Course Inventory Change Request

Date Submitted: 01/24/17 8:36 am

Viewing: BIOL 414: Principles of Ecology
Also listed as: EVRN 414

Last edit: 01/24/17 8:36 am

Changes proposed by: rschwien

Catalog Pages referencing this course
- BS in Biology with concentration in Ecology, Evolution, & Organismal Biology
- Bachelor of Arts in Biology
- Bachelor of Science in Environmental Studies
- Biology Undergraduate Program

Academic Career: Undergraduate, Lawrence
Subject Code: BIOL
Course Number: 414

Academic Unit: Department: Biology (BIOL)
School/College: College of Lib Arts & Sciences

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

Title: Principles of Ecology
Transcript Title: Principles of Ecology
Effective Term: Fall 2017

Catalog Description: Study of the principles underlying species population density changes, community structure and dynamics, biogeochemical cycles, and energy flow and nutrient cycling in ecosystems.

Prerequisites: BIOL 152 or BIOL 153, or consent of the instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 414</td>
<td>Principles of Ecology</td>
</tr>
</tbody>
</table>

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: 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 proposed course will provide students, specifically those pursuing a BS, an additional elective. Currently there are no EVRN electives that focus on general ecology.
Rachel Schwien (rschwien) (01/24/17 8:38 am): BIOL (Greg Burg) approves of adding the cross listing

Rachel Schwien (rschwien) (01/24/17 8:39 am): EVRN approves of the cross listing
Course Inventory Change Request

New Course Proposal

Date Submitted: 02/01/17 4:59 pm

Viewing: FMS 355: Storytelling with Digital Media

Last edit: 02/01/17 4:59 pm

Changes proposed by: kmconrad

Academic Career: Undergraduate, Lawrence
Subject Code: FMS
Course Number: 355
Academic Unit: Film and Media Studies (FMS)
School/College: School of the Arts, CLAS

Locations: Lawrence

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

Please Explain
This course will be part of an online BGS certificate. The course will be taught entirely online.

Title: Storytelling with Digital Media
Transcript Title: Storytelling w/ Digital Media
Effective Term: Spring 2018

Catalog Description: In this course, students will utilize digital tools and platforms to create online and mobile stories based on the theories and histories of interactive storytelling discussed in class. Through a survey of digital storytelling examples and concepts, students will create interactive projects to add to their portfolio and learn how to think critically and write analytically about digital media.

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: Every Three Semesters
Repeatable for credit?
No

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

Which Program(s)?

Program Code - Name
(FMS-BA/BGS) Film and Media Studies, B.A./B.G.S.

Describe how:
This course will be required as part of an online BGS certificate.

Rationale for Course Proposal: This course has been taught twice over the past two years and is being proposed as part of an online BGS certificate in Film and Media Studies. This course is open to majors and non-majors and is the only course offered in the FMS Department that teaches the production and analysis of digital storytelling.

Supporting: FMS 355_Halegoua.docx
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 05/19/16 11:16 am  
**Viewing:** HIST 201: Writing the Past Category I/Western Topics:  
**Last edit:** 10/19/16 2:28 pm  
**Changes proposed by:** acon

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
<th>HIST-BA/BGS: History, B.A./B.G.S.</th>
<th>HIST-MIN: History, Minor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>HIST</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department: History (HIST)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Writing the Past Category I/Western Topics:</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Writing the Past</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Many of the words that human beings have written down in one form or another have been stories of events, people, and places from the past. History is a story of countless people—some famous, many anonymous—who have made up the human past. This course will introduce students to the basic skills of analytical, descriptive, and narrative writing and reading through the lens of history. Students will learn how to develop a voice of their own as writers and build a toolkit of skills that will help them effectively communicate in writing, in their course work and careers. This course will cover topics that will fulfill the Category I/Western requirement of the History major.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Seminar (SEM)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/F)</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>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>H - Humanities</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>

### In Workflow

1. CLAS  
   Undergraduate Program and Course Coordinator  
2. CUSA  
   Subcommittee  
3. CUSA Committee  
4. CAC  
5. CLAS Final Approval  
6. Registrar  
7. PeopleSoft  
8. UCCC CIM Support  
9. UCCC Preliminary Vote  
10. UCCC Voting Outcome  
11. SIS KU Core Contact  
12. Registrar  
13. PeopleSoft

### Approval Path

1. 10/14/16 1:17 pm  
   Rachel Schwien (rschwien):  
   Approved for CLAS Undergraduate Program and Course Coordinator  
2. 02/21/17 12:28 pm  
   Rachel Schwien (rschwien):  
   Approved for CUSA Subcommittee  
3. 02/28/17 12:47 pm  
   Rachel Schwien (rschwien):  
   Approved for CUSA Committee
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HIST-BA/BGS) History, B.A./B.G.S.</td>
</tr>
<tr>
<td>(HIST-MIN) History, Minor</td>
</tr>
</tbody>
</table>

Describe how: This course will satisfy category 1 in the history major or minor.

Rationale for Course Proposal

History is a writing discipline and this course would enable us to introduce students to that aspect of our discipline. Moreover, this course would expand the KU Core 2.1 options for students in the Humanities and provide students interested in History with a way to familiarize themselves with the discipline and faculty.

KU Core Information

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eve Levin</td>
<td>4/6/16</td>
</tr>
</tbody>
</table>

Selected Goal(s)

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.

HIST201 will help students develop reading and writing skills across a variety of texts and genres. Students will learn to read texts that historians use to produce and express ideas about the past, including documentary, visual, and material primary sources, reference sources, scholarly writing (monographs and articles), creative non-fiction, including biography, and fiction (novels, poetry, plays), and dramatic and documentary film and television. Students will write 3 assignments (totaling 3000-5000 words) in 3 different genres using language and other media that span the kinds of writing historians do for scholarly and popular audiences. To provide structured feedback to students and help them develop both iterative and incremental writing processes, the instructor will assign multiple drafts of each assignment and scaffold individual assignments.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 1

State what aspects of your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.)

a) Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.
b) Demonstrate rhetorical flexibility within and beyond academic writing.
c) Revise and improve their own writing.

I will introduce students to genres of historical writing, providing them with the analytical tools they need to recognize how we access the past in written and audiovisual media. Handouts and guided reading exercises will help students develop fluency in reading history. Students will write 3 histories of their own. Assignments will take the form of 3 different genres of historical writing: scholarly writing, popular writing, and professional writing outside of the academy. In my course, students will produce a Wikipedia article, a film review, and an historical marketing report. Students will produce multiple drafts of each of these assignments and receive substantive feedback on both the conceptual and technical aspects of writing from the instructor and their peers. This will culminate in the production of a Final Portfolio of their work, with a “Process Letter” in which students reflect on their own learning throughout the semester.

State what writing assignments (a minimum of 2000 words/course) in English will include at least three different types of writing for different purposes, audiences, or media. (Please limit responses to 1000 characters.)

Students will write 3 different genres of history for varied audiences.

1) They will write a 250 word Wikipedia entry. This assignment requires students to gather scholarly research about a given topic and synthesize that research into an accessible format for an audience of non-experts. Students will revise their Wikipedia entry twice before publication.

2) After learning about the genre of film criticism, students will view a relevant film of their own choosing and write a 500-750 word film review, putting the film in its historical context. In this assignment, which they will revise twice, they will write an analysis of the film for a popular audience.

3) Students will produce a historical marketing report on a consumer product for an audience of business professionals. Students will learn the conventions of business writing, composing an executive summary and detailed report of between 1000-1500 words. They will write this...
report in increments and receive feedback through 2 revisions.

State how your course will deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts). (Please limit responses to 1000 characters.) Students receive extensive feedback on processual, conceptual, and technical aspects of writing on each assignment. This is reflected in the schedule and grading schema. Students receive points for each draft and then receive a final grade for each assignment. They will also receive a grade for their end-of-semester portfolios, which will include all of their final revisions. I will offer feedback through rubrics, written reports, and in-person conferences. I will also facilitate a graded peer review assignment. By the end of the semester, students will have had the opportunity to revise each assignment 3 times with feedback from the instructor as well as their peers. Each rubric will identify key areas for improvement and follow-up in-person conferences will help students learn to develop revision agendas of their own. Finally, through the Process Letter, students will engage in critical self-reflection. This is a cornerstone of my own student-centered pedagogy.

State how you will evaluate the quality of students’ written 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.) I will use rubrics for each draft of each assignment that provide guidance and feedback on how well students understand context and purpose of writing, organize ideas and content, use evidence, understand mechanics, and develop a writing process. To provoke engagement, students will receive 20% of their total grade on class participation, 7.5% on their performance in guided peer reviews. The remaining 72.5% of their grade will be based on their written work, with higher stakes for the final draft of each assignment to reward energy spent on revision. For example, on the Wikipedia article, the grade will be broken down as follows: 2.5% first draft, 5% second draft, 7.5% final draft (15% total). Of the 72.5% of the final grade taken up by writing assignments, the final portfolio will be one part, valued at 15%.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/07/16 1:47 pm

Viewing: HIST 202 : Writing the Past-Category II/Non-Western Topics:____

Last edit: 02/09/17 8:48 am
Changes proposed by: rschwien

Programs referencing this course

HIST-BA/BGS: History, B.A./B.G.S.
HIST-MIN: History, Minor

Academic Career Undergraduate, Lawrence

Subject Code HIST

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

Locations Lawrence

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

Title Writing the Past-Category II/Non-Western Topics:____

Transcript Title Writing the Past

Effective Term Spring 2017

Catalog Description Many of the words that human beings have written down in one form or another have been stories of events, people, and places from the past. History is a story of countless people—some famous, many anonymous—who have made up the human past. This course will introduce students to the basic skills of analytical, descriptive, and narrative writing and reading through the lens of history. Students will learn how to develop a voice of their own as writers and build a toolkit of skills that will help them effectively communicate in writing, in their course work and careers. This course will cover topics that will fulfill the Category II/Non-Western requirement of the History major.

Prerequisites None

Cross Listed Courses:

Credits 3

Course Type Seminar (SEM)

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 Once a Year, Usually Fall

Repeatable for credit? No

Principal Course Designator

Course Designator H - Humanities

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

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

In Workflow

1. CLAS
   Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 10/14/16 1:17 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 02/21/17 12:28 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
3. 02/28/17 12:47 pm Rachel Schwien (rschwien): Approved for CUSA Committee
Program Code - Name
(HIST-BA/BGS) History, B.A./B.G.S.
(HIST-MIN) History, Minor

Describe how: This course will satisfy category 2 in the history major or minor.

Rationale for Course Proposal
History is a writing discipline and this course would enable us to introduce students to that aspect of our discipline. Moreover, this course would expand the KU Core 2.1 options for students in the Humanities and provide students interested in History with a way to familiarize themselves with the discipline and faculty.

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

Name of person giving departmental approval: Eve Levin
Date of Departmental Approval: 4/6/16

Selected Goal(s)
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.
HIST201 will help students develop reading and writing skills across a variety of texts and genres. Students will learn to read texts that historians use to produce and express ideas about the past, including documentary, visual, and material primary sources, reference sources, scholarly writing (monographs and articles), creative non-fiction, including biography, and fiction (novels, poetry, plays), and dramatic and documentary film and television. Students will write 3 assignments (totaling 3000-5000 words) in 3 different genres using language and other media that span the kinds of writing historians do for scholarly and popular audiences. To provide structured feedback to students and help them develop both iterative and incremental writing processes, the instructor will assign multiple drafts of each assignment and scaffold individual assignments.

Selected Learning Outcome(s):

Goal 2, Learning Outcome 1
State what aspects of your course or educational experience will include instruction in how to: (Please limit responses to 1000 characters.) a) Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts. b) Demonstrate rhetorical flexibility within and beyond academic writing, c) Revise and improve their own writing.
I will introduce students to genres of historical writing, providing them with the analytical tools they need to recognize how we access the past in written and audiovisual media. Handouts and guided reading exercises will help students develop fluency in reading history. Students will write 3 histories of their own. Assignments will take the form of 3 different genres of historical writing: scholarly writing, popular writing, and professional writing outside of the academy. In my course, students will produce a Wikipedia article, a film review, and an historical marketing report. Students will produce multiple drafts of each of these assignments and receive substantive feedback on both the conceptual and technical aspects of writing from the instructor and their peers. This will culminate in the production of a Final Portfolio of their work, with a “Process Letter” in which students reflect on their own learning throughout the semester.

State what writing assignments (a minimum of 2000 words/course) in English will include at least three different types of writing for different purposes, audiences, or media. (Please limit responses to 1000 characters.)
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produce a historical marketing report on a consumer product for an audience of business professionals. Students will learn the conventions of business writing, composing an executive summary and detailed report of between 1000-1500 words. They write this report in increments and receive feedback through 2 revisions.

State how your course will deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts). (Please limit responses to 1000 characters.)

Students receive extensive feedback on processual, conceptual, and technical aspects of writing on each assignment. This is reflected in the schedule and grading schema. Students receive points for each draft and then receive a final grade for each assignment. They will also receive a grade for their end-of-semester portfolios, which will include all of their final revisions. I will offer feedback through rubrics, written reports, and in-person conferences. I will also facilitate a graded peer review assignment. By the end of the semester, students will have had the opportunity to revise each assignment 3 times with feedback from the instructor as well as their peers. Each rubric will identify key areas for improvement and follow-up in-person conferences will help students learn to develop revision agendas of their own. Finally, through the Process Letter, students will engage in critical self-reflection. This is a cornerstone of my own student-centered pedagogy.

State how you will evaluate the quality of students’ written 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.)

I will use rubrics for each draft of each assignment that provide guidance and feedback on how well students understand context and purpose of writing, organize ideas and content, use evidence, understand mechanics, and develop a writing process. To provoke engagement, students will receive 20% of their total grade on class participation, 7.5% on their performance in guided peer reviews. The remaining 72.5% of their grade will be based on their written work, with higher stakes for the final draft of each assignment to reward energy spent on revision. For example, on the Wikipedia article, the grade will be broken down as follows: 2.5% first draft, 5% second draft, 7.5% final draft (15% total). Of the 72.5% of the final grade taken up by writing assignments, the final portfolio will be one part, valued at 15%.
Course Inventory Change Request

New Course Proposal

Date Submitted: 05/10/16 9:04 am

Viewing: HIST 203 : Speaking the Past-Category I/Western Topics:____

Last edit: 10/19/16 2:25 pm

Changes proposed by: acon

Programs referencing this course

HIST-BA/BGS: History, B.A./B.G.S.
HIST-MIN: History, Minor

Academic Career Undergraduate, Lawrence

Subject Code HIST

Academic Unit

Department History (HIST)

School/College College of Lib Arts & Sciences

Locations Lawrence

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

No

Title Speaking the Past-Category I/Western Topics:____

Transcript Title Speaking the Past

Effective Term Fall 2016

Catalog Description

This seminar offers students the opportunity to learn about a specific theme or topic in history through the development of their verbal communication skills. A variety of scaffolded assignments will introduce students to the essential elements of interpersonal and public speaking, provide opportunities to practice their performances and receive constructive feedback, and hone their organizational and critical-thinking skills. In doing so, they will achieve a deeper understanding of an important aspect of the past. Specific historical topics will be determined by individual instructors. This course will cover topics that will fulfill the Category I/Western requirement of the History major.

Prerequisites

None

Cross Listed Courses:

Credits 3

Course Type Seminar (SEM)

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 As necessary

Repeatable for credit? No

Principal Course Designator

Course Designator H - Humanities

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

No

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

Yes

In Workflow

1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 10/14/16 1:17 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 02/21/17 12:28 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
3. 02/28/17 12:47 pm Rachel Schwien (rschwien): Approved for CUSA Committee
Rationale for Course Proposal
Speaking is the primary mode in which human beings express their thoughts in both their public and private lives. Apart from "learning to speak," a focus on verbal assignments encourages students in "speaking to learn." It helps them master the material, sharpen their organizational, analytical, and problem-solving skills, and test their own understanding of the historical discipline.

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

Name of person giving departmental approval
Eve Levin

Date of Departmental Approval
April 6, 2016

Selected Goal(s)
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 has been intentionally designed to satisfy Core 2.2 learning outcomes. Specifically, it addresses the 4 main points required. Assigned readings include a textbook which introduces students to the theories, practices, and consequences of oral communication. Discussion of assigned readings is standard practice in departmental pedagogy and is built into the structure of this course. Individual instructors can choose from a range of additional verbal communication assignments. A list was presented in a meeting of History faculty before the Department voted unanimously to approve this new course [see Supporting Documents]. This list was informed by research in a) pedagogical scholarly journals and b) other “Communication across the Curriculum” programs. These programs provide a variety of evaluation forms which can be adopted and/or adapted to suit the evaluation of oral communication assignments for courses in History. Instructors may also create their own evaluation forms.

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.

a) Apply theory in the preparation and presentation of content... Students are required to read, discuss, and prepare exercises from a textbook on effective verbal communication which introduces them to relevant theories, methods, and outcomes...b) Engage in active listening and participate in discussions... Classroom discussion of historical sources, scholarship, and method is standard practice in almost every History class. Instructors who opt to teach HIST 202 will incorporate requirements for respectful listening and productive participation in classroom discussion...c) Analyze their own communicative behaviors in both interpersonal and public speaking. Textbook exercises and self-evaluation forms following specific assignments are two ways in which our department's instructors might mandate student reflection.

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.)

a) regular classroom discussion throughout the semester (audience student peers), b) mid-semester classroom debate (pedagogical audience: instructor and guest faculty), c) student pair PowerPoint presentation of work-in-progress for Poster Presentation on an object or objects integral to English country house material culture to develop interpersonal communication skills (peer and instructor audience), d) practice presentation with mock-up poster (object(s) integral to material culture of the English country house) in
preparation for CUR Symposium (peer and instructor audience), e) student pair Poster Presentation on a specific object(s) relating to country house material culture at CUR sponsored April Symposium (audience of the general public), f) end-of-term, individual, 10-minute presentation on a single book to illustrate themes, tropes, and cultural criticism inherent in the genre of the country house novel (instructor, guest faculty, and the class now acting as an audience of experts)

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

a) Scheduled one-on-one verbal feedback with instructor, b) Each member of various audiences will be required to fill out a one-page evaluation form that will assess both the content and delivery of student presentations and include comments and suggestions for improvement (for example, see Supporting Documents), c) Instructors may also devise other means to deliver feedback (eg, videotaping presentations and reviewing them with the instructor).

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.)

a) Numerical average of evaluation forms completed by audience members, b) Evidence of progress in subsequent iteration of assignment (eg, PowerPoint presentations), c) Assessment of students’ own self-evaluation forms, d) Instructor and guest faculty expert opinion on content and delivery of performances, e) Cumulative student quality will be assessed using rubric provided by the KU CORE Goal 2.2

Karen Ledom (kjh) (08/19/16 5:07 pm): Requirements noted say “depending on topic course will count in category 1 or 2 for major”. Is this course intended to be a topics course? It is not currently proposed that way. Clarify with dept.

Rachel Schwien (rschwien) (10/18/16 2:25 pm): Subcommittee has requested change in title to identify what category 1 and category 2 are and change in catalog description to distinguish the two courses and western and non western in description

Rachel Schwien (rschwien) (10/19/16 2:29 pm): updated title and added category designation in course description

Rachel Schwien (rschwien) (11/28/16 10:16 am): Holding to go through with HIST 201-204

Rachel Schwien (rschwien) (01/23/17 12:07 pm): followed up with dept 1/23
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/07/16 1:52 pm

Viewing: HIST 204: Speaking the Past-Category II/Non-Western Topics:

Last edit: 02/08/17 2:41 pm

Changes proposed by: rschwien

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-BA/BGS: History, B.A./B.G.S.</td>
</tr>
<tr>
<td>HIST-MIN: History, Minor</td>
</tr>
</tbody>
</table>

Academic Career: Undergraduate, Lawrence

Subject Code: HIST

Academic Unit: History (HIST)

School/College: College of Lib Arts & Sciences

Locations: Lawrence

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

Title: Speaking the Past-Category II/Non-Western Topics:

Transcript Title: Speaking the Past

Effective Term: Spring 2017

Catalog Description:
This seminar offers students the opportunity to learn about a specific theme or topic in history through the development of their verbal communication skills. A variety of scaffolded assignments will introduce students to the essential elements of interpersonal and public speaking, provide opportunities to practice their performances and receive constructive feedback, and hone their organizational and critical-thinking skills. In doing so, they will achieve a deeper understanding of an important aspect of the past. Specific historical topics will be determined by individual instructors. This course will cover topics that will fulfill the Category II/Non-Western requirement of the History major.

Prerequisites: None

Cross Listed Courses:

Credits: 3

Course Type: Seminar (SEM)

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: As necessary

Repeatable for credit? No

Principal Course Designator:

Course Designator: H - Humanities

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

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

Speaking is the primary mode in which human beings express their thoughts in both their public and private lives. Apart from “learning to speak,” a focus on verbal assignments encourages students in “speaking to learn.” It helps them master the material, sharpen their organizational, analytical, and problem-solving skills, and test their own understanding of the historical discipline.

### KU Core Information

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

- **Yes**

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eve Levin</td>
<td>April 6, 2016</td>
</tr>
</tbody>
</table>

### Selected Goal(s)

- **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 has been intentionally designed to satisfy Core 2.2 learning outcomes. Specifically, it addresses the 4 main points required. Assigned readings include a textbook which introduces students to the theories, practices, and consequences of oral communication. Discussion of assigned readings is standard practice in departmental pedagogy and is built into the structure of this course. Individual instructors can choose from a range of additional verbal communication assignments. A list was presented in a meeting of History faculty before the Department voted unanimously to approve this new course [see Supporting Documents]. This list was informed by research in a) pedagogical scholarly journals and b) other “Communication across the Curriculum” programs. These programs provide a variety of evaluation forms which can be adopted and/or adapted to suit the evaluation of oral communication assignments for courses in History. Instructors may also create their own evaluation forms.

### 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.**
  - Students are required to read, discuss, and prepare exercises from a textbook on effective verbal communication which introduces them to relevant theories, methods, and outcomes.
- **b) Engage in active listening and participate in discussions in a respectful manner.**
  - Classroom discussion of historical sources, scholarship, and method is standard practice in almost every History class. Instructors who opt to teach HIST 202 will incorporate requirements for respectful listening and productive participation in classroom discussion.
- **c) Analyze their own communicative behaviors in both interpersonal and public speaking.**
  - Textbook exercises and self-evaluation forms following specific assignments are two ways in which our department’s instructors might mandate student reflection.

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.)

- **a) regular classroom discussion throughout the semester (audience student peers),**
- **b) mid-semester classroom debate (pedagogical audience: instructor and guest faculty),**
- **c) student pair PowerPoint presentation of work-in-progress for Poster Presentation on an object**

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[HIST 204: Speaking the Past-Category II/Non-Western Topics:](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
or objects integral to English country house material culture to develop interpersonal communication skills (peer and instructor audience), d) practice presentation with mock-up poster (object(s) integral to material culture of the English country house) in preparation for CUR Symposium (peer and instructor audience), e) student pair Poster Presentation on a specific object(s) relating to country house material culture at CUR sponsored April Symposium (audience of the general public), f) end-of-term, individual, 10-minute presentation on a single book to illustrate themes, tropes, and cultural criticism inherent in the genre of the country house novel (instructor, guest faculty, and the class now acting as an audience of experts

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

a) Scheduled on-one-one verbal feedback with instructor, b) Each member of various audiences will be required to fill out a one-page evaluation form that will assess both the content and delivery of student presentations and include comments and suggestions for improvement [for example, see Supporting Documents], c) Instructors may also devise other means to deliver feedback (eg, videotaping presentations and reviewing them with the instructor)

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.)

a) Numerical average of evaluation forms completed by audience members, b) Evidence of progress in subsequent iteration of assignment (eg, PowerPoint presentations), c) Assessment of students’ own self-evaluation forms, d) Instructor and guest faculty expert opinion on content and delivery of performances, e) Cumulative student quality will be assessed using rubric provided by the KU CORE

Goal 2.2

Rachel Schwien (rschwien) (10/18/16 2:25 pm): subcommittee has requested change in title to identify what category 1 and category 2 are and change in catalog description to distinguish the two courses and western and non western in description

Rachel Schwien (rschwien) (10/19/16 2:29 pm): updated title and added category designation in course description

Rachel Schwien (rschwien) (11/15/16 2:41 pm): followed up with dept regarding subcommittee request for a syllabus for a non-western topic

Rachel Schwien (rschwien) (12/15/16 12:28 pm): followed up with dept 12/15

Rachel Schwien (rschwien) (01/23/17 12:08 pm): followed up with dept 1/23

Rachel Schwien (rschwien) (02/09/17 8:53 am): non western syllabus provided

Key: 11866
Course Inventory Change Request

New Course Proposal

Date Submitted: 02/16/17 5:56 pm

Viewing: **HNRS 410 : Professional Responsibility, Honors**
Last edit: 02/24/17 9:45 am

Changes proposed by: annele

- **Academic Career**: Undergraduate, Lawrence
- **Subject Code**: HNRS
- **Course Number**: 410
- **Academic Unit**: Department of the Honors Program (HNRS)
- **School/College**: College of Liberal Arts & Sciences
- **Locations**: Lawrence

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

**Title**: Professional Responsibility, Honors

**Transcript Title**: Professional Responsibility

**Effective Term**: Fall 2018

**Catalog Description**: Seldom are undergraduates led to ponder the extent of the professional responsibilities tied to their aspirational careers, be they as attorneys, medical practitioners or social workers, among many others. HNRS 410, Professional Responsibility, is designed around the premise that awareness of professional responsibility is not only relevant to students’ future careers but also the best way for them to assess the validity of their pre-professional orientation. The course will focus on current issues facing professionals. Assignments will lead students to demonstrate their understanding of the responsibilities of professionals in the field they are aspiring to join, as well as their mastery of decision-making processes in answer to particular, often ethically sensitive, issues.

**Prerequisites**: Membership in the University Honors Program, sophomore standing or above, and prior completion of the Honors Freshman Seminar. Concurrent enrollment with an Honors Freshman Seminar is possible with special permission from the Honors Program.

**Cross Listed Courses**: None

**Credits**: 1-3

**Course Type**: Seminar (SEM)

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

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

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

**Typically Offered**: As necessary

**Repeatable for credit?**: Yes

- **How many times may this course be taken**: 8
- **For how many maximum credits**: 8

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

**Principal Course Designator**: None

**Course Designator**: None

**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
No

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>See attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documents</td>
<td>HNRS 410.docx</td>
</tr>
</tbody>
</table>

Course Reviewer Comments

Key: 12124
Course Inventory Change Request

New Course Proposal

Date Submitted: 12/01/16 10:17 am

Viewing: HUM 365: Angry White Male Studies
Also listed as: WGSS 365

Last edit: 12/01/16 10:17 am
Changes proposed by: arcs

Academic Career: Undergraduate, Lawrence
Subject Code: HUM
Course Number: 365
Academic Unit: Department, Humanities (HUM)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Angry White Male Studies
Transcript Title: Angry White Male Studies
Effective Term: Fall 2017

Catalog Description: This course charts the rise of the "angry white male" in America and Britain since the 1950s, exploring the deeper sources of this emotional state while evaluating recent manifestations of male anger. Employing interdisciplinary perspectives this course examines how both dominant and subordinate masculinities are represented and experienced in cultures undergoing periods of rapid change connected to modernity as well as to rights-based movements of women, people of color, homosexuals and trans individuals.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 365</td>
<td>Angry White Male Studies</td>
</tr>
</tbody>
</table>

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: Every Three Semesters
Repeatable for credit? No

Principal Course Designator: H - Humanities

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

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

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HUM-BA) Humanities, B.A.</td>
</tr>
</tbody>
</table>
This course may count as major elective credit in the Humanities Major BA degree program.

Rationale for Course Proposal
In recent decades the "angry white male" has emerged as a recognizable figure in a number of Anglo-American countries and cultures. This course will address a wider range of themes on the topic than what is currently offered in either HUM or WGSS courses.

Course Reviewer Comments
Rachel Schwien (rswien) (11/23/16 9:15 am): requested confirmation from WGSS
Rachel Schwien (rswien) (11/23/16 11:01 am): WGSS (Katie Batza) approves of the cross listing
Rachel Schwien (rswien) (11/28/16 9:53 am): requested consultation with departments listed in course description as well as change to major
Rachel Schwien (rswien) (11/30/16 11:18 am): Rollback: for course description edits
## Course Inventory Change Request

**Date Submitted:** 02/01/17 8:53 am

**Viewing:** CHEM 660: Systematic Inorganic Chemistry

**Last edit:** 02/14/17 2:19 pm

Changes proposed by: dgarens

### Catalog Pages referencing this course
- BS in Chemistry
- BS in Chemistry with concentration in Biological Chemistry
- BS in Chemistry with concentration in Chemical Physics
- College of Liberal Arts & Sciences
- Department of Chemistry

### Academic Career
Undergraduate, Lawrence

### Subject Code
CHEM

### 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
Systematic Inorganic Chemistry

### Transcript Title
Systematic Inorganic Chemistry

### Effective Term
Fall 2017

### Catalog Description
A systematic study of the elements and their compounds, emphasizing the relationship between properties of substances and their atomic and molecular structures and the positions of the elements in the periodic systems.

### Prerequisites
CHEM 510, 510 or CHEM 520, or CHEM 530.

### Cross Listed Courses:
- CHEM 660: Systematic Inorganic Chemistry

### 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
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?
Yes

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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</thead>
<tbody>
<tr>
<td>(CHEM-BS) Chemistry, B.S.</td>
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</tbody>
</table>

**Describe how:**
This is no change to current degree requirements.
| Rationale for Course Proposal | Additional pre-requisite of CHEM 520 (new course for Fa17) added. |

**Course Reviewer**

**Comments**
Course Inventory Change Request

Date Submitted: 02/02/17 4:29 pm

Viewing: EALC 316 : Modern Japanese Fiction and Film Fiction

Last edit: 02/02/17 4:29 pm

Changes proposed by: mgchilds

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- Department of East Asian Languages and Cultures

Programs
- EALC-BA: East Asian Languages and Cultures, B.A.

Academic Career
- Undergraduate, Lawrence

Subject Code
- EALC

Academic Unit
- Department: East Asian Languages & Cultures (EALC)
- School/College: College of Lib Arts & Sciences

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

Title
- Modern Japanese Fiction and Film Fiction

Transcript Title
- Modern Japanese Fiction & Film Fiction

Effective Term
- Fall 2017

Catalog Description
A survey of major works of fiction and film in modern Japan. Topics include the social and spiritual challenges of modernization, urbanization, and the issues of race and national identity. Works by Akutagawa, Kawabata, Kurosawa, Ogai, Ozu, Soseki and Tanizaki and others are covered. Lectures, discussion, readings, and films in English. Knowledge of Japanese language is not required. This course is offered at the 300 and the 700 levels, with additional assignments at the 700 level. Not open to students who have completed EALC 716.

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?
- Yes

Typically Offered
- Every Two Years

Repeateable for credit?
- No

Principal Course Designator

Course Designator
- H - Humanities
- W - World Culture

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
We're just changing “film and fiction” to “fiction and film,” to match the modern and contemporary Chinese fiction and film course titles.
KU Core Information

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

Name of person giving departmental approval: Maggie Childs
Date of Departmental Approval: long ago

Selected Goal(s)

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.

Already approved for KU Core 4.2

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Already approved for KU Core, goal 4.2

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

Already approved for KU Core, goal 4.2

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

Already approved for KU Core, goal 4.2

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

Already approved for KU Core, goal 4.2

KU Core Documents

Course Reviewer Comments

Key: 3107
Course Inventory Change Request

Date Submitted: 02/03/17 2:20 pm

Viewing: EALC 317: Contemporary Japanese Fiction and Film

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- Department of East Asian Languages and Cultures

Programs
- EALC-BA: East Asian Languages and Cultures, B.A.

Academic Career
- Undergraduate, Lawrence

Subject Code
- EALC

Course Number
- 317

Academic Unit
- Department: East Asian Languages & Cultures (EALC)
- School/College: College of Lib Arts & Sciences

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

Title
- Contemporary Japanese Fiction and Film

Transcript Title
- Lit Transl: 1945-Pr

Effective Term
- Fall 2017

Catalog Description
- A survey of major literary and cinematic works of Japan’s post-war and contemporary eras. Topics include life during and after the war, the experience of the atomic bomb, and the postmodern landscape. Novels Works by Dazai Osamu, Mishima Yukio, Oe Kenzaburo, Murakami Haruki Dazai, Mishima, Oe, Abe, Murakami, and Yoshimoto Banana and films by Imamura Shohei, Ozu Yasujiro, Teshigahara Hiroshi and others will be covered. Course format is a combination of lecture and discussion. The course is offered at the 300 and 700 levels, with additional assignments at the 700 level. Not open to students who have completed EALC 717.

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?
- Yes

Typically Offered
- No

Repeatable for credit?

Principal Course Designator
- HL - Literature & the Arts

Course Designator
- H - Humanities
- W - World Culture

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

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

Which Program(s)?
Program Code - Name

(EALC-BA) East Asian Languages and Cultures, B.A.

Describe how: It fulfills the following requirements of the 6 B.A. concentrations:

Describe how: 1) modern literature and modern culture for the Japanese Language and Culture concentration

Describe how: 2) modern culture and humanities for the East Asian Studies with concentration on Japan major

Describe how: 3) country other than China for the East Asian Studies with concentration on China major

Describe how: 4) country other than Korea for the East Asian Studies with concentration on Korea major

Describe how: 5) content course on Japan for the double language major involving Japanese

Describe how: It fulfills the following requirements for the Japanese minor:

Describe how: 1) a course on Japan for Major I

Describe how: 2) a course on modern Japan for Major II

Rationale for Course Proposal

We have revising all our modern and contemporary literature courses to include some coverage of film. The new title is more accurate and, we hope, more appealing.

KU Core Information

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

Yes

Name of person giving departmental approval Maggie Childs

Date of Departmental Approval when the Core was established

Selected Goal(s)

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.

Already approved for KU Core goal. 4.2

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

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

Already approved for KU Core, goal 4.2

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

Already approved for KU Core, goal. 4.2

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

Already approved for KU Core, goal. 4.2

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

Already approved for KU Core, goal 4.2

State how the course provides opportunities to simulate or experience other-cultural environments and the ways of thinking, communicating, behaving, and living of other cultures through the use of simulation or immersion experiences. (Please limit responses to 1000 characters.)

Already approved for KU Core, goal 4.2
EALC 317: Contemporary Japanese Fiction and Film

Already approved for KU Core, goal 4.2

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Inventory Change Request

Date Submitted: 02/02/17 4:05 pm

Viewing: EALC 330: China's Cultural Legacy

Chinese Literature and Culture: Premodern Times

Last edit: 02/02/17 4:05 pm

Changes proposed by: mgchilds

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- Department of East Asian Languages and Cultures
- EALC-BA: East Asian Languages and Cultures, B.A.

Programs

Academic Career: Undergraduate, Lawrence
Subject Code: EALC
Academic Unit: Department of East Asian Languages and Cultures (EALC)
School/College: College of Lib Arts & Sciences

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

Title: China's Cultural Legacy
Transcript Title: Chinese Literature and Culture: Premodern Times

Effective Term: Fall 2017

Catalog Description:
An examination of Chinese literature and culture from earliest times to the modern period. Not open to students who have taken EALC 530. This course is taught at the 300 and 500 levels with additional assignments at the 500-level.

Prerequisites:
None

Cross Listed Courses:
None

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

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

Are you proposing this course for KU Core?
- Yes

Typically Offered: Every Two Years
Repeatable for credit?
- No

Principal Course Designator:
- HL NW - Literature & the Arts
- Non-Western Culture
- 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?
- No

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

Which Program(s)?
Describe how:
For the Chinese Language and Literature and the East Asian Studies with Chinese language concentrations this course fulfills the requirement for a course in premodern Chinese literature, culture or language.

Describe how:
For the East Asian Studies with Japanese and the East Asian Studies with Korean concentrations, this course fulfills the requirement for a course on China.

Describe how:
For the double language concentration, if Chinese is one of the languages chosen, this course fulfill the requirement for a course on pre-modern China.

Rationale for Course Proposal
The old title was cumbersome. The new title is both accurate and succinct.

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

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie Childs</td>
<td>January 27, 2017</td>
</tr>
</tbody>
</table>

Selected Goal(s)

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.

Already approved for KU Core goal 4.2.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Already approved for KU Core goal 4.2.

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

Already approved for KU Core, goal 4.2.

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

Already approved for KU Core, goal 4.2.

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

Already approved for KU Core, goal 4.2.
### Course Inventory Change Request

**Viewing:** EALC 530: China's Cultural Legacy

**Last edit:** 02/02/17 4:27 pm

Changes proposed by: mgchilds

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of East Asian Languages and Cultures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC-BA: East Asian Languages and Cultures, B.A.</td>
</tr>
</tbody>
</table>

#### Academic Career
Undergraduate, Lawrence

#### Subject Code
EALC, Course Number 530

#### Academic Unit
Department: East Asian Languages & Cultures (EALC)
School/College: College of Lib Arts & Sciences

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

#### Title
China's Cultural Legacy

#### Transcript Title
China's Cultural Legacy

#### Effective Term
Fall 2017

#### Catalog Description
An examination of Chinese literature and culture from earliest times to the modern period. This course is taught at the 300 and 500 levels with additional assignments at the 500-level.

#### Prerequisites
An introductory East Asian studies course, such as ECIV 104 or ECIV 304 or EALC 105; or consent of the instructor. Not open to students with credit in EALC 330.

#### 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
Every Two Years

#### 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?
No

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

#### Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(EALC-BA) East Asian Languages and Cultures, B.A.</td>
</tr>
</tbody>
</table>
Describe how: Elective option

Rationale for Course Proposal
The old title was cumbersome. This is more concise and more appealing.

KU Core Information

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

Name of person giving departmental approval Maggie Childs
Date of Departmental Approval 1.27.17

Selected Goal(s)

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.
Already approved for KU Core goal, 4.2.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)
Already approved for KU Core, goal 4.2.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)
Already approved for KU Core, goal 4.2.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
Already approved for KU Core, goal 4.2.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
Already approved for KU Core, goal 4.2.

EALC 530: China's Cultural Legacy https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 01/20/17 5:03 pm

Viewing: IPS 101: Elements of the Theory of Computation

Last edit: 01/20/17 5:03 pm

Changes proposed by: rschwien

Other Courses referencing this course

In The Catalog

Prerequisites:

IPS 400: Topics in the Theory of Computing

In The Catalog Description:

An introduction to the theoretical areas of computer science and their applications. Emphasis will be placed on the methods and standards by which computer science makes judgments and on what computers can and cannot accomplish. Among major topics covered are: how to read and to implement algorithms; what is memory and how much of it is required for various tasks; why computers cannot multiply; how finite-state machines compute; applications of finite-state machines to programming; recognizing languages; formal grammars. "Can machines think?" and other contemporary topics in the philosophy of computer science will be covered as time permits.

Prerequisites

MATH 101 or MATH 104.

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

NM - Mathematical Sciences

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

Information Processing no longer exists
**Course Inventory Change Request**

A deleted record cannot be edited

---

**Course Deactivation Proposal**

Date Submitted: 01/20/17 5:04 pm

**Viewing:** IPS 302: Journey Through Genius, Honors

Last edit: 01/20/17 5:04 pm

Changes proposed by: rschwien

---

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- IPS

### Course Number
- 302

### Academic Unit
- Department: Information Processing Studies (IPS)
- School/College: College of Lib Arts & Sciences

### Title
- Journey Through Genius, Honors

### Transcript Title
- Journey Through Genius, Honors

### Last Term Offered
- Spring 2017

---

### Catalog Description
The course explores some of the most significant and enduring ideas in mathematics: the great theorems, discoveries of beauty and insight that stand today as monuments to the human intellect. Emphasis will be placed on the methods and standards by which mathematics makes judgments. Among the major topics covered are: Euclid and the infinitude of primes, Archimedes determination of circular area, Cardano and the solution of the cubic, the Bernoullis and the harmonic series, a sample of Euler's number theory, Cantor and the transfinite realm. Along with the essential mathematics, the humanity of these great mathematicians is captured.

### Prerequisites
Membership in the University Honors Program, high school algebra and geometry, and permission of the instructor.

### 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? Yes

Are you proposing this course for KU Core? No

Typically Offered
- No

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

Information Processing no longer exists

---

Course Reviewer Comments
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 01/20/17 5:04 pm

Viewing: IPS 400: Topics in the Theory of Computing

Last edit: 01/20/17 5:04 pm

Changes proposed by: rschwien

<table>
<thead>
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<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>IPS</td>
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<tr>
<td>Academic Unit</td>
<td>Information Processing Studies (IPS)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>Topics in the Theory of Computing</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Topics in the Theory of Computing</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description: This course is designed to allow students to do further readings in the theory of computing beyond the material presented in IPS 101. Topics, scope, and meeting times to be arranged for the individual student.

Prerequisites: IPS 101 and consent of instructor.

Cross Listed Courses: 

Credits: 1-3

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:

Course Designator:

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

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

Rationale for Course Proposal

Justification for this request: Information Processing no longer exists

Course Reviewer Comments

Key: 5093
Program Change Request

Date Submitted: 01/25/17 9:47 am

Viewing: GEOG-BS : Atmospheric Science, B.S.

Last approved: 11/11/16 6:11 am
Last edit: 01/27/17 11:11 am

Changes proposed by: koerner

Catalog Pages Using this Program

Bachelor of Science in Atmospheric Science

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Type</td>
<td>Degree/Major</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Geography (GEOG)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Degree Code</td>
<td>Bachelor of Science - BS</td>
</tr>
</tbody>
</table>

Consulting

School(s)/College(s)
Consulting Department(s)

CIP Code 400401

Program Name Atmospheric Science, B.S.

Do you intend to offer a track(s)? No

Do you intend for this program to be offered online? No

Effective Catalog 2017 - 2018

Program Description

Degree Requirements

Advising
Students who may decide to major in atmospheric science should confer early with a departmental representative about the selection of courses.

### Requirements for the B.S. Degree in Atmospheric Science

4 specialized options are available for students who plan professional careers in meteorology or atmospheric science. The **general meteorology** option satisfies all the traditional professional meteorology requirements for employment with the National Weather Service, airlines, or other agencies. The **air pollution meteorology** option meets the need for trained specialists. The **hydrometeorology** option may lead to a career as a meteorologist in one of the many water-related activities in private and governmental agencies. The **news media forecasting** option can lead to a career forecasting the weather on television or radio. The B.S. degree with any of these specialties also prepares students to begin graduate programs in meteorology or atmospheric science.

### Written Communication - Core Skill and Critical Inquiry

**Composition (0)**

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition</td>
</tr>
<tr>
<td>ACT English score of 27 or above or SAT English score of 600 or above</td>
<td></td>
</tr>
<tr>
<td>AP English Literature &amp; Composition score of 3 or above</td>
<td></td>
</tr>
<tr>
<td>Equivalent transfer course</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Reading and Writing (0)**

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Critical Reading and Writing</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>Freshman Honors English</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition score of 4 or above</td>
<td></td>
</tr>
<tr>
<td>Equivalent transfer course</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Reading and Writing II (0)

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 203</td>
<td>Topics in Reading and Writing: _____</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Freshman-Sophomore Honors Proseminar: _____</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Introduction to Fiction</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>Introduction to Poetry</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to the Drama</td>
</tr>
<tr>
<td>ENGL 362</td>
<td>Foundations of Technical Writing (recommended)</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition score of 5 or above</td>
<td></td>
</tr>
<tr>
<td>Equivalent</td>
<td></td>
</tr>
</tbody>
</table>

1 Requirement must be completed during initial term of admission at KU.

2 Requirement must be completed within the first academic year at KU.

### Communication - Core Skills and Critical Inquiry

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 130</td>
<td>Speaker-Audience Communication</td>
</tr>
<tr>
<td>COMS 131</td>
<td>Speaker-Audience Communication, Honors</td>
</tr>
<tr>
<td>or COMS 150</td>
<td>Personal Communication</td>
</tr>
</tbody>
</table>

### Humanities - Understanding the Human Condition

Satisfied by completing 1 course with requirement code H. Approved courses may be searched for availability through the Kyou portal.

### Social and Behavioral Sciences - Understanding Society and Behavior

Satisfied by completing one course with requirement code S. Approved courses may be searched for availability through the Kyou portal.

### Atmospheric Science Prerequisite or Co-requisite Knowledge (47-50)

Majors must complete courses as specified in each of the following areas. Majors are advised to take honors courses when eligible. These hours do not contribute to the minimum number of hours required for the major.

#### Computing and Programming

Satisfied by the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECS 138</td>
<td>Introduction to Computing: _____ (Fortran preferred; C++ and Matlab accepted)</td>
</tr>
</tbody>
</table>

#### Scientific Principles of Environmental Studies

Satisfied by the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 148</td>
<td>Scientific Principles of Environmental Studies</td>
</tr>
</tbody>
</table>

#### Calculus I

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Calculus I</td>
</tr>
<tr>
<td>or MATH 145</td>
<td>Calculus I, Honors</td>
</tr>
<tr>
<td>Equivalent</td>
<td></td>
</tr>
</tbody>
</table>

#### Calculus II

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 126</td>
<td>Calculus II</td>
</tr>
<tr>
<td>or MATH 146</td>
<td>Calculus II, Honors</td>
</tr>
<tr>
<td>Equivalent</td>
<td></td>
</tr>
</tbody>
</table>

#### General Physics I

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSX 211</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; PHSX 216</td>
<td>and General Physics I Laboratory</td>
</tr>
<tr>
<td>PHSX 114</td>
<td>College Physics I</td>
</tr>
<tr>
<td>&amp; PHSX 201</td>
<td>and Calculus Supplement to College Physics I</td>
</tr>
<tr>
<td>&amp; PHSX 216</td>
<td>and General Physics I Laboratory</td>
</tr>
<tr>
<td>PHSX 213</td>
<td>General Physics I Honors</td>
</tr>
</tbody>
</table>

### General Physics II

Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent</td>
<td>4-6</td>
</tr>
</tbody>
</table>
### GEOG-BS: Atmospheric Science, B.S.

**PHSX 212 & PHSX 236**  
General Physics II and General Physics II Laboratory

**PHSX 115 & PHSX 202 & PHSX 236**  
College Physics II and Calculus Supplement to College Physics II and General Physics II Laboratory

**PHSX 214**  
General Physics II Honors

Foundations of Chemistry I. Satisfied by the following:

- CHEM 130 General Chemistry I 5
- or CHEM 190 Foundations of Chemistry I, Honors

Vector Calculus. Satisfied by the following:

- MATH 223 Vector Calculus 4
- or MATH 243 Vector Calculus, Honors

- MATH 127 Calculus III 4
- or MATH 147 Calculus III, Honors

Elementary Linear Algebra. Satisfied by the following:

- MATH 290 Elementary Linear Algebra 2
- or MATH 291 Elementary Linear Algebra, Honors

Applied Differential Equation. Satisfied by the following:

- MATH 320 Elementary Differential Equations 3
- or MATH 220 Applied Differential Equations

Statistics. Satisfied by the following:

- MATH 526 Applied Mathematical Statistics I 3
- or DSCI 202 Statistics

Numerical Methods. Satisfied by the following:

- MATH 581 Numerical Methods 3
- GEOG 358 Principles of Geographic Information Systems 4

Atmospheric Science Core Knowledge and Skills (30)

Majors must complete all of the following:

**Introductory Meteorology**. Satisfied by:

- ATMO 105 Introductory Meteorology 5

**Climate and Climate Change**. Satisfied by:

- ATMO/GEOS 321 Climate and Climate Change 3

**Weather Forecasting**. Satisfied by:

- ATMO 505 Weather Forecasting 3

**Microclimatology**. Satisfied by:

- ATMO/GEOS 521 Microclimatology 3

**Synoptic Meteorology**. Satisfied by:

- ATMO 630 Synoptic Meteorology 3

**Dynamic Meteorology**. Satisfied by:

- ATMO 640 Dynamic Meteorology 3

**Remote Sensing**. Satisfied by:

- ATMO 642 Remote Sensing 3

**Advanced Dynamic Meteorology**. Satisfied by:

- ATMO 660 Advanced Dynamic Meteorology 3

**Physical Meteorology**. Satisfied by:

- ATMO 680 Physical Meteorology 3

**Seminar for Seniors**. Satisfied by:

- ATMO 697 Seminar for Seniors 1

**Total Hours** 77-80

### Meteorology Option

Students selecting this major must select one of the following options:

#### General Meteorology Option

This option satisfies all the traditional professional meteorology requirements for employment with the National Weather Service, airlines, or other agencies.

**Air Pollution Meteorology**. Satisfied by:

- ATMO 525 Air Pollution Meteorology 3

**Operational Forecasting**. Satisfied by:

- ATMO 605 Operational Forecasting 2

**Advanced Synoptic Meteorology**. Satisfied by:

- ATMO 650 Advanced Synoptic Meteorology 3

### Air Pollution Meteorology Option

This option meets the need for trained specialists.

**Air Pollution Meteorology**. Satisfied by:

- ATMO 525 Air Pollution Meteorology 3

**Foundations of Chemistry II**. Satisfied by:

- CHEM 135 General Chemistry II 5
Introduction to Environmental Engineering and Science. Satisfied by:

**CE 477**  
Introduction to Environmental Engineering and Science 3

**Hydrometeorology Option**

This option may lead to a career as a meteorologist in one of the many water-related activities in private and governmental agencies.

Air Pollution Meteorology. Satisfied by:

**ATMO 525**  
Air Pollution Meteorology 3

Operational Forecasting. Satisfied by:

**ATMO 605**  
Operational Forecasting 2

Statics and Dynamics. Satisfied by:

**CE 301**  
Statics and Dynamics 5

Fluid Mechanics. Satisfied by:

**CE 330**  
Fluid Mechanics 3

Hydrology. Satisfied by:

**CE 455**  
Hydrology 3

**News Media Forecasting Option**

This option can lead to a career forecasting the weather on television or radio.

Operational Forecasting. Satisfied by:

**ATMO 605**  
Operational Forecasting 2

Advanced Synoptic Meteorology. Satisfied by:

**ATMO 650**  
Advanced Synoptic Meteorology 3

Infomania: Information Management. Satisfied by:

**JOUR 302**  
Infomania: Information Management 3

Writing for Media. Satisfied by:

**JOUR 304**  
Media Writing 3

Multimedia Reporting. Satisfied by:

**JOUR 415**  
Multimedia Reporting 3

**Concentration in Business**

An undergraduate student may graduate from the School of Business with a concentration in atmospheric science. Major Hours & Major GPA

Atmospheric Science Prerequisite or Co-requisite Knowledge (0)

Student selecting this minor must complete courses as specified in each of the following areas. Majors are advised to take honors courses when eligible. These hours do not contribute to the minimum number of hours required for the major.

Computing and Programming. Satisfied by the following:

**EECS 138**  
Introduction to Computing: 3

Calculus I. Satisfied by one of the following:

**MATH 125**  
Calculus I 4

or **MATH 145**  
Calculus I, Honors 4

Equivalent

Calculus II. Satisfied by one of the following:

**MATH 126**  
Calculus II 4

or **MATH 146**  
Calculus II, Honors 4

Equivalent

General Physics I. Satisfied by one of the following:

**PHSX 211**  
General Physics I 1-5

& **PHSX 216**  
and General Physics I Laboratory 1-5

or **PHSX 114**  
General Physics I Honors 1-5

& **PHSX 201**  
and College Physics I Laboratory 1-5

& **PHSX 216**  
and Calculus Supplement to College Physics I Laboratory 1-5

**PHSX 213**  
General Physics I Honors 1-5

Introductory Meteorology. Satisfied by the following:

**ATMO 105**  
Introductory Meteorology 5

Atmospheric Science Required Courses (0)

Students selecting this minor must complete all of the following:

Climate and Climate Change. Satisfied by the following:

**ATMO/GEOS 321**  
Climate and Climate Change 3

Weather Forecasting. Satisfied by the following:

**ATMO 505**  
Weather Forecasting 3

Microclimatology. Satisfied by the following:

**ATMO/GEOS 521**  
Microclimatology 3

Air Pollution Meteorology. Satisfied by the following:

**ATMO 525**  
Air Pollution Meteorology 3

Dynamic Meteorology. Satisfied by the following:

**ATMO 640**  
Dynamic Meteorology 3

Physical Meteorology. Satisfied by the following:
While completing all required courses (above), majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by 33 hours of major courses.

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

**Major Junior/Senior (300+) Hours**
Satisfied by a minimum of 30 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior (300+) Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

Rationale for proposal

Replaced MATH 223 with MATH 127 in response to the updated Math sequence. Added GEOG 358 which has been a requirement but was missing from the catalog. Removed the Concentration in Business since that has not been in effect for some time.
Program Change Request

Date Submitted: 01/30/17 2:19 pm

Viewing: PSYC-BS : Behavioral Neuroscience, B.S.

Last approved: 03/31/16 12:26 pm
Last edit: 01/30/17 2:19 pm

Changes proposed by: s364h085

Catalog Pages
Using this Program

Bachelor of Science in Behavioral Neuroscience

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Type</td>
<td>Degree/Major</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Psychology (PSYC)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Degree Code</td>
<td>Bachelor of Science - BS</td>
</tr>
</tbody>
</table>

Consulting School(s)/College(s)

Consulting Department(s)

CIP Code 420101

Program Name Behavioral Neuroscience, B.S.

Do you intend to offer a track(s)? No

Do you intend for this program to be offered online? No

Effective Catalog 2017 - 2018

Program Description

Degree Requirements

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...
Requirements for the B.S. Degree

B.S. in Behavioral Neuroscience

Humanities (24 hrs.)
Written Communication - Core Skill and Critical Inquiry
Composition (0)
Satisfied by one of the following. Requirement must be completed during initial term of admission at KU.

- **ENGL 101** Composition
- ACT English score of 27 or above or SAT English score of 600 or above
- AP English Literature & Composition score of 3 or above
- Equivalent transfer course

Critical Reading and Writing (0)
Satisfied by one of the following. Requirement must be completed within the first academic year at KU.

- **ENGL 102** Critical Reading and Writing
- **ENGL 105** Freshman Honors English
- AP English Literature & Composition score of 4 or above
- Equivalent transfer course

Sophomore Reading and Writing II (0)
Satisfied by one of the following:

- **ENGL 203** Topics in Reading and Writing: _____
- **ENGL 205** Freshman-Sophomore Honors Proseminar: _____
- **ENGL 209** Introduction to Fiction
- **ENGL 210** Introduction to Poetry
- **ENGL 211** Introduction to the Drama
- AP English Literature & Composition score of 5 or above
- Equivalent transfer course

Argument and Reason (3)
Satisfied by one of the following:

- **COMS 130** Speaker-Audience Communication
- **PHIL 148** Reason and Argument
- Equivalent course

Western Civilization - Exploration of One's Own and Diverse Cultures
Advising Alert: Requires sophomore-level standing. Courses at other universities may have the same title but may not meet this requirement.

Satisfied by:

- **HUM 204** Western Civilization I 3
- or **HUM 114** Western Civilization I Honors
- **HUM 205** Western Civilization II 3
- or **HUM 115** Western Civilization II Honors

Humanities - Understanding the Human Condition
Satisfied by completing 2 courses (6 hrs.) in any of the following categories: historical studies (requirement code HT), literature and the arts (requirement code HL), philosophy and religion (requirement code HR) and humanities (requirement code H). Approved courses may be searched for availability through the Kyou portal.

Natural Science (14 hrs. minimum)
Satisfied by completing 2 of the following 4 sequences AND an extension of 1 sequence (1 additional advanced course), or an approved alternative (14 hrs. 14 minimum).

Biology:

- **BIOL 150** Principles of Molecular and Cellular Biology
  & **BIOL 152** Principles of Organismal Biology

Chemistry:

- **CHEM 130** General Chemistry I
  & **CHEM 135** General Chemistry II

Physics:

- **PHSX 114** College Physics I
  & **PHSX 115** College Physics II

Biological Anthropology:

- **ANTH 104** Fundamentals of Physical Anthropology
  or **ANTH 346** Introduction to Human Evolutionary Biology
- **ANTH 340** Human Variation and Evolution
  or **ANTH 341** Human Evolution
  or **ANTH 350** Human Adaptation
  or **ANTH 442** Anthropological Genetics
  or **ANTH 447** Human Behavioral Genetics
Mathematics (14 hrs. minimum)
Satisfied by completing a total of 4 mathematics courses totaling at least 14 hours, of which at least 6 hours must be calculus or calculus based. The 8 hours of calculus can be satisfied by taking at least one calculus I course (MATH 115 or 125) and one calculus II course (MATH 116 or 126). The remaining four to six hours of mathematics can be satisfied by taking a minimum of two additional math courses at any level (excluding MATH 002).

Computing (6 hrs. minimum)
Satisfied by:

- EECS 138 Introduction to Computing: _____

An additional course
The second 3 hours could either be a second semester of EECS 138 (focused on a second programming language) or be from an additional approved course that provides an opportunity to gain computing experience. This second course could be PSYC 480 or PSYC 481 if this Independent Study requires independent, original application of the student’s computing skills such as computer simulation of cognitive processes, or experience with computationally complex neuroscience techniques, such as brain imaging and mapping, or physiological data collection and analysis. (3)

Behavioral Neuroscience Major Course Requirements
Behavioral Neuroscience Prerequisite or Co-Requisite Knowledge (10)
Majors must complete courses as specified in each of the following areas. These hours do not contribute to the minimum number of hours required for the major.

Orientation Seminar in Psychology. Satisfied by:
- PSYC 102 Orientation Seminar in Psychology 1

General Psychology. Satisfied by:
- PSYC 104 General Psychology 3
or PSYC 105 General Psychology, Honors 3

College Algebra or Pre-Calculus. Satisfied by:
- MATH 101 College Algebra (or equivalent) 3
or MATH 104 Precalculus Mathematics 3

Introductory Biology Course. Satisfied by
- BIOL 100 Principles of Biology 3
or BIOL 150 Principles of Molecular and Cellular Biology 3

Behavioral Neuroscience Core Knowledge and Skills (28)
Majors must complete coursework in each of the following 4 areas:

Behavioral Neuroscience Courses (6 hours minimum). Satisfied by one of the following:
- PSYC 370 Behavioral Neuroscience 6
or PSYC 371 Behavioral Neuroscience, Honors 6
- PSYC 375 Cognitive Neuroscience 6
- PSYC 380 Clinical Neuroscience 6
or PSYC 381 Clinical Neuroscience, Honors 6

Laboratory Courses (9 hours minimum). Satisfied by the following:
- PSYC 200 Research Methods in Psychology 3
or PSYC 201 Research Methods in Psychology, Honors 3
- PSYC 625 Experimental Psychology: Methods in Psychophysiology and Neuroscience 6

Quantitative Courses (9 hours minimum). Satisfied by one of the following:
- PSYC 210 Statistics in Psychological Research 9
or PSYC 211 Statistics in Psychological Research, Honors 9
- PSYC 500 Intermediate Statistics in Psychological Research 9
- PSYC 650 Statistical Methods in Behavioral and Social Science Research I 9
- PSYC 651 Anova and Other Factorial Designs 9
- PSYC 679 Applied Nonparametric Statistical Methods 9
- PSYC 687 Factor Analysis 9
- PSYC 692 Test Theory 9
- PSYC 693 Multivariate Analysis 9
- PSYC 694 Multilevel Modeling I 9
- PSYC 695 Categorical Data Analysis 9
- PSYC 696 Structural Equation Modeling I 9

Applied Research Experience (4 hours minimum). Satisfied by one of the following:
- PSYC 449 Laboratory/Field Work in Human Biology 4
- PSYC 460 Honors in Psychology 4
- PSYC 480 Independent Study 4
- PSYC 481 Research Practicum 4

Elective Courses in Psychology or Other Disciplines (12)
Majors must complete 12 hours minimum (other electives may be accepted with permission of the B.S. director) Satisfied by:
- PSYC 418 Introduction to Cognitive Science 12
or PSYC 318 Cognitive Psychology 12
- PSYC 432 Human Behavioral Genetics 12
PSYC 482  Sensation and Perception
PSYC 535  Developmental Psychopathology
PSYC 555  Evolutionary Psychology
PSYC 605  Health Psychology
PSYC 630  Clinical Psychology
PSYC 644  Behavioral Pharmacology
PSYC 646  Mental Health and Aging
PSYC 678  Drugs and Behavior
PSYC 691  The Psychology of Aging
LING 438  Neurolinguistics I

**Behavioral Neuroscience Major Hours & GPA**

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

**Major Hours**
Satisfied by 40 hours of major courses.

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

**Major Junior/Senior Hours**
Satisfied by 28 hours of junior/senior level major coursework.

**Major Junior/Senior (300+) Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...)

Please remove from the requirements for Natural Science classes ANTH304 as an option. This class does not exist any longer and it has been replaced by ANTH345 (Introduction to Human Evolutionary Biology). Please add ANTH345 (Introduction to Human Evolutionary Biology) as a listed option instead of ANTH304. Students can take either ANTH104 or ANTH345.
Program Change Request

Viewing: HUM-BA HWC-BA : Humanities, B.A.

Date Submitted: 12/22/16 9:43 am
Last approved: 03/11/16 4:00 pm
Last edit: 01/26/17 9:00 am
Changes proposed by: arcs

Catalog Pages
Using this Program
Bachelor of Arts in Humanities

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Type</td>
<td>Degree/Major</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Humanities Humanities &amp; Western Civ (HUM HWC )</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Degree Code</td>
<td>Bachelor of Arts - BA</td>
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<tr>
<td>Consulting School(s)/College(s)</td>
<td>School(s)/College(s)</td>
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<tr>
<td>Program Name</td>
<td>Humanities, B.A.</td>
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<tr>
<td>Do you intend to offer a track(s)?</td>
<td></td>
</tr>
<tr>
<td>Do you intend for this program to be offered online?</td>
<td>No</td>
</tr>
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</table>

Program Description

Students in the Humanities degree program have freedom to select courses from a variety of departments. Majors work closely with a faculty advisor to create integrated interdisciplinary programs, and choose an emphasis in either Global Humanities or Peace and Conflict Studies. Depending on the emphasis, majors may focus on a particular era or culture, or they may examine a theme or issue that cuts across disciplinary lines.

Degree Requirements
Requirements for the B.A. Major

Humanities Major Core Knowledge and Skills
The Humanities major requires a total of 30 credit hours. Students must take courses in at least 3 humanities or social science departments or programs with a maximum of 15 hours from 1 department (except HUM in which students will take more than 15 hours). 18 of the 30 credit hours must be in courses numbered 300 or above.

Note: Sharing course work (credit hours) between any of the HUM major tracks and another major is restricted to 6 hours. All non-HUM other courses taken toward the major must be approved by the HUM undergraduate coordinator. Majors must choose 1 of the following tracks: Civilizations in a Global Humanities Context, World Literatures, or Peace and Conflict Studies.

Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity. Track 1: Civilizations in a Global Humanities Context

This track studies aspects of the cultures of Western civilization and of one non-Western civilization (e.g., Africa, Asia, the Middle East, or Latin America, or Indigenous Peoples). It is designed to provide the student with knowledge of diverse cultures and with methods for investigating their differences and commonalities. 30 credit hours, to include the following:

Introduction to Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 110</td>
<td>Introduction to Humanities</td>
<td>3</td>
</tr>
<tr>
<td>or HUM 111</td>
<td>Introduction to Humanities, Honors</td>
<td>3</td>
</tr>
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</table>

World Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 304</td>
<td>World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or HUM 308</td>
<td>World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>or HUM 312</td>
<td>World Literature III</td>
<td>3</td>
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</tbody>
</table>

Western Civilization

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 204</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or HUM 205</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>or HUM 206</td>
<td>Contemporary Western Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

One Asian, African, Latin American or Indigenous Studies course from HUM or another department as approved by a HUM advisor (One EALC, AAAS, or ISP course at the 300 Level or above) 3

One Digital Humanities or one Peace and Conflict Studies course 3

15 remaining credit hours of major electives at the 300-level or above in a student's area of interest to include a minimum of two courses (6 CR) from upper-division HUM courses and a maximum of three courses (9 CR) from other CLAS departments chosen in conjunction with an HUM advisor.

Courses at the 300-level or above in the following CLAS departments may be counted towards major elective credit for the Humanities degree: AAAS, AMS, CLSX, COMS, EALC, ENGL, EURS, FMS, GERM, GIST, HA, HIST, ISP, LA&S, LING, PCS, PHIL, REES, REL, SLAV, SPAN, WGSS.

Additionally, courses in these departments at the 300-level or above may also serve as major electives with HUM advisor approval: ANTH, EVRN, GEOL, POLS, PSYC, SOC

Track 2: World Literatures

This track offers literary-critical studies of both Western and non-Western literatures, designed to provide the student with knowledge of diverse literary traditions and methods for investigating their differences and commonalities. Majors choosing this option must complete 30 credit hours to include the following:

Track 3: Peace and Conflict Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 304</td>
<td>World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 308</td>
<td>World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 312</td>
<td>World Literature III</td>
<td>3</td>
</tr>
</tbody>
</table>

3 hours of additional literature coursework chosen from among the following:

- either the third HUM Masterpiece of World Literature course
- any other HUM literature course upon approval from an advisor
6 hours in the literature of a non-English-language European culture in translation (France, Germany, Italy, Spain, etc.). Students possessing a reading knowledge of one of the European languages are strongly encouraged to take one of the literature courses in the original language.

6 hours in the literature of a non-Western culture in translation. Students possessing a reading knowledge of a Non-Western language are strongly encouraged to take one of the literature courses in the original language.

HUM 110 Introduction to Humanities 3
or HUM 111 Introduction to Humanities, Honors 3

HUM 206 Contemporary Western Civilization 3

HUM 250 Course HUM 250 Not Found 3

HUM 424 Senior Seminar in Humanities (The senior project for this track is to be a comparative and integrative study of a topic that bridges the two civilizations studied.) 3

HUM 430 European Civilization in World Context: ______ 3

Introductory and Core Major Requirements (0) 15

15 additional hours to include: (0) 15

6-0 hours in aspects of the cultures of Western Civilization, 1 of which must be an HUM course. 6-0

6-0 hours in aspects of the cultures of non-Western civilization.

This track provides students with opportunities to study issues of violence and methods of peace-making from an interdisciplinary humanities perspective.

Majors choosing this option must complete 30 credit hours to include the following:

Introductory and Capstone Coursework (9)

HUM 110 Introduction to Humanities 3
or HUM 111 Introduction to Humanities, Honors 3

PCS 220 Introduction to Peace and Conflict Studies 3

PCS 650 Senior Seminar in Peace and Conflict Studies (students are required to carry out a substantive research project to produce a term paper or comparable work.) 3

21 additional hours to include: (21)

6 hours PCS upper division courses (2 out of 3): 6

PCS 550 Classics of Peace Literature 3

PCS 555 Topics in Peace and Conflict Studies: ______ 3

PCS 565 The Literature of Human Rights 3

6 hours of interdisciplinary core courses, for example: 6

ANTH 501 Topics in Sociocultural Anthropology: ______ 3

GEOG/EVRN 371 Environmental Geopolitics 3

HIST 314 Globalization: History and Theory 3

POL 674 International Ethics 3

POL 684 International Law: The State and the Individual 3

or POLS 685 International Law: Laws of Armed Conflicts 3

REL 667 Religious Perspectives on War and Peace 3

REL/COMS 669 Human Conflict and Peace 3

SOC 650 Transnational Migration 3

9 hours of courses from one of the three designated areas: 9

Area 1: The pursuit of social, economic and environmental justice, for example:

HIST 314 Globalization: History and Theory 3

POL 663 Course POLS 663 Not Found 3

SOC 351 Africa Today 3

Area 2: The role of nation-states and of international norms and institutions, for example:

HIST 334 The Great War: The History of World War I 3

HIST 340 The History of the Second World War 3

POL 661 Politics of the Middle East 3

POL 678 Chinese Foreign Policy 3

POL 689 Topics in International Relations: 3

Area 3: The impact of religious, philosophical, and cultural influences, for example:

ANTH 501 Topics in Sociocultural Anthropology: ______ 3

ENGL 536 Readings in the Holocaust 3

PCS 555 Topics in Peace and Conflict Studies: ______ 3

REL 665 Religious Ethics 3

REL/COMS 669 Human Conflict and Peace 3

WGSS 665 Women, Health, and Healing in Latin America 3

Majors choosing this option must complete 30 credit hours to include the following:

Major Hours & Major GPA

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

Major Hours
Satisfied by 30 hours of major courses.

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

**Major Junior/Senior Hours**
Satisfied by a minimum of 18 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

Rationale for proposal

This proposal combines the World Literature and Global Civilizations tracks into one track (Global Humanities) designed to maximize students' flexibility to design a curriculum around specific interests and interdisciplinary learning. Elimination of the Humanities Senior Seminar (HUM 424) requirement allows students to pursue alternate methods of completing a Goal 6 capstone course with a comparable course from HUM or another department tailored to individual interest.

Additional Information

An offered course that introduces students to the relationships between environment, politics, and conflict. Adding the course to the list of required electives offers students more options for courses and content and assures greater interdisciplinarity of our program.

Supporting Documents

Program Reviewer Comments

Key: 130
Program Change Request

Date Submitted: 01/05/17 9:35 am

Last approved: 02/13/16 2:55 pm

Last edit: 01/25/17 4:25 pm

Changes proposed by: dgarens

Catalog Pages
Using this Program

Minor in Chemistry

Academic Career     Undergraduate, Lawrence
Program Type        Minor
Department/Program  Chemistry (CHEM)
School/College      College of Lib Arts & Sciences
Consulting School(s)/College(s)
Consulting Department(s)
Program Name        Chemistry, Minor
Do you intend to offer a track(s)?
No
Do you intend for this program to be offered online?
No
Effective Catalog   2017 2016–2018 2017

In Workflow
A. CLAS
   Undergraduate Program and Course Coordinator
B. CUSA Subcommittee
C. CUSA Committee
D. CAC
E. CLAS Final Approval
F. Future Academic Catalog

Approval Path
A. 01/25/17 4:26 pm
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator

B. 02/07/17 1:57 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee

C. 02/14/17 2:14 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Committee

History
A. Feb 13, 2016
   by Deanne Arensberg
   (dgarens)
Requirements for the Minor

The minor allows students outside the department to obtain a strong, distributed background in the discipline. It is particularly useful for students anticipating careers in medicine, health professions, biological sciences, environmental sciences, chemical engineering, business, law, secondary education, or any career in which a basic understanding of the molecular sciences is helpful. A total of 23 credit hours is required, including 13 hours of upper-division work and at least 2 upper-division laboratories. Students should see a chemistry department advisor early in the junior year.

Chemistry Minor Course Requirements

Students selecting this minor must complete the following:

Calculus I. Satisfied by one of the following:

- MATH 115 & MATH 116 recommended
- MATH 115
- MATH 116

Calculus II. Satisfied by one of the following:

- MATH 116
- MATH 126
- MATH 146

General or College Physics I. Satisfied by one of the following:

- PHSX 114 & PHSX 115 recommended
- PHSX 114
- PHSX 211
- PHSX 212
- PHSX 236

Physics: (Choose one of the following)

- PHSX 115
- PHSX 214

Chemistry Courses (15)

Chemistry for the Chemical Sciences I. Satisfied by one of the following:

- CHEM 170
- CHEM 130
- CHEM 190

Chemistry for the Chemical Sciences II. Satisfied by one of the following:

- CHEM 175
- CHEM 135
- CHEM 195

Organic Chemistry I. Satisfied by one of the following:

- CHEM 310
- CHEM 330
- CHEM 380

Organic Chemistry Lab I. Satisfied by:

- CHEM 331

Chemistry Required Elective Group I (5)

Students selecting this minor must complete one of the following:

Analytical Chemistry Lecture and Laboratory. Satisfied by:

- CHEM 620 & CHEM 621

Biological Physical Chemistry Lecture and Laboratory. Satisfied by:

- CHEM 520

Chemistry Required Elective Group II (3-4)

Students selecting this minor must complete one of the following:

- CHEM 510
- CHEM 510 Lab

Physical Chemistry I. Satisfied by:

- CHEM 530
- CHEM 530 Lab
Systematic Inorganic Chemistry. Satisfied by:

CHEM 660 Systematic Inorganic Chemistry

*Students who elect to take CHEM 520 from Option Group 1 cannot take CHEM 510 or CHEM 530 from Option Group 2.

### Minor Hours & Minor GPA

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

**Minor Hours**
- Satisfied by **23-24** 22-hours of minor courses.

**Minor Hours in Residence**
- Satisfied by a minimum of 9 hours of KU resident credit in the minor.

**Minor Junior/Senior Hours**
- Satisfied by a minimum of 13 hours from junior/senior courses (300+) in the minor.

**Minor Junior/Senior Graduation GPA**
- Satisfied by a minimum of a 2.0 KU GPA in all departmental courses (300+) in the minor. GPA calculations include all junior/senior courses in the field of study including F’s and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

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### Rationale for proposal

Change of course numbers for Biological Physical Chemistry from CHEM 510 to CHEM 520.

Removal of CHEM 530 in Group I due to additional course requirement of CHEM 535 and CHEM 537.

Removal of CHEM 310 due to course not being offered for this SY.

Any student that has taken CHEM 530+535+537 will be allowed those courses and a minor substitution will be filled out.

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### Additional Information

- Deanne Arensberg (dgarens) (11/30/16 2:28 pm): The MATH requirements should read the same as the BA. The P. CHEM also needs to read the same as the BA.
- Rachel Schwien (rschwien) (01/03/17 9:57 am): Rollback: per request for further edits
- Rachel Schwien (rschwien) (01/05/17 9:05 am): Rollback: per request for further edits
- Rachel Schwien (rschwien) (01/06/17 1:05 pm): emailed dept regarding discrepancy in rational vs proposal
- Rachel Schwien (rschwien) (01/23/17 12:04 pm): followed up with dept 1/23

---

Key: 298
Course Inventory Change Request

Date Submitted: 02/01/17 10:04 am

Viewing: MUSE 799 : Museum Internship Apprenticeship
Also listed as: AMS 799, ANTH 799, BIOL 723, HIST 799
Formerly known as: BIOL 799, HIST 799

Last approved: 01/27/17 4:30 am
Last edit: 02/21/17 10:29 am
Changes proposed by: rschwien

Catalog Pages referencing this course
Biology Undergraduate Program
College of Liberal Arts & Sciences
Department of American Studies
Department of Anthropology
Department of Ecology and Evolutionary Biology

Academic Career
Graduate, Lawrence

Subject Code
MUSE
Course Number
799

Academic Unit
Department
Museum Studies (MUSE)

School/College
College of Lib Arts & Sciences

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

Title
Museum Internship Apprenticeship

Transcript Title
Museum Internship Apprenticeship

Effective Term
Summer 2017

Catalog Description
Provides directed, practical experience in research, collection, care, and management, public education, and exhibits with emphasis to suit the particular requirements of each student. Graded on a satisfactory/unsatisfactory basis.

Prerequisites
None

Cross Listed Courses:

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>AMS 799</td>
<td>American Studies Museum Apprenticeship</td>
</tr>
<tr>
<td>ANTH 799</td>
<td>Anthropology Museum Apprenticeship</td>
</tr>
<tr>
<td>BIOL 799</td>
<td>Natural History Museum Apprenticeship</td>
</tr>
<tr>
<td>GEOL 723</td>
<td>Paleontology Museum Apprenticeship</td>
</tr>
<tr>
<td>HIST 799</td>
<td>Museum Studies Apprenticeship</td>
</tr>
</tbody>
</table>

Credits
1-6

Course Type
Internship (INT)

Grading Basis
SUI

Typically Offered
Typically Every Semester

Repeatable for credit?
Yes

How many times may this course be taken 9 - AND/OR - For how many maximum credits 9

Can a student be enrolled in multiple sections in the same semester?
No

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

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

In Workflow
1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. Registrar
6. PeopleSoft

Approval Path
1. 02/01/17 10:06 am
Rachel Schwien (rschwien): Approved for CLAS Graduate Program and Course Coordinator
2. 02/21/17 10:31 am
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee
3. 02/24/17 9:30 am
Rachel Schwien (rschwien): Approved for CGS Committee

History
1. Jan 27, 2017 by Brandy Ernzen (b425e693)
### Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(MUSE-MA) Museum Studies, M.A.</td>
</tr>
<tr>
<td>(MUSE-CRTG) Museum Studies, Graduate Certificate</td>
</tr>
</tbody>
</table>

### Rationale for Course Proposal

Removing departments which no longer wish to cross list. Updating the title to better describe the course.

### Describe how:

A 250-hour internship is a current requirement of both programs. Hands-on work in the museum studies field is an integral way for students to learn how museums function.

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**Course Reviewer Comments**

Rachel Schwien (rschwien) (Wed, 01 Feb 2017 16:05:45 GMT): MUSE (B. Emzen), AMS (T. Rockhold), and ANTH (B. Metz) approve of the title change

Rachel Schwien (rschwien) (Wed, 01 Feb 2017 16:06:02 GMT): BIOL, GEOL, and HIST no longer wish to cross list

Rachel Schwien (rschwien) (Tue, 21 Feb 2017 16:29:50 GMT): GEOL wishes to retain crosslisting and approves of title change