

MICROBIOLOGY BACHELOR OF ARTS
Requirements apply to students entering Spring 2003 and later. At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

II. General Science Requirements (37-38 hrs.):
_____ BIOL 150 (or BIOL 151) Principles of Molecular & Cellular Biology (4 hrs.)
_____ BIOL 350 Principles of Genetics (3 hrs.)
_____ BIOL 405 Laboratory in Genetics (2 hrs.)
_____ CHEM 184 Foundations of Chemistry I (5 hrs.)
_____ CHEM 188 Foundations of Chemistry II (5 hrs.)
CHEM 622 Fund. Organic Chemistry (3 hrs.) OR CHEM 624 Organic Chemistry I (3 hrs.)
_____ CHEM 625 Organic Chemistry I lab (2 hrs.)
MATH 115 & MATH 116 Calculus I & II (6 hrs.) OR MATH 121 Calculus I (5 hrs.)
PHSX 114 & PHSX 115 Col. Physics I & II (8 hrs.) OR PHSX 211 & PHSX 212 General Physics I & II (8 hrs.)

Note: Students planning graduate study are advised to complete a year of Organic Chemistry (CHEM 624, 625, 626, 627 and a year of Biochemistry (BIOL 636, 637, 638).

III. Microbiology Core Requirements (9-10 hrs.):
_____ BIOL 400 Fundamentals of Microbiology (3 hrs.) or BIOL 401, Honors
_____ BIOL 402 Fundamentals of Microbiology Lab (2 hrs.) or BIOL 403, Honors

One of the following two courses:
BIOL 516 Microbial Physiology (3 hrs) OR BIOL 600 Introductory Biochemistry Lectures (4 hrs.)

_____ BIOL 599 Senior Seminar – Current Progress in Microbiology (1 hr.) (must be taken in senior year)

IV. Microbiology Electives and Laboratory Requirements (15 hrs.):
Fifteen hours of Microbiology courses, including three lab courses, selected from the following:
BIOL 503 Immunology (3 hrs.)
BIOL 504 Immunology Lab (2 hrs.)
BIOL 506 Pathogenic Microbiology (3 hrs.)
BIOL 507 Pathogenic Microbiology Lab (2 hrs.)
BIOL 512 General Virology (3 hrs.)
BIOL 513 Virology Laboratory (2 hrs.)
BIOL 517 Microbial Physiology Lab (2 hrs.)
BIOL 518 Microbial Genetics (3 hrs.)
BIOL 519 Microbial Genetics Lab (2 hrs.)
BIOL 524 Molecular Immunology (3 hrs.)
BIOL 544 Applied Microbiology (3 hrs.)

V. Biology Electives Requirements (3 hrs.):

Biology courses numbered 400 or higher to be selected in consultation with a microbiology advisor. A course listed above which has not been used to fulfill the above requirements, or BIOL 423 Non-Laboratory Independent Study or BIOL 424 Independent Study, may be used as an elective.

BIOL _____ (____ hrs.)
BIOL _____ (____ hrs.)

PROPOSED REQUIREMENTS:

Requirements apply to students entering Spring 2003 and later. At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

II. General Science Requirements (37-38 hrs.):

____ BIOL 150 (or BIOL 151) Principles of Molecular & Cellular Biology (4 hrs.)
____ BIOL 350 Principles of Genetics (3 hrs.)
**BIOL 405 Laboratory in Genetics (2 hrs.)**
____ CHEM 184 Foundations of Chemistry I (5 hrs.)
     CHEM 188 Foundations of Chemistry II (5 hrs.)
____ CHEM 622 Fund. Organic Chemistry (3 hrs.) OR
     CHEM 624 Organic Chemistry I (3 hrs.)
____ CHEM 625 Organic Chemistry I lab (2 hrs.)
MATH 115 & MATH 116 Calculus I & II (6 hrs.) OR MATH 121 Calculus I (5 hrs.)
PHSX 114 & PHSX 115 Col. Physics I & II (8 hrs.) OR PHSX 211 & PHSX 212 General Physics I & II (8 hrs.)

Note: Students planning graduate study are advised to complete a year of Organic Chemistry (CHEM 624, 625, 626, 627 and a year of Biochemistry (BIOL 636, 637, 638).

III. Microbiology Core Requirements (9-10 hrs.):

____ BIOL 400 Fundamentals of Microbiology (3 hrs.) or BIOL 401, Honors
____ BIOL 402 Fundamentals of Microbiology Lab (2 hrs.) or BIOL 403, Honors

One of the following two courses:

BIOL 516 Microbial Physiology (3 hrs) OR BIOL 600 Introductory Biochemistry Lectures (4 hrs.)

____ BIOL 599 Senior Seminar – Current Progress in Microbiology (1 hr.) (must be taken in senior year)

IV. Microbiology Electives and Laboratory Requirements (15 hrs.):

Fifteen hours of Microbiology courses, including three lab courses, selected from the following:

BIOL 503 Immunology (3 hrs.)
BIOL 504 Immunology Lab (2 hrs.)
BIOL 506 Pathogenic Microbiology (3 hrs.)
BIOL 507 Pathogenic Microbiology Lab (2 hrs.)
BIOL 512 General Virology (3 hrs.)
BIOL 513 Virology Laboratory (2 hrs.)
V. Biology Electives Requirements (3 hrs.):

Biology courses numbered 400 or higher to be selected in consultation with a microbiology advisor. A course listed above which has not been used to fulfill the above requirements, or BIOL 423 Non-Laboratory Independent Study or BIOL 424 Independent Study, may be used as an elective.

BIOL _____ (___ hrs.)
BIOL _____ (___ hrs.)

3. Change to Existing Jewish Studies Minor

PROPOSAL:
Change wording for the directed study requirement of the Jewish Studies minor.

CURRENT REQUIREMENTS:
18 credit hours are required to complete the minor, 12 of which must be taken at the Junior/Senior level.

Specific requirements:
6 credit hours of course work must be chosen from the list of courses that have the JWSH rubric

CURRENT WORDING:
In addition, students must complete JWSH 490 (3) or JWSH 491 (3), which are both courses that investigate a special topic or project selected by the student, which must be approved by the Director of Jewish Studies.

The 9 hours of JWSH course work above must be taken in residence at KU.

9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately 50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

*Please note that if one of the following courses, HEBR 210, HEBR 220, YDSH 104, or YDSH 108, is counted towards the minor requirements, this will result in a JWSH minor program of 20 credit hours. A list of these courses can be found below. *(Not included in agenda for space reasons as it is not relevant to the proposed change to the minor.)*

Courses taken abroad may count towards the minor as long as they meet the requirement of at least 50% Jewish content. Prior to enrolling, the course must be tentatively reviewed by the Director who will give final approval only after seeing the syllabus and the student’s written work for the course, and determining that this course meets the standards for a KU course.

PROPOSED REQUIREMENTS:
18 credit hours are required to complete the minor, 12 of which must be taken at the Junior/Senior level.
Specific requirements:
6 credit hours of course work must be chosen from the list of courses that have the JWSH rubric

NEW WORDING:
Our minor does not require the completion of a thesis. Nevertheless, students must complete a capstone assignment involving a research paper or project. To do so students should enroll in either JWSH 490 (3) or JWSH 491 (3), with a faculty member of their choice, or, with the permission of the Director, any JWSH or JWSH cross-referenced course in which they complete their capstone project.

The 9 hours of JWSH course work above must be taken in residence at KU.

9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately 50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

*Please note that if one of the following courses, HEBR 210, HEBR 220, YDSH 104, or YDSH 108, is counted towards the minor requirements, this will result in a JWSH minor program of 20 credit hours. A list of these courses can be found below. (Not included in agenda for space reasons as it is not relevant to the proposed change to the minor.)

Courses taken abroad may count towards the minor as long as they meet the requirement of at least 50% Jewish content. Prior to enrolling, the course must be tentatively reviewed by the Director who will give final approval only after seeing the syllabus and the student’s written work for the course, and determining that this course meets the standards for a KU course.

JUSTIFICATION:
To broaden the context in which students do capstone papers or projects, and to clarify the reason for the directed study requirement.

E. New Business
New College of Liberal Arts & Sciences Degree Partnership Program Proposal for Approval (Attachment 1)
CLAS Degree Partnership Program Proposal
(Commonly Referred to as a Two-Plus-Two Program)
CUSA
April 14, 2009

Academic Administration

1. CLAS degree requirements will be determined based upon the term of matriculation to the community college partner or KU. Matriculation may not occur prior to high school graduation.

2. Students must meet admission requirements for both the community college partner and KU to be admitted into the Two-Plus-Two program.

3. Students will be eligible to continue in the Two-Plus-Two program by:
   a. Meeting CLAS academic progress expectations based on GPA standards calculated from transferable (no vocational, technical or medical) CLAS coursework. As remedial courses currently contribute (i.e. MATH 002) to the KU GPA, remedial courses in CLAS academic areas will contribute to the GPA for evaluation of progress. All CLAS academic standing, probation, and dismissal policies apply.
   b. Maintaining consecutive enrollment in both Fall and Spring terms at the community college or KU.
   c. Transferring academic work completed at the community college by the 20th day of the following term.

4. Students not eligible or dismissed from the program would not forfeit the right to apply to KU through traditional admission process. If dismissed from the Two-Plus-Two program, degree requirements would be determined by the term of the student’s matriculation to KU. No exemptions will be made through appeal due to the availability of the traditional admission process.

CLAS Advising Support

1. Student progress will be evaluated on the 20th day of each term.

2. Advising resources will be provided through:
   a. Full access to the ARTS report (or equivalent degree progress tracking system of KU).
   b. Electronic advising communications through access to KU email and Kyou portal.
   c. Assignment of a faculty advisor in term prior to KU matriculation if declared and/or admitted into major.

III. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)

A. Curricular Changes for Approval

*The CGS APPROVED the following NEW COURSES:*

GERMANIC LANGUAGES & LITERATURES

CHANGE: NEW COURSE

**GERM 710 Workshop for M.A. Students** (1). Discussion of policies in the M.A. program, examinations, thesis proposals, writing of theses, grant proposals, conference presentations, publications of scholarship, and entrance into the academic job market. Required of all M.A. students in the first year in the program. Does not count toward completion of 30 hours of course work for the M.A. IND
JUSTIFICATION
We wish to provide practical information for the professional development of students in the German M.A. program. This course is parallel to the existing 900 course for Ph.D. students.

CHANGE: NEW COURSE
GERM 801 Practicum for GTAs (1). Discussion of matters relating to the teaching of German in specific courses. Required of all GTAs in each semester of teaching, unless enrolled in GERM 800. Does not count toward completion of 30 hours of course work for the M.A. or 27 hours of course work for the Ph.D. IND

JUSTIFICATION
All beginning GTAs must take “GERM 800 Teaching German as a Second Language” in their first semester of teaching. In subsequent semesters all GTAs will take this follow-up practicum. GTAs will continue their training by out GTA coordinator with course specific instruction and advice throughout their tenure as a GTA in German at KU. This enhances our effort to provide a more professional preparation of our graduate students for their careers in language teaching.

PUBLIC ADMINISTRATION

CHANGE: NEW COURSE
PUAD 856 Management and Information Technology (3). An introduction to the concepts of information policy and management of technology within governmental organizations. The course covers the effects of technology on government and society as well as information policy (privacy, security and access) and their importance to democracy. The course also includes a leadership perspective on planning, funding, and implementation of technology systems in governmental organizations as well as the role of Chief Information Officer. LEC

JUSTIFICATION
Management of information and technology has become a major field of study within public administration. Increasingly governments depend on technology to deliver services and manage internal governmental environments. Information policy are important to data and information management in governmental organizations including legal and ethical approaches to privacy, security and transparent sharing of information with citizens. We have offered the topics course in this area for the past three years. Students have found the content of the course to be valuable and applicable to their professional roles. We now seek to make this course an elective.

SOCIOLOGY

CHANGE: NEW COURSE
SOC 810 Sociological Inquiry (3). The goals of this course are to understand the characteristics of sociologically interesting and rigorous research and to design a research proposal that shares those characteristics. The focus of students’ proposals will be their M.A. thesis project. Students will read books and articles representing a variety of research approaches (ethnographies, surveys, interviews, document analyses, historical studies, comparative research, etc.), and will deconstruct them in order to understand
their theoretical and methodological significance. Assignments will include a completed M.A. thesis proposal. LEC

JUSTIFICATION
Need for course which focuses on the writing of a M.A. thesis proposal both to improve the quality of M.A. theses and to reduce time to degree.

CHANGE: NEW COURSE

**SOC 820 Political Sociology** (3). This course offers an overview of the different perspectives and key arguments comprising the field of political sociology, including both classical and contemporary readings. The issues studied in this field include the nature of power and the nature of the state, relations between state and society, and social movements, political organization and civic participation, political culture, voting behavior, comparative political systems, warfare, democracy and economic development, citizenship, nationalism, revolutions, and globalization. LEC

JUSTIFICATION
Absence of course in political sociology from catalog.

*The CGS APPROVED the following COURSE CHANGES:*

**CHEMISTRY**

CHANGE: CREDIT, COURSE DESIGNATION

(OLD)

**CHEM 812 Chemical Seminar** (1-2). Individual studies of certain advanced phases of chemistry not covered in the regular graduate courses. RSH

(NEW)

**CHEM 812 Chemical Seminar** (1-3). Individual studies of certain advanced phases of chemistry not covered in the regular graduate courses. IND

JUSTIFICATION
Chemistry is offering a class this summer that has sufficient content and contact hours supporting three hours of graduate credit. We want to extend the options for CHEM 812 to include 1-3 credit hours. The current usage of this course in Chemistry is more in line with an IND designation.

**EAST ASIAN LANGUAGES AND CULTURES**

CHANGE: COURSE TITLE

(OLD)

**EALC 747/HIST 747 Teaching About East Asia** (2). An advanced survey of the history, culture, and contemporary affairs of China, Japan and Korea, specifically designed for K-12 educators who wish to incorporate East Asian topics into their classroom teaching. Pedagogical methods and recourses for the study of East Asia will be emphasized. Topics covered will address relevant benchmarks in the state curricular standards in the social studies, themes from the Advanced Placement world history examinations and the national standards in world history.

(NEW)

**EALC 747/HIST 747 East Asian History and Culture for Teachers** (2). An advanced survey of the history, culture, and contemporary affairs of China, Japan and Korea, specifically designed for K-12 educators who wish to incorporate East Asian topics into
their classroom teaching. Pedagogical methods and recourses for the study of East Asia will be emphasized. Topics covered will address relevant benchmarks in the state curricular standards in the social studies, themes from the Advanced Placement world history examinations and the national standards in world history. (Same as HIST 747). Prerequisite: Approval of the instructor. LEC

JUSTIFICATION
Rationale: Under the No Child Left Behind regime, K-12 teachers are under pressure to have advanced training in content areas (like history). Some teachers who have taken this course have not been able to get professional development credit from their districts because the current course title sounds more pedagogical than content oriented. The proposed new title should satisfy districts concerned about NCLB and still capture the nature of the course accurately.

GERMANIC LANGUAGES & LITERATURES

CHANGE: COURSE DESCRIPTION

(OLD)

GERM 900 Workshop for Ph.D. Students (1). Introduction to job-seeking skills, including use of the computer, grant application and publication skills. To be taken in the first year of Ph.D. work. Meets in the first four weeks of the Spring semester. LEC

(NEW)

GERM 900 Workshop for Ph.D. Students (1). Discussion of policies in the Ph.D. program, research specializations, examinations, dissertation proposals, writing of dissertations, grant proposals, conference presentations, publication of scholarship, and entrance into the academic job market. Required of all Ph.D. students in the first year in the program. Does not count toward completion of 27 hours of course work for the Ph.D. IND

JUSTIFICATION
Changes in needs of doctoral students.

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: CREDIT HOURS

(OLD)

GINS 882 Native American Natural Resources (2.50-3). This course provides a detailed examination of natural resource law as it applies to Indian Country. Among the topics to be discussed are water law, environmental protection, and subsurface property rights. While not a prerequisite, it is recommended that students take Federal Indian Law before enrolling in this course. (Same as LAW 967.) Prerequisite: Permission from instructor. LEC.

(NEW)

GINS 882 Native American Natural Resources (2-3). This course provides a detailed examination of natural resource law as it applies to Indian Country. Among the topics to be discussed are water law, environmental protection, and subsurface property rights. While not a prerequisite, it is recommended that students take Federal Indian Law before enrolling in this course. (Same as LAW 967.) Prerequisite: Permission from instructor. LEC.

JUSTIFICATION
The Law School was approved for a course change in credit hours for their course LAW 967; it is the same as GINS 882. LAW 967 was changed from “2.50-3” hours to “2-3” HOURS. Therefore, on March 26, 2009, GINSP was notified by the Law School to do the same.

### SOCIOLOGY

**CHANGE: TITLE**

(OLD)

**SOC 790 M.A. Proseminar** (3). Introduction to major disciplinary issues, departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of M.A. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 990. Graded on satisfactory/unsatisfactory basis. LEC

(NEW)

**SOC 790 Proseminar** (3). Introduction to major disciplinary issues, departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of M.A. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 990. Graded on satisfactory/unsatisfactory basis. LEC

**JUSTIFICATION**

Title change will allow all graduate students to enroll in the same proseminar course, which represents current practice within the department. Note that the course description remains the same.

*The CGS APPROVED the following COURSE DELETIONS:*

### SOCIOLOGY

**CHANGE: DELETION**

**SOC 990 Ph.D. Proseminar** (3). Survey of major disciplinary issues and introduction to departmental research specialties, faculty research interests, interdisciplinary connections, funding sources, and professional writing. Required of Ph.D. students entering the graduate program in sociology. May not be taken by those who have credit for SOC 790. Graded on satisfactory/unsatisfactory basis. LEC

**JUSTIFICATION**

Course is redundant once SOC 790 is open to Ph.D. students

### THEATRE & FILM

**CHANGE: DELETION**

**TH&F 894 Seminar for Film Interns** (1-3). To be taken concurrently with graduate internship or employment with an approved film or video production company. Discussion and critical evaluation of work experience with faculty adviser and job supervisor. RSH

**JUSTIFICATION**

This course requirement is being met by TH&F 895 (being renamed FMS 895).
TH&F 894 has not been used for a number of years and the Film faculty does
not anticipate using it in the future.

B. Program Changes for Approval

The CGS APPROVED the following proposals to move forward:

APPLIED BEHAVIORAL SCIENCE

Request: CHANGE IN EXISTING DEGREE REQUIREMENT

(OLD)

Comprehensive Examination. Students begin work on the requirements of the
comprehensive examination after fulfilling the research skill requirements. The
examination has four components:
1. Editorial Critiques. Students write three editorial reviews of published or unpublished
journal articles, all of them empirical. The articles cover a range of topics and
experimental designs. The first two are graded pass-fail by the student’s adviser; the third
must be passed by two other faculty members.
2. Professional Writing Requirement. Students write three papers on topics in behavioral
science that are relevant to their research and approved by their advisers. The papers must
include critical reviews of the relevant basic, applied, or conceptual literatures. The
papers are graded blindly by three faculty members. Alternatively, students may submit a
sole- or first-author article, published or in-press, in a professional, peer-refereed journal
for any of these papers. The articles may be reports of basic, applied, or intervention
research; observational, empirical, or descriptive studies; critical reviews of the literature;
or analyses of the field’s research methods, principles, concepts, or theories. Published or
in-press chapters and in-submission grant proposals may be submitted as well, but the
following publications are excluded: abstracts, book notes, commentaries,
communications, editorials, letters to the editor, and technical notes. Although some
portion of the manuscripts or research may have been completed before students entered
the program, the manuscripts must be completed under the supervision of the student’s
adviser as part of the department’s comprehensive examination. The journal articles,
chapters, and proposals must be at least six manuscript pages long. A first-author
publication or proposal must be accompanied by a letter from the student’s adviser
stating that it meets the standards of the American Psychological Association for first
authorship (i.e., primary responsibility for conceptualizing the project and preparing the
manuscript; see the 2001 APA Publication
its final acceptance from the journal or book editor; for grant proposals, students submit a
notice confirming its receipt from the granting agency. See the department’s Graduate
Handbook for details.
3. Review Paper. Students write an extended, integrated, and critical review of a basic,
applied, or conceptual literature relevant to applied behavioral science in preparation for
an oral examination over it.
4. Oral Examination. Upon successful completion of the three editorial critiques and two
of the three professional writing requirements, students take an oral examination over the
review paper.

(NEW)

Comprehensive Written & Oral Examination. A doctoral aspirant is required to
complete a comprehensive exam with a grade of at least Satisfactory within a two year
period of the Master’s thesis defense or the date of admission to the Ph.D. program
(having previously completed a master’s degree). Failure to obtain a satisfactory grade
within this two year period is grounds for dismissal from the graduate program. If the aspirant receives a grade of Unsatisfactory, the examination may be repeated (after 90 days with departmental approval) but the student must receive at least a Satisfactory grade within the two year timeline outlined above. Comprehensive exams may not be taken more than a total of three times.

In preparation for the comprehensive exam, the student will write a research proposal paper which will include a critical and comprehensive review of the research literature relevant to the research question(s) posed. The topic of the research proposal paper is chosen by the student with the guidance of his/her advisor. The Comprehensive Exam Committee is composed of five regular members of the Graduate Faculty; at least one member must be from outside the department.

JUSTIFICATION
The comprehensive exam is moved to an earlier point in the student's training. Should students fail to possess the skills required to successfully propose and defend empirical research (e.g., the dissertation), they should be dismissed from the program soon after having completed their Master's degree. We believe this will reduce the number of students who have, in the past, spent inordinate amounts of time repeatedly attempting to pass the Writing Requirement part of our comprehensives exam.

In fact, the Writing Requirement and Review Paper have been removed. They were originally designed to serve both a teaching and testing function. When Applied Behavioral Science (ABS) was the Human Development and Family Life (HDFL) program, it had only three formal course requirements and the Writing Requirement and Review Paper were means for expanding and assessing student knowledge, critical thinking, and writing abilities. When the HDFL became ABS, we significantly expanded the coursework to meet national accreditation and certification standards, making the teaching function of these requirements largely unnecessary. The remaining function of these requirements was to assess student's ability to critically evaluate a scientific literature and determine important directions for future research. The department believes that our Master’s level coursework prepares students to accomplish this, so the assessment of this skill should be completed sooner in the graduate program.

SOCIOLGY
Request: CHANGE IN EXISTING DEGREE REQUIREMENT (MA Program)

Current Requirements:

M.A. Degree Requirements Thesis Option.
Students must complete 30 hours of graduate credit (including SOC 790 M.A. Proseminar, SOC 811 Sociological Research, one course in sociological theory, one additional course in either sociological theory or research methods, and at least 6 hours of thesis) and must prepare and defend an M.A. thesis. The defense includes a general examination of sociological theory and research. Completion of these requirements leads to the M.A. degree, which normally allows the student to proceed to doctoral study.

Non-Thesis—Research Paper Option. Students must complete 33 hours of graduate credit (excluding any credit for thesis and including the courses above under thesis option) and must prepare and receive approval of a research paper, not to exceed 40 pages, to be submitted for presentation at a scholarly meeting or for publication in a
scholarly journal. Completion of these requirements leads to the M.A. degree, which
normally allows the student to proceed to doctoral study.

Non-Thesis—Course Work Option. Students must complete 36 hours of graduate credit
(excluding any credit given for thesis and including the courses specified above under the
thesis option) and a final oral examination over course work in sociology. Completion of
these requirements leads to the M.A. degree but does not allow the student to proceed to
doctoral study.

Proposal:

M.A. Degree Requirements

Thesis Option. Within two years of first enrollment in the doctoral program at the M.A.
level, the student must complete 36 hours of graduate credit including SOC 790
Proseminar, SOC 810 Sociological Inquiry, SOC 811 Sociological Research, two
graduate-level courses in sociological methods, one graduate-level course in sociological
theory, four graduate-level sociology seminars, and 6 thesis hours (SOC 899) and must
prepare and defend an M.A. thesis. Individual Master’s Readings courses (Sociology
891) may not be used to meet these requirements except by approved petition. The
defense of the M.A. thesis includes a general examination of sociological theory and
research. Completion of these requirements leads to the M.A. degree, which normally
allows the student to proceed to doctoral study.

Non-Thesis (Terminal) Option. Students must complete 36 hours of graduate credit,
(excluding any credit for thesis and including the courses above under thesis option) and
a final oral examination over course work in sociology. Completion of these
requirements leads to the M.A. degree but does not allow the student to proceed to
doctoral study.

JUSTIFICATION
The changes to the requirements for the M.A. degree have been designed with
two purposes in mind: to improve the quality of master’s theses and to reduce
time to the M.A. degree. More specifically, the justification for adding
Sociological Inquiry (SOC 810) is that the course will help students identify a
worthwhile research project and generate a draft of a research statement by the
end of their first year in the program. In regard to the additional research
methods requirements, the existing requirements allow students to obtain an
M.A. degree on the basis of a single methods course alone. Not only does this
requirement fall far short of standards at comparable institutions, faculty
members feel that it does also fail to provide students with the training needed to
engage in the primary research portion of their thesis projects. Finally, in regard
to the additional graduate-level seminar requirements, the existing requirements
allow students to fulfill 18 of the credit hours required for the M.A. by enrolling
in Individuation Master’s Readings (SOC 891). Faculty members feel that, by
and large, individual reading hours do not provide the same level of training as
seminars, hence the change in question. Note that individual reading hours may
be used to meet M.A. requirements by approved petition.

Request: CHANGE IN EXISTING DEGREE REQUIREMENT (PhD Program)

Current Requirements:

Ph.D. Degree Requirements
Regular admission to the doctoral program requires the M.A. degree with a major in sociology or a closely related field and evidence of scholarly accomplishment and capability equivalent to that demonstrated in an M.A. thesis or research paper (described above) in sociology. To receive the Ph.D. with a major in sociology, the student must

1. Obtain admission to the Ph.D. program.

2. Complete SOC 990 Ph.D. Proseminar unless SOC 790 M.A. Proseminar has been completed.

3. Carry out a program of study developed, initially, with a member of the graduate studies committee and, as soon as possible, with a doctoral advisory committee.

4. Attain the requisite levels of competence in the history and theory of sociology and in methods of sociological research by taking 9 hours of approved graduate courses in theory and completion of SOC 811 Sociological Research, SOC 812 Analytic Methods in Sociology, and one other graduate-level sociology methods course with an average grade of 3.0.

5. Complete the Foreign Language or Other Research Skills (FLORS) requirement, which may be satisfied by completion of three sociological methods courses as specified in 4 above. Additional information about the FLORS requirement can be found under Research Skills, Doctoral Degree Requirements in the General Information chapter of this catalog.

6. Pass two written examinations in special fields in sociology or related disciplines.

7. Complete three full academic years, or the bona fide equivalent, in study at this or another approved university, including time spent attaining the master’s.

8. Complete two semesters, normally consecutive, in study at KU. During this period, the student must be involved in fulltime academic pursuits that may involve teaching or research activities. In this case, the minimum enrollment is 6 credit hours.

9. Pass an oral comprehensive examination. The candidate then enrolls for a minimum of 6 hours a semester and 3 hours a summer session until 18 hours or all requirements for the degree (whichever comes first) have been completed. If the degree is not complete after 18 hours of post comprehensive enrollment, the candidate continues to enroll each semester and each summer session until all requirements for the degree have been met.


Proposal:

Ph.D. Degree Requirements

Students who have received an M.A. degree in sociology may be eligible to pursue the Ph.D. degree. For the Ph.D., students must complete all general requirements (including residency, research skills, comprehensive oral examination, preparation of a dissertation and the final oral examination) and all M.A. degree requirements listed above. In addition, the following requirements must be met.

Within the first two years of first enrollment in the doctoral program at the Ph.D. level, students must complete one graduate-level course in sociological methods, two graduate-
level courses in sociological theory, and three graduate-level sociology seminars. To qualify for the Ph.D., students must have completed Sociology 812 (Analytical Methods) at either the M.A. or Ph.D. level. Individual Doctoral Readings courses (Sociology 991) may not be used to meet these requirements except by approved petition.

Students must compile portfolios of their professional work demonstrating command of two fields (a primary and secondary field) and preparation to undertake dissertation research. The portfolio must contain the following items: a table of contents, a Curriculum Vitae, all seminar papers (including those written while in the M.A. program if applicable), an M.A. thesis or equivalent, published sociological works, a critical review essay of the student’s primary field, and a critical review essay of the student’s secondary field if mandated by the advisory committee. In lieu of a critical review essay of the secondary field, advisory committees may request a combination of the following to be included in the portfolio: research papers, published work, book reviews, conference papers, grant proposals, annotated bibliographies, and syllabi for proposed courses. Critical review essays must receive a grade of “satisfactory” from all members of the advisory committee to be included in the portfolio.

Having demonstrated command of two fields by means of the materials included in the portfolio, students must take an oral examination covering their fields and their dissertation proposal. Students must then complete a dissertation and pass a final, oral examination on the dissertation.

The Foreign Language and Other Research Skills (FLORS) requirement may be satisfied by completion of three sociological courses as specified above.

JUSTIFICATION
As was the case in regard to the changes to the requirements for the M.A. degree, the changes to the requirements for the Ph.D. degree have been designed to improve the quality of dissertations and to reduce time to the Ph.D. degree. Faculty members feel that the additional research methods requirements and the additional graduate-level seminar requirements will help accomplish both of these goals. As for using a portfolio system in lieu of comprehensive area exams, faculty members feel that the portfolio system outlined here retains a key element from the existing requirements, namely that students demonstrate command of two broad areas of research within sociology. Faculty members also feel, however, that the portfolio system outlined here improves upon existing requirements encouraging students to produce materials which will hasten their professional development and improve their prospects the academic job market.

WOMEN, GENDER, & SEXUALITY STUDIES

Request: NEW PROGRAM (WGSS Master of Arts and Doctor of Philosophy)

The Women, Gender, and Sexuality Studies Program Proposal returned to the CGS for further consideration because it had undergone revisions requested by Research and Graduate Studies.

The CGS APPROVED the revised proposal.

IV. RESULTS OF BALLOT MEASURE
(new non-major BGS & departmental admission criteria)
Results for the April 2009 College Assembly Vote

Welcome Anne Sawyer.

222 ballots have been cast. That is 32.84% of the Assembly voters.

Add a second non-major degree track to the existing BGS Degree AND allow all departments in the College of Liberal Arts & Sciences to enforce admissions criteria to their major. Yes: 172

No: 50

(Will apply to students with initial term of Fall 2009)

V. RESULTS OF FACULTY ELECTIONS – 2009-2010 STANDING COMMITTEES

- Outgoing members of the CAC: Kelly Berkson, Estella Gavosto, Pete Henry, Rick Ingram, and Jim Mielke
- Incoming, and continuing, members of the College Standing Committees and the CAC:

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<th>2009-10 Standing Committees</th>
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**College Academic Council (CAC)**

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**Unclassified Staff Member**

| Burg | Greg | BIOL | 2011 | gburg@ku.edu |