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

AGENDA  
FEBRUARY 8, 2011, 11:00AM  
STRONG HALL – ROOM 210

I. Approval of CUSA Minutes from January 25, 2011

II. Chair’s Report

III. Dean’s Office Report

IV. CLA&S Student Academic Services Report

   Kansas Board of Regents—Task Force on Transfer & Articulation Process for Review. Feedback Requested
   Additional Feedback re: Mathematics Substitutions

   For your reference, the schedule of upcoming training/information sessions may be found on the CLAS Student Academic Services home page: [http://www2.ku.edu/~clasus/](http://www2.ku.edu/~clasus/), under “Other Information / Academic Issues Information Sessions”

V. Subcommittee Chair Reports

A. Advising & Awards

B. Curricular Changes/Degree Requirements

   1. Curricular Changes for Approval:

      NEW COURSES: GIST 201, GIST 501, ENGL 390, HNDI 301, HNDI 310, HNDI 320, REL 550, REL 557

      DELETED/DEACTIVATED COURSES: ANTH 220, ANTH 369, ANTH 378, COMS 455, POLS 412, POLS 505, POLS 513,

      CHANGES: ENGL 590, REL 475

   2. Degree Requirements for Approval:

      a. Change to Existing V.A. and B.G.S. in Political Science Major

C. Academic Standards Report
Discussion Draft: Core Outcomes Initiative
Model Transfer and Articulation Process
Kansas Board of Regents
Transfer and Articulation Task Force
January 2011

Implementation: Core Outcomes Initiative

• Core Outcomes Project serves as implementing/approving body
  o Faculty Panels meet by discipline to agree on criteria and outcomes, beginning with General Education (expand to individual disciplines later)
    ➢ Review criteria for transfer
    ➢ Review individual courses for transfer (requires a mechanism)
      ✓ Need to provide faculty with tools to make a decision; a clear-cut process to ensure we have what students need
        ❖ Agreed upon learning outcomes
        ❖ Syllabi
        ❖ Student portfolios in order to assess their work
        ❖ Other?
  o Complete General Education review by Fall 2012
  o Use annual Core Outcomes meeting to review and update progress

Oversight

• Appoint system level ombudsperson
  o Coordinate with campus transfer coordinators
  o Liaison to Transfer and Articulation Advisory Council
  o Establish and maintain a system for resolving complaints that cannot be settled at campus level (requires a mechanism)

• Campus Transfer Coordinator/Ombudsperson designated by each institution
  o Monitor advising issues at the campus level
  o Initial contact for resolving problems and adjudicating complaints

• Establish a Transfer and Articulation Advisory Council to monitor overall process
  o Meet quarterly to review activities and respond to concerns
  o Develop/revise any required policies or guidelines
  o Make recommendations to improve process
  o Membership to be established (institutional representatives, Board staff, etc.)
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for January 25, 2011

The committee met on Tuesday, January 25, 2011, at 11:00 a.m. in Room 210 Strong Hall. The following were present:
Bradley, Burr right, Corbeill, Crosby, Cudd, Dozier, Earnhart, Fischer, Gray, Hurst, Jelks, Ledom, McNeley, Mielke, Pye

Professor Earnhart, Co-Chair, presided over the meeting and welcomed CUSA members back after the winter break. Dr. Earnhart noted there were returning and new members, so all attending introduced themselves, and Dr. Earnhart moved on to the business of the meeting.

MINUTES A motion was made to approve as written the December 14, 2010 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed with one abstention.

CHAIR’S REPORT No report.

DEAN’S OFFICE REPORT Associate Dean Cudd reported that she is serving on various Strategic Planning committees and is one of the co-chairs of the “Energizing the Educational Environment” (EEE) working group, and is Chair of the Advising and Intervention subgroup. All of these groups aim to improve retention and timely graduation. The EEE group consists of three subgroups, one of which is working on engaged learning and course redesign. Their focus has been to look at the feasibility and desirability of first-year seminars, given the Task Force report last year, which suggested that first-year seminars would be useful to better engage students. She noted that the general education requirements reform would be bringing a lot of work to CUSA in the next year. Dr. Cudd gave a brief overview of the strategic planning process thus far, and reported that good feedback has been received from various units, including a fairly large percentage of departments in the College. It appears the action plan from the General Education group will be to list a set of learning goals for general education with a plan to reach that set of goals through coursework and other activities, with University-wide participation.

The Advising and Intervention subgroup has looked at everything from recruitment of students to admission, New Student Orientation and Hawk Week, to first-year advising and transitioning into majors in the College or into other professional schools, and major advising, major certification, etc. The subgroup has focused on a number of issues seen as problems, remembering that students are not getting properly engaged early on, particularly in their first year, and looking at how admissions recruitment might be used to help jump-start that engagement and make it more focused on academics. She shared various ideas that have been discussed including, perhaps, a “virtual majors fair” and the possibility of block enrollment to “cluster” students into cohorts. Dr. McNeley explained further that if the technology is available, the idea is that block enrollment might possibly be able to be used so that students who need, for example, the same English and math courses, could be placed in the same sections and that would provide a smaller community within the larger one and possibly the same advisor could be assigned to that particular block of freshmen. Dr. Cudd reported that one serious problem the subgroup has noted is the interest code that students select when they apply. The interest codes are very specific, and possibly a different way to use them would be to have broader interest codes such as “Social Sciences” or “Natural Sciences” to use as real information about the students, to better target information to the students to help them narrow down their choices.

Dr. Cudd encouraged CUSA members to attend any of the upcoming Town Hall meetings to learn more and provide input. A question was raised about the timeframe to provide input, and Dr. Cudd said it is a matter of weeks; March 1 is a goal for completion of drafts of the committees’ reports so any input should be provided before the end of February.

Dr. Cudd next reported that she and Dr. McNeley had been asked by Dean Anderson to write a proposal for a degree completion program as a starting point for the Distance Education effort. She explained that this will be a degree completion program aimed at Kansas community college students who want to complete a KU degree online. The BGS in Liberal Arts and Sciences may be an option that would make this feasible, as would a BA in International Studies, as both are very interdisciplinary so no one department would need to provide all the courses. They will begin with approximately 30-40 courses and may commission professors to put some of their courses online. It will be designed on Blackboard, on a regular semester basis. The proposal will include the design of capstone experiences students could complete at their locations. The program will be geared primarily for students who have completed their Associate’s degree at a local community college and who desire to complete a KU degree without having to move.
Dr. Cudd also asked if CUSA would take up the issue of whether or not approval is needed of an online format for courses that have already been approved in a different format. The Curricular Changes/Degree Requirements subcommittee agreed to take this issue as an ongoing agenda item in their subcommittee meetings, and will bring ideas back to CUSA at a future meeting.

CLA&S STUDENT ACADEMIC SERVICES REPORT  Assistant Dean McNeley reported that the College has continued to enforce the policy for early and continuous enrollment in mathematics. This term, just under 100 students were administratively enrolled in Math 002 and Math 101. She noted the amount of staff time this enforcement requires and, while this is time well-spent, the question has come up of how we might be able to better enforce the policy. Dr. McNeley referred CUSA members to a handout showing proposed changes to the catalog text regarding the College policy on Early and Continuous Enrollment in English and Math. The reason for the change is so the catalog text will reflect current administrative practice, which is enforcement of the policy. The change proposed for approval is to clearly notify students that they may be administratively enrolled in the appropriate English and mathematics courses (possibly utilizing block enrollment, if technology to support that becomes available) in their initial term at KU. Discussion ensued and some minor corrections were noted.

Clarification was made that CUSA’s approval was requested of only the change removing “No later than the second semester in CLAS, …” from the second paragraph of the current catalog text. The other text changes were administrative and did not require CUSA’s approval. After further discussion, a motion was made to approve the deletion of “No later than the second semester in CLAS, …” along with the friendly amendments to the text suggested by members. The motion was seconded and passed unanimously, and the approved proposed changes are shown on Attachment 1.

Dr. McNeley then noted that it is very important for each unit in the College to have a representative attend the Academic Misconduct training on February 10 from 1:00-3:30 in Alderson Auditorium because we are moving to an online system and all units will need to know how to utilize the new system. She also pointed out the Undergraduate Coordinators Update Sessions and New Faculty Advisor Training sessions scheduled in February and March.

SUBCOMMITTEE CHAIR REPORTS

A. ADVISING & AWARDS
Professor Earnhart asked Dr. McNeley if she had received any comments about the Online Advising Tool general education descriptions that had been approved by CUSA at the December 14 meeting. Dr. McNeley reported she had received good feedback, and also that she had been notified that the order in which the various components were listed needed to be slightly revised, but the items themselves did not need to be changed. The revised order is shown on Attachment 2.

B. CURRICULAR CHANGES/DEGREE REQUIREMENTS

Curricular Changes for Approval

NEW COURSE: WGSS 440

CHANGES: COMS 440, VAE 695

Professor Fischer went over each of the above proposed new or changed courses. There were no questions. A motion was made to approve the above proposed curricular changes. The motion was seconded and passed unanimously.

C. ACADEMIC STANDARDS

Revision of Accommodation Approval (Attachment 3).

Professor Dozier deferred to Dr. McNeley to discuss the proposed changes to the petition process for accommodations/modifications of curricular requirements due to learning disability. Dr. McNeley explained that, while a broader discussion of this topic will be coming back to CUSA in the future, this proposed procedure was presented as a “stop-gap” to address requests received in the meantime. Considerable discussion ensued and four votes were held on: the alteration of item 3.; the addition of clarification that this petition process would only be for the BGS degree option; the substitution of six approved hours (as listed or by Academic Standards) of curriculum, if a student’s full-faith effort to successfully complete the mathematics requirement
is documented as defined in this document; and the addition of specific language stating that the full-faith course attempted is not eligible for retroactive withdrawal. Each of the four votes passed unanimously, and the approved revised proposal is shown on Attachment 4.

**Probation and Dismissal Numbers**
Bridget Bradley referred CUSA members to the Academic Standing Evaluation handout for their information (Attachment 5).

There was no further business, and the meeting was adjourned at 12:28 p.m.
Current Catalog Text

Early and Continuous Enrollment in English and Math (All Degrees)

Students must enroll the first semester at KU in the English composition course appropriate for their placement and must continue to take English courses until they have completed ENGL 102 Critical Reading and Writing (or ENGL 105, the honors equivalent).

No later than the second semester in CLAS, all students must enroll in the mathematics course in which they have been placed and must continue to take mathematics courses until they have completed MATH 101 Algebra or MATH 104 Precalculus Mathematics. Students who demonstrate eligibility to enroll directly in calculus through ACT, SAT, or placement test scores are exempt from this early and continuous enrollment requirement.

For specific information on English placement, see English Requirements on this page.

See the Placement Table for Initial Enrollment in Mathematics on this page or consult the Department of Mathematics, 405 Snow Hall, for information on placement in mathematics.

Proposed changes to catalog text

Early and Continuous Enrollment in English and Math (All Undergraduate Degrees)

Students must enroll the first semester at KU in the English composition course and in the mathematics course appropriate for their placement, and must continue to take English and mathematics courses until they have completed ENGL 102 Critical Reading and Writing (or ENGL 105, the honors equivalent), and MATH 101 Algebra or MATH 104 Pre-calculus Mathematics.

For specific information on English placement, see English Requirements on this page. Students who demonstrate eligibility to enroll directly in calculus through ACT, SAT, or placement test scores are exempt from this early and continuous enrollment requirement. See the Placement Table for Initial Enrollment in Mathematics on this page or consult the Department of Mathematics, 405 Snow Hall, for information on placement in mathematics.

Students in their initial term may be administratively enrolled for the appropriate English and mathematics courses during New Student Orientation. Continuing students’ enrollment will be evaluated prior to the first day of the semester. Students not enrolled and not in compliance with the Early and Continuous Enrollment policy may be administratively added to the appropriate courses in mathematics and English.
CLAS Bachelor of Arts Degree
General Education offers opportunities for the development of core skills and critical inquiry, the exploration of one’s own and diverse cultures, and an understanding of the human condition, the natural world, and society, all leading to greater civic engagement.

Written Communication - Core Skills and Critical Inquiry

Composition
Satisfied by: ENGL 101, ACT English score of 27 or above or SAT English score of 600 or above, AP English Literature & Composition score of 3 or above, or equivalent transfer course.

Advising Alert: Requirement must be completed during the initial term of admission at KU.

Critical Reading and Writing
Satisfied by: ENGL 102, ENGL 105 (Honors), AP English Literature & Composition score of 4 or above, or an equivalent transfer course.

Advising Alert: Requirement must be completed within the first academic year at KU.

Sophomore Reading and Writing II
Satisfied by: ENGL 203, ENGL 205 (Honors), ENGL 209, ENGL 210, ENGL 211, AP English Literature & Composition score of 5 or above, or equivalent transfer course.

Mathematics - Core Skills and Critical Inquiry

College-level Mathematics
Satisfied by: MATH 101, MATH 104, Math ACT of 26, Math SAT of 600, or equivalent transfer course.

Advising Alert: Requirement must be completed within the first academic year at KU.

Second-level Mathematics
Satisfied by: MATH 105, MATH 106, MATH 111, MATH 115, MATH 121, MATH 365, BIOL 570, AP Calculus (AB or BC) score of 3 or above, AP Statistics score of 3 or above, or equivalent transfer course.

Argument and Reason - Core Skills and Critical Inquiry

Satisfied by: Completing COMS 130, COMS 131 (Honors), COMS 230, PHIL 148, PHIL 149, PHIL 310, or one year of high school Speech or Debate with B level performance or above.

Advising Alert: Entering freshmen should consider 100 level options.

Laboratory Exploration Investigation – Core Skills and Critical Inquiry

Satisfied by: Completing one course in the natural sciences which includes a laboratory or a natural science lecture course with an associated laboratory that constitutes 4 to 5 hours of academic credit. Approved courses may be searched for availability through the Kyou portal.

Advising Alert: A free-standing laboratory course does not by itself fulfill either the laboratory science requirement or a principal course requirement.
Humanities - Understanding the Human Condition

Satisfied by completing one course in each requirement code: historical studies (requirement code HT), literature and the arts (requirement code HL), and philosophy and religion (requirement code HR). Approved courses may be searched for availability through the Kyou portal.

Advising Alert: The purpose of this requirement is to expose students to several disciplines in an effort to help them make informed choices regarding potential majors or minors. Principal courses should be completed early in the curriculum.

Natural Sciences & Mathematics - Understanding the Natural World

Satisfied by completing one course in three of the four requirement codes: biological sciences (requirement code NB), earth sciences (requirement code NE), mathematical sciences (requirement code NM), and physical sciences (requirement code NP). Approved courses may be searched for availability through the Kyou portal.

Advising Alert: The purpose of this requirement is to expose students to several disciplines in effort to help them make informed choices regarding potential majors or minors. Principal courses should be completed early in the curriculum.

Social and Behavioral Sciences - Understanding Society and Behavior

Satisfied by completion of one course in each requirement code: individual behavior (requirement code SI), culture and society (requirement code SC), or public affairs (requirement code SF). Approved courses may be searched for availability through the Kyou portal.

Advising Alert: The purpose of this requirement is to expose students to several disciplines in an effort to help them make informed choices regarding potential majors or minors. Principal courses should be completed early in the curriculum.

Second Language Study - Exploration of One’s Own and Diverse Cultures

Satisfied by: completing a fourth-level course in one world language; completing a world language course that has a fourth-semester-level course as a prerequisite; passing AP scores vary by language, or passing the proficiency examination in one world language.

Advising Alert: Students whose native language is not English may be exempt if they can show that the high school they attended taught in a language other than English. Most Ph.D. degrees benefit from learning at least one world language.

Approved courses may be searched for availability through the Kyou portal.

Western Civilization - Exploration of One’s Own and Diverse Cultures

Advising Alert: Requires sophomore-level standing. Courses at other universities may have the same title but may not meet this requirement.

Ancient, Medieval & Early Modern Periods of Western Civilization
Satisfied by: HWC 204 or HWC 114 (Honors)

Modern Western Civilization
Satisfied by: HWC 205 or HWC 115 (Honors)

Non-Western Culture - Exploration of One’s Own and Diverse Cultures

Satisfied by: Completing one of the approved courses. Availability of courses can be found through the Kyou portal.
College of Liberal Arts and Sciences
Petition Process for Accommodations/Modification of Curricular Requirements due to Learning Disability.

The following information must be submitted for review to the Assistant Dean of Student Academic Services one week prior to the first day of class:

1. Confirmation from KU AAAC-Disability Resources of the learning disability including documentation, specifically documenting mathematics disability. Documentation must meet the standard established by AAAC.

2. Documentation of long-term mathematics performance. (High school transcript including previous Individual Education Plans (IEP) if available.)

3. Documentation of accommodations provided & utilized during previous enrollment in Math 002. Minimum of three attempts at completing the course utilizing determined necessary accommodations. Failing grade or No Credit received despite accommodations and appropriate effort on the part of the student.

Participation in math course meets the following criteria to demonstrate a full faith effort to complete course satisfactorily:

a. Accommodations Fully Utilized: Weekly
b. Attendance: Maximum absences
c. Deadlines: All met with consideration for “circumstances outside the control” of the student
d. Documented Tutoring/Help Room Participation: Minimum 2 hours per week. University sponsored, enhanced sections (with LD focus)
e. Course Final Examination: Completed
f. Commitment to general academic coursework: Minimum Term GPA of 2.0 in courses other than mathematics
g. Maximum course load during term: 12 hours

If the above three requirements have been met then then student will be given the following:

1. Confirmation of essential requirements of major and degree. Prerequisite requirements will be considered essential elements of the major and degree. (Mathematics prerequisites of required courses in the individual student’s major will determine essential elements of the Degree).

2. Substitutions (if applicable for confirmed Major and Degree) for 6 hours of Curriculum
   - Within CLAS:
     PHIL 310 & 610 Symbolic Logic
     Waiver of prerequisite for departmental statistic courses (with departmental approval)
   - Outside CLAS
     Personal Finance

Completed petitions must be submitted and approved by the CUSA Academic Standards Committee.
College of Liberal Arts and Sciences
Petition Process for Accommodations/Modification of Requirements to the
BGS Degree Option due to Learning Disability

The following information must be submitted for review to the Assistant Dean of Student Academic Services
one week prior to the first day of class:

1. Confirmation from KU AAAC-Disability Resources of the learning disability including documentation,
specifically documenting mathematics disability. Documentation must meet the standard established by
AAAC.

2. Documentation of long-term mathematics performance. (High school transcript including previous
Individual Education Plans (IEP) if available.)

3. Participation in math course meets the following criteria to demonstrate a full-faith effort to complete
course satisfactorily:
   a. Accommodations Fully Utilized: All
   b. Attendance: No more than the maximum allowed absence
   c. Deadlines: All met with consideration for “circumstances outside the control” of the student
   d. Documented Tutoring/Help Room Participation: Minimum 2 hours per week. University sponsored,
enhanced sections if available (with LD focus)
   e. Course Final Examination: Completed
   f. Commitment to general academic coursework: Minimum Term GPA of 2.0 in courses other than
      mathematics
   g. Maximum course load during term: 12 hours

If the above three requirements have been met, the student will be given the following:

1. Confirmation of essential requirements of major and degree. Prerequisite requirements will be considered
   essential elements of the major and degree. (Mathematics prerequisites of required courses in the
   individual student’s major will determine essential elements of the Degree.)

2. Substitutions (if applicable for confirmed Major and Degree) for 6 hours of Curriculum
   • Within CLAS offerings:
     PHIL 310 Symbolic Logic
     PHIL 148 – if this course is used to fulfill a Mathematics general education requirement, student
     must also successfully complete COMS 130 to fulfill the Argument and Reason general education
     requirement.
     Departmental statistic courses with departmental approval and waiver of mathematics
     prerequisites
   • Outside CLAS offerings
     FIN 101 Personal Finance
   • Student may also request another class for approval by CUSA Academic Standards Subcommittee.

3. The retroactive withdrawal option from a single mathematics course to remove a failing grade will not be
   approved by Academic Standards, to maintain consistency with current policy.

After the semester in which the petitioned course is enrolled, full documentation of the student’s academic
performance and level of effort must be submitted and approved by the CUSA Academic Standards
Committee.
Academic Standing Evaluation (As of 12.31.10)

<table>
<thead>
<tr>
<th>Term</th>
<th>Honors (Deans Honor Roll – Term GPA at or above 3.5 in 12 graded hours)</th>
<th>Probation (cum GPA below 2.0)</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>contracts submitted</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2,797 (19.8%)</td>
<td>1,319 (9.3%)</td>
<td>286 (2.0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>240 (83.9%)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2,996 (20.4%)</td>
<td>1,405 (9.6%)</td>
<td>300 (2.0%)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>231 (77%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2,879 (19.1%)</td>
<td>1,568 (10.4%)</td>
<td>279 (1.9%)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>172 (61.6%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2,975 (20.3%)</td>
<td>1,386 (9.5%)</td>
<td>330 (2.4%)</td>
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<td></td>
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<td></td>
<td>80 (2.8%)</td>
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<tr>
<td>Fall 2006</td>
<td>2,857 (18.6%)</td>
<td>1,727 (11.3%)</td>
<td>387 (2.5%)</td>
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<td></td>
<td></td>
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<td>Not Available</td>
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<tr>
<td>Fall 2005</td>
<td>2,965 (18.7%)</td>
<td>1,890 (11.3%)</td>
<td>306 (1.9%)</td>
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<td></td>
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<td></td>
<td>Not Available</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>3,247 (20.3%)</td>
<td>1,761 (11.0%)</td>
<td>285 (1.8%)</td>
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<td></td>
<td></td>
<td></td>
<td>Not Available</td>
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<tr>
<td>Spring 2010</td>
<td>2,540 (18.6%)*</td>
<td>709 (5.2%)</td>
<td>594 (4.4%)</td>
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<td></td>
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<td>396 (66.7%)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>2,747 (20.1%)</td>
<td>697 (5.1%)</td>
<td>610 (4.5%)</td>
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<td>483 (79.2%)</td>
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<tr>
<td>Spring 2008</td>
<td>2,851 (20%)</td>
<td>707 (5.3%)</td>
<td>533 (4.0%)</td>
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<tr>
<td>Spring 2007</td>
<td>2,792 (20.2%)</td>
<td>863 (6.3%)</td>
<td>597 (4.3%)</td>
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<tr>
<td>Spring 2006</td>
<td>2,941 (20.6%)</td>
<td>1,375 (9.7%)</td>
<td>348 (2.7%)</td>
</tr>
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<tr>
<td>Spring 2005</td>
<td>3,139 (21.6%)</td>
<td>1,544 (10.6%)</td>
<td>483 (3.3%)</td>
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<td></td>
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<td>Not Available</td>
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</tbody>
</table>

*Population for Fall 2010 is 14086. Honor Roll is usually pulled two-three weeks after semester due to grade changes.

<table>
<thead>
<tr>
<th>Term</th>
<th>Honors</th>
<th>Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Term</td>
<td>Initial Term Freshmen</td>
<td>Initial Term Transfer</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>612 out of 3098 (21.9%)</td>
<td>151 out of 917 (16.4%)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>951 out of 4330 (21.9%)</td>
<td></td>
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<tr>
<td>Fall 2008</td>
<td></td>
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<tr>
<td>Spring 2010</td>
<td>45 out of 401 (11.2%)</td>
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</tr>
</tbody>
</table>

10 Fall 2010 dismissed students were allowed to stay based on a petition to academic standards

- 60.0% Returned to Good Standing (6 students)
- 2.0% Continued on probation (2 students)
- 2.0% dismissed for a second because they did not meet a 2.50 KU term GPA (2 students)

There were more students that were granted retroactive withdrawals that allowed students to continue beyond the 11 above but I do not have data on those students at this time.

110 returned after dismissal by meeting their readmission requirements

- 31.8% Returned to Good Standing (35 students)
- 33.6% Continued on probation (37 students)
- 34.5% dismissed for a second or third and final time because they did not meet a 2.50 KU term GPA (38 students)
Curricular Changes

1. Curricular Changes for Approval

ANTHROPOLOGY

CHANGE: DEACTIVATE COURSE
ANTH 220 THE ETHNOLOGY OF ART  3  H, W, NW
An anthropological survey of the artistic traditions of selected people to understand
aesthetics and styles in their religious, technological, and social context, including the
effects that industrialization, tourism, and exposure to world culture have had on these
traditions. LEC

CHANGE: DEACTIVATE COURSE
ANTH 369 VIETNAM: IDENTITY AND CONFLICT  3  S, W, NW
This course examines the making of Vietnamese culture and society. The evolution of
Vietnam from a traditional society through colonialism, conflict, and strife to post-
Vietnam War nation with its own identity will be explored. The course will show how
violence and war help shape a national culture. LEC

CHANGE: DEACTIVATE COURSE
ANTH 378 CONTEMPORARY NORTH AMERICAN INDIANS  3  H, W, NW
A survey of Indian-white relations from first contact with Europeans to the present.
Topics to be covered include Spanish and U.S. Indian policy, acculturation, tribalism,
pan-Indianism, the Native American Church, Red Power, and urban Indians. Films and
presentations by representatives of the Native American community will be integrated
with lectures to provide the student with an understanding of what it means to be an
Indian in contemporary America. LEC

CENTER FOR GLOBAL & INTERNATIONAL STUDIES

CHANGE: NEW COURSE
GIST 201 TOPICS IN: _____  1-3  U
An interdisciplinary study of international topics. Designed especially for freshmen and
sophomores. May be repeated for credit if content varies. LEC

CHANGE: NEW COURSE
GIST 501 TOPICS IN: _____  1-3  U
An interdisciplinary study of international topics. Designed especially for juniors and
seniors. May be repeated for credit if content varies. LEC

COMMUNICATION STUDIES

CHANGE: DEACTIVATE COURSE
COMS 455 LOVING RELATIONSHIPS  3  H
Theories and elements of love in a variety of types of relationships, with attention to
religious ethical traditions and social and behavioral sciences. Includes small group
discussions and application to personal experience. (Same as REL 475.) Prerequisite:
Junior standing or above. LEC

ENGLISH

CHANGE: NEW COURSE
ENGL 390 STUDIES IN: _________  3  H
A study of a specialized theme or topic in English studies. May be repeated for credit as
the topic changes. Prerequisite: Prior completion of the first-and second-year English
requirement or its equivalent. LEC
CHANGE: COURSE DESCRIPTION, PREREQUISITE

ENGL 590  STUDIES IN:  _________  3  H
(OLD) A study of the major characteristics of a particular genre, mode, or similar topic of concern to the study of literature. The course may deal with several literary periods and cultures as well as with a variety of movements and writers. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.  LEC

ENGL 590  STUDIES IN:  _________  3  H
(NEW) A study of a specialized theme or topic in English studies. May be repeated for credit as the topic changes. Capstone course. Prerequisites: Prior completion of the first-and second-year English requirement or its equivalent, and at least one 300- or 400-level ENGL course; or permission of instructor. LEC

POLITICAL SCIENCE

CHANGE: DELETE COURSE
POLS 412  GOVERNMENT OF KANSAS  3  S
An intensive and descriptive course covering the organization, functions, constitutional, and governmental problems of the state of Kansas and the local governments therein.  LEC

CHANGE: DELETE COURSE
POLS 505  CITIZENS, STATES, AND CIVILITY  3  S
When human beings began to live in cities, some became citizens. What is a citizen? Who can be a citizen? What are the rights, duties, obligations of a citizen toward the city or state and toward other citizens? This course is an historical survey of citizenship and its problems from antiquity to the present. Special emphasis will be given to issues of civility and citizenship in the modern era. Prerequisite: POLS 110 or POLS 150 or POLS 170 or completion of the Western Civilization requirement.  LEC

CHANGE: DELETE COURSE
POLS 513  POWER IN AMERICAN COMMUNITIES  3  S
An examination of how democracy is practiced in local communities. Different models of the structure of community power are considered and attention is given to theories which facilitate predictions of when communities have "elitist," "pluralist," or "populist" democratic processes. Students are also presented with methods of analyzing the politics of nearby communities (e.g. Lawrence, Topeka) to ascertain their democratic performance. Prerequisite: POLS 110.  LEC

RELIGIOUS STUDIES

CHANGE: NEW COURSE
HNDI 301  TOPICS IN HINDI CULTURE, LANGUAGE AND LITERATURE:  _______  3  U
Investigation of special topics on Hindi culture, language and literature at the undergraduate level. May be repeated for credit when topic varies.  LEC

CHANGE: NEW COURSE
HNDI 310  ADVANCED HINDI I  3  U
Enhancement of speaking, comprehension, reading and writing abilities in Hindi. Readings are introduced from representative genres of Hindi literature. Prerequisite: HNDI 220 or placement exam that establishes a level of proficiency in Hindi suited to Advanced Hindi I.  LEC

CHANGE: NEW COURSE
HNDI 320  ADVANCED HINDI II  3  U
Enhancement of speaking, comprehension, reading and writing abilities in Hindi. Readings are introduced from representative genres of Hindi literature. Prerequisite: HNDI 310 or placement exam that establishes a level of proficiency in Hindi suited to Advanced Hindi II.  LEC
REL 475 LOVING RELATIONSHIPS 3 H
(OLD) Theories and elements of love in a variety of types of relationships, with attention to religious ethical traditions and social and behavioral sciences. Includes small group discussions and application to personal experience. (Same as COMS 455). Prerequisite: Junior standing or above. LEC

REL 475 LOVING RELATIONSHIPS 3 H
(NEW) Theories and elements of love in a variety of types of relationships, with attention to religious ethical traditions and social and behavioral sciences. Includes small group discussions and application to personal experience. Prerequisite: Junior standing or above. LEC

REL 550 GENDER ISSUES IN ISLAM 3 H
Focusing on issues of gender, this course follows major religious developments in the Islamic tradition. Also examines how Muslim women have impacted those developments. LEC

REL 557 MODERN ISLAMIC REFORM MOREMENTS 3 H
This course examines movements of renewal and reform in the Islamic world today. Also studies the conditions that gave rise to calls for reform throughout the Muslim majority world, as well as the impact reform movements have had on the practices and beliefs of Muslims today. LEC

2. Degree Requirements for Approval

a. Change to Existing B.A and B.G.S. in Political Science Major

Submitted administratively by Karen Ledom 1/27/2011

The Political Science department contacted the College Student Academic Services office in late fall to inquire about why POLS 494 and POLS 495 were not counting as options for upper level elective hours in the Political Science major.

The department had submitted curricular changes to the courses themselves 2007, but did not request a change to the major requirements to alter “number 3” below. Based on language in their rationale for the course changes they thought they had made the necessary changes, but the language was not sufficiently clear as to accomplish this change. For this reason, and in consultation with the Political Science department, we are now proposing a change as was the department’s intent when they changed the description of the courses in 2007.

Current Requirements for the B.A. or B.G.S. Major

Undergraduate majors must complete a minimum of 33 credit hours of course work in the department, including the three introductory courses above and the following 2 courses or their honors equivalents:

- POLS 301 Introduction to Political Theory
- POLS 306 Political Science Methods of Inquiry

Of the remaining 18 required credit hours, 15 hours must be at the 400 level or above. These may be drawn from across the political science curriculum, with 3 limitations:
1. Students must take courses at the 400 level and above from at least two of five subfields: political philosophy and empirical theory, U.S. political institutions and processes, public policy and public administration, foreign governments and comparative politics, international relations.

2. A student may count no more than 6 hours toward the major from the following courses combined:
   - POLS 493 Directed Readings (1-3)
   - POLS 496 Washington Semester Fieldwork (3-6)
   - POLS 497 Topeka Semester Fieldwork (3-6)
   - POLS 498 Honors Thesis (3-6)

3. A student may not count the following courses toward the major:
   - POLS 494 Washington Semester Intern Seminar (3)
   - POLS 495 Topeka Semester Intern Seminar (3)

**PROPOSED CHANGES TO THE BA OR BGS MAJOR IN POLITICAL SCIENCE**

Undergraduate majors must complete a minimum of 33 credit hours of course work in the department, including the three introductory courses above (POLS 110, 150 and 170) and the following 2 courses or their honors equivalents:

- POLS 301 Introduction to Political Theory
- POLS 306 Political Science Methods of Inquiry

Of the remaining 18 required credit hours, 15 hours must be at the 400 level or above. These may be drawn from across the political science curriculum, with 3 limitations:

1. Students must take courses at the 400 level and above from at least two of five subfields:
   - Political Philosophy & Empirical Theory
   - U.S. Political Institutions and Processes
   - Public Policy
   - Foreign Governments and Comparative Politics
   - International Relations

2. A student may count no more than 6 hours toward the major from the following courses combined:
   - **POLS 492: Fieldwork in Politics and Policymaking (1-6)**
   - POLS 493: Directed Readings (no more than 3 hours)
   - **POLS 494: Washington Semester Intern Seminar (3)**
   - **POLS 495: Topeka Semester Intern Seminar (3)**
   - POLS 496: Washington Semester Fieldwork (3-6)
   - POLS 497: Topeka Semester Fieldwork (3-6)
   - POLS 498: Honors Thesis (3-6)