I. Approval of CUSA Minutes from April 12, 2011

II. Chair’s Report

III. Dean’s Office Report

IV. CLA&S Student Academic Services Report

   Proposed Amendment to University Senate Rules and Regulations (USRR) 2.2.7 (credit/no credit policy), USRR 2.6.7 (academic misconduct policy), and USRR 2.2.8 (grade replacement policy in repeat courses) – Attachment 1

V. Subcommittee Chair Reports

   A. Advising & Awards

   B. Curricular Changes/Degree Requirements

      1. Curricular Changes for Approval:

         NEW COURSES: HIST 625, HIST 626

         CHANGES: AAAS 555, ENGL 205, ATMO 505, ATMO 525, ATMO 640, ATMO 660, HWC 570, HWC 575, WGSS 570, WGSS 575

      2. Degree Requirements for Approval:

         a. Change to the existing range for placement in English
         b. Change to existing Major in Women's Studies
         c. Change to existing Admission Requirements for the English Major (will be provided as an addendum to this agenda at the 4-26-11 CUSA meeting)

   C. Academic Standards Report

Discussion

Transfer credit from a four year institution

If a transfer course from a four year institution is given the equivalency of a CLAS course at the upper level then the student should also get upper level credit regardless how that four year institution number the course. Community College coursework would still remain at the lower level since is it a two year institution.

Kansas BOR Transfer Articulation

The subcommittee continued discussing the impact on the CLAS general education requirements with the current BOR articulation agreement.
Degree Requirement Petitions

1714) Request to change lower level transfer hours to upper level transfer hours
Approved (2,0) - Transfer course from a four year institution transferred in as CHEM S624 and CHEM S625 the S is a code indicating that is does not transfer in as upper level but the student was counting it because it was a course labeled 300 or higher. It was approved to give the student upper level credit.

1715) Request to count MATH 365 in the NM category due to misadvising
Approved (2,0) - Student was told that MATH 365 would count as a second math by a faculty advisor. Department confirmed that the faculty member was under the impression that this course still counted.

1716) Request to count HA 587 as a non-western culture requirement
Approved (2,0) - MCS notes from advisor indicated that course was a non-western culture requirement. Student thought that this course would count toward the non-western culture general education requirement. While the subcommittee believes that the faculty advisor was advising the student that HA 587 would fulfill the History of Art non-western culture requirement it is acknowledged that the student could have interpreted this incorrectly.

1717) Request to change lower level transfer hours to upper level transfer hours
Approved (2,0) - Transfer course from a four year institution transferred in as FMS 311 but was not given upper level coursework. It was approved to give the student upper level credit.

1718) Request to graduate with less than 10 CLAS hours due to misadvising
Approved (2,0) - Approved student to complete one remaining Business course to count for minor due to lack of advising student about CLAS hours when creating graduation plan. This will ensure the student completes the remaining hours with CLAS hours only except for the required Business minor class making the total of CLAS hours set a 90.

Retroactive withdrawals

1685) Retroactive withdrawal Spring 2010 due to illness
Approved (2,0) – Medical documentation sufficient for approval.

1686) Retroactive withdrawal for specific courses in Fall 2010 due to death of close relation/family
Approved for full semester (2,0) – Documentation sufficient for approval but will need to be for all courses and not just selected courses.

1689) Retroactive withdrawal Fall 2010 due to illness
Approved (2,0) – Medical documentation sufficient for approval.

1692) Retroactive withdrawal from specific courses due to death of close relation/family and misadvising
Denied (2,0) – Student felt that he did not have prerequisites for MATH 121 and EECS 168 but he had completed MATH 101 (grade of A) and MATH 103 (grade of B) at a transfer institution. The prerequisites for both courses at KU are MATH 104 which is a combination of college algebra and trigonometry. No indication why student was unable to withdrawal by the withdrawal deadline.

1705) Retroactive withdrawal Fall 2010 due to illness
Approved (2,0) – Medical documentation sufficient for approval.

VI. OLD BUSINESS – Subcommittee Chair Reports

A. Advising & Awards
B. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval:

NEW COURSES: AAAS 327, ECON 570, HIST 445, SOC 699

DELETED or DEACTIVATED COURSES: BIOL 307, BIOL 308, BIOL 311, BIOL 352, BIOL 460, BIOL 462, BIOL 464, BIOL 466, BIOL 561, BIOL 590, BIOL 608, BIOL 610, BIOL 620, BIOL 670, BIOL 692, GEOG 515, GEOG 536, GEOG 551, GEOG 573, GEOG 575, GEOG 596, GEOG 657

CHANGES: BIOL 150, BIOL 416, CHEM 185, COMS 537, COMS 538, COMS 544, FMS 313, GERM 218, PSYC 692

2. Degree Requirements for Approval:

a. Change to Human Biology Departmental Honors Policy
b. Change to Existing Major Requirements for B.A. in Chemistry: Biological Chemistry Option
c. Change to Existing Major Requirements for the B.S. in Chemistry: Biochemistry Option
d. Existing Course, Proposed Non-Western Culture Status
e. Existing Course, Proposed Non-Western Culture Status
f. Existing Course, Proposed Non-Western Culture Status

C. Academic Standards Report

VII. OLD BUSINESS – KBOR Transfer and Articulation Policy Update
PROPOSED AMENDMENTS TO THE UNIVERSITY SENATE RULES AND REGULATIONS
Approved by SenEx on 4/12/2011

USRR 2.2.7 – Credit-No Credit Policy
Rationale - Dean of Graduate Studies Sara Rosen originally recommended that the credit/no credit option be available to graduate students. Language was also added regarding plus/minus grades when a student is enrolled for CR/NC and the sections were rearranged for greater clarity. The amendments are shown in bold/strike out fonts below:

2.2.7 A student may elect to be graded on a scale of CR (credit) or NC (no credit) instead of on a scale of A, B, C, D, or F as provided below. The credit/no credit enrollment option is not available to students in the Graduate School.

2.2.7.1 Students seeking the credit/no credit option in a semester-long course must register their choice in their dean's office during the 21st through the 30th instructional days of the semester. Retroactive application of the Credit/No Credit option after this deadline is not allowed. In all eight-week courses, including summer session, students must choose credit/no credit during the 11th through the 15th instructional day of class. In courses of other duration, students must choose credit/no credit during the week that 40 percent of the class sessions have been completed. In courses shorter than one week, students must choose credit/no credit before the first class session. After the deadline, a student may not alter his or her choice.

2.2.7.2 The student shall not take this option in his or her declared major and shall have the choice of only one option per semester. A student may use the credit/no credit option for at most one course per semester. At the close of the option period, the student cannot alter his or her option.

2.2.7.3 The grade of CR (credit) will be received for grades of A, B, and C. The grade of NC (no credit) will be received for grades D and F. For undergraduate students, the grade of CR (credit) will be received for grades of C- and above, and the grade of NC (no credit) will be received for grades of D+ and below. For graduate students, the grade of CR will be received for grades of C and above, and the grade of NC (no credit) will be received for grades of C- and below.

2.2.7.4 The instructor will not be informed when a student has chosen this option, and will assign a conventional letter grade, which will then be converted by the University Registrar to CR or NC as appropriate.

2.2.7.5 Courses graded CR or NC will not count in computing grade point averages. Courses graded CR will be included in the total hours counted toward graduation; courses graded NC will not count as hours earned.

2.2.7.6 No course graded CR or NC can count toward the satisfaction of the requirements for an undergraduate major or toward the satisfaction of the requirements for a graduate degree or a graduate certificate, except in the School of Law. Courses graded CR or NC may be taken in a student’s undergraduate major or in a student’s graduate program if the student does not need to count them toward the satisfaction of requirements.

2.2.7.7 The College, schools, departments, programs, and other academic units may establish degree requirements, major requirements, minor requirements, certificate requirements or other academic requirements requiring that the CR/NC grading option not be chosen for most or all of a student’s courses.
USRR 2.6.7 - Academic Misconduct Policy

Rationale - SenEx added language to clarify that USRR 2.6.7 applies to academic misconduct D or F grades received for the course as a whole, but not to a reduction of grade on specific work that ultimately results in a D or F grade for the course. Both SenEx and the Academic Policies and Procedures Committee (AP&P) agree that a student who receives the lesser sanction of Reduction of Grade for Specific Work should be allowed to repeat the course per USRR 2.2.8.2. The complete academic misconduct policy in USRR Article II, Section 6 is in the KU Policy Library at https://documents.ku.edu/policies/governance/USRR.htm#art2sect2.

2.6.5 The following sanctions may be imposed upon a student or an instructor for academic misconduct:

(1) Admonition: . . . 
(2) Warning: . . . 
(3) Censure: . . .

Other sanctions that may be imposed upon a student for academic misconduct are:

(4) Reduction of Grade for specific work: . . .
(5) Reduction of Grade for the Course: . . .
(6) Exclusion from Activities: . . .
(7) Transcript Citation for Academic Misconduct: . . .
(8) Suspension from a specific course: . . .
(9) Suspension: . . .
(10) Expulsion: . . .

Other sanctions that may be imposed upon an instructor for academic misconduct are:

Recommendation of Suspension: . . .
Recommendation of Dismissal: . . .

More than one sanction may be imposed upon a student or an instructor for the same offense or offenses.

2.6.6 All sanctions of Reduction of Grade for Specific Work, Reduction of Grade for the Course, Exclusion from Activities, Transcript Citation for Academic Misconduct, Suspension from a Specific Course, Suspension, and Expulsion that are applied by the College and the Schools or their designated departments will be communicated to the Office of the Provost.

2.6.7 Students who receive a D or F in a course due to a finding of academic misconduct by a unit, school, or Judicial Board hearing body may repeat the course but are not eligible for the grade-replacement provisions of USRR 2.2.8.

USRR 2.2.8 - Grade Replacement Policy in Repeat Courses

Rationale – SenEx added a phrase to USRR 2.2.8(2) to conform with new language in USRR 2.6.7.

2.2.8 If a student takes a course at KU, receives a D or F in the course, enrolls in and repeats the course at KU, the new grade may be used in place of the original grade for purpose of GPA calculation, subject to the limitations herein.

1) The course must be numbered 000-299 and have been taken in the Fall 2001 semester or thereafter. Classes taken from Fall 2001 through Summer 2007 must have been requested by the student during the semester as qualifying for the repeat policy. Beginning in Fall 2007, this policy automatically applies to courses that meet the criteria outlined in this section.

2) The grade of D or F cannot be the result of an academic misconduct determination sanction of “Reduction of Grade for the Course.”

3) The grade recalculation will happen by default.

4) The original grade will remain on the transcript, although it will not be used to calculate the GPA.

5) Students may have a grade replaced no more than five times, meaning a student may retake five courses, or a course five times, or any combination thereof. Multiple retakes of a course are discouraged, but not explicitly prohibited. The time and date of registration of the second (repeat) enrollment will be used to determine the limit of five repeat courses for grade replacement.

END OF ATTACHMENT 1
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for April 12, 2011

The committee met on Tuesday, April 12, 2011, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Bradley, Burright, Crosby, Cudd, de Boer, Dozier, Earnhart, Fischer, Gray, Hurst, Jelks, Ledom, McNeley, Mielke, Purnaprajna, Pye, Tucker

MINUTES  A motion was made to approve as written the March 8, 2011 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously

CHAIR’S REPORT  No report.

DEAN’S OFFICE REPORT  Associate Dean Cudd is Co-chair of the Energizing the Educational Environment Work Group, and she introduced a diagram (Attachment 1) summarizing the work of this group. Dr. Cudd noted that Dr. Chris Haufler created the diagram, and had presented it at the EEE and EDE Work Group Reports Town Hall Meeting on April 6. (The entire report is available at the Provost’s Strategic Planning website: http://www.provost.ku.edu/planning/docs/eee_report_20110331.pdf) Dr. Cudd reminded members of the process the EEE group had used to determine their recommendations, utilizing the feedback and input gathered from the KU community. She went over the various components of the diagram and gave examples of how the College might achieve the educational goals and learning outcomes. Discussion ensued about various ways these plans, once finalized, may be implemented. Dr. Cudd urged CUSA members to read all the reports, and to encourage their colleagues to read them as well, and reiterated that feedback was welcomed.

CLA&S STUDENT ACADEMIC SERVICES REPORT  Assistant Dean McNeley summarized the Plus/Minus Grading Results pulled from data provided by OIRP. The report showed minimal impact on the mean GPA in College (excluding SOTA) courses graded plus/minus: 2.9 before the plus/minus grading option was available, to 2.94 after the plus/minus grading option was available.

Dr. McNeley referred CUSA members to handouts of KU’s current Transfer and Articulation Agreement, the Draft College Transfer Policy for Students Who Have Completed an Associate in Arts or Associate in Science Degree, and the Kansas Board of Regents (KBOR) Transfer and Articulation Task Force Proposed Recommendations (see Attachments 3, 4 and 5). Dr. McNeley gave some background of the types of challenges involved in how transfer work is evaluated and applied, which have led to a much larger discussion regarding this issue in Kansas institutions and across the nation. Discussion ensued about this issue and recommendations for a proposal that is more specific and in compliance with the Kansas Board of Regents’ policy. Dr. McNeley encouraged CUSA members to review these handouts and to share them and discuss them with their colleagues, because feedback and input from the various units in the College is critical as this proposal moves forward. The deadline to submit the proposal to the KBOR is July 1, 2011.

SUBCOMMITTEE CHAIR REPORTS

There was no time to continue with the subcommittee reports, so they will be carried over to the next meeting on April 26, 2011.

The meeting was adjourned at 12:25 p.m.
22. TRANSFER AND ARTICULATION POLICY (3-18-04)

a. Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness. A seamless educational system offers the best resources to provide a high quality education for every citizen, and empowers and encourages each citizen to reach maximum potential by engaging in life-long learning. This includes:

- Aligning high school and college expectations and standards to improve access and success;
- Providing access to higher education;
- Providing high quality advising and information at every point of the journey to insure that students understand the preparation required to succeed at the next level;
- Building connections and strengthening communications within and between the parts of the system; and
- Providing a smooth transition from one level of learning to the next level, including graduate and professional education.

b. In accordance with K.S.A. 72-4453, the governing boards of every Kansas community college and every technical school or technical college must establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among institutions. (1-18-06; 1-17-07)

(1) The state board of regents shall be notified of the agreement at the time the agreement is executed.
(2) The agreement shall be effective only after submission to and approval by the state board of regents. (K.S.A. 72-4453) Preliminary approval shall be given by the President and CEO or designee upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board. (1-18-06)
(3) The President and CEO shall report to the Board on transfer and articulation agreements annually. Such report shall include a description of the agreements preliminarily approved during the last year and a request for ratification by the Board. (1-18-06)

c. In accordance with K.S.A. 72-4454, articulation agreements are required among technical schools, technical colleges, community colleges and public universities providing for the transferability of substantially equivalent courses of study and programs which are offered at technical schools, technical colleges, community colleges and public universities in order to facilitate articulation of students in technical programs to and among technical schools, technical colleges, community colleges and public universities. (1-17-07)

d. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its transfer policy.

(1) An institutional transfer policy shall not conflict with KBOR’s transfer policy. (1-17-07)
(2) An institutional transfer policy shall include an appeal process. (1-17-07)
(3) An institutional transfer policy shall treat transfer students the same way academically as nontransfer students. (1-17-07)
(4) An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution. (1-17-07)
(5) An institutional transfer policy shall ensure transfer of general education courses from any HLC accredited Kansas public postsecondary institution subject to conditions in sections h and i below. (1-17-07)

(6) Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.

e. Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.

(1) Admission to an institution will not constitute admission to a professional school or a specific program.
(2) Except as provided in section h, students must complete all graduation requirements of the
receiving institution.
(3) Students with a completed associates degree who transfer into professional school or specialty programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

f. Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.

g. General requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:

(1) Effective July 2006 and thereafter, transfer coursework must be transcripted in credit hours.

(2) Students transferring to Kansas public universities with a completed AA or AS degree will be given junior standing.

h. Transfer of general education to and among Kansas Public Universities, including state universities and Washburn University, must follow the requirements below. (1-17-07)
Although the following distribution of courses does not correspond to the general education requirements for the bachelor degree at any Kansas public university, it will be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas public universities.

A minimum of 45 credit hours of general education with distribution in the following fields will be required. General education hours totaling less than 45 will be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

12 hours of Basic Skills courses, including:
- 6 hours of English Composition
- 3 hours of Public Speaking or Speech Communication
- 3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

12 hours of Humanities courses from at least three of the following disciplines:
- Art*
- Theater*
- Philosophy
- Music*
- History
- Literature
- Modern Languages (1-17-07)

*Performance courses are excluded.

12 hours of Social and Behavioral Science courses from at least three of the following disciplines:
- Sociology
- Psychology
- Political Science
- Economics
- Geography
- Anthropology

9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab).

Transcripts of students fulfilling the requirement of this agreement will be appropriately coded by the sending institution.
i. Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in section h above.

j. Universities may develop program-to-program articulation agreements for the AAS degree; Fort Hays State University and Washburn University have these agreements in place.

k. Completed technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:

(1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.

(2) On a course-by-course basis

(a) General education courses may be transferred according to sections d(5), h and i above.

(b) Substantially equivalent courses may be transferred on a course-by-course basis according to section d(4) above.

(c) Other courses may be transferred as electives according to section d(6) above.

l. Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

m. This policy shall be reviewed three years after the date of implementation. Interim reports may be requested by the Board.
DRAFT
University of Kansas
College of Liberal Arts & Sciences
Transfer Policy for Students
Who Have Completed an Associate in Arts or Associate in Science Degree

College of Liberal Arts and Sciences degrees (Bachelor of Arts and Bachelor of General Studies) are structured to ensure both breadth and depth of knowledge by extensive general education degree requirements and course work in the major. CLAS general education degree requirements account for as many as 72 of the minimum 120 hours of required coursework. As such, they represent the broadest expectations for general education at the University of Kansas.

Transfer guides outlining course offerings from all Kansas community colleges that meet specific College Liberal Arts and Sciences general education requirements (and other bachelor’s degrees offered by KU) are available at: http://admissions.ku.edu/credit/communitycolleges.shtml. It is strongly recommended that students utilize these guides in the selection of courses at the community college. Students with transfer credit are encouraged to have transfer work evaluated thoroughly before attending New Student Orientation by submitting all work through the Pre-Enrollment Preparation Request sent to them two weeks prior to their orientation date (New process – implementation during Summer 2011 NSO).

All transferrable work will be applied to degree requirements, maximizing the number of completed requirements at the time of transfer. Courses with earned grades below C-, while contributing to the associate’s degree, are not transferrable to the College of Liberal Arts and Sciences.

Transfer courses evaluated as equivalent to KU course work will be applied uniformly to major, general education, and broader degree requirements regardless of the completion of the associate’s degree.

I. Articulation and Transfer of Courses Fulfilling Associate of Arts or Associate of Science General Education Requirements

The following information is intended to set clear expectations regarding the evaluation and transfer of courses taken to fulfill general education requirements as outlined in the Kansas Board of Regents Transfer Agreement and Articulation Guide (http://www.registrar.ku.edu/pdf/BOR articulation.pdf ). Although the following distribution of courses does not correspond to the general education requirements of any specific Kansas public university, it outlines the 45 credit hours of associate’s degree requirements intended by this policy. All courses transferable to the College, taken to fulfill general education requirements as outlined will be applied to specific general education requirements for the bachelor’s degree. Once applied, students will be expected to complete any remaining general education requirements for the specific bachelor’s degree.

All evaluations will be completed on a case-by-case basis. The determination of the fulfillment of specific requirements will be coordinated by the Degree Transfer Specialist in the College of Liberal Arts and Science. The corresponding, specific KU College of Liberal Arts and Sciences degree requirements that may be considered as fulfilled are noted for each category (attached) and will be recorded in the student’s degree progress record (or ARTS).

Appeals regarding specific course/requirement decisions must be submitted to the College of Liberal Arts and Sciences, Committee on Undergraduate Services and Advising (CUSA), Subcommittee on Academic Standards. Petitions may be submitted in CLAS Student Academic Services, Strong Hall 109.

Under the following conditions, ____________________, subsequent appeals may be submitted to the Provost Office.
Implications to current CLAS General Education Requirements:

KBOR General Education Curriculum

Basic Skills:
6 hours of English Composition                English I and II Core Skills
3 hours of Public Speaking or                Argument and Reason or Social Science
    Speech Communication
3 hours College level Mathematics            First-level Mathematics

12 hours of Humanities from at least three of the following disciplines (performance courses excluded):
Art, Theater, Philosophy, Literature,
    History, Music, Modern Languages          Humanities (HT, HL, HR)
                                            Western Civilization
                                            3rd English
                                            Non-Western Culture
                                            Foreign/World Language
                                            Argument and Reason

12 hours of Social & Behavioral Science courses from at least three of the following disciplines:
Sociology, Psychology, Political Science,
    Economics, Geography,
    Anthropology, other social science        Social Sciences (SC, SI, SF)
                                            Non-Western Culture

9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab):
All courses within the division                Natural Sciences Requirement (NB, NE, NP)
                                            Natural Sciences Lab Requirement

For Consideration:
1. Consider reduction of current General Education Requirements to a hour-level and distribution consistent with the KBOR guidelines.
2. Designate (sparingly) Liberal Arts & Sciences Bachelor’s Degree Requirements ensuring the essential learning outcomes (competencies) of the degree.
3. Establish application rules to ensure full breadth of exposure.
4. Determination clear review & appeal process for submission to KBOR by June 1, 2011.
II. Articulation and Transfer of Courses Not Fulfilling Associate of Arts or Associate of Science General Education Requirements

Hundreds of courses have been previously evaluated. KU transfer equivalencies are posted at: http://admissions.ku.edu/credit/transfer/

Students should note that courses designated as "U" may contribute to required elective hours. Your academic advisor in your major or minor areas of studies may apply these hours as appropriate.

Courses not listed in this system have not been evaluated. Requests for transfer course evaluation and subsequent application to degree requirements should be submitted to Strong 109, Student Academic Services. (This petition process continues to be paper-based and inefficient, IT support in the development of an electronic system is crucial with this new expectation.)

Course evaluation requires review of the course description, and optimally the current course syllabi. Once a request has been submitted, the process will be reviewed by the appropriate curriculum council. Feedback is available within XXX days (To be determined).

IF acceptance of maximum 64 hours:

- 60-64 (varies by institution)  Associate’s Minimum Hour Requirement
- 45  KU Upper-level
- 11-15  KU Lower-level
- 120-124  Bachelor’s Minimum Hour Requirement

**If the student has not begun world language course work, the BA will not be obtainable.

For Consideration:
1. Designate lower-level courses in major as prerequisites.
2. Consider Associates Degree as completion of the BGS second area of study.

END OF ATTACHMENT 4
Kansas Board of Regents Transfer and Articulation Task Force
Proposed Recommendations: Draft III
March 29, 2011

Discussions during meetings of the Transfer and Articulation Task Force and outside of the committee meetings revealed significant concerns and problems with the process as it currently exists. These range from students lack of a clear understanding about how their coursework will transfer to other institutions and reports of inconsistency within the process to the confusing nature of institutionally defined general education programs and no central coordination of the transfer and articulation process within the Regents system. To address these concerns and improve the transfer process for all Kansas students the Task Force makes the following recommendations:

I. Create a web-based, searchable “portal” housed by KBOR that will allow faculty, staff and students to easily determine how coursework completed at a Kansas Community College or Regent’s institution will transfer to other colleges and universities within the system.

   A. The first step toward creating such a portal will require each of the four year schools to clarify how they apply the current KBOR transfer and articulation policy, section 22, pages 134-37.
   B. In addition, each four year institution will clarify how coursework is evaluated on their campus and explain the avenues for appeal.
   C. This information, along with the name of and contact information for the university point person for transfer and articulation issues, will be published on a university website that is easily reached and clearly identified.
   D. This website will also provide detailed information about how courses from each of the colleges and universities within the Regents system will transfer into their school.

The creation of the portal will require the Board of Regent’s staff to determine how best to centrally organize this information in a manner similar to that found in other states.

The Task Force sees the creation of this portal as a means to clarify problems within the transfer and articulation process that are system wide and have a direct, negative impact on students within Kansas. These problems and related issues that arise with the transfer and articulation process will be regularly reviewed and discussed by an appointed “Transfer and Articulation Advisory Council.”

II. A Transfer and Articulation Advisory Council should be appointed through shared oversight of the System Council of Chief Academic Officers and the Kansas Board of Regents to manage the development and implementation of a
web-based portal and transfer process review. Membership will consist of faculty, institutional representatives, students, and Board staff.

- **Faculty Representatives (4 total)** 2 to be appointed by four year institutions, 2 to be appointed by two year institutions. Each representative will serve staggered three year terms.
- **Institutional Representatives (12 total)** one from each of the four year institutions, 6 to be appointed by two year institutions.
- **Students Representatives (2 total)** 1 to be appointed to represent four year institutions, 1 to represent two year institutions. Each student appointment will serve a two year term. Appointment should be made through the Student Advisory Committee.
- A representative of the KBOR Office of Academic Affairs will serve as ex officio member of the council.

A. The Transfer and Articulation Advisory Council will meet on a regular basis and report to the System Council of Chef Academic Officers.

B. The council’s initial tasks will focus on the following issues:

1. Manage the development of the transfer portal as defined in recommendation number one. This step is seen as an avenue for the gathering of information necessary to assess the transfer and articulation issues associated with current practice.
2. Evaluate the means by which current KBOR transfer and articulation policy is applied at each of the four-institutions and, if necessary, make recommendations to modify and/or change it;
3. Assess the role of the “Core Outcomes” project relative to the transfer and articulation process and develop appropriate recommendations;
4. Propose guidelines for an “appeals/mediation” process that addresses issues of fairness, consistency and the amount of time that curricular requirements remain in effect for students. (i.e., “catalogue copy”)

III. Implementation Time Line

A. Each of the Regent’s institutions will have their transfer and articulation web site, complete with details about institutional contact, transfer equivalencies/substitutions and appeals process, implemented by July 1, 2011.

B. KBOR staff will begin the process to identify the best method for creating the centralized portal once the proposal is approved and report to the Transfer and Articulation Advisory Council at its first meeting this fall, 2011.

C. The Transfer and Articulation Advisory Council will be staffed in summer, 2011, and hold its first meeting by the end of August, 2011.
Curricular Changes/Degree Requirements

1. Curricular Changes for Approval

AFRICAN AND AFRICAN-AMERICAN STUDIES

CHANGE: COURSE DESCRIPTION, COURSE IS CURRENTLY CROSSTLISTED

AAAS 555 AFRICAN FILM 3 H
(OLD) A critical study of Africa and its peoples as depicted in films and videos. The aesthetic, cultural, economic, political, historical, and ideological aspects of African films and videos will be examined. (Same as FMS 544) LEC.

AAAS 555 AFRICAN FILM 3 H
(NEW) A critical study of Africa and its peoples as depicted in films. The aesthetic, cultural, economic, political, historical, and ideological aspects of African films is examined. (Same as FMS 544) LEC

ENGLISH

CHANGE: PREREQUISITE

ENGL 205 FRESHMAN-SOPHOMORE HONORS PROSEMINAR 3 H
(OLD) Study of a major movement, topic, or theme in literature and culture. The primary aims are to further develop reading and writing skills and to consider significant cultural and artistic issues. For ELIGIBILITY, see section "Placement in English." LEC

ENGL 205 FRESHMAN-SOPHOMORE HONORS PROSEMINAR 3 H
(NEW) Study of a major movement, topic, or theme in literature and culture. The primary aims are to further develop reading and writing skills and to consider significant cultural and artistic issues. Prerequisite: ENGL 105 or an AP exam score of 4 on either the Literature and Composition exam or the Language and Composition exam. LEC

GEOGRAPHY

CHANGE: PREREQUISITE

ATMO 505 WEATHER FORECASTING 3 N
(OLD) A first course in synoptic meteorology designed to introduce students to weather analysis and forecasting through the application of hydrodynamic and thermodynamic principles to operational analysis and forecasting. Topics include: analysis and interpretation of surface and upper-air observations and data from satellites, radars, and wind profilers; chart and sounding analysis; and three-dimensional, conceptual models of weather systems. The course includes student-led weather briefings and analysis exercises. LEC

ATMO 505 WEATHER FORECASTING 3 N
(NEW) A first course in synoptic meteorology designed to introduce students to weather analysis and forecasting through the application of hydrodynamic and thermodynamic principles to operational analysis and forecasting. Topics include: analysis and interpretation of surface and upper-air observations and data from satellites, radars, and wind profilers; chart and sounding analysis; and three-dimensional, conceptual models of weather systems. The course includes student-led weather briefings and analysis exercises. Prerequisite: ATMO 105 and MATH 121 or MATH 115. LEC

CHANGE: PREREQUISITE

ATMO 525 AIR POLLUTION METEOROLOGY 3 S
(OLD) A study of background levels and concentrated sources of atmospheric pollution together with considerations of pollution buildup in urban areas as related to particular weather conditions. Inadvertent weather modifications and effects of atmospheric pollution on particular weather events and general climate will be discussed. Prerequisite: ATMO 105, MATH 121, and EECS 138. LEC
ATMO 525  AIR POLLUTION METEOROLOGY  3  S
A study of background levels and concentrated sources of atmospheric pollution together with
considerations of pollution buildup in urban areas as related to particular weather conditions.
Inadvertent discussed. Prerequisites: ATMO 105, MATH 121, EECS 138 and CHEM 184. LEC

CHANGE: PREREQUISITE
ATMO 640  DYNAMIC METEOROLOGY  3  N
This course introduces the student to the fundamentals of fluid dynamics necessary for
understanding large scale atmospheric motions. Fundamental physical laws of conservation of
mass, momentum and energy are examined and applied to atmospheric flows. Rotation in the
atmosphere is examined quantitatively in terms of both circulation and vorticity. Prerequisite:
MATH 223, PHSX 212, prerequisite or corequisite of ATMO 505. LEC

ATMO 640  DYNAMIC METEOROLOGY  3  N
This course introduces the student to the fundamentals of fluid dynamics necessary for
understanding large scale atmospheric motions. Fundamental physical laws of conservation of
mass, momentum and energy are examined and applied to atmospheric flows. Rotation in the
atmosphere is examined quantitatively in terms of both circulation and vorticity. Prerequisite:
MATH 223 and PHSX 212. LEC

CHANGE: PREREQUISITE
ATMO 660  ADVANCED DYNAMIC METEOROLOGY  3  N
Advanced study of the atmosphere including treatment of the vorticity equation. Prerequisite:
ATMO 630, ATMO 640, PHSX 211, and MATH 123. LEC

ATMO 660  ADVANCED DYNAMIC METEOROLOGY  3  N
Advanced study of the atmosphere including treatment of the vorticity equation. Prerequisite:
ATMO 640 and MATH 220 or MATH 320. LEC

HISTORY

CHANGE: NEW COURSE
HIST 625  TOPICS IN THE BODY, SELF AND SOCIETY  3  H
An intensive examination of the role of the human body in the creation of personal and social
identities in the West since the sixteenth century through a selected topic. Contemporary theories
of embodiment are applied to a variety of historical themes. May be repeated if content varies
sufficiently. This course is taught at the 600 and 800 levels with additional assignments at the 800
level. (Same as HWC 575 and WGSS 575) LEC

CHANGE: NEW CROSS-LISTED COURSE
HIST 626  TOPICS IN MEN AND MASCULINITIES: 3  H
An intensive examination of the history and theory of masculinities in the Western world since the
sixteenth century. Students become acquainted with some of the key theories of men and
masculinities, examine in depth the interplay between manhood and modernity, and develop
research projects on a topic negotiated with the instructor. May be repeated if content varies
sufficiently. This course is taught at the 600 and 800 levels, with additional assignments at the 800
level. (Same as HWC 570 and WGSS 570) LEC

HUMANITIES AND WESTERN CIVILIZATION

CHANGE: DESCRIPTION  NEW REQUEST TO CROSSLIST
HWC 570  MEN AND MASCULINITIES  03  H
An examination of conceptions of masculinity from Europe and North America since the
eighteenth century. Historical examples illustrate a diverse range of topics, including medicine and
the body, emotion and willpower, consumption and beauty, war and fascism, homophobia and
sexual orientation, and the interplay of race and class in conceptions of manhood. (Same as
WS 570) LEC
HWC 570 TOPICS IN MEN AND MASCULINITIES: 03  H
(NEW) An intensive examination of the history and theory of masculinities in the Western world since the sixteenth century. Students become acquainted with some of the key theories of men and masculinities, examine in depth the interplay between manhood and modernity, and develop research projects on a topic negotiated with the instructor. May be repeated if content varies sufficiently. This course is taught at the 500 and 700 levels with additional assignments at the 700 level. (Same as WGSS 570 and HIST 626) LEC

CHANGE: TITLE, DESCRIPTION, NEW REQUEST TO CROSS-LIST
HWC 575 THE BODY, SELF AND SOCIETY 3 H
(OLD) An examination of the role of the human body in the creation of personal and social identities in the West since the sixteenth century. Contemporary theories of embodiment are applied to a variety of historical themes, which may include posture, manners and morality; cleanliness and hygiene; exercise, dieting and body-building; sexuality and personal identity; fashion, make-up and cosmetic surgery; vegetarianism, self-help literature and alternative medicine; tattooing and body modification; and the history of the senses. (Same as WGSS 575) LEC

HWC 575 TOPICS IN BODY, SELF AND SOCIETY 3 H
(NEW) An intensive examination of the role of the human body in the creation of personal and social identities in the West since the sixteenth century through a selected topic. Contemporary theories of embodiment are applied to a variety of historical themes. May be repeated if content varies sufficiently. This course is taught at the 500 and 700 levels with additional assignments at the 700 level. (Same as HIST 625 and WGSS 575) LEC

WOMEN. GENDER AND SEXUALITY STUDIES

CHANGE: DESCRIPTION, NEW REQUEST TO CROSSLIST - COURSE IS CURRENTLY CROSSLISTED
WGSS 570 MEN AND MASCULINITIES 3 H
(OLD) An examination of conceptions of masculinity from Europe and North America since the eighteenth century. Historical examples illustrate a diverse range of topics, including medicine and the body, emotion and willpower, consumption and beauty, war and fascism, homophobia and sexual orientation, and the interplay of race and class in conceptions of manhood. (Same as HWC 570) LEC

WGSS 570 TOPICS IN MEN AND MASCULINITIES: 3 H
(NEW) An intensive examination of the history and theory of masculinities in the Western world since the sixteenth century. Students become acquainted with some of the key theories of men and masculinities, examine in depth the interplay between manhood and modernity, and develop research projects on a topic negotiated with the instructor. May be repeated if content varies sufficiently. This course is taught at the 500 and 700 levels, with additional assignments at the 700 level. (Same as HWC 570 and HIST 626) LEC

CHANGE: TITLE, DESCRIPTION, NEW REQUEST TO CROSS-LIST
WGSS 575 BODY, SELF AND SOCIETY 3 H
(OLD) An examination of the role of the human body in the creation of personal and social identities in the West since the sixteenth century. Contemporary theories of embodiment are applied to a variety of historical themes, which may include posture, manners and morality; cleanliness and hygiene; exercise, dieting and body-building; sexuality and personal identity; fashion, make-up and cosmetic surgery; vegetarianism, self-help literature and alternative medicine; tattooing and body modification; and the history of the senses. (Same as HWC 575) LEC

WGSS 575 TOPICS IN BODY, SELF AND SOCIETY 3 H
(NEW) An intensive examination of the role of the human body in the creation of personal and social identities in the West since the sixteenth century through a selected topic. Contemporary theories of embodiment are applied to a variety of historical themes. May be repeated if content varies sufficiently. This course is taught at the 500 and 700 levels with additional assignments at the 700 level. (Same as HWC 575 and HIST 625) LEC
2. **Degree Requirements for Approval**

a. Change to the existing range for placement in English

**CURRENT REQUIREMENTS LISTED IN CATALOG:**

Placement in English

In general, students should enroll in ENGL 101, with the following exceptions:

**ACT English Scores:**
- 31-36 — Enroll in ENGL 105 with Freshman-Sophomore English requirement reduced to 6 hours.
- 27-30 — Enroll in ENGL 102 and petition for honors placement for possible admittance to ENGL 105. The FSE requirement is reduced to 6 hours.
- 00-26 — Enroll in ENGL 101.

**SAT Verbal Scores:**
- 650 or higher — Enroll in ENGL 105 with Freshman-Sophomore English requirement reduced to 6 hours.
- 600-649 — Enroll in ENGL 102 and petition for honors placement for possible admittance to ENGL 105. The FSE requirement is reduced to 6 hours.
- 00-599 — Enroll in ENGL 101.

**Advanced Placement Scores — Literature and Composition Exam:**
- AP 5 — Exemption from Freshman-Sophomore English and 6 hours of credit given.
- AP 4 — Enroll in ENGL 205; 3 hours of credit given and completion of ENGL 205 satisfies the FSE requirement.
- AP 3 — Enroll in ENGL 105 or ENGL 102*. No credit is given for ENGL 101 or ENGL 102, but the FSE requirement is reduced to 6 hours.
- AP 2 — Enroll in ENGL 101 and petition for honors placement. If the petition is successful, it admits the student to ENGL 105, and the FSE requirement is reduced to 6 hours.

**Advanced Placement Scores — Language and Composition Exam:**
- AP 4 or 5 — Enroll in ENGL 205; 3 hours of credit given and completion of ENGL 205 satisfies the FSE requirement.
- AP 3 — Enroll in ENGL 105 or ENGL 102*. No credit is given for ENGL 101 or ENGL 102, but the FSE requirement is reduced to 6 hours.
- AP 2 — Enroll in ENGL 101 and petition for honors placement. If the petition is successful, it admits the student to ENGL 105 and the FSE requirement is reduced to 6 hours.

**International Baccalaureate Scores:**
- IB 6 or 7 — Enroll in a 200-level English course. Credit is given for ENGL 101 and ENGL 102.
- IB 5 — Enroll in ENGL 102. Exempt from ENGL 101.

*If you choose to take ENGL 102, you will need to petition to enroll in ENGL 205 next. You could choose to take ENGL 203, or ENGL 209-ENGL 211, for your required second English course. No credit is given for ENGL 101, but the FSE requirement is reduced to 6 hours.

Departmental First-Year Honors Placement Committee. This standing committee consists of a suitable number of members of the full-time staff. Its members read petitions, consisting of a cover letter by the petitioner, a recommendation from the teacher of the petitioner’s most recent English course (in which he or she must have received an A), and a paper from that course demonstrating the petitioner’s writing ability. These petitions are required of students who request reassignment from ENGL 102 to ENGL 105 and from ENGL 203 (or equivalent) to ENGL 205. The petitions normally are read a few days before the start of the fall semester and a few days before the start of the spring semester. Information and details are available in the First- and Second-Year English office, 3001 Wescoe Hall.

**PROPOSED REQUIREMENTS FOR PLACEMENT IN ENGLISH:**

Placement in English

In general, students should enroll in ENGL 101, with the following exceptions:

(See placement information below for students admitted to the University Honors Program)

**ACT English Scores:**
- 32-36 — Enroll in ENGL 105 with Freshman-Sophomore English requirement reduced to 6 hours.
• 27-31 — Enroll in ENGL 102 and petition for honors placement for possible admittance to ENGL 105. The FSE requirement is reduced to 6 hours.
• 00-26 — Enroll in ENGL 101.

SAT Verbal Scores:
• 650 or higher — Enroll in ENGL 105 with Freshman-Sophomore English requirement reduced to 6 hours.
• 600-649 — Enroll in ENGL 102 and petition for honors placement for possible admittance to ENGL 105. The FSE requirement is reduced to 6 hours.
• 00-599 — Enroll in ENGL 101.

Advanced Placement Scores — Literature and Composition Exam:
• AP 5 — Exemption from Freshman-Sophomore English and 6 hours of credit given.
• AP 4 — Enroll in ENGL 205; 3 hours of credit given and completion of ENGL 205 satisfies the FSE requirement.
• AP 3 — Enroll in ENGL 105 or ENGL 102*. No credit is given for ENGL 101 or ENGL 102, but the FSE requirement is reduced to 6 hours.
• AP 2 — Enroll in ENGL 101 and petition for honors placement. If the petition is successful, it admits the student to ENGL 105, and the FSE requirement is reduced to 6 hours.

Advanced Placement Scores — Language and Composition Exam:
• AP 4 or 5 — Enroll in ENGL 205; 3 hours of credit given and completion of ENGL 205 satisfies the FSE requirement.
• AP 3 — Enroll in ENGL 105 or ENGL 102*. No credit is given for ENGL 101 or ENGL 102, but the FSE requirement is reduced to 6 hours.
• AP 2 — Enroll in ENGL 101 and petition for honors placement. If the petition is successful, it admits the student to ENGL 105 and the FSE requirement is reduced to 6 hours.

International Baccalaureate Scores:
• IB 6 or 7 — Enroll in a 200-level English course. Credit is given for ENGL 101 and ENGL 102.
• IB 5 — Enroll in ENGL 102. Exempt from ENGL 101.

*If you choose to take ENGL 102, you will need to petition to enroll in ENGL 205 next. You could choose to take ENGL 203, or ENGL 209-ENGL 211, for your required second English course. No credit is given for ENGL 101, but the FSE requirement is reduced to 6 hours.

Membership in the University Honors Program places students in ENGL 105.

Departmental First-Year Honors Placement Committee. This standing committee consists of a suitable number of members of the full-time staff. Its members read petitions, consisting of a cover letter by the petitioner, a recommendation from the teacher of the petitioner’s most recent English course (in which he or she must have received an A), and a paper from that course demonstrating the petitioner’s writing ability. These petitions are required of students who request reassignment from ENGL 102 to ENGL 105 and from ENGL 203 (or equivalent) to ENGL 205. The petitions normally are read a few days before the start of the fall semester and a few days before the start of the spring semester. Information and details are available in the First- and Second-Year English office, 3001 Wescoe Hall.

b. Change to existing Major in Women's Studies

PROPOSAL

HWC 570 is already cross-listed as WGSS 570; now HIST wishes to cross-list the course as HIST 626. We are requesting to add that cross-listing.

HWC 575 also is already cross-listed as WGSS 575; now HIST wishes to cross-list the course as HIST 625. We are requesting to add that cross-listing.

MAJOR

1 Humanities Elective 3 hours

Any core humanities course not already used or any of the following:
• WGSS 345/AAAS 345 Popular Culture in Africa: Spiritual Thrills, Romance and Sexualities (3)
• WGSS 512/AMS 512/HIST 532 History of Women and Work in Comparative Perspective (3)
• WGSS 513 Modern American Women in Film and Literature (3)
• WGSS 530 Gender and Sexuality in Cyberspace (3)
• WGSS 549/HIST 649 History of Feminist Theory (3)
• WGSS 560/AAAS 560 Race, Gender and Post-Colonial Discourses (3)
• WGSS 565/AAAS 565/AMS 565 Gender, Culture, and Migration (3)
• WGSS 570/HIST 570/HIST 626 Topics In Men and Masculinities:_________ (3)
• WGSS 575/HIST 575/HIST 625 Topics In The Body, Self, and Society:______ (3)
• WGSS 646/HIST 646 Witches in European History and Historiography (3)
• AAAS 434 African Women Writers (3)
• AMS 515 American Women and World War II (3)
• CLSX 315 Women in Ancient Art and Society (3)
• EALC 575 Love, Sexuality, and Gender in Japanese Literature (3)
• ENGL 572 Women and Literature: ____ (3)
• FMS 410 Race, Class, and Gender in Visual culture (3)
• FMS 620 International Women Filmmakers (3) (INT)
• HIST 533 The History of Women and the Family in Europe, from 1500 to the Present (3)
• REL 477 Gender and Religion (3)
• REL 672 Mother as Religious Metaphor (3)
• REL 677 Women in Christianity (3)

JUSTIFICATION
Both courses already satisfy the Humanities Elective requirement for both the major and minor in Women’s Studies; we are requesting to add the HIST 626 and HIST 625 cross-listings.
OLD BUSINESS: Curricular Changes/Degree Requirements

1. Curricular Changes for Approval

BIOLOGY

CHANGE: NEW COURSE
AAAS 327 AFRICAN AMERICAN CULTURE 3 H
This course defines African American culture and seeks to identify ways in which it is distinct, both in terms of its roots and ongoing evolution.

CHANGE: PREREQUISITE
BIOL 150 PRINCIPLES OF MOLECULAR AND CELLULAR BIOLOGY 4 N
(OLD) An integrated lecture and laboratory course for biology majors and students planning to take additional courses in biology. This course cover basic biochemistry, cell structure and function, molecular biology, genetics, physiology, and development of plants and animals. Three hours of lecture and two hours of laboratory per week. An honors section (BIOL 151) is offered for students with superior academic records. Concurrent or prior enrollment in CHEM 184 is recommended. LEC

BIOL 150 PRINCIPLES OF MOLECULAR AND CELLULAR BIOLOGY 4 N
(NEW) An integrated lecture and laboratory course for biology majors and students planning to take additional courses in biology. This course cover basic biochemistry, cell structure and function, molecular biology, genetics, physiology, and development of plants and animals. Three hours of lecture and two hours of laboratory per week. An honors section (BIOL 151) is offered for students with superior academic records. Prerequisite: Concurrent or prior enrollment in CHEM 184, or consent of instructor. LEC

CHANGE: DELETE COURSE
BIOL 307 SPECIAL PROBLEMS IN MICROBIOLOGY 1-10 N
Students may elect a problem from the following fields: (a) general microbiology; (b) immunology, (c) virology, (d) pathogenic microbiology, (e) microbial biochemistry, (f) microbial genetics, (g) microbial ultrastructure. Prerequisite: Five or more hours of microbiology and at the discretion of the department. IND

CHANGE: DELETE COURSE
BIOL 308 SPECIAL PROBLEMS IN MICROBIOLOGY, HONORS 1-10 N
Honors section of Biol 307. Prerequisite: Five or more hours of microbiology and at the discretion of the department. IND

CHANGE: DELETE COURSE
BIOL 311 UNDERGRADUATE RESEARCH SEMINAR IN MICROBIOLOGY 1 U
For juniors and seniors majoring in microbiology who are enrolled in special problems in microbiology. Students will present their on-going research for discussion and critique. Technique of date presentation including graph constructions, statistical analysis, preparation of slides, and data discussion. Required of students enrolled in the microbiology departmental Honors Program. One meeting per week. Prerequisite: BIOL 307 or BIOL 308 or may be taken concurrently, or consent of instructor. LEC

CHANGE: DELETE COURSE
BIOL 352 HEREDITY AND SOCIETY 3 N
A general course dealing in genetics and its social and political implications with special reference to human genetics; Mendelian genetics, population genetics, medical genetics, chemical basis of heredity. Not open to students who have credit for BIOL 404. Does not meet requirements for a major in biology. Prerequisite: BIOL 100, BIOL 101, BIOL 150, or BIOL 151. LEC
CHANGE: COURSE DESCRIPTION  PREREQUISITE
BIOL 416  CELL STRUCTURE AND FUNCTION  3  N
(OLD) Lecture survey of cell biology, with emphasis on correlating cell architecture with cell function; topics considered include general cell types, cell evolution, macromolecules, membranes, ultrastructure and function of organelles, motility, transport phenomena, and the cell life cycle. Prerequisite: BIOL 150 or consent of instructor. BIOL 350 and CHEM 624 are highly recommended. LEC

BIOL 416  CELL STRUCTURE AND FUNCTION  3  N
(NEW) Lecture survey of molecular cell biology with emphasis on experimental approaches to understanding cell function; topics include biological membranes and transmembrane transport, vesicular trafficking (secretion and endocytosis), cell signaling, cell motility and the cytoskeleton, and the regulation of the cell division cycle. Prerequisites: BIOL 150, BIOL 350, CHEM 184 and CHEM 188, or consent of the instructor. LEC

CHANGE: DELETE COURSE
BIOL 460  PLANTS AND HUMANS  3  N
A study of the interrelationships between plants and humans and their significance to the origin of cultivated plants, plant improvement, and utilization. Lecture and laboratory. Not open to students with credit in BIOL 456. Prerequisite: BIOL 100, BIOL 101, BIOL 152, BIOL 153, or ANTH 104. LEC

CHANGE: DELETE COURSE
BIOL 462  INTRODUCTION TO THE NATURAL HISTORY OF COSTA RICA  4  N
A field study of structures and dynamics of relationships in aquatic and terrestrial communities in Costa Rica. It covers geography, geology, and biology. Biological interactions like mutualism, parasitism, and ephyfitism between organisms, and the habitat concept and its relation with the environment will be studied. Weekly field trips. Taught in Golfito, Costa Rica. Contact Undergraduate Biology, or Office of Study Abroad. Prerequisite: BIOL 150 or BIOL 151 and BIOL 152 or BIOL 153, or equivalent. Fall and spring semester courses are taught in Spanish; therefore, four semesters of Spanish are required. Summer courses are taught in English. LEC

CHANGE: DELETE COURSE
BIOL 464  MAMMALS OF THE NEOTROPICS  4  N
Course covers mammal morphology, systematics, reproduction, and evolution, with emphasis on the mammals of the Neotropics. Course includes field work on observation and capture techniques of day and night mammals, and identification and preservation of mammal tracks. Taught in Golfito, Costa Rica. Contact Undergraduate Biology, or the Office of Study Abroad. Prerequisite: BIOL 150 or BIOL 151 and BIOL 152 or BIOL 153, or equivalent. Fall and spring semester courses are taught in Spanish; therefore, four semesters of Spanish are required. Summer courses are taught in English. LEC

CHANGE: DELETE COURSE
BIOL 466  MARINE ECOLOGY  4  N
A theory and practice course about coastal, benthonic, and plankton communities. It covers faunal and floral group dynamics as well as morphological and physiological adaptations of coastal communities. Distribution, biomass, density, and community structures of benthonic communities. Composition, distribution, and ecological relationships between zooplankton (animals) and phytoplankton (plants) organisms. Course includes field work on data collection. Taught in Golfito, Costa Rica. Contact Undergraduate Biology, or the Office of Study Abroad. Prerequisite: BIOL 150 or BIOL 151 and BIOL 152 or BIOL 153, or equivalent. Fall and spring semester courses are taught in Spanish; therefore, four semesters of Spanish are required. Summer courses are taught in English. LEC

CHANGE: DELETE COURSE
BIOL 561  HISTOLOGICAL TECHNIQUE  2  U
Training in the preparation of tissues for study with the light microscope. Both paraffin and plastic embedsments will be used. Prerequisite: Concurrent or prior enrollment in BIOL 560. LAB
CHANGE: DELETE COURSE
BIOL 590 PRINCIPLES OF EMBRYOLOGY 3 N
An introduction to the general principles underlying invertebrate and vertebrate development plus
a consideration of the major features of vertebrate organogenesis. Lecture and laboratory.
Prerequisite: BIOL 408. LEC

CHANGE: DELETE COURSE
BIOL 608 DEVELOPMENTAL PLANT ANATOMY 4 N
A study of the anatomy of the vascular plants, using both traditional and modern techniques. The
origin and structure of cell types and tissues of the various plant organs along with their
ecological, phylogenetic, taxonomic and functional significance. Two one-hour lectures and 2
three-hour laboratory sessions each week. Prerequisite: BIOL 152 or BIOL 153; BIOL 413; or
consent of instructor. LEC

CHANGE: DELETE COURSE
BIOL 610 PLANT KINGDOM 4 N
A comparative morphological survey of the structural diversity, life cycles, origins, and patterns of
evolution in the two basic groups of the plant kingdom, the bryophytes (mosses and liverworts)
and the tracheophytes (ferns, gymnosperms, and flowering plants). Three one-hour lectures and
one three-hour laboratory each week. Prerequisite: BIOL 152 or BIOL 153 and BIOL 413 or
consent of instructor. LEC

CHANGE: DELETE COURSE
BIOL 620 PHYSIOLOGICAL ECOLOGY 3 N
Ecological consequences of physiological characteristics of animals. Topics include water balance,
temperature regulation, energy utilization, physiological variation, life histories, historical factors,
and body size. Prerequisite: BIOL 408 or equivalent. LEC

CHANGE: DELETE COURSE
BIOL 670 NATURAL HISTORY MUSEUM TECHNIQUES 2-5 N
A maximum of fifteen hours credit. Construction of museum exhibits; preparation of plants,
animals, and fossils for research, including accessioning, cataloging, and filing. Prerequisite:
Permission of director of museum. FLD

CHANGE: DELETE COURSE
BIOL 692 DEVELOPMENTAL GENETICS 3 N
The genetic control of basic developmental processes such as cell differentiation, morphogenesis
and pattern formation in developing organisms will be analyzed using model systems ranging
from yeast to fruit fly Drosophila to higher plants. Prerequisite: A course in genetics and in cell
developmental biology. LEC

CHEMISTRY

CHANGE: COURSE DESCRIPTION PREREQUISITE
CHEM 185 FOUNDATIONS OF CHEMISTRY I HONORS 5 N
A course designed for qualified and motivated students with a strong interest in chemistry to
provide a more thorough treatment of the concepts and topics of general chemistry. It is
anticipated that students in CHEM 185 have had chemistry at the high-school level and plan to
take more than one year of chemistry at the college level. Class meets each week for three one-
hour lectures, a one-hour tutorial period, and a three-hour lab. Students with credit in CHEM 125
will have two hours added on to their total number of hours required for graduation. Prerequisite:
Eligibility for CHEM 184, a satisfactory score on a qualifying examination administered by the
Department of Chemistry, and at least one of the following: (a) acceptance into the KU Honors
Program, (b) an AP score in chemistry of 3 or higher, (c) a mathematics ACT score of 28 or
higher. LEC
CHEM 185 FOUNDATIONS OF CHEMISTRY I HONORS 5 N
(NEW) This course, which is designed for qualified and motivated students having a strong interest in chemistry, provides a more thorough treatment of the concepts and topics covered in CHEM 184. It is anticipated that students in CHEM 185 plan to take more than one year of chemistry at the college level. Class meets each week for three one-hour lectures, a one-hour tutorial period, and a three-hour lab. Students with credit in CHEM 125 will have two hours added on to their total number of hours required for graduation. Prerequisite: high-school chemistry and calculus; at least one of the following: acceptance into the KU Honors Program; an AP exam score in chemistry of 3 or higher; a mathematics ACT score of 28 or higher; or permission of instructor. LEC

COMMUNICATION STUDIES

CHANGE: PREREQUISITE
COMS 537 COMMUNICATION AND CONFLICT RESOLUTION 3 S
(OLD) An examination of conflict situations and the manner in which communication can serve as a vehicle for their intensification or resolution. The focus is on the theory of games as it applies to conflict within interpersonal situations; implications will be drawn for larger social systems. Prerequisite: COMS 356 or an equivalent research methods course. LEC

COMS 537 COMMUNICATION AND CONFLICT RESOLUTION 3 S
(NEW) An examination of conflict situations and the manner in which communication can serve as a vehicle for their intensification or resolution. The focus is on the theory of games as it applies to conflict within interpersonal situations; implications will be drawn for larger social systems. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC

CHANGE: PREREQUISITE
COMS 538 PERSUASION THEORY AND RESEARCH 3 S
(OLD) This course focuses on the social scientific study of persuasion. Traditional theories of attitude change and persuasion research are studied along with techniques of measuring attitudes. Attention is also given to the attitude-behavior relationship and the production of compliance-gaining messages. Prerequisite: COMS 356 or an equivalent research methods course. LEC

COMS 538 PERSUASION THEORY AND RESEARCH 3 S
(NEW) This course focuses on the social scientific study of persuasion. Traditional theories of attitude change and persuasion research are studied along with techniques of measuring attitudes. Attention is also given to the attitude-behavior relationship and the production of compliance-gaining messages. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC

CHANGE: PREREQUISITE
COMS 544 ADVANCED INTERPERSONAL COMMUNICATION: THEORIES AND RESEARCH 3 S
(OLD) Intensive exploration of contemporary theories and research in the field of interpersonal communication; emphasis on an array of theoretical models and research exemplars; comparative analysis of major theoretical and research paradigms. Prerequisite: COMS 244 and COMS 356 or an instructor consent. LEC

COMS 544 ADVANCED INTERPERSONAL COMMUNICATION: THEORIES AND RESEARCH 3 S
(NEW) Intensive exploration of contemporary theories and research in the field of interpersonal communication; emphasis on an array of theoretical models and research exemplars; comparative analysis of major theoretical and research paradigms. Prerequisite: COMS 244 or instructor consent. LEC
ECONOMICS

CHANGE: NEW COURSE
ECON 570 ECONOMICS FOR MANAGEMENT DECISIONS  3  S
Economic analysis of the firm with emphasis on managerial decisions in a business environment. Topics include supply and demand with applications, consumer behavior, quantitative demand analysis, production and cost, transactions costs and the organization of the firm, strategic decisions in alternative market environments, risk and uncertainty, imperfect information, and project evaluation. Prerequisite: ECON 142. LEC

FILM AND MEDIA STUDIES

CHANGE: EXISTING COURSE NEW KUCE OFFERING
FMS 313 HISTORY OF THE INTERNATIONAL SOUND FILM POST 1950  3  H
(OLD) A survey of the artistic, economic, and sociological development of the international sound film from 1950 to the present. Emphasis on Free Cinema, New Wave, and other emerging post-war cinemas. LEC

FMS 313 HISTORY OF THE INTERNATIONAL SOUND FILM, POST 1950  3  H
(NEW) A survey of the artistic, economic, and sociological development of the international sound film from 1950 to the present. Emphasis on Free Cinema, New Wave, and other emerging post-war cinemas. LEC, KUCE

GEOGRAPHY

CHANGE: DELETE COURSE
GEOG 515 BEHAVIORAL SYSTEMS  3  S
An introductory course in behavioral geography. Examines the development of spatial cognitions (acquisition, organization and use of environmental knowledge), and spatial patterns of behavior based on those cognitions at scales ranging from personal space to world views. LEC

CHANGE: DELETE COURSE
GEOG 536 LANDSCAPE ECOLOGY  3  N
Landscape ecology is the study of spatial variation in landscapes at a variety of scales. It includes the biophysical and societal causes and consequences of landscape heterogeneity, linking natural sciences with related human disciplines. Its core themes address the spatial pattern of landscapes; relationships between pattern and process in landscapes; relationships between human activity and landscape pattern, process and change; and the effect of disturbances on the landscape. Prerequisite: GEOG 104 or GEOG 148 or EVRN 148 or consent of instructor. LEC

CHANGE: DELETE COURSE
GEOG 551 INTERMEDIATE ECONOMIC GEOGRAPHY  3  S
A lecture course dealing with the principles of location theory, resource utilization and regional specialization of economic activities. Economic concepts, such as rent payment for agricultural and mineral resources, scale and agglomeration economies, etc., are applied to various physical, demographic and cultural settings of major world regions. Special emphasis is placed on the basic principles of and recent changes in patterns of world trade, international investment, and economic development. Prerequisite: GEOG 375 or introductory economics or consent of instructor. LEC

CHANGE: DELETE COURSE
GEOG 573 ADVANCED GEOGRAPHIC ANALYSIS  3  S
A course designed to teach students how to define, gather, process, evaluate and present geographic research. Its emphasis is field work and original data gathering versus library research. Prerequisite: previous coursework in geography and/or consent of instructor. LEC

CHANGE: DELETE COURSE
GEOG 575 GEOGRAPHY OF POPULATION  3  S
Describes and analyzes the distribution of human populations and spatial relations among and within varying types of settlements. Prerequisite: GEOG 102 or 375. LEC
CHANGE: DELETE COURSE
GEOG 596 GEOGRAPHY OF CHINA  3  S
A detailed description and analysis of geographic patterns in both historic and modern China. 
Prerequisite: An introductory geography course or background in Chinese history, social science, 
or culture or consent of the instructor. LEC

CHANGE: DELETE COURSE
GEOG 657 GEOGRAPHIC MODELS  3  S
Examination of several methodologies and specific techniques from geographical and operations 
research having proven applicability to public facility location decisions. The course emphasizes 
"hands-on" student experience with canned computer programs and real world problems. 
Prerequisite: An introductory course in urban planning or transportation geography or urban 
geography or consent of the instructor. LEC

GERMANIC LANGUAGES AND LITERATURE

CHANGE: COURSE DESCRIPTION
GERM 218 INTRODUCTORY BUSINESS GERMAN: DEUTSCH IM BERUFSALLTAG  3  H 
(OLD) A continuation of GERM 212. Structured grammar review, composition, conversation, and 
reading with the focus on the basics of the German business communication. Especially 
recommended for students planning to take GERM 352 and GERM 462. Three class meetings per 
week. Not open to native speakers of German. Prerequisite: GERM 212 or equivalent. LEC

GERM 218 INTRODUCTORY BUSINESS GERMAN: DEUTSCH IM BERUFSALLTAG  3  H 
(NEW) A continuation of GERM 212 that completes the fourth semester language proficiency 
requirement. Structured grammar review, composition, conversation, and reading with the focus 
on the basics of the German business communication. Especially recommended for students 
planning to take GERM 352 and GERM 462. Three class meetings per week. Not open to native 
speakers of German. Prerequisite: GERM 212 or equivalent. LEC

HISTORY

CHANGE: NEW COURSE
HIST 445 OEDIPUS: MYTH TO HISTORY AND BEYOND  3  H
In this course we trace and analyze the Oedipus' cycle, one of the most famous myths of classical 
antiquity. The purpose is to study the development of the Oedipus narrative in comparative 
perspectives, ancient, medieval and modern, within specific historical and geographical contexts. 
We begin with the ancient versions of the myth (including a rear translation of a little known 
classical author published in 1960 by....KU Press!). We continue with Oedipian narratives from 
early medieval Europe and late ancient/early Islamic Egypt. And we conclude with analyzing the 
remarkable diffusion of Oedipian elements throughout versions formed in Modern Europe, the 
Near East, Asia, Africa and Puerto Rico, each reflecting a different mind set and circumstances. 
This course presents a unique introduction to the intersection of oral and written histories. LEC

PSYCHOLOGY

CHANGE: COURSE DESCRIPTION
PSYC 692 TEST THEORY  4  S 
(OLD) This course 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 (examples include tests of 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. Prerequisite: PSYC790/650 or equivalent, or 
consent of instructor. LEC
PSYC 692 TEST THEORY 4 S
(NEW) This course begins with recommendations for how to write a test, covers basics of classical test theory, and then emphasizes modern statistical methods for analyzing item data. Methods include factor analysis of categorical responses, methods for identifying measurement invariance (differential item functioning), and item response theory. Approximately one-half of the meetings are labs (primarily consisting of data analysis). The course is offered at the 600 and 800 levels with additional assignments at the 800 level. Prerequisite: PSYC 790/650 or equivalent, or consent of the instructor. LEC.

SOCIOLOGY

CHANGE: NEW COURSE
SOC 699 CAPSTONE IN SOCIOLOGY 3 S
In this capstone course, students synthesize the knowledge gained in their substantive courses and use the skills developed in their methodology courses to design and conduct a research project on a current social issue or meeting the research needs of a local community group. The outcome will be a professional quality research report. Prerequisite: SOC 510. LEC

2. Degree Requirements for Approval
   a. Change to Human Biology Departmental Honors Policy

   PROPOSAL:
   Our goal is to have Human Biology majors follow the honors requirements in the department associated with the student’s chosen concentration (e.g., Psychology Department Honors requirements would be followed for students pursuing the Human Biology/Psychology concentration).

   CURRENT REQUIREMENTS:
   Majors are eligible to graduate with honors in biology if they fulfill the following requirements:
   * Complete all course work required for the appropriate degree in biology.
   * Achieve a minimum grade-point average of 3.25 overall and 3.5 in the major.
   * Complete BIOL 499 Introduction to Honors Research with a grade of B or higher.
   * Complete BIOL 699 Biology Honors Research Colloquium with a grade of B or higher.
   * Complete an independent research project under the supervision of a faculty member in an area appropriate to the degree sought.
   * Submit an honors thesis to the honors committee once the research is complete and present the results of the completed research at the honors research symposium.

   PROPOSED REQUIREMENTS:
   Majors1 are eligible to graduate with honors in biology if they fulfill the following requirements:
   * Complete all course work required for the appropriate degree in biology.
   * Achieve a minimum grade-point average of 3.25 overall and 3.5 in the major.
   * Complete BIOL 499 Introduction to Honors Research with a grade of B or higher.
   * Complete BIOL 699 Biology Honors Research Colloquium with a grade of B or higher.
   * Complete an independent research project under the supervision of a faculty member in an area appropriate to the degree sought.
   * Submit an honors thesis to the honors committee once the research is complete and present the results of the completed research at the honors research symposium.

   1 Students majoring in Human Biology with Anthropology, Applied Behavioral Science, Psychology, or Speech, Language, Hearing: Sciences & Disorders concentrations will follow the honors requirements for their respective concentration department.

   JUSTIFICATION
   The Human Biology Program is interdisciplinary in nature, and students pursuing a B.A. in Human Biology must choose a concentration from one of five fields of study: anthropology, applied behavioral science, biology, psychology, or speech-language-hearing sciences. The Human Biology Program committee deems it appropriate that students who pursue a Human Biology degree and are interested in completing departmental honors would follow the honors
requirements in the department aligned with their chosen concentration. Therefore, human biology students with a concentration in biology who wish to earn departmental honors would adhere to the biology departmental honors guidelines (as stated above), and students with concentrations in anthropology, applied behavioral science, psychology, or speech-language hearing sciences would follow the appropriate department’s honors guidelines.

b. Change to Existing Major Requirements for B.A. in Chemistry: Biological Chemistry Option

**PROPOSAL:**
To update the Requirements for the B.A. Major in Chemistry: Biological Chemistry Option.

**CURRENT REQUIREMENTS:**
This option is available to students interested in the biological applications of chemistry. The curriculum is compatible with many pre-health-professions programs and prepares the student for graduate study or career opportunities.

In addition to all of the requirements for the regular B.A. major, the following courses are required:

- *CHEM 626 (or CHEM 630) Organic Chemistry II (3)*
- CHEM 627 Organic Chemistry II Laboratory (2)
- BIOL 600 Introductory Biochemistry, Lectures (4)
- Plus 2 electives (6) (In consultation with a faculty major adviser, choose 2 courses from those listed in Group I or Group II in Requirements for the B.S. Degree in Chemistry: Biological Chemistry Option.)

*Select this course as the additional chemistry course.

**PROPOSED REQUIREMENTS:**
This option is available to students interested in the biological applications of chemistry. The curriculum is compatible with many pre-health-professions programs and prepares the student for graduate study or career opportunities.

In addition to all of the requirements for the regular B.A. major, the following courses are required:

- *CHEM 626 (or CHEM 630) Organic Chemistry II (3)*
- CHEM 627 Organic Chemistry II Laboratory (2)
- BIOL 636 Biochemistry I (3)
- BIOL 638 Biochemistry II (3)

Plus 1 elective (3) (In consultation with a faculty major adviser, choose 1 course from those listed in the Biology Option Group in Requirements for the B.S. Degree in Chemistry: Biological Chemistry Option.)

*Select this course as the additional chemistry course.

**JUSTIFICATION**
As this option currently stands, the number of credit hours for required courses (beyond those required for the regular Chemistry B.A. major) is 15. The actual number of required additional credit hours in reality is 19, because BIOL 600 has BIOL 150 (Principles of Molecular and Cellular Biology; 4) as a prerequisite. In addition, the department believes that students pursuing this option will benefit more by taking the two semester biochemistry sequence (BIOL 636 and 638) than by taking Introductory Biochemistry (BIOL 600).

Requiring one elective course from the “Biology Option Group” rather than 2 will keep the total number of additional required credit hours for this option similar (14) to the stated current number (15).

c. Change to Existing Major Requirements for the B.S. in Chemistry: Biochemistry Option

**PROPOSAL**
To make two minor changes to the Biochemistry Option for the B.S. Chemistry degree

1) We would like to rename it as the Biological Chemistry Option.
2) We would like the listing for “BIOL 416 Cell Structure and Function (3)” in the “Biology Option Group” to be changed to read as follows:

BIOL 416 Cell Structure and Function (3) (BIOL 350 highly recommended)

**JUSTIFICATION**
The reasons for request (1) are twofold. Firstly, the corresponding B.A. emphasis is named the Biological Chemistry Option. Secondly, we wish to avoid having students confuse this option with the Biochemistry major in the Dept. of Biology.

Request (2) is so that students are aware of the fact that the Biology Dept. highly recommends that they take BIOL 350 prior to BIOL 416.

d. Existing Course, Proposed Non-Western Culture Status

**PROPOSAL**
To designate HIST 327 as a Non-Western Culture course

**COURSE NO, TITLE AND DESCRIPTION**
Course Number and Title: HIST 327: The Premodern Middle East
Course description: A survey of the history of the Middle East from the origins of Islam in the sixth century to the rise and consolidation of the Ottoman Empire in the eighteenth century. Topics will include the life of Muhammad, the history of sectarianism in early Islamic history, the formation of the Caliphate and the Islamic empires, cultural, religious, and intellectual trends in the medieval period, and the Mongol invasion and rise of Turkic influence.

**JUSTIFICATION**
The subject matter of this course (along with HIST 328 & 543) will focus entirely on the history of a non-western society, in this case Middle Eastern societies. The courses will examine various aspects of the history, culture, politics, and society of the Middle East. The courses will also examine how local institutions and social patterns, including Islamic religious traditions and ideas of political authority, have taken shape and evolved over time.

This course is offered at least once every 4 semesters.

e. Existing Course, Proposed Non-Western Culture Status

**PROPOSAL**
To designate HIST 328 as a Non-Western Culture course

**COURSE NO, TITLE AND DESCRIPTION**
Course Number and Title: HIST 328: The Modern Middle East
Course description: A survey of Middle Eastern history from 1800 to the present. Topics will include the integration of the Ottoman Empire in to the world economic system, early efforts of defensive modernization, European imperial influence, cultural and intellectual trends in the nineteenth century, World War I and the formation of the modern state system, the origins and spread of nationalism, social change in the twentieth century, the challenge of Islamic social movements, and the Arab-Israeli conflict.

**JUSTIFICATION**
The subject matter of this course (along with HIST 327 & 543) will focus entirely on the history of a non-western society, in this case Middle Eastern societies. The courses will examine various aspects of the history, culture, politics and society of the Middle East. The courses will also examine how local institutions and social patterns, including Islamic religious traditions and ideas of political authority, have taken shape and evolved over time.

This course is offered at least once every 4 semesters.
f. Existing Course, Proposed Non-Western Culture Status

**PROPOSAL**
To designate HIST 543 as a Non-Western Culture course

**COURSE NO, TITLE AND DESCRIPTION**
Course Number and Title: HIST 543: Modern Iran
Course description: A history of Iran from the sixteenth century to the present with an emphasis on religious, political, and cultural history. Topics will include the establishment of Shi’ism as the state religion in the sixteenth century, the evolution of religio-political thought among the Shi’ite clerical establishment, great power politics in the nineteenth century, European cultural and intellectual influence, nation-building and nationalism in the twentieth century, the Islamic revolution of 1979, and Iranian politics since the revolution. Prerequisite: HIST 327 & HIST 328

**JUSTIFICATION**
The subject matter of this course (along with HIST 327 & HIST 328) will focus entirely on the history of a non-western society, in this case Middle Eastern societies. The courses will examine various aspects of the history, culture, politics, and society of the Middle East. The courses will also examine how local institutions and social patterns, including Islamic religious traditions and ideas of political authority, have taken shape and evolved over time.

This course is offered at least once every 4 semesters.