I. Welcome

II. Approval of CUSA Minutes from January 22, 2013

III. Chair’s Report

IV. Dean’s Office Report

V. CLA&S Student Academic Services Report

VI. Subcommittee Chair Reports
   A. Advising & Awards
   B. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: EALC 361, ELAC 362, EALC 561, EALC 562, HIST 352, HWC 350, ISP 350, LING 111
         CHANGES: SPLH 320
      2. Degree Requirements for Approval:
         a. Changes to Existing Major in Speech-Language-Hearing – BA & BGS

C. Academic Standards Report

VII. Old Business:
   a. BA Requirements
      i. Writing requirement (attachment 5)
      ii. Final review of BA Requirements

VIII. New Business:
   a. BS and BGS Discussion
      i. Review of BS curricular maps
      ii. BS and BGS in Liberal Arts and Sciences

IX. Adjournment
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for January 22, 2013

The committee met on Tuesday, January 22, 2013, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Bayer, Bradley, Brumfield, Childers, Conrad, Corbeill, deBoer, Fillian, Goldstein, Hamilton, Hilding, Hurst, Jelks, Kelly, Ledom, Pye, Rockey, Stetler
Others in attendance: Danny Anderson

Approval of CUSA Minutes A motion was made to approve the December 11, 2012 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed (as corrected)

Chair’s Report Professor Hurst welcomed Dean Anderson and invited him to address CUSA. Dean Anderson discussed the charge for BA specific requirements. In keeping with the spirit of what the Provost has asked CUSA to consider, flexibility is key. Dean Anderson asked CUSA to look at the BA recommended requirements alongside the KU Core, keeping in mind BA requirements that are in addition to the KU Core. The issue of how to balance the need for the breadth requirement with the flexibility needed for the KU Core was discussed at length. Discussions included ways to incentivize the breadth requirement, double minors or double majors with a minor, and undergraduate certificate programs.

Professor Jelks agreed to draft a statement framing what is expected for a liberal arts education for the College and describe what a Liberal Arts and Science degree can do for students in the 21st century.

Mr. Fillian will examine undergraduate certificate programs from other institutions for possible use within the College.

Dean’s Office Report No report at this time.

CLA&S Student Academic Services Report No report at this time.

Subcommittee Chair Reports
a. ADVISING & SCHOLARSHIPS
   The Advising and Scholarship Subcommittee will begin meeting again in the near future.

b. CURRICULAR CHANGES/DEGREE REQUIREMENTS – No report at this time

c. ACADEMIC STANDARDS REPORT
   The new Petition for Substitution of Math Requirements to the BGS Degree Option due to Mathematics Learning Disability or Information Processing Disorder was approved by the Academic Standards Subcommittee. Previously students were required to take a math course and utilize the accommodations made available to them from the AAAC to successfully complete the course. In the new math substitution policy, if the AAC determines that a student is unable to successfully complete math due to their learning disability, the AAAC can endorse a student’s request for course substitution prior to the student undertaking the math course. This new policy is intended to help students who are incapable of preforming the quantitative functions for the math courses. (attachment 4)

   This policy is currently only in effect for students pursuing the BGS and for students currently pursuing the general education requirements that are currently in effect. This policy is not intended for students pursing any degree other than the BGS, nor does it include students going forward into the KU Core as the UCCC governs those degree requirements at this point.

Old Business:
   a. Bachelor of Arts requirement language adjustments
      i. Quantitative –
         1. Policy adjustment – item 2. Students should complete a quantitative literacy course beyond College Algebra. The course should be approved for the University Core Curriculum, should be at least 3 credits, and should have a College Algebra (or higher mathematics) prerequisite, or another course approved by CUSA. It must satisfy the following learning outcome…. (attachment 1)

   A motion was made to approve the Bachelor of Arts requirement language for the CLAS Quantitative Reasoning Requirement. The motion was seconded and passed unanimously.
ii. Laboratory
   1. Policy adjustment – first paragraph: CLAS BA students will complete an academic-credit bearing laboratory or field experience in the natural, social, or behavioral sciences. Students must meet this requirement by taking either i) a combined lecture-laboratory course, ii) a laboratory course or field experience of one credit hour, or iii) an approved independent study of at least one credit hour... (attachment 2)

   A motion was made to approve the Bachelor of Arts requirement language for Laboratory or Field Experience Requirement. The motion was seconded and passed with one abstention.

b. Ad-Hoc Committee Standard Nomination courses (attachment 3)

   A motion was made to approve all courses listed with the following exceptions:
   • ANTH 106/LING 106, approved for both 1.1 and 3
   • LAA 300 - 2.1 - tabled

   The motion was seconded and passed unanimously.

**Adjournment**
The meeting was adjourned at 12:33 p.m.
B. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

**EAST ASIAN LANGUAGES & CULTURE**

**CHANGE: NEW COURSE**
EALC 361 COLONIAL KOREA 3 H
This course examines the history, society, and culture of Korea from the end of Choson dynasty through the Colonial period (1910-1945) in its East Asian and global context. The course uses a multi-disciplinary approach, including history, anthropology, literature, and film. Not open to students with credit in EALC 561. LEC

**CHANGE: NEW COURSE**
EALC 362 POST-COLONIAL KOREA 3 H
This course examines the history, society, and culture of South Korea from the time of its liberation from Japan in 1945 to the present in its East Asian and global context. The course uses a multi-disciplinary approach, including history, anthropology, literature, and film. Prerequisite: EALC 361/561, or permission of the instructor. Not open to students with credit in EALC 362. LEC

**CHANGE: NEW COURSE**
EALC 561 COLONIAL KOREA 3 H
This course examines the history, society, and culture of Korea from the end of the Choson dynasty through the colonial period (1920-1945) in its East Asian and global context. The course uses a multi-disciplinary approach, including history, anthropology, literature and film. Prerequisite: An introductory East Asian studies course, such as ECIV 104/304, or EALC 105; or consent of instructor. There are additional readings and more extensive writing assignments than in 361. Not open to students with credit in EALC 361. LEC

**CHANGE: NEW COURSE**
EALC 562 POST-COLONIAL KOREA 3 H
This course examines the history, society, and culture of South Korea from the time of its liberation from Japan in 1945 to the present in its East Asian and global context. The course uses a multi-disciplinary approach, including history, anthropology, literature and film. Prerequisite: EALC 361/561, or permission of the instructor. There are additional readings and more extensive writing assignments than in 362. Not open to students with credit in EALC 362. LEC

**HISTORY**

**CHANGE: NEW CROSS-LISTED COURSE**
HIST 352 AMERICAN INDIANS SINCE 1865 3 H
This course examines American Indian / White relations from reconstruction to the present. It surveys the impact of westward expansion and cultural changes brought about by the Civil War, forced education, intermarriage, the Dawes Act, the New Deal, the World Wars, termination, relocation and stereotypical literature and movies. The class also addresses the Red Power and AIM movements, as well as indigenous efforts to decolonize and to recover and retain indigenous knowledge. After learning about the past from both Native and non-Native source materials, students will multiple perspectives about historical events and gain understandings of diverse world views, values, and responses to adversity. (Same as ISP 350 and HWC 350). LEC

**HUMANITIES AND WESTERN CIVILIZATION**

**CHANGE: NEW CROSS-LISTED COURSE**
HWC 350 AMERICAN INDIANS SINCE 1865 3 H
This course examines American Indian / White relations from reconstruction to the present. It surveys the impact of westward expansion and cultural changes brought about by the Civil War, forced education, intermarriage, the Dawes Act, the New Deal, the World Wars, termination, relocation and stereotypical literature and movies. The class also addresses the Red Power and AIM movements, as well as indigenous efforts to decolonize and to recover and retain indigenous knowledge. After learning about the past from both Native and non-Native source materials, students will learn multiple
perspectives about historical events and gain understandings of diverse world views, values, and responses to adversity. (Same as HIST 352 and ISP 350). LEC

INDIGENOUS STUDIES

CHANGE: NEW CROSS-LISTED COURSE
ISP 350 AMERICAN INDIANS SINCE 1865 3 H
This course examines American Indian / White relations from reconstruction to the present. It surveys the impact of westward expansion and cultural changes brought about by the Civil War, forced education, intermarriage, the Dawes Act, the New Deal, the World Wars, termination, relocation and stereotypical literature and movies. The class also addresses the Red Power and AIM movements, as well as indigenous efforts to decolonize and to recover and retain indigenous knowledge. After learning about the past from both Native and non-Native source materials, students learn multiple perspectives about historical events and gain understandings of diverse world views, values, and responses to adversity. (Same as HIST 352 and HWC 350). LEC

LINGUISTICS

CHANGE: NEW COURSE
LING 111 LANGUAGE AND MIND, HONORS 3 S, SI
A study of the relation between language and the human mind, focusing on language as a fundamental aspect of human cognition. Topics include what is innate and what is learned during first and second language acquisition, how we process language, and whether there are areas of the brain specialized for language. Open only to students admitted to the University Honors Program, or by consent of instructor. LEC

SPEECH-LANGUAGE-HEARING

CHANGE: COURSE DESCRIPTION
SPLH 320 INTRODUCTION TO THE NEUROSCIENCE OF HUMAN COMMUNICATION 2 N
The neural bases of human communication are introduced. Basic neuroanatomy and neurophysiology are discussed, with particular emphasis on how they relate to the study of speech, language, and hearing. Methodologies used to investigate the functional neuroanatomy of human communication are also introduced.

SPLH 320 THE COMMUNICATING BRAIN: THE ULTIMATE PERSONAL COMPUTER 3 N
This course introduces the study of human neuroscience with a particular focus on human communication. The course provides an overview of the relevant anatomical structures and function along with an introduction to the basic methods used to investigate central nervous system function. Students are introduced to the study of perceptual, motor, and language function in the nervous system through a series of examples drawn from normal function and clinical cases. The examples are selected to highlight how these systems develop and are influenced by experience, implantable devices developed to interface with the nervous system, and how computers and animals are used as models to learn about nervous system function. LEC

2. Degree Requirements for Approval
a. Changes to Existing Major in Speech-Language-Hearing – BA and BGS

PROPOSAL
Current catalog text is pasted below with proposed changes noted in bold red font. The main change relates to curricular changes to SPLH 320. Specifically, the name of the course, description of the course, and number of credits (i.e., increase in credits from 2 to 3) are being changed, which results in changes to the major, as noted below.

Requirements for the B.A. or B.G.S. Major
Speech-Language-Hearing Prerequisite or Co-Requisite Requirements. Majors must complete this requirement, however, these hours do not contribute to the minimum number of hours required for the major.
- Mathematics. Satisfied by MATH 101 or 104 or upper-level placement
- Statistics. An introductory statistics course (PSYC 210, MATH 365) is recommended.
Speech-Language-Hearing Introductory Knowledge. Majors must complete a course in the following areas (recommended within first and second year):

- **The Physics of Speech.** Satisfied by SPLH 120
- **Survey Communication Disorders.** Satisfied by SPLH 261
- **Introduction to the Neuroscience of Human Communication The Communicating Brain: The Ultimate Personal Computer.** Satisfied by SPLH 320.
- **Language Science.** Satisfied by SPLH 466.
- **Fundamentals of Clinical Phonetics.** Satisfied by SPLH 465.
- **Principles of Hearing Science.** Satisfied by SPLH 663.

Speech-Language-Hearing Core Knowledge and Skills. Majors must complete a course in the following areas:

- **Language Sample Analysis Laboratory.** Satisfied by SPLH 565.
- **Language Development.** Satisfied by SPLH 566.
- **Research Methods in Speech-Language-Hearing.** Satisfied by SPLH 660
- **Principles of Speech Science.** Satisfied by SPLH 662
- **Introduction to Audiological Assessment & Rehabilitation.** Satisfied by SPLH 668
- **Introduction to Speech-Language Pathology.** Satisfied by SPLH 671

Further Speech-Language-Hearing Study. After completing the requirements, students with grade-point averages of 3.0 or higher may enroll in SPLH 670, SPLH 672, or AUD 550.

Major Hours & Major GPA
While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by **34 hours 35 hours** of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 15 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of **27 hours 28 hours** from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F’s and repeated courses. See the Semester/Cumulative GPA Calculator.

**JUSTIFICATION**
The changes to the major result from curricular changes to SPLH 320. The justification for the curricular change is threefold. First, neuroscience is rapidly expanding component of our field, necessitating expanded coverage of this topic at the undergraduate level. Thus, we are increasing the course from 2 to 3 credits to appropriately represent this content area in our program. Second, faculty expertise has expanded with two recent faculty hires (Choy-Hubbard; Brumberg). The course is being revised to incorporate this newly available expertise on our faculty. Thus, we are revising the course description to better capture the breadth of expertise on our faculty. Lastly, we anticipate this content being of interest to non-majors and we plan to submit this course to meet KU Core requirements. In this way, we plan to use the course as recruiting tool for our major. For this reason, we are changing the title of the course to have broader appeal to undergraduates both within and outside our major.