I. Welcome

II. Approval of CUSA Minutes from November 24, 2015

III. Dean’s Office Update

IV. SAS Office Update
   A. CUSA and Subcommittee Meeting Dates Over Break
      1. Next Subcommittee Meetings 1/19/2016
      2. Next CUSA Meeting 1/26/2016

V. Subcommittee Chair Reports
   A. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: BIOL 530, EVRN 530, BIOL 531, EVRN 531, COMS 322, LDST 201, LDST 202, LDST 203, LDST 260, LDST 271, LDST 272, LDST 371, LDST 381, LDST 431, LDST 460, LDST 470, LDST 471, LDST 480, LDST 481, LDST 490, LDST 500, LDST 532, LDST 535, LDST 690, LDST 695
         CHANGES: CHEM 620, CHEM 621, MATH 116, MATH 145
         DELETIONS: EALC 136, EALC 536, EVRN 151, MATH 119, SA&D 401, SA&D 402, SA&D 404, SA&D 405, SA&D 406
      2. Degree Requirements for Approval:
         a. Change to Existing Minor – Minor in Public Policy in the U.S.
         b. Change to Existing Major – BA & BGS in Psychology
      3. KU Core Proposals:
         a. COMS 322 – Goal 2, Learning Outcome 2 (New pending course)
         b. LDST 201 AND 202 – Already approved as COMS 201 and 202 for Goal 5, Learning Outcome 1
         c. LDST 203 – Goal 5, Learning Outcome 1 (New pending course)
         d. LDST 272 – Goal 5, Learning Outcome 1 (New pending course)
         e. LDST 532 – Goal 6 (New pending course)

   B. Academic Policies and Awards
      None at this time

   C. Other
      1. Proposal to Eliminate Major Admission Requirements for the BGS in Liberal Arts & Sciences
      2. Proposal to Eliminate Major Admission Requirements for the Psychology Major

VI. Adjournment
Committee on Undergraduate Studies and Advising
Minutes of the Meeting for November 24, 2015

The committee met on Tuesday, November 24, 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, Li, Morris, Rockey, Stock, Weis

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

Approval of CUSA Minutes: A motion was made to approve the November 10, 2015 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

Dean’s Office Update: Dr. Goldstein reported that he received feedback on the BGS proposal at the last Chairs & Directors meeting. A question was posed regarding the careers course portion of the BGS requirements – what should the curriculum for this course look like? The Dean’s office is currently soliciting input from successful KU alumni to use as a jumping off point for this discussion.

SAS Office Update: Ms. Ledom announced that last week’s Undergraduate Coordinator Meetings were a success. CLAS SAS is now wrapping up main advising.

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: 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:
      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 – BA&BGS in History of Art

   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 SPLH 452, which was tabled.

      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)
      Professor Atchley presented the proposal for changes to the Academic Standing Policy. The proposal was approved with amendments.

C. Other
      Ms. Ledom reported on the new course topic in LA&S 292, Hawk Link Seminar: Naming Success (Addendum)

Adjournment 12:21 p.m.
New Courses

**New Course Proposal**
Date Submitted: Wed, 25 Nov 2015 20:06:22 GMT

**BIOL 530 : Biodiversity Discovery and Assessment**
Changes proposed by: kjh

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
BIOL

**Course Number**
530

**Academic Unit**
Department
Biology (BIOL)

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

**Locations**
Lawrence

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

No

**Title**
Biodiversity Discovery and Assessment

**Transcript Title**
Biodiversity Discov & Assess

**Effective Term**
Spring 2016

**Catalog Description**
An integrated lecture and laboratory course designed to provide an overview of modern methods in biodiversity exploration and discovery. Lectures cover the theory and practice of planning fieldwork in remote locations, documenting species and their natural history, how museum collections are made, calculating and comparing species richness estimates, and the process of describing and naming new species. The laboratory component provides students experience in documenting species and their natural history, processing and curating samples of natural history specimens, and the statistical analysis of biodiversity data.

**Prerequisites**
BIOL 152, 153, or equivalent, or permission of instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 530</td>
<td>Biodiversity Discovery &amp; Assessment</td>
</tr>
</tbody>
</table>

**Credits**
2

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

**Associated Components**
(Optional)
Laboratory - Associated with a main component

**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 Once a Year
Repeatable for credit?
No

Principal Course Designator
Course Designator
N - Natural 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 provide additional opportunities for students to learn hands-on about planning, documenting and curating specimens and their natural history.

Course Reviewer Comments
Karen Ledom (kjh) (Wed, 25 Nov 2015 20:07:32 GMT): had to have BIOL 530 proposal deleted because of error in entry of cross-listed course number (said EVRN 531 instead of 530) that system wouldn't let me fix. Entered again administratively.

Key: 11441

New Course Proposal

EVRN 530 : Biodiversity Discovery & Assessment
Changes proposed by: avoss

Academic Career
Undergraduate, Lawrence

Subject Code
EVRN

Course Number
530

Academic Unit
Environmental Studies (EVRN)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

No

Title
Biodiversity Discovery & Assessment

Transcript Title
Biodiversity Discov & Assess

Effective Term
Spring 2016

Catalog Description
An integrated lecture and laboratory course designed to provide an overview of modern methods in biodiversity exploration and discovery. Lectures cover the theory and practice of planning fieldwork in remote locations, documenting species and their natural history, how museum collections are made, calculating and comparing species richness estimates, and the process of describing and naming new species. The laboratory component provides students experience in documenting species and their natural history, processing and curating samples of natural history specimens, and the statistical analysis of biodiversity data.

Prerequisites
BIOL 152, 153, or equivalent, or permission of instructor.

Cross Listed Courses:

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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 530</td>
<td>Biodiversity Discovery and Assessment</td>
</tr>
</tbody>
</table>

Credits


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

**Associated Components**
(Optional)
Laboratory - Associated with a main component

**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 Once a Year

**Repeatable for credit?**
No

**Principal Course Designator**
Course Designator
N - Natural 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 is course will provide additional opportunities for students to learn hands-on about planning, documenting and curating specimens and their natural history.

**Course Reviewer Comments**

Karen Ledom (kjh) (Sat, 17 Oct 2015 22:23:40 GMT): EVRN 530 NUMBER IS AVAILABLE but waiting on BIOL 530 CURR CHG SUBMISSION

Karen Ledom (kjh) (Fri, 30 Oct 2015 22:04:48 GMT): can't move this forward due to system problem that is preventing me from fixing an error in the BIOL 530 form that is not an error in the EVRN 530 form.

Key: 11319

---

**New Course Proposal**
Date Submitted: Fri, 30 Oct 2015 22:56:21 GMT

**BIOL 531 : Tropical Fieldwork in Biodiversity Discovery**
Changes proposed by: m388w332

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
BIOL

**Course Number**
531

**Academic Unit**
Department
Biology (BIOL)

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

**Locations**
Lawrence

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

**Title**
Tropical Fieldwork in Biodiversity Discovery

**Transcript Title**
Tropical Fieldwork in Biodiversity Discovery

**Effective Term**
An introduction to modern field methods of assessing biodiversity. Fieldwork will employ insects and various field methods to estimate and compare species diversity between different habitats and field sites. Taught at different sites in tropical South America over Spring Break. Contact Undergraduate Biology, or the Office of Study Abroad. (Same as EVRN 531)

**Prerequisites**
Prerequisite: BIOL 152, 153, or equivalent, or permission of instructor. Concurrent or prior enrollment of BIOL 530 is strongly encouraged.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 531</td>
<td>Tropical Fieldwork in Biodiversity Discovery</td>
</tr>
</tbody>
</table>

**Credits**
1

**Course Type**
Laboratory Main (Laboratory that is a main component) (LAB)

**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 Once a Year

**Repeatable for credit?**
No

**Principal Course Designator**
Course Designator
U - Undesignated elective

**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**
Provides a laboratory component to BIOL 530

**Course Reviewer Comments**
Karen Ledom (kjh) (Sun, 15 Nov 2015 16:23:15 GMT): problem with BIOL 530 form. waiting on Courseleaf. This course (and EVRN 531) are associated with 530 so I can't move these fwd either.

**Key:** 11390

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**New Course Proposal**

**EVRN 531 : Tropical Fieldwork in Biodiversity Discovery**
Changes proposed by: avoss

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
EVRN

**Course Number**
531

**Academic Unit**
Environmental Studies (EVRN)

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

**Locations**
Lawrence

**Do you intend to offer any portion of this course online?**
Title
Tropical Fieldwork in Biodiversity Discovery

Effective Term
Spring 2016

Catalog Description
An introduction to modern field methods of assessing biodiversity. Fieldwork will employ insects and various field methods to estimate and compare species diversity between different habitats and field sites. Taught at different sites in tropical South America over Spring Break. Contact Undergraduate Biology, or the Office of Study Abroad. (Same as BIOL 531)

Prerequisites
Prerequisite: BIOL 152, 153, or equivalent, or permission of instructor. Concurrent or prior enrollment of BIOL 530 is strongly encouraged.

Cross Listed Courses:

Credits
1

Course Type
Laboratory Main (Laboratory that is a main component) (LAB)

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 Once a Year

Repeatable for credit?
No

Principal Course Designator

Course Designator
U - Undesignated elective

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
Provides a laboratory component to EVRN 530

Course Reviewer Comments
Karen Ledom (kjh) (Sat, 17 Oct 2015 22:27:00 GMT): EVRN 531 number is available but waiting on corresponding curr chg from BIOLOGY for BIOL 531.

Karen Ledom (kjh) (Fri, 30 Oct 2015 22:19:00 GMT): problems with BIOL 530/EVRN 530 (error in BIOL 530 form - vendor contacted b/c system won't let me fix). Must hold this for BIOL 531 submission but also b/c of 530 issues.

Key: 11320

New Course Proposal
Date Submitted: Mon, 16 Nov 2015 15:42:04 GMT

COMS 322: Audience Centered Public Speaking in the Workplace (also being proposed for KU Core Goal 2.2)
Changes proposed by: sgrachek

Academic Career
Undergraduate, Lawrence

Subject Code
COMS

Course Number
322

Academic Unit
Department

Communication Studies (COMS)
Title
Audience Centered Public Speaking in the Workplace
Transcript Title
Aud Ctrd Pub Speak in Wrkplace
Effective Term
Fall 2016
Catalog Description
Regardless of students’ future careers, the vast majority will have to engage in some sort of public speaking in the future. In this course, students apply communication theories to organizational audiences in various presentation situations by developing and presenting their ideas. Specifically, this course focuses on presentation development, preparation, presentation and critique of messages appropriate in the business or organization setting. Special attention is given to speaking with confidence, presenting and working effectively in teams, reflecting and improving on presentations skills, and listening and speaking ethically in an increasingly diverse work world.
Prerequisites
None
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)FI
MD Course Category
Course Offered as
Year of Student

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Typically Offered
As necessary
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?
Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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>COMS-BA/BGS</td>
</tr>
</tbody>
</table>

Describe how:
This course will serve as a skills course for the Organizational Communication track in the department. Although majors are required to take an introductory public speaking course, this class provides public speaking instruction within the context of the organization and presentations frequently required in the workplace. While other classes in this track require presentations, this class emphasizes presentation skills and appropriate audience-centered choices.

Rationale for Course Proposal
The KU School of Business and the faculty teaching in the Organizational Communication track in the COMS department requested the development of this course. This course allows the development and emphasis on advanced professional public speaking skills and theory for students later in their college career than the majority of public speaking courses.

Supporting Documents
Coms 322 Master Syllabus.docx
Fall 2015

Course Reviewer Comments
Steven Grenus (s226g812) (Mon, 09 Nov 2015 15:27:40 GMT): Rollback: Rolling back to try to correct Core update error message.

Key: 11405

New Course Proposal
Date Submitted: Wed, 21 Oct 2015 14:28:14 GMT

Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
201
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location
Do you intend to offer any portion of this course online?

Yes

Please Explain

The Introduction to Leadership is offered solely as an online course, with all content delivered and all assignments completed through a Blackboard interface.

Title

Introduction to Leadership

Transcript Title

Introduction to Leadership

Effective Term

Fall 2016

Catalog Description

This course introduces students to the study of the leadership process. The course covers theories and research on core themes of leadership, focusing on how course materials relate to students' own leadership experiences. This course is taught online. Concurrent enrollment in LDST 202 is recommended. Students considering the Leadership Studies Minor must complete LDST 202. Not open to seniors.

Prerequisites

None

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits

2

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/−)FI

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Typically Offered

Typically Every Semester

Please explain

Repeatable for credit?

No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator

Course Designator

S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA
How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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>COMS-MIN</td>
</tr>
</tbody>
</table>

Describe how:
LDST 201 is a prerequisite for application to the Leadership Studies Minor

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

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

Name of person giving departmental approval

Date of Departmental Approval
Selected Goal(s)
KU Core Documents
KU Core Effective Semester

Course Reviewer Comments
Key: 11348

New Course Proposal
Date Submitted: Wed, 21 Oct 2015 14:53:36 GMT
Viewing: LDST 202 : Introduction to Leadership Applications
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
202
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

No
Please Explain

Title
Introduction to Leadership Applications
This course focuses on the application of information learned in LDST 201. Activities and discussions emphasize application, analysis, and engagement with the process of leadership. Concurrent enrollment in LDST 201 is recommended. Students considering the Leadership Studies Minor must complete LDST 201 and LDST 202. Not open to seniors.

Prerequisites
Corequisite: COMS 201 or LDST 201.
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?

No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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>COMS-MIN</td>
</tr>
</tbody>
</table>

Describe how:
LDST 202 is a prerequisite for application to the Leadership Studies Minor.

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Dr. Mary Banwart

Date of Departmental Approval
10/21/2015

Selected Goal(s)
Goal 5 - Social Responsibility and Ethics

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.
The course combination of LDST 201/202 provides an introduction to the study of leadership. In LDST 201 (online) content includes information about, discussion of, and reflection on the ethical implications of the theories presented. After watching video lectures and reading accompanying materials, students engage in online discussion groups addressing the ethical implications of the material presented. The course focuses predominantly on a systems-based perspective, which includes an emphasis on four specific competencies and the ethical implications for developing each competency. In LDST 202 students complete a semester-long project through which they apply the adaptive leadership paradigm to a community issue on which they wish to make progress; students address the ethical challenges of the issue, the ethical perspectives/considerations of the factions involved, and the ethical implications of their approach and smart experiments designed to make progress on the issue.

Selected Learning Outcome(s):
Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)
The combination of LDST 201 (Introduction to Leadership, 2-credit hours, online) and LDST 202 (Introduction to Leadership Applications, 1-credit hour, face-to-face) present to students ethical theories and frameworks from which to understand situations and make decisions. Combined, the courses then ask the students to reflect on the ethical implications of their own decisions and those of others, engage in discussion about those applications and implications, and then apply their reflections to a semester-long project in which they seek to make progress on a community-based issue about which they are passionate. LDST 201 serves to primarily introduce the theories/frameworks and ask students to practice reflection and discussion, while LDST 202 reviews and delves deeper into those theories/frameworks and requires more rigorous application.

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)
LDST 201 includes readings on ethics (Modules 2-3, specifically the importance of ethics; ethical challenges of leadership; components of ethical behavior; five ethical theories and principles of ethical decision-making), video lectures on the topic, and online discussion posts that require application of at least one ethical framework; material is also included in exams. For each leadership competency (Modules 6-13) a video and/or case study focused on the ethical implication(s) of that competency is included; online discussions ask students to apply ethical frameworks/theories to the contribution of each
competency. LDST 202 reviews the material presented in 201, includes new readings as assigned by the instructors, and students are asked to analyze case studies using the ethical material presented. The semester-long project asks students to address ethics involved in the issue itself, in their stakeholder analysis, and in their own deployment of smart experiments for the project.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)
The LDST 201 online lectures introduce major ethical theories/frameworks ring Modules 2-3 (one module/week). Those frameworks, and Rest's components of ethical behavior, are discussed in relation to the four leadership competencies presented during Modules 6-13. Online discussion is required, and reflection prompts require the application of at least one framework or component in each primary discussion post (Modules 6-13). LDST 202 instructors focus two specific weeks reviewing ethical frameworks and decision making. Both weeks are accompanied by a writing assignment and a case study (ies) that will either be used as an in-class activity or as the topic for the writing assignment (as per instructor discretion). Ethical reflection and decision making are also a requirement of the semester-long project. Students address questions of common good, values, and apply the components of ethical behavior to both their own analysis of the project's issue as well as their stakeholder analysis.

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)
The LDST 201/202 experience is designed to ask students to engage in practicing leadership as a process, and embrace a systems approach to leadership. This approach is in contrast to traditional "authority as leader" perspective, and the leaver vs. follower approach most leadership theories embrace. Therefore, the ethical component is more inherent in a systems/stakeholder perspective because of the emphasis on values, how you energize others to thrive (e.g., pace the work), give voice to unusual voices, analyze whether means justify the ends in reaching a purpose about which you are passionate, etc. For example, the case studies (e.g., Oreck leaving Mississippi, Lawrence's smoking ban) ask students to identify multiple interpretations of the stakeholders, considering decision making from each perspective, determine the appropriate ethical approach for each stakeholder group, and ultimately wrestle with their own values and perspective on the situation and the ethical implications.

KU Core Documents
LDST 201 - syllabus online.docx
LDST 202 - syllabus.docx
KU Core Effective Semester

Fall 2015
Course Reviewer Comments
Key: 11349

New Course Proposal
Date Submitted: Thu, 15 Oct 2015 20:17:46 GMT
Viewing: LDST 203 : Introduction to Leadership, Honors
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
203
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

Do you intend to offer any portion of this course online?
No
This course combines an introduction to a theoretical, research-based approach to the study of leadership with hands-on application, analysis, and engagement with the process of leadership. Within a small group setting, students explore core leadership competencies and experiment with the process of leadership by engaging classmates and members of the university and local communities and addressing issues of concern within those communities. This course satisfies the LDST 201/LDST 202 pre-requisite for the Leadership Studies Minor.

Prerequisites
Admission to the University Honors Program, Instructor Permission

Is a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3.0

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

Grading Basis
A-D(+/-)FI

MD Course Category
Course Offered as
Year of Student

Typically Offered
Describe Specific Months

Instructor(s)

Is this course part of the University Honors Program?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Once a Year, Usually Fall
Please explain

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?
Is this course for licensure?

Describe how:

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

Yes

Which Program(s)?

Program Code

COMS-MIN

Describe how:

Students engaged with the University Honors Program may choose to take LDST 203 in lieu of LDST 201 and LDST 202 to satisfy the prerequisite for application to the Leadership Studies Minor.

Rationale for Course Proposal

This course has been designed in conjunction with the Honors Program to target the unique needs of honors students through an accelerated pace, enhanced critical/creative thinking, in-depth research, and additional cooperative learning, professional networking, and service opportunities during their exploration of leadership theory and core leadership competencies.

KU Core Information

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

Yes

Name of person giving departmental approval

Dr. Mary Banwart

Date of Departmental Approval

10/13/2015

Selected Goal(s)

Goal 5 - Social Responsibility and Ethics

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.

LDST 203 provides an introduction to the study of leadership including information about, discussion of, and reflection on the ethical implications of the theories presented. The course focuses predominantly on a systems-based perspective, which includes an emphasis on four specific competencies and the ethical implications for developing each competency. Students complete a semester-long project through which they apply the adaptive leadership paradigm to a community issue on which they wish to make progress; students address the ethical challenges of this issue, the ethical perspectives/considerations of the factions involved, and the ethical implications of their approach and "smart experiments" designed to make progress on the issue.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1

State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

LDST 203 presents to students ethical theories and frameworks from which to understand situations and make decisions. The course then asks the students to reflect on the ethical implications of their own decisions and those of others, engage in discussion about those applications and implications, and then apply their reflections to a semester-long project in which they seek to make progress on a community-based issue about which they are passionate.

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

LDST 203 includes readings and lecture on ethics (Modules 2-4 specifically the importance of ethics; ethical challenges of leadership; components of ethical behavior; five ethical theories and principles of ethical decision-making) as well as in-class and online discussion requiring application of at least one ethical framework. For each leadership competency (Modules 6-
13) lecture and case study focused on the ethical implications of that competency is included; in-class and online discussion ask students to apply ethical frameworks/theories to the contribution of each competency. Finally, the semester-long project asks students to address ethics involved in the issue itself, in their stakeholder analysis, and in their own deployment of smart experiments for the project.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)

Modules 2-4 introduce major ethical theories/frameworks in readings and lectures. Those frameworks, Rest's components of ethical behavior and Kidder's steps to ethical decision-making are discussed in relation to the four leadership competencies presented in Modules 6-13. In-class and online discussion and reflection prompts require the application of at least one framework or component in each module. Case studies working through Kidder's model are presented in class and incorporated into discussion and writing assignments. Ethical reflection and decision-making are also a requirement of the semester-long project. Students are required to address questions of common good and values, and apply the components of ethical behavior to both their own analysis of the project's issue as well as their stakeholder analysis.

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)

LDST 203 asks students to engage in practicing leadership as a process and embrace a systems approach to leadership. This approach is in contrast to traditional "authority as leader" perspective most leadership theories embrace. Therefore, the ethical component is more inherent in a systems/stakeholder perspective because of the emphasis on values, how you energize others to thrive (e.g., pace the work), give voice to unusual voices, analyze whether means justify the ends in reaching a purpose about which you are passionate, etc. The case studies (e.g., hiring an individual because of demographic characteristics rather than skill; timing interventions on "hot" or painful campus topics) ask students to identify multiple interpretations of the stakeholders, consider decision-making from each perspective, determine the appropriate ethical approach for each stakeholder group, and ultimately wrestle with their own values and perspectives on the situation and the ethical implications.

KU Core Documents
LDST 203 Syllabus.docx
KU Core Effective Semester

Fall 2015
Course Reviewer Comments
Key: 11325

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 14:56:43 GMT
Viewing: LDST 260 : Study Abroad Topics in Leadership Studies
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
260
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

Title
Study Abroad Topics in Leadership Studies
Transcript Title
Study Abroad Topics in Ldrshp
Effective Term
Fall 2016
Catalog Description
This course is designed to enhance international experience in topic areas related to Leadership Studies at the freshman/sophomore level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.
Prerequisites
None
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1-6
Course Type
Field Studies (Example: Geog 714 Field Experience) (FLD)
Grading Basis
A-D(+-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes
How many times may this course be taken?
99
Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?
Is this course for licensure?

Describe how:

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

No

Which Program(s)?

Rationale for Course Proposal
This course has been designed in conjunction with the Office of Study Abroad to provide students who are completing the Leadership Studies Minor, the Leadership Experience Program, or other programming within the Institute of Leadership Studies to explore the implications and applications of leadership theory and develop core leadership competencies through international travel.

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 15:14:44 GMT
Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence

Subject Code
LDST

Course Number
271

Academic Unit
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Yes

Please Explain
This course has been designed in conjunction with the College Online program as part of an Online Leadership Strategies and Applications Certificate. The course will be taught entirely online in an 8-week format.

Title
Foundations of Adaptive Leadership

Transcript Title
Foundations of Adaptive Leadership

Effective Term
Fall 2016

Catalog Description
This course introduces students to the study of the leadership process with an emphasis on applying the Adaptive Leadership paradigm to current systems in which the student is engaged. Activities and discussions focus on analysis and diagnosis of current leadership cases, offering students opportunities to apply concepts to their own professional disciplines and systems. This course is taught online in an 8-week format.

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?
Rationale for Course Proposal
This course has been designed in conjunction with the College Online Program as the first course for an Online Leadership Strategies and Applications Certificate. The certificate offers an intensive exploration of leadership theory and application. The course serves as a theoretical foundation for the certificate, offering students opportunities for immediate application to their own professions.

Course Reviewer Comments

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 20:36:09 GMT
Viewing: LDST 272 : Ethics and Diversity in Leadership
Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence

Subject Code
LDST

Course Number
272

Academic Unit
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Please Explain
This is the second of four courses, designed in conjunction with the College Online Program, as a leadership certificate targeting non-residential, non-traditional, and professional students. All course content will be delivered and all assignments will be completed online as part of this professional development and degree completion opportunity.

Title
Ethics and Diversity in Leadership

Transcript Title
Ethics & Diversity in Ldrshp

Effective Term
Fall 2016

Catalog Description
This course examines in-depth the role of ethics and diversity in effectively engaging in the process of Adaptive Leadership. Activities and discussion will focus on the application of theories of ethics and diversity as well as the development of core leadership competencies within student's own professional disciplines and systems. This course is taught online in an 8-week format.

Prerequisites
LDST 271

Cross Listed Courses:

Credits
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?
Yes

Typically Offered
Typically Every Semester

Repeatable for credit?
No

Principal Course Designator
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 was designed in conjunction with the College Online Program as the second in a four-course leadership certificate targeted for non-residential, non-traditional students seeking accelerated professional development and degree completion opportunities. It offers students opportunities to explore and apply theories of ethics and diversity within a leadership context to their own systems.

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

Name of person giving departmental approval
Dr. Mary Banwart

Date of Departmental Approval
10/19/2015

Selected Goal(s)
Goal 5 - Social Responsibility and Ethics

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.
LDST 272 provides students with an introduction to various theories and processes of ethical decision making while providing structured opportunities for discussion of and reflection on the application of those theories and processes. Students will watch video lectures and complete readings followed by online small group discussion and guided personal reflection in the form of journals. As the course utilizes primarily a systems-based perspective and focuses on the implications of ethical decision making in personal and community development, students will complete a course-long project through which they apply the Adaptive Leadership paradigm to a systemic issue on which they wish to make progress, using the opportunity to address ethical challenges involved with their issue of choice, the ethical perspectives/considerations of the stakeholders involved, and the ethical implications of their strategic interventions designed to make progress on the issue.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)
The course presents students with six competing ethical frameworks with which to approach decision-making opportunities and challenges participants to reflect on the ethical implications of their choices and those of others from these distinct stand
points. Students engage in both reflection and small-group discussion about these applications and implications and apply the knowledge to their course-long community development project, particularly as they consider the implications of intervention and the impact of their work on stakeholders.

**Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)**

Students are introduced to the concept of leadership as an inherently ethical (value-laden) act through Module 1 where six ethical theories/frameworks are presented. The concept is further developed in Module 3 where students consider the ethics of intervention as well as the ethical nature of community as a social construct. Modules 4 and 5 delve deeper into the theories introduced in the first module through video lecture and readings that stress the role of core values and ethical paradigms in decision-making. Module 6 asks students to consider the ethical implications of language in defining issues and making decisions.

**State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)**

Weekly readings, reinforced with video lectures as appropriate, introduce the ethical frameworks and related concepts. The course-long project is designed as a space for students to begin to explore the real-life applications and implications of these frameworks as they attempt to intervene on an issue of concern within a relevant community or system. Weekly small-group discussion presents opportunities for peer-to-peer consultation and analysis, reinforcing the theories/frameworks. Weekly journal entries promotes opportunities for guided reflection and analysis.

**Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)**

Students will be asked to engage in the practice of leadership as an inherently value-laden process and from a systems-based approach. They will focus on an issue of concern within a community or system that matters to them and will be challenged to consider, discuss, and document the ethical implications of their interpretation of community, issue, and stakeholders, their analysis of purpose and approach, and their formulation of "smart experiments" designed as interventions from the outset of the project.

**KU Core Documents**
272 Syllabus.docx

**Course Reviewer Comments**
Key: 11355

**New Course Proposal**
Date Submitted: Mon, 19 Oct 2015 18:24:07 GMT

**Viewing: LDST 371 : Leadership and Interpersonal Effectiveness**
Changes proposed by: amyley

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
LDST

**Course Number**
371

**Academic Unit**
Leadership Studies (LDST)

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

**Locations**
Lawrence

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

Yes

**Please Explain**
This is the third of a four-course series developed in conjunction with the College Online Program as an Online Leadership Strategies and Applications Certificate targeting non-traditional, non-residential students seeking professional development opportunities and/or degree completion credit.

**Title**
Leadership and Interpersonal Effectiveness
Catalog Description
This course examines the role of communication in effectively engaging others in the work of leadership. It is expected that participants will finish this course with knowledge of basic interpersonal principles, theory, and applied research as it pertains to leadership and building strong relationships with others. This course is designed to develop participant’s interpersonal competencies within their own professional disciplines and systems. It is comprised of discussion, activities, assignments, and exams. Topics such as interpersonal skills, self-regulation, impression formation, emotion, and conflict management, as they apply to communication and leadership contexts will be discussed. This course is taught online in an 8-week format.

Prerequisites
LDST 271, LDST 272

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?

Typically Offered
Typically Every Semester

Repeatable for credit?
No

Principal Course Designator

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 course was designed and developed in conjunction with the College Online Program as the third course in a leadership certificate targeted for non-residential, non-traditional, and professional students seeking accelerated professional development and/or degree completion opportunities. The course will offer students exposure to interpersonal theory as it relates to the work of leadership.

Course Reviewer Comments
Key: 11339

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 15:24:38 GMT

Viewing: LDST 381 : Survey of Leadership Theory and Application
Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence

Subject Code
LDST

Course Number
381

Academic Unit
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

**Please Explain**
This course has been developed with the Office of Graduate Military Programs and Army University as the first of two leadership studies courses forming an online Military Leadership Certificate.

**Title**
Survey of Leadership Theory and Application

**Transcript Title**
Survey of Leadership Theory

**Effective Term**
Fall 2016

**Catalog Description**
A survey and application of leadership theories and communication skills will enhance students' development of expertise in assessing organizations, identifying systems issues, and facilitating organization- and system-wide improvement in a variety of workplaces. Traditional approaches to leading, organizing, and communicating are contrasted with emerging approaches that promote sensitivity to diverse organizational cultures, populations, and challenges. Through examination of theoretical perspectives, the student will develop an ability to integrate the contributions of different points of view and ways of thinking crucial to accurately assess, design and lead high performing teams and organizations in a dynamic world.

**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**
Typically Every Semester

**Repeatable for credit?**
No

**Principal Course Designator**
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**
The course was designed in conjunction with the Office of Graduate Military Programs and Army University as the first course in a Leadership certificate targeting mid-level enlisted personnel seeking accelerated professional development and degree credit. It serves as a theoretical foundation for the certificate, offering students opportunities for immediate application to their own systems.

**Course Reviewer Comments**
Key: 11333

**New Course Proposal**
Date Submitted: Wed, 21 Oct 2015 14:57:20 GMT

**Viewing:** LDST 431 : Communication and Leadership
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
431
Title
Communication and Leadership

Catalog Description
This course provides an overview of the role of communication in leadership in a variety of contexts, including: interpersonal, small group, intercultural, organizational, and public sphere. It will include theoretical and experiential approaches to effective leadership communication.

Prerequisites
Admission to Leadership Minor or consent of instructor.

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

Year of Student

Typically Offered
Once a Year, Usually Fall

Instructor(s)

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 Fall

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?
Principal Course Designator
Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

Yes

Which Program(s)?

Program
Code
COMS
-MIN

Describe how:
LDST 431 is the third of five core courses required for completion of the Leadership Studies Minor.

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 15:31:35 GMT

Viewing: LDST 460 : Study Abroad Topics in Leadership Studies
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
460
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

No

Please Explain

Title
Study Abroad Topics in Leadership Studies
Transcript Title
Study Abroad Topics in Leadshp
Effective Term
Fall 2016
Catalog Description
This course is designed to enhance international experience in topic areas related to Leadership studies at the junior/senior level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.
Prerequisites
None
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1-6
Course Type
Field Studies (Example: Geog 714 Field Experience) (FLD)
Grading Basis
A-D(+/-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

<table>
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<th>Instructor Name</th>
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Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes
How many times may this course be taken?
99
Can a student be enrolled in multiple sections in the same semester?
Yes
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:
Will this course be required for a degree, major, minor, certificate, or concentration?

No

Which Program(s)?

Rationale for Course Proposal
This course has been designed in conjunction with the Office of Study Abroad to provide students who are completing the Leadership Studies Minor, the Leadership Experience Program, or other programming within the Institute of Leadership Studies to explore the implications and applications of leadership theory and develop core leadership competencies through international travel.

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 18:29:30 GMT

Viewing: LDST 470: Independent Study in Leadership Studies
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
470
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

No

Please Explain

Title
Independent Study in Leadership Studies
Transcript Title
Indp Study in Ldrshp Studies
Effective Term
Fall 2016
Catalog Description
This course engages students in an investigation of a special topic or project selected by the student with advice, approval, and supervision of a Leadership Studies instructor. Such study may take the form of special research, individual reports and/or conferences.
Prerequisites
Permission of Instructor, LDST 201, LDST 202
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1-6
Course Type
Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)
Grading Basis
A-D(+-)FI
MD Course Category
Course Offered as
Year of Student
This course is designed to allow students engaged with the Institute of Leadership Studies an opportunity to take a deeper, structured, dive into the study of a leadership process and/or practice, further developing core academic and leadership competencies while working closely with a member of the faculty.

**New Course Proposal**
Date Submitted: Mon, 19 Oct 2015 18:36:30 GMT
Viewing: LDST 471: Case Study in Leadership Applications
Changes proposed by: amyley

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
LDST

**Course Number**
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

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

Please Explain
This course is the fourth of a four-course certificate designed in conjunction with the College Online Program, targeting non-traditional, non-residential and professional students seeking accelerated professional development and/or degree completion opportunities.

Title
Case Study in Leadership Applications

Transcript Title
Case Study in Ldrshp App

Effective Term
Fall 2016

Catalog Description
This course offers students an opportunity to practice effectively engaging in the process of Adaptive Leadership. Activities, readings, and discussion will focus on the application of core leadership competencies and theories of adaptive leadership within students own professional disciplines and systems as well as continuous active reflection. This course is taught online in an 8-week format.

Prerequisites
LDST 271, LDST 272, LDST 371

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
Typically Every Semester

Repeatable for credit?
No

Principal Course Designator
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 was designed in conjunction with the College Online Program as the final course in the leadership certificate targeting non-residential, non-traditional, professional students seeking accelerated professional development and degree completion opportunities. It offers students a structured and systematic opportunity to apply leadership processes and principles to their own systems.

Course Reviewer Comments

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 18:41:59 GMT
**Viewing: LDST 480 : Internship in Leadership Studies**

Changes proposed by: amyley

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
LDST

**Course Number**
480

**Academic Unit**
Department
Leadership Studies (LDST)

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

**Locations**
Lawrence

**Describe Other Location**

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

No

**Please Explain**

**Title**
Internship in Leadership Studies

**Transcript Title**
Internship in Ldrshp Studies

**Effective Term**
Fall 2016

**Catalog Description**
Students complete leadership-centered fieldwork in an organization related to their career goals. Criteria for the organizations and work assignments suitable for internship credit are available through the Institute for Leadership Studies. An internship plan is developed with the field supervisor and internship faculty adviser. Reports and meetings are required.

**Prerequisites**
Permission of Instructor

**Does a student need to be admitted to the school/college in order to enroll in this course?**

No

**Cross Listed Courses:**

**Credits**
1-6

**Course Type**
Internship (INT)

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

**MD Course Category**

**Course Offered as**

**Year of Student**

**Maximum number of students (per rotation)**

**Typically Offered**

**Describe Specific Months**

**Instructor(s)**

**Instructor Name**

**Is this course part of the University Honors Program?**

No

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

No
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes
How many times may this course be \textit{taken}
99
Can a student be enrolled in multiple sections in the same semester?
Yes
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

Will this course be required for a degree, major, minor, certificate, or concentration?
No
Which Program(s)?

Rationale for Course Proposal
This course is designed to allow students engaged with the Institute of Leadership Studies to further develop core leadership competencies while applying leadership theories and processes within the student's current systems.

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\textbf{New Course Proposal}

Date Submitted: Mon, 19 Oct 2015 18:53:06 GMT

Viewing: \textbf{LDST 481 : Survey of Ethics and Diversity in Leadership}
Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence

Subject Code
LDST

Course Number
481

Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Please Explain
This course is the second of a Military Leadership Certificate designed in conjunction with the Office of Graduate Military Programs and Army University to target mid-level enlisted personnel seeking professional development and degree credit opportunities. All course content will be delivered online and all assignments will be completed online.

**Title**
Survey of Ethics and Diversity in Leadership

**Transcript Title**
Ethics and Diversity in Ldrshp

**Effective Term**
Fall 2016

**Catalog Description**
This course examines the implications and applications of various theories of ethics and diversity in effectively engaging in the process of leadership. Activities and discussion will focus on the application of theories of ethics and diversity within the student's professional disciplines and systems. This course is taught online in an 8-week format.

**Prerequisites**
LDST 381

**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**
Typically Every Semester

**Repeatable for credit?**
No

**Principal Course Designator**
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 was designed with the Office of Graduate Military Programs and Army University as the second course for a leadership certificate targeting mid-level enlisted personnel seeking accelerated professional development and/or degree credit opportunities. It offers students opportunities to explore and apply theories of ethics and diversity within a leadership context to their own systems.

**Course Reviewer Comments**
Key: 11343

---

**New Course Proposal**
Date Submitted: Mon, 19 Oct 2015 18:59:06 GMT

**Viewing:** **LDST 490 : Special Topics in Leadership Studies**
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
490
Academic Unit
Department
Leadership Studies (LDST)

School/College
Do you intend to offer any portion of this course online?
No
Please Explain

Title
Special Topics in Leadership Studies

Transcript Title
Special Topics in Ldrshp Stdy

Effective Term
Fall 2016

Catalog Description
This course is designed for the study of special topics in leadership studies. Course content addresses major topics and specialized issues in the field and topics change as needs and resources develop. May be repeated for credit if the content differs.

Prerequisites
Permission of Instructor

Does a student need to be admitted to the school/college in order to enroll in this course?
No

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

MD Course Category

Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
This course is designed to allow the Leadership Studies program to offer advanced exploration of relevant and timely topics as they arise within the discipline and society.

Repeatable for credit?
Yes

How many times may this course be taken?
99

Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?
Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

Will this course be required for a degree, major, minor, certificate, or concentration?
No
Which Program(s)?

Rationale for Course Proposal
This course creates space within the Leadership Studies curriculum for one-time, topically-oriented courses that respond to current events, ongoing research, and issues of interest within the discipline.

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 19:04:01 GMT
Viewing: LDST 500 : Directed Readings in Leadership Studies
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
500
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

Title
Directed Readings in Leadership Studies
Transcript Title
Direct Read in Ldrshp Studies
Effective Term
Fall 2016
Catalog Description
This course is designed for directed readings in selected areas of Leadership Studies. Individual and supervised readings address major topics and specialized issues in the field. May be repeated for credit if the content differs.
Prerequisites
Permission of Instructor
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1-6

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

Grading Basis
A-D(+/-)FI

MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes

How many times may this course be taken
99

Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?

No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

No
Which Program(s)?

Rationale for Course Proposal
This course is designed to allow students engaged with the Institute for Leadership Studies to further explore leadership theories, processes and/or core competencies while building an academic bibliography under the guidance of a faculty member.

**New Course Proposal**
Date Submitted: Mon, 09 Nov 2015 14:58:01 GMT

**Viewing: LDST 532 : Leadership Studies Practicum**

Changes proposed by: amyley

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
LDST

**Course Number**
532

**Academic Unit**
Department
Leadership Studies (LDST)

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

**Locations**
Lawrence

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

No

**Please Explain**

**Title**
Leadership Studies Practicum

**Transcript Title**
Leadership Studies Practicum

**Effective Term**
Fall 2016

**Catalog Description**
Students engage in a variety of training programs and field experiences in which they learn about leadership, observe leaders in action, and involve themselves in leadership activities. Written assignments and group discussions are used to analyze their learning. Should be taken for a total of three credit hours, across more than one semester.

**Prerequisites**
COMS 201 or LDST 201 and admission to the Leadership Studies minor.

Does a student need to be admitted to the school/college in order to enroll in this course?

**Cross Listed Courses:**

**Credits**

1-3

**Course Type**
Field Studies (Example: Geog 714 Field Experience) (FLD)

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

**MD Course Category**

**Course Offered as**

**Year of Student**

**Typically Offered**

**Describe Specific Months**

**Instructor(s)**
Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Typically Every Semester

Please explain
Repeatable for credit?
Yes
How many times may this course be taken
99
Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

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

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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

Program Code
COMS-MIN

Describe how:
LDST 532 is the fourth of five core courses required for completion of the Leadership Studies Minor.

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Dr. Mary Banwart
Date of Departmental Approval
10/21/15
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.
Course has received prior approval to satisfy core goal 6 as COMS 532. Departmental change to LDST does not include any change to content or method of instruction.
Selected Learning Outcome(s):
KU Core Documents
Leadership Studies Practicum.docx
KU Core Effective Semester

Fall 2015
Course Reviewer Comments
Key: 11352

New Course Proposal
Date Submitted: Wed, 21 Oct 2015 15:09:01 GMT

Viewing: LDST 535 : Seminar in Leadership Strategies and Applications
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
535
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

Title
Seminar in Leadership Strategies and Applications
Transcript Title
Sm in Leadrship Strategies&Apps
Effective Term
Fall 2016
Catalog Description
This seminar serves as the capstone course for the Leadership Studies minor. It includes advanced readings on leadership theory and practice, as well as major written and applied projects in which students integrate and demonstrate what they have learned in the program.
Prerequisites
COMS 201/LDST 201, COMS 431/LDST 431, and admission to the Leadership Studies minor.
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI

MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

**Instructor Name**

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
Please explain

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

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

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

**Program Code**
COMS-MIN

Describe how:
LDST 535 (formerly COMS 531) serves as the fifth, and capstone, course required to complete the Leadership Studies Minor.

Rationale for Course Proposal
The change in course number from COMS 531 to LDST 535 better reflects the order in which students should complete the core Leadership Studies Minor coursework.
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

**New Course Proposal**

Date Submitted: Mon, 19 Oct 2015 19:10:10 GMT

**Viewing: LDST 690 : Special Topics in Leadership Studies**

Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
690
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

No
Please Explain

Title
Special Topics in Leadership Studies
Transcript Title
Special Topics in Ldrshp Study
Effective Term
Fall 2016
Catalog Description
This course is designed for the study of special topics in Leadership Studies. Course content addresses major topics and specialized issues in the field and topics change as needs and resources develop. May be repeated for credit of the content differs.

Prerequisites
Permission of Instructor

Does a student need to be admitted to the school/college in order to enroll in this course?

**Cross Listed Courses:**

**Credits**
3

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

Grading Basis
A-D(+/-)FI

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
1
Please explain
This course is designed to support an extended engagement of timely topics within Leadership Studies as they arise and as departmental resources become available.
Repeatable for credit?
Yes
How many times may this course be taken
99
Can a student be enrolled in multiple sections in the same semester?
Yes
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justiceification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

Will this course be required for a degree, major, minor, certificate, or concentration?
No
Which Program(s)?

Rationale for Course Proposal
This course creates space within the Leadership Studies curriculum for one-time, topically-oriented courses that respond to current events, ongoing research, and issues of interest within the discipline.

New Course Proposal
Date Submitted: Mon, 19 Oct 2015 19:17:06 GMT
Viewing: LDST 695 : Advanced Special Topics in Leadership Studies
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
695
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Do you intend to offer any portion of this course online?

No

Please Explain

Title
Advanced Special Topics in Leadership Studies

Transcript Title
Advanced Topics in Ldrshp Stdy

Effective Term
Fall 2016

Catalog Description
This course is designed to take advantage of special competence by an individual faculty member in Leadership Studies. Course content addresses timely topics and relevant issues in the field and topics change as needs and resources develop. May be repeated for credit of the content differs.

Prerequisites
Permission of Instructor

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
This course will be led by and feature the ongoing scholarly work of a member of the Leadership Studies faculty. Offerings are dependent upon individual availability and teaching load. Repeatable for credit?
Yes

How many times may this course be taken
99

Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

No

Which Program(s)?

Rationale for Course Proposal
This course creates space within the Leadership Studies curriculum for one-time courses that are designed to allow students to take advantage of research programs, special competencies, and professional involvements of the faculty and staff of the Institute for Leadership Studies.

Course Changes

Course Inventory Change Request

Viewing CHEM 620: Analytical Chemistry

Last edit: 10/15/15 3:59 pm

Changes proposed by: db

Catalog Pages referencing this course

Programs

Academic Career
Undergraduate, Lawrence

Subject Code
CHEM

Course Number
620

Academic Unit
Department
Chemistry (CHEM)

School/College
College of Lib Arts & Sciences

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

Title
Analytical Chemistry

Transcript Title
Analytical Chemistry

Effective Term
Fall 2016

Catalog Description
Principles of analytical chemistry with emphasis on the fundamental methods reactions used for chemical analysis. Topics include experimental error, statistical analysis, method development, sampling, calibration methods, spectrophotometry, chromatography, mass spectrometry, and electrochemistry. Topics include chemical equilibria in acid/base, complexation, separations, and redox systems, data analysis, potentiometry, and spectrophotometry. Corequisite: CHEM 521.

Prerequisites
One semester of organic chemistry and one semester of organic chemistry laboratory, CHEM 511 or CHEM 512 (or concurrent enrollment in CHEM 511) or permission of instructor. Corequisite: CHEM 521.

Cross Listed Courses:

Credits
3
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Lecture (Regularly scheduled academic course) (LEC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Components</td>
<td>Discussion optional – Voluntary discussion associated with a main component</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-F)</td>
</tr>
<tr>
<td>Is this course part of the</td>
<td>No</td>
</tr>
<tr>
<td>University Honors Program?</td>
<td></td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Only Fall Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>N - Natural Sciences</td>
</tr>
<tr>
<td>Course Designator</td>
<td></td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Rationale for Course Proposal**

This proposed course description reflects the current state of the field of analytical chemistry and more accurately reflects what is currently taught in the course. The CHEM 510/635 requirement prevents students from enrolling in analytical chemistry until they are seniors. Eliminating some of the sequencing of courses in the Jr. and Sr. levels would help more students graduate in 4 years.

**Course Reviewer Comments**

Karen Ledom (kjh) (11/15/15 11:39 am): Affects other departments/programs. Must have consultation doc or corresponding changes before proceeding.
**Course Inventory Change Request**

**Viewing:** CHEM 621 : Analytical Chemistry Laboratory

**Last edit:** 10/15/15 4:01 pm

Changes proposed by: dlb

### Program

<table>
<thead>
<tr>
<th>Catalog Pages</th>
<th>College of Liberal Arts &amp; Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>BOR-LBS, Biochemistry, B.S.</td>
</tr>
<tr>
<td></td>
<td>CHEM 621, Chemistry/B.A.</td>
</tr>
</tbody>
</table>

### Academic Career

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>CHEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit</td>
<td>Chemistry (CHEM)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

### Course Details

<table>
<thead>
<tr>
<th>Do you intend to offer any portion of this course online?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Chemistry Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transcript Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Chemistry Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiments illustrate fundamental principles of chemical analysis methods. The course serves as an introduction to advanced instrumental methods of analysis. Corequisite: CHEM 620.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester of organic chemistry and one semester of organic chemistry lab, laboratory-CHEM 636 or CHEM 646 (or concurrent enrollment in CHEM 610) or permission of an instructor. Corequisite: CHEM 620.</td>
</tr>
</tbody>
</table>

### Course Listed Courses

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Associated Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion optional – Voluntary discussion associated with a main component</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-D(+/-)/F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this course part of the University Honors Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you proposing this course for KU Core?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Fall Semester</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeatable for credit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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</tbody>
</table>

### Principal Course Designator

<table>
<thead>
<tr>
<th>Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>U - Undesignated elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you proposing that the course count towards the CLAS BA degree specific requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will this course be required for a degree, major, minor, certificate, or concentration?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

### Rationale for Course Proposal

The CHEM 510/535 requirement prevents students from enrolling in analytical chemistry until they are seniors. Eliminating some of the sequencing of courses in the junior and senior levels would give students more flexibility, helping to improve four year graduation rates.

### Course Renewer Comments

Karen Ledon (kJh) [11/15/15 11:39 am]: Affects other departments/programs. Must have consultation doc or corresponding changes before proceeding.
# Course Inventory Change Request

**Viewing: MATH 116 : Calculus II**

Last edit: 11/20/15 2:27 pm

Changes proposed by: bayer

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>Bachelor of Arts in Biochemistry</td>
</tr>
<tr>
<td>Bachelor of Arts in Biology</td>
</tr>
<tr>
<td>Bachelor of Arts in Microbiology</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>EPP DA Biology B.A.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>MATH</td>
</tr>
<tr>
<td>Course Number</td>
<td>116</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Mathematics (MATH)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

**Yes**

**Please Explain**

We offer one section of this course each semester as an online course. The other sections are face-to-face, with no class time replaced by online. (There is online homework and supplemental instruction.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Calculus II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Calculus II</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Catalog Description**

Continuation of MATH 115 including exponential, logarithmic, and trigonometric functions, techniques of integration, and the calculus of functions of several variables. Not open to students with credit in MATH 122 or MATH 127 or MATH 142 or MATH 147 or MATH 118. MATH 103 may be taken concurrently.

**Prerequisites**

MATH 115, plus a course in trigonometry, or MATH 121 or MATH 125 or MATH 141 or MATH 145. MATH 103 may be taken concurrently.
Courses:

<table>
<thead>
<tr>
<th>Credit</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D/V-/IP</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>Principal Course Designator</td>
<td>NM - Mathematical Sciences</td>
</tr>
<tr>
<td>Course Designator</td>
<td>N - Natural Sciences</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-BA/GRS</td>
<td></td>
</tr>
</tbody>
</table>

Describe how:

This will have no impact on any degree program that uses MATH 116 as a requirement or an alternative requirement. We are just updating the numbers of the prerequisite and the overlapping courses, due to the change in our other calculus sequence, MATH 125-126-127 and honors versions.

Rationale for Course Proposal:

We have changed our main calculus sequence from MATH 121 - 122 to MATH 125-126-127. We need Enroll & Pay to recognize the new Calculus I and Calculus I Honors as prerequisites for Calculus II in the MATH 115-116 sequence. MATH 127 includes all the multivariable calculus in MATH 116, and so a student should not get credit for both. We also reference the honors versions of the old calc courses.
Course Inventory Change Request

Date Submitted: 11/20/15 2:07 pm

Viewing: MATH 145 : Calculus I, Honors
Last edit: 11/20/15 2:07 pm
Changes proposed by: bayer

Catalog Pages referencing this course:
- College of Liberal Arts & Sciences
- Minor in Atmospheric Science

Programs:
- BIOC BA: Biology B.A.
- CHEMIS Chemistry B.S.

Academic Career: Undergraduate, Lawrence
Subject Code: MATH
Course Number: 145

Department: Mathematics (MATH)
School/College: College of Lib Arts & Sciences

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

Title:
- Calculus I, Honors

Transcript Title: Calculus I, Honors
Effective Term: Spring 2015

Catalog Description:
Limits, continuity and derivatives of algebraic, trigonometric, exponential and logarithmic functions. Curve sketching, optimization and other applications of the derivative. Antiderivatives, Riemann sums, the definite integral, and the fundamental theorem of calculus. Open for only 1 hour credit to students with credit in MATH 115. Not open for credit to students with credit in MATH 116, MATH 121, MATH 125 or MATH 141.

Prerequisites:
An ACT Math score of 34 or higher, or membership in the University Honors Program and an ACT Math score of 32 or higher.

Cross Listed Courses:
<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Only Fall Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>NM - Mathematical Sciences</td>
</tr>
<tr>
<td>Course Designator</td>
<td>N - Natural Sciences</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Justification for counting this course towards the CLAS BA**

- This is a mathematics course with a prerequisite including MATH 101 or equivalent.

**How does this course meet the CLAS BA requirements?**

- Quantitative Reasoning (QR)

**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>MATH-BS</td>
</tr>
</tbody>
</table>

**Describe how:**

This counts in place of MATH 125 Calculus I (nonhonors) for the math major and many science and engineering degrees. The proposed change does not affect the course content or its role in any of these majors.

**Rationale for Course Proposal**

When we submitted the new calculus sequences we forgot this sentence ("Open for only 1 hour credit to students with credit in MATH 115") that was in the corresponding nonhonors course, MATH 125. There is substantial overlap in content between MATH 115 Calculus I and MATH 125/145 Calculus I regular/honors. Students should not get a total of 7 hours credit
Course Deletions
Course Deactivation Proposal
Date Submitted: Tue, 24 Nov 2015 16:43:13 GMT
Viewing: EALC 136 : The Japanese Tradition
Changes proposed by: c271k157
Academic Career
Undergraduate, Lawrence
Subject Code
EALC

Course Number
136
Academic Unit
East Asian Languages&Cultures (EALC)

School/College
College of Lib Arts & Sciences
Title
The Japanese Tradition
Transcript Title
The Japanese Tradition
Last Term Offered
Spring 2016
Catalog Description
An examination of the cultural heritage of Japan from earliest times to Meiji Restoration. Emphasis will be placed upon Japan's literary tradition. Not open to students with credit in EALC 512.
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**
Repeatable for credit?
No

**Principal Course Designator**
NW - Non-Western Culture

**Course Designator**
H - Humanities
W - World Culture

**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?**

**Rationale for Course Proposal**

**Justification for this request**
Course will not be offered in Spring 2016. Course was last offered Fall 2007. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time.

**Course Reviewer Comments**
Key: 3366

---

**Course Deactivation Proposal**

Date Submitted: Tue, 24 Nov 2015 16:48:11 GMT

**Viewing: EALC 536: Cultural Traditions of Japan**

Changes proposed by: c271k157

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
EALC

**Course Number**
536

**Academic Unit**
Department
East Asian Languages & Cultures (EALC)

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

**Title**
Cultural Traditions of Japan

**Transcript Title**
Cultural Traditions of Japan

**Last Term Offered**
Spring 2016

**Catalog Description**
An examination of the major intellectual and aesthetic trends in Japanese history. The course is designed to give teachers and professionals, as well as students with a general interest in Japan, an overview of its unique cultural tradition. Not open to students with credit in EALC 136.

**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**  
No

**Repeatable for credit?**  
No

**Principal Course Designator**  
NW - Non-Western Culture

**Course Designator**  
H - Humanities  
W - World Culture

**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?**

---

**Rationale for Course Proposal**

**Justification for this request**

Course will not be offered in Spring 2016. Undergraduate course (EALC 136) has been submitted for retirement. The graduate level course was not offered when undergraduate course was offered in Fall 2007, and could not be found in past department offerings back to Fall 2003. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time.

**Course Reviewer Comments**

Key: 3420

---

**Course Deactivation Proposal**

Date Submitted: Wed, 18 Nov 2015 19:05:48 GMT

**Viewing:** EVRN 151 : Environmental Ethics: A View From the National Parks

Changes proposed by: olcott

**Academic Career**

Undergraduate, Lawrence

**Subject Code**

EVRN

---

**Course Number**

151

**Academic Unit**

Environmental Studies (EVRN)

---

**School/College**

College of Lib Arts & Sciences

**Title**

Environmental Ethics: A View From the National Parks

**Transcript Title**

Evrn Ethcs:View Frm Natnl Prks

**Last Term Offered**

Fall 2016

**Catalog Description**

To what extent are our National Parks protected from pollution, invasive species, mining, climate change and tourism? In this course students learn about the geologic processes that form our National Parks as well as the competing interests that stakeholders have on the land, through the application of specific case studies. (Same as GEOL 151.)

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Not Found

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?

Typically Offered

Repeatable for credit?
No

Principal Course Designator
N - Natural Sciences

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?

Rationale for Course Proposal

Justification for this request
This was a proposed course to be cross listed with a new 100-level Geology Course, but that course has been renumbered to a 500-level, so this course needs to be retired.

Course Reviewer Comments
Key: 3816

Course Deactivation Proposal
Date Submitted: Fri, 20 Nov 2015 16:38:38 GMT

Viewing: MATH 119 : Differential Calculus
Changes proposed by: bayer

Academic Career
Undergraduate, Lawrence

Subject Code
MATH

Course Number
119

Academic Unit
Department
Mathematics (MATH)

School/College
College of Lib Arts & Sciences

Title
Differential Calculus

Transcript Title
Differential Calculus

Last Term Offered
Spring 2016

Catalog Description
Study of limits and derivatives of algebraic, trigonometric, exponential and logarithmic functions. Curve sketching, optimization and other applications of the derivative. Antiderivatives, Riemann sums, the definite integral, and the fundamental theorem of calculus. Intended to facilitate appropriate transfer credit and course placement. Open for only 1 hour credit to students with credit in MATH 115. Not open for credit to students with credit in MATH 116 or 121.

Prerequisites
MATH 103 or MATH 104, or 3 years of college preparatory mathematics including trigonometry, with a score of 28 or higher on the enhanced ACT Mathematics exam.

Cross Listed Courses:

Credits
4
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?
Yes
Typically Offered
Repeatable for credit?
No
Principal Course Designator
Course Designator
N - Natural Sciences
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?
Rationale for Course Proposal

KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Date of Departmental Approval
Selected Goal(s)
Goal 1 - Critical Thinking and Quantitative Literacy
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
Selected Learning Outcome(s):
Goal 1, Learning Outcome 2
State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)
State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *
State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *
Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

KU Core Documents
Justification for this request
This course was never actually offered at KU. We had introduced the course number several years ago to aid in evaluating transfer courses. It is now unnecessary, because we have a new course, MATH 125 Calculus I, and the transfer courses in question now transfer as MATH 125.
Course Reviewer Comments
Key: 5525

Course Deactivation Proposal
Date Submitted: Tue, 24 Nov 2015 13:43:06 GMT

Viewing: SA&D 401 : Introduction to Systems Analysis and Design
Changes proposed by: dwmueller

Academic Career
Undergraduate, Lawrence

Subject Code
SA&D

Course Number
401

Academic Unit
Department
System Analysis and Design (SA&D)

School/College
College of Lib Arts & Sciences

Title
Introduction to Systems Analysis and Design

Transcript Title
Introd Systems Analysis&Design

Last Term Offered
Spring 2016

Catalog Description
An introduction to the Systems Development Life Cycle (SDLC) and alternatives to SDLC uses in information studies projects and applications. Case studies will be used to illustrate methods of successful analysis of entire projects, including problem definition and analysis, design processes, testing, and implementation. Restricted to students admitted to the Systems Analysis and Design Certificate program.

Prerequisites
One year of programming experience or classes.

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
Only Spring Semester

Repeatable for credit?
No

Principal Course Designator
Course Designator
U - Undesignated elective

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?

Rationale for Course Proposal

Justification for this request
The undergraduate Systems Analysis and Design (SAD) certificate program has been discontinued by the university (approved by Sara Rosen on 2/5/15) and all of the SAD courses are being officially retired.

Course Reviewer Comments
Key: 6626

Course Deactivation Proposal
SA&D 402 : Introduction to Project Management
Changes proposed by: dwmueller

Academic Career
Undergraduate, Lawrence
Subject Code
SA&D

Course Number
402
Academic Unit
Department
System Analysis and Design (SA&D)

School/College
College of Lib Arts & Sciences
Title
Introduction to Project Management
Transcript Title
Introduction Project Managemnt
Last Term Offered
Spring 2016
Catalog Description
An introduction to the Project Management Body of Knowledge (PMBOK) including the need for project management, phases of the project life cycle, tools and techniques for planning (PERT, CPM), and the role of team work and communication. Not open to students with credit for BBA 410 Project Management.

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
Not Taught in Summer
Repeatable for credit?
No
Principal Course Designator
Course Designator
U - Undesignated elective

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?

Rationale for Course Proposal

Justification for this request
The undergraduate Systems Analysis and Design (SAD) certificate program has been discontinued by the university (approved by Sara Rosen on 2/5/15) and all of the SAD courses are being officially retired.

Justification for this request
The BAS in Biotechnology program will be submitting a request to substitute PUAD 607 for SAD 402 in their requirements and is aware of the retiring of this course.

Course Reviewer Comments
Key: 6627

Course Deactivation Proposal
Date Submitted: Tue, 24 Nov 2015 13:44:59 GMT
This course will focus on the specifications through implementation phase of the Systems Development Life Cycle (SDLC) at an advanced level including technical design, coding and testing, problem management, systems testing, implementation and post-implementation. Restricted to students admitted to the Systems Analysis and Design Certificate program.

**Prerequisites**
SA&D 401.

**Course Reviewer Comments**
Key: 6628

**Course Deactivation Proposal**
Date Submitted: Tue, 24 Nov 2015 13:45:17 GMT

---

**Viewing: SA&D 405 : Object Oriented Analysis and Design**
Changes proposed by: dwmueller

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
SA&D

**Course Number**
405

**Academic Unit**
Department
System Analysis and Design (SA&D)

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

**Title**
Object Oriented Analysis and Design

**Transcript Title**
Object Oriented Analysis and Design

**Last Term Offered**
Spring 2016

**Catalog Description**
This course will focus on the specifications through implementation phase of the Systems Development Life Cycle (SDLC) at an advanced level including technical design, coding and testing, problem management, systems testing, implementation and post-implementation. Restricted to students admitted to the Systems Analysis and Design Certificate program.

**Prerequisites**
SA&D 401.

**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**
Only Summer Semester

**Repeatable for credit?**
No

**Principal Course Designator**
Course Designator

**Course Designator**
U - Undesignated elective

**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?**

**Rationale for Course Proposal**

**Justification for this request**
The undergraduate Systems Analysis and Design (SAD) certificate program has been discontinued by the university (approved by Sara Rosen on 2/5/15) and all of the SAD courses are being officially retired.

**Course Reviewer Comments**
Key: 6628
Subject Code
SA&D

Course Number
405

Academic Unit
Department
System Analysis and Design (SA&D)

School/College
College of Lib Arts & Sciences

Title
Object Oriented Analysis and Design

Transcript Title
Object Oriented Analysis & Design

Last Term Offered
Spring 2016

Catalog Description
Introduces the student to the basic Object Oriented (OO) terminology and how OO differs from a procedural approach. It details the deliverables that are created in the analysis and design phase using the Unified Modeling Language (UML). Students will also learn to use a CASE tool to document the analysis and design deliverables. Restricted to students admitted to the Systems Analysis and Design Certificate program.

Prerequisites
SA&D 401.

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
Only Fall Semester

Repeatable for credit?
No

Principal Course Designator
Course Designator
U - Undesignated elective

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?

Rationale for Course Proposal

Justification for this request
The undergraduate Systems Analysis and Design (SAD) certificate program has been discontinued by the university (approved by Sara Rosen on 2/5/15) and all of the SAD courses are being officially retired.

Course Reviewer Comments
Key: 6629

Course Deactivation Proposal
Date Submitted: Tue, 24 Nov 2015 13:45:32 GMT
Viewing: SA&D 406 : Systems Architecture
Changes proposed by: dwmueller

Academic Career
Undergraduate, Lawrence

Subject Code
SA&D
Course Number
406
Academic Unit
System Analysis and Design (SA&D)

School/College
College of Lib Arts & Sciences
Title
Systems Architecture
Transcript Title
Systems Architecture
Last Term Offered
Spring 2016
Catalog Description
Survey of elements of systems architecture including types of architecture, quality attributes, design patterns and frameworks, deployment issues, and developing architecture plans. Restricted to students admitted to the Systems Analysis and Design Certificate program.
Prerequisites
SA&D 401.
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
Only Spring Semester
Repeatable for credit?
No
Principal Course Designator
Course Designator
U - Undesignated elective
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?

Rationale for Course Proposal

Justification for this request
The undergraduate Systems Analysis and Design (SAD) certificate program has been discontinued by the university (approved by Sara Rosen on 2/5/15) and all of the SAD courses are being officially retired.

Course Reviewer Comments
Key: 6630
2. Degree Requirements for Approval

a. Change to Existing Minor – Minor in Public Policy in the U.S.

**POLS-MIN : Public Policy in the United States, Minor**
Changes proposed by: bjmiller

**Academic Career**
Undergraduate, Lawrence

**Program Type**
Minor

**Department/ Program**
Political Science (POLS)

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

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

**Consulting Department(s)**

**CIP Code**

**Program Name**
Public Policy in the United States, Minor

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

No

**Effective Catalog**
2016 - 2017

**Program Description**

**Degree Requirements**
Public Policy in the U.S. Minor Core Requirements (6)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 110</td>
<td>Introduction to U.S. Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Introduction to Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Public Policy in U.S. Minor Electives (82-87)

At least 12 hours of POLS courses from approved list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 493</td>
<td>Directed Readings (if content is appropriate)</td>
<td>1-3</td>
</tr>
<tr>
<td>POLS 528</td>
<td>Environmental Justice and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 553</td>
<td>Comparative Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 563</td>
<td>Comparative Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 566</td>
<td>Social Welfare, Taxation, and the Citizen</td>
<td>3</td>
</tr>
<tr>
<td>POLS 613</td>
<td>Comparative U.S. State Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 614</td>
<td>Urban Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 620</td>
<td>Formulation of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 621</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLS 622</td>
<td>Government and the Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 623</td>
<td>The Politics of Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 624</td>
<td>Environmental Politics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 625</td>
<td>Extremist Groups and Government Response</td>
<td>3</td>
</tr>
<tr>
<td>POLS 628</td>
<td>The Politics of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>POLS 629</td>
<td>Topics in Public Policy: __________</td>
<td>1-3</td>
</tr>
<tr>
<td>POLS 630</td>
<td>Politics of Identity</td>
<td>3</td>
</tr>
<tr>
<td>POLS 634</td>
<td>Bureaucratic Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 640</td>
<td>Politics of Reproductive Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 644</td>
<td>Justice and Public Policy in Democratic Societies</td>
<td>3</td>
</tr>
<tr>
<td>POLS 669</td>
<td>Topics in Comparative Politics: ______</td>
<td>2-3</td>
</tr>
<tr>
<td>POLS 670</td>
<td>United States Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 672</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 673</td>
<td>International Organization</td>
<td>3</td>
</tr>
</tbody>
</table>
Rationale for proposal
Fixed catalog year

Additional Information

Supporting Documents
Program Reviewer Comments
Karen Ledom (kjh) (Wed, 25 Nov 2015 19:44:02 GMT): dept proposed change to add POLS 563, 644, 669, 670 672, 673, and 677, and to delete POLS 403 as part of the minor electives. Due to system error the red/green mark up is no longer visible but changes have been confirmed by KU systems administrators.
Key: 314

b. Change to Existing Major – BA & BGS in Psychology
PSYC-BA/BGS: Psychology, B.A./B.G.S.
Changes proposed by: 1520b484

Academic Career
Undergraduate, Lawrence

Program Type
Degree/Major

Department/Program
Psychology (PSYC)

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
420101

Program Name
Psychology, 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
Psychology Prerequisite or Co-Requisite Knowledge (3)
Majors must complete courses as specified in each of the following area. These hours do not contribute to the minimum number of hours required for the major.
College Algebra or Pre-Calculus. Satisfied by:
MATH 101 College Algebra
or MATH 104 Precalculus Mathematics

Psychology Core Knowledge and Skills (25)
Majors must complete a course in each of the following 9 areas:
Orientation Seminar in Psychology. Satisfied by:
PSYC 102 Orientation Seminar in Psychology
General Psychology. Satisfied by:
PSYC 104 General Psychology
or **PSYC 105** General Psychology, Honors
Research Methods in Psychology. Satisfied by:
**PSYC 200** Research Methods in Psychology
or **PSYC 201** Research Methods in Psychology, Honors
Statistics in Psychological Research. Satisfied by:
**PSYC 210** Statistics in Psychological Research
or **PSYC 211** Statistics in Psychological Research, Honors
Note: A student may not take more than 3 of the following core courses before being admitted to the major.

Cognitive Psychology. Satisfied by:
**PSYC 318** Cognitive Psychology
or **PSYC 319** Cognitive Psychology, Honors
Child Development. Satisfied by:
**PSYC 333** Child Development
or **PSYC 334** Child Development, Honors
Abnormal Psychology. Satisfied by:
**PSYC 350** Abnormal Psychology
or **PSYC 351** Abnormal Psychology, Honors
Social Psychology. Satisfied by:
**PSYC 360** Social Psychology
or **PSYC 361** Social Psychology, Honors
Biological Psychology. One course required:
**PSYC 370** Behavioral Neuroscience
**PSYC 371** Behavior Neuroscience, Honors
**PSYC 375** Cognitive Neuroscience
**PSYC 380** Clinical Neuroscience
**PSYC 381** Clinical Neuroscience, Honors

**Diversity, Equity, and Ethical Behavior (3)**
Majors must complete 3 hours. Choose one of the following:
**PSYC 465** Stereotyping and Prejudice Across Cultures
**PSYC 492** Psychology and Social Issues
**PSYC 545** Culture and Psychology
**PSYC 592** Psychological Significance of Physical Illness and Disability

**Psychology Required Electives (9)**
Majors must complete 12 hours, at least 6 of these hours must be completed with courses numbered 300 or higher.
Majors must complete 9 hours, at least 6 of these hours must be completed with courses numbered 300 or higher.

**Rationale for proposal**
The Department of Psychology wishes to reduce the number of elective hours that count toward the major so that we can add a new requirement (without increasing the overall number of credits required for the major).

The new requirement for the major relates to issues of Diversity, Equity and Ethics. The new requirement can be fulfilled by completing one of a selected set of courses.

**Additional Information**

**Supporting Documents**
**Program Reviewer Comments**
Key: 435
3. KU Core Proposals

a. COMS 322 – Goal 2, Learning Outcome 2 (New pending course)

New Course Proposal
Date Submitted: Mon, 16 Nov 2015 15:42:04 GMT

COMS 322: Audience Centered Public Speaking in the Workplace

Catalog Description
Regardless of students’ future careers, the vast majority will have to engage in some sort of public speaking in the future. In this course, students apply communication theories to organizational audiences in various presentation situations by developing and presenting their ideas. Specifically, this course focuses on presentation development, preparation, presentation and critique of messages appropriate in the business or organization setting. Special attention is given to speaking with confidence, presenting and working effectively in teams, reflecting and improving on presentations skills, and listening and speaking ethically in an increasingly diverse work world.

Prerequisites
None

Credits
3

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

Are you proposing this course for KU Core?
Yes

Typically Offered
As necessary

Repeatable for credit?
No

S - Social Sciences

COMS-BA/BGS

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

Name of person giving departmental approval
Tom Beisecker

Date of Departmental Approval
11/4/2015

Selected Goal(s)
Goal 2 - Communication

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 requires the application of public speaking theory to help students develop presentations appropriate for the workplace using sound organization, audience-centered content and appropriate delivery. Students also participate in discussion related to the course content – facilitating their listening and ethical speaking skills. Students also evaluate each other’s presentations for each of the major presentations in the class. Students also complete a self-reflection assignment where they are required to watch videos of their presentations and critique their speaking based on theory and best practices covered in the course. This class also includes 6 presentations that address different organizational speaking contexts. Each of these presentations is graded with a standardized rubric and students are encouraged to use previous feedback to develop their later presentations. These presentations count for over 60% of students’ final grade.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 2
State how your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.)
a) Apply theory in the preparation and presentation of content in an organized manner and with a delivery appropriate to the audience.
b) Engage in active listening and participate in discussions in a respectful manner.
c) Analyze their own communicative behaviors in both interpersonal and public speaking.
The main aim of the course is to teach students effective public speaking skills based on the theoretical research of scholars in the area. Students will be exposed to a variety of different types of organizing structures that will help them express their thoughts to the audience in an effective manner. Additionally, students will be required to use a variety of delivery formats, including impromptu, extemporaneous, and manuscript speaking. As a significant portion of the class will be devoted to listening to presentations and understanding audiences, listening skills and audience analysis will be emphasized so that students can become both better listeners and better speakers. Finally, students will be asked to reflect on communication situations in their everyday lives, especially those they might encounter in the organizational setting, and how they might apply the course concepts to these situations, above and beyond public speaking opportunities.

State what assignments, readings, class discussion, and lectures will be structured so that students complete at least three different types of speeches or presentations in English with different purposes or audiences. (Please limit responses to 1000 characters.)

Six different presentations will be delivered in this course. The first is an elevator pitch where students will be asked to develop a brief, impromptu presentation about themselves – much like those used in networking events or on interviews to entice potential employers. The second presentation will be a teleconferenced mock interview. For the remaining presentations, students will work in teams of 4 – 5 to complete the following assignments. The first group assignment will be an informative webinar where students will have to give an informative presentation using the webinar platform, a more frequently used medium in the organizational context. Students will then develop a hypothetical product and conduct a product launch presentation along with a related sales pitch. Finally, students will give a presentation focused on change in their hypothetical organizations.

State how your course will deliver structured feedback to students that leads to revision and substantial improvement. (Please limit responses to 1000 characters.)

For each presentation, students will receive a clear rubric outlining both the levels of achievement of the components of each presentation as well as their success mastering each criterion. With the rubric, instructors will also provide specific comments related to the performance of each student in the relevant areas of each presentation. Students will also complete a self-reflection paper at the end of the semester where they will be required to critically reflect on the skills they will have learned in the course and the ways in which they may have improved.

State how you will evaluate the quality of students’ oral communication, and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.)

Each presentation will be evaluated using a specific and detailed rubric outlining the specific grading criteria for each presentation. Instructors will be taught to effectively and fairly apply the rubric to the grading of speeches before evaluating student work. Furthermore, the points in the class have been structured so that presentations account for over 60% of the grade in the course, as shown in the syllabus included with this nomination.

COMS 322: Audience-centered public speaking for the workplace (3 credits)
Master Syllabus 2016-2017

This master syllabus applies to all sections of Coms 322, Audience-centered public speaking for the workplace, offered by the University of Kansas’ Department of Communication Studies. All sections are also governed by a syllabus addendum distributed by individual instructors for their respective sections.

Communication Studies Department Office
102 Bailey Hall
(785) 864-3633

Basic Course Office
117 Bailey Hall
(See “Basic Course Administration” on the final page for contact information)
coms132@ku.edu

Catalog Course Description

Regardless of students’ future careers, the vast majority will have to engage in some sort of public speaking in the future. In this course, students will apply communication theories to organizational audiences in various presentation situations by developing and presenting their ideas. Specifically, this course focuses on presentation development, preparation, presentation and critique of messages appropriate in the business or organization setting. Special attention will be given to speaking with confidence, presenting and working effectively in teams, reflecting and improving on presentations skills, and listening and speaking ethically in an increasingly diverse work world. This course fulfills the KU Core requirement 2.2: Oral Communication.

Course Rationale

Consistently, the top skills employers seek in employees are oral communication skills. Moving forward, the ability to share thoughts with diverse audiences’ in an effective and ethical matter will be of utmost concern for most professions, regardless
of field. To be able to present messages effectively—as a citizen, a professional, an organizational member, or a student—requires a clear sense of purpose, resourceful thinking, an ability to adapt ideas to others, and confidence to express those ideas. Although rhetorical skills are often reduced to the flash and dazzle of mesmerizing delivery, there is far more to the art of public speaking than well-timed pauses and stellar eye contact. Good speaking is good thinking—reasonable, well-informed, creative, and flexible. This class is designed to help you concentrate your speech preparation based on sound communication theory and practice and to develop messages that will most resonate with your audience. While public speaking may be a task many fear, your ability to do so, confidently, will help you stand out in a cluttered and competitive work environment.

**Course Objectives**

After completing this course, you will be able to

1) Analyze presentation situations accurately and insightfully in order to craft effective and appropriate audience-centered speeches within a professional context.

2) Prepare and deliver various types of speeches (e.g., teleconference, webinar, proposal, and sales) that demonstrate sound judgment based on public speaking theories and best practices.

3) Critically evaluate speeches—your own, those of your peers, and those outside of the classroom—according to the principles covered in this course.

4) Approach public speaking in an organizational context with greater confidence, based on the experience and knowledge gained in the course.

5) Receive structured feedback that leads to revision and substantial improvement on speeches and writing.

**Required Texts & Materials**


**Course Requirements**

**Speeches**

You will give 6 presentations. These will include an individual teleconference mock interview, as well as a series of presentations you will complete as part of a team— an informative webinar, a product launch, a sales pitch, and a presentation of organizational change. In addition, delivery will include technological/mediated components, such as presentation software and teleconferencing. More information on these assignments will be provided to you as the semester progresses.

*You must deliver all of the presentations in order to pass COMS 322.*

**Self-Reflection Assignment**

You will be required to complete one assignment reflecting on your presentations in the class. More information about this assignment will be provided to you as the semester progresses. In an effort to support you in this process, at least one of your speeches will be video recorded.

**Exams**

There is one mid-term exam in this course. This exam draws heavily on the principles explained in the primary course text, which is just one reason why it is important to keep up with your assigned reading and to attend each class session. Instructors will discuss this exam as the semester progresses.

**Readings**

You must read the assigned material prior to class. The classroom activities, often for participation points, will center on this material, and it will be important that you know the material so that you can complete the tasks.

**Discussion and Participation**
As active listening and respectful discussions are a key component of mastering oral communication, collaborative discussion and engagement are essential to success in this course and will be measured in a variety of ways. Assessment mechanisms used to track thoughtful discussion and meaningful involvement may include classroom engagement activities, discussion questions, and other teaching tools designed to create a collaborative learning environment.

**Evaluation**

Your grade in COMS 322 will be based on the 600-point scale below. To get a better idea of how your speeches will be evaluated, please see the evaluation forms in the back of the *Handbook*.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teleconference Interview</td>
<td>30</td>
<td>Group Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Webinar</td>
<td>50</td>
<td>Discussion Participation</td>
<td>100</td>
</tr>
<tr>
<td>Product Launch</td>
<td>80</td>
<td>Midterm Exam</td>
<td>40</td>
</tr>
<tr>
<td>Sales Pitch</td>
<td>80</td>
<td>Self-Reflection Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Org. Change Practice</td>
<td>50</td>
<td>Outlines</td>
<td>30</td>
</tr>
<tr>
<td>Organizational Change</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Possible Points: 600**

**Grading Scale**

<table>
<thead>
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<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>559-600</td>
</tr>
<tr>
<td>A-</td>
<td>540-558</td>
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<tr>
<td>B</td>
<td>522-539</td>
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<tr>
<td>B+</td>
<td>522-539</td>
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<td>C+</td>
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<tr>
<td>D</td>
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<tr>
<td>D+</td>
<td>402-419</td>
</tr>
<tr>
<td>F</td>
<td>359 or lower</td>
</tr>
</tbody>
</table>

**Course Policies**

**Attendance & Passing the Course**

If you miss 1/3 or more of the total class meeting time for your section, you cannot pass the class, regardless of number of excused absences and the points you have earned to that point. Your instructor will give you a verbal or written warning when you are about to reach the 1/3 limit.

- For a MWF course, 1/3 of the total meetings equals 15 classes
- For a TR course, 1/3 of the total meetings equals 11 classes
- For a once-a-week evening course, 1/3 of the total meetings equals 5.5 classes

When extenuating circumstances arise, a student may be given an incomplete for the course if he or she has completed approximately half of the work required for the class. Incompletes are generally discouraged in COMS 322, and no student is entitled to an incomplete. Incompletes must be arranged with your instructor and the Basic Course Director prior to final exam week.

**Assignment Due Dates**

All speeches, papers, and exams are due at the beginning of class on the due date. Late work will be subject to a penalty ranging from a zero on the assignment to a loss of a certain percentage of points; see the syllabus addendum for your instructor’s specific policy. Instructors should arrange alternative due dates for excused absences.

**Presentation Day Attendance Policy**

Public speaking requires a listening public. Therefore, your attendance on speech days is vital. Every student is expected to be in attendance on speech days. Unexcused absences on a speech day—whether or not you specifically are scheduled to speak—will result in a 5-point deduction from your participation point total for the course. For a once-a-week evening course, you will lose 5 points from your participation point total for the course for every hour that you are absent. If you miss your assigned speaking day, you must make-up your speech with your instructor at an alternative time. All speeches must be given to receive a passing grade in COMS 322.

**Classroom Disruptions**

COMS 322 emphasizes effective and appropriate public communication. The following behaviors are considered inappropriate: falling asleep during class time, reading the newspaper, studying for another class, text messaging, etc. In the interest of effective communication and a positive learning atmosphere, please refrain from these activities. Students who
persist in these behaviors may be asked to leave the classroom. (Refusal to comply with such a request can, according to University Senate Rules and Regulations, be grounds for a charge of academic misconduct. For more details on academic misconduct, see the Handbook.)

**Religious Holidays**

Students observing religious holidays that may require them to miss class periods or scheduled exams, speeches, assignment due dates, etc., should contact their instructor privately within the first two weeks of class to arrange alternative times for completing assignments and/or have these absences excused. Your instructor may require verification before arranging alternative times for completing scheduled assignments or excusing absences. Should your instructor change the course schedule and the change interferes with a religious observance, please contact your instructor immediately to make alternative arrangements.

**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 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.access.ku.edu](http://www.access.ku.edu). Please contact the instructor privately in regard to your needs in this course.

**Academic Misconduct**

As an ethical public speaker and a member of a university community, you are expected to represent your work honestly. At a minimum, this means completing your own work unless otherwise specifically allowed by your instructor (e.g., group speech assignment) and giving credit (both in writing and orally) to any source used for completing an assignment. All sources should be cited according to the most recent APA or MLA guidelines. See your instructor’s syllabus addendum for specific policies concerning which citation format your individual instructor prefers. If you have ANY questions about what constitutes proper use and acknowledgement of sources, please see your instructor. Penalties for plagiarism in COMS 322 are determined on a case-by-case basis; the most common penalty for a first offense is a zero for the assignment in question.

At the beginning of the course, you will be asked to sign and submit to your instructors a form, available in the COMS 132/133/322 Public Speaking Handbook, stating you have read and understand our course policy on academic misconduct. A student will not be allowed to present any speeches if this form has not been submitted (see instructor for any additional directions).

**Safe Assign**

The plagiarism monitoring website Safe Assign is utilized in this course to ensure proper citation and originality of student work. An electronic copy of each required speech outline with bibliography and the self-reflection paper must be turned in to Safe Assign through Blackboard.

**Additional Information**

**Basic Course Administration**

The basic communication courses (COMS 132/133/322) are administered by the Basic Course Office of the Department of Communication Studies. All sections share a common text, master syllabus, and course objectives, but each instructor is fully in charge of his or her section. Thus, if you have any questions, suggestions, or concerns about the course, you should contact your instructor first. (Instructor contact information is available on the instructor’s syllabus addendum and in the staff directory online; it is also posted outside of the Communication Studies Office). Should you have a query that cannot be answered by your instructor, please feel free to contact a member of the Basic Course staff. Any member of the Basic Course staff can be contacted through coms132@ku.edu.

Cassandra Bird  Assistant Basic Course Director
Gretchen Montgomery  Assistant Basic Course Director
Weston Wiebe  Assistant Basic Course Director
Dr. Jay Childers  Interim Basic Course Director

**Instructor’s Office Hours**
Your instructor is required to hold office hours each week (1.5 hours per week for each section taught). Your instructor is available during these office hours to discuss course-related items. Your instructor's office hours and office location will be listed on his/her supplement to this syllabus.

**Syllabus Addendum**

Your instructor will provide you with an addendum to this syllabus during the first week of the semester. This supplement is considered a part of this syllabus and should be inserted into your notebook. The supplement will contain a tentative class schedule, final examination information, instructor’s contact information and office hours, as well as any other policies specific to your section.

**b. LDST 201 and 202 – Already approved as COMS 201 and 202 for Goal 5, Learning Outcome 1**

**New Course Proposal**

Date Submitted: Wed, 21 Oct 2015 14:53:36 GMT

**LDST 202 : Introduction to Leadership Applications**

This course, when combined with LDST 201 as a sequence, is being proposed to fulfill KU Core Goal 5.1.

The two courses currently exist as COMS 201 and COMS 202 and are already approved for Goal 5.1. This is simply to alert UCCC that a change has occurred in the courses and to provide them the required opportunity to re-review the courses in light of the changes.

Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
202

Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

Title
Introduction to Leadership Applications
Transcript Title
Intro to Leadership Applicatns
Effective Term
Fall 2016
Catalog Description
This course focuses on the application of information learned in LDST 201. Activities and discussions emphasize application, analysis, and engagement with the process of leadership. Concurrent enrollment in LDST 201 is recommended. Students considering the Leadership Studies Minor must complete LDST 201 and LDST 202. Not open to seniors.

Prerequisites
Corequisite: COMS 201 or LDST 201.

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:
Credits
1
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/−)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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

Program Code
COMS-MIN
Describe how:
LDST 202 is a prerequisite for application to the Leadership Studies Minor.

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.
**KU Core Information**

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

Yes

Name of person giving departmental approval

Dr. Mary Banwart

Date of Departmental Approval

10/21/2015

Selected Goal(s)

Goal 5 - Social Responsibility and Ethics

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.

The course combination of LDST 201/202 provides an introduction to the study of leadership. In LDST 201 (online) content includes information about, discussion of, and reflection on the ethical implications of the theories presented. After watching video lectures and reading accompanying materials, students engage in online discussion groups addressing the ethical implications of the material presented. The course focuses predominantly on a systems-based perspective, which includes an emphasis on four specific competencies and the ethical implications for developing each competency. In LDST 202 students complete a semester-long project through which they apply the adaptive leadership paradigm to a community issue on which they wish to make progress; students address the ethical challenges of the issue, the ethical perspectives/considerations of the factions involved, and the ethical implications of their approach and smart experiments designed to make progress on the issue.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1

State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

The combination of LDST 201 (Introduction to Leadership, 2-credit hours, online) and LDST 202 (Introduction to Leadership Applications, 1-credit hour, face-to-face) present to students ethical theories and frameworks from which to understand situations and make decisions. Combined, the courses then ask the students to reflect on the ethical implications of their own decisions and those of others, engage in discussion about those applications and implications, and then apply their reflections to a semester-long project in which they seek to make progress on a community-based issue about which they are passionate. LDST 201 serves to primarily introduce the theories/frameworks and ask students to practice reflection and discussion, while LDST 202 reviews and delves deeper into those theories/frameworks and requires more rigorous application.

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

LDST 201 includes readings on ethics (Modules 2-3, specifically the importance of ethics; ethical challenges of leadership; components of ethical behavior; five ethical theories and principles of ethical decision-making), video lectures on the topic, and online discussion posts that require application of at least one ethical framework; material is also included in exams. For each leadership competency (Modules 6-13) a video and/or case study focused on the ethical implication(s) of that competency is included; online discussions ask students to apply ethical frameworks/theories to the contribution of each competency. LDST 202 reviews the material presented in 201, includes new readings as assigned by the instructors, and students are asked to analyze case studies using the ethical material presented. The semester-long project asks students to address ethics involved in the issue itself, in their stakeholder analysis, and in their own deployment of smart experiments for the project.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)

The LDST 201 online lectures introduce major ethical theories/frameworks ring Modules 2-3 (one module/week). Those frameworks, and Rest's components of ethical behavior, are discussed in relation to the four leadership competencies presented during Modules 6-13. Online discussion is required, and reflection prompts require the application of at least one framework or component in each primary discussion post (Modules 6-13). LDST 202 instructors focus two specific weeks reviewing ethical frameworks and decision making. Both weeks are accompanied by a writing assignment and a case study (ies) that will either be used as an in-class activity or as the topic for the writing assignment (as per instructor discretion).
Ethical reflection and decision making are also a requirement of the semester-long project. Students address questions of common good, values, and apply the components of ethical behavior to both their own analysis of the project's issue as well as their stakeholder analysis.

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)

The LDST 201/202 experience is designed to ask students to engage in practicing leadership as a process, and embrace a systems approach to leadership. This approach is in contrast to traditional "authority as leader" perspective, and the leaver vs. follower approach most leadership theories embrace. Therefore, the ethical component is more inherent in a systems/stakeholder perspective because of the emphasis on values, how you energize others to thrive (e.g., pace the work), give voice to unusual voices, analyze whether means justify the ends in reaching a purpose about which you are passionate, etc. For example, the case studies (e.g., Oreck leaving Mississippi, Lawrence's smoking ban) ask students to identify multiple interpretations of the stakeholders, considering decision making from each perspective, determine the appropriate ethical approach for each stakeholder group, and ultimately wrestle with their own values and perspective on the situation and the ethical implications.

KU Core Documents
LDST 201 - syllabus online.docx
LDST 202 - syllabus.docx
KU Core Effective Semester

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c. **LDST 203 – Goal 5, Learning Outcome 1 (New pending course)**

**New Course Proposal**

Date Submitted: Thu, 15 Oct 2015 20:17:46 GMT

**LDST 203 : Introduction to Leadership, Honors**

Changes proposed by: amyley

Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
203
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location

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

No
Please Explain

Title
Introduction to Leadership, Honors
Transcript Title
Intro to Leadership, Hnrs
Effective Term
Fall 2016
Catalog Description
This course combines an introduction to a theoretical, research-based approach to the study of leadership with hands-on application, analysis, and engagement with the process of leadership. Within a small group setting, students explore core leadership competencies and experiment with the process of leadership by engaging classmates and members of the
university and local communities and addressing issues of concern within those communities. This course satisfies the LDST 201/LDST 202 pre-requisite for the Leadership Studies Minor.

Prerequisites
Admission to the University Honors Program, Instructor Permission

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3.0

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

Grading Basis
A-D(+/-)FI

MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Once a Year, Usually Fall
Please explain

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

Yes

Which Program(s)?

Program Code
COMS-MIN

Describe how:
Students engaged with the University Honors Program may choose to take LDST 203 in lieu of LDST 201 and LDST 202 to satisfy the prerequisite for application to the Leadership Studies Minor.

Rationale for Course Proposal
This course has been designed in conjunction with the Honors Program to target the unique needs of honors students through an accelerated pace, enhanced critical/creative thinking, in-depth research, and additional cooperative learning, professional networking, and service opportunities during their exploration of leadership theory and core leadership competencies.

KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Dr. Mary Banwart

Date of Departmental Approval
10/13/2015

Selected Goal(s)
Goal 5 - Social Responsibility and Ethics

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.
LDST 203 provides an introduction to the study of leadership including information about, discussion of, and reflection on the ethical implications of the theories presented. The course focuses predominantly on a systems-based perspective, which includes an emphasis on four specific competencies and the ethical implications for developing each competency. Students complete a semester-long project through which they apply the adaptive leadership paradigm to a community issue on which they wish to make progress; students address the ethical challenges of this issue, the ethical perspectives/considerations of the factions involved, and the ethical implications of their approach and "smart experiments" designed to make progress on the issue.

Selected Learning Outcome(s):
Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)
LDST 203 presents to students ethical theories and frameworks from which to understand situations and make decisions. The course then asks the students to reflect on the ethical implications of their own decisions and those of others, engage in discussion about those applications and implications, and then apply their reflections to a semester-long project in which they seek to make progress on a community-based issue about which they are passionate.

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)
LDST 203 includes readings and lecture on ethics (Modules 2-4 specifically the importance of ethics; ethical challenges of leadership; components of ethical behavior; five ethical theories and principles of ethical decision-making) as well as in-class and online discussion requiring application of at least one ethical framework. For each leadership competency (Modules 6-13) lecture and case study focused on the ethical implications of that competency is included; in-class and online discussion ask students to apply ethical frameworks/theories to the contribution of each competency. Finally, the semester-long project asks students to address ethics involved in the issue itself, in their stakeholder analysis, and in their own deployment of smart experiments for the project.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)
Modules 2-4 introduce major ethical theories/frameworks in readings and lectures. Those frameworks, Rest's components of ethical behavior and Kidder's steps to ethical decision-making are discussed in relation to the four leadership competencies presented in Modules 6-13. In-class and online discussion and reflection prompts require the application of at least one framework or component in each module. Case studies working through Kidder's model are presented in class and
incorporated into discussion and writing assignments. Ethical reflection and decision-making are also a requirement of the semester-long project. Students are required to address questions of common good and values, and apply the components of ethical behavior to both their own analysis of the project's issue as well as their stakeholder analysis.

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)

LDST 203 asks students to engage in practicing leadership as a process and embrace a systems approach to leadership. This approach is in contrast to traditional "authority as leader" perspective most leadership theories embrace. Therefore, the ethical component is more inherent in a systems/stakeholder perspective because of the emphasis on values, how you energize others to thrive (e.g., pace the work), give voice to unusual voices, analyze whether means justify the ends in reaching a purpose about which you are passionate, etc. The case studies (e.g., hiring an individual because of demographic characteristics rather than skill; timing interventions on "hot" or painful campus topics) ask students to identify multiple interpretations of the stakeholders, consider decision-making from each perspective, determine the appropriate ethical approach for each stakeholder group, and ultimately wrestle with their own values and perspectives on the situation and the ethical implications.

KU Core Documents
LDST 203 Syllabus.docx
KU Core Effective Semester

Fall 2015
Course Reviewer Comments

d. LDST 272 – Goal 5, Learning Outcome 1 (New pending course)
New Course Proposal
Date Submitted: Mon, 19 Oct 2015 20:36:09 GMT
LDST 272 : Ethics and Diversity in Leadership
Changes proposed by: amyley
Academic Career
Undergraduate, Lawrence
Subject Code
LDST

Course Number
272
Academic Unit
Department
Leadership Studies (LDST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

Do you intend to offer any portion of this course online?
Yes
Please Explain
This is the second of four courses, designed in conjunction with the College Online Program, as a leadership certificate targeting non-residential, non-traditional, and professional students. All course content will be delivered and all assignments will be completed online as part of this professional development and degree completion opportunity.

Title
Ethics and Diversity in Leadership
Transcript Title
Ethics & Diversity in Ldrshp
Effective Term
Fall 2016
Catalog Description
This course examines in-depth the role of ethics and diversity in effectively engaging in the process of Adaptive Leadership. Activities and discussion will focus on the application of theories of ethics and diversity as well as the development of core leadership competencies within student's own professional disciplines and systems. This course is taught online in an 8-week format.
Prerequisites
LDST 271
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?
Yes
Typically Offered
Typically Every Semester
Repeatable for credit?
No
Principal Course Designator
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 was designed in conjunction with the College Online Program as the second in a four-course leadership certificate targeted for non-residential, non-traditional students seeking accelerated professional development and degree completion opportunities. It offers students opportunities to explore and apply theories of ethics and diversity within a leadership context to their own systems.
KU Core Information
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Dr. Mary Banwart
Date of Departmental Approval
10/19/2015
Selected Goal(s)
Goal 5 - Social Responsibility and Ethics
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.
LDST 272 provides students with an introduction to various theories and processes of ethical decision making while providing structured opportunities for discussion of and reflection on the application of those theories and processes. Students will watch video lectures and complete readings followed by online small group discussion and guided personal reflection in the form of journals. As the course utilizes primarily a systems-based perspective and focuses on the implications of ethical decision making in personal and community development, students will complete a course-long project through which they apply the Adaptive Leadership paradigm to a systemic issue on which they wish to make progress, using the opportunity to address ethical challenges involved with their issue of choice, the ethical perspectives/considerations of the stakeholders involved, and the ethical implications of their strategic interventions designed to make progress on the issue.
Selected Learning Outcome(s):
Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)
The course presents students with six competing ethical frameworks with which to approach decision-making opportunities and challenges participants to reflect on the ethical implications of their choices and those of others from these distinct standpoints. Students engage in both reflection and small-group discussion about these applications and implications and apply the knowledge to their course-long community development project, particularly as they consider the implications of intervention and the impact of their work on stakeholders.

**Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)**

Students are introduced to the concept of leadership as an inherently ethical (value-laden) act through Module 1 where six ethical theories/frameworks are presented. The concept is further developed in Module 3 where students consider the ethics of intervention as well as the ethical nature of community as a social construct. Modules 4 and 5 delve deeper into the theories introduced in the first module through video lecture and readings that stress the role of core values and ethical paradigms in decision-making. Module 6 asks students to consider the ethical implications of language in defining issues and making decisions.

**State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)**

Weekly readings, reinforced with video lectures as appropriate, introduce the ethical frameworks and related concepts. The course-long project is designed as a space for students to begin to explore the real-life applications and implications of these frameworks as they attempt to intervene on an issue of concern within a relevant community or system. Weekly small-group discussion presents opportunities for peer-to-peer consultation and analysis, reinforcing the theories/frameworks. Weekly journal entries promotes opportunities for guided reflection and analysis.

**Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)**

Students will be asked to engage in the practice of leadership as an inherently value-laden process and from a systems-based approach. They will focus on an issue of concern within a community or system that matters to them and will be challenged to consider, discuss, and document the ethical implications of their interpretation of community, issue, and stakeholders, their analysis of purpose and approach, and their formulation of "smart experiments" designed as interventions from the outset of the project.
Leadership Studies Practicum

Fall 2016

Catalog Description
Students engage in a variety of training programs and field experiences in which they learn about leadership, observe leaders in action, and involve themselves in leadership activities. Written assignments and group discussions are used to analyze their learning. Should be taken for a total of three credit hours, across more than one semester.

Prerequisites
COMS 201 or LDST 201 and admission to the Leadership Studies minor.

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
1-3

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

Grading Basis
A-D(+-)FI

MD Course Category
Course Offered as
Year of Student

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes

How many times may this course be taken
99

Can a student be enrolled in multiple sections in the same semester?
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA
How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
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<tbody>
<tr>
<td>COMS-MIN</td>
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Describe how:
LDST 532 is the fourth of five core courses required for completion of the Leadership Studies Minor.

Rationale for Course Proposal
The departmental code change from COMS to LDST reflects the newly formed Institute of Leadership Studies assuming the administration and instruction of Leadership Studies Minor courses.

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

Yes

Name of person giving departmental approval
Dr. Mary Banwart

Date of Departmental Approval
10/21/15

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.

Course has received prior approval to satisfy core goal 6 as COMS 532. Departmental change to LDST does not include any change to content or method of instruction.

Selected Learning Outcome(s):
KU Core Documents
Leadership Studies Practicum.docx
KU Core Effective Semester

Fall 2015
Course Reviewer Comments
Key: 11352
C. Other

1. Proposal to Eliminate Major Admission Requirements for the BGS in Liberal Arts & Sciences

Proposal:
Remove admission requirements for the BGS Liberal Arts & Sciences Degree

Current BGS Liberal Arts & Sciences Admission Requirements:

- Exploration of 10 departments within the College.
- Admission GPA at or above cumulative 2.0 KU GPA (2.0 required).

Justification:
The intent of the admission requirements is to advise students on the potential disadvantages of the degree as opposed to a degree with a major. This can be and is addressed through major advising and graduation advising rather than through admission requirements. Additionally, by allowing interested students to declare this degree earlier, they’ll be directed to the appropriate advisors and able to have accurate developmental advising to determine if this degree option is the best for their needs. This will also allow accurate advising of their remaining requirements, and an accurate DPR depicting their outstanding requirements for graduation. Some specific issues created by the admission requirements follow.

- Requirements are visible in the undergraduate catalog. Students select the degree option and begin following the curriculum ahead of meeting admission requirements.
- These students are selecting erroneous major plans to circumvent enrollment holds placed when students have not selected a major.
- Students with incorrect major plans are not directed to the appropriate advisors or receiving appropriate communications regarding their remaining requirements.
- Counts of majors in specific departments are incorrect when these students falsely declare other majors. This negatively impacts the retention and graduation numbers for these major departments.
- If these students are student athletes, Athletics requests multiple NCAA progress toward degree assessments for the erroneous major as well as the intended BGS Liberal Arts & Sciences degree.
- In the 2014 – 2015 academic year, multiple NCAA progress toward degree assessments were completed for 37 student athletes due to this situation.
- Students must complete ten different CLAS departments to declare the BGS Liberal Arts & Sciences. Because of this, many aren’t eligible to declare this degree until late in their academic career, often as seniors.
- This degree is often selected by students with many credit hours completed due to:
  - Unsuccessful admission to a professional school.
  - Unsuccessful admission to a different major with admission requirements.
  - Return to the University after an extended absence to complete any degree as quickly as possible.
  - These students are upper level and decidedly certain of their interest in completing this degree, but unable to declare the degree option due to the degree admission requirements.
- Of current students with this degree option officially declared, 71% declared the degree as a senior and 29% added the plan the same semester they intend to graduate.
- These students are unable to apply for an early degree audit because they cannot apply for graduation until their degree is officially declared.
- These students unable to declare this degree option must run a “what-if” DPR in order to see their progress toward the degree without the ability to select the correct requirement term, looking at a DPR with incorrect requirements and mistakenly misadvising themselves.

2. Proposal to Eliminate Major Admission Requirements for the Psychology Major

Request to eliminate admission to major process in Psychology.

Michael Vitevitch, Director of Undergraduate Studies in Psychology
At a faculty meeting on 16-NOV-2015 the Department of Psychology voted to do away with the “admission to the major” process.

Rationale: It was noted that the admission requirements to the University of Kansas have increased over the past few years making additional admission requirements to the major redundant and unnecessary.

Let’s have the admission requirement disappear for Spring 2016 if possible, and the new diversity requirement (Lauren Bias is working on this) kick in at the same time if possible. That way everyone “admitted” under the old requirements will be held to that curriculum, but everyone coming in without the admission process will be held to the new requirements. If approved, department may forego enforcement of major admission requirements starting the semester immediately after approval, but elimination of admission requirements would be officially effective Fall 2016.

Current requirements to be admitted to the PSYC major
Students must have completed the group of courses listed below with a 2.5 or greater GPA:
PSYC 102: Orientation Seminar Psychology
PSYC 104/105: General Psychology
PSYC 200/201: Research Methods in Psychology OR PSYC 210/211: Statistics Psychological Research
One Psychology Core:
PSYC 318/319: Cognitive Psychology
PSYC 333/334: Child Development
PSYC 350/351: Abnormal Psychology
PSYC 360/361: Social Psychology
PSYC 370/371: Behavioral Neuroscience
PSYC 375: Cognitive Neuroscience
PSYC 380/381: Clinical Neuroscience

Students must sign a Declaration Intent Form by attending a Psychology Admission Orientation during their application term. All the above courses completed at the time of application will be calculated into the admission GPA. University Course Repeat Policy will apply. All applicants who meet the above requirements will be admitted.