I. Welcome and Introductions of Continuing and New Members

II. Dean
   • College Update
   • Charges to CUSA

III. Subcommittee Assignments

IV. Approval of CUSA Minutes from May 11, 2011

V. CLA&S Student Academic Services Report
   • Academic Day Report & Feedback
   • Undergraduate Coordinators Updates:
     o Wednesday, September 21 from 2:00-4:00 in the Big 12 Room
     o Thursday, September 22 from 1:30-3:30 in the Kansas Room

Lunch will be served to welcome new CUSA members
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for May 10, 2011

The committee met on Tuesday, May 10, 2011, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Bradley, Burright, Crosby, Cudd, de Boer, Dozier, Fischer, Gray, Hurst, Ledom, McNeley, Mielke, Pye, Tucker

MINUTES A motion was made to approve as written the April 26, 2011 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously.

CHAIR'S REPORT Professor Tucker had no report.

DEAN'S OFFICE REPORT Associate Dean Cudd presented certificates of appreciation to members who had completed their terms of service.

CLA&S STUDENT ACADEMIC SERVICES REPORT Assistant Dean McNeley followed up on a previous discussion regarding transfer credit to note that there is a concern that some faculty may be making decisions regarding transfer credit for one, but not all, students, and this has led and could continue to lead to complications. Departments should have a three-member faculty review of most courses and ensure there is a transparent process of review.

SUBCOMMITTEE CHAIR REPORTS

A. ADVISING & AWARDS
Paul Crosby reported that 128 applications for College Liberal Arts & Sciences scholarships were reviewed, and the subcommittee awarded a total of $30,200 to 18 students.

B. CURRICULAR CHANGES/DEGREE REQUIREMENTS

Curricular Changes for Approval

NEW COURSES: AAAS 316, AAAS 322, AAAS 325, AMS 316, ENGL 553, EVRN 335, EVRN 535, EVRN 538, HIST 316

CHANGES: ENGL 355, ENGL 555, GEOG 335, GEOG 535, GEOG 538, SOC 500
Dr. Fischer went over each of the above new courses and changes proposed above. It was noted that the “old” course description needed to be added to the SOC 500 proposal. Dr. Fischer brought forward a motion to approve the above proposals. The motion was seconded and passed unanimously.

Degree Requirements for Approval:

a. New Principal Course Designation for an Existing Course
b. Change to Existing Sociology Major Requirement
Dr. Fischer went over the above proposals. After noting a minor clerical correction was needed in item b., of adding a space between “SOC” and “499” in the second paragraph, a motion to approve both proposals was brought forward. The motion was seconded and passed unanimously.

C. ACADEMIC STANDARDS
The subcommittee did not meet, but will be meeting over the summer semester.

NEW BUSINESS Professor Tucker initiated the election of the new 2011-2012 CUSA Chair. After discussion of eligible members, Professor Chris Fischer was nominated and was elected unanimously.

After lunch was served to CUSA members in appreciation of their service, Associate Dean Cudd introduced the proposed goals of a new KU Core Curriculum (see Attachment to May 10 CUSA Minutes). Dr. Cudd went over the goals and discussion ensued. CUSA members were encouraged to share this information with their departments and provide feedback.

There was no further business, and the meeting was adjourned at 12:28 p.m.
The six proposed goals of a new KU Core Curriculum have been shared and reviewed by a broad cross section of the KU community. Please consider the Learning Outcomes that have been developed to explicate and elucidate the goals. Comment on whether these Learning Outcomes cover the expectations that you think are obtained from the Goals: Are the Learning Outcomes appropriate? Do they hit the mark as extensions of the more concise and telegraphic "goals"? Are the Outcomes too extensive or are some critical ones missing? We appreciate your candor and your help as we move the process forward for revising the KU Core Curriculum. Ultimately, appropriate courses from across the University will be matched to these Goals and Outcomes, but we first want to be sure that we are starting with the best set of guidance for constructing that curriculum.

Through attaining the following goals of the KU Core Curriculum, we expect students to:

1. Build core skills of critical thinking and quantitative literacy.
2. Strengthen written and oral communication.
3. Develop a background of knowledge across fundamental areas of study.
4. Gain the ability to integrate knowledge and think creatively.
5. Respect human diversity and expand cultural understanding and global awareness.
6. Practice social responsibility and demonstrate ethical behavior.

Each of these goals is detailed and elaborated by a set of learning outcomes:

**Goal 1:** Build core skills of critical thinking and quantitative literacy.

**Learning outcomes: Upon completion of this goal, students should be able to:**

- Explain and be able to assess the relationship among assumptions, methods, evidence, arguments, and theory in analyzing issues and ideas.
- Apply logical principles, rigorous standards of evidence, and careful reasoning to the investigation of claims and the solution of problems.
- Apply numerical skills to practical problems and use quantitative logic in addressing complex problems.
- Reason with numbers and other mathematical concepts, judge the veracity of statistical arguments, and recognize abuses of data.
- Understand the principles that underlie information systems.

**Goal 2:** Strengthen written and oral communication.

**Learning outcomes: Upon completion of this goal, students should be able to:**

- Communicate complex ideas effectively, in oral and written English, with an identified purpose and to a specific audience.
- Communicate proficiently in modes appropriate to a discipline or area of inquiry.
- Incorporate print and online sources faithfully and use applicable conventions of attribution and citation correctly.

**Goal 3:** Develop a background of knowledge across fundamental areas of study.

**Learning outcomes: Upon completion of this goal, students should be able to:**

- Understand and be able to apply principles, methods, and concepts of mathematics and the physical and natural sciences.
- Understand and be able to use perspectives, concepts, and methods of the humanities to address human and social problems and issues.
- Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences and humanities to understand and evaluate human behavior.
- Understand and apply methods appropriate to the arts to understand their context and significance to other fields.
**Goal 4:** Gain the ability to integrate knowledge and think creatively.

**Learning outcomes: Upon completion of this goal, students should be able to:**
- Demonstrate an understanding of related concepts across disciplines.
- Combine different perspectives relating to a single issue.
- Design creative protocols that generate new ways of thinking, consider a wide range of possibilities, and demonstrate innovation within a field or across fields.
- Engage actively and critically in the process of creative expression.
- Analyze and synthesize information and ideas from multiple sources and/or through interaction with others to generate new insights.

**Goal 5:** Respect human diversity and expand cultural understanding and global awareness.

**Learning outcomes: Upon completion of this goal, students should be able to:**
- Describe the concept of culture and understand the complexities of human commonalities and differences, including but not limited to race, ethnicity, gender, sexuality, class, and religion.
- Recognize personal and societal tendencies towards bias and stereotyping as well as the concept of privilege and appreciate how these can influence decision making.
- Effectively use skills to negotiate cross-cultural situations or conflicts.
- Demonstrate understanding of concepts and methods that produce knowledge about our multi-ethnicity as well as international and global topics.
- Develop cultural self-awareness and understanding of our lives in a global context; appraise the nature of relationships between self and local, national, international, and global society.
- Engage in global activities and practice global responsibility; develop global citizenship.

**Goal 6:** Practice social responsibility and demonstrate ethical behavior.

**Learning outcomes: Upon completion of this goal, students should be able to:**
- Understand the motivation for involvement in society and the importance of ethics in addressing human activities.
- Explain ethical principles, civics, and stewardship, and their importance to society.
- Become an advocate for societal issues.
- Understand the relationship between social justice and diversity.

End of Attachment to May 10 CUSA Minutes
Curricular Changes/Degree Requirements

1. Curricular Changes for Approval

2. Degree Requirements for Approval