Meeting of the College Academic Council  
College of Liberal Arts & Sciences -- 210 Strong Hall  
November 13, 2009 - 4:00 p.m.  

AGENDA

I. APPROVAL OF THE NOVEMBER 13, 2009 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Submitted by Savanna Trent, presented by Brian Laird, Chair  

A. Curricular changes for approval  
   • New courses: MATH 824, PSYC 844  
   • Course listings: PUAD 827, SOC 814, SOC 824  
   • Course deletions: PSYC 766, PSYC 779, PSYC 784, PSYC 792, PSYC 797  

B. Program changes for approval  
   • Intercampus Program for Communicative Disorders

III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)  
Submitted by Susan McGee, presented by Patricia Manning, Chair  

A. Curricular Changes for Approval  
   HA 267, HA 528, HA 317, HA 581, HA 582, HA 583, BIOL 417, BIOL 499, BIOL 521, BIOL 525, BIOL 526, BIOL 528, BIOL 529, BIOL 598, BIOL 699, CLSX 528, CLSX 317, GRK 508, MONG 101, MONG 102, FMS 531, GINS 611, HIST 100, HIST 308, HIST 314, HIST 315, HIST 366, HIST 615, HWC 317, HWC 325, PHIL 592, PHIL 610, PHIL 670, PHIL 672, PSYC 412, PSYC 422, PSYC 427, PSYC 465, PSYC 480, PSYC 483, PSYC 510, PSYC 521, PSYC 550, PSYC 575, PSYC 604, PSYC 614, PSYC 644, PSYC 651, PSYC 660, PSYC 662, PSYC 668, PSYC 670, PSYC 688, PSYC 692, PSYC 693, PSYC 694, PSYC 695, PSYC 696, PUAD 430, PUAD 640, PUAD 660, PUAD 661, PUAD 691, PUAD 692, PUAD 693, PUAD 694, PUAD 695, HNDI 110, HNDI 120, HNDI 210, HNDI 220, REL 325, THR 305, WS 327, WS 520, WS 530

B. Degree Requirements for Approval  
   1. Non-Western Culture status for: GINS 611  
   2. Non-Western Culture Status for JOUR 502  
   3. Change to Existing Major – BS Biology, all emphases  
   4. Change to Existing Major – BS Biology, Ecology and Evolutionary Biology emphasis  
   5. Change to Existing Major – Classics, Classical Antiquity and Classical Languages emphases and Change to Existing Minor – Classics, Greek and Latin emphases  
   6. Change to Existing Minor – Classics, Classical Antiquity emphasis  
   7. Change to Existing Major – Humanities and Western Civilization, and addition of new emphasis area  
   8. Change to Existing Jewish Studies Minor  
   9. Change to Existing B.S. in Biology Major – Organismal Biology Emphasis  
   10. Change to Existing B.S. in Biology Major – Teaching Biology Emphasis  
   11. Change to Existing English Major – All Emphases  
   12. Change to Existing Film & Media Studies Major  
   13. Change to Existing Linguistics Major  
   14. Change to Existing Linguistics Minor  
   15. Change to Existing Public Administration Major  
   16. Change to Existing Women’s Studies Major & Minor and Human Sexuality Minor  
   17. Change to Departmental Honors Requirements for Existing Biology and Microbiology Majors

C. Proposed Major Admission Requirements  
   1. Request to Establish Admission Requirements for the Film and Media Studies Major  
   2. New Admission Requirements to Existing English Major

D. Request from WGSS for Blanket Change of Course Rubric from “WS” to “WGSS”
IV. NEW BUSINESS

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

I. APPROVAL OF THE SEPTEMBER 8, 2009 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
Minutes – October 13, 2009

Committee members in attendance: David Benson, Kelly Berkson, James Brown, Greg Burg, Stuart Day, Allard Jongman, Stephen Sanders, and John Staniunas
Others in attendance: Ann Cudd, Liz Kowalchuk, Brian Laird, Patricia Manning, Kim McNeley, Jim Mielke, Becca Peterson, Anne Sawyer, Greg Simpson, Joey Sprague, Bill Tsutsui and Rob Weaver

The meeting was called to order by Interim Dean Greg Simpson at 4:03 PM.

Minutes
A motion was made and seconded to approve the September 8, 2009 minutes of the College Academic Council as written. The motion was approved unanimously.

Report of the Committee on Undergraduate Studies & Advising (CUSA)
(Patricia Manning, 2009-2010 CUSA Chair, reporting)

• A motion was made to approve the recommendation from the CUSA for curricular changes to the following courses: HA 310, CEAS 200, CEAS 500, ENGL 405, ENGL 406, ENGL 408, EVRN 371, GEOG 371, HWC 328, HWC 440, HWC 444, HWC 452. The motion was approved unanimously.

• A motion was made to approve the recommendation from the CUSA for the following degree requirements: HL, Literature and the Arts, Principal Course Status for ENGL 315, FMS 200, FMS 311, FMS 314, THR 106, THR, 215, THR 404. The motion was approved unanimously.

• A motion was made to approve the recommendation from the CUSA for the following Major Admission requirements:
  1. Proposal to Change Major Admission Requirements -- Communication Studies
  2. Revised Proposal to Change Major Admission Requirements -- Sociology

The motion was approved unanimously, pending revision of the first sentence under Application Term in both proposals to read: “Application to the major should occur in the term in which designated admission requirements will be initially completed.”

• A motion was made to approve the recommendation from the CUSA to change the name of the newly-approved BGS Non-major Degree Option to “BGS, Liberal Arts and Sciences.” The motion was approved unanimously.

Report of the Committee on Graduate Studies (CGS)
(Brian Laird, 2009-2010 CGS Chair, reporting)

• A motion was made to approve the recommendation from the CGS for curricular change to the following courses: ABSC 798, LAT 701, LAT 702, LAT 703, PSYC 863. The motion was approved unanimously.

There being no further business, the meeting was adjourned by Interim Dean Simpson at 4:31 PM.

Next College Academic Council Meeting: Tuesday, November 10, 4:00 PM, 210 Strong Hall

Minutes recorded and transcribed by Anne Sawyer.

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Submitted by Savanna Trent, presented by Professor Brian Laird
A. Curricular changes for approval

- The CGS approved the following changes in new courses:

  - MATHEMATICS: MATH 824
    
    **CHANGE: NEW COURSE**
    **Math 824 Algebraic Combinatorics** (3). An introduction to the fundamental structures and methods of modern algebraic combinatorics. Topics include partially ordered sets and lattices, matroids, simplicial complexes, polytopes, hyperplane arrangements, partitions and tableaux, and symmetric functions. Prerequisites: MATH 724 and MATH 791, or permission of the instructor. LEC
    
    **JUSTIFICATION**
    The goal of the new class would be to prepare graduate students for research at the M.A. or Ph.D. level in combinatorics. At present, the regularly offered combinatorics courses are Math 724 (Combinatorial Mathematics) and Math 725 (Graph Theory), which are offered as a two-semester sequence every other year. These courses are not in themselves sufficient to prepare graduate students for research, for a number of reasons. First, Math 724/725 serves undergraduate students as well as graduate students (it is one of the two-semester sequences that can count toward a B.A. or B.S.). Second, there is a lot of basic knowledge beyond basic enumeration and graph theory that is necessary for research.

  - PSYCHOLOGY: PSYC 844
    
    **CHANGE: NEW COURSE**
    **PSYC 844 Mental Health and Aging** (3). Reviews recent research and application in the field of mental health and aging. Theoretical perspectives appropriate for understanding mental health issues with increased age are discussed. The epidemiology, assessment, diagnosis, and treatment methods associated with a variety of mental health conditions are surveyed. The community mental health resources available for older adults are discussed as well as practically-related issues such as evaluations of functional independence and competency among older adults. Prerequisite: graduate student in psychology or related health field, or permission of instructor. LEC
    
    **JUSTIFICATION**
    This is a major area in psychology and we now have a faculty member prepared to offer the course. It will fulfill an elective requirement in our graduate program in clinical psychology and our graduate program in cognitive psychology.
    
    **Note:** The CGS suggested that the Department of Psychology consult with other departments in which this course may be of major concern, such as Gerontology and Sociology.

- The CGS approved the following changes in course listings: PUAD 827, SOC 814, SOC 824

  - PUBLIC ADMINISTRATION: PUAD 827
    
    **PREVIOUS DISCUSSION:** Previously, PUAD had not consulted with HP&M regarding crosslisting the course. The sub-committee posed the question: does this need to be cross listed at all since the courses are not both in the college? After speaking with PUAD, the answer to that question is no, the course does not need to be crosslisted. The new description
below reflects that change. Now, instead of a crosslisting change, it is a title and description change.

CHANGE: COURSE DESCRIPTION, TITLE
(OLD)
**PUAD 827 Health Care Policy and Administration** (3). A seminar designed to explore the development of public health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; (2) current policy problems such as expenditure-cost controls, prospective reimbursement, utilization review, access, and public and private investment planning; and (3) administrative problems in the current health care system. LEC (Same as HP&M 837.)

(NEW)
**PUAD 827 Health Policy** (3). This course examines the development, implementation, and evaluation of federal, state, and local health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; and (2) current policy problems such as cost controls, reimbursement, health services utilization, program assessment and evaluation, public health, and public/private investment and resource planning. Students will be expected to synthesize and integrate knowledge to apply theory and principles in ways consistent with professional practice as a health policy analyst. LEC

JUSTIFICATION
*Note: No longer valid because they course will no longer be crosslisted.*
Change in course title & description will bring PUAD 827 in line with HP&M 837, in order to keep the same as designation.

- **SOCIOLGY: SOC 814, SOC 824**

CHANGE: COURSE DESCRIPTION, PREREQUISITE
(OLD)
**SOC 814 Health Services Research: Epidemiology, Evaluation, and Survey Methods** (3). Students learn the logic, assumptions, designs, and procedures involved in conducting the major types of research found in the health services field. Students develop an informed basis for critically evaluating the methodological adequacy of research studies in the areas of descriptive and analytic epidemiology, program evaluation, and health related survey research as well as working knowledge of the research process itself. Emphasis is placed on examining basic health services issues such as measuring quality of care, understanding the role of social factors in the etiology of disease, determining the health status and health needs of populations, and incorporating health services research into organizational policy and decision-making. (Same as HP&M 821.) Prerequisite: PRE 710 or equivalent, HP&M 810 and HP&M 812, or consent of instructor. LEC

(NEW)
**SOC 814 Health Services Research: Epidemiology, Evaluation, and Survey Methods** (3). Students learn the logic, assumptions, designs, and procedures involved in conducting the major types of research found in the health services field. Students develop an informed basis for critically evaluating the methodological adequacy of research studies in the areas of descriptive and analytic epidemiology, program evaluation, and health-related survey research as well as working knowledge of the research process itself. Emphasis is placed on examining basic health services issues such as measuring quality of care, understanding the role of social factors in the etiology of disease, determining the health status and health needs of populations, and incorporating health services research into organizational policy and decision-making. LEC

JUSTIFICATION
No longer the "same as" HP&M 821, therefore we needed to remove the language that indicated so. The prerequisite should also be removed because students should not be required to take classes in a department with which the class is no longer cross listed.
CHANGE: COURSE DESCRIPTION, PREREQUISITE

OLD
SOC 824 Health and Social Behavior (3). This course provides students with an analytic understanding of the organization, professional, and interpersonal behavior that characterizes contemporary health and health care. Emphasis is placed on examination and integration of conceptual frameworks theories, and research findings bearing on basic behavioral/managerial issues such as authority relations in health care settings, models of illness behavior and health services utilization, the impact of organizational structure on employee and client attitudes and behavior, and the culture of professional medicine in relation to patient care. (Same as HP&M 835.) Prerequisite: HP&M 810 and HP&M 830, or consent of instructor. LEC

NEW
SOC 824 Health and Social Behavior (3). This course provides students with an analytic understanding of the organization, professional, and interpersonal behavior that characterizes contemporary health and health care. Emphasis is placed on examination and integration of conceptual frameworks theories, and research findings bearing on basic behavioral/managerial issues such as authority relations in health care settings, models of illness behavior and health services utilization, the impact of organizational structure on employee and client attitudes and behavior, and the culture of professional medicine in relation to patient care. LEC

JUSTIFICATION
No longer the “same as” HP&M 835, therefore we needed to remove the language that indicated so.

The prerequisite should also be removed because students should not be required to take classes in a department with which the class is no longer cross listed.

- The CGS approved the following changes in course deletions: PSYC 766, PSYC 779, PSYC 784, PSYC 792, PSYC 797

- PSYCHOLOGY: PSYC 766, PSYC 779, PSYC 784, PSYC 792, PSYC 797

CHANGE: DELETION
PSYC 766 Forensic Psychology (3). Applications of psychological concepts and research findings to the courtroom and judicial process. Topics covered include dispute resolution, jury selection, expert witnesses, determination of competency, and criminal profiling. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION
PSYC 779 Physiological Aspects of Health and Disease (3). Provides an overview of physical manifestations of health and disease for the graduate student in health and psychology. Content areas include overview of general anatomy and physiology of each body system, description of how deviations from normal anatomical development and physiological function result in common disorders, methods for distinguishing psychological from organic etiologies, indications and side effects of medications for common disorders, and description of roles of key members of the health care team. Prerequisite: graduate student in psychology, nursing, and health-related fields, or by permission of instructor. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION

**PSYC 784 Proseminar in Communication and Aging** (1). A weekly forum for students and faculty to discuss professional issues and interdisciplinary research in communication and aging. May be repeated for credit. (Same as COMS 784.) (Same as SPLH 784.) Prerequisite: consent of instructor. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION

**PSYC 792 Computer Analysis of Psychological Data** (3). Application of computers in the analysis of data from descriptive and experimental investigations. Emphasis is on the use of integrated statistical packages such as SPSS and BMDP. Prerequisite: an intermediate course in statistics. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

CHANGE: DELETION

**PSYC 797 Advanced Programming Techniques for Psychological Research** (3). An advanced course in programming IBM compatible desktop computers using the language “C Plus Plus.” Applications to psychological research will include artificial neural network design, simulation modeling, and real-time stimulus-response management. Familiarity with a high-level structured programming language such as Pascal or “C,” and with the DOS operating system on desktop computers will be helpful. Prerequisite: PSYC 795 or an equivalent course or experience. LEC

JUSTIFICATION
This course has not been taught in the past five years. There are no plans to teach this course in the foreseeable future. We want students to have an accurate list of courses that will be taught so they can efficiently plan their program of study.

C. Program changes for approval

- Intercampus Program for Communicative Disorders

Proposal: We wish to make a change to the final general examination procedure. Currently we require thesis and non-thesis students to pass a national exam (i.e., score of 600 or above on the Praxis exam). Recently our national accreditation body and the test company that administers the Praxis exam have requested that programs NOT use the exam as the university required final general examination. Thus, we must change our procedures to maintain accreditation.

We propose that thesis and non-thesis students will maintain an electronic portfolio of artifacts from clinical, course, and research experiences (specific requirements for artifact archiving by semester are outlined in the attachment). These artifacts will be reviewed by the student’s advisor at the midpoint of degree progress (e.g., approximately the end of year 1 in our 2-year program). For the final general examination, thesis and non-thesis students will present a sample of artifacts to a committee of 3 faculty for discussion and review. For thesis students, one of the artifacts will be the thesis. The final general examination will occur in the last semester of enrollment. Additional details are outlined in the attachment.
• Justification: Currently we require thesis and non-thesis students to pass a national exam (i.e., score of 600 or above on the Praxis exam). Recently our national accreditation body and the test company that administers the Praxis exam have requested that programs NOT use the exam as the university required final general examination. Thus, we must change our procedures to maintain accreditation. Through our participation in the Provost’s Initiative on Documenting Student Learning, we have piloted use of student portfolios and feel that these will provide us with a richer source of learning outcomes to evaluate each individual student as well as our overall program.

• Effective date: We propose that the changes apply to student who entered our program in Summer 2009 forward. These students are currently creating electronic portfolios so they will have the necessary artifacts for the final examination upon program completion (approximately Spring 2011).

• Attachment to proposal:

Intercampus Program in Communicative Disorders
MA Speech-Language Pathology
Proposed Change to Final General Examination (Highlighted)

XI. FORMATIVE ASSESSMENT

Formative assessment will occur through course grades and evaluations by practicum supervisors. In addition, beginning Summer 2009, all entering MA SLP students will be required to maintain an electronic portfolio on the KU Keep Toolkit to document their acquisition of knowledge and skills in diagnosing and treating communication disorders in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). The portfolio will be formally reviewed by the student’s academic advisor midway through the student’s program (i.e., formative assessment) and will be formally reviewed by a committee of three faculty during the final semester of the student’s program (i.e., summative assessment, see next section). This final committee review meets the KU requirement of a final general examination for an MA degree, and thus requires reporting to the University via a “progress to degree” form (previously called “do-all” form). A mandatory portfolio orientation meeting will be held on Tuesday, September 8, 7:00-8:00 pm, Dole 3049, Lawrence campus.

Below are the portfolio requirements for a student beginning the program in the Fall semester. Alternative scenarios for different program entry points appear at the end of this section.

1st Semester in Program (Fall)
Students must upload one clinical artifact and two coursework artifacts to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring).

2nd Semester in Program (Spring)
Students must upload one clinical artifact and two coursework artifacts to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Summer).

At the end of the 2nd semester, students should have at least one artifact related to evaluation and one artifact related to treatment. In addition, the 6 total artifacts should relate to at least 3 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities).

3rd Semester in Program (Summer): Mid-Program Review
During the third week of classes of the 3rd semester, the student must upload mid-program review materials to their KU Keep Toolkit portfolio. The mid-program review materials include:
(1) completed self-evaluation of her/his diagnostic and treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for the second year of the program; (3) share portfolio with advisor. Once these materials have been completed and uploaded and the portfolio has been shared with the advisor, the student should contact the advisor via e-mail to set a meeting time for the mid-program review. Any student who fails to complete and share his/her portfolio AND e-mail his/her advisor for a mid-program review appointment by the end of the fourth week of class will be referred to the Advising
Committee for disciplinary action. At the meeting, the advisor will review the portfolio, the self-evaluation, and plan. The advisor will help the student further develop the plan for the remainder of the student’s program. This is considered the “official” formative assessment. The advisor will e-mail a copy of the final action plan to the student to upload to his/her KU Keep Toolkit portfolio and will print a copy for the student’s departmental file. The mid-program review must be completed by the last day of class for the semester. Students must upload one clinical artifact and one coursework artifact to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Fall).

4th Semester in Program (Fall)
Students must upload one clinical artifact and two coursework artifacts to their KU Keep Toolkit portfolio. Each artifact must be accompanied by an Artifact Description Sheet. Artifacts must be uploaded by the second full week of class of the following semester (e.g., Spring).

5th and Final Semester in Program (Spring): Summative Assessment
No new artifacts are required for this semester. By this semester, students should have at least two artifacts related to evaluation and two artifacts related to treatment. In addition, the 11 total artifacts should relate to at least 6 of the 9 areas identified by ASHA (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). Refer to next section for details of the Summative Assessment.

NOTE: Coursework artifacts must be taken from different courses. That is, the two coursework artifacts in a given semester can NOT be from the same course. In addition, research practica, thesis projects, and independent studies are considered coursework.

NOTE: Students have the option of substituting an “outside” artifact (e.g., an artifact from a research, training, volunteer, etc. experience) for ONE of the 11 artifacts described above.

Alternatives
The above set of guidelines is based on a “standard” program with entry in the fall semester, a clinical placement every semester, and approximately 4 courses completed every semester (except summer). Students who do not follow this “standard” program (e.g., start in summer or spring semester; delay start of clinical work, etc.) will require some adjustment to the schedule outlined above. Some potential options for different program start dates are listed below.

<table>
<thead>
<tr>
<th>Summer Start* (6 semester program)</th>
<th>Summer Start** (5 semester program)</th>
<th>Spring Start (6 semester program)</th>
<th>Spring Start (5 semester program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1 = 1 clinical OR 1 coursework</td>
<td>Summer 1 = 1 clinical + 1 coursework</td>
<td>Spring 1 = 1 clinical + 2 coursework</td>
<td>Spring 1 = 1 clinical + 2 coursework</td>
</tr>
<tr>
<td>Fall 1 = 1 clinical + 2 coursework</td>
<td>Fall 1 = 1 clinical + 2 coursework</td>
<td>Summer 1 = 1 clinical OR 1 coursework</td>
<td>Summer 1 = 1 clinical + 1 coursework</td>
</tr>
<tr>
<td>Spring 1 = 1 clinical + 2 coursework</td>
<td>Spring 1 = Mid-program evaluation; 1 clinical + 2 coursework</td>
<td>Fall 1 = Mid-program evaluation; 1 clinical + 2 coursework</td>
<td>Fall 1 = Mid-program evaluation; 1 clinical + 2 coursework</td>
</tr>
<tr>
<td>Summer 2 = Mid-program evaluation; 1 clinical OR 1 coursework</td>
<td>Summer 2 = 1 clinical + 1 coursework</td>
<td>Spring 2 = Mid-program evaluation; 1 clinical + 2 coursework</td>
<td>Spring 2 = 1 clinical + 2 coursework</td>
</tr>
<tr>
<td>Fall 2 = 1 clinical + 2 coursework</td>
<td>Fall 2 = 1 coursework (1st 8 weeks)</td>
<td>Summer 2 = 1 clinical OR 1 coursework</td>
<td>Summer 2 = final exam</td>
</tr>
<tr>
<td>Spring 2 = final exam</td>
<td>final exam (2nd 8 wks)**</td>
<td>Fall 2 = final exam</td>
<td></td>
</tr>
</tbody>
</table>

Total Portfolio: 4 clinical + 7 coursework Total Portfolio: 4 clinical + 7 coursework Total Portfolio: 4 clinical + 7 coursework Total Portfolio: 4 clinical + 7 coursework

*Summer Start (6 semester program) alternative: could archive 0 artifacts during first summer and then follow the original schedule for a Fall Start.

**Summer Start (5 semester program) alternative: Clinical and coursework artifacts for Summer 2 and Fall 2 could be re-arranged depending on plan for field study (i.e., 2 coursework artifacts in Summer 2 and 1 clinical artifact in Fall 2 (1st 8 weeks) OR 1 clinical artifact in Summer 2 and 2 coursework artifacts in Fall 2 (1st 8 weeks)).

8
Alternatives to any of the schedules listed to this point are possible. However, ANY alternative schedule should be outlined with the advisor during the first semester of the student’s program, with a copy of the schedule placed in the student’s departmental file. The alternative plan must result in a final portfolio consisting of 4 clinical artifacts and 7 coursework artifacts for a total of 11 artifacts. Evaluation, treatment, and ASHA areas must be represented as outlined above. The timing of these evaluations should be similar as outlined above in terms of the number of artifacts available in the portfolio (i.e., mid-program evaluation should occur after 2 clinical and ~4 coursework artifacts have been archived in the portfolio; final evaluation should occur after all required artifacts have been archived in the portfolio).

Because of the pivotal role that advisors will play in monitoring the student’s program progress via the portfolio, any request to change advisors should occur as early as possible in the student’s program, ideally before the mid-program portfolio review.

XII. SUMMATIVE ASSESSMENT (pending University approval)

The final examination (i.e., summative assessment) will occur during the final semester of enrollment. There will be two final exam dates, one during the first 8 weeks and one during the second 8 weeks. ALL students will take the exam on one of these two dates. There will be no opportunities for re-scheduling! Final exam dates will be posted during the preceding semester and each student will be asked to sign-up for one of the two dates. Faculty will be grouped into exam committees consisting of three faculty. Students will be assigned to the committee that includes his/her academic advisor and randomly assigned to a 45-minute exam slot. Specific exam times and committee composition will be e-mailed to each student. The advisor will serve as the chair of the final exam committee for each student. At least 2 weeks before the scheduled final examination, the student must upload final program review materials to their KU Keep Toolkit portfolio. The final program review materials include: (1) completed self-evaluation of her/his diagnostic and treatment skills using the IPCD rubrics (i.e., 2 separate rubrics); (2) completed preliminary plan of action, setting her/his own goals for continuing education activities post-graduation; (3) share portfolio with advisor. An e-mail should be sent to the advisor as soon as this step has been completed. The advisor will review these materials in detail. Failure to complete these steps at least 2 weeks before the scheduled final examination will result in cancellation of the exam, potentially delaying graduation.

The student also will prepare a CD archive of his/her portfolio. The student should store a copy of every artifact and artifact description sheet on a CD and all program review materials. Standard filenames should be used that correspond to the KU Keep Toolkit (i.e., sem1_course1_artifact1.doc; sem1_course1_art1 descr.doc). In addition, the student should print their KU Keep Toolkit Portfolio on one sheet of paper (this will just show the documents that should be on the CD). The CD and printed portfolio must be brought to the final examination. Failure to bring these materials to the final exam will result in cancellation of the exam, potentially delaying graduation.

The student will then prepare a presentation of his/her portfolio for the final exam. During the final exam, the student will present 1 clinical artifact and 2 coursework artifacts. Each artifact should be from a different ASHA area (i.e., articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). At least one artifact should demonstrate diagnostic skills and at least one artifact should demonstrate treatment skills. The student should determine the order of presentation of each artifact prior to the exam. The student will have two minutes to introduce the first artifact. This introduction should include (1) a description of the artifact; (2) rationale for selecting this artifact; (3) student’s strengths as demonstrated by this artifact; (4) student’s weaknesses as demonstrated by this artifact; (5) what student learned through this experience that will be applied to future situations. The committee will then have eight minutes to ask questions about the artifact. This cycle of two minute student presentation and eight minute committee questioning will be followed for the second and third artifacts. All time limits will be strictly enforced so students should plan presentations accordingly. After all three artifacts have been examined, the student will be excused from the exam so that the committee can discuss the student’s performance and generate a consensus rating on the exam rubric (~10 minutes). The vote will be based on the oral presentation and defense of the portfolio artifacts. The committee will then reconvene with the student to discuss the student’s strengths and weaknesses as well as provide suggestions for continuing education activities during the CFY (~5 minutes). These suggestions will be noted on the final action plan. A copy of the action plan will be given to the student and the original, along with the portfolio CD and the completed final exam rubric, will be placed in the student’s departmental file. At the conclusion of the exam, the progress to degree form will be completed and submitted to the university to report the outcome of the 45-minute exam.
A de-identified copy of the portfolio print-out, final action plan, and final exam rubric also will be placed in a file for the SLP Curriculum Committee. Data from these items will be summarized and discussed annually by the SLP Curriculum Committee, typically at the first fall meeting of the IEC.

XIII ADDITIONAL REQUIREMENTS FOR STUDENTS COMPLETING A THESIS

Prior to initiation of the primary thesis research, the student will present a prospectus of the thesis study to a committee of at least three faculty members (including the advisor who serves as chair), at least two of which must be members of the IEC. The role of the Prospectus Committee will be to evaluate the study and provide constructive feedback. Following completion of the thesis, the Committee will reconvene as the Oral Examination Committee.

Students completing a thesis will follow the general formative and summative exam guidelines detailed above. Artifacts from the thesis can be included in the portfolio and typically would count as coursework artifacts. The only departure from the above guidelines for thesis students is in the scheduling and content of the final examination. Thesis students will choose a three person committee based on the content of the thesis and will schedule the final examination at a mutually agreeable time (i.e., outside of the pre-scheduled final exam dates for non-thesis students). This examination will likely be much longer than 45-minutes. The bulk of the thesis final examination will be devoted to presentation and defense of the thesis. Thus, students should be prepared to answer questions related to the thesis. However, the student should still prepare to present 1 clinical and 1 non-thesis coursework artifact from his/her portfolio following the guidelines above (i.e., 2 minute presentation and 8 minutes of questions for each artifact). The committee will still judge the student’s performance on the portfolio section of the exam and will still complete an action plan for the student. Majority vote of the Committee will determine Satisfactory or Unsatisfactory performance. The vote will be based on the oral defense of the thesis and the oral presentation and defense of the portfolio artifacts. In the event of satisfactory performance, the thesis committee will further determine whether a designation of Honors is appropriate through an anonymous and unanimous vote of the committee. In the event of an unsatisfactory performance, the Committee will decide whether the student should be allowed to repeat the examination and plan appropriately. After the defense is completed, the advisor shall sign the progress to degree form to the Department and forward it to the Graduate School.

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

A. Curricular Changes for Approval

ART HISTORY

CHANGE: DESCRIPTION, KUCE
HA 267 ART AND CULTURE OF JAPAN 3 H
(OLD) An introduction to the Arts of Japan in historical and cultural context. Visual arts will be stressed. No prerequisite. LEC

HA 267 ART AND CULTURE OF JAPAN 3 H
(NEW) An introduction to the Arts of Japan in historical and cultural context. Visual arts will be stressed. LEC, KUCE

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE COURSE IS CURRENTLY CROSSLISTED
HA 528 ARCHAEOLOGY AND ART OF GREECE AND ROME 3 H
(OLD)  A one semester cross-cultural survey of the cultures of Greece and Rome in their broader Mediterranean context, from ca. 1000 B.C.E.-500 C.E. Emphasis on cultural interactions on all levels (e.g. artistic, political, historical) with indigenous populations from Anatolia, the Near East, and Egypt to the Iberian Peninsula, and from North Africa to Central Europe. Includes lectures with slides and discussion; use of the Wilcox Museum of Classical Antiquities. No knowledge of Greek or Latin is required. Not open to students who have taken both CLSX 526/HA 526 and CLSX 527/HA 537, except by permission of the instructor. For undergraduates with backgrounds in the humanities and for graduate students. (Same as CLSX 528.) LEC

(NEW)  GREEK AND ROMAN ART  3  H

A survey of the art of ancient Greece and Rome (ca. 1000 B.C.E. - 500 C.E.). Emphasis on major sites, architecture, sculpture, and painting. Illustrated lectures and discussion; use of the Wilcox Classical Museum. No knowledge of Greek or Latin is required. Not open to students who have taken both CLSX 526/HA 526 and CLSX 527/HA 537, except with permission of the instructor. (Same as CLSX 317, HWC 317.) LEC

CHANGE: TITLE

HA 581  AMERICAN ART, COLONIAL TO CIVIL WAR  3  H

(OLD)  A survey of major artists and movements in painting, sculpture, and allied arts, from the period of initial European settlement to the mid-19th century. Consideration will be given to developments in portraiture, history painting, landscape, still-life, statuary, and decorative arts. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor.

A survey of major artists and movements in painting, sculpture, and allied arts, from the period of initial European settlement to the mid-19th century. Consideration will be given to developments in portraiture, history painting, landscape, still-life, statuary, and decorative arts. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor. LEC

(NEW)  AMERICAN ART TO 1860: INVENTING A NATION  3  H

A survey of major artists and movements in painting, sculpture, and allied arts, from the period of initial European settlement to the mid-19th century. Consideration will be given to developments in portraiture, history painting, landscape, still-life, statuary, and decorative arts. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor.

CHANGE: TITLE

HA 582  AMERICAN ART 1860-1900  3  H

(OLD)  A survey of major artists and movements in painting, sculpture, and allied arts in the later 19th century. Consideration will be given to developments in landscape painting and images of the American West, the impact of impressionism and other European movements, and the decorative programs of the Gilded Age. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor.

AMERICAN ART 1860-1900: GILDED AGE  3  H

A survey of major artists and movements in painting, sculpture, and allied arts in the later 19th century. Consideration will be given to developments in landscape painting and images of the American West, the impact of impressionism and other European movements, and the decorative programs of the Gilded Age. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor. LEC
CHANGE: TITLE
HA 583  AMERICAN ART 1900-1945  3  H
(OLD)  A survey of major artists and movements in painting, sculpture, and allied arts, from the early urban realists to the emergent avant-garde at mid century. Consideration will be given to the cosmopolitan tendencies of the 1910s and the 1920s, to regionalist impulses of the 1930s, and the assimilation of European modernism. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor. LEC

HA 583  AMERICAN ART 1900-1945: RISE OF MODERNISM  3  H
(NEW)  A survey of major artists and movements in painting, sculpture, and allied arts, from the early urban realists to the emergent avant-garde at mid century. Consideration will be given to the cosmopolitan tendencies of the 1910s and the 1920s, to regionalist impulses of the 1930s, and the assimilation of European modernism. Attention will be paid both to formal developments and to cultural context. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor. LEC

BIOLOGY

CHANGE: COURSE DESCRIPTION
BIOL 417  BIOLOGY OF DEVELOPMENT  3  N
(OLD)  A general course designed to introduce students to the developmental biology of plants and animals. Emphasis is placed on understanding the concepts of morphogenesis, growth, cell differentiation and aging. Lectures will stress experimental approaches to investigating how single cells develop into complex, multicellular organisms. Prerequisite: BIOL 350 or consent of the instructor. LEC

BIOL 417  BIOLOGY OF DEVELOPMENT  3  N
(NEW)  A general course designed to introduce students to the developmental biology of animals. Emphasis is placed on understanding how a single-celled fertilized egg develops into a complex multicellular organism by the processes of cell division, differentiation, growth, and morphogenesis. Lectures stress experimental approaches to investigating development, including classic embryology and modern molecular genetics. Prerequisite: BIOL 350 or consent of the instructor. LEC

CHANGE: NEW COURSE
BIOL 499  INTRODUCTION TO HONORS RESEARCH  2  N
Intended for sophomores planning to enroll in the Biology Honors Program. Students interested in pursing Biology Honors discuss with Biology faculty members the rationale, methods, and interpretations of research being carried out in individual faculty labs to learn how scientific research is conducted. Prerequisites: At least 17 credit hours of college level natural sciences coursework or consent of instructor. LEC

CHANGE: NEW COURSE
BIOL 521  INSECT SYSTEMATICS  4  N
A study of the diversity of insects, including the classification of all living and fossil orders and the more common families primarily on the basis of external morphology. The biology, ecology, phylogeny, and geological history of each order is covered. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 711; students taking the 700-level course will have additional assignments. Prerequisite: BIOL 500, BIOL 502 or equivalent, or permission of instructor. LEC

CHANGE: COURSE DESCRIPTION, CREDIT
BIOL 525  AQUATIC ENTOMOLOGY  5  N
(OLD)  Designed to enable the student to develop skill in the area of identification of aquatic insects and to gain a detailed comprehension of their community structure and dynamics. The external morphology of all aquatic orders will be covered, followed by
consideration of specific physiological and behavioral adaptations that facilitate an aquatic existence. Four hours of lecture and three hours of laboratory per week. Prerequisite: BIOL 414 or BIOL 500. LEC

BIOL 525 AQUATIC ENTOMOLOGY 4 N
Designed to enable students to develop skill in the area of identification of aquatic insects and to gain a detailed comprehension of their community structure and dynamics. The external morphology of all aquatic orders is covered, followed by consideration of specific physiological and behavioral adaptations that facilitate an aquatic existence. Includes both lectures and laboratory exercises. Requirements include making a collection of aquatic insects. Meets concurrently with BIOL 725; students taking the 700-level course will have additional assignments. Prerequisite: BIOL 414 or BIOL 500. LEC

CHANGE: NEW COURSE
BIOL 526 INSECT PHYSIOLOGY AND INTERNAL MORPHOLOGY 3 N
Mechanisms and integration of the internal life-supporting systems of insects, emphasizing the interdependence of structure and function. Meets concurrently with BIOL 716; students taking the 700-level course will have additional assignments. Prerequisite: BIOL 408 and BIOL 500, or permission of instructor. LEC

CHANGE: NEW COURSE
BIOL 528 EXTERNAL MORPHOLOGY OF INSECTS 4 N
A study of external structure common to all insect orders, with detailed comparative laboratory studies of representative species. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 708; students taking the 700-level course will have additional assignments. Prerequisite: BIOL 500, BIOL 502 or equivalent, or permission of instructor. LEC

CHANGE: NEW COURSE
BIOL 529 IMMATURE INSECTS 3 N
The classification, structure, and ecological distribution of immature insects, especially larvae of Holometabola. Includes both lectures and laboratory exercises. Meets concurrently with BIOL 708, which requires additional assignments. Prerequisite: BIOL 502 or permission of instructor. LEC

CHANGE: NEW COURSE
BIOL 598 RESEARCH METHODS 3 N
An introduction for pre-service teachers to the tools used by scientists to solve scientific problems. Topics include design of experiments and interpretation of their results, use of statistics, mathematical modeling, laboratory safety, ethical treatment of human subjects, writing scientific papers, giving oral presentations, and obtaining data from the scientific literature. Open only to students in the UKanTeach program. LEC

CHANGE: COURSE DESCRIPTION, TITLE
BIOL 699 DIVISIONAL HONORS RESEARCH COLLOQUIUM 1 N
Students pursuing Honors in Biology will meet weekly to discuss, both formally and informally, their honors research. Background information and experimental approaches of the research will be examined and critiqued. Prerequisite: Enrollment in Division of Biological Sciences Honors Program and consent of instructor. LEC

BIOL 699 BIOLOGY HONORS RESEARCH COLLOQUIUM 1 N
Students pursuing Honors in Biology will meet weekly to discuss, both formally and informally, their honors research. Background information and experimental approaches of the research will be examined and critiqued. Prerequisite: Enrollment in Biology Honors Program and consent of instructor. LEC

CLASSICS

CHANGE: NUMBER, TITLE, DESCRIPTION
CLSX 528  ARCHAEOLOGY AND ART OF GREECE AND ROME  3 H
(OLD) A one semester cross-cultural survey of the cultures of Greece and Rome in their
broader Mediterranean context, from ca. 1000 B.C.E.-500 C.E. Emphasis on cultural
interactions on all levels (artistic, political, and historical) with indigenous populations
from Anatolia, the Near East, and Egypt to the Iberian Peninsula, and from North Africa
to Central Europe. Slide lectures and discussion; use of the Wilcox Museum of
Classical Antiquities. No knowledge of Greek or Latin is required. Cross-listed with
Art History. Not open to students who have taken both Classics 526 and Classics 527,
except with permission of the instructor. LEC

CLSX 317  GREEK AND ROMAN ART  3 H
(NEW) A survey of the art of ancient Greece and Rome (ca. 1000 B.C.E.- 500 C.E.). Emphasis
on major sites, architecture, sculpture, and painting. Illustrated lectures and discussion;
use of the Wilcox Classical Museum. No knowledge of Greek or Latin is required. Not
open to students who have taken both CLSX 526/HA 526 and CLSX 527/HA 537,
except with permission of the instructor. (Same as HA 317, HWC 317.) LEC

CHANGE: PREREQUISITE
GRK 508  EARLY GREEK PHILOSOPHY  3 H
(OLD) A study of the doctrines of Greek philosophy before Plato. Emphasis on the Pre-
Socratic philosophers with some attention paid to the Sophists and the Hippocratic
Corpus. (Same as PHIL 508.) Prerequisite: PHIL 288, or GRK 301, or GRK 302, or
GRK 303, and either GRK 310, or GRK 312, or permission of instructor. LEC

GRK 508  EARLY GREEK PHILOSOPHY  3 H
(NEW) A study of the doctrines of Greek philosophy before Plato. Emphasis on the Pre-
Socratic philosophers with some attention paid to the Sophists and the Hippocratic
Corpus. (Same as PHIL 508.) Prerequisite: PHIL 384, or GRK 301, or GRK 302, or
GRK 303, and either GRK 310, or GRK 312, or permission of instructor. LEC

EAST ASIAN LANGUAGES & CULTURES

CHANGE: NEW COURSE
MONG 101  ELEMENTARY MONGOLIAN I 3 U
The first semester of Elementary Mongolian is designed to give the student basic
communicative competency, including pronunciation and intonation, structure, and
syntax. Effective oral and written communication is stressed. LEC

CHANGE: NEW COURSE
MONG 102  ELEMENTARY MONGOLIAN II 3 U
A continuation of Elementary Mongolian I. Prerequisite: Elementary Mongolian I or the
equivalent. LEC

FILM & MEDIA STUDIES

CHANGE: COURSE DESCRIPTION, TITLE
FMS 531  CONTEMPORARY FILM/MEDIA THEORY  3 H
(OLD) A survey of major theories applied to film and video studies since 1960, and their
impact on a range of filmmaking and video practices (fictive, documentary,
experimental, and ethnographic). Includes theories generated from semiotic, cognitive,
Marxist, feminist, postmodernist, and Third World Cinema approaches to film.

FMS 531  CONTEMPORARY CONCEPTS IN MEDIA STUDIES  3 H
(NEW) This course emphasizes a theoretical understanding of media and media production
skills. It is a critical cultural study of the media, focusing on the relationships between
media representations and society. Students explore different conceptual perspectives
on the role and power of visual media in society in influencing social values, political
beliefs, identities and behaviors; analyze specific media texts, such as film and
television shows; and examine the dynamics of how class, gender, generation, and race influence the production and reception of media. LEC

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: NEW COURSE
GINS 611 APPLIED INDIGENOUS LEADERSHIP 3 U
Trains students in the skills of grant writing, leadership, conflict resolution, public presentation, organization and program development as applicable to Indigenous peoples. Prerequisite: Permission of Instructor. LEC

HISTORY

CHANGE: DELETE COURSE
HIST 100 WORLD HISTORY: AN INTRODUCTION 3 H
A comparative analysis of major global developments from the Neolithic down to modern times, illustrating some of the basic applications of the social sciences to historical explanation. Emphasis will be placed on the following topics: the origins of food production, urbanism, empire-building, and the great ethical and religious systems; feudalism, commerce, capitalism, and industry; colonialism, imperialism, and Communism. LEC

CHANGE: NEW COURSE
HIST 308 KEY THEMES IN MODERN GLOBAL HISTORY 3 H
A comparative historical analysis of major global developments from the late 15th century to the present. Some of the themes likely to be explored are empire-building, contact between cultures and colonial social relations; the attraction of cities, their role in a global economy and the shift to an urban world; and the impact of capitalism and industrialization on social organization including conflict between classes and changes in the nature of work. Students learn ways of interpreting primary historical documents and comparing historical investigations across time and space. Not open to students who have completed HIST 100.

CHANGE: NEW COURSE
HIST 314 GLOBALIZATION: HISTORY AND THEORY 3 H
Explores the rise of global capitalism in the 19th and 20th centuries, contemporary debates about 21st century globalization, and the role of globalization in our everyday lives. Questions considered include: Is globalization an incremental process that has been going on for centuries, or is it a dramatic new force re-shaping the post-Cold War world? Is it a cultural and social process or an economic and political one? Or is it all of these things? Not open to students who have completed HIST 315.

CHANGE: NEW COURSE
HIST 315 GLOBALIZATION: HISTORY AND THEORY, HONORS 3 H
Explores the rise of global capitalism in the 19th and 20th centuries, contemporary debates about 21st century globalization, and the role of globalization in our everyday lives. Questions considered include: Is globalization an incremental process that has been going on for centuries, or is it a dramatic new force re-shaping the post-Cold War world? Is it a cultural and social process or an economic and political one? Or is it all of these things? Not open to students who have completed HIST 314.

CHANGE: NEW COURSE
HIST 366 OLD REGIME AND REVOLUTION IN FRANCE, 1648-1799 3 H
This course explores the political, social and cultural system of early modern France. It culminates with study of the collapse of monarchy and establishment of republican government during the French Revolution. LEC

CHANGE: TITLE, DESCRIPTION
HIST 615 MODERN AMERICA, 1920-1945 3 H
A history of the United States from the end of World War I through the years of World War II.

HIST 615 RISE OF MODERN AMERICA: POLITICS, CULTURE, AND SOCIETY, 1900-1950
3 H
The history of the United States in the First Half of the Twentieth Century.

HUMANITIES & WESTERN CIVILIZATION

CHANGE: NEW CROSS-LISTED COURSE
HWC 317 GREEK AND ROMAN ART 3 H
A survey of the art of ancient Greece and Rome (ca. 1000 B.C.E. -500 C.E.). Emphasis on major sites, architecture, sculpture, and painting. Illustrated lectures and discussion; use of the Wilcox Classical Museum. No knowledge of Greek or Latin is required. Not open to students who have taken both CLSX 526/HA526 and CLSX/HA 537, except with permission of the instructor. (Same as CLSX 317, HA 317.) LEC

CHANGE: NEW COURSE
HWC 325 THEORY AND METHOD IN INTERDISCIPLINARY STUDIES IN THE HUMANITIES 3 H
An introduction to recent cultural theory and interdisciplinary methods used across the humanities and qualitative social sciences. Includes examination of traditional views of the humanities and its implicit cultures along with discussion of new methodologies of cultural analysis. LEC

PHILOSOPHY

CHANGE: COURSE DESCRIPTION
PHIL 592 CONTEMPORARY CONTINENTAL PHILOSOPHY 3 H
(OLD) A study of hermeneutics, poststructuralism, and critical theory. Prerequisite: PHIL 386. LEC

PHIL 592 CONTEMPORARY CONTINENTAL PHILOSOPHY 3 H
(NEW) A study of selected topics in 20th century European philosophy, such as hermeneutics, critical theory, and poststructuralism. Figures to be studied could include Heidegger, Gadamer, Adorno, Habermas, and Foucault. Prerequisite: PHIL 386. LEC

CHANGE: COURSE DESCRIPTION
PHIL 610 SYMBOLIC LOGIC 3 H
(OLD) Propositional calculus, predicate calculus, consistency, decidability of formal systems, the paradoxes and number concept will be covered. (Counts either toward meeting the humanities distribution requirement or toward fulfillment of the mathematics-logic requirement for pre-fall 1987 and B.G.S. general education requirements.) LEC

PHIL 610 SYMBOLIC LOGIC 3 H
(NEW) Propositional calculus, predicate calculus, consistency, decidability of formal systems, the paradoxes and number concept will be covered. LEC

CHANGE: PREREQUISITE
PHIL 670 CONTEMPORARY ETHICAL THEORY 3 H
(OLD) An examination of some major moral philosophers and some important issues in ethical theory since the beginning of the twentieth century. Topics covered typically include intuitionism, emotivism, utilitarianism, virtue ethics, and the relationship between morality and rationality. Prerequisite: PHIL 160 or two courses in philosophy. LEC

PHIL 670 CONTEMPORARY ETHICAL THEORY 3 H
(NEW) An examination of some major moral philosophers and some important issues in ethical theory since the beginning of the twentieth century. Topics covered typically include intuitionism, emotivism, utilitarianism, virtue ethics, and the relationship between morality and rationality. Prerequisite: PHIL 160 or PHIL 161 or two courses in philosophy. LEC
PHIL 672 HISTORY OF ETHICS 3 H
(OLD) An examination of the central ethical texts of Aristotle, Hume, and Kant, supplemented by consideration of either Mill's Utilitarianism or Sidgwick's Methods of Ethics. Emphasis will be on development of exegetical as well as argumentative and analytical skills. Prerequisite: PHIL 160 or PHIL 161 or two previous philosophy courses. LEC

PHIL 672 HISTORY OF ETHICS 3 H
(NEW) An interpretive and critical examination of central texts in the history of moral philosophy, which may include works by Aristotle, Hume, Kant, and J.S. Mill. Prerequisite: PHIL 160 or PHIL 161 or two previous philosophy courses. LEC

PSYCHOLOGY

CHANGE: DELETE COURSE
PSYC 412 INTRODUCTION TO MOTIVATION AND EMOTION 3 S
An examination of contemporary concepts, theories, and research in motivation. Prerequisite: PSYC 360, 361, 370 or 371, or consent of instructor. LEC

CHANGE: DELETE COURSE
PSYC 422 INTELLIGENCE AND COGNITION 3 S
A survey of the relationship of individual variation in intelligence to contemporary cognitive theory. Discussion is included of procedures for identifying measurable aspects of intelligence and for measuring individual cognitive variation. Prerequisite: PSYC 104. LEC

CHANGE: DELETE COURSE
PSYC 427 INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT 3 S
An introduction to the basic methods used in measuring psychological variables, constructs, traits, and attitudes via item inventories. Concepts to be covered include reliability, validity, and item analysis. As part of the course requirements, students will have the opportunity to create and critique an original psychological inventory. Prerequisite: PSYC 104 or equivalent, and PSYC 300 or equivalent. LEC

CHANGE: COURSE DESCRIPTION
PSYC 465 STEREOTYPING AND PREJUDICE ACROSS CULTURES 3 S
(OLD) This course will cover a variety of theoretical views concerning the origins of stereotypes, the factors that maintain them, as well as how and when the revision of such beliefs take place. Analysis of various stereotypes (including gender and race) and the experience of prejudice across a variety of cultural contexts will be examined. Many difficult social issues will be discussed in depth. Prerequisite: PSYC 360 or 361; or consent of instructor. LEC

PSYC 465 STEREOTYPING AND PREJUDICE ACROSS CULTURES 3 S
(NEW) This course covers a variety of theoretical views concerning the origins of stereotypes and the factors that maintain them, as well as how and when the revision of such beliefs take place. Analysis of various stereotypes (including gender and race) and the experience of prejudice across a variety of cultural contexts is examined. Many difficult social issues are discussed in depth. Prerequisite: PSYC 360 or 361; or consent of instructor. LEC

CHANGE: COURSE DESCRIPTION
PSYC 480 INDEPENDENT STUDY 1-5 U
(OLD) Investigation of a special research problem or directed reading in an area not covered in regular courses. No more than 3 hours of PSYC 480 may be counted toward the 30 hours required for the major. Prerequisite: Consent of instructor. IND

PSYC 480 INDEPENDENT STUDY 1-5 U
(NEW) Investigation of a special research problem or directed reading in an area not covered in regular courses. No more than 3 hours of PSYC 480 may be counted toward the minimum hours required for the major. Prerequisite: Consent of instructor. IND

CHANGE: COURSE DESCRIPTION
PSYC 483 UNDERGRADUATE INTERNSHIP IN PSYCHOLOGY 1-3 U
Students conduct psychology focused fieldwork in an organization related to their professional/career goals. Credit hours are determined on the basis of 3 hours per week in internship related activities for 16 weeks for each credit hour earned, or the equivalent total number of hours (48 hours). An internship plan (contract) is developed by the student in conjunction with the student's academic adviser and signed off by the academic adviser and an authorized agent of the internship site. At the conclusion of the internship experience, the authorized agent of the internship site writes the academic adviser indicating that the student has met the goals of the internship plan and the hours required. Prerequisite: Admission to the Psychology major. FLD

PSYC 483 UNDERGRADUATE INTERNSHIP IN PSYCHOLOGY 1-3 U
Students conduct psychology focused fieldwork in an organization related to their professional/career goals. Credit hours are determined on the basis of 120 clock hours for 3 credit hours, 80 clock hours for 2 credit hours, and 40 clock hours for 1 credit hour. An internship plan (contract) is developed by the student in conjunction with the student's academic adviser and signed off by the academic adviser and an authorized agent of the internship site. At the conclusion of the internship experience, the authorized agent of the internship site writes the academic adviser indicating that the student has met the goals of the internship plan and the hours required. Prerequisite: Admission to the Psychology major. FLD

CHANGE: DELETE COURSE
PSYC 510 INFANT BEHAVIOR AND DEVELOPMENT 3 S
General lecture course to survey the growing literature on factors that affect behavior and development of the human infant. Course will review current theoretical orientations to explain infant development. It will include the following: behavior of the newborn; normal behavioral repertoire that develops over the first two years; assessment of infant behavior by traditional testing as well as in laboratory settings; current knowledge and issues with regard to visual, auditory, receptive language, learning, and social behavior in infants. There will be discussions of the effects of intervention programs and of ethical issues. Prerequisite: ABSC/HDFL 160 or ABSC/HDFL 432 or PSYC 602. LEC

CHANGE: NEW CROSS-LISTED COURSE
PSYC 521 WOMEN AND VIOLENCE 3 S
An examination of research on women and violence, including rape, domestic violence, sexual harassment, stalking, and child sexual abuse. The nature, prevalence, causes, and consequences of violence against women are discussed. Prerequisite: PSYC 104. (Same as WS 521) LEC

CHANGE: DELETE COURSE
PSYC 550 PSYCHOLOGY OF READING 3 S
A survey of psychological processes relevant to normal, adult reading, learning to read, and specific reading disabilities. These include visual perception and information processing, the structure of knowledge within the human memory system, and linguistic competence. Prerequisite: PSYC 318 or 319, or consent of instructor. LEC

CHANGE: DELETE COURSE
PSYC 575 PSYCHOLOGY OF HIV/AIDS 3 S
This course examines psychological issues related to HIV and AIDS, with special emphasis on the past, current, and potential roles of psychology in the HIV epidemic. Course material is drawn from subdisciplines of psychology and related fields. Prerequisite: PSYC 104 and PSYC 300, or consent of instructor. LEC
CHANGE: DELETE COURSE
PSYC 604  PSYCHOLOGICAL TESTS 3 S
A survey of psychological tests and testing methods. Critical evaluation in the light of
history and theory of psychology. Prerequisite: PSYC 104. LEC

CHANGE: DELETE COURSE
PSYC 614  BASIC PROCESSES OF VISUAL PERCEPTION 3 S
An examination of current theories and experimentation in perception, with some
historical perspective. Prerequisite: PSYC 104. LEC

CHANGE: NEW COURSE
PSYC 644  BEHAVIORAL PHARMACOLOGY 3 S
Addresses psychological and behavioral effects of drugs, including psychotropic
medications. A central theme is that effects of drugs frequently cannot be characterized
solely from a pharmacological perspective. Thus, emphasis is placed on examining the
interaction of pharmacological and behavioral variables. For example, how do
psychological factors moderate responses to drugs? The nature of this area assumes
some knowledge of general psychology, research methods, biology, chemistry,
neurophysiology, and the nervous system. Prerequisite: PSYC 104 or consent of
instructor. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE, TITLE
PSYC 651  STATISTICAL METHODS IN BEHAVIORAL AND SOCIAL SCIENCE
RESEARCH II 4 S
(OLD)  Continuation of PSYC 650. One-way analysis of variance, linear trends, contrasts, post
hoc tests; multi-way analysis of variance for crossed, blocked, nested, and incomplete
design; analysis of covariance; repeated measures analysis of variance; general linear
model. Applications across the social, educational, and behavior sciences are
emphasized. Course consists of three hours of lecture and a required one hour lab
session where computing applications are taught. Students taking this course as PSYC
791 will have different course requirements. Prerequisite: A grade of B or better in
PSYC 650 or equivalent is recommended, or consent of instructor. LEC

PSYC 651  ANOVA AND OTHER FACTORIAL DESIGNS 4 S
(NEW)  Course covers one-way analysis of variance, linear trends, contrasts, post hoc tests;
multi-way analysis of variance for crossed, blocked, nested, and incomplete designs;
analysis of covariance; repeated measures analysis of variance; general linear model.
Applications across the social, educational, and behavior sciences are emphasized.
Course consists of three hours of lecture and a required one-hour lab session where
computing applications are taught. Students taking this course as PSYC 791 will have
different course requirements. Prerequisites: PSYC 650 or equivalent, or consent of
instructor. LEC.

CHANGE: DELETE COURSE
PSYC 660  VALUES AND CARING 3 S
Exploration of the psychological implications of caring for or valuing oneself,
experiences, other people, ideas, and causes. Topics include the nature, sources, and
consequences of values, as well as their relation to goals, emotions, motives, and
behavior. LEC

CHANGE: DELETE COURSE
PSYC 662  INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY 3 S
An examination of the psychological aspects of work and organizational life including
study of theory and application in areas of motivation, performance, well-being,
leadership, group, and organization environments. Special attention to theory and
method in
selection, training, and organization development. Project work. An introductory course
in statistics is recommended. Prerequisite: PSYC 104. LEC

CHANGE: DELETE COURSE
PSYC 668  FUNDAMENTALS OF PSYCHOANALYTIC PSYCHOLOGY  3  S
A general survey of the principles of psychoanalysis as a psychological system.
Prerequisite: PSYC 104. LEC

CHANGE: DELETE COURSE
PSYC 670  THEORIES OF PERSONALITY  3  S
Traces the development of modern approaches to the understanding of personality and
examines in detail the major theoretical systems proposed to explain personality
structure and dynamics. Prerequisite: PSYC 104. LEC

CHANGE: DELETE COURSE
PSYC 688  APPLIED NON-PARAMETRIC STATISTICAL METHODS  4  S
This course covers nonparametric statistical methods for testing hypotheses when the
assumptions of ordinary parametric statistics are not met. Topics include a review of
parametric statistics, sampling distributions, the logic of hypothesis testing, and
motivations for using nonparametric techniques. In-depth coverage will be given to
distribution-free procedures, sign tests, contingency tables, median tests, chi-square and
other goodness-of-fit tests, rank correlations, randomness tests, Monte Carlo methods,
resampling methods, tests of independence, 1-sample, 2-sample, and k-sample methods,
permutation tests, and function smoothing and splines. There will be an emphasis on the
theory underlying nonparametric methods. Applications across the behavioral and social
sciences are emphasized. Course consists of three hours of lecture and, if offered as 4
units, a required one-hour lab session where computing applications are taught.
Students taking this course as PSYC 889 will have different course requirements.
Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC/LBN.

CHANGE: PREREQUISITE
PSYC 692  TEST THEORY  4  S
(OLD)  This is an introductory course that takes a unified approach (from classical and modern
test theory) to the topic of measurement in the behavioral and social sciences. Content
covered includes the construction and administration of psychological tests (e.g.,
intelligence, achievement, and personality); practice in test construction, administration,
and validation; and how to assess the reliability and generalizability of an instrument.
Applications across the social and behavior sciences are emphasized. Course consists of
three hours of lecture and a required one-hour lab session where computing applications
are taught. Students taking this course as PSYC 892 will have different course
requirements. Prerequisites: PSYC 650 and 651 (a grade of B or better recommended),
or consent of instructor. LEC

PSYC 692  TEST THEORY  4  S
(NEW)  This is an introductory course that takes a unified approach (from classical and modern
test theory) to the topic of measurement in the behavioral and social sciences. Content
covered includes the construction and administration of psychological tests (e.g.,
intelligence, achievement, and personality); practice in test construction, administration,
and validation; and how to assess the reliability and generalizability of an instrument.
Applications across the social and behavior sciences are emphasized. Course consists of
three hours of lecture and a required one-hour lab session where computing applications
are taught. Students taking this course as PSYC 892 will have different course
requirements. Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC

CHANGE: PREREQUISITE
PSYC 693  MULTIVARIATE ANALYSIS  4  S
(OLD)  Introduction to the central methods used in the analysis of multivariate data. Includes
linear transformations, multivariate analysis of variance, multivariate multiple
regression, discriminant analysis, canonical correlation, factor analysis, and an
introduction to methods for clustering and classification. Applications across the
behavior and social sciences are emphasized. Course consists of three hours of lecture
and a required one-hour lab session where computing applications are taught. Students
taking this course as PSYC 893 will have different course requirements. Prerequisites:
PSYC 650 and 651 (a grade of B or better recommended), or consent of instructor. LEC
PSYC 693  MULTIVARIATE ANALYSIS  4  S
Introduction to the central methods used in the analysis of multivariate data. Includes linear transformations, multivariate analysis of variance, multivariate multiple regression, discriminant analysis, canonical correlation, factor analysis, and an introduction to methods for clustering and classification. Applications across the behavior and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 893 will have different course requirements. Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC

CHANGE: PREREQUISITE
PSYC 694  MULTILEVEL MODELING  4  S
Introduction to statistical methods for modeling multilevel (hierarchically structured) data. Topics include a review of ordinary least squares regression analysis, random effects ANOVA, intraclass correlation, multilevel regression, testing and probing interactions, maximum likelihood estimation, model assumptions, model evaluation, and the analysis of longitudinal data. Emphasis will be on the theory underlying multilevel modeling techniques and hands-on application using software. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 894 will have different course requirements. Prerequisites: PSYC 650 and 651 (a grade of B or better recommended), or consent of instructor. LEC

PSYC 694  MULTILEVEL MODELING  4  S
Introduction to statistical methods for modeling multilevel (hierarchically structured) data. Topics include a review of ordinary least squares regression analysis, random effects ANOVA, intraclass correlation, multilevel regression, testing and probing interactions, maximum likelihood estimation, model assumptions, model evaluation, and the analysis of longitudinal data. Emphasis will be on the theory underlying multilevel modeling techniques and hands-on application using software. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 894 will have different course requirements. Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC

CHANGE: PREREQUISITE
PSYC 695  CATEGORICAL DATA ANALYSIS  4  S
Introduction to multivariate analyses of count data, including error models, statistical inference, loglinear models, logit models, logistic regression, homogeneity, symmetry, and selected other topics. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 895 will have different course requirements. Prerequisites: PSYC 650 and 651 (a grade of B or better recommended), or consent of instructor. LEC

PSYC 695  CATEGORICAL DATA ANALYSIS  4  S
Introduction to multivariate analyses of count data, including error models, statistical inference, loglinear models, logit models, logistic regression, homogeneity, symmetry, and selected other topics. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 895 will have different course requirements. Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC

CHANGE: PREREQUISITE
PSYC 696  STRUCTURAL EQUATION MODELING  4  S
Introduction to statistical methods for modeling latent variables. Topics include a review of latent variables, covariance structures analysis, mean structures analysis,
confirmatory factor analysis (CFA), structural equation modeling (SEM), multiple group CFA, longitudinal CFA, longitudinal SEM, and hierarchical CFA. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 896 will have different course requirements. Prerequisites: PSYC 650 and 651 (a grade of B or better recommended), or consent of instructor. LEC

**PUBLIC ADMINISTRATION**

**PSYC 696**

**STRUCTURAL EQUATION MODELING 4 S**
Introduction to statistical methods for modeling latent variables. Topics include a review of latent variables, covariance structures analysis, mean structures analysis, confirmatory factor analysis (CFA), structural equation modeling (SEM), multiple group CFA, longitudinal CFA, longitudinal SEM, and hierarchical CFA. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Students taking this course as PSYC 896 will have different course requirements. Prerequisites: PSYC 650 or equivalent, or consent of instructor. LEC

**CHANGE: DELETE COURSE**

**PUAD 430**

**EXPERTS, ELECTED OFFICIALS, CITIZENS 3 U**
Deals specifically with the concepts of professionalism and expertise as well as the challenges they pose for democratic concepts of representation, participation, social equity, and individual rights. The relations between administrative agencies and the various roles they occupy in our administrative arena are also examined. Attention is devoted to citizens as clients, advocates, antagonists, employees, and wards or captives. Prerequisite: PUAD 330 or 331, and PUAD 332. LEC

**CHANGE: DELETE COURSE**

**PUAD 640**

**PUBLIC SERVICE LEADERSHIP PRATICUM 3 U**
A community-based public service practicum, ordinarily in the summer between the junior and senior years of study. Other government or community internships may count toward the minor. FLD

**CHANGE: NEW COURSE**

**PUAD 660**

**ORGANIZATIONS AND MANAGEMENT I 3 U**
An exploration of management in the context of public organizations. Management is explored at the individual, group and organizational level including conflict resolution, problem-solving, planning and legal aspects of organizations. Prerequisite: permission of instructor. LEC

**CHANGE: NEW COURSE**

**PUAD 661**

**ORGANIZATIONS AND MANAGEMENT II 3 U**
A continuation of PUAD 660. The context for leading public organizations is explored through knowledge management, collaboration, innovation, process improvement and leadership succession. Prerequisite: PUAD 660, and permission of instructor. LEC

**CHANGE: NEW COURSE**

**PUAD 691**

**INTERNSHIP IN PUBLIC SERVICE 1-6 U**
Designed to provide public administration students an applied learning experience in either a public or nonprofit organization. Open to majors in Public Administration only. Prerequisite: one of the following: PUAD 330, 331, PUAD 332, PUAD 333, and consent of instructor required. FLD

**CHANGE: NEW COURSE**

**PUAD 692**

**RESEARCH EXPERIENCE IN PUBLIC ADMINISTRATION 1-6 U**
Designed for advanced public administration students. Students learn research skills by working one-on-one with a faculty member to assist in his/her program of research. Open to majors in Public Administration only. Students are required to complete a final
project or presentation, through advising and consultation with the designated faculty member. Prerequisite: One of the following: PUAD 330, 331, PUAD 332, PUAD 333 and consent of instructor required. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE
PUAD 693 DIRECTED READINGS 1-3 U
(OLD) Designed to meet the needs of advanced undergraduate students whose study in public administration cannot be met through current course work. Enrollment in directed readings is advised only when a topic of interest is not covered in the curriculum. Intended for students majoring in Public Administration. Prerequisite: Consent of instructor. IND

PUAD 693 DIRECTED READINGS 1-3 U
(NEW) For advanced undergraduate students who wish to study a specific topic of interest that is not covered in the curriculum. Each student must complete a proposal outlining his or her topic request and submit to the Undergraduate Advisor. Intended for students majoring in Public Administration. Prerequisite: One of the following: PUAD 330, 331, PUAD 332, PUAD 333, and consent of instructor. IND

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

PUAD 694 TOPICS IN PUBLIC ADMINISTRATION 3 U
(NEW) Study of selected topics in public administration. Course may be repeated for credit if content varies. Prerequisite: PUAD 330 or 331, and PUAD 332. LEC

CHANGE: DELETE COURSE
PUAD 695 PUBLIC SERVICE LEADERSHIP FIELD RESEARCH REPORT 3 U
A faculty supervised field research paper based on a problem or case from the student's public service practicum or internship and integrating the practicum with theoretical issues regarding public service. IND

RELIGIOUS STUDIES

CHANGE: NEW COURSE
HNDI 110 BEGINNING HINDI I 5 U
An introduction to modern standard Hindi that emphasizes acquisition of basic language skills (speaking, comprehension, reading and writing) through a combination of lecture, drill, and work with the Devanagari script. LEC

CHANGE: NEW COURSE
HNDI 120 BEGINNING HINDI II 5 U
A continuation of Beginning Hindi I that builds on basic skills of speaking and comprehension, and the writing and reading of the Devanagari script developed in Beginning Hindi I. Prerequisite: HNDI 110 or placement exam that establishes a level of proficiency in Hindi suited to Beginning Hindi II. LEC

CHANGE: NEW COURSE
HNDI 210 INTERMEDIATE HINDI I 3 U
Enhancement of speaking, comprehension, reading and writing abilities in modern standard Hindi, with emphasis on grammar. Readings will be introduced from representative genres of Hindi literature. Prerequisite: HNDI 120 or placement exam that establishes a level of proficiency in Hindi suited to Intermediate Hindi I. LEC

CHANGE: NEW COURSE
HNDI 220 INTERMEDIATE HINDI II 3 U
Enhancement of speaking, comprehension, reading and writing abilities in modern standard Hindi, with emphasis on grammar. Readings will be introduced from
representative genres of Hindi literature. Prerequisite: HNDI 210 or placement exam that establishes a level of proficiency in Hindi suited to Intermediate Hindi II. LEC

CHANGE: DESCRIPTION, KUCE REQUEST

REL 325 INTRODUCTION TO JUDAISM 3 H
(OLD) Analyzes a selection of the core texts, teachings, and practices of Jewish religious traditions in terms of classical and contemporary understanding. LEC

REL 325 INTRODUCTION TO JUDAISM 3 H
(NEW) Analyzes a selection of the core texts, teachings, and practices of Jewish religious traditions in terms of classical and contemporary understanding. LEC, KUCE

THEATRE

CHANGE: NEW COURSE

THR 305 HONORS SEMINAR IN: ___ 3 H
Special topics seminar serving students enrolled in the University Honors Program. Course organized any given semester to study a particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Prerequisite: Students must be enrolled in the University Honors Program. LEC

WOMEN, GENDER & SEXUALITY STUDIES

CHANGE: NEW COURSE

WS 327 PERSPECTIVES IN LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES 3 S
An exploration of the experiences and histories of people who identify as lesbian, gay, bisexual, and/or transgender (LGBT); of the influences on these experiences by individuals, the state, and artistic, legal and medical discourses; and of the intersections between sexual orientation, sexuality, ethnicity, class, and religion. LEC

CHANGE: COURSE DESCRIPTION, NUMBER, NEW REQUEST TO CROSSLIST

WS 520 WOMEN AND VIOLENCE 3 S
(OLD) This course will examine the relationship between women and violence, including rape, domestic violence, child sexual abuse, and sexual harassment. The nature, prevalence, causes, and consequences of violence against women will be discussed. LEC

WS 521 WOMEN AND VIOLENCE 3 S
(NEW) An examination of research on women and violence, including rape, domestic violence, sexual harassment, stalking, and child sexual abuse. The nature, prevalence, causes, and consequences of violence against women are discussed. Prerequisite: PSYC 104. (Same as PSYC 521) LEC

CHANGE: NEW COURSE

WS 530 GENDER AND SEXUALITY IN CYBERSPACE 3 S
Students examine the construction of cyberspace as a transnational space and how gender and various categories of sexuality have been constructed in this disembodied arena. Students learn how the Internet helps produce new and alternative modes of expressing and experiencing sexuality and how sexual desires, fantasies, and identities are articulated in this cyberspace. LEC

B. Degree Requirements for Approval

1. Non-Western Culture Status for GINS 611

New Course

GINS 611 APPLIED INDIGENOUS LEADERSHIP

DESCRIPTION:
Trains students in the skills of grant writing, leadership, conflict resolution, public presentation, organization and program development as applicable to Indigenous peoples. Prerequisite: Permission of Instructor.

**JUSTIFICATION:**
The Global Indigenous Nations Studies Program offers the M.A. degree. The program is poised to have a stronger presence on campus and to have an intellectual impact on undergraduate students through the strategic development of undergraduate courses. The program seeks to identify courses that may attract undergraduate students and also contribute to meeting the requirement for knowledge of a non-Western culture. The purpose of non-Western culture courses is “to acquaint students with the culture, society, and values of a non-Western people. This must be understood to include peoples indigenous to Asia, the Pacific Islands, the Middle East, and Africa, as well as autochthonous Native American cultures” (College of Liberal Arts and Sciences, memo, October 30, 1985). The proposed course establishes a basis for the comparative analysis of indigenous cultures. This will be an undergraduate version of GINS 811 Applied Indigenous Leadership. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 811.

2. Non-Western Culture Status for JOUR 502

Existing Course **INTERNATIONAL JOURNALISM**

**JOUR 502 DESCRIPTION:**
This course explores print, broadcast and online media in industrialized and developing nations. It examines how government rules and restrictions affect press freedoms, examines the effects of technology on access to information, explores how the U.S. media cover news in foreign countries, explores how foreign media cover news events in the United States, and examines coverage of critical current events. The goal of the course is to make students aware of the effects of mass media in a global economy.

**JUSTIFICATION**
This course examines media systems outside the United States, and focuses on the histories and cultures of various industrialized and non-industrialized nations. We would like to designate this as a NWC course. The course is taught regularly, not as a special topics course, so the course content is consistent each year.

3. Change to Existing Major – BS Biology, all emphases

**PROPOSAL:**
The Undergraduate Biology Program has submitted a request to CUSA for the approval of a new course, BIOL 499, Introduction to Honors Research. This course will replace a current Biology Honors course requirement, BIOL 419, Topics in: Advanced Biology. Four of our B.S. Biology Concentrations – Cell Biology, Ecology & Evolutionary Biology, Genetics, and Organismal Biology – require the completion of a seminar/topics course as part of the electives in their Major. Currently this seminar/topics requirement can be satisfied by “…a seminar/topics course (BIOL 419, BIOL 420, BIOL 701).” We propose to add BIOL 499 as a fourth option from which students can choose in order to satisfy their seminar/topics electives requirement; “…a seminar/topics course (BIOL 419, BIOL 420, BIOL 499, BIOL 701).”

**JUSTIFICATION:**
As a topics designation, the Undergraduate Catalog course BIOL 419 is used by biology faculty to offer a wide range of classes, including initial new course offerings that will later become a stand alone class. BIOL 499 is being proposed in an effort to elevate the visibility of this required honors course and to distinguish it from other BIOL 419 offerings that are not part of the Honors requirements. The proposed course format of BIOL 499 will not differ from what has been offered in the past as BIOL 419, Topics in: Advanced Biology, a format that would make BIOL 499 an appropriate course for
satisfying the seminar/topics elective requirement for four of our B.S. Biology Concentrations – Cell Biology, Ecology & Evolutionary Biology, Genetics, and Organismal Biology.

4. Change to Existing Major – BS Biology, Ecology and Evolutionary Biology emphasis

PROPOSAL:
Current requirement (under “General Science Requirements’)
Two of the following courses: ................................................................. 7-9
PHSX 114 College Physics I (4)
PHSX 115 College Physics II (4)
ATMO 105 Introductory Meteorology (5)
EECS 138 Introduction to Computing: ___ (3)

Proposed Change
Delete ATMO 105 and EECS 138, change requirement to:
PHSX 114 and PHSX 115 College Physics I and II (8) or
PHSX 211 and PHSX 212 General Physics I and II (8) ................................. 8

JUSTIFICATION:
Physics is a fundamental area of science that all biology majors should understand. Physics is required for admission to graduate study by almost all ecology programs and departments (including KU’s). All other biology-related degrees at KU (B.A. Biology, both Biochemistry degrees, all 4 other B.S. Biology concentrations, the Biology concentration of the Human Biology B.A., both Microbiology degrees, plus the Edwards Campus Molecular Biosciences B.S.) require a year of physics; either PHSX 114 and PHSX 115 or PHSX 211 and PHSX 212 satisfies the physics requirements of those majors.

5. Change to Existing Major – Classics, Classical Antiquity and Classical Languages emphases and Change to Existing Minor – Classics, Greek and Latin emphases

PROPOSAL:
We propose to replace CLSX 528 (Greek and Roman Art and Archaeology) with CLSX 317 (Greek and Roman Art), throughout our undergraduate curriculum. In the old curriculum, 528 could be used to fulfill requirements that can now be met by 317.

CURRENT REQUIREMENTS:
COURSE NUMBERS TO BE CHANGED UNDERLINED & BOLDED

REQUIREMENTS FOR THE MINOR:
The Department of Classics offers four minors for those with a general interest in the classics. The minor requires 18 hours (12 hours at the junior/senior level) in courses in the Classics department (and other approved courses).

The following tracks are available:

Greek

Eight hours in ancient Greek and/or related courses
At least 6 of those hours must be in ancient Greek at the 300 level or above

In addition to courses in Greek, students may include CLSX 526 or CLSX 528; any other CLSX courses at the 300-level or above (not including CLSX 340 or CLSX 501 and PHIL 608).

**Latin**

18 hours in Latin and/or related courses. At least 6 of those hours must be in Latin at the 300 level or above. In addition to courses in Latin, students may include CLSX 527 or CLSX 528, any other CLSX courses at the 300-level or above (not including CLSX 330, CLSX 384, or CLSX 388) and PHIL 608.

**REQUIREMENTS FOR THE BA OR BGS MAJOR CLASSICAL LANGUAGES:**

One course must be chosen from the ancient art and archaeology area (3 hours):

- CLSX 525: Aegean Art and Archaeology
- CLSX 526: Greek Art and Archaeology
- CLSX 151/2: Archaeological Discovery
- CLSX 525: Aegean Art and Archaeology
- CLSX 526: Greek Art and Archaeology
- CLSX 527: Roman Art and Archaeology

**CLSX 528: Greek and Roman Art and Archaeology**

- CLSX 529: Near Eastern Art and Archaeology
- CLSX 577: Topics in the Archaeology and Art of the Ancient Mediterranean*
- HWC/HA 600: Biography of a City: any ancient Mediterranean city
- CLSX 527: Roman Art and Archaeology

**CLSX 528: Greek and Roman Art and Archaeology**

- CLSX 529: Near Eastern Art and Archaeology
- CLSX 577: Topics in the Archaeology and Art of the Ancient Mediterranean*
- HWC/HA 600: Biography of a City: any ancient Mediterranean city

**REQUIREMENTS FOR THE BA OR BGS MAJOR CLASSICAL ANTIQUITY**

The Classical Antiquity Major consists of 30 hours of coursework in Classics and related fields beyond the preliminary requirement of proficiency in either Latin or Greek. Students balance their coursework among three areas: ancient literature, ancient art and archaeology, and electives. Of the hours taken to complete the major, 15 must be at the 300 level or above. Three courses must be chosen from the ancient literature area (= 9 hours):

- CLSX 148/9: Greek and Roman Mythology
- CLSX 230/330: Greek Literature and Civilization
- CLSX 240/340: Roman Literature and Civilization
- CLSX 384: The Rise of Greek Tragedy
- CLSX 388: Poetry and Politics in 5th Century Athens
- CLSX 576: Topics in Greek and Roman Literature*
6. Change to Existing Minor – Classics, Classical Antiquity emphasis

PROPOSAL:

EXISTING REQUIREMENTS:
18 hours including
CLSX 230 or CLSX 330
CLSX 240 or CLSX 340
CLSX 526 and CLSX 527, or CLSX 528
6 more hours (9 hours for students choosing CLSX 528) may be Classics, Latin, or
Greek courses, PHIL 384, PHIL 608, and courses in ancient history, excluding HIST
107 and courses in which the content is primarily 5th c C.E. and later.

NEW REQUIREMENTS:
18 hours in Classics and related courses. At least 12 hours must be in CLSX courses. 6
hours may be in Greek, Latin, ancient philosophy, or ancient history (excluding HIST
107).

JUSTIFICATION:
We wish to simplify the requirements so that students will be able to use a broad array
of courses to complete the minor.

7. Change to Existing Major – Humanities and Western Civilization, and addition of new emphasis area

PROPOSAL:

EXISTING REQUIREMENTS:

Track #1
The humanities emphasis requires a total of 30 credit hours including
HWC 110 Introduction to Humanities
HWC 420 The Interrelations of the Humanities and the Arts or any other course offered
by the program that treats the interrelations of the humanities and the arts
HWC 424 Independent Study in Humanities and Western Civilization
21 additional hours of junior/senior course work concentrated in three humanities
departments, with a minimum of 6 hours and maximum of 15 hours from one
department

Track #2
The literature emphasis in humanities requires a total of 30 credit hours including
HWC 110 Introduction to Humanities
HWC 420 The Interrelations of the Humanities and the Arts
HWC 424 Independent Study in Humanities and Western Civilization
21 additional hours of junior/senior courses, including a course on a major author in the
original language, a course in literary theory (HWC 390 or equivalent), and two courses
from this sequence:
HWC 304 Masterpieces of World Literature I
HWC 308 Masterpieces of World Literature II
HWC 312 Masterpieces of World Literature III
The remaining hours should be completed in literature courses or closely related areas
and are subject to the approval of an HWC adviser.

Track #3
The Western civilization emphasis requires a total of 30 credit hours including
HWC 110 Introduction to Humanities
HWC 430 European Civilization in World Context: ______
HWC 424 Independent Study in Humanities and Western Civilization
Fulfillment of the B.A. foreign language requirement in Greek, Latin, or a major modern European language (French, German, Italian, Russian, Spanish)
At least one course from each of the following historical periods, distributed among at least three disciplines (12 hours):
- Ancient Near Eastern, Greek, and Roman Civilizations
- Medieval Europe
- Early Modern Europe
- Modern Europe
One of the following courses (may be counted as one of the historical period courses):
- HWC 304 Masterpieces of World Literature I
- HWC 308 Masterpieces of World Literature II
- HWC 312 Masterpieces of World Literature III
At least three courses focusing on a particular epoch (e.g., the Renaissance) or culture (e.g., France), at the 300 level or above, distributed among at least three disciplines (12 hours). Students who wish to specialize in a non-English-speaking culture must have the equivalent of at least the first two courses in the language.

NEW REQUIREMENTS:
The Humanities major requires a total of 30 credit hours. Students must take courses in at least three humanities departments or programs with a minimum of 6 and maximum of 15 hours from one department (excepting HWC in which students will take more than 15 hours). 18 of the 30 credit hours must be in courses numbered 300 or above.
The following courses (9 credit hours) are required of all majors. Note: Sharing course work (credit hours) between any of the HWC major tracks and another major is restricted to 6 hours.
- HWC 110/111 Introduction to Humanities
- HWC 325 Theory & Method in Interdisciplinary Studies
- HWC 424 Senior Seminar (Senior essay project)

All other courses taken toward the major must be approved by the HWC undergraduate coordinator.

Track #1
Civilizations in a Global Context
At least two additional courses in aspects of the cultures of Western Civilization, one of which must be an HWC course. This includes the study of movements and trends in thought, art, literature, beliefs, and events. It may focus on particular topic or epoch in a student’s area of interest. (A list of possible courses is attached. Other courses may be selected in consultation with an HWC advisor.)

At least three courses in aspects of the cultures of the non-Western civilization selected. This includes, but is not limited to, any course at the 300-level or above from KU’s list of Non-Western Culture courses. (This must be in addition to the general education requirement for a Non-Western Culture course.)

Cultures of Western Civilization Courses (Examples)
- AMS 310 American Culture 1600-1876
- AMS 312 American Culture 1877 to the present
- CLSX 330 Greek Literature and Civilization
- CLSX 340 Roman Literature and Civilization
- HIST 322 The World of the Middle Ages
- HIST 343 The Holocaust in History
- HIST 425 History of the Mediterranean World
- HIST 513 Early Medieval Culture
- HIST 515 The Crusades in Cross-Cultural Perspective
- HWC 510 Science, Technology and Society
HWC 530 Study of a Culture: ______
HWC 570 Men and Masculinities
HWC 575 Studies In: Body, Self and Society
EURS 302 European Culture & Society 1945 to the Present (Study Abroad)
FREN 335 France & the French
ITAL 335 Italy & the Italians
PHIL 384 Ancient Philosophy
PHIL 386 Modern Philosophy from Descartes to Kant
REL 372 Religion in American Society
SLAV 340 Introduction to the Languages and Peoples of Russia and East Central Europe
SLAV 502 Introduction to Russian Culture and Society
SPAN 300 The Origins and Development of Spanish-American Culture
TH&F 380 American Popular Culture of: ______
WS 320 From Goddesses to Witches: Women in Pre-modern Europe
WS 321 From Mystics to Feminists: Women's History in Europe 1600 to the Present

Track #2
World Literatures
Two courses in the literature of a non-English-language European culture in translation (France, Germany, Italy, Spain, etc.). Students possessing a reading knowledge of one of the European languages are strongly encouraged to take one of the literature courses in the original language. (A list of possible courses is attached. Other courses may be selected in consultation with an HWC advisor.)

Two courses in the literature of a non-Western culture in translation. Students possessing a reading knowledge of a non-Western language are strongly encouraged to take one of the literature courses in the original language. (A list of possible courses is attached. Other courses may be selected in consultation with an HWC advisor.)

Non-English-language European literature courses (examples):
FREN 405 French Literature in Translation
HIST 420 Dante’s Comedy
HWC 500 Topics in: ____ (when topic is a non-English-language European literature)
GERM 420 German Literature in English Translation
SLAV 144 Survey of Russian Literature in Translation
SLAV 516 Film Adaptation of Polish & Czech Literature

Non-Western literature courses (examples):
AAAS 333 Introduction to Caribbean Literature
AAAS 340 Women in Contemporary African Literature
AAAS 355 African Theatre and Drams
AAAS 432 Francophone African Literature
AAAS 433 Islamic Literature
EALC 316 Modern Japanese Literature in Translation
EALC 318 Modern Chinese Literature in Translation
HWC 500 Topics in: ____ (when topic is a non-Western literature)

Track #3
Foundations of Law in Society
One course in non-Western culture, chosen from KU’s list of approved non-Western culture courses. This course must be taken at the 300-level or above, and must be taken in addition to the general education requirement for a non-Western culture course.

The following is a list of possible courses in foundations of law and society for Track #3 of the Humanities major. Other courses from relevant disciplines are also acceptable with approval of the HWC Major coordinator.

POL 511 The Judicial Process
POLS 617  Legislatures in the United States
POLS 684  International Law: The State and the Individual
POLS 685  International Law: War, Territory, and Diplomacy

ANTH 675  Anthropology of Law
PHIL 674  Philosophy of Law

HIST 653  American Constitutional History to 1887
HIST 654  American Constitutional History Since 1887
HIST 373  The Supreme Court and Religious Issues (REL 373)
HIST 504  Canon Law, English and Continental
HIST 517  Foundations of European Law
HIST 542  English Law, Historical and Comparative Aspects

EALC 380  Law and Society in Traditional China
LA&S 206  Indian Law and Legislation
LA&S 208  Tribal/Federal Government Relations

PCS 120  Introduction to Peace and Conflict Studies
PCS 550  Classics of peace Literature
PCS 555  Topics in Peace and Conflict Studies
PCS 565  Literature of Human Rights

Any course at the 300-level or above from KU’s list of Non-Western Culture courses will meet this requirement. (This course must be taken in addition to the general education requirement for a Non-Western Culture course.)

JUSTIFICATION:
The revisions outlined here provide a more structured and guided approach to the HWC major curriculum while preserving much of the individual choice and direction traditionally associated with the major. Moreover, the initiative to restructure and combine the original “Humanities” and “Western Civilization” tracks into the new “Civilizations in a Global Context” option follows current academic trends to internationalize curriculum as do the proposed changes of the new “World Literature” track that specifically incorporate Western and non-Western literatures in a focused course of study. The third proposed track, “Foundations of Law in Society” represents a response to student interest in this field of study as documented by collaboration with KU’s pre-law advisor and demonstrated by strong enrollment in HWC 300, Studies In: Law and the Legal Profession, which we propose to renumber as HWC 328.

8. Change to Existing Jewish Studies Minor

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

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

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

JWSH

CURRENT WORDING:
In addition, students must complete JWSH 490 (3) or JWSH 491 (3), which are both courses that investigate a special topic or project selected by the student, which must be approved by the Director of Jewish Studies.
The 9 hours of JWSH course work above must be taken in residence at KU.
9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately
50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

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

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

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

NEW WORDING:
Our minor does not require the completion of a thesis. Nevertheless, students must complete a capstone assignment involving a research paper or project. To do so students should enroll in either JWSH 490 (3) or JWSH 491 (3), with a faculty member of their choice, or, with the permission of the Director, any JWSH or JWSH cross-referenced course in which they complete their capstone project.
The 9 hours of JWSH course work above must be taken in residence at KU.
9 additional credit hours which must be from at least one, preferably two disciplines, departments, or programs aside from JWSH. These courses must contain approximately 50% Jewish content. One course in Yiddish (YDSH) or one course above 200-level in Hebrew may count among these credit hours. Within these credit hours students must complete one course that focuses on the ancient world and one course whose focus is the modern.

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

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

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

9. Change to Existing B.S in Biology Major – Organismal Biology Emphasis

CHANGE TO ORGANISMAL BIOLOGY REQUIREMENTS:

PROPOSAL:

CURRENT REQUIREMENTS:
REQUIRED:
Biol 408 Physiology of Organisms (3 hr)
Biol 409 Physiology of Organisms Lab (2 hr)

TWO OF THE FOLLOWING THREE COURSES (6 hr)
Biol 413 History & Diversity of Organisms (3 hr)
Biol 414 Principles of Ecology (3 hr)
Biol 550 Intro. to Systematics (3 hr)

ONE OF THE FOLLOWING TWO COURSES (3 hr)
Biol 416 Cell Structure & Function (3 hr)
Biol 417 Biology of Development (3 hr)

PROPOSED CHANGES:
REQUIRED:
Biol 408 Physiology of Organisms (3 hr)
Biol 409 Physiology of Organisms Lab (2 hr)
Biol 413 History & Diversity of Organisms (3 hr)

ONE OF THE FOLLOWING THREE COURSES (3 hr)
Biol 416 Cell Structure & Function (3 hr)
Biol 414 Principles of Ecology (3 hr)
Biol 550 Intro. to Systematics (3 hr)

Requirements for the B.S. Degrees in Biology. Students must complete at least 124 hours (45 junior/senior hours) to graduate. College requirements are described under Majors in this section.

Organismal Biology

General Biology Requirements (18 hours)
BIOL 150 (or BIOL 151 Honors) Principles of Molecular and Cellular Biology .................. 4
BIOL 152 (or BIOL 153 Honors) Principles of Organismal Biology ...................................... 4
BIOL 350 Principles of Genetics .......................................................................................... 3
BIOL 412 Evolutionary Biology .......................................................................................... 3
BIOL 600 Introductory Biochemistry, Lectures .................................................................... 4

General Science Requirements (28-29 hours)
CHEM 184 and CHEM 188 Foundations of Chemistry I and II ............................................ 10
CHEM 622 Fundamentals of Organic Chemistry (3) or
CHEM 624 Organic Chemistry I (3) ...................................................................................... 3
CHEM 625 Organic Chemistry I Laboratory .......................................................................... 2
MATH 121 Calculus I (5) or
MATH 115 Calculus I (3) and MATH 116 Calculus II (3) .......................................................... 5-6
PHSX 114 and PHSX 115 College Physics I and II (8) or
PHSX 211 and PHSX 212 General Physics I and II (8) ......................................................... 8

Organismal Biology Requirements (24 hours) (21 hours)
BIOL 408 Physiology of Organisms ......................................................................................... 3
BIOL 409 Physiology of Organisms Laboratory ...................................................................... 2
BIOL 413 History and Diversity of Organisms ................................................................. 3
BIOL 599 Senior Seminar in Organismal Biology (must be taken in senior year) ............ 1

REMOVE THE ENTIRE SECTION BELOW:
Two of the following three courses: ................................................................. 6
BIOL 413 History and Diversity of Organisms (3)
BIOL 414 Principles of Ecology (3)
BIOL 550 Introduction to Systematics (3)

One of the following two courses: ................................................................. 3
BIOL 416 Cell Structure and Function (3)
BIOL 417 Biology of Development (3)
BIOL 414 Principles of Ecology (3)
BIOL 550 Introduction to Systematics (3)

JUSTIFICATION:
1. Biol 413 is a fundamental organismal biology course that all majors should take, so it is shifted from a choice to a fixed requirement.

2. The choice of Biol 416 and 417 is impractical, as most students must take Biol 417 to fulfill a different requirement (the Development Group requirement), leaving no actual choice in that requirement.

3. Biol 414 and Biol 550 do not fit logically into the Development Group, Function Group, or Diversity Group requirements, yet they are as relevant to organismal biology as Biol 416.

4. The Organismal Biology concentration currently has more specific hours in the concentration, 24, than the other B.S. Biology concentrations (Cell Biology: 19; Ecol & Evol. Biol.: 18; Genetics: 15; Neurobiology: 19). This change would reduce the hours in the Organismal Biology concentration to 21.

**CHANGE TO ORGANISMAL BIOLOGY GROUPS:**

**CURRENT GROUPS:**
At least one course from each of the following three groups: ......................... 9

- **Development Group:**
  BIOL 417 Biology of Development, BIOL 545 Evolution of Development,
  BIOL 608 Developmental Plant Anatomy, BIOL 692 Developmental Genetics,
  BIOL 710 Insect Development, BIOL 717 Insect Ecology and Behavior

- **Function Group:**
  BIOL 435 Introduction to Neurobiology, BIOL 503 Immunology,
  BIOL 506 Pathogenic Microbiology, BIOL 555 General Plant Physiology,
  BIOL 606 Ecological Plant Physiology, BIOL 644 Comparative Animal Physiology,
  BIOL 646 Mammalian Physiology, BIOL 673 Cellular and Molecular Neurobiology,
  BIOL 676 Mammalian Neuroanatomy, BIOL 708 External Morphology of Insects,
  BIOL 716 Insect Physiology and Internal Morphology

- **Diversity Group:**
  ANTH 440 Introduction to Primates, BIOL 400 Fundamentals of Microbiology
  (or BIOL 401 Honors), BIOL 493 Introduction to Ornithology,
  BIOL 494 Introduction to Mammalogy, BIOL 500 Biology of Insects,
  BIOL 505 Social Insects, BIOL 509 Biology of Spiders, BIOL 510 Comparative
  Anatomy, BIOL 511 Biology of Spiders Laboratory, BIOL 512 General Virology,
  BIOL 533 Biology of Fungi, BIOL 540 General Invertebrate Zoology,
  BIOL 583 Herpetology, BIOL 592 Ichthyology, BIOL 603 Systematic Botany,
  BIOL 610 Plant Kingdom, BIOL 613 Biology of Honeybees, BIOL 622 Paleontology,
  BIOL 640 The Biology and Evolution of Fossil Plants, BIOL 709 Immature Insects,
  BIOL 711 Insect Systematics, BIOL 783 Herpetology, BIOL 792 Ichthyology,
  BIOL 793 Ornithology

**PROPOSED CHANGES:**

- **Development and Morphology Group:**
  BIOL 417 Biology of Development, BIOL 440 Advanced Human Anatomy,
  BIOL 510 Comparative Vertebrate Anatomy, BIOL 528 External Morphology of Insects
  BIOL 545 Evolution of Development, BIOL 708 External Morphology of Insects

- **Function Group:**
  BIOL 435 Introduction to Neurobiology, BIOL 503 Immunology,
  BIOL 506 Pathogenic Microbiology, BIOL 526 Insect Physiology and Internal
  Morphology,
  BIOL 606 Ecological Plant Physiology, BIOL 644 Comparative Animal Physiology,
  BIOL 646 Mammalian Physiology, BIOL 652 Comparative Animal Behavior,
  BIOL 667 Chemical Communication in Sex, Feeding, & Fighting,
  BIOL 673 Cellular and Molecular Neurobiology,
  BIOL 716 Insect Physiology and Internal Morphology

- **Diversity Group:**
  ANTH 440 Introduction to Primates, BIOL 400 Fundamentals of Microbiology
  (or BIOL 401 Honors), BIOL 493 Introduction to Ornithology,
  BIOL 494 Introduction to Mammalogy, BIOL 500 Biology of Insects,
BIOL 505 Social Insects, BIOL 509 Biology of Spiders, BIOL 512 General Virology, 
BIOL 521 Insect Systematics, BIOL 529 Immature Insects, BIOL 533 Biology of 
Fungi, BIOL 540 General Invertebrate Zoology, BIOL 583 Herpetology, BIOL 592 
Ichthyology, BIOL 603 Systematic Botany, BIOL 610 Plant Kingdom, BIOL 613 
Biology of Honeybees, 
BIOL 622 Paleontology, BIOL 640 The Biology and Evolution of Fossil Plants, 
BIOL 709 Immature Insects, BIOL 711 Insect Systematics, BIOL 783 Herpetology, 
BIOL 792 Ichthyology, BIOL 793 Ornithology

Changes summarized: name of first group, from “Development Group” to 
“Development and Morphology Group”; obsolete courses dropped (primarily from first 
two groups); new courses added to all three groups; several newly-proposed courses 
added to third group. (See “Justification” below for details.)

JUSTIFICATION:
1. As currently listed in the Development Group, only one course (BIOL 417) is 
regularly taught, so there is effectively no choice. (Biol 608, 710, and 717 have not 
been taught for many years and will not be taught in the foreseeable future.)
2. Development and morphology are closely related and sometimes included in one 
course (e.g., BIOL 510). They thus make a logical grouping for courses from 
which to choose.
3. By expanding the Development Group to include morphology, several courses can 
be added to the group, giving students actual choices of regularly-taught courses. 
Thus, BIOL 440 is added, and Biol 510 and 708 are moved from other groups.
4. Biol 652 and BIOL 667 are strongly organism-focused courses that have been 
added to the Function Group. Two courses in the Function Group have been 
dropped because they will not be offered in the foreseeable future (Biol 555, 676). 
In the Diversity Group, BIOL 511 has been dropped because it is a lab course that 
cannot be taken alone.
5. New 500-level courses are being proposed for several insect-related 700-level 
courses, and these courses have been added to the groups that contain the 
associated 700-level courses (Development & Morphology Group: Biol 528; 

10. Change to Existing B.S in Biology Major – Teaching Biology Emphasis

PROPOSAL: 
The current requirements for the B.S. Biology/Teaching Biology Major, include, in part, 
the completion of HIST 136/137, a Social Sciences Principal Course and “Three 
additional courses in Foreign Language, Social Science, or Humanities.” We want to 
clarify that the three additional Social Sciences or Humanities course must be Principal 
Courses and that no more than one topical subgroup course can be used to satisfy the 
three additional courses or the explicit Social Sciences Principal Course requirement.

C&T 501, Student Teaching Practicum in:_____, is one of the Professional 
Development 
requirements for the B.S. Biology/Teaching Biology Major. We propose to replace the 
C&T 501 requirement with C&T 500, Student Teaching in:_____.

JUSTIFICATION: 
The original B.S. Teaching Biology proposal that was approved used the language 
“Three Additional Courses in Foreign Language, Social Science, or Humanities,” 
language that did not properly indicate that the Humanities and Social Science courses 
were to be selected from the approved Principal Course lists and that no more 
than one topical subgroup course can be applied to this requirement. This clarification 
brings the B.S. Biology/Teaching Biology Major in line with all other B.S. Biology, 
Majors – Cell Biology, Ecology and Evolutionary Biology, Genetics, Neurobiology, 
and Organismal Biology (not to mention B.S. Biochemistry, B.S. Microbiology, and 
B.S. Molecular Biosciences).
The addition of C&T 501 in the original B.S. Teaching Biology proposal was a typographical error and should have been C&T 500.

11. Change to Existing English Major – All Emphases

PROPOSAL:
Due to the deletion of ENGL 626 and ENGL 627 and the creation of ENGL 525, the following changes are proposed for the Shakespeare requirement for all three emphasis areas.

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

PROPOSED CHANGES:
Core requirements
1. English 308 Introduction to Literary Criticism and Theory
2. ENGL 312 Major British Writers to 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Middle Ages to 1800, excluding Shakespeare (3 hours).
3. ENGL 314 Major British Writers after 1800 or any other English course numbered 300 or above that focuses on British literature of at least one of the literary periods from the Romantic Period to the present (3 hours).
4. A course in Shakespeare (ENGL 332 or 525) (3 hours)
5. ENGL 320 American Literature I or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from Colonial times to 1865 (3 hours).
6. ENGL 322 American Literature II or any other English course numbered 300 or above that focuses on American literature of at least one of the literary periods from 1865 to the present (3 hours).

JUSTIFICATION:
English 626 and 627 have been deleted and English 525 has been created.

12. Change to Existing Film & Media Studies Major

PROPOSAL:
Change the title of FMS 531 from Contemporary Film/Media Theory to Contemporary Concepts in Media Studies in both the B.A. and B.G.S in Film and Media Studies.

CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:
The following 40 hours are required:
FMS 100 Introduction to the Film Medium (3)
FMS 200 Film and Media Aesthetics (3)
FMS 310 History of the Silent Film (3)
FMS 311 History of the American Sound Film (3)
FMS 380 American Popular Culture of: _____ (3)
FMS 530 Classical Film/Media Theory (3)
FMS 531 Contemporary Film/Media Theory (3)
FMS 531 Contemporary Concepts in Media Studies (3)
FMS 592 Documentary Film and Video (3)
FMS 593 Experimental Film and Video (3)
Plus one of the following courses:
FMS 275 Basic Video Production (3)
FMS 276 Basic Film Production (3)
FMS 576 Animation (3)
Plus one of the following courses:
FMS 312 History of the International Sound Film to 1950 (3)
FMS 313 History of the International Sound Film Post 1950 (3)
Plus 7 additional hours elected from courses in the department.

JUSTIFICATION:
The change of title (and course description) reflects the need to include newer visual
technologies such as new media into the Department of Film and Media Studies
curriculum.

13. Change to Existing Linguistics Major

PROPOSAL:
The proposal is to make LING 110 “Language and Mind” a required course for the
Linguistics Major. Requiring LING 110 will replace one of the electives previously
required for the major, reducing the number of elective credit hours from 9 to 6. The
total number of credit hours (30) required for the major will stay the same.

CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:
Languages
1. CLAS Language Proficiency Requirement

Required Course Work (30 Credit Hours)
1. LING 106 Introductory Linguistics or Linguistics 107 Introductory Linguistics,
   Honors

2. LING 110 Language and Mind
3. LING 305 Phonetics I
4. LING 312 Phonology I
5. LING 325 Syntax I

5. One of the following courses:
LING 415 Linguistics and Second Language Acquisition
LING 425 First Language Acquisition
LING 435 Psycholinguistics
LING 438 Neurolinguistics

6. One of the following courses:
LING 370 Introduction to The Languages of Africa
LING 441 Field Methods in Linguistic Description
LING 447 North American Indian Languages
LING 570 The Structure of Japanese
LING 572 The Structure of Chinese
LING 575 The Structure of: ______

7. One of the following courses:
LING 327 Morphology
LING 331 Semantics

8. Six (6) credit hours of electives in Linguistics Nine (9) credit hours of electives in
LINGUISTICS - (Any course in Linguistics counts as elective credit)
JUSTIFICATION:
The field of Linguistics has traditionally been dominated by formal, theoretical approaches to language structure. More recently, however, there is an increasing awareness that empirical and experimental studies of language are equally important in understanding linguistic structure. This change is reflected in the Linguistics department, where faculty study both the formal and empirical aspects of language. Currently, LING 106 “Introductory Linguistics” is the required introductory course. This course is taught every semester and provides a basic overview of the core concepts in linguistic theory, including phonetics, phonology, and syntax. LING 110 “Language and Mind” is also taught every semester. It provides a basic overview of empirical approaches to language, including psycholinguistics, neurolinguistics, first language acquisition, second language acquisition, and sociolinguistics. Given the current direction of the field of Linguistics as well as the emphases in the department, it makes sense to require both of these introductory courses for the Linguistics major. This change would merely codify the current situation given that the vast majority of our majors take LING 110 as an elective.

14. Change to Existing Linguistics Minor

PROPOSAL:
The proposal is to make LING 110 “Language and Mind” a required course for the Linguistics Minor. Requiring LING 110 will replace one of the electives previously required for the minor, reducing the number of elective credit hours from 6 to 3. The total number of credit hours (18) required for the minor will stay the same.

CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:
Required Coursework (18 Credit Hours):
1. LING 106 Introductory Linguistics or LING 107 Introductory Linguistics, Honors
2. LING 110 Language and Mind
3. LING 305 Phonetics I
4. LING 312 Phonology I
5. LING 325 Syntax I
6. Three (3) credit hours of electives Six (6) credit hours of electives - (Any course in Linguistics counts as elective credit)

JUSTIFICATION:
The field of Linguistics has traditionally been dominated by formal, theoretical approaches to language structure. More recently, however, there is an increasing awareness that empirical and experimental studies of language are equally important in understanding linguistic structure. This change is reflected in the Linguistics department, where faculty study both the formal and empirical aspects of language. Currently, LING 106 “Introductory Linguistics” is the required introductory course. This course is taught every semester and provides a basic overview of the core concepts in linguistic theory, including phonetics, phonology, and syntax. LING 110 “Language and Mind” is also taught every semester. It provides a basic overview of empirical approaches to language, including psycholinguistics, neurolinguistics, first language acquisition, second language acquisition, and sociolinguistics. Given the current direction of the field of Linguistics as well as the emphases in the department, it makes sense to require both of these introductory courses for the Linguistics minor. This change would merely codify the current situation given that the vast majority of our minors take LING 110 as an elective.

15. Change to Existing Public Administration Major

PROPOSAL:
Change the list of electives in the major to reflect proposed course deletions and new course requests:

CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:
Students must complete 9 credit hours of required course work and 18 credit hours of elective course work (27 total credit hours).

Required Courses (9 hours)
- PUAD 330/PUAD 331 Introduction to Public Administration (3)
- PUAD 332 Quantitative Methods for Public Administration (3)
- PUAD 333 Hard Choices in Public Administration: _____ (3)

Elective Courses (18 hours minimum). Choose from the following: (18)

**PUAD 430 Experts, Elected Officials, and Citizens (3)**
- PUAD 431 Bureaucracy, Public Administration, and the Private Sector (3)
- PUAD 432 Conducting the People’s Business Ethically (3)
- PUAD 433 Metropolitics and Macroproblems: The American City in Local and Global Context (3)
- PUAD 435 Generating, Allocating, and Managing Public Resources (3)
- PUAD 436 Managing People in Public Organizations (3)
- PUAD 601 Crime and Punishment (3)
- PUAD 602 Diversity in Public Administration (3)
- PUAD 603 The Nonprofit Sector: Formation, Leadership, and Governance (3)
- PUAD 639 Concepts of Civil Society (3)

**PUAD 640 Public Service Leadership Practicum (3)**
- PUAD 641 Public Service Leadership (3)
- PUAD 660 Organizations and Management I (3)
- PUAD 661 Organizations and Management II (3)
- PUAD 691 Internship in Public Service (1-6)
- PUAD 693 Directed Readings
- PUAD 694 Topics in Public Administration: _____ (3)

**PUAD 695 Public Service Leadership Field Research Report (3)**

**JUSTIFICATION:**
Deleted courses are those that we have either not offered since the major was created in 2004 or have not been offered in at least two years. After comparing our curriculum to other comparable universities offering bachelor’s programs in public administration, we chose to delete these courses and add some new courses that will better meet our students’ educational and career needs. Added courses are those that were created in response to changes in the field and the need to provide students with experiential learning opportunities such as internships, and faculty-directed research experience.

16. Change to Existing Women’s Studies Major & Minor and Human Sexuality Minor

**PROPOSAL:**
Change the list of major and minor requirements to reflect proposed change in course number request to change WS 520 to WS 521:

**CURRENT MAJOR REQUIREMENTS WITH PROPOSED CHANGE IN**

**BOLD:**

- One Social Science Elective (3 hours)
- Any core social science course not already used or any of the following: (3)
  - WS 333 The Politics of Physical Appearance (3)
  - WS 351 Women and Leadership: The Legislative Process (3)
  - WS 363/ANTH 363/EALC 363 Gendered Modernity in East Asia (3)
  - **WS 520**/WS 521 Women & Violence (3)
  - WS 580/ANTH 580 Feminism & Anthropology (3)
  - WS 583 Love, Sex, and Globalization (3)
  - WS 600/POLS 600 Contemporary Feminist Political Theory (3) (if not already used for theory requirement)
  - WS 651/POLS 651 Women & Politics in Latin America (3)
  - WS 662/AAAS 662 Gender and Politics in Africa (3)
  - WS 665/ANTH 665/LAA 665 Women, Health, & Healing in Latin America (3)
  - WS 689/PSYC 689 Conceptual Issues in Human Sexuality (3)
  - WS 789/ANTH 789 Anthropology of Gender: Advanced Seminar in the Four Fields (3)
  - AAAS 388 The Black Woman (3)
CURRENT MINOR REQUIREMENTS WITH PROPOSED CHANGE IN

Requirement 2. This category includes three core courses with a primary focus on sexuality. Students should take at least one humanities course and at least one social or biological science course (9)

Core Courses from a Humanities Perspective
AAAS 598/HIST 598 Sexuality & Gender in African History (3)
CLSX 315 Women in Ancient Art & Society (3)
CLSX 374/HWC 374 Gender & Sexuality, Ancient & Modern (3)
EALC 575 Love, Sexuality, & Gender in Japanese Literature (3)
HIST 608 History of Sexuality (3)
PHIL 504 Philosophy of Sex & Love (3)
REL 374 Religious Perspectives on Selfhood & Sexuality (3)

Core Courses from a Social Science or Biological Science Perspective
ANTH 359 Anthropology of Sex (3)
ANTH 660 Human Reproduction: Culture, Power, & Politics (3)
PSYC 410 Intimate Relationships (3)
PSYC 555 Evolutionary Psychology (3)
PSYC 689/WS 689 Conceptual Issues in Human Sexuality (3)
WS.520 WS.521 Women and Violence (3)

Requirements for the Human Sexuality Minor. The minor requires 18 hours. At least 12 hours must be at the junior/senior (300 or higher) level.

Requirement 1. One general survey course on human sexuality ......................... 3
*HSES 489 Health and Human Sexuality (3)
SW 303 Human Sexuality in Everyday Life (3)
PSYC 502 Human Sexuality (3)

Requirement 2. This category includes three core courses with a primary focus on sexuality. Students should take at least one humanities course and at least one social or biological science course ................................................................. 9

Core Courses from a Humanities Perspective
AAAS 598/HIST 598 Sexuality & Gender in African History (3)
CLSX 315 Women in Ancient Art & Society (3)
CLSX 374/HWC 374 Gender & Sexuality, Ancient & Modern (3)
EALC 575 Love, Sexuality, & Gender in Japanese Literature (3)
HIST 608 History of Sexuality (3)
PHIL 504 Philosophy of Sex & Love (3)
REL 374 Religious Perspectives on Selfhood & Sexuality (3)

Core Courses from a Social Science or Biological Science Perspective
ANTH 359 Anthropology of Sex (3)
ANTH 660 Human Reproduction: Culture, Power, & Politics (3)
PSYC 410 Intimate Relationships (3)
PSYC 555 Evolutionary Psychology (3)
PSYC 689/WS 689 Conceptual Issues in Human Sexuality (3)
WS.520 WS.521 Women and Violence (3)

Requirement 3. Two additional general, core, secondary, or research/service courses (6)

Secondary Courses (Courses with some sexuality-related content)
AAAS 554 Contemporary Health Issues in Africa (same as ANTH 545) (3)
ABSC 268 Introduction to Marriage & Family Relations (3)
*ABSC 626/PSYC 626 Psychology of Adolescence (3)
ANTH 389/WS 389 The Anthropology of Gender: Female, Male, & Beyond (3)
COMS 344 Relational Communication (3)
COMS 440 Communication & Gender (3)
COMS 455/REL 475 Loving Relationships (3)
COMS 552 Rhetoric of Women’s Rights (3)
HIST 324/WS 324 History of Women & the Body (3)
PHIL 674 Philosophy of Law (3)
POLS 600/WS 600 Contemporary Feminist Political Theory (3)
PSYC 465 Stereotyping & Prejudice Across Cultures (3)

JUSTIFICATION:
Reflecting request to crosslist Women and Violence with Psychology because it focuses heavily on psychological research and Psychology majors would probably find it interesting. There is already a course numbered PSYC 520, and I would like the course to have the same number in WGSS as PSYC.

17. Change to Departmental Honors Requirements for Existing Biology and Microbiology Majors

PROPOSAL:
Replace the BIOL 419 requirement with the newly proposed BIOL 499 and require Microbiology Honors students to complete BIOL 499.

CURRENT BIOLOGY MAJOR REQUIREMENT:
Complete BIOL 419 (Topics in: Advanced Biology Seminar, 2 credits) with a grade of “B” or “A.” Honors candidates earning a B.A. or B.S. in Microbiology must substitute one semester of BIOL 599 (Senior Seminar: Current Progress in Microbiology) with a grade of “B” or better.

PROPOSED BIOLOGY AND MICROBIOLOGY MAJOR REQUIREMENT:
Complete BIOL 499, Introduction to Honors Research, with a grade of “A” or “B.”

JUSTIFICATION:
BIOL 499 is submitted to CUSA as a replacement for BIOL 419, a course that is currently one of the Biology Honors requirements. BIOL 499 has been proposed in an effort to elevate the visibility of this required Honors course and to distinguish it from other BIOL 419 offerings that are not part of the Honors requirements.

Microbiology Honors students substitute BIOL 599, Senior Seminar in: Current Progress in Microbiology, for BIOL 419 as noted in the current Biology Honors requirements. Including BIOL 499 as a Microbiology Honors requirement will bring Microbiology Honors in line with Biochemistry, Biology, and Human Biology Honors programs. BIOL 499 is deemed an essential course for all Biology Honors students.

C. Proposed Major Admission Requirements

1. Request to Establish Admission Requirements for the Film and Media Studies Major

Proposed Requirements for Admission to Major

Admission Course Requirements:
FMS 100 Introduction to the Film Medium, and
FMS 380 American Popular Culture of:
(Equivalent courses at another university, college or community college may be substituted by permission of the Department.)

Admission GPA Minimum: 2.5

Admission Calculation:
FMS Admission GPA calculation will include FMS 100 and FMS 380. University course repeat policy will apply to the GPA calculation.

Application Term:
Application to the major should occur in the term in which designated admission course requirements will be initially completed. If the student does not meet established admission GPA criteria or neglects to apply for admission in this term, the student must petition the Department for permission for late application. The Department, as part of
Justification

1. FMS 100 is a prerequisite to all other courses in the major. FMS 380 incorporates history, criticism, and theory in the course which is the kind of material found in the major but to a lesser degree compared to the more advanced level studies courses. Lower than a 2.5 GPA between these two courses is an indication of the student’s lack of readiness to complete the remaining courses in the major.

2. The production courses for the major require hands-on practice with film and video technology. To achieve this they are necessarily small classes. The Film and Media Studies Department must limit our number of majors due to equipment and faculty size.

2. New Admission Requirements to Existing English Major

PROPOSAL:
Admission Course Requirements:

Completion of the Freshman-Sophomore English Requirements:
- English 101 (or exemption through ACT/SAT/AP/IB score, or equivalent course)
- English 102 or 105 (Honors) (or exemption through AP/IB score, or equivalent course)
- English 203, 209, 210, 211, or 205 (Honors) (or exemption through AP or equivalent course)

Admission GPA Minimum: 2.5

Application Term:
Application to the major should occur in the term in which designated admission course requirements will be initially completed. If the student does not meet established admission GPA criteria or neglects to apply for admission in this term, the student must petition the department for permission for late application. The department, as part of an approved petition, will determine late admission requirements (including GPA and course requirements) and the final deadline for admission.

Admission GPA Calculation: English Admission GPA calculation will include English 101 (or equivalent), English 102 or 105 (or equivalent), and English 203, 205, 209, 210, or 211 (or equivalent). GPA calculation will include only the grades received at the completion of the Freshman-Sophomore requirements. If a student has taken more than one of the 200-level courses, only the highest grade will be used in the calculation. University course repeat policy will apply to GPA calculation.