I. Welcome

II. Approval of CUSA Minutes from November 10, 2015

III. Dean’s Office Update

IV. SAS Office Update

V. Subcommittee Chair Reports
   A. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: CER 502, CER 503, HA 372, HA 579, LWS 692, LWS 699
         CHANGES: CER 301, CER 402, HIST 548, PHSX 313, FMS 100, FMS 585, THR 525, THR 526, THR 528
         DELETIONS: THR 209
      2. Degree Requirements for Approval:
         a. Change to Existing Major – BA&BGS in History of Art
      3. KU Core Proposals:
         a. SPLH 452 – Goal 4, Learning Outcome 2
         b. FMS 585 – Goal 6
         c. THR 560 – Goal 6

   B. Academic Policies and Awards
      1. Academic Standing Policy Proposal (Attachments 1 & 2)

   C. Other

VI. Adjournment
The committee met on Tuesday, November 10, 2015, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Brumfield, Cotten-Spreckelmeyer, Garibotto, Goldstein, Hileman, Ledom, Morris, Quenette, Rockey, Stock, Weis, Zogry

Guest: David Gaston

Chair’s Welcome: Professor Atchley called the meeting to order.

Approval of CUSA Minutes: A motion was made to approve the October 27, 2015 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

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

SAS Office Update: No report at this time.

Subcommittee Assignments:

A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval:
      Professor Weis presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed unanimously.

      NEW COURSES: GIST 550, JWSH 562, REL 572, JWSH 563, REL 573, HIST 379, MUSE 301
      CHANGES: ABSC 304, ABSC 308, ABSC 509, EVRN 538, GEOG 538, PHSX 661, POLS 512
      DELETIONS: POLS 504, POLS 506, POLS 601, POLS 627, POLS 651, POLS 663, POLS 664, POLS 683, WGSS 651

   2. Degree Requirements for Approval:
      Professor Weis presented the Degree Requirements nominations. A motion was made to approve the Degree Requirements. The motion was seconded and passed unanimously.

      a. Change to Existing Major – BS in Environmental Studies
      b. Elimination of Major Admission Requirements – BA & BGS in Applied Behavioral Science

   3. KU Core Proposals:
      Professor Weis presented the KU Core Proposal nomination. A motion was made to approve the KU Core Proposal. The motion was seconded and passed unanimously with the exception of HIST 395. HIST 395 was approved for Goal 4.2 and tabled for Goal 3H.

      a. COMS 496 – Goal 6
      b. HA 363 – Goal 4, Learning Outcome 2
      c. HIST 117 – Goal 3H and Goal 4, Learning Outcome 2
      d. HIST 395 – Goal 3H and Goal 4, Learning Outcome 2

B. Academic Policies and Awards
   None at this time.

C. Other
      Ms. Ledom reported on the new course topic in LA&S 292, Global Challenge: Building Communities and Expanding Opportunities. (Addendum)

Adjournment 11:47 p. m.
A. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

New Courses

New Course Proposal
Date Submitted: Mon, 02 Nov 2015 16:28:09 GMT
CER 502 : Advanced Mold Making and Slip Casting
Locations
Lawrence

Do you intend to offer any portion of this course online?
No
Effective Term
Fall 2016
Catalog Description
Advanced ceramics course focusing on the production of plaster molds and the slipcasting process. Students will make molds and prototypes, produce porcelain casting slip, and develop strategies in casting as well as consider the use of the slip-casting technique as a conceptual tool.
Prerequisites
ART 131 or CER 208, and CER 402. Graduate students may enroll without prerequisites by instructor permission.
Credits
3
Course Type
Laboratory Main (Laboratory that is a main component) (LAB)
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Typically Every Semester
Repeatable for credit?
Yes
How many times may this course be taken
99
- AND/OR -
For how many maximum credits
999
Can a student be enrolled in multiple sections in the same semester?
No
Course Designator
Are you proposing that the course count towards the CLAS BA degree specific requirements?

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes
Which Program(s)?

   Program Code

   ART-BFA

Describe how:
This is part of the sub-plan BFA in Ceramics. Fulfills required visual art elective or advanced senior capstone requirement (co-enrolled with Senior seminar).

Rationale for Course Proposal
The proposed changes in the ceramics area curriculum reflect the evolution of contemporary ceramic practices and will provide greater opportunities for students. All changes utilize current facilities and faculty resources.
Course Reviewer Comments
Karen Ledom (kjh) (Fri, 30 Oct 2015 22:48:00 GMT): Rollback: per dept request
New Course Proposal
Date Submitted: Mon, 02 Nov 2015 16:28:30 GMT

CER 503 : Advanced Topics in Ceramics
Locations
Lawrence
Do you intend to offer any portion of this course online?
No
Effective Term
Fall 2016
Catalog Description
Advanced ceramics course using traditional and non-traditional approaches to ceramic art-making. Topics may include: wood firing, ephemeral art, large-scale sculpture, and/or digital technologies. This course is intended as a continuation for a specific topic course in CER 403. Graduate students should enroll in CER 503 with no prerequisite required.
Prerequisites
CER 301 or CER 302, 403, or permission of instructor
Credits
3
Course Type
Laboratory Main (Laboratory that is a main component) (LAB)
Grading Basis
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Typically Every Semester
Repeatable for credit?
Yes
How many times may this course be taken
99
- AND/OR -
For how many maximum credits
999
Can a student be enrolled in multiple sections in the same semester?
Yes
Course Designator
Are you proposing that the course count towards the CLAS BA degree specific requirements?
Will this course be required for a degree, major, minor, certificate, or concentration?
Yes
Which Program(s)?

Program Code
ART-BFA

Describe how:
This is part of the sub-plan BFA in Ceramics. This would be a studio elective or an advanced studio course that is co-enrolled in Art 695/696 Senior Seminar I, II.

Rationale for Course Proposal
The proposed changes in the ceramics area curriculum reflect the evolution of contemporary ceramic practices and will provide greater opportunities for students. All changes utilize current facilities and faculty resources.

Course Reviewer Comments
New Course Proposal

Date Submitted: Wed, 30 Sep 2015 13:41:36 GMT

HA 372 : Baroque Art in Europe

Department
History of Art (HA)
Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Title
Baroque Art in Europe

Effective Term
Fall 2016

Catalog Description
This course surveys significant 17th-century paintings, sculpture and architecture that were produced in Italy, Spain, France and the Southern and Northern Netherlands. Artists whose works are discussed include Caravaggio, Bernini, Velazquez, Rubens, Rembrandt and Vermeer. Artistic elements of individual works, major changes in patronage, and the religious, political, economic and cultural contexts in which the art was produced are examined. Assigned readings present a range of methodological perspectives.

Prerequisites
None

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FIP

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Typically Once a Year

Repeatable for credit?
No

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

Program Code
HA-BA/BGS

Describe how:
ALSO HA BFA.

Rationale for Course Proposal
Will fulfill the following new requirement for the History of Art BA, BGS and BFA: one course in art between 1600 and 1700: (European, Mediterranean or Near Eastern). One of the two currently offered courses in 17th-century European art will no longer be taught because of a faculty vacancy. The course proposed here will provide students more opportunities to fulfill the new requirement.

Course Reviewer Comments
Karen Ledom (kjh) (Sat, 17 Oct 2015 23:39:37 GMT): need corresponding change to the majors and minor in order to proceed.
Karen Ledom (kjh) (Sun, 15 Nov 2015 18:54:49 GMT): received proposals for BA/BGS but not BFA. Going forward to avoid any more delays but emailed dept again to ask for BFA proposal.

Key: 11275

New Course Proposal
Date Submitted: Wed, 30 Sep 2015 13:42:56 GMT

HA 579 : Southern Baroque Art

Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Effective Term
Fall 2016

Catalog Description
This course will survey significant 17th-century paintings, sculpture and architecture produced in Italy, Spain and France. Artists whose works will be discussed include Caravaggio, the Carracci, Bernini, Borromini, Velazquez, Poussin, Claude Lorrain, De la Tour and the Le Nain brothers. Artistic elements of individual works and their relationship to major changes in patronage and religious, political, economic and cultural contexts will be examined. Assigned readings will present a range of methodological perspectives.

Prerequisites
An appropriate introductory course in Western art history at the college level, or consent of the instructor.

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FIP

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Every Three Semesters

Repeatable for credit?
No

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

Program Code

HA-BA/BGS
ART-BFA

Describe how:
Will fulfill the following new requirement for the History of Art BA, BGS, BFA and MA: one course in art between 1600 and 1700: (European, Mediterranean or Near Eastern). One of the two currently offered courses in 17th-century European art will no longer be taught because of a faculty vacancy. The course proposed here will provide students more opportunities to fulfill the new requirement.

Rationale for Course Proposal
Will fulfill the following new requirement for the History of Art BA, BGS, BFA and MA: one course in art between 1600 and 1700: (European, Mediterranean or Near Eastern). One of the two currently offered courses in 17th-century European art will no longer be taught because of a faculty vacancy. The course proposed here will provide students more opportunities to fulfill the new requirement.
Karen Ledom (kjh) (Sat, 17 Oct 2015 23:40:35 GMT): need corresponding change to majors and minor in order to proceed.

Karen Ledom (kjh) (Sun, 15 Nov 2015 18:54:59 GMT): received proposals for BA/BGS but not BFA. Going forward to avoid any more delays but emailed dept again to ask for BFA proposal.

Karen Ledom (kjh) (Sun, 15 Nov 2015 19:05:15 GMT): also alerted COGA to MA mention.

Key: 11276

LWS 692: Research Experience in Law & Society

Locations
Edwards

Do you intend to offer any portion of this course online?
Yes

Effective Term
Fall 2016

Catalog Description
Designed for advanced law & society students. Students enhance their research skills by working one-on-one with a faculty member on an independent scholarly project. Students are required to complete a final project or presentation, through advising and consultation with the designated faculty member.

Prerequisites
Prerequisites: LWS 330 & LWS 332, and permission of instructor.

Credits
3

Course Type
Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Typically Every Semester

Repeatable for credit?
No

Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
This course will actually be required for the pending new major in Law & Society but it isn't in the system yet so we can't list it.

Course Reviewer Comments
Key: 11419

LWS 699: Capstone in Law and Society

Locations
Edwards

Do you intend to offer any portion of this course online?
Yes

Effective Term
Fall 2016

Catalog Description
Integrates learning across the Law & Society curriculum with an applied, original research experience. Class topics rotate depending on faculty research agenda and current policy foci. Students gather and analyze data throughout the class, and present their final work to a variety of audiences throughout the semester. The product is an original research presentation that advances knowledge.

**Prerequisites**
LWS 330 and LWS 332

**Credits**
3

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

**Is this course part of the University Honors Program?**
No

**Are you proposing this course for KU Core?**
No

**Typically Offered**
Typically Every Semester

**Repeatable for credit?**
No

**Course Designator**

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**
No

**Will this course be required for a degree, major, minor, certificate, or concentration?**
No

**Rationale for Course Proposal**
This actually is required for the pending new major in Law & Society but the system doesn't show it as an option yet. This request is part of a new major proposal for a program that will be taught at the Edwards Campus.

**Course Reviewer Comments**
Key: 11420
# Course Changes

## Course Inventory Change Request

**Viewing:** **CER 301: Concepts and Methods: Wheel Throwing Ceramics II**

**Last edit:** 11/02/15 10:26 am

*Changes proposed by: majordan*

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>CER</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>School of the Arts, CLAS</td>
</tr>
<tr>
<td>Course Number</td>
<td>301</td>
</tr>
</tbody>
</table>

**Do you intend to offer any portion of this course online?**

No

**Title**

Concepts and Methods: Wheel Throwing Ceramics II

**Transcript Title**

Wheel Throwing Ceramics II

**Effective Term**

Fall 2016

**Catalog Description**

Intermediate ceramics course focusing on the potters' wheel as a tool. Coursework focuses on throwing skills and three-dimensional design concepts related to the functional ceramic vessel, wheel thrown sculpture, and creative problem solving. Technical information supports an understanding of forming, surface development, glazing, and firing. A continuation of CER 131 and/or CER 200 with an emphasis on firing low-temperature ceramics. An introduction to glaze formulation and firing procedures through the use of earthenware and low temperature talc bodies.

**Prerequisites**

ART 131 or CER 200 206.
| Credits | 3 |
| Course Type | Laboratory Main (Laboratory that is a main component) (LAB) |
| Grading Basis | No |
| Is this course part of the University Honors Program? | No |
| Are you proposing this course for KU Core? | No |
| Typically Offered | Typically Every Semester, Once a Year, Usually Spring |
| Repeatable for credit? | No |

**Will this course be required for a degree, major, minor, certificate, or concentration?**

Yes

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART.BFA</td>
<td></td>
</tr>
</tbody>
</table>

**Describe how:**

Already required for Visual Art BFA in Ceramics. No changes to the program only name change.

**Rationale for Course Proposal**
The proposed changes in the ceramics area curriculum reflect the evolution of contemporary ceramic practices and will provide greater opportunities for students. All changes utilize current facilities and faculty resources.

**Course Reviewer Comments**
Karen Ledom (kjh) (10/30/15 5:47 pm): Rollback per dept request
Course Inventory Change Request

**Viewing:** CER 402 : Mold Making and Slip Casting - Ceramics III

*Last edit: 11/02/15 10:22 am*

Changes proposed by: majordan

### Programs referencing this course

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART: BFA</td>
<td>Visual Art, B.F.A.</td>
</tr>
</tbody>
</table>

### Other Courses

- In The Catalog Prerequisites:

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- CER

### Course Number
- 402

### Academic Unit
- Department: CER (CER)
- School/College: School of the Arts, CLAS

### Do you intend to offer any portion of this course online?

- No

### Title
- Mold Making and Slip Casting - Ceramics III

### Transcript Title
- Mold Making and Slip Casting - Ceramics III

### Effective Term
- Fall 2015

### Catalog Description

Intermediate ceramics course focusing on the production of plaster molds and the slipcasting process. Students will make molds and prototypes, produce porcelain casting slab, and develop strategies in casting as well as consider the use of the slipcasting technique as a conceptual tool. Undergraduate students who wish to take this for a second/continuing semester should enroll in CER 502. A study of high-fire ceramics using stoneware and porcelain. The development of ceramic forms and shapes utilizing traditional and nontraditional techniques such as salt glaze, wood firing, oxidation, and reduction.

### Prerequisites

- ART 131 or CER 208 208.

### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
</tr>
</tbody>
</table>

### Grading Basis

| Is this course part of the University Honors Program? | No |

### Are you proposing this course for KU Core?

- No

### Typically Offered

- Typically Every Semester - Once a Year,

### Repeatably for credit?

- No

### Will this course be required for a degree, major, minor, certificate, or concentration?

- Yes

### Which Program(s)?

- **Program Code**
  - ART: BFA

### Describe how:

- This is part of the sub-plan BFA in CERAMICS, and is part of the ceramic course requirements.

### Rationale for Course Proposal

The proposed changes in the ceramics area curriculum reflect the evolution of contemporary ceramic practices and will provide greater opportunities for students. All changes utilize current facilities and faculty resources.

### Course Reviewer Comments

- Karan LeNom (tjh) [10/30/15 5:47 pm]: Rollback, per dept request
HIST 548: Rise of Modern Britain: British History, 1832 to the Present

Last edit: 11/15/15 1:26 pm
Changes proposed by: acan

Catalog Pages referencing this course
Co-Major in European Studies

Programs
GIST-COM, European Studies, Co-Major
HIST/BA/UGS

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Academic Unit
Department: History (HIST)
School/College: College of Lib Arts & Sciences

Course Number
548

Do you intend to offer any portion of this course online?
No

Title
Rise of Modern Britain: British History, 1832 to the Present.

Transcript Title
Rise of Modern Britain: British History, 1832-Present

Effective Term
Spring 2016

Catalog Description
A study of the rise of modern Britain from the 1832 Reform Act, a major step on the path from aristocratic government to mass democratic politics. It covers the politics and society of the Victorian era, the extension of British influence overseas, the origins and social impact of two world wars, the creation of the Welfare State, the loss of Empire, and Britain's entry into Europe.

Prerequisites
None

Cross Listed Courses:

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+) FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Spring

Repeatable for credit?
No

Principal Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST/BAUGS</td>
</tr>
<tr>
<td>History, Minor</td>
</tr>
</tbody>
</table>

Describe how:
This course will fulfill the Category 1 requirement for both the History major and minor.

Rationale for Course Proposal
The title and description best express what this class explores, which is the rise of imperial and industrial Britain to a dominant world position, following the loss of the American colonies.

Course Reviewer Comments
# Course Inventory Change Request

**Date Submitted:** 11/12/15 10:15 am  
**Viewing:** **PHSX 313 : General Physics III**  
**Last edit:** 11/12/15 10:15 am  
**Changes proposed by:** shark

| Catalog Pages referencing this course | Bachelor of Arts in Physics  
| Bachelor of Science in Computer Engineering  
| Bachelor of Science in Electrical Engineering  
| Bachelor of Science in Engineering Physics  
| Bachelor of Science in Interdisciplinary Computing |

| Academic Career | Undergraduate, Lawrence  
| Subject Code | PHSX  
| Academic Unit | Department: Physics & Astronomy (PHSX)  
| School/College | College of Liberal Arts & Sciences |

**Do you intend to offer any portion of this course online?** No

| Title | General Physics III  
| Transcript Title | General Physics III  
| Effective Term | Fall 2016 |

**Catalog Description**  
Introduction to modern physics. Topics include special relativity, optics, and introductions to quantum mechanics and solid state physics. PHSX 212 and PHSX 236, or PHSX 214, or **PHSX 202**, **ECEC 222**, or **EECS 220** or **EECS 221** Corequisites: MATH 320 or MATH 220.

**Prerequisites**  
None

**Cross Listed Courses**

**Credits**  
3

**Course Type**  
Lecture (Regularly scheduled academic course) (LEC)
Already approved as a KU Core Goal 3 course.

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes
Course Inventory Change Request

Viewing: FMS 100: Introduction to the Film Medium
Last edit: 11/10/15 2:42 pm
Changes proposed by: kmcorad

Do you intend to offer any portion of this course online?
No

Title: Introduction to the Film Medium
Transcript Title: Introduction to the Film Medium
Effective Term: Fall 2016

Catalog Description:
An introduction to analyzing and thinking critically about study of film as a visual art. Focus on communicating transaction between film issues and film makers. Students learn to read and interpret basic signs, syntances, and structures of cinematic language. Through direct analysis of selected films, students will evaluate and construct arguments, evidence, and conclusions about strategies of the filmmaker to create meaning for the audience. Direct analysis of selected films.

Prerequisites: None
Cress Listed Courses: None
Credits: 3
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Lecture (Regularly scheduled academic course) (LEC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Components (Optional)</td>
<td>Discussion – Mandatory discussion associated with a main component</td>
</tr>
<tr>
<td>Grading Basis</td>
<td></td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>Yes</td>
</tr>
<tr>
<td>Which Program(s)?</td>
<td></td>
</tr>
<tr>
<td>Program Code</td>
<td></td>
</tr>
<tr>
<td>FMS.BA</td>
<td></td>
</tr>
<tr>
<td>FMS.BGS</td>
<td></td>
</tr>
<tr>
<td>FMS.MIN</td>
<td></td>
</tr>
<tr>
<td>Describe how:</td>
<td>The proposed changes reflect a change in description only. The course currently serves as an introduction to the discipline, and will continue to do so with the above changes. The proposed changes do not alter how this course fits in the FMS major and minor programs.</td>
</tr>
<tr>
<td>Rationale for Course Proposal</td>
<td>The changes to the course description and course title are to better reflect the scope and purpose of the course. The new description will better prepare incoming students for the goals of FMS 100, and reflect the critical perspective of the course.</td>
</tr>
<tr>
<td>Course Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>
CHANGING DESCRIPTION/PREREQUISITE - ALSO PROPOSING FOR THE KU CORE – SEE CORE PROPOSAL BELOW
Course Inventory Change Request

Viewing: THR 525 : History of Theatre
Last edit: 11/15/15 4:55 pm
Changes proposed by: mleon

Programs referencing this course:
- THR-BADGS: Theatre, B.A./B.G.S
- THR-BFA: Theatre, B.F.A.
- THR-MIN: Theatre, Minor
- THR-BADGS: Theatre, B.A./B.G.S
- THR-BFA: Theatre, B.F.A.

Academic Career: Undergraduate, Lawrence
Subject Code: THR
Academic Unit Department: Theatre (THR)
School/College: School of the Arts, CLAS

Course Number: 525

Do you intend to offer any portion of this course online?
No

Title: History of Theatre
Transcript Title: History of Theatre
Effective Term: Fall 2016

Catalog Description: Study of developments in world theatre and drama from the ancient world to the eighteenth century.

Prerequisites: THR 308

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: No

Are you proposing this course for KU Core? No
Typically Offered: Once a Year, Usually Fall
Repeatable for Credit? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR-BADGS</td>
</tr>
</tbody>
</table>

Describe how: THR 525 is a requirement in the B.A./B.G.S. in theatre. We are not changing that requirement, only changing the pre-requisite to the course.

Rationale for Course Proposal:
THR 308 script analysis a required course in our program. It teaches students how to analyze dramatic scripts from a variety of periods and styles. The faculty has determined that students are best prepared to succeed in our 500-level theatre history courses when they have taken 308. Making 308 a pre-req to theatre history will also address an imbalance between the skill-levels of students.

Course Reviewer Comments
Course Inventory Change Request

Date Submitted: 10/05/15 12:45 pm

Viewing: THR 526 : History of Theatre II

Last edit: 10/05/15 12:45 pm

Changes proposed by: mleon

Catalog Pages referencing this course:
- Co-Major in European Studies

Programs referencing this course:
- GRST-COM: European Studies, Co-Major
- THR-BA/BS: Theatre, B.A./B.S.

Academic Career:
- Undergraduate, Lawrence

Subject Code:
- THR

Academic Unit:
- Department: Theatre (THR)
- School/College: School of the Arts, CLAS

Do you intend to offer any portion of this course online?
- No

Title:
- History of Theatre II

Transcript Title:
- History of Theatre II

Effective Term:
- Fall 2016

Catalog Description:
- Study of developments in world theatre and drama since the eighteenth century. Pre-requisite: THR 308.

Prerequisites:
- Pre-requisite THR 308. None.

Cross Listed Courses:

Credits:
- 2

Course Type:
- Lecture (Regularly scheduled academic course) (LEC)

Grading Basis:
- No

Is this course part of the University Honors Program?
- No

Are you proposing this course for KU Core?
- No

Typically Offered:
- Once a Year, Usually Spring

Repeatability for credit?
- No

Will this course be required for a degree, major, minor, certificate, or concentration?
- Yes

Which Program(s)?
- THR-BA/BS

Describe how:
- THR 526 is one of the required courses in our undergraduate programs.

Rationale for Course Proposal:
THR 308 script analysis is a required course in our program. It teaches students how to analyze dramatic scripts from a variety of periods and styles. The faculty has determined that students are best prepared to succeed in our 500-level theatre history courses when they have taken 308. Making 308 a pre-req to theatre history will also address an imbalance between the skill level of students.
Course Inventory Change Request

Viewing: THR 528: History of U.S. Theatre and Drama

Academic Career: Undergraduate
Subject Code: THR
Academic Unit: Department of Theatre (THR)
School/College: School of the Arts, CLAS

Do you intend to offer any portion of this course online?
No

Title: History of U.S. Theatre and Drama
Transcript Title: History of U.S. Theatre & Drama
Effective Term: Fall 2016

Catalog Description: Historical approach to the development of theatre and performing arts in the United States. Pre-requisite THR 308.

Prerequisites: Pre-requisite THR 308

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: No

Are you proposing this course for KU Core?
No
Typically Offered: Not Typically Offered
Repeatable for credit?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

THR: BA/BGS

Describe how: THR 528 is one of three theatre history courses students can take to meet the requirement of one or two theatre history courses (depending on concentration).

Rationale for Course Proposal: THR 308 script analysis a required course in our program. It teaches students how to analyze dramatic scripts from a variety of periods and styles. The faculty has determined that students are best prepared to succeed in our 509-level theatre history courses when they have taken 308. Making 308 a pre-req to theatre history will also address an imbalance between the skill levels of students.
Course Deletions

**Course Deactivation Proposal**
Date Submitted: Mon, 05 Oct 2015 17:49:57 GMT

**THR 209 : Play Reading for Performance**

**Last Term Offered**
Spring 2016

**Catalog Description**
This course is designed to prepare students for upper-level courses in theatre by developing and enhancing their ability to read plays. Close reading of plays introduces students to a variety of different dramatic genres and theatrical styles. Emphasis is placed on comprehension and analysis of dramatic literature for theatrical performance.

**Prerequisites**
None

**Credits**
3

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

**Is this course part of the University Honors Program?**
No

**Are you proposing this course for KU Core?**
No

**Typically Offered**
Not Taught in Summer

**Repeatable for credit?**
No

**Justification for this request**
Last time offered: unknown. Possibly 2012. This course is an elective and the justification for including it in our program no longer exists, since we have play analysis in other courses at the 100 and 200 level.

**Course Reviewer Comments**
Karen Ledom (kjh) (Sun, 15 Nov 2015 22:37:14 GMT): this course is in a large list of courses that are "select one from the following" so no need to submit a specific change to the major.

Key: 1340

2. **Degree Requirements for Approval**

**a. Change to Existing Major – BA&BGS in History of Art**

**History of Art, B.A./B.G.S.**
Changes proposed by: lcloar

**Academic Career**
Undergraduate, Lawrence

**Program Type**
Degree/Major

**Department/ Program**
History of Art (HA)

**School/College**
College of Lib Arts & Sciences

**Degree Code**
Bachelor of Arts - BA

**Degree Code #2**
Bachelor of General Studies - BGS

**Consulting School(s)/College(s)**

**Consulting Department(s)**

**CIP Code**
500703

**Program Name**
History of Art, B.A./B.G.S.

**Do you intend to offer a track(s)?**

**Do you intend for this program to be offered online?**
No
Effective Catalog
2016 - 2017
Program Description

Degree Requirements

1. Foundation Courses: (9)
   - HA 150 History of Western Art: Ancient Through Medieval
   - or HA 160 History of Western Art: Ancient Through Medieval, Honors
   - HA 151 History of Western Art: Renaissance to Contemporary
   - or HA 161 History of Western Art: Renaissance to Contemporary, Honors
   and either
   - HA 165 Introduction to Asian Art
   - or HA 166 The Visual Arts of East Asia

2. Breadth Courses: Complete one course at or above the 300 level in each of the following six categories: (18)
   A. Art between 400-1400: European, Mediterranean, or Near Eastern
      - HA 393 Special Study in Medieval Art: ______
      - HA 506 Early Medieval and Romanesque Art
      - HA 507 Gothic Art
      - HA 510 Medieval Manuscripts and Early Printed Books
      - HA 527 Late Medieval Art in Italy
      - HA 593 Special Study in Medieval Art: ______
   B. Art between 1300-1600: European, Mediterranean, or Near Eastern
      - HA 330 Italian Renaissance Art
      - HA 341 Special Study in Islamic Art, 14th-17th Century: ______
      - HA 394 Special Study in Renaissance Art: ______
      - HA 500 Prints and Printmakers
      - HA 508 The Italian Renaissance Home
      - HA 530 Renaissance Art in Italy: The 15th Century
      - HA 531 Renaissance Art in Italy: The 16th Century
      - HA 532 Michelangelo
      - HA 541 Special Study in Islamic Art, 14th-17th Century: ______
      - HA 575 Northern Renaissance Art
      - HA 594 Special Study in Renaissance Art: ______
   C. Art between 1600 and 1700: European
      - HA 372 Baroque Art in Europe
      - HA 395 Special Study in Baroque Art: ______
      - HA 576 Northern Baroque Art
      - HA 577 Italian Baroque Art
      - HA 579 Southern Baroque Art
      - HA 595 Special Study in Baroque Art: ______
   D. Art between 1700 and 1900: European or American
      - HA 370 American Art
      - HA 533 European Art 1789-1848: Gender and Revolution
      - HA 534 Art in France 1848-1900: Modernisms
      - HA 342 Special Study in 18th/19th-Century European or American Art: ______
      - HA 542 Special Study in 18th-19th Century European or American Art: ______
      - HA 570 American Art
      - HA 581 American Art to 1860: Inventing a Nation
      - HA 582 American Art 1860-1900: Gilded Age
   E. Asian Art before 1900:
      - HA 340 Special Study in Asian Art Before 1900: ______
      - HA 354 Japanese Prints
      - HA 361 Buddhist Art of Korea
      - HA 362 Ceramics of Korea
HA 367  Art and Culture of Japan
HA 368  Art and Culture of China
HA 369  Art and Culture of Korea
HA 467  Art and Culture of Japan, Honors
HA 468  Art and Culture of China, Honors
HA 469  Art and Culture of Korea, Honors
HA 488  Chinese Painting, Honors
HA 539  History of Japanese Buddhist Art
HA 540  Special Study in Asian Art Before 1900: _____
HA 545  Early Chinese Art
HA 546  Chinese Sculpture
HA 548  Buddhist Scriptures in Chinese Painting
HA 549  Chinese Painting
HA 554  Japanese Prints
HA 561  Buddhist Art of Korea
HA 562  Ceramics of Korea
HA 585  The Art of Buddhism
HA 586  Japanese Painting
HA 587  Japanese Sculpture

F. Art after 1900
HA 343  Special Study in 20th/21st-Century Art: _____
HA 363  Modern Korean Art and Culture
HA 380  History of Photography
HA 388  Modern and Contemporary Visual Arts of Japan
HA 543  Special Study in 20th/21st-Century Art: _____
HA 544  European Art, 1900-1945
HA 565  Art Since 1945
HA 566  Art From 1945 to the 1980s: Modernism to Post-Modernism
HA 567  Contemporary Art
HA 571  Modern Sculpture
HA 580  History of Photography
HA 583  American Art 1900-1945: Rise of Modernism
HA 584  Kansas Art, History, and Popular Culture
HA 588  Modern and Contemporary Visual Arts of Japan
HA 589  Japanese Artistic Encounters with Europe and the United States

3. Complete an art history course (3 hours) approved for Goal 6 in the KU Core. (The Goal 6 art history course may also fulfill one of the breadth requirements above, in which case an elective course should be taken for the final 3 required hours of art history.) (3)
4. Art history elective (0-3 hours; see number 3 above). (0)

Total Hours: (30)

Rationale for proposal
HA 372, Baroque Art in Europe, and HA 579, Southern Baroque Art, are newly proposed courses that will fulfill the breadth requirement "Art between 1600 and 1700: European".

Additional Information
3. **KU Core Proposals**

a. **SPLH 452 – Goal 4, Learning Outcome 2**

**SPLH 452: Examining Global Perspectives in Speech-Language-Hearing:**

**Catalog Description**

For students enrolled in an SPLH-sponsored Study Abroad program. Students participate in 12 hours of meetings in preparation for the Study Abroad experience. Pre-trip meetings focus generally on multi-cultural issues relevant to speech-language-hearing practice as well as specific cultural, linguistic, and service delivery issues for the target country. Students spend two weeks abroad, visiting sites to observe different types of service delivery for people with disabilities and places that are culturally and historically relevant. Periodic debriefing and small group discussions are conducted during the time abroad. A daily journal and post-visit reflection paper is required. Prerequisite: Instructor permission required.

**Prerequisites**

None

**Credits**

3

**Course Type**

Field Studies (Example: Geog 714 Field Experience) (FLD)

**Grading Basis**

A-D(+/-)FI

**Are you proposing this course for KU Core?**

Yes

**Typically Offered**

Typically Once a Year

**KU Core Information**

Has the department approved the nomination of this course to KU Core?

Yes

**Name of person giving departmental approval**

Holly Storkel

**Date of Departmental Approval**

October 15, 2015

**Selected Goal(s)**

Goal 4 - Culture and Diversity

**Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?**

Yes

**Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?**

Yes

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

This course is designed to provide students with a perspective about how disorders of speech, language and hearing are treated in other cultures through hands-on experiences within these cultures. Students will earn about the cultures of the country they are visiting and learn survival language skills through assigned readings and 12 hours of meetings with faculty and guest experts before studying abroad. While abroad, students will visit schools, hospitals and clinics where individuals receive special services aimed at improving their communication. In addition, they will immerse themselves in the local culture by visiting with families, visiting significant sites and meeting with local residents. Students will keep daily diaries and participate in group discussions about how culture influences the practices they observe. Upon return, students will be required to write a reflection paper describing how their experiences affected their views about cultural influences.

**Selected Learning Outcome(s):**

**Goal 4, Learning Outcome 2**

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.)

a. Pre-trip survey or short paper about student expectations for their upcoming study abroad experience. This survey will be completed at the end of preparation activities, before leaving for study abroad.
b. Daily journal describing their experiences abroad.
c. Reflection paper- a 5-10 page paper aimed at providing students with an opportunity to reflect upon how the course preparation and study abroad experience affected their perceptions of cultural influences on providing speech, language and/or
hearing services to individuals from another culture. d. Students will also be required to participate in faculty-led discussion groups before, during and following the study abroad. These discussions may be live or via blackboard discussion groups.

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 students own value assumptions. (Please limit responses to 1000 characters.)
The preparation meetings will include information and readings on current government, historical milestones, language and cultural information. Students will be asked throughout the course to incorporate this information and their experiences abroad with their existing knowledge and experiences, and reflect upon similarities and differences in comparison to US culture and other cultures of which students may be familiar. Discussion and writing prompts will promote reflection and analysis of non-US cultures. For example, faculty may begin a discussion by asking students to describe a teaching/service delivery project that was different from their own experiences, and reflect on possible cultural influences that could contribute to these differences.

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.)
Students will read and discuss articles and stories that illustrate cultural beliefs before travelling abroad. Faculty may also include post-study abroad readings to help students interpret and reflect upon their experiences. Faculty will also encourage students to be aware of cultural influences by reviewing students’ daily journal entries. Students will be prompted to not only journal activities and activities, but to reflect upon the cultural nature of these activities. For example, students may be asked to include how an observed teaching session was similar or different from teaching sessions they have observed or participated in the United States, and reflect upon how these differences could be culturally based.

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.)
Each of the assignments listed under 1 above will contribute to a student’s grade and be evaluated as described below.a. Pre-trip survey/short paper: Written feedback from faculty, with suggestions for additional readings that may enhance student’s experiences.b. Daily journals: Feedback from faculty member at least 5 times during the study abroad. This is to ensure that students are completing journal assignments as well as to help direct students to more reflective practices as needed.c. Participation in Discussion groups: Participation will be documented by faculty. All students will be required to participate at some level in each discussion group.d. Reflection paper: Papers will be graded with a rubric based on the Goal 4 learning outcomes 2 rubric, adapted to include specific content for SPLH. The rubric is attached to the syllabus.

KU Core Documents
SPLH 452Study Abroad Syllabus.docx
SPLH 452/752 Examining Global Perspectives:
Speech-Language-Hearing Issues in Peru
3 credit hours
Summer 2016 Syllabus

Class Meetings:
Preparation: TBD
 Required Office of Study Abroad Orientation
Trip to Peru: May 21-June 4th, 2016
Reflection: TBD
Class Instructor: Stephanie Meehan, Nancy Brady
General Course Description
Preparation (6 weeks)
There will be six weeks of preparation for the experience. The student group will meet at least weekly with the faculty directors to receive an overview and orientation to Centro Ann Sullivan del Perú (CASP), learn basic survival Spanish language skills, learn and practice how to conduct hearing screenings from a certified and licensed audiologist, and to build awareness and knowledge of the culture of Peru. Graduate students enrolled in SPLH 752 may be required to facilitate discussions or prepare presentations for these meetings.
Trip (2 weeks)
Students will spend two weeks in Peru. Four days will be spent at CASP, observing the school, learning about their philosophy, processes, procedures, and mission, additionally students will have the opportunity to conduct hearing screenings for the students at CASP, and help with a presentation offered by the faculty directors Stephanie Meehan and Nancy Brady. The remainder of the trip students will make site visits in Lima and Cuzco to observe other types of service delivery for people with disabilities and visit places that are culturally and historically relevant to Peru including Macchu Piccu. Graduate students may partner with undergraduates to facilitate any clinically focused experiences. Periodic debriefing and small group discussions will be conducted during the time abroad. Students will be required to keep a daily journal of their experiences and reflections. See tentative itinerary below.
Reflection (2 weeks)
Upon returning from Peru students will be required to write a reflection paper. To help guide you as you complete your paper you will take part in at least two online classes/discussions to talk with one another and with the faculty directors to reflect on the trip and discuss what you have learned.

Requirements
1. Attendance of all preparation meetings, scheduled activities/site visits, and group meeting while in Peru, and post trip discussion meetings are mandatory.
2. Daily Journal
   Each student will be required to keep a daily journal of their experience in Peru.
3. Reflection Paper
   Each undergraduate student will complete a 5 page reflection paper. Each graduate student will complete a 10 page reflection paper. See attached syllabus.

Academic Misconduct
Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Accommodations
The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled requirement is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Grading
The final grade for this course will be assigned based on completion of the above requirements.

Grading scale:
A = All “exceeds expectations” ratings plus completion of all mandatory aspects of the course
A-= No more than two “expected” ratings plus completion of all mandatory aspects of the course
B= All “expected” ratings plus completion of all mandatory aspects of the course
B-= No more than two “satisfactory” ratings plus completion of all mandatory aspects of the course
C= At least three satisfactory ratings plus completion of all mandatory aspects of the course
C-= All satisfactory ratings and a few but not all mandatory aspects of the course completed
D= Most “unacceptable” ratings and all mandatory aspects of the course completed
D-= Most “unacceptable” ratings and a few but not all mandatory aspects of the course completed
F= All “unacceptable” ratings and all mandatory aspects of the course not completed

Core Goal #4: Respect human diversity and expand cultural understanding and global awareness.

Learning Outcome 2: Upon reaching this goal, students will be able to: Examine a variety of perspectives in the global community, distinguish one’s own cultural patterns, and respond flexibly to multiple worldviews.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Expected</th>
<th>Satisfactory</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cultural Self-awareness</td>
<td>Articulates insights into own cultural rules and biases and how these rules affect interpersonal interactions with individuals with disabilities (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases and how these rules affect interpersonal interactions with individuals with disabilities (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases and how these rules affect interpersonal interactions with individuals with disabilities (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases and how these rules affect interpersonal interactions with individuals with disabilities (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
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<tr>
<td>Diversity of Communities and Cultures</td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs towards individuals with disabilities because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs towards individuals with disabilities are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs towards individuals with disabilities are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs towards individuals with disabilities as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
</tr>
<tr>
<td>Transfer</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies relevant to education and treatment of disabilities gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies relevant to education and treatment of disabilities gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies relevant to education and treatment of disabilities gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies relevant to education and treatment of disabilities gained in one situation to new situations to solve problems or explore issues.</td>
</tr>
<tr>
<td>Knowledge of Cultural/Worldview Frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of providing services for individuals with disabilities in relation to the culture, history, values, politics and communication styles, economy, or beliefs and practices in Peru.</td>
<td>Demonstrates adequate understanding of the complexity of providing services for individuals with disabilities in relation to the culture, history, values, politics and communication styles, economy, or beliefs and practices in Peru.</td>
<td>Demonstrates partial understanding of the complexity of providing services for individuals with disabilities in relation to the culture, history, values, politics and communication styles, economy, or beliefs and practices in Peru.</td>
<td>Demonstrates surface understanding of the complexity of providing services for individuals with disabilities in relation to the culture, history, values, politics and communication styles, economy, or beliefs and practices in Peru.</td>
</tr>
</tbody>
</table>

Course Reviewer Comments
Becky Harris (bcombs) (Thu, 29 Oct 2015 17:58:05 GMT): Please change Prerequisite to "Instructor Permission Required". Thanks, bcombs
Karen Ledom (kjh) (Tue, 10 Nov 2015 00:12:54 GMT): per email received they may be intending to submit for KU Core? Not a new course. Course approved at Oct. 2015 CAC.
Karen Ledom (kjh) (Tue, 10 Nov 2015 01:51:41 GMT): Rollback: Per Nancy you are actually proposing this specifically for the KU Core. You'll need to answer "yes" to the KU Core question and complete that section of the proposal form. Thank you!
Karen Ledom (kjh) (Sun, 15 Nov 2015 21:06:07 GMT): Approved at October CAC as a new course but was processed in old system. Go ahead and send through as "new course" but committee only needs to vote on KU Core.
Key: 11381
b. FMS 585 – Goal 6

FMS 585: Capstone in Film and Media Studies

Catalog Description
This course integrates the knowledge and skills acquired across the curriculum of Film & Media Studies including primarily academic studies, but also production and other related disciplines to enable the student to demonstrate achievement through the production of a major creative research project. Prerequisite: Must be admitted to the Film and Media Studies B.A. or B.G.S. degree. Must have completed one FMS production course. Must have Departmental permission to enroll. LEC.

Prerequisites
Must be admitted to the Film and Media Studies B.A. or B.G.S. degree. Must have completed one FMS production course.

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Are you proposing this course for KU Core?
Yes No

Typically Offered
Typically Every Semester

Repeatable for credit?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

Program Code
FMS-BGS
FMS-BA

Describe how:
Students will be advised to enroll in this course their second semester junior year or their senior year.

Rationale for Course Proposal
We are submitting this course to the KU Core.

KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes

Name of person giving departmental approval
Michael Baskett

Date of Departmental Approval
9-29-15

Selected Goal(s)
Goal 6 - Integration and Creativity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
Students will integrate studies (history, theory, criticism) and production through a guided exploration which includes the creation of a portfolio and a significant research paper that draws on concepts learned in the department as well as outside the major. The course culminates in the creation of an original work and a professional pre-production package.

Selected Learning Outcome(s):
<table>
<thead>
<tr>
<th>Components</th>
<th>Outcomes Quality Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capstone – 4</td>
</tr>
<tr>
<td>Statement of the Problem and Organization</td>
<td>Original &amp; innovative thesis exceeds requirements of assignment, is clearly stated in introduction, developed logically throughout, summarized in light of evidence, includes suggestions for further research.</td>
</tr>
<tr>
<td>Film/Media Literacy: Analytic of media text/process/history</td>
<td>Identifies evidence from the text (film, television program, website, mobile application, and/or social and culture context, etc.); integrates analysis of film and/or media techniques, technologies, form &amp; style with insightful critique of how these elements are used to produce meaning. Considers and incorporates broader media environment into analysis and evaluation of the text. Presents an original argument.</td>
</tr>
<tr>
<td>Use of Source Material</td>
<td>Sophisticated use of range of sources (popular and industry press, scholarly literature, other films and/or media, including course readings); includes primary and secondary sources; interrogates/analyzes source material in terms of its benefit to the argument or thesis.</td>
</tr>
<tr>
<td>Writing Mechanics and Citations</td>
<td>Exhibits well-developed writing skills; consistently accurate spelling and grammar, few, correct and consistent citation style is used.</td>
</tr>
</tbody>
</table>
FMS 585: Capstone in Film and Media Studies

Unite the inquiry of the academic with the practice and technique of the artist

Course Description
This capstone course creates an opportunity for you to synthesize what you have learned in the department and to extend and deepen your intellectual and creative process. The goal is to connect with the collective, dynamic conversation within film and media beyond the University.

Through a guided exploration of your past academic and media work, and the creation of new, original work, you will explore the themes and questions that engage you in the field and which motivate your own creation.

* Each student will create a digital portfolio comprised of strong work within and outside the Film and Media Studies major that will clarify your interests and skills, and serve as the framework for a new creative and academic project.

* Each student will be creating an original written work that utilizes key terms and concepts learned within film and media studies, draws on literature from the field, and integrates your prior experience (creative and academic) with your creative work (media or studies).

* Each student will participate in a creative work, individually, in teams or as a collective class project. These projects may include, but are not limited to: screenplays, short films, new media pieces, video essays.

Individual or team-work will consist of a comprehensive pre-production plan. Components will shift based on priority (narrative, experimental, documentary, film essay) but will include research, drafts of scripts, analysis of current projects in the field, technological considerations, creative personnel decisions, stylistic choices, production timelines and audience considerations. You will be creating a professional package that could allow you to meet self determined goals beyond the University; ie, apply for graduate school, seek funding or production partners.

Students will work together in class to identify and refine projects and areas of study.
Course Objectives
The goal of this course is to enable students to identify the themes and questions that motivate their academic and creative work, and to provide an opportunity to integrate knowledge gained across the Film and Media Studies discipline as well as across the University. Students in Film and Media studies learn about the dynamic interplay between studies and production within a humanist context; the production and the study of film and media as a way to deepen our understanding of the human world.

You will leave this class with a portfolio of your work and an original academic and creative project, drawn from your self directed interests and skills.

Learning Objectives
• Design a project (individually or in small groups) and follow the steps to completion, applying knowledge gained to a specific problem, question, or issue.
• Show proficiency in integrating what you have learned throughout the FMS major, in a context rooted in your interests and work.
• Demonstrate the ability to successfully prioritize, organize, and carry out a project.
• Create a professional portfolio, with appropriate tools choice and information for employment, graduate school, internships.
• Support fellow classmates by providing developmental feedback, critique, and engagement.

Expectations
Expectations of students:
The instructor expects the following from students enrolled in the course:

• This is a hybrid course; you are expected to log in to Blackboard multiple times each week, and check the email associated with the site on a daily basis for course updates and information.
• Attend class regularly, arrive on time and stay for the duration of class.
• Come prepared: Read every assigned reading before class, complete all assignments by their due dates, and arrive ready to discuss, provide feedback, and ask questions.
• Refrain from any non-class related activities during class time – cell phones are put away, computers are not on Facebook, and talking, sleeping, texting, and surfing the web are not permitted. If you can’t resist, be prepared to give a dramatic reading of whatever is more interesting to the whole class, and to see a negative impact on your class participation grade.
• Be respectful and open to voicing your thoughts and opinions, and to hearing others.
Expectations of the instructor:
The students can expect the following from the instructor:

- I will respond promptly to all emails. If you have not received a response from me in 24 hours (except holidays), you should assume I have not received your message and re-send.
- I am available during office hours, by appointment, and virtually to cover material, answer questions, or provide help. If you are interested in meeting with me, we will find a time.
- I will provide written instructions for all assignments, and return grades and comments in a timely manner.
- Your comments, thoughts, and opinions are welcome; I look forward to listening and having your contributions shape the course.
- All students will be treated with respect.

Readings
There is no assigned textbook for the class, and no list of course readings set for the semester. However, there will be short required readings assigned most weeks, available on Blackboard, and online discussions on many of these.

This is a project-based class, so even though there may not be, on the syllabus, many readings set out, you should plan now to be doing a great deal of reading, writing, and revising to support your projects and create quality work.

You may consider setting money not spent on a textbook aside to purchase hosting, upgrades, advanced options, or tools for your portfolio, or materials to support your Capstone project.

Assessment
As a 500-level, lecture-seminar hybrid class, this course involves a great deal of participation, independent and self-directed work, and large-scale projects that are built throughout the semester.

There is no late work accepted, and no extra credit planned for the course – please plan your work accordingly. Feedback, both given and received, is a core component of this class and to the revision process, and cannot be made up or re-created or given on late work. Small assignments, projects, and online participation each week are valuable, and add up quickly – make sure to complete them!

Creative Project: 40% of final grade
Research paper: 20% of final grade
Participation & feedback: 20% of final grade
Portfolio: 20% of final grade
Attendance
We have ambitious projects for the semester, and very little time in class in which to complete them. In addition, much of that class time will be focused on presentations, group work, and activities that require face-to-face presence. Therefore, attendance and participation are critical for your success, and the success of the class in general. If you miss more than two classes, you will not be able to earn an A for the course, and your final grade will drop one letter grade for each subsequent absence (i.e., at 3 absences, your highest grade will be a B; at 4, a C, etc). Chronic lateness and/or early departures will also be noticed, and will likely be marked as absences.

If you have any schedule conflicts with the class (i.e., documented illness; approved school-related activities; recognized religious holidays, etc), you should inform your instructor ahead of time to make accommodations and have those absences excused.

Academic Integrity
Remember: plagiarism is a form of academic misconduct and is a serious academic offense as per the rules of the University of Kansas. If you are unsure about what constitutes academic misconduct, speak with an instructor, the Writing Center, or refer to the university’s policies on Academic Misconduct (which describes recognized forms of academic misconduct at KU): http://policy.ku.edu/governance/USRR#art2sect6. Some resources on what constitutes plagiarism and how to avoid it can be found here http://www.writing.ku.edu/academic-integrity and here http://www.writing.ku.edu/~writing/guides/index.shtml#plagiarism.

Any student suspected of academic dishonesty will receive a 0 (zero) for the assignment and will be prosecuted to the fullest extent through the Office of the Dean. We will be using SafeAssign software to help us determine plagiarism, but ethical writing and academic integrity are more than just borrowing someone’s exact words. We will discuss this further throughout the semester.

Students with Disabilities
The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.disability.ku.edu. If you need additional or special accommodations in order to take part in, or to complete the required work for this course, please let me know as soon as possible.
## FMS 585 Capstone Project grading rubrics

<table>
<thead>
<tr>
<th>Written component</th>
<th>Unacceptable: Objective not obtained; incomplete</th>
<th>Marginal: Satisfies some requirements; still unconvincing or incomplete</th>
<th>Acceptable: Student has mastered objective</th>
<th>Exceptional: Student has mastered objective at high level</th>
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<tbody>
<tr>
<td><strong>Content:</strong></td>
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<tr>
<td>Topic has appropriate breadth, depth, and thought</td>
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<tr>
<td>Research is thorough, thoughtful, and relevant</td>
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<tr>
<td>Synthesizes and applies material/skills from other FMS courses</td>
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<td>Project/topic are relevant to the course and student goals/aims</td>
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<td>Project is creative and original</td>
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<td><strong>Execution &amp; critical thinking:</strong></td>
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<tr>
<td>Thoughtful analysis of problem/question</td>
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<td>Integrated research into approach of the problem/question</td>
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<tr>
<td>Effectively incorporates a variety of relevant and useful sources</td>
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<tr>
<td>Thorough presentation of findings</td>
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<tr>
<td>Project contributes original work to the field</td>
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<td><strong>Mechanics:</strong></td>
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<tr>
<td>Project was well organized and easy to follow</td>
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<tr>
<td>Topic was focused and coherent</td>
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<tr>
<td>Ideas are well articulated</td>
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<tr>
<td>Sources are integrated and cited appropriately</td>
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<tr>
<td>Paper is free of spelling, grammar, and mechanical errors</td>
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<tr>
<td><strong>Process:</strong></td>
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<tr>
<td>All intermediate assignments submitted on time</td>
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<tr>
<td>Integrated feedback and revision to final product</td>
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<tr>
<td><strong>Creative component</strong></td>
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<td></td>
</tr>
<tr>
<td>Unacceptable: Objective not</td>
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<td>Marginal: Satisfies some</td>
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<tr>
<td>Exceptional: Student has</td>
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</tbody>
</table>
c. **THR 560 – Goal 6**

**THR 560 : Collaborative Production**

**Effective Term**
Spring 2016

**Catalog Description**
Seniors collaborate as a theatre company to create an original production that integrates several of the following areas: improvisation, playwriting, acting, directing, dramaturgy, design, technical production, and stage management. Collaboration of group project approved in advance with advice, approval, and supervision by at least one instructor.

**Prerequisites**
Senior level and consent of at least one instructor.

**Cross Listed Courses:**

**Credits**
3

**Course Type**
Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)

**Grading Basis**

**Is this course part of the University Honors Program?**
No

**Are you proposing this course for KU Core?**
Yes

**Typically Offered**
Typically Every Semester

**Repeatable for credit?**
No

**Rationale for Course Proposal**
This course went into effect Fall 2015. 1) The course type mistakenly got designated as "LEC" but should be IND. 2) We are now proposing this course for KU Core Goal 6.

**KU Core Information**
Has the department approved the nomination of this course to KU Core?
Yes

**Name of person giving departmental approval**
Mechele Leon
Date of Departmental Approval
03/12/2015

Selected Goal(s)
Goal 6 - Integration and Creativity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
In this course, a group of senior BA, BGS, and BFA theatre majors will connect, transfer, and integrate the theories and practices of all theatre and cross-disciplinary courses they have taken collectively to create an original and innovative theatre production that engages their intended audience. After deciding upon and researching a particular cultural problem of the human condition they wish to express and dramatize, they will apply and synthesize their collective theatrical skills as a collaborative ensemble, take artistic risks by incorporating new approaches, and thereby create new interdisciplinary knowledge concerning their selected cultural condition.

Selected Learning Outcome(s):

**KU Core Documents**
- 560 Collaborative Rubric.docx
- 560 Syllabus.pdf

**Collaborative Rubric** (Adapted by Monica Stuff from the “Teamwork VALUE Rubric” and “Creative Thinking VALUE Rubric,” in Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics, ed. Terrel L. Rhodes. Copyright © 2010 by the Association of American Colleges and Universities.)

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Helps production members move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Shares ideas, but does not advance the work of the group.</td>
</tr>
<tr>
<td>Engages production members in ways that facilitate their contributions to activities by both constructively building on or synthesizing the contributions of others, as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Engages production members in ways that facilitate their contributions to meetings by constructively building on or synthesizing the contributions of others.</td>
<td>Engages production members by taking turns and listening to others without interrupting.</td>
</tr>
<tr>
<td>Completes all assigned tasks by deadline; Work accomplished is thorough, comprehensive, and advances the production; Demonstrates consistent willingness to take risks; Engages in creative problem-solving by considering multiple options, developing a clear plan, and articulating reasons for choosing the particular solution.</td>
<td>Completes all assigned tasks by deadline; Work accomplished is thorough and advances the production; Incorporates some risk-taking; Selects from various options and develops a clear plan for solving problem.</td>
<td>Completes all assigned tasks by deadline; Work accomplished; Stays strictly within guidelines or comfort zone; Only a single approach is considered and is used to solve the problem.</td>
</tr>
<tr>
<td>Supports a constructive production climate by doing all of the following:</td>
<td>Supports a constructive production climate by doing any three of the following:</td>
<td>Supports a constructive production climate by doing any two of the following:</td>
</tr>
</tbody>
</table>
### THR 560 Collaborative Production

**NOTE:** This new course was approved by CLAS on May 12, 2015. We proposed this new course to satisfy KU Core Goal 6 because collaborating as a group more closely resembles our entrepreneurial theatre alumni who create original productions to form theatre companies. If theatre majors choose to satisfy Goal 6 in the Department of Theatre, this option allows a group of seniors to collaborate on one integrative project rather than individual projects (i.e., THR 307 Undergraduate Theatre Internship, THR 498 Honors Directed Study in Theatre, or THR 499 Directed Study in Theatre). On a practical level, this option also allows fewer faculty to supervise one group of students in any given semester rather than mentoring around 30 individual seniors among 9 theatre faculty each year. *If UCCC approves this course for Goal 6, we intend to develop a more detailed syllabus for its first offering in Spring 2016.*

### Course Description

Seniors collaborate as a theatre company to create an original production that integrates several of the following areas: improvisation, playwriting, acting, directing, dramaturgy, design, technical production, and stage management. Collaboration of group project approved in advance with advice, approval, and supervision by at least one instructor.

**Learning Outcomes** (We will use KU Core Goal 6 & Collaborative rubrics):

- To integrate and transfer all theatre knowledge and artistic skills achieved in all THR core courses, as well as other disciplinary minors, courses, and certificates.
- To create (devise) an original production that engages an intended audience.
- To research one topical issue in depth and decide upon themes and visual metaphors.
- To develop questions and research potential answers.
- To take artistic risks by incorporating new theatrical approaches and innovations.
- To identify and solve artistic (and personal) problems.
- To examine and integrate alternative, divergent, or contradictory perspectives.
- To analyze and evaluate what works best, what doesn’t, and why.
- To agree upon and decide artistic choices in a timely fashion.
- To work creatively within technical limitations (using available stock materials).
- To collaborate with all peers pro-actively and constructively as an artistic ensemble.
- To meet all assigned deadlines as decided and delegated by the group.

### Optional/Suggested Texts


<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

- Treats production members respectfully by being polite and constructive in communication;
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;
- Motivates production members by expressing confidence about the importance of the task and the ensemble’s ability to accomplish it;
- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.

- Treats production members respectfully by being polite and constructive in communication;
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;
- Motivates production members by expressing confidence about the importance of the task and the ensemble’s ability to accomplish it;
- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.

- Treats production members respectfully by being polite and constructive in communication;
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the ensemble and the production;
- Motivates production members by expressing confidence about the importance of the task and the ensemble’s ability to accomplish it;
- Provides assistance and/or encouragement to production members in a manner that proactively helps the completion of their assigned tasks.
C. Other


NEW TOPIC PROPOSALS – LA&S 292

TOPIC: Hawk Link Seminar: Naming Success

COURSE DESCRIPTION:
The purpose of this course is to provide space for Hawk Link students to explore the following critical conversations further (briefly covered in University 101): major exploration, career pathways and experiences, successful academic habits and skills, leadership development, and a greater understanding of self in relation to the KU community and the greater society. The course focuses on each theme for three weeks. Moreover, students benefit from a smaller class size, where peer-to-peer engagement will be a leading educational tool.

Hawk Link Course Proposal: Spring 2016

OVERALL GOAL:
This course is an extension of the Hawk Link program- a first year academic retention based program geared to students from a variety of marginalized communities, such as: students of color, first generation college students, and students from low-income families. We offer the University 101 course specifically tailored to the Hawk Link students in the fall, but currently do not offer an academic experience in the spring semester. As we assess the program, we have found it necessary to offer a spring 1-credit hour course, as persistence to the third term dips quite severely. In the fall, the University 101 course serves as a constant for much of interaction with Hawk Link students at least twice a week, however, in the spring we lose track of a number of students because we lack ways to hold the students accountable.

SPRING 2016 TARGET STUDENT POPULATION:
Approximately 130 first year students enrolled in the Hawk Link program. Most of these students would be considered at risk, as they identify as low-income and in the higher academic bands.

PROPOSED PROGRAM:
A one-credit hour course in the spring semester. Students must be officially enrolled in the Hawk Link program and have completed the Hawk Link specific University 101 course the previous fall. In this course, students will explore each of the following themes for approximately three weeks:

- Major exploration
- Academic skills
- Career planning
- Leadership development
- Self-exploration

Why not Univ-102?
This course has been in the works for over a year. Our hope was to have this course go through the UNIV process, but undergraduate studies had no standard way of approving courses (until recently). This is mostly due to UNIV (PRE) moving from School of Education to First Year Experience this past year. The UNIV process is quite extensive and seems to not be fully figured out and we really want to pilot this class this spring. Additionally, this class will focus on students that need additional attention, which fits well with the plethora of courses that the College of Liberal Arts & Sciences offer (not to mention, most of the students we work with are in CLAS). We will assess this class extensively and perhaps talk about submitting the course to the UNIV process in the future. We would have liked to have had this submitted sooner, but there were quite a few confusing processes in place. We need this course because it directly impacts our ability to intervene with Hawk Link students in the spring semester. Hawk Link is made mostly of students of color and students in the later ability bands – they are the at risk population in regards to retention. We really need this class to happen this spring. We already have the students, so we will not need to advertise the class. Additionally, we are their academic advisors, so enrollment will be relatively simple.