I. Welcome

II. Approval of CUSA Minutes from April 8, 2014

III. Dean’s Office Update

IV. SAS Office Update – Proposal – (attachment 1)

V. Subcommittee Chair Reports
   a. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: DANC 100, HNRS 370, HNRS 380
         CHANGES: BIOL 652, HWC 114, HWC 204, HWC 205
      2. Degree Requirements for Approval:
         a. Changes to Existing Astronomy and Physics Departmental Honors requirement
         b. Changes to Existing Minor – Linguistics and addition of a new track
         c. Changes to Existing Minor – Astrobiology
         d. New Minor in Indigenous Studies
         e. Amended Changes to Communication Studies Major and Admission Requirements
      3. KU Core Proposals:
         a. EALC 318-518 Goal 4, Learning Outcome 2
         b. ENGL 497 Goal 5, Learning Outcome 2
         c. GEOL 311 Goal 3, N
      4. BGS Proposal Continuing Discussion (attachment 2)
         b. Academic Standards Report
         c. Advising and Awards

VI. Adjournment
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for April 8, 2014

The committee met on Tuesday, April 8, 2014, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Bayer, Bradley, Conrad, Fillian, Garibotto, Gegenheimer, Hilding, Jackson, Kelly, Ledom, Neidert, Persley, Rockey, Stock, Zogry

Welcome: Professor Neidert called the meeting to order.

Approval of CUSA Minutes: A motion was made to approve the March 11th and 25th, 2014 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously with the following amendment to the March 25th minutes under Recommended Policy Changes, BGS Continuing Discussion. The discussion included a proposal for a scheduled timeline for BGS discontinuance.

Dean's Office Update: No report at this time.

SAS Office Update: Mr. Fillian reminded CUSA members of governance deadlines. Full CUSA meetings for the remainder of this academic year will be April 22, April 29 and May 6. The last CAC meeting will be held on Tuesday, May 13th so any actions that CUSA requires will need to be finalized by the April 29th meeting date. Tuesday, May 6th will be the last CUSA meeting for the year with the election of the new chair for next year.

Subcommittee Assignments:

A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval
      Professor Conrad presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed unanimously including ECON 669 one semester approval.

      NEW COURSES APPROVED: CHEM 201, CHEM 390, ECON 669*, GEOG 110, GIST 320, GIST 325, HA 361, HA 362, HA 561, HA 562, HIST 359, HIST 395, HIST 585, PUAD 607, REL 511, SCUL 549, SLAV 379

      *Requesting one semester approval from CUSA pending the CAC vote for FA14 schedule

      CHANGES APPROVED: AAAS 306, ATMO 521, CHEM 698, CHEM 699, GEOG 521, GEOG 554/354, GEOG 572/373, SCUL 349

   2. Degree Requirements for Approval
      Professor Conrad presented the Degree Requirement nominations. A motion was made to approve the Degree Requirements. The motion was seconded and passed unanimously with the following change to BS Atmospheric Science – DSCI 301 is now DSCI 202.

      a. Changes to Existing Major – BA/BGS Geography
      b. Changes to Existing Major – BS Chemistry
         i. General Option
         ii. Biological Option
         iii. Chemical Physics Option
         iv. Environmental Option
      c. Changes to Existing Major – BS Atmospheric Science

   3. KU Core Proposals for Approval
      Professor Conrad presented the KU Core Proposals. A motion was made to approve the KU Core Proposals. The motions were seconded and passed unanimously.

      THR 120 – Goal 2, Learning Outcome 2
      ENGL 341 – Goal 4, Learning Outcome 1

4. Recommended Policy Changes
a. BGS Continuing Discussion – updated BGS Proposal (attachment 1)
Professor Neidert discussed the changes and the feedback she received to the proposal. After reviewing the proposal, CUSA members suggested several additional corrections and changes. During a discussion regarding the fulfillment of KU Core requirements and CLAS certificates, it was recommended that CUSA amend this section at a later time to add curricular certificate wording as appropriate. The new changes will be made and the updated BGS Proposal will be sent out electronically to the membership to give them time to review and submit feedback. This policy will be discussed at length during the next full meeting.

b. Academic Standards Report
   No report at this time

c. Advising and Awards
The subcommittee continues to review scholarships and awards to be granted. Members of the Advising and Awards Subcommittee would like to make a recommendation to the funders of the awards and the College endowment officer to request refining the qualifications for the awards. The subcommittee will send their recommendations concerning the award qualifications to Dean Anderson for his action.

Continuing Certificate Discussion – Mr. Fillian discussed the updated Certificate Proposal. (attachment 2) After some discussion, style and minor grammatical changes were suggested. A motion was made to approve the Certificate Proposal as changed. The motion was seconded and passed unanimously. The Certificate Proposal will be forwarded to CAC.

Adjournment 12:30 p.m.
a. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

**BIOLOGY**

CHANGE: PREREQUISITE
BIOL 652 COMPARATIVE ANIMAL BEHAVIOR  3  N
(OLD) A comparative analysis of behavior as an adaptive mechanism; emphasis on ontogenetic and evolutionary aspects of behavior. Prerequisite: BIOL 152 or BIOL 153, and PSYC 104, or consent of instructor.

(NEW) A comparative analysis of behavior as an adaptive mechanism; emphasis on ontogenetic and evolutionary aspects of behavior. Prerequisite: BIOL 152 or BIOL 153; and BIOL 412. Alternatively, BIOL 412 may be taken as a corequisite.

**DANCE**

CHANGE: NEW COURSE
DANC 100 INTRODUCTION TO THE DANCE MAJOR  1.0  H
DANC 100 is a 6 week online course designed to identify what is unique about the KU Dance experience, and to introduce students to the requirements for a BA or BFA degree. The course examines issues of academic integrity, informs students about academic support available to them, familiarizes students with the expectations of a dance major and suggests career opportunities for dance majors. Students complete five modules: Getting Started, Programs and Degrees, Academic Integrity and Support, Expectations and Career Pathways to provide a foundation for academic success in the major.

**HONORS**

CHANGE: NEW COURSE
HNRS 370 PERSONAL WRITING SEMINAR  1  U
This seminar helps students develop their personal writing abilities. Students analyze language and rhetorical choices in the genre of the personal essay. Students demonstrate rhetorical flexibility within the genre, considering audience, purpose, and application of the material. Prerequisite: Permission of the University Honors Program.

CHANGE: NEW COURSE
HNRS 380 CRITICAL THINKING AND ADVOCACY SEMINAR  1  U
The focus of this class is on honing the two basic skills of critical thinking and advocacy. In this seminar, students develop a basic system for critical analysis that can be applied generally; test that critical analysis system in a series of practicums to develop the skills necessary to apply it; and develop a basic system for designing effective and ethical persuasive messages. Prerequisite: Permission of the University Honors Program.

**HUMANITIES AND WESTERN CIVILIZATION**

CHANGE: COURSE DESCRIPTION
HWC 114 WESTERN CIVILIZATION I-- HONORS  03  H
(OLD) A program of study emphasizing the reading and discussion of some of the influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world. Western Civilization I includes readings from the ancient, medieval, and early modern periods. Prerequisite: Membership in the University Honors Program or permission of the department. LEC

(NEW) A program of study using readings and writing to explore and understand the record of Western Civilization from the ancient world through the early modern period. This is a writing intensive and writing instructive course designed to expand critical thinking and global awareness through the medium of composition practice. Prerequisite: Membership in the University Honors Program or permission of the department.

CHANGE: COURSE DESCRIPTION  PREREQUISITE
HWC 204  WESTERN CIVILIZATION I  03  H
(OLD)  A program of study emphasizing the reading and discussion of some of the influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world. Western Civilization I includes readings from the ancient, medieval, and early modern periods. Prerequisite: Not open to freshmen except members of the University Honors Program. LEC  Prerequisite: 

HWC 204  WESTERN CIVILIZATION I  03  H
(NEW)  A program of study using readings and writing to explore and understand the record of Western Civilization from the ancient world through the early modern period. This is a writing intensive and writing instructive course designed to expand critical thinking and global awareness through the medium of composition practice. (LEC)

CHANGE: PREREQUISITE
HWC 205  WESTERN CIVILIZATION II  03  H
(OLD)  A program of study emphasizing the reading and discussion of some of the influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world. Western Civilization II includes readings from the modern period. Prerequisite: Not open to freshmen except members of the University Honors Program.  LEC

HWC 205  WESTERN CIVILIZATION II  03  H
(NEW)  A program of study emphasizing the reading and discussion of some of the influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world. Western Civilization II includes readings from the modern period. LEC

2. Degree Requirements for Approval

a. Changes to Existing Astronomy and Physics Departmental Honors requirement

Departmental Honors our current set of rules

A student who plans to graduate with honors must file a Declaration of Intent Form with the Departmental Honors Coordinator, preferably during his/her junior year but in any case no later than enrollment for the final undergraduate semester. All of our department's honors requirements include student research, for which results shall be presented in written form and accepted by three members of the Department faculty. Additional requirements specific to each degree are:

Astronomy: Qualified students earning either a B.A. or a B.S. degree in the College of Liberal Arts and Sciences with a major in astronomy may graduate with Honors in Astronomy by fulfilling the following requirements: (1) By the end of the candidate's final semester, achieve a minimum GPA of 3.25 overall and 3.5 in the major, in all courses taken in residence and elsewhere; (2) Complete at least 24 semester hours of astronomy and physics courses numbered 500 or above, including undergraduate research represented by 4 hours of credit in ASTR 596, 597, PHSX 500 or PHSX 501. A grade of B or better must be earned in ASTR 596, 597, PHSX 500, or 501

Physics: Qualified students earning either a B.A. or a B.S. degree in the College of Liberal Arts and Sciences with a major in physics may graduate with Honors in Physics by fulfilling the following requirements: (1) By the end of the candidate's final semester achieve a minimum GPA of 3.25 overall and 3.5 in the major, in all courses taken in residence and elsewhere; (2) Complete at least 24 semester hours of physics courses numbered 500 or above and undergraduate research represented by 4 hours of credit in PHSX 500, Special Problems, or PHSX 501, Honors Research. A grade of B or better must be earned in PHSX 500 or 501.

Proposed changes, approved March 8, 2014 by Dept. Assembly

Departmental Honors

A student who plans to graduate with honors in physics and astronomy must file a Declaration of Intent Form with the Departmental Honors Coordinator, preferably during his/her junior year but in any case no later than enrollment for the final undergraduate semester. All of our department’s honors requirements include student research, for which results shall be presented in at least one of the following forms:

a) a written research summary, read by 3 faculty members in physics and astronomy or related fields or authorship on a peer-reviewed manuscript
b) a research-based oral presentation at an appropriate venue (e.g., Undergraduate Research Symposium, a presentation in an advanced department seminar class, a discipline specific meeting)
c) presentation of a poster at an appropriate venue.

Additional requirements are:

Qualified students earning either a B.A. or a B.S. degree in the College of Liberal Arts and Sciences with a major in astronomy or physics may graduate with Honors in Physics & Astronomy by fulfilling the following requirements:
(1) By the end of the candidate's final semester, achieve a minimum GPA of 3.25 overall and 3.5 in the major, in all courses taken in residence and elsewhere;
(2) Complete at least 24 semester hours of astronomy and physics courses numbered 500 or above, including undergraduate research represented by two hours of credit in ASTR 597, ASTR 503, PHSX 501 or PHSX 503. A grade of B or better must be earned in one of the following: ASTR 597, ASTR 503, PHSX 501 or PHSX 503.

b. Changes to Existing Minor – Linguistics and addition of a new track

PROPOSAL FOR A NEW TRACK WITHIN THE LINGUISTICS MINOR and a change to the existing minor to re-format so that there are two clear tracks – a general track, and second language acquisition track.

PROPOSED REQUIREMENTS
Linguistics Minor:

In addition to completion of Language Proficiency (4th level proficiency) in a second language, students must complete the following minor requirements: (See the chart of Foreign Languages offered at KU for world languages with KU course offerings through the proficiency level.)

LING 110/111 – 3
LING 305 – 3
LING 325 – 3

Students choosing the general option must also complete:
LING 106/107 -3
LING 312 - 3
One 3 hour junior/senior level LING elective (300+) chosen by the student in consultation with the linguistics advisor. - 3

Students choosing the second language acquisition option must also complete:
LING 343 – 3
LING 415 - 3
One additional course chosen from the following advanced language list, or any other LING course numbered 300 or above: - 3

SPAN 429                    Spanish Phonetics
SPAN 520                    Structure of Spanish
SPAN 570                    Studies in Hispanic Linguistics
FREN 310                    French Phonetics
SLAV 520                     Russian Phonetics, Phonology, and Inflectional Morphology
SLAV 522                     The Grammatical Categorization of Russian: Linguistic Units, Functions, and Meaning
EALC 570                    The Structure of Japanese
EALC 572                    The Structure of Chinese
AAAS 470                    Introduction to the Languages of Africa
LAA 575                         Structure of Kaqchikel Maya

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

Minor Hours
Satisfied by 18 hours of minor courses.
**Minor Hours in Residence**
Satisfied by a minimum of 12 hours of junior/senior (300+) hours of KU resident credit in the minor.

**Minor Junior/Senior Hours**
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the minor. (Students who choose the second language acquisition track will complete 15 hours from junior/senior courses in the minor, but will complete the same number of total minor hours.)

**Minor Graduation GPA**
Satisfied by a minimum of a 2.0 GPA in all departmental courses in the minor. GPA calculations include all departmental courses in the field of study including Fs and repeated courses. See the Semester/Cumulative GPA Calculator.

**Current Minor Requirements:**

Students selecting this option must complete a course in each of the following areas:

**Linguistics Language Proficiency**
Minors must meet Language Proficiency (4th level proficiency) in a second language. See the chart of Foreign Languages offered at KU for world languages with KU course offerings through the proficiency level.

**Introductory Linguistics.** Satisfied by one of the following: (3)
- **LING 106** Introductory Linguistics
- or **LING 107** Introductory Linguistics, Honors

**Language & Mind.** Satisfied by: (3)
- **LING 110** Language and Mind

**Phonetics I.** Satisfied by: (3)
- **LING 305** Phonetics I

**Introduction to Phonology.** Satisfied by: (3)
- **LING 312** Introduction to Phonology

**Syntax.** Satisfied by: (3)
- **LING 325** Syntax I

**Linguistics Required Electives (3)**
Students selecting this minor must complete at least one junior/senior (300+) LING elective course, chosen by the student in consultation with the linguistics advisor.

**Minor Hours & GPA**

While completing all required courses, minors must also meet each of the following hour and grade point average minimum standards:

**Minor Hours**
Satisfied by 18 hours of minor courses.

**Minor Hours in Residence**
Satisfied by a minimum of 12 hours of junior/senior (300+) hours of KU resident credit in the minor.

**Minor Junior/Senior Hours**
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the minor.

**Minor Graduation GPA**
Satisfied by a minimum of a 2.0 GPA in all departmental courses in the minor. GPA calculations include all departmental courses in the field of study including Fs and repeated courses. See the Semester/Cumulative GPA Calculator.
**Justification:**
The study of Second Language Acquisition is a rapidly growing field. There is an increasing demand for language teachers (teachers of foreign languages as well as teachers of English as a foreign language) to have a background in Linguistics. This option within the Linguistics minor is specifically designed to prepare students with an interest in such jobs (both in Linguistics as well as in the Languages & Literatures departments).

c. Changes to Existing Minor – Astrobiology

**CHANGE TO EXISTING MINOR IN ASTROBIOLOGY**

**Astrobiology Minor Course Requirements**

Students selecting this minor must complete courses as specified in each of the following areas:

**Preparatory Coursework**
- **Calculus (3-5)**
  Satisfied by one of the following:
  - **MATH 121**  Calculus I (preferred)  3-
  - **MATH 115**  Calculus I  5
- **Foundations of Chemistry (5)**
  Satisfied by the following:
  - **CHEM 130**  General Chemistry I  5

**Minor Requirements**

- **Principles of Molecular and Cellular Biology (4)**
  Satisfied by the following:
  - **BIOL 150**  Principles of Molecular and Cellular Biology  4
- **Geology (3)**
  Satisfied by one of the following:
  - **GEOL 101**  The Way The Earth Works  3
  - **GEOL 105**  History of the Earth  3
  - **GEOL 121**  Prehistoric Life: DNA to Dinosaurs  3
- **Physical Astronomy, Honors (3)**
  Satisfied by the following:
  - **ASTR 391**  Physical Astronomy, Honors  3
- **Astrobiology Core (1-4)**
  Satisfied by one of the following:
  - **ASTR 394**  The Quest for Extraterrestrial Life (Core)  1-
  - **ASTR 503**  Undergraduate Research  4

**Astrobiology Required Electives (6)**

Student selecting this minor must complete 6 credit hours of course work in astronomy, biology, chemistry, geology, or physics at the 300-level or higher and not in the student's major field.

**Minor Hours & Minor GPA**

While completing all required courses, minors must also meet each of the following hour and grade-point average minimum standards:

**Minor Hours**
Satisfied by a minimum of 19 hours of minor coursework.

**Minor Hours in Residence**
Satisfied by a minimum of 9 hours of KU resident credit in the minor.
Minor Junior/Senior Hours
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the minor.

Minor Graduation GPA
Satisfied by a minimum of a 2.0 KU GPA in courses in the minor. GPA calculations include all courses in the field of study including F’s and repeated courses. See the Semester/Cumulative GPA Calculator.

Justification
Present requirements include explicit coursework comprising 19 credits in Biology, Geology and Astronomy with some potential for coursework in chemistry or physics. 12 of these credits must be at junior/senior level, fulfilling the requirements for a CLAS minor. When we constructed this program in 2008, we noted that preparatory course work must be completed in calculus and introductory chemistry. Since these courses are explicitly included as pre-requisites for some of the required course work (calculus is required for ASTR 391, Chemistry is required prior to or concurrent with BIOL 150), this additional statement of an apparent requirement is redundant. Therefore we would like to remove the following: “Preparatory coursework should include calculus (MATH 121 or MATH 116, with MATH 121 preferred) and CHEM 184.”

d. New Minor in Indigenous Studies

NEW MINOR IN INDIGENOUS STUDIES
Administered by the Indigenous Studies program (ISP)

(Received approval 4/17 from SVP Rosen to proceed with full development and approval through CLAS governance.)

REQUIREMENTS
The Indigenous Studies minor will require 18 hours of Indigenous Studies courses, of which 12 must be in courses numbered 300 or above, with a 2.0 grade-point average.
One course taken at Haskell Indian Nations University is strongly recommended.
(Courses must have 30% or more content focused on indigenous peoples, and are approved by the ISP Executive Committee.)

ISP Minor approved courses include:
ANTH 379 / LAA 334 / LAA 634 Indigenous Traditions Latin Am
ANTH 410 Archaeological Myths & Realities
ANTH 501 Topics: Contemporary Central America & Mexico
ANTH 506 Ancient Amer Civilization: Mesoamerica
ANTH 508 Ancient Amer Civilization: Central Andes
ANTH 562 / LAA 302 / LAA 602 Mexamerica
ANTH 603 Shamanism Past and Present
ENGL 571 American Indian Literature
FMS 410 Race, Class & Gender Visual Culture
FMS 592 Documentary Film and Video
GEOG 370 Introduction to Cultural Geography
GEOG 395 Environmental Issues of: The Wakarusa Wetlands
GEOG 570 Geography of American Indians
GEOG 571 / LAA 602 Topics in Cultural Geography: Indigenous Latin American People & Lands
GEOG 571 Topics: Indigenous Cartographies
HIST 128 History of the US through Civil War
HIST 331 Atlantic Societies, 1450-1800
HIST 353 Indigenous Peoples of North America
ISP 101 / HWC 300 Intro Indigenous Nations Studies
ISP 305 / ENG 305 World Indigenous Literatures
ISP 330 / REL 330 Native American Religions
ISP 331 / REL 331 Native American Religions, Honors
ISP 335 / HWC 335 Introduction to Indigenous Studies
ISP 350/HIST 352/HWC 350 American Indians Since 1865
ISP 490 / HWC 490 Roots of Federal Indian Policy
ISP 504 / EVRN 542 / ANTH 582 Ethnobotany
ISP 504 / GEOG 574 Exploring Oceania
ISP 504 / HIST 510 / HWC 500 Foodways: Latin America
ISP 504 / HIST 510 / HWC 500 Foodways: North America
ISP 504 / LING 575 Structure of Kiowa
ISP 530 Indigenous Food and Health
ISP 601/801 GEOG 601/801 Indigenous Peoples of the World
ISP 614 Decolonizing Narratives
LING 441 Field Methods Linguistic Description
LING 447: North American Indian Languages
LING 575 / LAA 602 Kaqchikel Maya I-IV
LING 575 / LAA 602 Quichua I-IV
POLS 684 / GIST 750 / GIST 501 International Law: State & Individual

**Haskell courses taught through KU/Haskell Exchange program:**
LA&S 110 Cherokee Language I
LA&S 120 Cherokee Language II
LA&S 204 Contemporary Issues American Indian
LA&S 206 Indian Law and Legislation
LA&S 208 Tribal/Federal Government Reltn
LA&S 230 Cherokee Language III
LA&S 240 Cherokee Language IV
LA&S 414 Ethnobiology
LA&S 450 Topics HINU Lakhota Language & Philosophy

**JUSTIFICATION**
The minor in Indigenous Studies is designed to provide students with a focused program of study of the events, laws, policies, and treaties that have defined the relationship between the United States and Indigenous Nations and Peoples. This knowledge is essential to analysis of a broad variety of historical, political, religious and social issues in the U.S. Such issues are of paramount importance to ensure the students a solid grounding in the histories and cultures of the indigenous peoples of North America, while allowing them to gain disciplinary knowledge in preparation for graduate study or immediate employment in fields such as government service, museum/archival work, etc.

Students and faculty in several departments in the College, including English, Anthropology, Religious Studies, Latin American Studies and Geography, have expressed interest in an Indigenous Studies minor. Consistently high enrollments in existing undergraduate Indigenous Studies courses are evidence of the demand. (ISP currently has a master’s degree program, including a joint degree program with the Law School).

e. **Amended Changes to Communication Studies Major Admission Requirements**

**PROPOSED MAJOR ADMISSION REQUIREMENTS**

**Admission to the major**

1. Students must have completed COMS 130, or COMS 131, or have satisfied exemption requirements. [DELETE COMS 230]
2. Students must have completed two of the following courses: COMS 210, COMS 232, COMS 238, COMS 244, COMS 246.
3. Students must have completed one of the following courses: COMS 230, COMS 235, COMS 330, COMS 331, COMS 342, COMS 307.

**Grade-Point Average Requirements**
Students must earn a minimum grade-point average of 2.75 or higher in COMS 130 and the courses designated for admission. Grades in other COMS courses are not considered for admission to the major. KU’s course repeat policy applies to grade-point average calculation.

**Application Term**
Students should apply to the major during the semester in which major admission criteria will be completed. This is normally no later than 60 hours, or for transferring students, normally during the initial term at KU. Application to this major after completion of 60 hours, or the initial KU term for transfer students, will likely delay graduation.
Amended Changes to the Communication Studies Major Requirements

In addition – we agreed to the following clarification language:

Under “prerequisite knowledge” –

Prerequisite Knowledge. Majors must complete a public speaking requirement as specified below. (Note – COMS 130 and COMS 131 do not contribute to the minimum number of hours required for the major.) Speaker-Audience Communication. Satisfied by COMS 130 or COMS 131 or exemption. [DELETE COMS 230]

Under “Breadth of Discipline” and “Depth of Discipline” –

Communication Studies Core Knowledge and Skills. Majors select two concentrations of courses, one designated as primary and one as secondary. To complete the major, students must complete 33 credit hours, distributed as:

- Breadth of discipline (6 hours). All students choose two introductory classes from COMS 210, 232, 238, 244, and 246, one for their primary concentration and one for their secondary concentration. (Note – the secondary concentration courses must be chosen from the same concentration area for both the breadth and depth of discipline requirements)
  - COMS 210 Communication in Organizations is the introductory class for the Organizational Communication concentration.
  - COMS 232 The Rhetorical Tradition is the introductory class for the Rhetoric concentration.
  - COMS 238 Cases in Persuasion is the introductory class for the Political Communication/Social Influence concentration.
  - COMS 244 Introduction to Interpersonal Communication is one of the introductory classes for the Interpersonal/Intercultural concentration.
  - COMS 246 Introduction to Intercultural Communication is one of the introductory classes for the Interpersonal/Intercultural concentration.

- Depth of discipline (12 hours). Coursework in upper-level electives emphasizes students’ primary concentration. Students may take as many as three courses (9 hours) of upper-level electives in their primary concentration. The fourth course should be taken in their secondary concentration. (Note – the secondary concentration courses must be chosen from the same concentration area for both the breadth and depth of discipline requirements)

Justification

During the process of programming and implementation, it was discovered that it would be extremely difficult to advise on and to program for major admission requirements that differ by the student’s chosen sub-plan. Student Academic Services met with the chair, undergraduate coordinator, and academic advisor for Communication Studies to find alternate solutions, and department faculty subsequently reviewed and approved changes to the original proposal for major admission requirements. During the conversation it was also decided that some minor clarification language and course list changes to the original major requirements proposal were in order, so there are slight changes for approval for the major requirements also.

1. KU Core Proposals

   a. KU CORE PROPOSAL – EALC 318 – GOAL 4 LEARNING OUTCOME 2

<table>
<thead>
<tr>
<th>Name *</th>
<th>Hui Faye Xiao</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email *</td>
<td><a href="mailto:hxiao@ku.edu">hxiao@ku.edu</a></td>
</tr>
<tr>
<td>Prefered Phone Number *</td>
<td>(785) 864-9079</td>
</tr>
<tr>
<td><strong>Submitting School/College</strong></td>
<td>CLAS</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td><strong>Submitting Department</strong></td>
<td>EALC</td>
</tr>
<tr>
<td><strong>Has the department approved the nomination of this course to the KU Core?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Name of person giving departmental approval:</strong></td>
<td>Maggie Childs</td>
</tr>
<tr>
<td><strong>Date of departmental approval:</strong></td>
<td>Monday, March 3, 2014</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Modern Chinese Fiction and Film</td>
</tr>
<tr>
<td><strong>Course Subject Code and Number:</strong></td>
<td>EALC 318/518</td>
</tr>
</tbody>
</table>
| **Current Course Description:** | A general survey of important Chinese fiction and film of the 20th century. Lectures, readings, and discussions in English. Knowledge of Chinese is not required. Not open to students with credit in EALC 518. This course is taught at the 300 and 500 levels with additional assignments at the 500-level. LEC.  

518 DESCRIPTION  
A general survey of important Chinese fiction and film of the 20th century. Lectures, readings, and discussions in English. Knowledge of Chinese is not required. Not open to students with credit in EALC 318. This course is taught at the 300 and 500 levels with additional assignments at the 500-level. Prerequisite: An introductory East Asian studies course such as ECIV 104 or ECIV 304 or EALC 105; or consent of instructor. LEC. |
<p>| <strong>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?</strong> | Yes |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the course cross-listed? *</td>
<td>No</td>
</tr>
<tr>
<td>List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *</td>
<td>Not cross-listed.</td>
</tr>
<tr>
<td>Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the course also a degree requirement? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the course require any prerequisites? *</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. *

As the only introductory course about modern Chinese literature offered at KU, EALC318 provides an overview of
important Chinese writers and their representative works in the first half of the twentieth century, some of which have been adapted into feature films and screened in class. Students are expected to nurture a sensibility to literary and visual texts, achieve a better understanding of significant issues in modern Chinese society and history, and a critical consciousness in cross-cultural context. This course fulfills EALC major requirement, and students come from various disciplinary and cultural backgrounds. They not only gain knowledge of Chinese culture, but also learn to respect cultural diversity and different values. Given the increasing importance of Sino-American relationship, I consider it essential for our students to gain a comprehensive understanding of this rapidly changing country through reading literary works created by Chinese writers.

1. State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.) *

Most of the readings are selected from the required textbook Columbia Anthology of Modern Chinese Literature. Supplementary readings will be provided by the instructor through the KU Blackboard system. The class meets twice a week. Students are required to finish the readings of the day before coming to class. In the classroom, I deliver a series of lectures dealing with essential historical and cultural conditions under which the literary and filmic works were produced and received. Then I also talk about each author’s participation in significant historical events and contribution to the development of a particular literary school. In addition to doing the assigned readings, and listening to my lectures, students are also asked to engage in other academic activities (to be discussed below) to gain a comprehensive knowledge of modern Chinese literature, film and history that frequently challenges their previous stereotypes and assumptions about non-Western cultures.

2. Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the student’s own value assumptions. (Please limit responses to 1000 characters.) *

In each class session, after my lecture, students will be divided into groups of three or four and discuss a series of questions that I will provide about the reading and the film of the day. All the students are expected to participate actively in group discussions and use evidence from assigned readings and films to support their analysis of important issues in modern Chinese literature, culture and history such as "What does literary modernity mean in Chinese context? How about in American context?" "What kind of gender-specific issues are portrayed in modern Chinese fiction and film? How would you compare and contrast literary and filmic representations of similar issues in American context?" Students like to compare and contrast cultural depictions of Chinese values and practices with those in America. Sometimes, they reflect upon personal experiences and observations to support their comparative analysis.

3. Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.) *

In addition to assigned readings, I also provide a wide range of sources of information such as historical photos, images
and artifacts, documentaries, journal articles, and feature films to immerse students in a more authentic literary and cultural experience. Many students regard the film viewing as a cultural exploration beyond their everyday environment. For the last class session, the class is divided into groups of two to do "mock interviews" of their film viewing and culture learning experiences. After a whole semester of immersion in Chinese culture, many of them feel that they have gained so much knowledge of modern Chinese literature, culture and society in a global context that they are more sensitive to non-Western beliefs, values and practices, and therefore more confident about conducting further research about China, studying abroad in China, or engaging with Chinese communities on a daily basis.

4. State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.) *

This class is reading-and-discussion intensive, aiming to help students to develop critical thinking, analytical and communicational (public speaking and academic writing) skills. In each class session, I ask students to do discussion and a ten-minute in-class writing to evaluate their mastery of the topic of the day. In addition, students are also expected to take two quizzes testing their knowledge and analytical skills, and write a research paper. To build up their academic training, I bring students to the Watson library, helping them to find and examine critically different sources of information. Then they are asked to do a peer review session, and give an oral presentation about their findings and interpretations in front of the whole class. These activities not only enhance their understanding of China, but also teach them how to use the library, how to do research, how to give public speech, and how to work with fellow students of diverse linguistic and cultural backgrounds.

Attach a copy of the syllabus *

Optional Supporting Documents/Evidence

- modern_chinese_fiction_and_film13.pdf 356.45 KB · PDF
- quiz_12013.pdf 82.59 KB · PDF
- quiz_22013.pdf 85.10 KB · PDF
- lu_xunprefacereading_questions.pdf 70.58 KB · PDF
- final_project_guidelines.pdf 143.46 KB · PDF
- ku_core318sample.pdf 7.20 MB · PDF
EALC318
Modern Chinese Fiction and Film
Class Meetings: T R 11:00PM - 12:15PM
Wescoe 4037
Fall 2013
INSTRUCTOR
Prof. Xiao, PhD, Office: Wescoe 2109, Email: hxiao@ku.edu
Office Hours: T R 2:30 – 3:30pm and by appointment
COURSE DESCRIPTION
This course offers an introduction to the Chinese fiction of the first half of the twentieth century. It is designed for students with little knowledge of Chinese language or culture. The main goal is to gain knowledge of the modern Chinese-speaking world through the mediation of literature. We will also screen filmic adaptations of literary works to examine the close connection between modern fiction and cinema. Students are expected to nurture a sensibility to literary and visual texts and a critical consciousness in cross-cultural context. For 590 students, secondary readings will also be recommended for a better understanding of the critical issues in modern Chinese literature and history.
REQUiRED TEXTBOOKS
REQUIREMENTS AND POLICIES
Students are required to complete assigned readings, bring the readings to class, and participate actively in class discussion. Excused absences, extensions on assignments and makeup or conflict exams will be allowed only if timely, complete documentation of the reason for which these accommodations are needed is provided. For each unexcused absence, your attendance grade will be lowered by 1 point! For each violation of class behavior code (including being late to class, using cell phones, surfing online, sleeping, reading non-class related materials, and so on), your participation grade will be lowered by 0.5 point! 2
GRADING:
Scale for the final grade:
B+ = 87
B = 83
C = 73
D = 63
F = 60

1. Attendance and Participation (30%)
NO make-up allowed for missed classes.
2. Mock Interview (10%)*
Students will be paired and asked to interview each other about films screened in class. An interview sheet will be distributed then. Questions include, but are not limited to, the following:
Ask the other student to think about all the films shown this semester, then ask him/her to pick a favorite one.
Discuss what s/he likes best about the film and why.
Which sequence is most memorable or disturbing? Why?
Any “golden quote” from the film?
How is it different from the original literary work?
How does it contribute to his/her understanding of Chinese literature, culture and society?
3. Quizzes (10% X 2)
It consists of three parts:
Part I: Identifications of authors, titles.
Part II: Identification of passages from the readings with contextualization and commentary of its significance.
Part III: Interpretive essay on a particular writer, a specific cultural-historical background, or certain aspects of modern Chinese literature.
4. Term Paper, 6-8 pages, due on Dec. 19 (30%),* Peer Review (5%) and Presentation (5%)
Your term paper should be a close reading of a work of modern Chinese literature, a discussion of a literary phenomenon, a comparison of the original literary work and its filmic adaptation, or a critical analysis of an issue that can be supported by using examples from modern Chinese literature.
Your paper must have a central argument, which should be summarized at or near the beginning of the essay. It is important that you do a close reading of the text you choose to analyze in your paper. Do not just repeat or summarize
lectures and readings. Instead, present textual evidence that support your point of view based on critical thinking. Pay attention to academic style and document your sources. 3

All papers must be handed in as hard copies to the instructor’s mailbox in EALC mail/copy room. NO electronic submission will be accepted. NO late paper will be accepted.

Grading Guidelines:
a) Content (evidence of finishing required readings, critical analysis, quality of argument)
b) Organization (logical coherence and development of argument)
c) Mechanics (grammar, spelling, citation, and format)

*Without consultation in advance or an official document shown a reasonable excuse, no late submission will be accepted.

STUDENTS WITH DISABILITIES
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with Prof. Xiao as soon as possible.

ACADEMIC MISCONDUCT
“As with any community, the University has established standards of conduct for its members. As members of the University community, students are expected to adhere to all published rules, regulations, and policies. Students are also members of the Lawrence community and are obligated to the laws of the city, county, state, and nation.”

For more information, please check the university's legal code about academic misconduct:
http://www.vpss.ku.edu/nonacadconduct.shtml

Schedule

Week 1 What is Modern?
8/27 Orientation
8/29 Film: China: A Century of Revolution
Questions for you to ponder upon: When did the modern period start in China? What does “modern” denote?

Week 2 Towards a New Culture
9/3 Lu Xun, “Preface to the First Collection of Short Stories, Call to Arms” (Lau)
9/5 Lu Xun, “A Madman’s Diary” (Lau); “Kong Yiji” (Lau)
Is “Kong Yiji” a real name? Is “madman” really mad? 4

Week 3 “Feudal” Marriage
9/10 Lu Xun. “The New Year’s Sacrifice”
9/12 Film: The New Year’s Sacrifice (dir. Sang Hu, 1956)
What do you think of the ending of “The New Year’s Sacrifice”? What message does the male voice-over try to convey?

Electronic source: http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb04243

Week 4 Girls from the Country
9/17 Xiao Hong, “Hands” (Lau); Shen Congwen, “Xiaoxiao” (Lau)
What are the possible symbolic meanings of the discolored hands?
9/19 Film: A Girl from Hunan (dir. Xie Fei, 1987)
What attitude do Xiao and Shen hold toward modern education? Toward the country and the city? Did you see a different visual presentation of countryside in the film?


Week 5 Crumbling Economy
9/24 Mao Dun, “Spring Silkworms” (Lau)
Can you describe the process of silk making after reading Mao Dun’s story? What is the main target of criticism?
9/26 Wu Zuxiang, “Young Master Gets His Tonic” (Lau); Lao She “An Old and Established Name” (Lau)
Which story do these two remind you of? What does China’s economic situation look like in the two stories?

Week 6 Sexual Modernity
10/1 Yu Dafu, “Sinking” (Lau); Shi Zhecun, “One Evening in the Rainy Season”
Is there any difference between the two stories and the previous pieces in terms of theme and style? What is Japan’s role in China’s pursuit of the modern?

10/3 Zhu Shouju, “The Confidence in the Game”; He Haiming, “For the Love of Her Feet”
How is Shanghai depicted in the stories? 5
**Week 7 Martial-Arts Fiction**
What are essential elements of martial-arts fiction? Do you think popular fiction shares same concerns with the May-Fourth high literature?
10/10 **Quiz 1!**
☐10/12-10/15 Fall Break!

**Week 8**
10/17 Library Session in Anschutz Instruction Center (321 Anschutz Library, main floor, to the right of the service desk)

**Term Paper Topic due!**

**Week 9 Old Beijing**
10/22 Lao She “Rickshaw Boy (excerpts)
What is to blame for the rickshaw boy’s downfall in the novel? What is his life goal?
10/24 Film: *Rickshaw Boy* (dir. Ling Zifeng, 1982)
What do you think of the characterization of Tiger Girl?

**Week10 Shanghai vs. Yan’an**
10/29 Ding Ling “Miss Sophie’s Dairy,” Mu Shiying “Shanghai Foxtrot”
Compared to Week 6’s reading, do the two stories feed a different imagination of the city (Beijing and Shanghai respectively)? Why “diary”? Why “foxtrot”?
10/31 Ding Ling, “When I was in Xia Village” (Lau)
What is the central problem that Ding Ling tries to tackle in this story? Any stylistic differences from “Miss Sophie’s Diary”?

**Week11 Women in War**
11/5 Zhang Ailing, “Love in a Fallen City”
11/7 Film: *Love in a Fallen City* (dir. Ann Hui, 1984)
How does war affect women’s lives? How is romance connected to history? What is the significance of the opening sequence of Kunqu opera?

**Week 12 Gendered Memories of Peking**
11/12 Bai Xianyong, “Winter Nights” (Lau); Lin Haiyin, *Memories of Peking: South Side Stories* (Excerpts) 6
Both stories are recollections of Beijing life during the Republican period, do you find any difference between their themes and styles? Do they remind you of the Old Beijing under Lao She’s pen?
11/14 Film: *South Side Stories* (dir. Wu Yigong, 1983)
What role did music play in this film?

**Week 13 Representing Native Soil**
What do these two stories have in common? Can you make a comparison of the stories depicting rural Chinese experiences across the strait?
11/21 Wrap-Up and Mock Interview

**Week 14**
11/26 Quiz 2
☐11/27-12/1 Thanksgiving Vacation!

**Week 15 Peer Review and Final Project Presentation**
12/3 Peer Review of the 1st Draft
12/5 Presentation

**Week 16 Final Project Presentation**
12/10 Presentation
12/12 Presentation

Dec. 19, Final Project Due!

**Other supporting documents:**
QUIZ 1

**ALC 318 Modern Chinese Fiction and Film**

**Quiz 1**
1. Identify the authors of the following titles. (5 x 4%)
1. “Kong Yiji”
I. Identify the author and title of the readings from which the following passages are taken. Then provide your analysis of the passages with reference to historical and cultural contexts. (3 x 10%)

1. “It was the voice of the young woman I’d accompanied under the umbrella! I was bemused, how did she come to be in my house? … The door opened. The hall was brightly lit, and the person who stood out against the light beside the half-opened front door was not that young woman at all. Rather, in the opaque light I recognized the woman who had been leaning on the shop counter and eyeing enviously both me and the young woman I’d been walking with.”
   Author: Title:
   What is your analysis of the passage?

2. “Let me tell you, no business is more fairly disposed of than mine. A while ago, one of my men killed a traveler. This violated one of our laws. We take money and goods from those who pass our way, but the first law is not to take lives…. You should know, Mr. Xu, that laws among outlaws are especially sacred and inviolable. We are not like those corrupt officials in the world who either break or manipulate laws for gain.”
   Author: Title:
   What is your analysis of the passage?

3. “The onlookers were solemn and silent, except for a few urchins who clapped their hands and yelled. A few of the hacks had got to Young Baldy. His blood was spattered all over the jumbled rocks. He lay there stiff and motionless, and the executioner staggered off supported by some of the other militiamen, when suddenly the corpse struggled up, raised its arms, and began to scream in a wild shrill voice like some evil demon. Everybody ran off in terror as far as they could get, stumbling and shrieking.”
   Author: Title:
   What is your analysis of the passage?

III. Write a short essay to answer ONE of the following questions. Use examples from our readings as evidence to support your argument. (50%)

1. How is Shanghai depicted in the stories “One Evening in the Rainy Season,” “Confidence in the Game,” and “For the Love of Her Feet”? How are these pieces different in terms of style and theme?

2. How is rural life depicted in the stories “New Year’s Sacrifice,” “Xiaoxiao,” and “Spring Silkworms”? How are these pieces different in terms of style and theme?

EALC 318 Modern Chinese Fiction and Film
Quiz 2
I. Identify the author and title of the readings from which the following passages are taken. Then answer the questions and provide your analysis of the passages with reference to historical and cultural contexts. (3 x 10%)

1. “Summer had gone, autumn was over, winter had arrived and the camel caravan was back again; but childhood had passed away, never to return. … Silently I reminisce, slowly I begin to write. I see the caravan of camels approaching under the winter sun, I hear the pleasing tinkle of the bells, and childhood days return once again into my heart.”
   Author: Title:
   When and where is this piece set?
   What is your analysis of the passage?

2. “I feel that living among strangers and keeping busy would be better than living at home where people know me. Now that they’ve approved sending me to Yan’an for treatment, I’ve been thinking about staying there and doing some studying. I hear it’s a big place with lots of schools and that anyone can attend. It’s better for each of us to go our own separate ways than it is to have everyone stay together in one place.”
   Author: Title
   What is the name of the character who is talking in this passage?
   What is your analysis of the passage?

3. “Last semester, at the University of California, I gave a course on the Tang political system. This was the time when student riots were at their peak in America. … I put down my book and announced: ‘So this is what you call a ‘student
riot,’ is it? I have a few things to tell you. More than forty years ago, the students in Beijing started a revolt which was a hundred times more explosive than yours.”

Author: Title:

Two “student riots” are mentioned in this passage. What historical events do they refer to?
What is your analysis of the passage?

b. KU CORE PROPOSAL – ENGL 497 GOAL 5 LEARNING OUTCOME 2

<table>
<thead>
<tr>
<th>Name *</th>
<th>Katie Conrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email *</td>
<td><a href="mailto:kconrad@ku.edu">kconrad@ku.edu</a></td>
</tr>
<tr>
<td>Preferred Phone Number *</td>
<td>(785) 864-2572</td>
</tr>
<tr>
<td>Submitting School/College *</td>
<td>CLAS</td>
</tr>
<tr>
<td>Submitting Department *</td>
<td>English</td>
</tr>
<tr>
<td>Has the department approved the nomination of this course to the KU Core? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of person giving departmental approval: *</td>
<td>Anna Neill</td>
</tr>
<tr>
<td>Date of departmental approval: *</td>
<td>Friday, September 13, 2013</td>
</tr>
<tr>
<td>Course Title: *</td>
<td>Service Learning Internship</td>
</tr>
<tr>
<td>Course Subject Code and Number: *</td>
<td>ENGL 497</td>
</tr>
<tr>
<td>Current Course Description *</td>
<td>Practical experience in the use of English skills in a non-profit or advocacy context. Credit hours are graded by faculty on a satisfactory/unsatisfactory basis, according to the written evaluation student provided by the on-site supervisor and on the student's written reflective component assigned and evaluated by the supervising faculty member. May be used as a component of the Service Learning</td>
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</table>
A certification program. Prerequisite: At least one 300-level English course, declaration of English major, and permission of instructor.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the course cross-listed? *</td>
<td>No</td>
</tr>
<tr>
<td>List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *</td>
<td>none. Note: this course has been approved to apply toward the Service Learning Certificate by the Center for Civil and Social Responsibility.</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the course also a degree requirement? *</td>
<td>Yes</td>
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<tr>
<td>Does the course require any prerequisites? *</td>
<td>Yes</td>
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<tr>
<td>If yes, please list the prerequisites: *</td>
<td>At least one 300-level English course, declaration of English major, and permission of instructor.</td>
</tr>
<tr>
<td>Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. *</td>
<td>Students approved to take this course are required to work with a non-profit or advocacy group in consultation with a KU faculty member and an on-site internship supervisor. The course requires a written reflective component assigned and evaluated by the supervising faculty member to ensure that the student is engaged in ethical behavior and is able to evaluate his/her impact.</td>
</tr>
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</table>

1. Describe how your internship or practicum meets a community need and requires evidence that students understand and have practiced ethical behavior and ethical decision-making. Please also discuss how the students will have made a positive contribution to the population served. (Please limit responses to 1000 characters.) *

Students are expected to identify a community need at the local, regional, national, or international level and put their ethical values and their particular skills to use in that context. Examples might include volunteering for Kansas Audio Reader, non-profit English tutoring in local schools or in international settings, or grant writing for local non-profit
agencies. Students are expected to do approximately 50 hours of relevant work for each credit hour earned. The supervising faculty member assigns a reflective component (for instance, a journal or essay), satisfactory completion of which is required for students to receive a satisfactory grade for the course. The minimum number of service learning hours for this course is comparable to those required for the entire KU Service Learning Certificate.

ENGL 497: Service Learning Internship

ENGL 497. Service Learning Internship. 1-3 Hours. H.
Practical experience in the use of English skills in a non-profit or advocacy context. Credit hours are graded by faculty on a satisfactory/unsatisfactory basis, according to the written evaluation student provided by the on-site supervisor and on the student's written reflective component assigned and evaluated by the supervising faculty member. May be used as a component of the Service Learning certification program. Prerequisite: At least one 300-level English course, declaration of English major, and permission of instructor. FLD.
This is an internship number for the department. It does not have a course syllabus. Student internships are approved by the Director of English Undergraduate Studies in consultation with the directing faculty.

c. KU CORE PROPOSAL – GEOL 311 - GOAL 3, N

<table>
<thead>
<tr>
<th>Name *</th>
<th>Craig Marshall</th>
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<tbody>
<tr>
<td>Email *</td>
<td><a href="mailto:cpmarshall@ku.edu">cpmarshall@ku.edu</a></td>
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<td>CLAS</td>
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<tr>
<td>Submitting Department *</td>
<td>GEOL</td>
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<tr>
<td>Has the department approved the nomination of this course to the KU Core? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of person giving departmental approval: *</td>
<td>Luis Gonzalez</td>
</tr>
<tr>
<td>Date of</td>
<td>Friday, April 4, 2014</td>
</tr>
<tr>
<td>Departmental Approval: *</td>
<td></td>
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<tr>
<td><strong>Course Title:</strong> * Mineralogy and Structure of the Earth</td>
<td></td>
</tr>
<tr>
<td><strong>Course Subject Code and Number:</strong> * GEOL 311</td>
<td></td>
</tr>
<tr>
<td><strong>Current Course Description:</strong> * Basic identification and properties of rocks and minerals in the context of whole-earth structure and evolution. Includes basic chemical equilibria for rock and mineral systems and their bearing on processes involved with formation and evolution of Earth's crust, mantle, and core. Two lectures and one lab per week. Prerequisite: GEOL 101, CHEM 125 or CHEM 130, and eligibility for MATH 121 or MATH 115.</td>
<td></td>
</tr>
<tr>
<td><strong>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?</strong> * Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?</strong> * Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Is the course cross-listed?</strong> * No</td>
<td></td>
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<tr>
<td><strong>List any cross-listing and/or honors courses associated with</strong> N/A</td>
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</tbody>
</table>
the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *

| Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)? | Yes |

| Is the course also a degree requirement? * | Yes |

| Does the course require any prerequisites? * | Yes |

| If yes, please list the prerequisites: * | Prerequisite: GEOL 101, CHEM 125 or CHEM 130, and eligibility for MATH 121 or MATH 115. |

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcomes. Note: You will not be allowed to advance to the next page(s) until your submission is less than 1000 characters. *

The goal of this course is to provide an understanding minerals, how they form, are described and defined, and how they shed light on Earth and planetary processes. The students will learn the basic principles behind the arrangement of
atoms to form crystal structures, how these atoms are coordinated and bonded and how this is reflected in the external form, symmetry and structure, chemical composition, physical properties, and formation. The students will learn how to identify a variety of minerals in hand specimen during the laboratory component of the course. The learning outcomes are best achieved by activity based learning rather than traditional lecture style and the laboratory exercises are hands-on experiences designed to enable students to better understand the concepts introduced in the lecture and activities. During the lab, students synthesize the knowledge gained in the lectures and activities and apply this to real mineral samples from various geological settings.

This course is classified in
the: Natural Sciences

2. State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

The course begins with 6 weeks on crystal chemistry, then 5 weeks covering analytical methods for characterizing minerals and ends with 5 weeks on the silicate minerals. This order facilitates a progression of learning from the basic concepts to more advanced. The activities are designed as a review and application of the lectures. We make the activities sufficiently involved to challenge the students but short enough not to discourage them from completing the exercise. They report their findings as a group to the class. An important part of our mineralogy course is a wiki entry on a mineral in a class wiki. Each student adopts a mineral for the duration of the course and writes a wiki entry for that mineral which includes: physical properties, crystal structure, chemical composition, X-ray diffraction pattern, Raman spectrum, occurrences, and industrial, environmental or decorative uses.

3. State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles, theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)

Readings and lectures are designed to follow the laboratory framework outlined above.
4. State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

As outlined in question 2 lectures and readings that follow the laboratory will be used to enhance their understanding of mineralogy and how it impacts their daily lives.

5. State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

The most accurate evaluation seems to come from our daily interactions with students during the lecture, activities and in the laboratory. Listening to the student’s responses to our in-class activities, encouraging fellow students to ask questions to presenting students, talking with students individually or in small groups help us obtain a reliable indication of how well the students are keeping up with the course material. We try to construct our tests so that students can demonstrate their level of comprehension. Our tests consist of essays and questions with short answers, with some problem-solving questions interspersed. Each essay question requires students to explain a concept in detail. The student wiki entry on a mineral in class will provide us with direct evidence of their ability to understand referenced mineralogical information, to use technical language correctly, and to organize and clearly present the information pertaining to their mineral.

2013 GEOLOGY 311: MINERALOGY AND STRUCTURE OF THE EARTH

DESCRIPTION/ PURPOSE OF COURSE

Mineralogy is the study of minerals. Minerals, and their chemical derivatives are everywhere. Minerals are the products of complex Earth and planetary processes that take place over a wide range of temperature and pressure. For example, the sand on the beach (black, green, and white sand beaches), covering the ocean floor, in the cores of mountain belts, we wear them as jewellery, and we wash our clothes with them, and brush our teeth with them. Additionally, they bring
electricity into our lives and provide the building materials for our homes etc. The goal of this course is to provide an understanding of what minerals are, how they form, how they are described and defined, and how to extract clues that they hold about Earth and planetary processes.

The student will learn the basic principles behind the arrangement of atoms to form crystal structures, how these atoms are coordinated and bonded and how this is reflected in the external form, symmetry and structure, chemical composition, physical properties, and formation of minerals. The student will learn how to identify a variety of rock forming minerals in hand specimen during the laboratory component of the course.

LEARNING OUTCOMES FOR THIS COURSE
1) The student will gain an understanding of how atoms interact to form minerals and how the symmetry, structure, and chemical composition of minerals determine the properties and occurrence of minerals
2) The student will learn how to identify the rock forming minerals in hand specimen

IMPORTANT NOTE
Prerequisites for this course are GEOL 101, CHEM 125 or CHEM 130, and eligibility for MATH 121 or MATH 115. GEOL 311 Mineralogy and Structure of the Earth is a required course for the B.A. in geology, B.S. in general geology, and for the engineering, environmental, and geophysics tracks.

In addition, GEOL 312 Mineral Structures and Equilibria is a required course for the B.S. in general Geology, and the Engineering track.

COURSE DETAILS
Professor: Craig Marshall
304 Lindley Hall
cpmarshall@ku.edu

TA: TBA
Lindley Hall
TBA@ku.edu and TBA@ku.edu

Course Days and Time: Lectures: M/W/F 1:00 PM -1:50 PM (Lindley 103);
Laboratory: M, W 2:00 PM – 4.50 PM, Tu: 2.30 PM – 5.20 PM (Lindley 314)

Course Format: Lecture, Discussion, Exams, and Laboratory

Office Hours Craig Marshall: W from 2:00 PM - 4:30 PM and F from 2:00 PM-4:30 PM in Lindley Hall Rm 304, or by appointment.

Office Hours TA: TBA

Final Exam Time: Monday, December 16, at 10.30 AM - 1.00 PM in Lindley Hall 103

Course Website: On Blackboard at http://courseware.ku.edu/

When I will give a PowerPoint lecture, the lecture material will be posted on Blackboard. While I will try to post them before class, they will be up by the end of the class day. However some lectures will be given solely on the white board and these lectures will not be posted. Therefore, if you are not in class those days you will not be able to download the material you missed. If you have to miss one of these classes for one of the reasons listed in the exam make-up policy, I will provide you with the missed material.

EXAM POLICIES
This course will have THREE exams in total: TWO exams during the semester and ONE final exam. The first TWO exams are weighted equally and each will cover course material up to that Exam (shown in the Schedule below). The FINAL exam will be a comprehensive final examination covering all the material presented during the semester. The final exam will be given at 10:30 AM – 1.00 PM on MONDAY December 16 in 103 Lindley Hall (regular room).

Make up exams will be administered only in the case of:
(1) Serious illness, in which case you must have a doctor’s note for the day missed
(2) Death of a family member or close friend, in which case you must have the funeral program and obituary
(3) Official university business, which you must notify me of in advance and you must have a letter from the coach or other responsible person
(4) Observance of religious holidays, in which case I must be notified in advance that you will be absent

Airline tickets, oversleeping, and having a ride to class fall through are all examples of unacceptable excuses for make-up exams.

EXAMS AND ADDITIONAL COURSE ASSESSMENT
The course consists of lectures, discussion sections, exams, and a laboratory component. The grades for the course will be composed of:

FINAL EXAM (comprehensive) 30%
EXAMS 1 and 2 (20% each) 40%
Laboratory exercises and exam 30%

GRADING POLICIES
This course is graded from A-F, using the standard 10-point scale:
A: 100%-90%
B: 89%-80%
C: 79%-70%
D: 69%-60%
F: <60%

HONESTY IN ACADEMIC WORK
Plagiarism is presenting someone else’s words or work as your own. Plagiarism applies to material taken from a book, article, or the Internet and to material taken from another student. Material taken from another student/s exam and used in your exam is an example of plagiarism. Plagiarism is a violation of the Academic Code of Conduct of the University of Kansas and carries penalties ranging from failure of the assignment to suspension from the university.

In this course, plagiarism on examination or laboratory report will result in an F for that examination or laboratory report and in addition, academic misconduct charges will be filed. Any additional plagiarism will result in failure of the course and additionally academic misconduct charges will be filed.

SPECIAL ACCOMMODATION
The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

CONTACTING THE PROFESSOR
As mentioned above, my office hours are Wednesdays and Fridays after class in Lindley Hall Room 304. If you have a conflict during these times, please see or email me to arrange an alternate time for us to talk. Also, my email inbox is disorganized, so if you email me, for your benefit and mine, please use 311 Mineralogy somewhere in your subject line. This way your email will be grabbed and filed by my email filter, and your email will not get lost. If you do not use this in your subject, I will eventually find your email in my inbox, but I cannot promise as speedy a reply.

TEXTBOOK
There are many good textbooks on mineralogy. The required textbook for this course is given below. Not only will this textbook help you with the course, but also it will serve as a useful reference even after you are finished with this class. Nesse, W.D., 2012, Introduction to Mineralogy, 2nd Edition, Oxford University Press

This text covers crystallography, crystal structure, and crystal chemistry and has useful mineral identification tables. It will be used extensively for lectures and pre-reading for lectures throughout the course.

For additional material or if you are having trouble with this class you might also find the following website helpful. http://serc.carleton.edu/NAGTWorkshops/mineralogy/index.html

Although this website is primarily designed for faculty developing classes in mineralogy, students will also find this collection helpful for finding supplemental study materials and for doing research projects in mineralogy.

HINTS FOR SUCCESS
To some, geology sounds like an easy science, as it is not chemistry or physics. In truth, though, geology is a mix of chemistry and physics, with a lot of biology thrown in for good measure. It is an applied science, using the principles of various disciplines to explain what we see around us. Chemical principles are fundamental for studying Mineralogy!

Mineralogy is basically applied inorganic chemistry of Earth materials.
Therefore, if you are finding things confusing, and reading the textbook does not help, you may find it useful to look in a general chemistry, and geochemistry book. You should also feel free to come by office hours so we can puzzle through the problem together. I encourage you to ask questions to clarify things that you do not understand at all times!

I will not be preparing study guides or review sheets and review days.
To truly get the most out of the lectures, read the reading material and study some beforehand, or at least look over your notes and the lectures to see if there is anything you do not understand. This class will not be a cakewalk, but if you study hard and pay attention in class, you will succeed!

CLASSROOM COURTESY
Classroom courtesy should not have to be discussed, but however, a few points are covered here.
1) If you are late, quietly sneak in and do not disturb others and fill in the nearest empty seat.
2) Do not talk while I am lecturing, asking questions, and engaging your peers.
3) Do not read the newspaper or do crossword puzzles—the ruffling is noisy and this behaviour is disrespectful to yourself, your peers, and me.
4) Turn off your cell phones.
5) Do not use ipods and other electronic devices during class or exams.
6) Do not send text messages during class.

TENTATIVE SYLLABUS
(Subject to change depending on our progress through the semester!)

Week of: Lecture topic Reading
08/26 CLASSES AND LAB CANCELLED

FIRST WEEK
Chapter 1,2
09/02 Labor Day Holiday Monday (no class)
Introduction to the course
Introduction to crystallography and crystal systems
Chapter 1,2
09/09 2D symmetry
3D symmetry I
3D symmetry II
Chapter 2
09/16 Miller Indices
Twining I
Twining II/Crystal defects
Chapter 2
Chapter 5
Chapter 4
09/23 Crystal Chemistry
Coordination and Pauling’s rules I
Coordination and Pauling’s rules I
Chapter 4
Chapter 4
Chapter 4
09/30 Electromagnetic radiation and spectroscopy
X-ray diffractometry
Raman spectroscopy
Chapter 8
10/07 EXAM 1 MONDAY 7th
Native elements I
Native elements II
Chapter 20
10/14 Fall Break (no class on Monday) and no LABS this week
Silicate Structures and Formalae
Tectosilicates I
Chapter 11
Chapter 12
10/21 Tectosilicates II
Inosilicates I
Inosilicates II
Chapter 12
Chapter 14
Chapter 14
10/28 MONDAY AND WEDNESDAY
CLASSES CANCELLED
Phyllosilicates I
Chapter 13
11/04 Phyllosilicates II
Cyclosilicates
II. Short-answer questions. (2 x 15%)

1. What is May Fourth movement? When and where did it take place? Who participated? What was its direct cause? What was its broader historical and cultural significance?
2. Which city does the “fallen city” refer to in Zhang Ailing’s story “Love in a Fallen City”? Which war caused the falling of the city? How does the war change the plot development in this story? 5

III. Thesis Statement of Your Final Paper: 1-2 paragraphs answering the following questions: What’s your topic? Describe it with details. What’s your central question? How would you address the question? What is your hypothesis, or the main point that you want to prove? What evidence that you plan to use to support your argument? (40%) 6

IV. Bonus questions: Who is your favorite writer, among all the authors we have read this semester? Why? Who is your least favorite? Why? What do you wish to learn more about? Is there a Chinese film you think we should have screened in class? (2 bonus points)

Lu Xun “Preface to the First Collection of Short Stories, Call to Arms”

1. What was Lu Xun’s life like when his father was ill?

2. What did J – school in N—stand for? What kind of school was that? Why did Lu Xun’s mother cry when he went to this school?

3. Why did Lu Xun go to Japan?

4. Why did Lu Xun choose literature over medicine?

5. What is your interpretation of the following passage?
“Imagine an iron house without windows, absolutely indestructible, with many people fast asleep inside who will soon die of suffocation. But you know since they will die in their sleep, they will not feel the pain of death. Now if you cry aloud to wake a few of the lighter sleepers, making those unfortunate few suffer the agony of irrevocable death, do you think you are doing them a good turn?”

6. Why is Lu Xun’s first collection of short stories entitled Call to Arms?

7. What does “modern” denote? How is it similar to or different from the meaning of literary modernity in the West?

Final Project Guidelines

Term Paper, 6-8 pages (double-spaced, 1-inch margins, 12-point, Times New Roman), due on Dec. 19 (30%), Peer Review (5%) and Presentation (5%)

Your term paper should be a close reading (at least one direct quote and analysis of its significance) of a work of modern Chinese fiction, a discussion of a literary phenomenon, a comparison of the original literary work and its filmic adaptation, or a critical analysis of an issue that can be supported by using examples from modern Chinese fiction/film. Your paper must have a central argument/thesis statement, which should be summarized at or near the beginning of the essay. It is important that you do a close reading of the text you choose to analyze in your paper. Do not just repeat or summarize lecture notes and readings. Instead, present textual evidence that support your argument. Pay close attention to academic style and document your sources carefully.

All papers must be handed in as hard copies to the instructor’s mailbox in EALC mail/copy room (Wescoe 2117). No late submission will be accepted!

Each student is expected to give a 10-minute presentation about the progress of your final project:

Part I: Your thesis statement: 1-2 paragraphs answering the following questions: What's your topic? Describe it with details. What's your central question? How would you address the question? What is your hypothesis, or the main point that you want to prove? What evidence that you plan to use to support your argument? Part II: Progress of your research: What sources you intend to use and how? Part III: Any possible post-presentation research?

Q & A session: Respond to audiences’ questions and comments. ---- 1-2 minutes

There is NO make-up presentation!

Grading criteria:

a) Content (critical analysis, quality of argument, and originality) 40%
b) Organization (logical coherence and development of argument) 40%
c) Mechanics (grammar, spelling, citation, and format) 20%

* The best presentation (decided by class election) will get extra credit.
* Consult our course guide for proper citation and useful references:
  http://guides.lib.ku.edu/content.php?pid=525643

FINAL ATTACHMENT – KU CORE SAMPLE.PDF NOT INCLUDED HERE BECAUSE IT IS 36 PAGES LONG. I CAN ACCESS VIA EMAIL DURING MEETING IF NEEDED. KJL
Proposal to Restructure CUSA’s Subcommittees

Given the restructuring of student petition processing in Student Academic Services, the Academic Standards subcommittee has experienced a significantly reduced workload as compared to other subcommittees. Additionally, this past academic year has resulted in several projects that would benefit from additional faculty input from a wide variety of disciplines. Student Academic Services would therefore propose that CUSA adopt the following proposal which we believe would more streamline the undergraduate governance business of the College.

We propose that CUSA maintain two subcommittees to conduct its business as opposed to three. This would allow for:
1. Equal workload distribution amongst subcommittees
2. Increased faculty personnel to help with workload
3. Additional likelihood to meet quorum

Current Governance Structure

<table>
<thead>
<tr>
<th>Subcommittee</th>
<th>Duties</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Changes and Degree Requirements</td>
<td>New programs, new courses, course changes, curriculum changes, KU Core vetting, other duties as assigned</td>
<td>4-5 Faculty members spread divisionally</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>Petition review, policy review, other duties as assigned</td>
<td>4-5 Faculty members spread divisionally</td>
</tr>
<tr>
<td>Advising and Awards</td>
<td>Advising structure review, determination of scholarship recipients, other duties as assigned</td>
<td>4-5 Faculty members spread divisionally</td>
</tr>
</tbody>
</table>

Proposed Governance Structure

<table>
<thead>
<tr>
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<th>Duties</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Changes and Degree Requirements</td>
<td>New programs, new courses, course changes, curriculum changes, KU Core vetting, other duties as assigned</td>
<td>7-8 Faculty members spread divisionally</td>
</tr>
<tr>
<td>Academic Polices and Awards</td>
<td>Academic policy development and review, determination of scholarship recipients, petition review, other duties as assigned</td>
<td>7-8 Faculty members spread divisionally</td>
</tr>
</tbody>
</table>
Proposal for Changes to the Bachelor of General Studies (BGS) Degree in the
College of Liberal Arts and Sciences

Introduction:

CUSA was asked to examine the Bachelor of General Studies (BGS) degree with departmental majors. Specifically, the goal was to identify the place of the BGS degree in the system of undergraduate degrees offered by the College and recommend future directions and academic standards for the BGS degree with a major. An additional goal was to examine how the BGS degree with majors supports the overall undergraduate educational mission of the College.

Background:

Historically, BGS degrees were developed across the US in the 1970s and 1980s as universities sought to engage with non-traditional students and provide a more flexible avenue for degree completion. There is little agreement on the specific qualities common to a BGS degree, and not all colleges and universities offer them; none of our peer institutions does. In the context of KU, recent iterations of the BGS degree were justified as offering students more flexibility given the extensive demands of the General Education requirements. With the implementation of the KU Core, however, all CLAS students now have more flexibility, with even those pursuing the BA now having greater flexibility than was ever offered to BGS students. The implementation of the KU Core in particular requires that we reconsider the BGS and reshape it to best serve the population we believe most benefits from it.

With this in mind, over the last two years, CUSA has undertaken discussions of the scope, purpose, and place of the BGS degree amongst the other degrees offered by CLAS. The Bachelor of Science (BS) offers depth; the Bachelor of Arts (BA) balances breadth and depth. For the BGS to remain a distinct degree, CUSA believes that the BGS must emphasize breadth while maintaining the educational rigor that puts it on par with both the BA and BS.

In order to re-imagine the BGS within the new landscape created by the KU Core, CUSA undertook sizeable information-gathering tasks, with the support of Student Academic Services staff members, in an attempt to gather information regarding (a) the general profile of students typically pursuing the BGS degree and (b) the opinions and objectives of various stakeholders regarding the BGS degree (see attached data). CUSA's ultimate goal was to revise the BGS degree in such a way that it best serves a particular student population and maintains credibility both at KU and for outside stakeholders.

We note that there is a small population of students who pursue a BGS because they are completing degrees in one of the professional schools and want also to pursue a major in the College. CUSA believes that we want to continue to encourage this activity, but that there are other ways to facilitate College Bachelor’s degrees for these students. The BGS requirements recommended below thus do not treat this special population.

CUSA identified several characteristics of a large proportion of BGS students based on the available data:

- The BGS degree accounts for at least 34% of the total undergraduate majors (min 0%, max 67%) for approximately 75% of CLAS departments.

- The majority of students who choose the BGS enter the workforce immediately after graduation, rather than pursuing graduate or professional school.

- Students often choose the BGS late in their careers at KU; many choose it as a way to graduate more quickly.

- Although students are drawn from a range of achievement levels and preparation, the average incoming test scores and KU GPA of BGS students are lower than those of BA and BS students.

- Half of the students who choose the BGS do so because they want to avoid the 4-semester BA language requirement.

Overall, CUSA believes that the current BGS degree requires substantial revision in order to meet the unique needs of students who typically pursue this degree at the University of Kansas. Specifically, it appears that the proper place of the BGS degree within the degrees offered by the College is one that (a) offers elements of both breadth (similar to BA degree) and depth (similar to BS degree), (b) preserves educational rigor valued by the College, and (c) specifically prepares students for the workforce with a variety of professional, ethical, and articulate skill sets.
Proposal:

CUSA proposes that the BGS is best suited to prepare students for the workforce with a variety of intellectual tools and skills. With this in mind, we recommend the following as requirement for the KU BGS degree with major:

1. **Fulfillment of KU Core Requirements**

   **Justification**
   “The KU Core is designed to yield fundamental skills, build a broad background of knowledge, generate capacities and opportunities for blending and creating ideas, strengthen an appreciation of cultural and global diversity, and cultivate ethical integrity. The KU Core educational goals are integrated into all of the degrees and majors pursued by undergraduate students at the University of Kansas.” (KU Core Website)

2. **Major**

3. **Second focus area:**
   a. 2nd major or degree; or
   b. a minor

   **Justification**
   CUSA NEEDS TO DEVELOP JUSTIFICATION LANGUAGE FOR THE SECOND FOCUS AREA.

4. **Professional Knowledge Skill Set:**

   a. **Oral and Written Communication:**

   Students must select one of the following course options:
   i. 1 additional KU Core Goal 2.1 (written communication) course
   ii. 1 additional KU Core Goal 2.2 (oral communication) course
   iii. 1 non-English language course that focuses on written or oral communication

   **Justification:**
   In the age of globalization and social media, it is important for students entering the workplace to have extensive oral and written communication skills. Given the likelihood of BGS students pursuing employment directly following graduation, CUSA believes that these students require written/oral communication preparation beyond the basic courses required by the KU Core. Specifically, we want BGS students to have adequate training in fundamental professional communication competencies such that they are more likely to successfully adapt to the needs of an ever-changing employment environment.

   **ACT Sub-score Data**

<table>
<thead>
<tr>
<th></th>
<th>BGS</th>
<th>BA</th>
<th>BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ACT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Sub-score</td>
<td>22.79</td>
<td>27</td>
<td>27.33</td>
</tr>
<tr>
<td>Average ACT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Sub-score</td>
<td>24.1</td>
<td>27.66</td>
<td>27.91</td>
</tr>
</tbody>
</table>

b. **Quantitative Literacy:**

   Students must pass an additional course beyond the KU Core Quantitative Literacy goal with a pre-requisite of Math 101, or another course approved by CUSA (e.g. statistics, modeling).

   **Justification:**
   Basic quantitative literacy is essential for success beyond graduation, both on the job and off. This requirement follows the justification for the BA, which argued that basic quantitative skills are essential in the current economy, and that algebraic skills are the foundation for most other math courses such as statistics. The goal is to prepare KU college graduates for the social and economic demands of the 21st century. The importance of quantitative reasoning for all citizens will continue to grow in the future. We cannot predict the technology and the work environment that our
students will face twenty or forty years from now. Even though manufacturing jobs once required no mathematical skills and provided a path for those not finishing high school, today, according to a recent NPR report, manufacturing workers need algebra and trigonometry. A recent report on quantitative literacy from the Mathematical Association of America noted that “sociologists draw inferences from data to understand human behavior; biologists develop computer algorithms to map the human genome; factory supervisors use ‘six-sigma’ strategies to ensure quality control; entrepreneurs project markets and costs using computer spreadsheets; lawyers use statistical evidence and arguments involving probabilities to convince jurors.” To reach the necessary level of quantitative reasoning, one must first achieve competency in college algebra (Math 101). To understand and calculate with the formulas of statistics, for example, one needs significant experience with variables and their functional relationships.

c. Language and Culture:

Students may complete this requirement in one of three ways:

i. At least one semester of non-English language study (including ASL), or proof of one-semester proficiency in a language other than English, and one additional Goal 4.2 course beyond the KU Core; or

ii. Two semesters of non-English language study (including ASL), or proof of two-semester proficiency in a language other than English.

iii. Three additional Goal 4.2 courses beyond the KU Core

Justification:

Language study offers students a broad range of benefits, including enhancing their understanding of language structure (laying the foundation for other-language learning as well as improving native language skills), and exposing them to other-cultural thinking, both of which are especially important in an increasingly global economy. Participatory competency in non-English languages and cultures is ever more essential as the global community becomes increasingly central in our lives and requires that we interact with other cultures, economies, peoples, and nations. As the KU Core states, “participating in 21st century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture,” “reexamine our own lives in a global context,” and “enabling [our students] to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world’s various communities,” tasks which can only be accomplished meaningfully with participatory knowledge of the non-English languages that drive those communities and cultures. Non English language capabilities and cultural knowledge are integral to the BGS and liberal education, the aims of which are to develop a citizenry broadly informed and capable of critical inquiry and appraisal, to provide fundamental knowledge and understanding of human complexities unattainable without participatory knowledge of non-English languages, to enable our students to communicate effectively in a global economy by means of at least one language other than English, and to ensure that they have the cross-cultural linguistic tools more and more necessary to succeed in an interconnected and multilingual world.

The BGS degree is intended to give graduates flexibility and choice in future career options. The requirement encourages student exposure to language study with the hope that they will choose to take full advantage of the benefits of KU’s diverse offerings in language.

d. Experiential Career Preparation:

Students must take an approved career-focused course or internship (e.g. LA&S 492: The Job Search or regular or service-learning internship offered through departments).

Justification:

Students with clear career paths who chose the BGS as well as those who come to the BGS late with no clear employment trajectory are both well-served by coursework or experiences geared to prepare them for the workplace. These courses all serve this goal in different ways.

e. Laboratory or field experience:

Students may complete this requirement in one of three ways:

i. a combined lecture-laboratory course;

ii. a credit-bearing laboratory course or field experience; or

iii. a credit-bearing independent study

Justification:

An understanding of experimentation and observation as the basis of scientific knowledge is a critical component of basic scientific literacy. Successful laboratory courses or field experiences enable students to learn and implement
experimental procedures to collect data and analyze these data to formulate scientific knowledge. Moreover, these experiences introduce science as an active process and integrate thinking. The goal of coursework in the sciences is not simply to learn specific content, but to develop empirical skills and understand the foundation on which scientific knowledge rests. While lecture courses can successfully convey scientific information to students, laboratory and field experiences allow students to engage experimental and observational methods, presenting science as an active process. Consequently, these experiences play a unique role in advancing scientific literacy. The aim of the laboratory or field experience requirement is not solely to have students acquire specific skills in experimentation, observation, and data analysis but also to place the acquisition of scientific knowledge in a new, active context and develop a conceptual understanding of the experimental process and its central role in the sciences. The BGS degree is intended to give graduates the greatest flexibility and choice in future career. With this in mind, students should be familiar with a range of methods and approaches to knowledge. Consequently, while the new KU Core Curriculum does not have a specific laboratory requirement, the addition of this requirement for the BGS degree is in keeping with the spirit of this degree.

Review of Degree

While CUSA believes that these degree requirements would serve students, we also propose that CUSA conduct a formalized degree review within five academic years (completed by Spring 2020). This review would determine the degree’s ability to meet the learning outcomes stated above, and better ascertain the BGS degree’s place within the College’s undergraduate academic portfolio. The review would include a recommendation to the Dean of the College and College Academic Council to either:

1. Continue the BGS Degree as-is
2. Modify existing requirements
3. Contain a recommendation for program discontinuance

CUSA NEEDS TO DETERMINE CRITERIA FOR EVALUATION.