I. Welcome

II. Approval of the December 10, 2009 CGS Minutes

III. Report of the Curricular Changes Subcommittee
   • New courses: ECON 870, MATH 890
   • Course changes: MATH 724, MATH 725, MATH 727, MATH 740, MATH 765, MATH 766, MATH 801, MATH 811, MATH 821, MATH 822, MATH 840, MATH 850, MATH 851, MATH 870, MATH 910, MATH 915
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IV. Report of the Petitions & Program Changes Subcommittee
   • Women, Gender, and Sexuality Studies Graduate Certificate Program Renewal

V. Report of the Policies, Procedures and Awards Subcommittee

VI. Old Business
   • Discussion of Student Classifications and Coursework “Stale Dates”

VII. New Business
I. Welcome

CGS - Committee on Graduate Studies
Spring 2010 Members

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**CGS Meeting Dates**

Meetings are on the second & fourth Thursdays of the month, from 11:00 AM-12:30 PM in 210 Strong Hall.

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II. Approval of the December 10, 2009 CGS Minutes

The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON GRADUATE STUDIES

MINUTES
DECEMBER 10, 2009, 11:00AM
STRONG HALL – ROOM 210

Members Present: Dale Dorsey, Brian Laird, William Lindsey, Gwen Macpherson, Michael Moody, Ed Morris, Lisa Rausch, Kees Van der Veen, Gina Westergard
Also Present: Acting Associate Dean Jim Mielke, Executive Assistant Dean Rebecca Peterson, Lea Smith (COGA), Savanna Trent (COGA)

The meeting was called to order by Brian Laird at 11:07 AM.

Minutes
The committee approved the Minutes of November 19, 2009, as written.

Report of the Curricular Changes Subcommittee
(Reported by Gwen Macpherson)

- The Curricular Changes Subcommittee presented and recommended approval of the following new courses to the CGS: GEOG 801, GERM 904

*The CGS approved the following new courses:

- **GEOGRAPHY**
  
  **GEOG 801 Indigenous Peoples of the World** (3). A survey of the varied responses of global Indigenous peoples as a result of the imposition of externally-dominated economic and political systems. An overview of diverse, thematic issues such as land rights, economic development, resources and cultural patrimony, languages, knowledge systems, and women’s rights from the perspectives of Indigenous societies around the world. Detailed studies of Indigenous peoples seeking recognition and protection under international law will be used. Meets concurrently with GINS 601; students taking the course at the 800 level will have additional assignments. (Same as GINS 801).

  **JUSTIFICATION**
  Since this course will be taught in the department as a cross-listed course with Global Indigenous Nations Studies into the foreseeable future, this will provide its own unique designation.

- **GERMANIC LANGUAGES & LITERATURES**
  
  **GERM 904 Gothic and Its Closest Relatives** (3). A survey of the earliest Germanic languages with an emphasis on the comparative phonology and grammar of Gothic, Old High German, and Old Saxon as well as the reading of selections of major texts in those three language. LEC
JUSTIFICATION
To combine parts of 901, 902, and 903 into one semester rather than devoting an entire semester to each of those Germanic languages (Gothic, Old High German, and Old Saxon) since we don't have the luxury of such exclusive courses anymore. But no one wants to eliminate them at this time either.

- The Curricular Changes Subcommittee presented and recommended approval of the following course change to the CGS: GINS 801

The CGS approved the following changes in course listings:

- GLOBAL AND INDIGINEOUS NATIONS STUDIES

CHANGE: COURSE DESCRIPTION, CROSS LISTING

(OLD)
GINS 801 Indigenous Peoples of the World (3). 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

(NEW)
GINS 801 Indigenous Peoples of the World (3). A survey of the varied responses of global Indigenous peoples as a result of the imposition of externally-dominated economic and political systems. An overview of diverse, thematic issues such as land rights, economic development, resources and cultural patrimony, languages, knowledge systems, and women’s rights from the perspectives of Indigenous societies around the world. Detailed studies of Indigenous peoples seeking recognition and protection under international law will be used. Meets concurrently with GINS 601; students taking the course at the 800 level will have additional assignments. (Same as GEOG 801). LEC

JUSTIFICATION
The department of Geography requested a cross-listing of it, and both Geography and Global Indigenous Nations Studies determined that the course description needed revision. Geography's approval is below in an email to Dean Peterson on Nov.4, in the early morning. "Becca: The Geography Department approves the revised course description for Geog 801/GINS 801. Please let me know if we need to submit a new curricular change form. Thank you. Beverly Koerner Geography Department University of Kansas"

Report of the Policies, Procedures and Awards Subcommittee

- Grading policy proposal

The committee reviewed the following proposed language for the grading policy which was under discussion this semester. The committee members noted that language referencing the “NP” grading option may change depending on whether it is approved by the Senate. A motion was made and seconded to approve the grading policy changes. The motion was approved unanimously.
Proposed Changes to the CLAS Graduate Catalog – Grading Policies

Grading

Credit/No Credit grades are not used for graduate courses in the College.

Incomplete (I) grades are used to note, temporarily, that students have been unable to complete a portion of the required coursework during that semester due to circumstances beyond their control. Incomplete work must be completed with an A-F or S/U grade within the time period prescribed by the course instructor. Oral comprehensive examinations may not be scheduled until all I grades have been replaced with final course grades.

Progress/No Progress (P/NP) grades are only used in public scholarship (e.g., service learning) and internship courses in which students are graded on projects or assignments that cannot be completed that semester. Once the projects or assignments are completed, the Ps and NPs revert to the course grade. NOTE: “and NPs” or entire sentence may be removed if NP is not approved by the Senate or new language does not match.

A-F or S/U grades are used in all other courses, including those that are repeated across semesters. The latter include courses in which students are collecting, assembling, or analyzing data; reviewing a research or scholarly literature; creating portfolios; or writing theses or dissertations (e.g., research, thesis, and dissertation hours). Students in these courses are expected to develop plans of study with their instructors and to contact these instructors throughout the semester to discuss their progress or changes in their plans. Instructors assign grades based on the quantity and quality of the work students complete that semester. The grades that students receive in the last semester of these courses (e.g., for completing data analyses and literature reviews, exhibiting portfolios, defending theses or dissertations) apply only to that semester. If a department or program has a course for which the P/NP grading system may be more appropriate than the A-F or S/U grading system, it must petition the College for approval.

Plus/minus (+/–) grades may be used in the College. The plus or minus sign describes intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades are calculated as 0.3 units above or below the corresponding letter grade.

All other grading policies for students enrolled in CLAS graduate courses are outlined in Article II of the University Senate Rules and Regulations (https://documents.ku.edu/policies/governance/USRR.htm).

Graduate enrollment proposal

Dr. Morris presented a report with proposed changes to graduate enrollment policies. This item was under discussion this semester as well, and committee members provided their final feedback. Suggestions included bolding the beginning sentences of sections 1 through 5, replacing the word “Create” with “Review” in the third section, and including an additional statement in section three to propose setting aside funds to assist students incurring losses for accepting awards, grants, and fellowships.

A motion was made and seconded to approve the proposal pending the amendments listed above and other minor changes to finalize the report. The motion was approved unanimously. Dr. Morris incorporated the revisions, and members are asked to review the final proposal as follows:
Proposed changes to the graduate enrollment policies

Dean’s Charge

“Evaluate the policies that apply to continuous enrollment, or more specifically to post-comprehensive enrollment for Ph.D. candidates, as it pertains to the following areas: (a) The number of dissertation or other credit hours a student can take per semester; (b) enrollment of students in one credit per semester once 18-post comprehensive credits are completed by the student; and (c) the impact this requirement has on students who have not previously enrolled in summer hours, or whose academic units may be perceived as less supportive of providing courses/access to faculty during the summer session.”

Current Policies

For the College of Liberal Arts and Sciences, the Graduate Catalog specifies: “Nine credit hours in fall or [sic] spring semester and 6 hours in summer session constitute full time enrollment in graduate study” (p. 154). The minimum enrollment is 6 hours for GTAs and GRAs in the fall and spring semester and 3 hours in the summer. The maximum is 16 hours in the spring and fall semesters, and 9 in the summer sessions (Graduate Catalog, p. 154). Continuous enrollment for master’s students is specified as: “All master’s students who have completed the required course work for their degrees must be continuously enrolled in the spring and fall semesters until all requirements for their degrees are completed. No enrollment is required during the summer session unless it is the semester during which the student will graduate, in which case enrollment is required” (p. 154). The University requirement for full-time, post-comp enrollment is 6 hours a semester and 3 in the summer (the minimum is 6 for GTAs and GRAs in the fall and spring semesters and 3 in the summer) until the doctoral requirements are met or 18 hours have been taken (Graduate Catalog, p. 20). The maximum is presumably still 16 hours in the spring and fall semesters and 9 in the summer sessions. Over and above this, CLAS department policies and procedures vary widely on student enrollment requirements and faculty support for that enrollment.

Over the years, these policies produce a great range of dissertation hours taken by CLAS graduate students (3-146) and of the number of dissertation hours (999 courses) they take per semester (1-16). The total number of hours also varies widely. In a snapshot of enrolled graduate students in the FA09 term, of the 1062 College graduate students who were enrolled, 26% had completed 1-9 dissertation hours, 38% had completed 10-24 dissertation hours, 31% had completed 25-49 dissertation hours, 4% had completed 50-74 dissertation hours, and approximately 1% had completed over 75 dissertation hours; therefore, approximately 36% had completed over 25 hours and two of these FA09 enrolled students had completed 100 dissertation hours or more.

Goals and Means of the Proposed Policies

The goals of the proposed changes to the graduate enrollment policies is to develop enrollment policies and procedures that (a) promote more graduate student engagement with faculty and graduate mentors, (b) increase the number of external sources that fund graduate student work, (c) increase graduate program completion rates, (d) decrease graduate program time to degree, (e) lead to accurate reports of the time students and faculty commit to post-candidacy work, and (f) reduce the administrative time spent monitoring post-comprehensive requirements. Among the recommendations for achieving these goals are to:

1. Create a tuition structure in which pre-comp tuition for enrollment remains linear up to 9 credit hours (full time enrollment), while post-comp per hour tuition is reduced to a flat fee for full-time, 9 credit hour enrollment (but greater than that now required for one credit hour). At the University of Michigan, for example, post-comp tuition is 30% lower than pre-comp tuition for in-state students and 300% lower for out-of-state students. Any new tuition structure should be revenue neutral for the university.

This would organize degree completion by students’ pre- and post-comp status, with time-to-degree requirements established at both levels, for instance, 3 years pre-comp and 3 years post comp. Currently, the time-to-degree requirements are established at the degree levels (e.g., the Graduate Catalog says that normal expectations “are that most master’s degrees should be completed in two years of full-time study, and both master’s and doctorate in six years of full-time study,” pp. 17-19). Yet, KU students are allowed
seven years for completion of all Master’s degree requirements, eight years for completion of doctoral degree requirements, and ten years to complete the requirements of both Master’s and doctoral degrees if both degrees are completed at KU.

This would also eliminate one rule, one requirement, and one allowance: (a) the five-month rule (i.e., the rule that students wait five months between their comprehensive, qualifying, or portfolio exams and their doctoral exams), (b) the 18-hour requirement (i.e., the requirement that students take 18 post-exam hours before they reduce their enrollments to one credit hour a semester), and the allowance that students may apply the hours they take during the semester they pass their comps to the required 18 hours.

One variation on pre-comp or post-comp tuition might be to cap tuition at 9 hours, charging no more for additional hours (e.g., 12, 15). However, graduate programs that are based on the number of hours or courses taken, not requirements met, might push students through more quickly than advisable in order to decrease the times-to-degree, increase the size of their programs, and thereby request additional department funding (e.g., faculty lines).

An enrollment policy would have to be established for students studying off-campus or aboard during the fall and spring semesters (e.g., that they pay the full-time enrollment tuition or not).

2. **Do no require summer enrollment for students at any stage of their graduate studies (either pre- or post-comp) unless students are completing their master’s, comprehensives, and dissertation defenses during that session, in which case they might be required to enroll in a set number of hours.**

This policy change would require the stipulation that full-time, year-round graduate enrollment was 9 hours each fall and spring, not inclusive of summers. Various stakeholders would also have to recognize this definition of full-time, year round students, for instance Financial Aid (e.g., loan deferrals), HR/EO (e.g., health insurance and workers compensation for laboratory work), International Student and Scholar Services (e.g., visa requirements), and KUCR (e.g., federal grant requirements) (see below).

This policy would allow students whose advisors do not offer courses in the summer (e.g., those on nine-month salaries), as well as those who were studying off-campus or abroad during the summer, to work without having to pay tuition.

This policy assumes that students could or would retain access to university benefits (e.g., health insurance) and services over the summer (e.g., library, fitness center). In the first case, students could pay fees for them; in the second case, the fees would be paid through the fall-spring tuition monies.

Individual departments could, of course, require summer enrollment, for instance, to credit the use of department resources (e.g., faculty mentoring and advising, laboratories, research facilities, studios, etc.).

3. **Review policies and procedures that discourage graduate students to apply for pre-doctoral awards, grants, and fellowships that support their research and scholarship.**

Students are commonly discouraged from applying for and accepting this funding because they then often lose other funding (e.g., graduate teaching and research assistantships) and corresponding benefits (e.g., tuition waivers, individual and family medical insurance).

These obstacles might be overcome by revising policies and procedures that discourage graduate students from accepting pre-doctoral awards, grants, and fellowships.

Barring these changes, tuition or KCUR monies might be used for the competitive awarding and cost-sharing with departments of funds to underwrite losses incurred by graduate students for accepting awards, grants, and fellowships (e.g., funding, tuition waivers, individual and family medical insurance). In addition to competitiveness, however, other criteria would have to be established for the award of this funding (e.g., the size of the awards, grants, or fellowships).
4. **Encourage graduate programs to structure their pre- and post-comp requirements to maximize their students’ early and continued engagement in research with faculty and graduate mentors.** This includes encouraging the programs to (a) advance students to doctoral candidacy with policies and procedures that promote students’ preparation for candidacy before undertaking a significant portion of their dissertation research (and thus reduce their pre-candidacy tuition) and (b) advance students to the completion of their doctoral degrees with policies and procedures that minimize the time-to-degree (and thus reduce their years of post-comp tuition).

5. **Create a model (a) that produces more accurate information and statistics regarding how post-candidacy students spend their time completing their degrees (e.g., how much time students and faculty commit to post-candidacy work) and (b) that allows more efficient monitoring of post-comprehensive requirements (e.g., by requiring no minimum number of post-candidacy credit hours for students to reduce enrollment or to graduate; administrative time currently spent counting these hours would be eliminated or dramatically reduced).**

**These goals and the means will be completed with the following specific action:**

Create a University Graduate Task Force comprised of stakeholders in academic departments, financial aid, grants and fellowships, international programs, human resources, and university administration (i.e., Registrar, Payroll, Graduate Studies) to create a comprehensive model to present to the Board of Regents.

**Stakeholders in Proposed Policies and Sample Perspectives**

The University has various stakeholders in any proposed changes in the policies and procedures of graduate enrollment. They need to be consulted to see whether the changes are feasible and, if not, how they might be made feasible. The Policies, Procedures & Awards Subcommittee of the College Committee on Graduate Studies made preliminary contacts with (a) the Office of International Student and Scholar Services (e.g., for the bearing of the proposed changes on the enrollment status of international students), (b) the Department of Human Resources and Equal Opportunity (e.g., for the bearing of the proposed changes on health insurance), (c) Student Financial Aid (e.g., for the bearing of the proposed changes on loans and loan repayments), and (d) centers concerned with external research funding for the bearing of the proposed changes on student eligibility and the receipt of grants and fellowships (e.g., KUCR, Hall Center for the Humanities, the Life Span Institute). Its preliminary findings were as follows:

**Financial Aid: Student loans** (Ed Morris). Brenda Maigaard, the Director of Student Financial Aid, and Joan Weaver, the Associate Director, were pleased to be consulted on this proposed project this early in the process. They would be willing to serve on (or consult with) any eventual task force. In general, they support the changes under discussion, especially if the changes would help students move through their doctoral programs in a more timely fashion. At this point, they have only two major concerns: (a) Although fall-spring enrollment – without summer enrollment -- constitutes full-time “in school status,” the receipt of Federal and some other loans over the summer requires a minimum summer enrollment of three hours. They did not think this policy could be changed. (b) They were concerned about how the two groups of students – pre- and post-comp – could be tracked, but viewed this as mainly a technical issue.

Ed followed up with this e-mail: “I want to double-check on the summer enrollment requirement for the receipt of Federal financial aid. One of the members of the CGS – a recent KU Ph.D. hire – said he did not have to enroll in summer school to receive federal aid at his university. I’ll have to chase down where he earned his degree and a few other things, but it makes me wonder if KU’s rules are its interpretation of the rules. Do you have any thoughts about that? Thanks again.” This was Brenda’s response:

> “Federal regulations mandate that graduate students must be enrolled at least half-time to receive federal student aid. The terms of enrollment at the previous institution for the student you mention below may have included summer as part of a fall or spring term. Since KU has three specific terms of enrollment, fall, spring, and summer, students must be enrolled at least half-time during any of those semesters, including...”
summer, to be eligible to receive and retain federal student. [Read: Since KU has three specific terms of enrollment -- fall, spring, and summer -- students must be enrolled at least half-time during those semesters and the summer to be eligible to receive and retain federal student during those terms.] At KU, half-time enrollment for Fall and Spring is defined as 6 hours. Summer half-time enrollment is defined as 3 hrs. Those students who are currently enrolled in only one credit hour (because they have already completed 18-post comprehensive hours) have been denied student aid.”

HR/EO: Health insurance (Michael Moody). Mary Karten at HR/EO reported that graduate students are eligible for health insurance through a plan sponsored by the Kansas Board of Regents, not the State of Kansas. The annual premium for this plan ranges from $915 for an individual student to $7,945 for a spouse and children. The key issue is the subsidized rate that students with 50% GTA/ GRA appointments can obtain. At present, the university covers 75% of the cost of their premiums. At this point, HR/EO has one major concern: GTA/GRAs must be enrolled in a minimum number of hours to qualify for GTA/GRA benefits and the subsidized rate. How will this affect the CGS proposal?

External funding (Jeanette Blackmar, Boone Hopkins). The relation between the CGS proposal and external funding for graduate students (e.g., their summer support on faculty grants, applications for grants and fellowships) involves various units, among them the Office of Research and Graduate Studies, the Lifespan Institute, the Hall Center for the Humanities, and the Higuchi Biosciences Center. One major concern is that grants and fellowships that do not pay for tuition may keep students from applying for them. Kathy Porsch (Hall Center for the Humanities) addressed this concern as follows:

“Although I can produce no quantitative evidence without doing a lot of research to consolidate the requirements for student fellowship applicants (which I do not have the time to do right now), I can tell you anecdotally that, if it required them to remain in Lawrence to be in class through the summer session, it would be as detrimental to my constituency of students, as would a 12-month appointment be to my constituency of faculty members. The type of research that graduate students in the humanities and the humanities-oriented social sciences do is directly similar to that which the faculty in those disciplines do. That means they often must travel, often internationally, to gather data in archives and libraries that is not otherwise available to them, or to specific sites to conduct fieldwork (interviews, surveys, observational studies, archaeological digs, etc). If they cannot do so because they must take classes during the summer, then they will not be qualified for most of the grants and fellowships available to them for research and they will have a difficult time gathering the research for their dissertations. On the other hand, if the three credit hours are simply a payment for the hours (like the 1 credit hour requirement for ABDs), but they are not required to remain here and be in class through the summer session, then the time should not be an issue. The nature of such fellowships, though, is that most do not pay tuition or living expenses, but rather just cover the costs of the research itself (travel, per diem, access fees, subject payments, photocopying expenses, etc.). Thus, even students who win awards such as the NSF’s dissertation improvement award may not be able to afford to both pay for three graduate credits and the unfunded expenses of conducting their research. This might be particularly true for those paying out-of-state tuition. I hope actual graduate students are being given a chance to weigh in on this. Thank you for asking my opinion.”

Boone Hopkins asked his graduate student colleagues in the Theatre doctoral program about how KU’s current policies were affecting students seeking outside funding. His query: “I had a quick question for you: I am on the CGS and we are currently reviewing the continuous enrollment policy. As part of our charge we are trying to find ways to incentivize student matriculation while doing away with the summer enrollment and other ineffective policies that encourage 'gaming' the system. One obstacle we ran up against was the situation students find themselves in when pursuing outside funding while also needing to stay continuously enrolled. I said I knew just the person to ask! Did you experience any problems with your status as a PhD candidate after your received your award this fall? Was staying on university insurance a problem since you chose to forego your GTA appointment? Are there any other issues you can think of surrounding outside funding we might not be thinking about? Thank you so much for your insight on this situation - hopefully we can make the system more accommodating for students who take the initiative to pursue outside funding like you did!” He received one response from a domestic student and one from an international student.
Domestic Student’s Response:

“I agree that summer enrollment definitely needs to go - it's pretty impossible to come up with the in or out of state tuition, with or without university or outside funding. And why should a student be asked to give back part of the funding they might have received from the university? It doesn't make any sense, at least for underfunded humanities students. The sciences probably have an easier time of it. Because my outside funding was a flat award sum that did not include additional funding for tuition/fees, in my case (with Henry’s and John S’s help) I had to petition the college/grad school to cover my tuition/fees, which they ultimately did. But it was a lot of extra leg work on everyone's part, so finding a way to streamline that, or guarantee fees will be covered if a student secures funding would definitely be helpful. Not being a GTA/GRA is also tricky for insurance - that is costing me more, and will affect me later should I decide to need to continue the plan via COBRA when I graduate in the spring. Personally, I think the entire graduate student health plan needs to be overhauled and strengthened, but that's an entirely different ball of wax. You may also want to explore how outside funding affects graduate students with jobs on campus. For example, it became uncertain for a moment whether I would be able to keep my JDTC position, but this was ultimately resolved. This is a major supplementary income source for me, and if I had had to quit the job, I would have had to take loans to cover it, so ultimately I probably would have declined my award in order to keep my JDTC position. No student should ever have to turn down award money. I hope that's helpful! Thanks for representing us! If I don't see you before you leave for GA, have a safe and happy trip!”

International students (Boone Hopkins). Boone asked how the proposed policy and procedures changes would affect the Office of International Student and Scholar Services. Their response: Not at all. He also asked his question above of an international student. This was the international student’s response:

“I really thank you that you asked! Yes, of course I have not been perfectly satisfied with my student VISA status and the medical insurance policy. First of all, I, as an international student, should be enrolled to a minimum of 9 credit hours without a GTA appointment (6 credit hours with a GTA app’t). I’ve personally had no problem with this rule (since I wanted to finish as early as possible) but to beginning international students without a GTA appointment the regulation may feel quite pushing and constraining; they have no freedom to slow down for a semester and get involved in some extracurricular activities. Secondly, it is mandatory for international students to have a medical insurance (most of them have the Student Health Insurance provided by KU). I have been insured for 2 and a half years paying the discounted rates (thanks to my GTA appointment), but I haven't found it necessary for me since I have never been sick here ('cause I'm a very strong guy, haha --+). But let me share my real concern with you here. I am not really sure if changing the current policies for international students would end up benefiting them. As you know, US has had a lot of issues with foreign students and other types of visitors/immigrants, and letting foreign students a little loose could give them a nice excuse to go slack on their academic work and, especially when things do not go so well in college or when they lose interest in studying, attempt to do something else than getting a degree and stay in the country (that is what insurances are for). Here's a story. I have a friend of mine (Korean-American, a US citizen) who insisted on not having a health insurance due to her tight budget. One night, she felt a great pain in her stomach and almost swooned. She called her friends who instantly came and took care of her but she did not want them to take her to the hospital because she did not have a health insurance. How absurd it sounds! And what if a foreign student, who does not have anyone to take care of them here, suddenly falls seriously ill and they do not have insurance? They would rather choose to suffer alone in their dark room than to go to the hospital paying a huge amount of money. Thus, I think a health insurance is necessary for international students just in case, but I just hope that the cost will be more affordable or they offer one at lower rates to those who have not any record of using it (like me). Well, from my perspective, generally speaking KU is doing a great job regarding their foreign student policy. And I am just grateful that I have an opportunity to learn in such a multicultural environment like KU.”
Discussion of Student Classifications and Coursework “Stale Dates”  
(Reported by Rebecca Peterson)

At the previous CGS meeting, the committee agreed that a petition, or similar process, should be required to address courses more than ten years old to count towards the degree. Dr. Peterson informed the committee members that the College Academic Council (CAC) is having a similar discussion regarding coursework “stale dates.” The following is an excerpt from page 19 of the December 8, 2009 CAC Agenda:

Other: Time Frame for Applying Current General Education Requirements
Students readmitted ten years or more after their initial term of degree-seeking admission to the University of Kansas, must fulfill the current requirements (this includes general education, major, minor, and all other related policies) in order to earn a degree.

Dr. Peterson reiterated to the committee that the goal of reducing the time frame of valid courses is to reflect the idea that universities should disseminate new knowledge, especially in fields that evolve quickly. She presented the following language to the committee:

“Degree-Seeking Students” section

Students readmitted ten years or more after their initial term of graduate degree-seeking admission to the University of Kansas must fulfill the current degree requirements, or the requirements in effect upon the date of their readmission to their graduate program, in order to earn a graduate degree.

New “Maximum Time to Count Required Coursework” section

Courses completed at the University of Kansas, or transfer credits from another university, will not fulfill graduate degree requirements in the College of Liberal Arts and Sciences if these courses were completed over ten (10) years prior to the scheduling of the final defense. With the approval of their graduate program, students may petition the College to accept out-of-date coursework to fulfill the requirements for their graduate degrees provided they are able to justify why this coursework meets the current standards of scholarship in the discipline.

The committee members discussed the proposed language and had questions and suggestions. The second section was approved unanimously. The first section will be amended and presented again by Dr. Peterson at the next CGS meeting of January 14, 2010.

New Business

The committee members were asked to provide feedback on their experience using Blackboard. There were no suggestions at the meeting, but comments are always welcome. The Blackboard environment appears to be successful thus far, and will continue to be utilized next semester.

Dr. Peterson expressed gratitude on behalf of the committee to Dale Dorsey, Ed Morris, and Gina Westergard who are exiting the committee, or going on sabbatical, this semester. Their hard work and commitment to the CGS this semester has been greatly appreciated.

There being no further business, the meeting was adjourned by Brian Laird at 12:05 PM.

Upcoming Meetings

The next meeting of the Committee on Graduate Studies is Thursday, January 14, 2010, 11:00 AM, 210 Strong Hall

Respectfully submitted by Savanna Trent, COGA
III. Report of the Curricular Changes Subcommittee

The Curricular Changes Subcommittee recommends the following curricular changes to the CGS:

- New courses: ECON 870, MATH 890
- Course changes: MATH 724, MATH 725, MATH 727, MATH 740, MATH 765, MATH 766, MATH 801, MATH 811, MATH 821, MATH 822, MATH 840, MATH 850, MATH 851, MATH 870, MATH 910, MATH 915
- Deleted courses: MATH 792

NEW COURSES

ECONOMICS

ECON 870 Applied Microeconomics (3). This course introduces students to the data and empirical methods used in the fields of applied economics such as labor economics, public finance, and industrial organization. The course will focus on how to adjust for self-selection and identify causal relationships in applied microeconomic fields. Topics covered include economic data and statistical programming, instrumental variables, difference-in-differences, regression discontinuity, count data, sample selection, treatment effects, and duration models. Attention will be given to the suitability of the methods to the research question under consideration. Each topic will emphasize the proper application of the methods using the standard textbook treatment as well as assigned papers that examine the basic economic issues, the econometric techniques, and the applications to data. Prerequisite: ECON 817 and ECON 818, or consent of instructor. ECON 915 is recommended. LEC.

JUSTIFICATION
To fulfill elective and specialization requirements in applied microeconomics.

MATHEMATICS

MATH 890 Fourier Analysis (3). Introduction to modern techniques in Fourier Analysis in the Euclidean setting with emphasis in the study of functions spaces and operators acting on them. Topics may vary from year to year and include, among others, distribution theory, Sobolev spaces, estimates for fractional integrals and fractional derivatives, wavelets, and some elements of Calderón-Zygmund theory. Applications in other areas of mathematics, in particular partial differential equations and signal analysis, will be presented based on the instructor's and the students' interests. Prerequisite: Math 810 and Math 800, or instructor's permission. LEC.

JUSTIFICATION
Fourier Analysis is a tremendous tool to study many problems in both theoretical aspects of mathematics and also applications to other disciplines. Its discrete and numerical version, the fast Fourier transform (FFT), is a very important contribution of mathematics to our every day life; especially nowadays with the use of computers and the fast exchange of information. Every time one downloads an image from the web some version of Fourier Analysis is involved. The course proposed will focus on aspects of Fourier Analysis related to the characterization of function spaces (for example Sobolev and other "fractional derivative" spaces) and the study of operators (singular integrals, pseudo-differential operators, etc), but it will also present a view of why some of these analytical tools turned out to be so useful in other areas. Material will be covered about wavelets and other time-frequency techniques in Fourier Analysis developed in recent times and which continued to be actively investigated today. These tools permit a more refined multiscale analysis of functions (or signals) and the transformations that act on them than "classical" Fourier Analysis. This course will be most useful to students in analysis, differential equations, probability, and numerical analysis, but it could be of interest too to students in other areas who want to learn more about some other mathematics outside their immediate field of research. Each edition of the course will be tailored in part to the background of the students enrolled and the syllabus has some flexibility to include different applications. Practically all PhD programs at
major research universities in the nation have and advanced course in Fourier Analysis, sometimes called Harmonic Analysis. Versions of this course and course with substantial overlap have been taught as Special Topics 796 or 996 in several occasions: F97 F99 S00 S02 S04 S05 S07 F07. It will be offered one more time in S10. The past courses have been well populated with students from many different areas and occasionally from other disciplines. Other courses taught in the department in other areas have had some small overlap too. Several students have graduated in the department in Fourier/Harmonic analysis in recent times and the current advanced students in all areas of analysis who have passed quals have taken course(s) and/or done readings in Fourier analysis. Other students still taking quals have shown interest in the area too and numerous students in other areas in the department have already benefited from the course. This information puts in evidence that Fourier analysis is a topic of interest in the department, both as a research area per se, and as a support area for others parts of analysis, partial differential equations, probability and other disciplines. It is important to have an official course in the area, as opposed to a special topics one, as an accurate way of representing the courses that are regularly taught in the department and to serve all the students with interests in Fourier Analysis. Based on the past history, it should be possible to run the class every other year depending on students’ interests and demand.

COURSE CHANGES

MATHEMATICS

CHANGE: PREREQUISITE

(OLD)
MATH 724 Combinatorial Mathematics (3). Counting problems, with an introduction to Polya’s theory; Mobius functions; transversal theory; Ramsey’s theorem; Sperner’s theorem and related results. LEC

(NEW)
MATH 724 Combinatorial Mathematics (3). Counting problems, with an introduction to Polya’s theory; Mobius functions; transversal theory; Ramsey’s theorem; Sperner’s theorem and related results. Prerequisite: MATH 290 and a course above MATH 450. LEC

JUSTIFICATION
Update prerequisite—previously no prerequisite was listed.

CHANGE: PREREQUISITE

(OLD)
MATH 725 Graph Theory (3). Graphs; trees; connectivity; Menger’s theorem; eulerian and hamiltonian graphs; planarity; coloring of graphs; factorization of graphs; matching theory; alternating chain methods; introduction to matroids with applications to graph theory. LEC

(NEW)
MATH 725 Graph Theory (3). Graphs; trees; connectivity; Menger’s theorem; eulerian and hamiltonian graphs; planarity; coloring of graphs; factorization of graphs; matching theory; alternating chain methods; introduction to matroids with applications to graph theory. Prerequisite: MATH 290 and a course above MATH 450. LEC

JUSTIFICATION
Update prerequisite—previously no prerequisite was listed.
(OLD)
MATH 727 Probability Theory (3). A mathematical introduction to premeasure-theoretic probability. Topics include probability spaces, conditional probabilities and independent events, random variables and probability distributions, special discrete and continuous distributions with emphasis on parametric families used in applications, the distribution problem for functions of random variables, sequences of independent random variables, laws of large numbers, and the central limit theorem. Prerequisite: MATH 123 or equivalent. LEC

(NEW)
MATH 727 Probability Theory (3). A mathematical introduction to premeasure-theoretic probability. Topics include probability spaces, conditional probabilities and independent events, random variables and probability distributions, special discrete and continuous distributions with emphasis on parametric families used in applications, the distribution problem for functions of random variables, sequences of independent random variables, laws of large numbers, and the central limit theorem. Prerequisite: MATH 223 and MATH 290, or equivalent. LEC

JUSTIFICATION
Update the listing to reflect that MATH 123 is now extinct. MATH 223 and MATH 290 are the equivalent replacement to MATH 123.

CHANGE: PREREQUISITE

(OLD)
MATH 740 Number Theory (3). Divisibility, the theory of congruencies, primitive roots and indices, the quadratic reciprocity law, arithmetical functions and miscellaneous additional topics. Prerequisite: MATH 123 or equivalent. LEC

(NEW)
MATH 740 Number Theory (3). Divisibility, the theory of congruencies, primitive roots and indices, the quadratic reciprocity law, arithmetical functions and miscellaneous additional topics. Prerequisite: MATH 223 and MATH 290, or equivalent. LEC

JUSTIFICATION
Update the listing to reflect that MATH 123 is now extinct. MATH 223 and MATH 290 are the equivalent replacement to MATH 123.

CHANGE: TITLE, PREREQUISITE

(OLD)
MATH 765 Introduction to the Theory of Functions I (3). MATH 765 and MATH 766 are theoretical courses on the fundamental concepts of analysis and the methods of proof. These two courses include the concept of a real number; limits, continuity, and uniform convergence; derivatives and integrals of functions of one and of several real variables. Prerequisite: MATH 123 or equivalent. LEC

(NEW)
MATH 765 Mathematical Analysis I (3). MATH 765 and MATH 766 are theoretical courses on the fundamental concepts of analysis and the methods of proof. These two courses include the concept of a real number; limits, continuity, and uniform convergence; derivatives and integrals of functions of one and of several real variables. Prerequisite: MATH 223 and MATH 290, or equivalent. LEC

JUSTIFICATION
Change course title to more accurately reflect the contents of the course. Update the
listing to reflect that MATH 123 is now extinct. MATH 223 and MATH 290 are the equivalent replacement to MATH 123.

CHANGE: TITLE

(OLD)
MATH 766 Introduction to the Theory of Functions II (3). A continuation of MATH 765. Prerequisite: MATH 765. LEC

(NEW)
MATH 766 Mathematical Analysis II (3). A continuation of MATH 765. Prerequisite: MATH 765. LEC

JUSTIFICATION
Change course title to more accurately reflect the contents of the course.

CHANGE: TITLE, PREREQUISITE

(OLD)
MATH 801 Theory of Functions of a Complex Variable (3). Continuation of MATH 800. LEC

(NEW)
MATH 801 Complex Analysis II (3). Continuation of MATH 800. Prerequisite: MATH 800. LEC

JUSTIFICATION
Change course title to more accurately reflect the contents of the course. Update prerequisite—previously no prerequisite was listed.

CHANGE: TITLE, PREREQUISITE

(OLD)
MATH 811 Theory of Functions of a Real Variable (3). Continuation of MATH 810. LEC.

(NEW)
MATH 811 Real Analysis and Measure Theory II (3). Continuation of MATH 810. Prerequisite: MATH 810. LEC.

JUSTIFICATION
Change course title to more accurately reflect the contents of the course. Update prerequisite—previously no prerequisite was listed.

CHANGE: TITLE, PREREQUISITE

(OLD)
MATH 821 Introduction to Geometric and Algebraic Topology (3). The fundamental group and covering spaces (including classification); compact surfaces; homology theory, computations (including homotopy invariance) and applications (including Brouwer fixed point theorem); introduction to cohomology theory. Prerequisite: MATH 792 and MATH 820, or permission of instructor. LEC

(NEW)
MATH 821 Algebraic Topology I (3). The fundamental group and covering spaces (including classification); compact surfaces; homology theory, computations (including homotopy invariance) and applications (including Brouwer fixed point theorem); introduction to cohomology theory. Prerequisite: MATH 790 and MATH 791 and MATH 820, or permission of instructor. LEC
JUSTIFICATION
Change course title to more accurately reflect the contents of the course. Update to reflect that MATH 792 is no longer offered. MATH 790 has replaced MATH 792.

CHANGE: TITLE

(OLD)
MATH 822 Algebraic Topology (3). Review of simplicial homology; Lefschetz fixed point theorem and degree theory; singular, cellular, and axiomatic homology; Jordan Brouwer separation theorems; universal coefficient theorems, products in cohomology, homotopy groups, and the Hurewicz Theorem. Prerequisite: MATH 821. LEC

(NEW)
MATH 822 Algebraic Topology II (3). Review of simplicial homology; Lefschetz fixed point theorem and degree theory; singular, cellular, and axiomatic homology; Jordan Brouwer separation theorems; universal coefficient theorems, products in cohomology, homotopy groups, and the Hurewicz Theorem. Prerequisite: MATH 821. LEC

JUSTIFICATION
Change course title to more accurately reflect the contents of the course.

CHANGE: PREREQUISITE

(OLD)
MATH 840 Differentiable Manifolds (3). Multilinear algebra of finite dimensional vector spaces over fields; differentiable structures and tangent and tensor bundles; differentiable mappings and differentials; exterior differential forms; curves and surfaces as differentiable manifolds; affine connections and covariant differentiation; Riemannian manifolds. Prerequisite: MATH 765 and MATH 792. LEC

(NEW)
MATH 840 Differentiable Manifolds (3). Multilinear algebra of finite dimensional vector spaces over fields; differentiable structures and tangent and tensor bundles; differentiable mappings and differentials; exterior differential forms; curves and surfaces as differentiable manifolds; affine connections and covariant differentiation; Riemannian manifolds. Prerequisite: MATH 765 and MATH 790. LEC

JUSTIFICATION
Update to reflect that MATH 792 is no longer offered. MATH 790 has replaced MATH 792.

CHANGE: PREREQUISITE

(OLD)
MATH 850 Differential Equations and Dynamical Systems (3). Discrete and differentiable dynamical systems with an emphasis on the qualitative theory. Topics to be covered include review of linear systems, existence and uniqueness theorems, flows and discrete dynamical systems, linearization (Hartman-Grobman theorem), stable and unstable manifolds, Poincare sections, normal forms, Hamiltonian systems, and an introduction to bifurcation theory and chaos. LEC

(NEW)
MATH 850 Differential Equations and Dynamical Systems (3). Discrete and differentiable dynamical systems with an emphasis on the qualitative theory. Topics to be covered include review of linear systems, existence and uniqueness theorems, flows and discrete dynamical
systems, linearization (Hartman-Grobman theorem), stable and unstable manifolds, Poincare sections, normal forms, Hamiltonian systems, and an introduction to bifurcation theory and chaos. Prerequisite: MATH 320 and MATH 766, or permission of instructor. LEC

JUSTIFICATION
Update prerequisite—previously no prerequisite was listed.

CHANGE: PREREQUISITE

(OLD)
MATH 851 Topics in Dynamical Systems (3). Topics to be covered include complex dynamical systems, perturbation theory, nonlinear analysis of time series, chaotic dynamical systems, and numerical methods as dynamical systems. This course may be repeated for credit. LEC

(NEW)
MATH 851 Topics in Dynamical Systems (3). Topics to be covered include complex dynamical systems, perturbation theory, nonlinear analysis of time series, chaotic dynamical systems, and numerical methods as dynamical systems. This course may be repeated for credit. Prerequisite: MATH 850 or permission of instructor. LEC

JUSTIFICATION
Update prerequisite—previously no prerequisite was listed.

CHANGE: PREREQUISITE

(OLD)
MATH 870 The Analysis of Variance (3). The general linear hypothesis with fixed effects; the Gauss-Markov theorem, confidence ellipsoids, and tests under normal theory; multiple comparisons and the effect of departures from the underlying assumptions; analysis of variance for various experimental designs and analysis of covariance Prerequisite: MATH 628 and either MATH 590 or MATH 792. LEC

(NEW)
MATH 870 The Analysis of Variance (3). The general linear hypothesis with fixed effects; the Gauss-Markov theorem, confidence ellipsoids, and tests under normal theory; multiple comparisons and the effect of departures from the underlying assumptions; analysis of variance for various experimental designs and analysis of covariance Prerequisite: MATH 628 or MATH 728, and either MATH 590 or MATH 790. LEC

JUSTIFICATION
Update prerequisites. MATH 792 is no longer offered. MATH 790 has replaced MATH 792.

CHANGE: PREREQUISITE

(OLD)
MATH 910 Algebraic Curves (3). Algebraic sets, varieties, plane curves, morphisms and rational maps, resolution of singularities, Reimann-Roch theorem. Prerequisite: MATH 791 and MATH 792. LEC

(NEW)
MATH 910 Algebraic Curves (3). Algebraic sets, varieties, plane curves, morphisms and rational maps, resolution of singularities, Reimann-Roch theorem. Prerequisite MATH 790 and MATH 791. LEC
JUSTIFICATION
Update to reflect that MATH 792 is no longer offered. MATH 790 has replaced MATH 792.

CHANGE: TITLE

(OLD)
MATH 915 Introduction to Homological Algebra (3). Injective and projective resolutions, homological dimension, chain complexes and derived functors (including Tor and Ext). Prerequisite: MATH 830 and MATH 831, or consent of instructor. LEC

(NEW)
MATH 915 Homological Algebra (3). Injective and projective resolutions, homological dimension, chain complexes and derived functors (including Tor and Ext). Prerequisite: MATH 830 and MATH 831, or consent of instructor. LEC

JUSTIFICATION
Change title to more accurately reflect the material that is covered.

COURSE DELETIONS

MATHEMATICS

MATH 792 Modern Algebra II (3). Continuation of MATH 791. Prerequisite: MATH 791. LEC

JUSTIFICATION
MATH 792 was renumbered to MATH 790 (Linear Algebra II). MATH 792 is no longer offered.

IV. Report of the Petitions & Program Changes Subcommittee

- Women, Gender, and Sexuality Studies Graduate Certificate Program Renewal

Academic Program RENEWAL
Provost Summary
University of Kansas - Lawrence

Date: 28 January 2009
Contact: John G. Younger
School: CLAS
Department: Women, Gender, and Sexuality Studies
Type of Program: Graduate Certificate
(e.g., New Degree, Joint Degree, Minor, Concentration, Certificate, Emphasis, Track, or Option)
## 1. Program Description and Purpose

The Graduate Certificate Program in Women, Gender, and Sexuality Studies was approved in the Spring 2002 (see the "Proposal for a Graduate Certificate Program in Women's Studies" submitted 28 February 2002). The current document is an application for renewing that program (mandated in the 7th year).

**Description:** 12 credit hours of courses: WS 801: Women and Gender Studies, theory and methods; 2 electives; and WS 898: Research Colloquium (capstone, in which students produce a major paper).

**Purpose:** to integrate the study of women, gender, and sexuality into as many areas and units of the University of Kansas as possible, to provide graduate level training and certification in the study of women, gender, and sexuality, feminist methodology, and feminist theory to students in other graduate and professional programs in the University and to interested community members.

## 2. Comparable programs in the state/region

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Graduate Certificate in Women's Studies</td>
</tr>
<tr>
<td>Kansas State University-Manhattan (12 hours)</td>
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<tr>
<td>University of Missouri-Columbia (Minor: 15 hours)</td>
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<tr>
<td>University of Missouri-St Louis (18 hours)</td>
</tr>
<tr>
<td>Washington University-St Louis (15 hours)</td>
</tr>
<tr>
<td>University of Colorado-Boulder (12 hours)</td>
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<tr>
<td>Texas A&amp;M University (12 in the dept of English)</td>
</tr>
<tr>
<td>Southern Methodist University (12 hours)</td>
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<tr>
<td>Texas Tech University (12 hours)</td>
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<tr>
<td>University of Houston (9 hours)</td>
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<tr>
<td>University of Houston-Clear Lake (12 hours)</td>
</tr>
<tr>
<td>University of Texas-Austin (12 hours)</td>
</tr>
</tbody>
</table>

**MA**

- University of Northern Iowa
- University of North Texas
- University of Texas-Austin
- Texas Tech University

**PhD**

- University of Iowa (suspended during program redesign)

## 3. Source(s) of articulated demand / need for this program

The 2002 program proposal reported the results of an informal survey in which 59 graduate students from 11 departments voiced their interest in the Graduate Certificate.

Since 2002, a total of 49 students have enrolled in the Graduate Certificate program; 29 students have received the Certificate; and 20 students are currently enrolled.
<table>
<thead>
<tr>
<th></th>
<th>Proposed Curriculum</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>12 hours (4 courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WS 801: Women and Gender Studies, theory and methods</td>
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<tr>
<td></td>
<td>2 electives (drawn from a list of 49 courses)</td>
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<tr>
<td></td>
<td>WS 898: Research Colloquium (capstone, in which students produce a major paper)</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Faculty required for this program (Names, FTE for this proposed program)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Omofolabo Ajayi-Soyinka (0.5), Associate Professor, Th&amp;F</td>
<td></td>
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<tr>
<td></td>
<td>Hannah Britton (0.5), Associate Professor, POLS</td>
<td></td>
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<tr>
<td></td>
<td>Tanya Hart (0.5), Assistant Professor, AMS</td>
<td></td>
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<tr>
<td></td>
<td>Charlene Muehlenhard (0.5), Professor, PSYC</td>
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<tr>
<td></td>
<td>Ayu Saraswati (1.0), Assistant Professor, WGSS</td>
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<tr>
<td></td>
<td>Ann Schofield (0.5), Professor, AMS</td>
<td></td>
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<td></td>
<td>Akiko Takeyama (0.5), Assistant Professor, ANTH</td>
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<td></td>
<td>Marta Vicente (0.5), Associate Professor, HIST</td>
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<td></td>
<td>John Younger (0.5), Professor, CLSX</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Anticipated student enrollment</th>
<th>Part Time</th>
<th>Get Certif</th>
<th>New Enroll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td></td>
<td>2008</td>
<td>20</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2009</td>
<td>20</td>
<td>10</td>
<td>10</td>
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<td></td>
<td></td>
<td>2010</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Anticipated number of program graduates after 5 years; after 7 years</th>
<th>In the 7 years the Certificate Program has been in effect, there have been 49 graduates. We anticipate a similar number of graduates over the next 7 years (2015)</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th></th>
<th>Additional facilities / equipment required</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Program Review, Assessment, Accreditation aspects of the program</th>
<th>WGSS formulated a strategic plan in 2006 (1 July; the program was then called Women's Studies). If our proposal for a PhD program in Women, Gender, and Sexuality Studies (now making its way through the various committees) is approved, we will have a Regents Review of the entire WGSS program in September 2009. There is no special accreditation process for Women, Gender, and Sexuality Studies.</th>
</tr>
</thead>
</table>
10. Financing: New funding required for this program.
(Identify only incremental funding in years 2 and 3)

What is the **source** of the new funds?

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
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</table>

11. Additional comments on the utility/necessity of this program.

The Certificate Program in Women, Gender, and Sexuality Studies has been a resounding success. As the new director of WGSS, I have already interviewed 5 new candidates for the certificate in my first 6 months. The passion and dedication of these students is remarkable – John G. Younger.

When completed, this form is to be e-mailed by the College/School Dean to the Vice Provost for Academic Affairs, Lawrence Campus. A copy of the submitted form is to be e-mailed to Jenny Mehmedovic, Assistant to the Provost, Policy Office, a division of the Office of the Provost.

V. Report of the Policies, Procedures, & Awards Subcommittee

VI. Old Business

- Discussion of Student Classifications and Coursework “Stale Dates”

**CLAS Section of Graduate Catalog (proposed new language in bold)**

The student is subject to the regulations in force at the time of admission as a degree-seeking student. If degree requirements change, the student may opt to follow the new requirements or to continue under the regulations in force at the time of admission. **Students readmitted ten years or more after their initial term as a degree-seeking student must fulfill the requirements in effect upon the date of their readmission to their graduate program.**