AGENDA

I. APPROVAL OF THE MAY 12, 2009 CAC MINUTES

II. OVERVIEW OF THE GOALS FOR THE COLLEGE - Interim Dean Greg Simpson

III. BUDGETARY UPDATE - Interim Dean Greg Simpson

IV. ANNUAL REPORTS (as Attachments)
   A. Committee on Graduate Studies (CGS) - Attachment 1
   B. Committee on Undergraduate Studies & Advising (CUSA)- Attachment 2
   C. Committee on Sabbatical Leaves (CSL) – Attachment 3

V. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
   Submitted by Savanna Trent, presented by Allan Hanson, 2008-2009 Chair
   A. Curricular changes for approval
      New Course: ABSC 802

VI. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)
   Submitted by Susan McGee, Presented by Patricia Manning, 2009-2010 Chair
   A. Curricular Changes for Approval
      ANTH 315, HA 315, UYGR 101, UYGR 102, UYGR 201, UYGR 202, ENGL 380, GEOG 418,
      GEOG 601, GINS 601, HIST 503, POLS, 644, POLS 652, REES 485, REES 512, REES 513,
      REES 573, REES 574, REES 685, SLAV 512
   B. Degree Requirements for Approval
      1. Change to Existing Creative Writing Concentration for the English Major
      2. Creation of Language, Rhetoric and Writing Concentration for the English Major
      3. Non-Western Culture Status for REES 512 and REES 513
   C. Proposed Major Admissions Requirements
      Proposal to Change Major Admission Requirements – Sociology
   D. New Business
      Declaration of BGS Non-major Degree Option Administrative Requirements (Attachment 4)

VII. MEMBERSHIP LISTS OF THE 2009-2010 CAC, CGS, CUSA, CSL, CCAPT, & CEC
     (Attachment 5)

ATTACHMENTS:

Attachment 1. CGS 2008-2009 Annual Report (p. 13)
Attachment 2. CUSA 2008-2009 Annual Report (p. 16)
Attachment 3. CSL 2008-2009 Annual Report (p. 19)
Attachment 4. Declaration of BGS Non-major Degree Option Administrative Requirements (p. 20)
Attachment 5. Membership lists of the 2009 CAC, CGS, CUSA, CSL, CCAPT and CEC (p. 21)

Next meeting of the CAC will be Tuesday, October 13, 2009, at 4:00 PM in 210 Strong Hall.
I. APPROVAL OF THE MAY 12, 2009 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
Minutes – May 12, 2009

Committee members in attendance: David Benson, Kelly Berkson, Greg Burg, Jonathan Clark, Estela Gavosto, Jim Mielke, Stephen Sanders, John Staniunas and Holly Storkel
Others in attendance: Jessica Beeson, Shelly Cline, Ann Cudd, Allan Hanson, Greg Madden, Kim McNeley, Becca Peterson, Barbara Romzek, Anne Sawyer, Bill Tsutsui and Rob Weaver

The meeting was called to order by Rob Weaver at 4:03 PM.

Minutes
A motion was made and seconded to approve the April 14, 2009 minutes of the College Academic Council as written. The motion was approved unanimously.

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:
  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 and SPLH 566.
  The motion was approved unanimously.
• A motion was made and seconded to approve the recommendation from the CUSA for the following degree requirements:
  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, and HIST 369
  2. Deletion of HL Principal Course Status for ENGL 308
  The motion was approved unanimously.
• The following Report of Action for Degree Requirements was received
  1. Change to English Major – Traditional Emphasis
  2. Change to Existing Major for Microbiology
  3. Change to Existing Jewish Studies Minor
  It was noted that the CUSA would make necessary corrections regarding laboratory credit hours in the justification portion of the change to the Existing Major for Microbiology.
• A motion was made and seconded to approve the recommendation from the CUSA for a New College of Liberal Arts & Sciences Degree Partnership Program Proposal. The motion was approved unanimously.

Report of the Committee on Graduate Studies (CGS)
(Allan Hanson, Chair, reporting)
• A motion was made and seconded to approve the recommendation from the CGS for curricular changes to the following courses:
  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, TH&F 894
  The motion was approved unanimously.
• A motion was made and seconded to approve the recommendation from the CGS for the following program changes:
  1. Applied Behavioral Science comprehensive examination changes
  2. Sociology Master Of Arts and Doctor of Philosophy program changes
  3. WGSS Master of Arts and Doctor of Philosophy – new program
  The motion was approved unanimously.
V. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)

A. Curricular Changes for Approval

The CGS APPROVED the following NEW COURSE:

APPLIED BEHAVIORAL SCIENCE

CHANGE: NEW COURSE

ABSC 802 Behavior Analysis in Developmental Disabilities (3). A graduate seminar that includes an overview of the behavioral characteristics of various developmental disabilities and examination of empirically-supported behavioral approaches to the study and treatment of developmental disabilities. Topics will include classification and etiology, motivation, methods for developing appropriate skills, assessment and treatment of behavior disorders, staff training, and legal and ethical issues related to treatment. Prerequisite: ABSC 796 and instructor permission. LEC

Justification for the Course Change

I am requesting to add this course for several reasons. First, I am a new faculty and this is my area of specialization. Second, the course adds to the variety of courses meeting the advanced graduate student curriculum requirements. Third, a similar course is not currently provided and is a much needed addition because of the historical and current importance of the field of applied behavior analysis for intervention for individuals with developmental disabilities.
A. Curricular Changes for Approval

**ANTHROPOLOGY**

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<thead>
<tr>
<th>CHANGE: COURSE DESCRIPTION</th>
<th>ANTH 315 THE PREHISTORY OF ART 3 S</th>
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<tbody>
<tr>
<td>(OLD)</td>
<td>A survey of prehistoric art focusing on the material record and interpretations of rock art (paintings, engravings on rock surfaces in rock-shelters, caves and in open air sites) and portable art created by prehistoric people. The emphasis is on the small-scale societies (hunter-gatherer and early food producers) around the world before the appearance of written records in respective geographic areas. Environmental, social and cultural contexts in which these art forms were created are discussed along with a review of past scholarship and current interpretive approaches to this old and enduring expression of human creativity. (Same as HA 315)</td>
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**ART HISTORY**

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<tbody>
<tr>
<td>(OLD)</td>
<td>A study of art forms, paintings, engravings, and sculptures attributed to prehistoric people around the world; consideration of the environmental and cultural contexts in which these art forms were created; a review of current interpretations. (Same as HA 315.)</td>
</tr>
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<td>A survey of prehistoric art focusing on the material record and interpretations of rock art (paintings, engravings on rock surfaces in rock-shelters, caves and in open air sites) and portable art created by prehistoric people. The emphasis is on the small-scale societies (hunter-gatherer and early food producers) around the world before the appearance of written records in respective geographic areas. Environmental, social and cultural contexts in which these art forms were created are discussed along with a review of past scholarship and current interpretive approaches to this old and enduring expression of human creativity. Course may be offered in lecture or online format. (Same as ANTH 315) LEC, WWW</td>
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**EAST ASIAN LANGUAGES & CULTURES**

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<td>Uyghur is an important Central Asian Turkic language spoken by nine million people in China. The first semester is designed to give the student basic communicative competency, including pronunciation and intonation, structure, and syntax. Effective oral and written communication is stressed. This course does not count toward fulfillment of the College of Liberal Arts and Sciences foreign language requirement.</td>
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UYGR 101 ELEMENTARY UYGHUR I  3  U
(NEW) Uyghur is an important Central Asian Turkic language spoken by nine million people in China. The first semester is designed to give the student basic communicative competency, including pronunciation and intonation, structure, and syntax. Effective oral and written communication is stressed. LEC

CHANGE: COURSE DESCRIPTION
UYGR 102 ELEMENTARY UYGHUR II  3  U
(OLD) Continuation of UYGR 101. This course does not count toward fulfillment of the College of Liberal Arts and Sciences foreign language requirement. Prerequisite: UYGR 101.

UYGR 102 ELEMENTARY UYGHUR II  3  U
(NEW) Continuation of UYGR 101. Prerequisite: UYGR 101 or the equivalent. LEC

CHANGE: COURSE DESCRIPTION
UYGR 201 INTERMEDIATE UYGHUR I  3  U
(OLD) Continuation of UYGR 102. This course does not count toward fulfillment of the College of Liberal Arts and Sciences foreign language requirement. Prerequisite: UYGR 102 or equivalent.

UYGR 201 INTERMEDIATE UYGHUR I  3  U
(NEW) Continuation of UYGR 102. Prerequisite: UYGR 102 or equivalent. LEC

CHANGE: COURSE DESCRIPTION
UYGR 202 INTERMEDIATE UYGHUR II  3  U
(OLD) Continuation of UYGR 201. This course does not count toward fulfillment of the College of Liberal Arts and Sciences foreign language requirement. Prerequisite: UYGR 201 or equivalent.

UYGR 202 INTERMEDIATE UYGHUR II  3  U
(NEW) Continuation of UYGR 201. Prerequisite: UYGR 201 or equivalent. LEC

ENGLISH

CHANGE: NEW COURSE
ENGL 380 INTRODUCTION TO RHETORIC AND COMPOSITION  3  H
Introduces students to rhetoric and composition, a field that investigates questions about the nature, processes, teaching and historical, social and cultural contexts of writing. Students survey the themes, debates, and trends that inform the work of scholars in this field. Students also become acquainted with the historical traditions of discourse instruction, and the relevance of those traditions to our current understandings of writing. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. LEC

GEOGRAPHY

CHANGE: COURSE DESCRIPTION, TITLE
GEOG 418 INTERNSHIP IN PRODUCTION CARTOGRAPHY  1-3  N
(OLD) Theory and practice of producing maps and other related graphics using photomechanical and automated techniques. Involves a weekly consultation session and laboratory time in KU Cartographic Service. Prerequisite: Completion of GEOG 311 with a grade of B or better and consent of instructor.

GEOG 418 WORKSHOP IN PRODUCTION CARTOGRAPHY  1-3  N
(NEW) Theory and practice of map production and other related graphics using the latest graphic and GIS software. Projects vary but include the processes of design and
production, editing and quality control, and a final printed or operational product. Involves a weekly consultation session and laboratory time in KU Cartographic & GIS Services. Prerequisite: Completion of GEOG 311 and consent of instructor. IND

CHANGE: NEW CROSS-LISTED COURSE
GEOG 601 INDIGENOUS PEOPLES OF THE WORLD 3 S
A survey of the native peoples of the world at the time of contact with Europeans. Includes an overview of various Indigenous cultures. A few detailed studies of selected groups are used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere's Indigenous societies. Prerequisite: Permission of instructor. (Same as GINS 601) LEC

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: NEW REQUEST TO CROSSLIST
GINS 601 INDIGENOUS PEOPLES OF THE WORLD 3 U
(OLD) 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. Prerequisite: Permission from instructor.

GINS 601 INDIGENOUS PEOPLES OF THE WORLD 3 U
(NEW) A survey of the native peoples of the world at the time of contact with Europeans. Includes an overview of various Indigenous cultures. A few detailed studies of selected groups are used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere's Indigenous societies. Prerequisite: Permission from instructor. (Same as GEOG 601) LEC

HISTORY

CHANGE: NEW COURSE
HIST 503 THE ANCIENT HISTORY OF THE NEAR EAST 3 H
History of the rise of civilizations in the ancient Near East from the earliest time to the Muslim conquest of the early seventh century, including the areas of Mesopotamia, Egypt, Syria, Palestine and Asia Minor. An archaeological approach is used in focusing attention on the cultural phenomena and achievements of the peoples of these areas, including the Babylonians, Assyrians, Persians, ancient Israelites, Greeks and Romans. LEC

POLITICAL SCIENCE

CHANGE: NEW COURSE
POLS 644 JUSTICE AND PUBLIC POLICY IN DEMOCRATIC SOCIETIES 3 S
Examines the ethical and philosophical choices that inform public policy in democratic societies. The guiding idea of the course is that public policies reflect underlying decisions about the nature of state authority and the just use of that authority. The theoretical focus is on modern European and American liberal democratic thought; the empirical focus is global. Among the policy issues examined in the course are public education, immigration, gender equality, same-sex marriage, and drugs. Prerequisite: POLS 150 or POLS 301. LEC

CHANGE: COURSE DESCRIPTION, TITLE
POLS 652 POLITICS IN WESTERN EUROPE 3 S
(OLD) The study of the politics and governments of major West European countries, including the United Kingdom, France, and Germany. Prerequisite: POLS 150. LEC

POLS 652 POLITICS IN EUROPE 3 S
The study of the politics and government of Europe. Major countries are covered in depth, while smaller democracies are grouped according to political concepts.

Prerequisite: POLS 150.

CENTER FOR RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES

CHANGE: NEW COURSE

REES 485  WAR AND PEACE IN RUSSIAN CULTURE  3 H W U
Lectures, readings, oral discussion, and written analyses of selected major works of Russian writing and other modes of creative expression and discourse that treat the subject of war and peace, such as imaginative literature, works of history, memoirs, cinema, music, and painting. Reading examples are The Song of Igor's Campaign, Alexander Pushkin's The Captain's Daughter and A History of Pugachev, Leo Tolstoy's War and Peace, Nadezhda Durova's The Notes of a Girl-Cavalryman, Boris Pasternak's Doctor Zhivago, and George Kennan's Russia Leaves the War. Not open to students who have taken REES 685.

CHANGE: NEW COURSE

REES 512  SIBERIA: YESTERDAY AND TODAY  3 H W
An interdisciplinary course examining the development of Siberia from its beginnings to the present day. Topics to be covered are selected from the following list: topography and natural resources; conquest and exploitation by Russian and other European settlers; Siberia's role as a place of imprisonment and exile; the development of towns and transportation systems; Siberian historiography; Siberian Russian literature; and Siberia's place in Russia's economy and national defense.

CHANGE: NEW COURSE

REES 513  SIBERIA: RUSSIA'S EASTERN FRONTIER  3 H W
An interdisciplinary course examining the terrain, peoples, and cultures of the vast expanse in northern Asia known as Siberia. Areas of inquiry include geology, archeology, ethnography, religions, folk culture, the arts, science and education, politics, and environmental problems. With an emphasis on the natural and social sciences, and exploration of the relationship between Siberia and its neighbors in all directions, including the United States (Alaska, "Russian America"), this course can be taken without duplication by students who have already taken REES 512 (or SLAV 512) Siberia Yesterday and Today.

CHANGE: NEW COURSE

REES 573  BORDERLAND BETWEEN RUSSIA AND EUROPE  3 H W
Examines the history of relations between the governments, emerging national elites, and populations of Russia, Ukraine, Poland, and other East European countries, and the different regional perceptions and stereotypes, including the new post-Soviet states and their European neighbors.

CHANGE: NEW COURSE

REES 574  ETHNICITY AND NATIONALISM IN EASTERN EUROPE  3 H W
Examines the emergence and evolution of regional ethno-cultural and national identities in Eastern Europe. Discusses the theories and definitions of ethnicity, nationality, and nationalism, and offers a practical approach to understanding nationalisms and nationalist movements in Eastern Europe.

CHANGE: NEW COURSE

REES 685  WAR AND PEACE IN RUSSIAN CULTURE (IN RUSSIAN)  03 H W
This course is taught in Russian. Lectures, readings, oral discussion, and written analyses of selected major works of Russian writing and other modes of creative expression and discourse that treat the subject of war and peace, such as imaginative literature, works of history, memoirs, cinema, music, and painting. Reading examples are Slovo o polku Igoreve, Pushkin's Kapitanskaia dochka and Istoriia Pugacheva.
Tolstoy's Voina i mir, Evgenii Tarle's Napoleon, Pasternak's Doktor Zhivago and Andrei Petukhov's Pamiat' o sluzhbe. Not open to students who have taken REES 485. Prerequisite: 3 years of Russian at the college level. LEC

SLAVIC LANGUAGES & LITERATURES

CHANGE: DELETE COURSE

SLAV 512 SIBERIA YESTERDAY AND TODAY  3  H, W, NW

An interdisciplinary course which examines the geography, peoples, resources, history, culture, and the development of Siberia from its beginnings to the present day. Topics to be covered are selected from the following list: topography and natural resources; indigenous and colonial populations; conquest and exploitation by Russian and other European settlers; role as a place of imprisonment and exile; religions and the plastic arts, theatre and drama, music and folklore; science and technology; economic significance; environmental problems; role in Russian-Chinese and Russian-Japanese relations. Siberia is treated as a distinctive cultural entity formed by the mixture of Russian and indigenous elements. LEC

B. Degree Requirements for Approval

1. Change to Existing Creative Writing Concentration for the English Major

PROPOSAL:
To require English majors planning to pursue the creative writing concentration to:

- Declare the concentration before enrolling in their third creative writing course at 300 level or above.
- Submit a portfolio of their work to a committee of creative writing faculty the semester before enrollment in a third creative writing course with a fall semester deadline of September 15 and a spring semester deadline of February 15. The review will determine whether the student may be admitted to the concentration.

JUSTIFICATION:

- Faculty and students report current 500 level creative writing workshop courses are less productive than they should be. These new admission requirements ensure only students with strong writing ability may enroll in 500 level creative writing courses.
- The portfolio requirement eliminates the possibility of a student pursuing the concentration as a last minute option, eliminating students pursuing the concentration from taking all of their creative writing courses their senior year.
- Students will benefit by practicing the discipline of assembling a portfolio.
- As a fine art, creative writing demands a selection procedure comparable to that which operates in the School of Fine Arts, where students wishing to pursue a major in art or design must submit a portfolio of their work for consideration by an admissions committee.
- The high demand for creative writing classes makes it important to identify student skill and commitment before acceptance into a 500 level course and creative writing concentration.

CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:

All English majors, whether taking the traditional, or creative-writing emphasis, must complete 30 hours of junior/senior level courses, including at least two courses (6 hours) numbered at 500 or above.

- TRADITIONAL majors must take English 308 Introduction to Literary Criticism and Theory (or equivalent), English 312, 314, 320 and 322 (or equivalents), and a course on Shakespeare for a total of 18 hours of core requirements.
- CREATIVE WRITING majors must take any 15 of the above core required hours (any combination)
- Each emphasis has its own hours of electives: 12 hours for traditional and 15 hours for creative writing.
Core courses (traditional majors must take all of these; creative writing majors must take five of these six required courses):

- ENGL 308 Introduction to Literary Criticism and Theory (or an equivalent course that emphasizes literary-critical methodology). Students are urged to take English 308 before they enroll in a 500 level literature class.
- ENGL 312 (Major British Writers to 1800) OR any other English course numbered 300 and above which focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare—(3 hours).
- ENGL 314 (Major British Writers after 1800) OR any other English course numbered 300 and above which focuses on British literature of at least one of the literary periods from the Romantic Period to the present—(3 hours).
- A course in Shakespeare (ENGL 332 or ENGL 525)—(3 hours)
- ENGL 320 (American Literature I) OR any other English course numbered 300 and above which focuses on American Literature of at least one of the literary periods from Colonial times to 1865—(3 hours).
- ENGL 322 (American Literature II) OR any other English course numbered 300 and above which focuses on American Literature of at least one of the literary periods from 1865 to the present—(3 hours)

Additional requirements for traditional majors (interest code 185 or 186, for the BA and BGS respectively) for a total of 30 hours:

- At least fifteen (12) junior/senior hours in English. A single creative writing course at the 300 level can be applied to this requirement. One course in the HWC 304/308/312 sequence may be applied as an elective. English 495 (Directed Study) or 496 (Internship) may be applied only to these additional requirements.

Additional requirements for the creative-writing major for a total of 30 hours:

- Fifteen (15) hours of creative-writing courses, including work in at least two genres. Both ENGL 495 (Directed Study) and ENGL 499 (Honors Essay), if done with a creative-writing emphasis, may be applied, as may ENGL 360 (when the topic is essay-writing), ENGL 555 (Writing Non-Fiction) and TH&F 708 (Dramatic Script Writing) and 709 (Advanced Dramatic Script Writing). For purposes of these requirements, all courses concerned with screenwriting, playwriting, and dramatic scriptwriting will be considered work in a single genre. Creative-writing courses numbered 500 and above may be repeated for credit.

Students intending to pursue the creative writing concentration must apply for admission. Students should do so before enrolling in their third creative writing course at 300 level or above. In order to be accepted into the track, they must submit a portfolio of their work the semester before the student wishes to enroll in a third creative writing course. In the fall semester, the due date for portfolio submission will be September 15. In the spring semester, the due date will be February 15. Although students will not be prevented from enrolling in these courses if they have not been accepted into the creative writing track, they risk losing major credit for the courses if they are not accepted and must therefore switch to the traditional track. Only one creative writing class may be applied towards the traditional major.

Students will be notified of the Committee’s decision before enrollment period begins.

Traditional, and undeclared creative writing majors who wish to enroll in a 500 level creative writing class must seek instructor permission before they can enroll in the course.

2. Creation of Language, Rhetoric and Writing Concentration for the English Major
PROPOSAL:

- Create new Language, Rhetoric and Writing concentration.
- 15 hours of core literature coursework required.
- Remaining 15 hours use existing courses, adding one new course: ENGL 380 Introduction to Rhetoric and Composition (currently being submitted to CUSA for approval).
- Students begin coursework with an introductory survey, either ENGL 380 Introduction to Rhetoric and Composition or ENGL 387 Introduction to the English Language.

JUSTIFICATION:

- Combination of literary study with the study of language and rhetoric.
- Students have been able to take courses in language, rhetoric, and writing. Defining an emphasis in these areas enables students to see that a concentration exists and suggests a path of study in these areas through existing courses.
- Progress through the English major easier for students who might choose these fields.
- Language, rhetoric, and writing are well-established fields in English studies represented by strong graduate programs and a high rate of job placement for graduate students in the field. It is important that these fields be fully identified in the undergraduate English curriculum.

PROPOSED REQUIREMENTS:

ADDITIONS FOR LANGUAGE, RHETORIC, AND WRITING EMPHASIS IN BOLD
(Changes submitted for Creative Writing Emphasis are included to represent a final draft, assuming changes to both concentrations are approved.)

All English majors, whether taking the traditional, creative-writing, or language, rhetoric, and writing emphasis, must complete 30 hours of junior/senior level courses, including at least two courses (6 hours) numbered at 500 or above.

- TRADITIONAL majors must take English 308 Introduction to Literary Criticism and Theory (or equivalent), English 312, 314, 320 and 322 (or equivalents), and a course on Shakespeare for a total of 18 hours of core requirements.
- CREATIVE WRITING majors must take any 15 of the above core required hours (any combination)
- LANGUAGE, RHETORIC, AND WRITING majors must take English 308 Introduction to Literary Criticism and any 12 of the remaining core required hours (any combination).
- Each emphasis has its own hours of electives: 12 hours for traditional and 15 hours for creative writing or language, rhetoric, and writing.

Core courses (traditional majors must take all of these; creative writing majors must take five of these six required courses; language, rhetoric and writing majors must take 308 and four of the remaining five):

- ENGL 308 Introduction to Literary Criticism and Theory (or an equivalent course that emphasizes literary-critical methodology). Students are urged to take English 308 before they enroll in a 500 level literature class.
- ENGL 312 (Major British Writers to 1800) OR any other English course numbered 300 and above which focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare—(3 hours).
- ENGL 314 (Major British Writers after 1800) OR any other English course numbered 300 and above which focuses on British literature of at least one of the literary periods from the Romantic Period to the present—(3 hours).
- A course in Shakespeare (ENGL 332 or 525)—(3 hours)
- ENGL 320 (American Literature I) OR any other English course numbered 300 and above which focuses on American Literature of at least one of the literary periods from Colonial times to 1865—(3 hours).
• ENGL 322 (American Literature II) OR any other English course numbered 300 and above which focuses on American Literature of at least one of the literary periods from 1865 to the present—(3 hours)

Additional requirements for traditional majors for a total of 30 hours:

• At least fifteen (12) junior/senior hours in English. A single creative writing course at the 300 level can be applied to this requirement. One course in the HWC 304/308/312 sequence may be applied as an elective. English 495 (Directed Study) or 496 (Internship) may be applied only to these additional requirements.

Additional requirements for the creative-writing major for a total of 30 hours:

• Fifteen (15) hours of creative-writing courses, including work in at least two genres. Both ENGL 495 (Directed Study) and ENGL 499 (Honors Essay), if done with a creative-writing emphasis, may be applied, as may ENGL 360 (when the topic is essay-writing), ENGL 555 (Writing Non-Fiction) and TH&F 708 (Dramatic Script Writing) and 709 (Advanced Dramatic Script Writing). For purposes of these requirements, all courses concerned with screenwriting, playwriting, and dramatic scriptwriting will be considered work in a single genre. Creative-writing courses numbered 500 and above may be repeated for credit.

Students intending to pursue the creative writing concentration must apply for admission. Students should do so before enrolling in their third creative writing course at 300 level or above. In order to be accepted into the track, they must submit a portfolio of their work the semester before the student wishes to enroll in a third creative writing course. In the fall semester, the due date for portfolio submission will be September 15. In the spring semester, the due date will be February 15. Although students will not be prevented from enrolling in these courses if they have not been accepted into the creative writing track, they risk losing major credit for the courses if they are not accepted and must therefore switch to the traditional track. Only one creative writing class may be applied towards the traditional major.

Students will be notified of the Committee’s decision before enrollment period begins.

Traditional, language, rhetoric, and writing, and undeclared creative writing majors who wish to enroll in a 500 level creative writing class must seek instructor permission before they can enroll in the course.

Additional requirements for the language, rhetoric, and writing major for a total of 30 hours:

Fifteen (15) hours of language, rhetoric, and writing courses, including either English 380 (Introduction to Rhetoric and Composition) or English 387 (Introduction to the English Language), and at least 6 additional hours of language and rhetoric courses (English 359, 380, 385, 387, 400, 580, 587, 590 with appropriate topic, or their equivalents). Students may take all 15 hours in language and rhetoric, or they may include writing courses. Appropriate writing courses include English 360, 361, 362, 562, 563, 564, and no more than 3 hours in creative writing courses. ENGL 495 (Directed Study), 496 (Internship), 498 (Honors Proseminar), and ENGL 499 (Honors Essay), if done with a language rhetoric, and writing emphasis, may be applied.

3. Non-Western Culture Status for REES 512 & REES 513

New Course

REES 512 SIBERIA YESTERDAY AND TODAY

DESCRIPTION:

An interdisciplinary course examining the development of Siberia from its beginnings to the present day. Topics to be covered are selected from the following list: topography and natural resources; conquest and exploitation by Russian and other
European settlers; Siberia's role as a place of imprisonment and exile; the development of towns and transportation systems; Siberian historiography; Siberian Russian literature; and Siberia's place in Russia's economy and national defense. LEC

**JUSTIFICATION:**
This course concerns Siberia, the Asian part of the Russian Empire. It is the same as SLAV 512, which has the non-Western designation.

**New Course**

**REES 513 SIBERIA: RUSSIA'S EASTERN FRONTIER**

**DESCRIPTION:**
An interdisciplinary course examining the terrain, peoples, and cultures of the vast expanse in northern Asia known as Siberia. Areas of inquiry include geology, archaeology, ethnography, religions, folk culture, the arts, science and education, politics, and environmental problems. With an emphasis on the natural and social sciences, and exploration of the relationship between Siberia and its neighbors in all directions, including the United States (Alaska, "Russian America"), this course can be taken without duplication by students who have already taken REES 512 (or SLAV 512) Siberia Yesterday and Today. LEC

**JUSTIFICATION:**
This course concerns Siberia, the Asian part of the Russian Empire.

**C. Proposed Major Admissions Requirements**

Proposal to Change Major Admission Requirements – Sociology

**CURRENT REQUIREMENTS (from Catalog):**
Completion of two sociology courses, including SOC 104, with a grade-point average of 2.0 or higher in all sociology courses is required for admission to the major.

**PROPOSED REQUIREMENTS:**
Completion, with a cumulative grade point average of 2.5, of SOC 104/105, MATH 101, and up to the first two Sociology courses taken other than SOC 104/105, is required for admission to the major.

**JUSTIFICATION:**
Math 101 is a prerequisite for one of our required courses, Soc 510. Students who cannot handle Math 101 cannot succeed in Soc 510. Assuming adoption of CUSA recommendations about changes to the major, we propose an admission requirement of a gpa of 2.5

**D. New Business**

Declaration of BGS Non-major Degree Option Administrative Requirements (Attachment 4)
The CGS approved the following curricular changes:

**New courses:** AAAS 700, AAAS 701, AAAS 715, AAAS 716, AAAS 720, AAAS 723, AAAS 730, AAAS 731, AAAS 732, AAAS 733, AAAS 734, 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, ABSC 802, ECON 869, ENGL 725, ENGL 750, ENGL 756, ENGL 760, ENGL 764, ENGL 776, ENGL 777, ENGL 779, EVRN 701, EVRN 702, EVRN 720, FMS 714, FMS 715, FMS 875, GEOL 837, GERM 710, GERM 801, GINS 803, GINS 814, GINS 830, GINS 870, HWC 750, HWC 775, PHIL 885, POLS 878, PSYC 863, PSYC 950, PSYC 951, PSYC 955, PSYC 956, PSYC 956, PUAD 854, PUAD 855, PUAD 855, PUAD 856, REL 704, SOC 810, SOC 820


**Course deletions:** BIOL 793, BIOL 808, ENGL 506-596, GERM 700, POLS 702, POLS 715, POLS 722*, POLS 753, POLS 755, POLS 760, POLS 775, POLS 776, POLS 811, POLS 840, POLS 953, POLS 957, POLS 962, POLS 965, POLS 975, POLS 976, REES 709, REES 714, SOC 990, TH&F 876, TH&F 894

*The CGS approved a reversal of the deletion for POLS 722

The CGS approved the following New Programs and Program Changes:

- **Applied Behavioral Sciences Comprehensive Examinations:** Oral Comprehensive Exam will move to an earlier point in the students’ training.
- **English Doctor of Philosophy:** Addition of the new track in the Doctor of Philosophy degree with Specialization in Rhetoric and Composition.
- **Film and Media Studies:** Change in the name of the Master’s and Doctoral programs after creation of the College’s School of the Arts.
- **Humanities and Western Civilization:** Change in the Rubrics of courses offered in the Humanities and Western Civilization Program as part of the Peace and Conflict Studies Graduate Certificate program.
- **Molecular Biosciences:** For all graduate degrees offered by Molecular Biosciences, the department replaced the requirement to take both BIOL 807 (3 cr.) and BIOL 808 (3 cr.) with a single requirement for BIOL 807 (6 cr.)
- **Psychology:** Changes in Clinical Program Requirements of the Psychology Graduate program based on recommendations from The Commission on Accreditation that the program adhere to the principle of “Broad and General Preparation”
• **Sociology Master’s Program:** The changes facilitate a shorter time to degree by eliminating the Research Paper Option in favor of a Thesis Option which allows students to progress to the Ph.D. program directly after the Master’s degree, or a Non-Thesis Option which does not.

• **Sociology Doctoral Program:** The program implemented a portfolio system in lieu of written exams. The change in course requirements and the addition of the portfolio requirement would lessen the time to degree, and improve students’ prospects in the academic job market.

• **Theatre and Film & Media Studies Program Changes:** The following four programs were approved to reflect the restructuring of the Theatre and Film Department: New M.A. in Theatre, New Ph.D. in Theatre, New M.A. in Film, and New Ph.D. in Film and Media Studies.

• **Women, Gender, and Sexuality Studies MA/PHD Program**

The CGS made the following recommendations for changes to College and/or Graduate Policies:

• **University Senate Rules and Regulations Incomplete Grade policy:**
  **Article II, Section 2.3:** The committee reviewed a new version of the language in the policy that had been formulated by Deans McNeley and Peterson and recently discussed by the Committee on Undergraduate Studies and Advising (CUSA). The Committee members recommended that additional language regarding comprehensive examinations be inserted into Section 2.3.3 and forwarded this recommendation to the College Academic Council (CAC) for further discussion.

• **Examination and Defense of Master’s Theses within the College of Liberal Arts and Sciences:**
  Committee members proposed changes to the College section of the Graduate Catalog in reaction to a decoupling of the final examination and the thesis examination that had been recently passed by the Executive Council of Graduate Faculty (ECGF). The new University policy stated that Master’s Theses defenses could take the place of a final general examination in the major field. The CGS members recommended adopting more stringent language to indicate that all Master’s students in the College must still pass a general examination in the major field, yet it may still be held in conjunction with the thesis examination.

• **Academic Misconduct Policy:** The CGS voted to approve changes as presented by Dean McNeley and previously approved by the CUSA.

• **Post-Comprehensive Enrollment:** The committee members discussed the current practice of requiring that these hours be dissertation hours only. After brief discussion of the policy, the CGS membership came to the consensus that any credit-bearing courses should be eligible for post-comprehensive enrollment at the discretion of the student and his or her advisor. Yet, the committee members decided that any recommendations on this issue would be presented to the Dean of Graduate Studies, and/or the ECGF in their upcoming meetings by the Chair of the CGS and/or Dean Peterson.

• **2009-2011 Graduate Catalog,** Dean Rebecca Peterson presented changes to the College policy section of the Graduate Catalog. After review and discussion, the committee approved submission of the changes to be included in the College of Liberal Arts & Sciences chapter of the 2009-2011 Graduate Catalog.

**Other Business**

• **2009 Alexander/Wright Graduate Mentor Awards and the 2009 Outstanding Thesis/Research Project Awards,** The CGS approved the list of recipients presented by the Subcommittee to receive the awards. Additionally, the CGS agreed with the Subcommittee’s suggestion that a Curriculum Vitae be submitted with student nominations in subsequent years.

Concerns for next year:

1. Post-comprehensive enrollment is fraught with many issues for graduate students and College departments. Initial discussions on this matter revealed other issues in this vein that would be worthy of further analysis.
2. As the submission of curricular changes becomes more automated, the committee may want to revisit the breadth of the questions on the form to ensure committee members can make informed decisions. Specifically, new questions, or procedures following submission, that would enforce the requirement that written evidence from other “interested programs” be submitted when new courses, or cross-listings of existing courses, are proposed.
The major accomplishment of CUSA for the 2008-09 academic year was the crafting of a joint proposal to allow
department to impose major admissions criteria and to create a second non-major BGS degree track. The latter was
designed to serve rural Kansans wishing to pursue an online general studies KU degree, students at the Edwards
campus who have access to limited major coursework offerings, and students who cannot gain admission to a
major despite their maintaining a graduating GPA. The proposal was passed by CUSA (March 10, 2009) and
approved by the College Assembly by a vote of 172 to 50.

Other Actions:
- Approval of a pilot Degree Partnership Program with JCCC and KCKCC (sometimes referred to as a 2+2
  program). CUSA approved this on April 14, 2009 and CAC approved it on May 12, 2009.
- Approval of revisions to the CLAS Student Academic Misconduct Policy. Approved by CAC (April 14,
  2009).
- Approval of a revised Undergraduate Incomplete Policy (April 14, 2009)
- Approval on certifications that CLAS online coursework is comparable in academic rigor to courses
taught on campus.
- Approved a change in course withdrawal policy: No instructor or department signature on the University
  of Kansas Lawrence & Edwards Campus Schedule Change Form is required when a student withdraws
  from a course during Period 2. Approved by CAC (September 9, 2008).
- Election of Patricia Manning (SPAN) as the 2009-2010 CUSA Chair.

Continuing Agenda Items:
- Majors currently imposing admissions criteria must submit these for CUSA/CAC approval in the fall,
  2009. Draft proposals from COMS and SOC were considered by CUSA but final language was not ready
to CAC approval by the end of the academic year.
- Consideration of NM principal course status of EECS 128 and 138. CUSA tabled this discussion with the
  intention of inviting representatives from EECS and MATH to help inform CUSA’s debate.

Subcommittee Reports

Curricular Changes and Degree Requirements Subcommittee
Provided by M.E. Mort (EEB), Subcommittee Chair
Committee Members:
- M.E. Mort
- P W. Manning
- L. Mielke
- M. C. Banwart
- C. Rudolph (student member).
(Statistics provided by Ms. Karen Ledom)

During the 2008-2009 academic year, the Curricular Changes and Degree Requirements Subcommittee reviewed a
large number of proposals involving both individual courses and requirements for majors and minors. An
especially large task included the review of all courses previously housed within the Department of Theatre &
Film, which is changing to two distinct departments, the Department of Theatre, and the Department of Film and
Media Studies. Because of this, every course had to be reviewed and changes had to be made – some minor, some
significant. In addition, each major and minor (including emphases within these) underwent changes as a result of
the splitting of this department into two separate departments.

The Subcommittee also worked specifically on curricular issues and their possible impact related to changes or
enhancements in such areas as the Center for Russian, East European and Eurasian Studies, Jewish Studies, and
In addition, the Subcommittee worked closely with the UKanTeach initiative to review the creation of two new emphases within current majors, and also worked on the newly introduced option of online course delivery within the College of Liberal Arts and Sciences.

Finally, although the large number of proposals for review left little time for discussion of broader issues, the Subcommittee did discuss at length the need for a comprehensive review of the structure of foreign language courses and how they fit into the current proficiency requirement. It was determined that the foreign language chairs would be the best qualified to address these issues, and a meeting and an initial agenda were proposed by the Subcommittee. As a result of this initial discussion, the foreign language chairs will now have regular meetings to keep on top of the issues relating to foreign language credit.

Below is a brief list of statistics regarding proposals reviewed, and I end my report by commending the hard work and dedication of the committee members during this especially busy year.

Curricular changes: 392
Non-western culture status requests: 14
Principle course status requests: 9
Changes to majors and minors: 22
Creations of new majors and minors: 3

Advising and Awards Subcommittee Report
Provided by Krzysztof Kuczera (CHEM), Subcommittee Chair

Awards
Our main task was the review of CLAS undergraduate scholarship applications and awarding of the scholarships. This year we received and reviewed 250 applications. We gave awards totaling $81,100 to 71 students.

Advising
Our subcommittee met to discuss the following topics, which were later presented to the full Committee.

- Changes to the incomplete grade policy aimed at improving the process of resolution of incompletes.
- Course withdrawal deadlines for non-standard classes. We suggested that withdrawal dates be calculated as percentages of class length for courses that do not meet for a full semester.
- Use of scholarship funds for recruiting. We recommended that some scholarships could be used for recruiting as long as a) this was in accord with funds purpose and b) the main use of the scholarships was to reward and support students already in CLAS.

Academic Standards Report
Provided by Bridget Bradley (Administrative Liaison)

Retroactive withdrawals
59 Approved 19 Denied by Subcommittee
35 Approved 16 Denied by Administration

Degree Petitions
36 Approved 19 Denied by Subcommittee

Math Disability Petitions
2 Approved 4 Denied by Subcommittee

Readmission Petitions
42 Approved 75 Denied by Subcommittee
2 approved by Administration

Key issues that the subcommittee set standards for:

PSYC 300 counting as a second math
PSYC 300 will not be allowed to count as a second math unless…
1. there is strong evidence of Edwards campus student with proof of scheduling problems,
2. misadvising,
3. student meets the math disability standards and PSYC allows them to enroll in the course without MATH 101, or
4. documented graduation hardship. Taking more than 15 hours or postponing graduation until summer is not considered a hardship.

All petitions will be denied administratively unless there is relevant documentation supporting one of the four exception standards and then it will be review by the Academic Standards subcommittee.

**Last 30 hours in residence**

*Policy (page 48 in catalog)*

*College of Liberal Arts and Sciences. A student may complete 12 of the last 30 hours at another institution of higher learning, if he or she (1) has earned a grade-point average of at least 2.0 in residence and (2) will not take courses required for the major or minor out of residence. Students wishing to take courses out of residence in the last 30 hours must see a College graduation adviser before leaving KU.*

**CLARIFICATION FROM ACADEMIC STANDARDS:** Students that were dismissed from the college will not be penalized if they go over the 12 hours allowed in their last 30 hours as long as they do not go beyond the stated time limit imposed by their dismissal. As an example - If a student was dismissed at the end of a spring semester, courses taken over the 12 hours during the summer and fall following that semester will not count against them. But…if that student chose to take classes for the following spring semester then those hours will count against them. The following would also be true if the student chooses to take courses at other institutions upon their return.

**SPED JR/SR Concentration for ABSC and SPLH**

The College will accept any SPED 300 and above course for the JR/SR concentration for ABSC (HDFL) and SPLH students due to past and future advising issues in those two majors. This policy does not apply to students in other majors.
YEAR-END REPORT (2008-2009)
Committee on Sabbatical Leaves (CSL)

Chair: Professor Isidro Rivera (SPAN)
Dean’s Office Rep: Associate Dean Barbara Romzek

Emma Scioli, Paulyn Cartwright, Yan Bing Zhang, David Fowle, Jack Hofman, John Keating, Sherry Fowler, Atanas Stefanov, and Isidro Rivera are the names of the committee members for the 2008-2009 year.

The CSL received and considered 43 applications for sabbatical leave this year. Prior to the final meeting of the nine-member committee, all members reviewed and evaluated each of the 43 applications. Evaluations were made by assigning a maximum of 25 points to each application with 10 points being awarded for each of the two categories of “proposal” and “credentials.” Each committee member then ranked all applications. An average of all the applicants’ rankings was established and utilized to create the committee’s composite ranking of the applications from 1 to 48. The CSL met on the afternoon of Monday, October 20, 2008 to discuss the ranking and recommendation regarding each application. Associate Professor Isidro Rivera served as chair of the meeting.

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

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

Submitted by Isidro Rivera
2008-2009 Committee on Sabbatical Leaves
Date: 28 October 2008
The following requirements have been developed to encourage:

1. Satisfactory completion of all Math and English General Education Requirements.
   
   Courses:
   ENGL 101, 102, and 3rd English (ENGL 203, 205, 209, 210, or 211)
   MATH 002 (if required), 101, and 2nd Math (MATH 105, 106, 111, 115, 121, 141, 365, or BIOL 570)
   
   Rationale: To encourage a strong foundation of basic skills early in the curriculum.

2. Satisfactory completion of courses from 15 departments in the College of Liberal Arts and Sciences.
   
   Rationale: To encourage full exploration of potential major/area of interest.

3. Good Academic Standing, KU cumulative GPA of 2.0 or better.
   
   Rationale: To maintain advising support for students in academic difficulty.
### 2009-2010 Standing Committees

**College of Liberal Arts & Sciences**

#### CAC - College Academic Council 2009-2010

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#### CGS - Committee on Graduate Studies 2009-2010

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**CUSA - Committee on Undergraduate Studies & Advising 2009-2010**

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**CSL - Committee on Sabbatical Leaves 2009-2010**

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### CCAPT - College Committee on Appointments, Promotion & Tenure
#### 2009-2010

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### CECD - Committee on Evaluation of Chairs & Directors
#### 2009-2010

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