I. Minutes
   1. Approval of the December 9, 2010 Minutes
   2. Amendment to the November 4, 2010 Minutes

II. Policies, Procedures & Awards Subcommittee Report

III. Curricular Changes Subcommittee Report
    Previously tabled courses: LING 712, LING 714, WGSS 803, WGSS 804

IV. Petitions & Program Changes Subcommittee Report
    1. Museum Studies MA program changes
    2. Russian, East European and Eurasian Studies MA program changes (two proposals)
    3. Visual Arts Education MA program changes

V. Old Business
    Environmental Studies Graduate Certificate: Track in Global Climate Change

VI. New Business
I. Minutes

1. Approval of the December 9, 2010 Minutes

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

MINUTES
DECEMBER 9, 2010, 11:00AM
STRONG HALL – ROOM 210

Members Present: Bart Dean, Boone Hopkins, Caroline Jewers, Daniel Katz, Brian Laird, Eve Levin, Jim Mielke (ex officio), Ed Morris, Becca Peterson (ex officio), Kees van der Veen
Others in attendance: David Ekerdt (Gerontology), Katie Rockey (COGA), Lea Smith (COGA)

The meeting was called to order by Becca Peterson at 11:05 a.m.

Minutes

A motion was made and seconded to approve the November 18, 2010, minutes of the Committee on Graduate Studies, as written. The motion was approved unanimously.

Report of the Policies, Procedures & Awards Subcommittee
(Ed Morris, reporting)

- The subcommittee provided an updated progress report (posted on the CGS BlackBoard site) regarding each Dean’s charge for the academic year.
- The subcommittee presented Dr. Marta Caminero-Santangelo’s proposal to revise the College MA final examination policy and requested the full committee’s feedback.
  - The current policy was difficult to locate online. The committee discussed updating the College website with a tab for easier navigation of policy changes.
  - The committee reviewed the Graduate Studies policy and College policy regarding the MA final examination and discussed how the exam process varies among departments.
  - Becca Peterson and Ed Morris will draft an email requesting departmental feedback on aligning the College policy with the Graduate Studies policy. A motion was made and seconded to approve this recommendation.

Report of the Curricular Changes Subcommittee
(Kees van der Veen, reporting)

- A motion was made and seconded to approve the recommendation from the subcommittee for curricular changes to the following courses. The motion was approved unanimously.
  - New courses: EALC 888, GIST 888, LING 850, POLS 888, WGSS 800, WGSS 801, WGSS 802, WGSS 810
  - Course changes: HIST 845, LING 705, LING 708, LING 709, LING 715, LING 720, LING 722, LING 725, LING 737, LING 738, PSYC 892, PSYC 894
- A motion was made and seconded to table the following courses. The motion was approved unanimously.
  - New courses: WGSS 803, WGSS 804
  - Course changes: LING 712, LING 714
*Representatives of the departments will attend the next CGS meeting to discuss the committee’s questions regarding these courses.

Report of the Petitions & Program Changes Subcommittee
(Lea Smith, reporting)

- A motion was made and seconded to approve the Gerontology dual-title Ph.D. program proposal. The motion was approved unanimously.
- The committee discussed the Environmental Studies Certificate Program proposal. It was unclear if Master’s students could be admitted into the Ph.D. program. Also, they would like to recommend one track without a funding basis. A motion was made and seconded to table the proposal. The motion was approved unanimously.
  *The COGA will contact the department regarding these items.

There being no further business, the meeting was adjourned by Brian Laird at 12:25 p.m.

Upcoming Meetings

The next meeting of the Committee on Graduate Studies is Thursday, January 27, 2011, 11:00 AM, 210 Strong Hall.

The next meetings of the CGS Subcommittees are Thursday, February 3, 2010.
- Curricular Changes, 11:00 a.m. - 12:00 p.m., Strong Hall 210
- Petitions & Program Changes, 11:00 a.m. - 12:30 p.m., TBA
- Policies, Procedures, and Awards, 11:00 a.m. - 12:30 pm., TBA

Respectfully submitted by Savanna Trent, COGA

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2. Amendment to the November 4, 2010 Minutes

The proposal for curricular changes to LING 706 was presented as a course change in the November 4, 2010 minutes of the CGS. However, LING 706 was a new course. The minutes need to be amended to reflect this.

II. Policies, Petitions & Awards Subcommittee Report

III. Curricular Changes Subcommittee Report

The Curricular Changes Subcommittee recommends the following new courses and course changes to the CGS: Previously tabled courses: LING 712, LING 714, WGSS 803, WGSS 804

LINGUISTICS

CHANGE: DESCRIPTION AND TITLE

(OLD)
LING 712 Phonology I (3). This course is an introduction to phonological theory. It focuses on crucial phonological concepts such as underlying and surface representations, phoneme and allophone, contrast,
alternation, neutralization, distinctive features, and syllable. It provides the basic skill set for phonological analysis, including UR selection, rule notation, rule ordering, and common phonological universals. It also touches on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 705 LEC

(NEW)
LING 712 Phonological Theory I (3). This is a survey course on modern phonological theory. It starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory (OT). Topics in OT include its conceptual and empirical advantages over rule-based phonology, its potential problems and their possible remedies, the relevance of phonetics in OT constraints, correspondence theory, and how OT can be applied to prosodic phenomena such as stress and tone. It also focuses on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 705. LEC

ORIGINAL JUSTIFICATION
Virtually all Linguistics courses are combined undergraduate/graduate courses. With the current rapid increase in the number of Linguistics majors, this no longer is a good solution. Linguistics is creating new ways to make sure that both undergraduate and graduate students receive instruction at the appropriate level. Phonology is the first area in which we are proposing changes. The change in course description reflects current developments in the field. The main innovation is that this introductory graduate course will now simultaneously serve as the second-level phonology course at the undergraduate level. The fact that undergraduates in this course will already have taken a basic course in phonology (LING 312) ensures that the undergraduates and graduates in this course are at comparable stages which makes it easier to teach the course and makes the course more rewarding for all students. The change in course title primarily reflects that this is an introductory course at the graduate level and a more advanced course at the undergraduate level. (CUSA approval will be sought for the accompanying undergraduate course LING 314).

CLARIFICATION

CGS concerns: For LING 712, the justification indicates that this course is offered concurrently with LING 314. The Committee wanted clarification on this course. Does it meet with LING 314? Should language be added to the course description to indicate that it is not open to students who have taken LING 314? Are these two courses cross listed? Should they be?

Department response: These two courses meet concurrently, but are not crosslisted. The undergraduate version (Ling 314) may have different requirements than the graduate version (LING 712). It is very unlikely that someone who took 314 as an undergraduate could take 712 as a graduate student. This would be handled through advising by our Director of Graduate Studies.

CHANGE: DESCRIPTION AND TITLE

(OLD)
LING 714 Phonology II (3). This course is a continuation of a survey of phonological theory. The course starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory. Topics in Optimality Theory (OT) include its conceptual and empirical advantages over rule-based phonology, its potential problems and possible remedies, issues of learnability and acquisition, the relevance of phonetics in OT constraints, and correspondence theory. Prerequisite: LING 712. LEC

(NEW)
LING 714 Phonological Theory II (3). This is an advanced course on modern phonological theory. It
discusses phonology as an interdisciplinary and experimental discipline and presents current development in both experimental techniques that shed light on speakers’ phonological knowledge and the formal modeling of speakers’ phonological grammar. Issues of learnability and how phonological acquisition can be modeled will also be touched upon. Prerequisite: LING 712. LEC

ORIGINAL JUSTIFICATION
The course description reflects current developments in the field. The description and title emphasize that this is an advanced course in phonology. The main change for students is that this course is specifically targeted toward advanced graduate students and will not be taken by undergraduates.

CLARIFICATION

CGS concerns: For LING 714, the Committee thinks that since this course is an advance course that maybe it should be numbered in the 900-level. If not, maybe some justification as to why not is needed. Since it is an advanced course and the justification states that it will not be taken by undergraduates, the language "only open to graduates students" should be added.

Department response: I don’t think that it should be a 900-level course. Most of our second level graduate courses are at the 700 level, and Phonology should not be different. While the course is not designed for undergraduates, it’s possible that a really advanced undergraduate could enroll in this course so we would prefer not to add the language suggested.

(NEW COURSE)

WGSS 803 Topics in Feminist Pedagogy: _____ (0.5) The goal of the course is to teach students to teach. By reading core texts of feminist pedagogy, understanding critical theories, and attending seminars at the Center for Teaching Excellence selected by instructor and student, students will learn how to present knowledge and stimulate learning in the classroom, as well as such practical skills as leading discussion sections, preparing and presenting class sessions, developing syllabi, devising fair grading and helpful advising, and solving pedagogical problems like maintaining civility in the classroom and coping with academic misconduct. Must be repeated twice for a total of 1 credit hour while actively teaching. Prerequisite: must be WGSS graduate students. SEM

JUSTIFICATION
WGSS 803 is the second course (along with 802 and 804) designed to help satisfy the requirements of the Research Skills and Responsible Scholarship requirement. The first iteration of the course will be taken while the student leads a discussion section of a lecture course (the instructor of that course will also be the instructor of 803); the second iteration will be taken while a student teaches their own course (the instructor of this iteration of 803 will be a core member of the WGSS faculty). Since the two iterations have different contexts and a different relationship between student and instructor, their content will differ: the first iteration will model successful teaching, the second will support the development of teaching skills.

(NEW COURSE)

WGSS 804 Topics in Professional Development: _____ (1 hour). The goal of this course is to train students in the skills essential to becoming effective scholars and educators, and successful members of the profession. The material to be covered by these three iterations includes 1) the ethics and practice of feminist research (e.g., protection of human subjects, conflicts of interest, confidentiality, legal strictures); 2) the practical aspects of producing knowledge (e.g., writing research papers, proper citation methods, conference presenting, responding to peer reviews); and 3) acquiring and securing a place in the work force
(e.g., CV preparation, job interviews, grant writing, getting promotion [and, in the academy, tenure]). Must be repeated three times for a total of 3 credit hours. Prerequisite: must be WGSS graduate students. SEM

JUSTIFICATION

WGSS 804 is the third course (along with 802 and 803) designed to help satisfy the requirements of the Research Skills and Responsible Scholarship requirement. The three iterations of the course will address three pragmatic areas of the profession: the ethics and practice of feminist research; the production of knowledge; and acquiring and securing a place in the work force.

IV. Petitions & Program Changes Subcommittee Report

1. MUSEUM STUDIES

This is a change request for the following degree or certificate program:

MUSE
M.A.

The requested changes to this degree or certificate program are:

Current Track or Option within degree: The program currently has academic tracks in American Studies, Anthropology, Geology, History, and Natural Sciences.

Proposed: Add a track: Interdisciplinary Track. The Interdisciplinary track will be comprised on 18 graduate-level credit hours. Students, under the direction of the director or her/his appointees, may choose to study a theme or topic through 6 graduate-level courses preferably in three different departments or programs. Students must write a cogent prospectus about this theme and the 6 courses to be taken. Possible themes might be Material Culture, Classical Antiquity, Historic Preservation, Art, Design, Agriculture, Technology, etc. Students will write a final synthesis paper on the theme or topic.

The change(s) to this program will first take effect

Spring 2011

The reasons given for this change are these:

Establishing an interdisciplinary track has been a program priority since 2007 and was raised again as an issue in the 2008 Task Force report. Museums are inherently interdisciplinary, even if they are specialized. The College of Arts and Sciences also recognizes this interdisciplinarity in its Museum Studies program as described on page 223 of the Graduate Catalog. The faculty wishes to facilitate interdisciplinary learning and thinking and allow students to consult with a broad array of faculty across the University who bring especially knowledgeable perspectives to the student's course of study. Our faculty, students, and KU museum directors are unanimous about the need for an interdisciplinary track. The Faculty Advisory Committee voted unanimously in favor of this track which was approved by the Acting Director of Museum Studies.
Proposal 1:

This is a change request for the following degree or certificate program:

REES
M.A.

The requested changes to this degree or certificate program are:

**Current Number of Hours Requirement:** A current language-related requirement for the MA degree in REES is as follows: Each MA REES student must take one course of advanced language (500 or 600 level) in addition to a total of 22 semester credit hours (three years), or the equivalent, of the target language.

**Proposed:** Each MA REES student must take one course of advanced language (500 or 600 level) in addition to no less than 6 semesters, or the equivalent, of the target language through the advanced level.

The change(s) to this program will first take effect

Fall 2011

The reasons given for this change are these:

The current requirement of 22 semester credit hours (three years) has been interpreted as follows: 1st year language (104 & 108, 5 and 5 credit hours respectively) 2nd year language (204 & 208, 3 and 3 credit hours respectively) 3rd year language (504 & 508, 3 and 3 credit hours) Total: 22 semester credit hours However, this configuration applies to all, but Russian, languages. In case of the Russian language, the semester credit hours have traditionally been distributed as follows: 1st year language (104 & 108, 6 and 6 credit hours respectively) 2nd year language (204 & 208, 5 and 5 credit hours respectively) 3rd year language (504 & 508, 3 and 3 credit hours) Russian is one of the key target languages of the REES program. According to the old requirements, MA students could fulfill the 22 credit hours of Russian language in 2 years. However, they cannot accomplish the necessary language proficiency in 2 years. All comparable REES programs at other universities require 3 to 4 years of studying a target language. The US Department of Education in its review of CREES indicated that the Center should increase the length of language training to at least 6 semesters for all target languages. CREES faculty voted on the proposal to increase the length of study of a target language to 6 semesters during the stop day meeting on December 10th and approved this change.

Proposal 2:

This is a change request for the following degree or certificate program:

REES
M.A.

The requested changes to this degree or certificate program are:
Current Examination Requirements Requirement: Every graduate degree candidate in REES MA program is required to pass a comprehensive examination. This examination has been performed in the closed-book in-class written exam format. The exam is four hours in duration. Students are offered a list of 10-15 questions in five REES disciplinary areas. They are required to answer at least three questions including one from at least three of the five disciplinary areas: I) Literature and the Arts; II) History; III) Political Science; IV) Philosophy and Religion; V) Economics, Business, and Geography.

Proposed: The traditional written MA exam will be replaced with a portfolio, which would consist of the parts listed below and would be read by a committee of three graduate faculty (from the student’s three main areas of expertise), and tested through a 90-minute oral examination at the end of the student’s final semester. The portfolio may be in hard-copy or in digital format (for example, on Blackboard) and must be accessible to the student, the student’s MA committee, the CREES Director, and the CREES Associate Director. The portfolio will include the following 6 items:

1) 3 samples of major scholarly writing (each at least 3000 words + bibliography with both English and target language sources). These samples must include at least one original research paper and may include two of the following: a series of 3 policy briefs; a historiography paper or other synthetic essay with a critical literature review; an annotated literary translation; other lengthy, critical work approved by the student’s committee. All must have been completed in courses taken in 3 of the 5 required REES disciplines. Each piece of work should demonstrate appropriate knowledge of the given discipline, ability to understand and use its methodologies and current research areas.

2) The Synthetic Essay (approximately 3500-word text + bibliography, 13-15 pp.): The synthetic essay should be an intellectual response to the student’s work through the penultimate semester of area studies coursework, as well incorporating outside reading from the MA Reading List in the chosen region of specialization. It is the student’s opportunity to reflect upon what he or she has learned, while drawing conclusions about the ways that various disciplinary ways of thinking intersect and inform each other. The synthetic essay addresses the following themes or questions:

   a) Based on coursework at KU (including language courses) and the MA reading list for the student’s chosen region of specialization, what are the major regional themes or problems?

   b) How has the study of various disciplinary approaches affected the way the student views this special area? How, for example, does normative or statistical analysis inform humanistic study, and vice versa? The student uses specific examples, both from coursework and the MA reading list.

   c) Finally, what are the student’s conclusions concerning the area studies degree? What are the two or three main concepts or ways of thinking that the student has absorbed? How does the student make sense of the REES interdisciplinary experience?

3) The Professional Essay (approximately 1500-word text + bibliography): This essay should be viewed as an extended first draft of a future job application letter in the student’s field. If the synthetic essay looks back, the professional essay should look forward, picking up where the synthetic essay left off and should address the following questions:

   a) What is the student’s career objective?
b) How has the KU REES MA prepared the student to move into a related career (please address, among other things, the REES curriculum, faculty, programming, resources)? If the plans include continuation of graduate study, the student will want to discuss how the area studies degree has offered good preparation and helped to shape the student’s interests for further study at the PhD level.

c) How will the area studies approach impact the student’s future life and work?

4) MA Capstone Seminar Paper (approximately 7500-word text + bibliography). The student deposits a full (if still rough) draft of the MA capstone seminar paper by the end of the 8th week of the student’s final semester. One week before the oral examination (or by the end of the 12th week of the semester) the student provides the MA committee with a more finished draft of the capstone paper.

5) In the final exam of record the student conducts a 90-minute presentation of the portfolio to the MA committee. Approximately 30% of questions will address the 3 research papers (or equivalent projects); 40% will deal with the MA capstone seminar paper; 30% will engage with the student’s synthetic and professional essays. Following an unsuccessful performance, the student may retake the oral examination once.

6) Assessment in research skills, responsible scholarship, and cultural competency is conducted in the first semester and final semester of the student’s MA career. In the first semester the instructor of REES 898, the introduction to REE area studies, completes the initial assessment. Using the same rubric, the student’s committee chair fills out the final assessment following the oral presentation and discussion of the student’s portfolio. Both results are placed in the student’s permanent file.

The change(s) to this program will first take effect

Fall 2011

The reasons given for this change are these:

At the April 2, 2010, meeting REES Executive Committee members generally agreed that the traditional written MA examination fails to show adequately the extent and depth of the student’s knowledge. Although there is an MA reading list, this list has little relation to the widely varying course work that REES MA students complete. Students are at a loss as to how to prepare adequately for the exam and tend to approach the exam with a wing and a prayer, resulting in shallow work. The proposed new form of final examination “portfolio” is more consistent with the goals of the REES MA program. It will allow the student to demonstrate in his/her written scholarly work: ability to read and synthesize in written scholarly work a substantial number of sources in a target foreign language, knowledge of the student’s special region from at least three disciplinary perspectives, use of a variety of methodologies, ability to synthesize theoretical and practical knowledge of regional affairs, cultural knowledge and awareness of the operation of diverse cultural patterns, effective oral presentation of scholarly findings, effective critical writing skills. The change to the final examination format was circulated among all CREES faculty members and approved during the Stop Day meeting (Dec. 10) by a unanimous vote.
3. VISUAL ART EDUCATION

This is a change request for the following degree or certificate program:

VAE
M.A.

The requested changes to this degree or certificate program are:

**Current Examination Requirements Requirement:** Currently, VAE 890 (Preparation for the M.A. Examination) is coupled with the M.A. Examination. A written examination is administered and completed during the same semester as independent study work (VAE 890).

**Proposed:** VAE 890 and the examination will be decoupled. The examination will be administered independent of VAE 890. The examination procedure is unchanged. Students retaking the examination will not be required to retake VAE 890, although they may.

**Current Courses Requirement:** Currently, VAE 890 (Preparation for the M.A. Examination) is coupled with the M.A. Examination.

**Proposed:** VAE 890 and the examination will be decoupled. VAE 890 will no longer include the actual examination. The content and grade option for VAE 890 is unchanged; the earned grade will not reflect performance on the examination.

The change(s) to this program will first take effect

Spring 2011

The reasons given for this change are these:

VAE realized that the current system (VAE 890 coupled with MA exam) would be problematic if a student were to successfully complete the independent study (VAE 890 work) but fail the examination. Neither an "S" grade or a "U" grade accurately reflects such a performance. VAE also realized that the current system is incompatible in hypothetical circumstances in which a student needs to retake the examination, but a designated guided study with the adviser expressly for exam preparation would be unnecessary.

V. Old Business

**Academic Program Proposal**
**Provost Summary**
University of Kansas - Lawrence

Date: January 24, 2010
Contact: J. Christopher Brown
School: CLAS
Department: Environmental Studies Program
Type of Program: Graduate certificate
(e.g., New Degree, Joint Degree, Minor, Concentration, Certificate, Emphasis, Track, or Option)
1. Program Description and Purpose

To provide students with an opportunity to focus their studies on issues of environmental concern, by offering an interdisciplinary graduate certificate in “Environmental Studies”. This proposal describes the first track that has been developed for the certificate, and this track is “global climate change”. The impetus for this first track was the NSF-funded Integrative Graduate Education and Research Traineeship C-Change (Climate Change, Humans, and Nature in the Global Environment). By having global climate change be one of several eventual tracks to pursue in the certificate program, we can guarantee that the graduate-level interdisciplinary training and research in Environmental Studies sparked by the IGERT has a life beyond the grant-funded years. Possible tracks that may be developed in the near-term are water resources, energy, restoration ecology, among others.

2. Comparable programs in the state/region

Virginia Tech
IGERT: Macromolecular Interfaces with Life Sciences (MILES): Oxidation Processes Certificate program requires students be enrolled in a MILES-affiliated PhD program; work with core MILES faculty; pursue research focused on oxidation processes; complete 11-13 hrs of MILES courses; participate in research or academic internships
http://www.files.chem.vt.edu/milesigert/Certification.htm

Penn State
IGERT: Language and Communication Studies Certificate program is open to any student in an IGERT-affiliated program who complete the same requirements as IGERT trainees. These include completion of training in core discipline according to requirements of home department; attend weekly Common-Ground Common-Thread seminar all years or participation in IGERT; complete two-semester Mathematical Foundations sequence; in 3rd year of program, take focused coursework in secondary discipline; include cross-disciplinary thesis in dissertation.
http://www.ircs.upenn.edu/igert/program.shtml

SUNY - University at Buffalo
IGERT: Computer Science and Engineering Certificate program requires students take 4 GIScience core courses and one GIScience elective approved by advisor; demonstrate competency in the use of GIS; select PhD advisory committee chaired by member of UB GIS faculty; include GIS-related topic in dissertation.
http://www.geoq.buffalo.edu/giscience/certificate.shtml

University of New Mexico
IGERT: Integrating Nanotechnology with Cell Biology and Neuroscience Certificate program requires students complete 15 hours of approved coursework (6 hrs of which are core INCBN courses); participation in weekly seminars.
http://www.chtm.unm.edu/incbnigert/graduate_certificate.html

3. Source(s) of articulated demand / need for this program (Provide specific information / data)

Our assessment begins with our experience so far in the IGERT program. The IGERT C-Change Program (Climate change, humans and nature in the global environment) began in fall 2008. At least 23 students will graduate under this program by the time the IGERT grant is completed in 2012. Typically the Environmental Studies Program, currently only granting undergraduate degrees, graduates 50-60 students annually, and our office
receives dozens of inquiries per year whether there is the possibility of continuing their interdisciplinary education in graduate school at KU. Understanding and dealing with the consequences of climate change is one of the great challenges we face in the 21st Century. There is a need for graduates who are trained in the realms of both science and policy, graduates who can lead the development of holistic approaches to solving complex environmental problems like climate change, whether they work in the private sector, education/research, government (US and international), or non-governmental organization arenas. This graduate certificate program will help meet these needs. It is likely that as additional tracks are added, even more students may find the certificate an attractive program.

<table>
<thead>
<tr>
<th>4. Proposed Curriculum</th>
<th>12 hours of graduate coursework:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Required:</strong></td>
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<tr>
<td></td>
<td>EVRN 701 Climate Change, Ecological Change, and Social Change (3).</td>
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<td></td>
<td>EVRN 702 Energy, Ecology, and Community in Kansas (3).</td>
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<td></td>
<td><strong>Electives:</strong></td>
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<td></td>
<td>EVRN 720 Topics in Environmental Studies: Climates and Borders: Monarch Butterflies and Local Economies in Mexico (3).</td>
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<tr>
<td></td>
<td>EVRN 720 Topics in Environmental Studies: Climate Change in Greenland and the Arctic (3).</td>
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<td></td>
<td>Other graduate level courses TBD may serve as electives for the certificate, as long as the student’s advisor, in consultation with the instructor, designate the courses as having significant climate change content. A course having 25% climate change content is suggested as a minimum level for a course to count. This is similar to the ways some area studies programs certify their courses that count towards degrees.</td>
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<td><strong>Additional 7 credits:</strong></td>
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<td></td>
<td>Students must enroll for 4 semesters in <strong>EVRN 700 Colloquium</strong> (1). (New course recently approved).</td>
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<td>Toward the end of their program, students will enroll in <strong>EVRN 915: Capstone</strong> (3) (new course recently approved). The goal of this research seminar is to discuss individual students’ research, culminating in the completion of a paper in Environmental Studies for presentation at a professional meeting and/or publication in a professional journal.</td>
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<tr>
<th>5. Faculty required for this program (Names, FTE for this proposed program)</th>
<th>The body of faculty required for this program is mainly housed in the Environmental Studies Program. Most of these faculty are also faculty participants in the C-Change IGERT Program.</th>
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<tbody>
<tr>
<td><strong>Governance Faculty Members of the Environmental Studies Program.</strong></td>
<td>These faculty include 6 with FTE in Environmental Studies (2.1 FTE total) and 9 non-FTE faculty elected to govern the program. All governance</td>
</tr>
<tr>
<td>Name</td>
<td>Department/Program</td>
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</tr>
<tr>
<td>Karl Brooks</td>
<td>Associate Professor, History and Environmental Studies (FTE)</td>
</tr>
<tr>
<td>J. Christopher Brown</td>
<td>Geography/Environmental Studies (FTE)/IPSR, Director, Environmental Studies Program</td>
</tr>
<tr>
<td>Byron Caminero-Santangelo</td>
<td>English</td>
</tr>
<tr>
<td>Dorothy Daley</td>
<td>Political Science/Environmental Studies (FTE)/IPSR</td>
</tr>
<tr>
<td>Jerry deNoyelles</td>
<td>Professor, Ecology and Evolutionary Biology</td>
</tr>
<tr>
<td>Dietrich Earnhart</td>
<td>Economics/IPSR</td>
</tr>
<tr>
<td>Johannes Feddema</td>
<td>Geography/Atmospheric Sciences/CReSIS</td>
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<tr>
<td>David Fowle</td>
<td>Geology</td>
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<tr>
<td>Jane Gibson</td>
<td>Professor, Anthropology</td>
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<tr>
<td>Eric Hanley</td>
<td>Sociology/IPSR</td>
</tr>
<tr>
<td>Kelly Kindscher</td>
<td>Kansas Biological Survey/Environmental Studies (FTE)</td>
</tr>
<tr>
<td>Edward Martinko</td>
<td>Professor, Ecology and Evolutionary Biology, Environmental Studies (FTE), Director, Kansas Biological Survey</td>
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<tr>
<td>Joane Nagel</td>
<td>Distinguished Professor, Sociology, Project Director, C-Change IGERT Program</td>
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<tr>
<td>Shannon O’Lear</td>
<td>Geography/Environmental Studies (FTE)/IPSR</td>
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<tr>
<td>Stacey Swearingen White</td>
<td>Urban Planning/Academic Director, Sustainability Center</td>
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</table>

**Courtesy Faculty members in the Environmental Studies Program.**

These faculty teach and complete research on environmental issues, but do not have a vote on program governance issues outside the committees they may serve on in the program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Role</th>
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<tbody>
<tr>
<td>Ford Ballantyne</td>
<td>Assistant Professor, Ecology and Evolutionary Biology</td>
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Sharon Billings, Ecology & Evolutionary Biology/Kansas Biological Survey

Nathaniel Brunsell, Geography/Atmospheric Sciences/CReSIS

Shannon Criss, Assistant Professor of Architecture and Urban Planning

So-Min Cheong, Geography/IPSR

Wai Kiong (Oswald) Chong, Civil, Environmental & Architectural Engineering

Gregory T. Cushman, History

John Devlin, Associate Professor, Geology

Stephen L. Egbert, Geography/Kansas Applied Remote Sensing Program

Don Haider-Markel, Professor, Political Science

Jie Han, Associate Professor, Dept of Civil, Environmental and Architectural Engineering

Saralyn Reece Hardy, Director, Spencer Museum of Art

Peter Herlihy, Associate Professor, Geography

Daniel Hirmas, Assistant Professor, Geography

Jay Johnson, Geography

Dennis Lane, N.T. Veatch Distinguished Professor, Civil, Environmental and Architectural Engineering

Carlton Leuschen, Electrical Engineering/CReSIS

Xingong Li, Geography/GIS/CReSIS

Jenn-Tai Liang, Chemical & Petroleum Engineering/Dir., TORP (Tertiary Oil Recovery Project)

David Mechem, Assistant Professor, Geography

Sanjay Mishra, School of Business/CReSIS
Garth Myers, Professor, Geography

A. Townsend Peterson, Distinguished Professor, Ecology and Evolutionary Biology

Simran Sethi, Associate Professor, Journalism

Jorge Soberón, Biodiversity Institute

George Tsoflias, Geology/Geophysics/CReSIS

Cornelis van der Veen, Geography, Glaciology, CReSIS

Joy Ward, Ecology & Evolutionary Biology

Donald Worster, Hall Professor of U.S. and Environmental History

Additional faculty participants in the IGERT program: Several other professors who teach courses that certificate students could potentially take include additional faculty who are not in the Environmental Studies Program, but who are listed as faculty participants in the IGERT program.

Luis A. González, Geology

Richard Hale, Aerospace Engineering/CReSIS

Mark Landau, Social Psychology

Stacy Leeds, Law School/Center for Indigenous Nations Studies

Steven Maynard-Moody, Public Administration/Director, IPSR

Leigh Stearns, Geology/CReSIS

Belinda McSwain Sturm, Civil, Environmental & Architectural Engineering

Barbara Timmermann, University Distinguished Professor of Medicinal Chemistry

Donald Steeples, McGee Distinguished Professor of Applied Geophysics

Andrew Torrance, Law School

Our supporting data come from our experience as the curricular home of the IGERT program. The IGERT program began admitting students in the fall of 2008. Students must also be admitted to a participating Ph.D.
program. The IGERT program lasts for 4 years, and each year, 5-6 students enter the program. At least 23 students will have graduated with the certificate when the program ends. Beyond the funding cycle of the current IGERT, based on current application rates to the IGERT program, we would expect to admit at least as many students per year, if not more.

7. Anticipated number of program graduates after 5 years; after 7 years

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<td>Based on current application rates, we would expect that after 5 years, approximately 50 students will have earned the certificate, with an additional 10 after 7 years.</td>
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8. Additional facilities / equipment required

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9. Program Review, Assessment, Accreditation aspects of the program

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<td>This certificate will be reviewed annually as part of the external advisory board reviews already conducted as part of the IGERT program. In addition, as a unit within the CLAS, review, assessment, and accreditation aspects of the Certificate in Environmental Studies will follow procedures and meet standards within the College. The Environmental Studies Program just concluded its latest external review, so we anticipate that the next formal evaluation, which would include its certificate programs, would be in approximately eight years.</td>
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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?

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<th>NO FUNDS ARE REQUESTED</th>
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<td>Salaries</td>
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11. Additional comments on the utility/necessity of this program.

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<td>It is hoped this graduate certificate will serve as a model for the development of other tracks for the Graduate Certificate in Environmental Studies. Moreover, Funding agencies increasingly stress the importance of interdisciplinary approaches to research questions; for instance the National Science Foundation requires all proposals contain a section on &quot;Broader Impacts&quot; in which PIs in natural sciences, engineering, and social sciences are required to address the social and policy implications of their research. This graduate certificate program will prepare students to work across disciplines and for teaching, research, and private sector jobs that stress interdisciplinary skills and training.</td>
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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.

VI. New Business