Course Inventory Change Request

New Course Proposal

Date Submitted: 04/18/16 2:37 pm

Viewing: EALC 325: Minorities in Japan

Last edit: 04/18/16 2:37 pm

Changes proposed by: mgchilds

Academic Career: Undergraduate, Lawrence
Subject Code: EALC
Course Number: 325
Academic Unit: Department: East Asian Languages & Cultures (EALC)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Minorities in Japan
Transcript Title: Minorities in Japan
Effective Term: Spring 2017

Catalog Description: This course offers a sociological and historical exploration of Japan's minorities: the Ainu, Okinawans, Burakumin, and Zainichi Koreans who are often excluded from narratives of Japanese history. Exclusion of the minority issue not only overlooks the existence of minority populations in Japan but also contributes to misconceptions of Japan as a homogeneous country. The course objective is to challenge the conventional master narrative of racial and cultural homogeneity. We shed light on Japan's minorities, their historical experiences, current struggles, and future challenges. This course is taught at the 300 and 600-levels with additional assignments required at the 600-level.

Prerequisites: None

Cross Listed Courses:

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Once a Year, Usually Spring
Repeatable for credit? No

Principal Course Designator
Course Designator: S - Social Sciences

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

Will this course be required for a degree, major, minor, certificate, or concentration? No
This course, offered by CEAS faculty, has attracted considerable enrollment as a topics class. Prof. Mizumura will continue to teach so we would like to give it its own number. Prof. Mizumura has endorsed this course.

**Course Reviewer Comments**

Karen Ledom (kjh) (10/30/15 5:36 pm): This course has the same title as CEAS 610 and as the proposed new cross-listed course EALC 610. EMAILED DEPT.

Karen Ledom (kjh) (04/05/16 2:10 pm): Rollback: per MC I am sending it back so you can add the cross-listing for CEAS 325.

Karen Ledom (kjh) (04/17/16 1:15 pm): Rollback: This was supposed to be rolled back to you so that you could add CEAS 325 to the cross-listings per previous email conversations. Please add that reference to the form and then send back to me. Thanks!

Karen Ledom (kjh) (04/30/16 8:07 pm): Course keeps getting sent back to me but no addition of CEAS cross-listing. At this point in the interest of time I am going to assume that no cross-listing is requested and this is a stand alone course.

Karen Ledom (kjh) (04/30/16 8:13 pm): After reviewing further emails, this course will not be cross-listed with CEAS because CEAS only has graduate level courses. However, it is the same title etc and is tied to CEAS 610/EALC 610 so this proposal has to wait for those to be resubmitted.
### Course Inventory Change Request

#### New Course Proposal

**Date Submitted:** 05/02/16 12:44 pm  
**Viewing:** EALC 610: Minorities in Japan  
**Also listed as:** CEAS 610

<table>
<thead>
<tr>
<th>Last edit: 05/02/16 12:44 pm</th>
<th>Changes proposed by: mgchilds</th>
</tr>
</thead>
</table>

**Academic Career**  Undergraduate, Lawrence  
**Subject Code**  EALC  
**Course Number**  610  
**Academic Unit**  Department: East Asian Languages & Cultures (EALC)  
**School/College**  College of Lib Arts & Sciences  
**Locations**  Lawrence

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

**Title**  Minorities in Japan  
**Transcript Title**  Minorities in Japan  
**Effective Term**  Spring 2016

**Catalog Description**  
This course offers a sociological and historical exploration of Japan's minorities: the Ainu, Okinawans, Burakumin, and Zainichi Koreans who are often excluded from narratives of Japanese history. Exclusion of the minority issue not only overlooks the existence of minority populations in Japan but also contributes to misconceptions of Japan as a homogeneous country. We shed light on Japan's minorities, their historical experiences, current struggles, and future challenges. This course is taught at the 300 and 600-levels, with additional assignments required at the 600-level. (Same as CEAS 610)

**Prerequisites**  An introductory East Asian Studies course or consent of the instructor.

**Cross Listed Courses:**  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEAS 610</td>
<td>Minorities in Japan</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**  Spring Semester, Even Year  
**Repeatable for credit?**  No

**Principal Course Designator**  S - Social Sciences

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

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https://next.catalog.ku.edu/courseleaf/approve/
Will this course be required for a degree, major, minor, certificate, or concentration?

No

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>CEAS 610 already exists. We are proposing cross-listing it. CEAS has endorsed this cross-listing.</th>
</tr>
</thead>
</table>

**Course Reviewer Comments**

Karen Ledom (kjh) (10/30/15 5:35 pm): need CC for CEAS 610


Karen Ledom (kjh) (01/16/16 4:38 pm): emailed dept again 1/16. Still need a change to existing course - CEAS 610 to add the cross-listing and the prerequisite.

phh (01/31/16 6:41 am): Rollback: needs edit

Karen Ledom (kjh) (04/17/16 1:27 pm): Per Courseleaf CEAS "should" automatically be updated to: 1. cross-list with EALC 610, and 2. add a prerequisite CEAS 610 that matches EALC 610, since CEAS didn't have one previously.

Karen Ledom (kjh) (04/17/16 1:28 pm): prerequisite is there after all for CEAS 610. What is not is the reference to courses taught at the 300 and 600 levels.

Karen Ledom (kjh) (04/17/16 1:42 pm): need to change career to UG; need to add a 300-level version of CEAS to the EALC 325 version of this course, change wording that refers to both levels. See email from 4/17 also.

Karen Ledom (kjh) (04/17/16 1:42 pm): Rollback: Please see comments and separate email regarding cross-listing issues and the academic career.
FREN 153: Around the Francophone World in 100 Days

A comprehensive, interdisciplinary and critical survey of the French-speaking cultures outside France in North America, the Caribbean, Africa, the Middle East, and Southeast Asia. Will include a variety of cultural topics, with particular attention to, and critique of, French colonization, the effects of empire on indigenous cultures, and postcolonial interactions today between France and its former colonies and protectorates. Taught in English. Does not fulfill any requirement in the French major or minor.

This is an outreach course in English, submitted for Core goal 1.1. Complementing FREN 152 (France and the French), this multicultural/interdisciplinary course fills a curricular need to connect students with the rich, diverse French-speaking world outside France.

https://next.catalog.ku.edu/courseleaf/approve/
extends to France's former colonies, dealing with colonialism, post-colonialism, and issues pertaining to contemporary culture.

**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>CA Jewers</td>
<td>Nov 15 15</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.

  **Goal 1.1.**

**Selected Learning Outcome(s):**

**Goal 1, Learning Outcome 1**

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Central to the course is the idea of information literacy, communication, and experiential learning. Using a hands-on approach that has students evaluate a variety of documentation and film material, students will structure nuanced analyses and arguments about colonialism and its legacy. They will evaluate the historical record and cultural documents; weigh the evidence and outcomes; debate discuss, and refine their critical thinking on the topics; work in groups as well as individually; and complete a scaffolded individual assignment that requires research and reflection. They will encounter scholars from the countries they are studying, and see artifacts objects, and images related to the cultures they are studying (see syllabus). They will also have unit examinations to test their knowledge of the topics and engagement with interdisciplinary materials related to the various cultures studied.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.)

Information Literacy: Course work will consist of working with peers, developing a research question, finding supporting documentation, learning how to structure one's thoughts, communicating and debating results, evaluating work of peers, as well as producing a coherent written text (see details below). Communicating: Students will use a variety of formats to communicate with peers and the instructor: question-answer, debate, group presentation, individual writing assignment (see details below), Experiential Learning: For a more hands-on approach, the course includes class visits by faculty and/or students from different regions with whom students can discuss what they have learned. We will also schedule visits to the Spencer Research Library and the Spencer Museum of Art.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade.

**GRADING SUMMARY:**
- Attendance and Participation 15%
- Homework 10%
- Group Presentation 20%
- Independent Research Project 25%
- Unit Exams 30% (Supermajority 75%)
Rachel Schwien (rschwien) (09/07/16 11:38 am): Subcommittee suggested change in title and KU Core goal. Emailed dept 9/7

Rachel Schwien (rschwien) (09/08/16 3:19 pm): Rollback: Rolling back to Dept. CUSA subcommittee has reviewed and does not support KU Core nomination of goal 5.1. Suggests proposing for Core goal 4.2. Please resubmit with 1.1 by itself or with 1.1 and 4.2. Please also correct spelling error in Francophone. Committee also offered a suggestion of change in course title (suggestion emailed to Caroline Jewers).
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 06/09/16 11:28 am

**Viewing:** GEOL 122: Life Through Time: DNA to Dinosaurs Laboratory

Last edit: 08/19/16 4:01 pm

Changes proposed by: olcott

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GEOL</td>
</tr>
<tr>
<td>Course Number</td>
<td>122</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Geology (GEOL)</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>Yes</td>
</tr>
</tbody>
</table>

**Please Explain**

This laboratory will be an online class to complement an in-person lecture class, Geol 121. Students will work through the material a week at a time, so all students will be doing the same thing every week. Additionally, to take this class they will have to be in Geol 121 as well, so they will see the instructor of this laboratory 2x a week, as it will be the same instructor.

<table>
<thead>
<tr>
<th>Title</th>
<th>Life Through Time: DNA to Dinosaurs Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Life Through Time Lab</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**

This online companion to GEOL 121 allows students a hands-on exploration of the principles and practices of paleontology research. Students will be guided through an individual term-length research project—from shaping a research question to collecting and analyzing data to drawing conclusions to presenting in front of an audience. This lab will not only allow students to explore the fossil record but it will bring them into the scientific conversation.

**Prerequisites**

corequisite: Students must be concurrently enrolled in Geol 121

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Course Type</td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/­)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
</tbody>
</table>

Are you proposing this course for KU Core? No

Typically Offered | Once a Year, Usually Fall

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? Yes

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

https://next.catalog.ku.edu/courseleaf/approve/
This course provides an authentic research experience; students will be using authentic paleontological data from an online database (The Paleobiology Database) to shape and answer their own research question. Not all paleontology occurs in the field, so like this lab, involves examining patterns of fossils across time and space, thus the students will get real hands-on experience in doing paleontology. This laboratory was developed with a team of librarians here at KU, to ensure that the students will also gain informational literacy, database management experience, and research skills.

How does this course meet the CLAS BA requirements?
Lab and Field Experiences (LFE)

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

Rationale for Course Proposal
Currently, students in Geol 121 can take Geol 103 but that course is not linked to the course content in Geol 121. Additionally, Geol has been completely transformed to meet the KU Core requirements, and I want to provide students with an equally effective laboratory experience. Attached is a list of course topics and learning goals.

Supporting Documents
Geol122CourseTopics.pdf

Course Reviewer Comments
K
Environmental Dynamics in India

This course introduces students to the relationships the people of India have had with their landscape from ancient times to the present. Students will learn about diverse ecosystems and the indigenous peoples they have harbored from the high Himalayas altitudes to the coastal regions, from the desolate arid deserts to the rain forests of India. The class will discuss how the very nature of the relationship of the people with their land has changed over the long course history of South Asia with specific case studies of environmental challenges, failures and successes. Examples of possible cases include: the Chipko movement led by the women of the Himalayas to save their forests from loggers; the traditions of creating lakes and water conservation lifestyles in the arid region of Rajasthan; and nature worship and cases of leopards and tigers receiving protection by the very villages they terrorize.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>This course will be regularly taught as an elective and it will be relevant to students in Global &amp; International Studies, Environmental Studies, Anthropology, and students doing a South Asian Culture Certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer</td>
<td>Karen Ledom (kjh) (08/19/16 5:28 pm): need support statements from ANTH and EVRN. Rachel will email.</td>
</tr>
<tr>
<td></td>
<td>Rachel Schwien (rschwien) (09/08/16 3:43 pm): EVRN is in support of this course</td>
</tr>
<tr>
<td></td>
<td>Rachel Schwien (rschwien) (09/20/16 1:32 pm): Subcommittee has requested ANTH support</td>
</tr>
<tr>
<td></td>
<td>Rachel Schwien (rschwien) (09/23/16 11:13 am): ANTH would like to cross list. Waiting on ANTH dept confirmation of cross listed course number</td>
</tr>
</tbody>
</table>
Exploring The Human Condition: __________

This is a special topics course that provides an interdisciplinary exploration of human experience through the study of specific themes, periods or genres. Through reading and discussion of primary sources and scholarly texts, students will examine issues central to the human condition, be introduced to the methods that disciplines in the humanities use to analyze them, and learn the skills of close reading, critical analysis, and the interpretation of evidence. Assignments require students to analyze source material, synthesize information, solve problems and construct arguments to support conclusions.

**Course Catalog Description**

**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:** Once a Year, Usually Spring

**Repeatable for credit?** No

**Principal Course Designator**

**Course Designator**

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

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

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HWC-BA) Humanities, B.A.</td>
</tr>
</tbody>
</table>

https://next.catalog.ku.edu/courseleaf/approve/
Describe how: This course will serve as a major elective in the Humanities B.A. degree program.

Rationale for Course Proposal
This course addresses topics of human experience including technology, morality, civilization, nature and the supernatural, and the citizen and the state. It prepares students for higher level work in humanities disciplines across the curriculum and encourages thorough consideration of the human condition in the present day.

Supporting Documents
HUM 112 Syllabus.pdf

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

Name of person giving departmental approval Sandra Zimdars-Swartz
Date of Departmental Approval 9/2/2016

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.
An interdisciplinary exploration of human experience through the study of particular themes, periods and genres. Through reading and discussion, students will examine issues and problems central to the human condition, be introduced to the methods various humanities disciplines use to analyze them, and learn the skills of close reading, critical analysis, interpretation and evaluation of evidence. Assignments require students to interpret and analyze source material, synthesize an array of ideas, construct arguments and solve problems.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.)
In this course students will analyze, evaluate and synthesize both scholarly sources and primary texts to construct well-defined solutions to problems of the human condition on topics such as the role of technology, the place of the supernatural, the problems posed by morality and mortality in contemporary life. For example, on the topic of technology, students will study theoretical concepts concerning the relationship of technological progress to individual success and evaluate personal and cultural assumptions about the need for technological advances in today's world. Students will be assessed on their ability to articulate key concepts, gauge the validity of arguments, and use a wide range of evidence to develop and support their own positions.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *
1. Students will post a Reading Analysis on Blackboard each week prior to the designated discussion day. These posts will describe assigned readings, connect readings to course themes and provide a question for in-class discussion.
2. Course examinations (2 per semester) will require students to apply ideas, solve problems and address larger course-related questions in short-answer and essay formats.
3. Final paper project. This assignment requires that students apply course-based information and knowledge to a significant problem in the subject area. Specifically, students develop a position (thesis), support that position with substantive evidence to form conclusion or solution to the problem.
Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

Online posts 10%, Midterm Exam (written) 15%, Final Exam (written) 15%, Final paper project 35%, Total 75%

HUM 112 Sample Assignment.docx
Course Inventory Change Request

Viewing: REL 109: Jews, Christians, Muslims, Honors Living Religions of the West, Honors

Also listed as: JWSH 109

Last edit: 09/08/16 4:48 pm
Changes proposed by: h208s676

Other Courses referencing this course
In The Catalog Description:
- JWSH 107: Living Religions of the West
- REL 107: Jews, Christians, Muslims

Academic Career
Undergraduate, Lawrence

Subject Code
REL

Course Number
109

Academic Unit
Department: Religious Studies (REL)
School/College: College of Lib Arts & Sciences

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

Title
Jews, Christians, Muslims, Honors Living Religions of the West, Honors

Transcript Title
Jews, Christians, Muslims, Honors Living Religions of the West, Honors

Effective Term
Spring 2017

Catalog Description
A basic introduction to the major religious traditions in the Near East, Europe, and the Americas, with an emphasis on their development through the modern period and their expressions in contemporary life. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 107.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSH 109</td>
<td>Jews, Christians, Muslims, Honors Living Religions of the West, Honors</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?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Principal Course Designator
HR - Philosophy & Religion

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?

No

Rationale for Course Proposal

Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. “Living Religions of the West” was an outdated title that reifies a problematic East-West division.

KU Core Information

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

Yes

Name of person giving departmental approval  Daniel Stevenson  Date of Departmental Approval  Sept 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.

Already approved for Core Goals 3 and 4.

Selected Learning Outcome(s):

Goal 3 - Humanities

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

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

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 Core Goals 3 and 4.
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 Core Goals 3 and 4.

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 Core Goals 3 and 4.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
  Already approved for Core Goals 3 and 4.

Course Inventory Change Request

New Course Proposal

Date Submitted: 09/07/16 1:23 pm

Viewing: MUSE 400: Directed Readings in Museum Studies

Last edit: 09/16/16 2:23 pm

Changes proposed by: b425e693

Academic Career: Undergraduate, Lawrence
Subject Code: MUSE
Course Number: 400
Academic Unit: Department
School/College
Museum Studies (MUSE)
College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Directed Readings in Museum Studies
Transcript Title: Dir Readings in Museum Studies
Effective Term: Spring 2017

Catalog Description:
Directed reading in an area of Museum Studies for which there is no course in the Museum Studies program or in cooperating departments and in which a member of the faculty has expertise.

Prerequisites: Consent of instructor.

Cross Listed Courses:

Credits: 1-3
Course Type: Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)
Grading Basis: A-D(+/-)-FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: As necessary
Repeatable for credit?
Yes

How many times may this course be taken 99 - AND/OR - For how many maximum credits 999

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

Principal Course Designator
Course Designator

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

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

There is growing interest among undergraduates for courses in museum studies, however, the Museum Studies program does not offer an extensive number of regular courses. A directed readings course is intended to respond to student interest and give undergraduate students access to Museum Studies faculty expertise.

Course Reviewer Comments
Course Inventory Change Request

New Course Proposal

Date Submitted: 09/07/16 1:08 pm

Viewing: MUSE 480 : Special Topics in Museum Studies: _______

Last edit: 09/07/16 1:08 pm

Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>MUSE</td>
</tr>
<tr>
<td>Course Number</td>
<td>480</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Museum Studies (MUSE)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

Title

Special Topics in Museum Studies: _______

Transcript Title

Special Topics Museum Studies:

Effective Term

Spring 2017

Catalog Description

Courses on special topics in museum studies, given as need arises. Lectures, discussions of readings, and guest speakers. Topic for semester to be announced. Instructor permission usually required.

Prerequisites

Varies by section and instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)-FI</td>
</tr>
</tbody>
</table>

Is this course part of the University Honors Program?

No

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 99 - AND/OR - For how many maximum credits 999

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

Yes

Principal Course Designator

Course Designator

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

No

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

No
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>There is a growing interest among undergraduate students for courses pertaining to museum studies and museums. This course will enable the Museum Studies program to reach undergraduate students from a variety of disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>
Course Inventory Change Request

New Course Proposal

Viewing: POLS 582 : Transnational Terrorism

Last edit: 09/09/16 11:26 am

Changes proposed by: bjmiller

Academic Career: Undergraduate, Lawrence
Subject Code: POLS
Course Number: 582
Academic Unit: Department Political Science (POLS)
School/College: College of Lib Arts & Sciences

Locations: Lawrence

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

Title: Transnational Terrorism
Transcript Title: Transnational Terrorism
Effective Term: Spring 2017

Catalog Description:
The course provides a study of the patterns of transnational terrorism. First, it introduces students to the analytical study of terrorism. The course traces the evolution of terrorism, from the French Revolution to the modern day era. It also covers how scholarship defines, conceptualizes, and measures terrorism. The second goal is to introduce students to key scholarly debates within the literature. Some of the example questions we ask are: are democracies more vulnerable to terrorism? Does globalization render states open to being attacked by transnational actors? Is torture warranted as an effective counterterrorism tactic? The readings draw on empirical scholarship on the causes and consequences of transnational terrorism.

Prerequisites: Sophomore level or consent of instructor

Credits: 3.0
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/­)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Once a Year, Usually Spring
Repeatable for credit? No

Principal Course Designator: S - Social Sciences

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

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

There is no course that covers transnational terrorism. Prof. Markel's course on “Extremist Groups” overlaps with the Topics course I've been teaching in some aspects. However, the course I offer focuses on transnational terrorism and the connection between terrorism and foreign policy. Previously taught as a topics course.

Course Reviewer Comments

Karen Ledom (kjh) (08/26/16 11:05 am): ROLLBACK - NEEDS PRE-REQ

Rachel Schwien (rschwien) (08/26/16 2:20 pm): Rollback: This course will need Prerequisites

Rachel Schwien (rschwien) (09/09/16 11:26 am): Updated course number to 582. Same course also being taught as 782
Gender and Politics in Africa

This course is designed to explore the field of gender and African politics. We begin by paying particular attention to African women's political roles during the pre-colonial and colonial society. Next, we examine the impetus, methods, and path of liberation struggles and how gender roles were shaped, shifted, and changed during these struggles. The majority of the class focuses on current issues in African politics, including gender and development, HIV/AIDS and women's health, gender and militarism. We also explore women's roles in political institutions, civil society organizations, trade and labor unions, and transnational movements. We also examine contemporary constructions of masculinity and femininity in African states and explore how these constructions affect social policy and national political agendas.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Sophomore level or consent of instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>WGSS 662</td>
<td>Gender and Politics in Africa</td>
</tr>
<tr>
<td>AAAS 662</td>
<td>Gender and Politics in Africa</td>
</tr>
</tbody>
</table>

Credits: 3.0
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/‐)FI
Is this course part of the University Honors Program? No

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

Principal Course Designator
Course Designator: S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements? No
**Will this course be required for a degree, major, minor, certificate, or concentration?**

**No**

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a course I teach regularly that serves the departments of African and African American Studies; Women, Gender, and Sexuality Studies; and Political Science. When I originally submitted this course, I was discouraged from triple listing the course across three departments, but I have realized that this course serves POLS students directly and they often populate the course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Karen Ledom (kjh) (04/03/16 12:58 pm):</strong> Rollback: All courses numbered 500 or above must have a prerequisite. Please add and submit. Thank you. Also, please confirm in the rationale section that the cross-listed departments have given permission to create their courses also.</td>
<td></td>
</tr>
<tr>
<td><strong>Karen Ledom (kjh) (04/17/16 2:23 pm):</strong> Prerequisite added and course re-submitted but no confirmation that other departments agree to cross-list with POLS or to add a prerequisite to their courses. Emailed dept. 4/16.</td>
<td></td>
</tr>
<tr>
<td><strong>Karen Ledom (kjh) (04/30/16 7:34 pm):</strong> Received confirmation from WGSS but not AAAS as of 4/30. At this point must roll forward to the 2016-2017 committee pending response from AAAS.</td>
<td></td>
</tr>
</tbody>
</table>
# New Course Proposal

**Viewing:** POLS 690: Research and Diplomacy Lab

**Also listed as:** GIST 697

**Last edit:** 09/08/16 8:33 am

Changes proposed by: bjmiller

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>POLS</td>
</tr>
<tr>
<td>Course Number</td>
<td>690</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Political Science (POLS )</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

No

**Title**

Research and Diplomacy Lab

**Transcript Title**

Research and Diplomacy Lab

**Effective Term**

Spring 2016

**Catalog Description**

This course is designed to provide students with basic tools and an understanding of interdisciplinary social science research and to simultaneously partner with an innovative program implemented by the US Department of State. While learning about the research process and research design, students enrolling in this course team up with a group of four or more students to address a real world problem posed by a State Department officer with whom they have contact through videoconferencing throughout the semester. The team engages in extensive and systematic research to address the problem and presents their finding in a formal report presented to the State Department in the desired format.

**Prerequisites**

GIST 301 or POLS 150 or POLS 170 or instructor permission

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIST 697</td>
<td>Research and Diplomacy Lab</td>
</tr>
</tbody>
</table>

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC )

**Grading Basis**

A-D(+/-)FIP

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

No

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

No

**Typically Offered**

1

**Please explain**

The course is linked to thematic issues and questions developed by the State Department and the potential course offering will be subsequently restricted to instructor availability and interest.

**Repeatable for credit?**

No

**Principal Course Designator**

S - Social Sciences

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

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

No

### Rationale for Course Proposal

This course is designed to provide students with basic research skills and an understanding of interdisciplinary social science research process and research design, students enrolling in this course team up with a group of four or more students to address a real wo

### Course Reviewer Comments

Karen Ledom (kjh) (10/30/15 6:13 pm): how does this course differ from the recently created course in GIST?

Karen Ledom (kjh) (04/17/16 6:08 pm): Rollback: tabled at Nov 1 subcomm

Karen Ledom (kjh) (04/30/16 10:01 pm): Rollback: Please add the course with which you wish to cross-list and re-submit.

Karen Ledom (kjh) (08/31/16 1:52 pm): need clarification from GIST and POLS - one dept's version is LEC and one is LAB. Also prerequisites don't matc

Rachel Schwien (rschwien) (09/02/16 10:48 am): POLS and GIST are in agreement with changes to prerequisites and course type

Rachel Schwien (rschwien) (09/08/16 8:33 am): Per department feedback - updated prerequisites to include ‘or’ for clarity. Updated the credit hours to a 3.
# Course Inventory Change Request

## New Course Proposal

**Viewing:** POLS 691: Diplomacy Lab  
Also listed as: GIST 696  
**Last edit:** 09/22/16 1:10 pm  
Changes proposed by: bjmiller

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>POLS</td>
</tr>
<tr>
<td>Course Number</td>
<td>691</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department - Political Science (POLS)</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>Diplomacy Lab</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Diplomacy Lab</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Catalog Description:** This course is a supplemental research lab designed to partner with a jr/sr level course offering an innovative program implemented by the US Department of State. Students enrolling in this course team up with a group of four or more students to address a real world problem posed by a State Department officer. This one-credit hour course is intended to function as a special lab project and must be taken in conjunction with a standard course that has a diplomacy lab option. Instructor permission required.

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GIST 696</td>
<td>Diplomacy Lab</td>
</tr>
</tbody>
</table>

**Credits:** 1.0  
**Course Type:** Laboratory Main (Laboratory that is a main component) (LAB)  
**Associated Components (Optional):** Laboratory - Associated with a main component  
**Grading Basis:** A-D(+/­)FIP  
**Is this course part of the University Honors Program?** No  
**Are you proposing this course for KU Core?** No  
**Typically Offered:** 1  
**Repeatable for credit?** No

**Please explain:** The course is linked to thematic issues and questions developed by the State Department and the potential course offering will be subsequently restricted to instructor availability and interest.

**Principal Course Designator:** S - Social Sciences
Rationale for Course Proposal

This course is designed to provide students with basic research skills and an understanding of interdisciplinary social science research and to simultaneously partner with an innovative program implemented by the US Department of State. While learning about the research process and research design, students enrolling in this course team up with a group of four or more students to address a real world problem.

Karen Ledom (kjh) (10/30/15 6:14 pm): how does this course differ from the recently created course in GIST?
Karen Ledom (kjh) (04/17/16 6:08 pm): Rollback: tabled at Nov 1 subcomm
Karen Ledom (kjh) (04/30/16 10:01 pm): Rollback: Please add the course with which you wish to cross-list and re-submit.
Karen Ledom (kjh) (08/31/16 1:52 pm): need clarification from GIST and POLS - one dept's version is LEC and one is LAB. Also prerequisites don't match.
Rachel Schwien (rschwien) (09/02/16 10:46 am): GIST is in agreement with changes to Prerequisites and course type
Rachel Schwien (rschwien) (09/20/16 1:32 pm): subcommittee suggested change of first sentence in catalog description to read "This course is a supplemental research lab designed to partner with a jr/sr level course offering an innovative program implemented by the US Dept of State"
**New Course Proposal**

**Viewing:** SLAV 494: Research Internship

**Last edit:** 09/08/16 9:30 am

Changes proposed by: smd

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>SLAV</td>
</tr>
<tr>
<td>Course Number</td>
<td>494</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Slavic Languages &amp; Literatures (SLAV)</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>Research Internship</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Research Internship</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

| Catalog Description | Practical research experience in Slavic Studies gained by assisting a faculty member on a faculty research, editorial, pedagogical, or digital project. Credit hours are graded by faculty on a satisfactory/unsatisfactory basis. |
| Prerequisites       | Declaration of a Slavic Languages and Literatures major and permission of instructor. |

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Internship (INT)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>SUI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

How many times may this course be taken **3** - AND/OR - For how many **maximum credits** **3**

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

<table>
<thead>
<tr>
<th>Principal Course Designator</th>
<th>H - Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Designator</td>
<td></td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of the course is to give undergraduate students an early taste of the research process in the field of Slavic Studies and to prepare them to undertake individual research work in the future. For students not planning graduate work, their participation in undergraduate research enhances critical thinking, analytical abilities, and problem-solving skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAV 494 final.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (Wed, 31 Aug 2016 19:56:41 GMT): Rollback: Please include the maximum number of credits a student can earn since this course is repeatable for credit. Please also remove the prerequisite sentence from the catalog description.</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 09/09/16 10:27 am

Viewing: **HIST 319 : History, Women, and Diversity in the U.S.**

Also listed as: **WGSS 319**

Last edit: 09/09/16 10:27 am

Changes proposed by: acon

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
<th>COMS-MIN: Leadership Studies, Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST-BA/BGS: History, B.A./B.G.S.</td>
</tr>
<tr>
<td></td>
<td>LDST-MIN: Leadership Studies, Minor</td>
</tr>
<tr>
<td></td>
<td>WGSS-MIN: Women's Studies, Minor</td>
</tr>
</tbody>
</table>

Academic Career Undergraduate, Lawrence

Subject Code HIST Course Number 319

Academic Unit Department History (HIST)

School/College College of Lib Arts & Sciences

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

No

Title History, Women, and Diversity in the U.S.

Transcript Title History, Women & Diversity in US

Effective Term Spring 2017

Catalog Description This survey course explores the history of being female in America through a focus on the ways differences in race, sexuality, ethnicity, class, and life cycle have shaped various aspects of women's lives. Themes to be explored could include, but are not limited to: social and political activism; intellectual developments; family; women's communities; work; sexuality; and culture.

Prerequisites None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 319</td>
<td>History, Women, and Diversity in the U.S.</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? Yes

Typically Offered Not Typically Offered

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?
This course is designed as an interdisciplinary history course with the use of critical feminist theory and critical race theory. The course will meet the needs of a wider range of students if it can count as minor/major course for both HIST and WGSS. The professor designed this 300-level course to appeal to students across the spectrum of humanities and would like it to be more readily available.

**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>
</table>

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.

Selected Learning Outcome(s):

**Goal 4. Learning Outcome 1**

State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

Explain how your course or educational experience will generate discussion among students, leading to examination of students’ own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)

Already approved for Goal 4.1
Course Reviewer Comments

Rachel Schwien (rschwien) (09/12/16 1:42 pm): WGSS (Katie Batza) gave approval for addition of cross listed course.
Course Inventory Change Request

Date Submitted: 06/10/16 2:35 pm

Viewing: **ASTR 503 : Undergraduate Research**
Also listed as: EPHX 503, PHSX 503

Last edit: 08/22/16 3:56 pm
Changes proposed by: tatekris

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Astronomy</td>
</tr>
<tr>
<td>Bachelor of Science in Interdisciplinary Computing</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Physics and Astronomy</td>
</tr>
<tr>
<td>Engineering Physics Undergraduate Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ASTR</td>
</tr>
<tr>
<td>Course Number</td>
<td>503</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Physics &amp; Astronomy (PHSX)</td>
</tr>
<tr>
<td></td>
<td>School/College</td>
</tr>
<tr>
<td></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Undergraduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is for students seeking to fulfill the undergraduate research requirement. Students are expected to participate in some area of ongoing research in the department, chosen with the help of their advisor. At the end of the term, students will present their results in a seminar to other students and faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior/Senior standing in Astronomy, Engineering Physics, or Physics, or permission of instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>EPHX 503</td>
</tr>
<tr>
<td>PHSX 503</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>A-D(+/-)FI</th>
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<tr>
<th>Is this course part of the University Honors Program?</th>
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<tbody>
<tr>
<td>No</td>
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<table>
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<tr>
<th>Are you proposing this course for KU Core?</th>
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<tbody>
<tr>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Typically Offered</th>
<th>Typically Every Semester</th>
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<tr>
<th>Repeatable for credit?</th>
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<tbody>
<tr>
<td>Yes</td>
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</table>

How many times may this course be **taken** | AND/OR | For how many maximum credits | 99 | 999 |

Can a student be enrolled in multiple sections in the same semester? | Yes |
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>(PHSX-BA) Astronomy, B.A.</td>
</tr>
<tr>
<td>(PHSX-BS) Astronomy, B.S.</td>
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</tbody>
</table>

Describe how:

Astronomy BA: In addition to the above specifically required courses, Astronomy BA candidates must complete at least 5 additional credits in physics or astronomy at the 300+ level. Students may enroll in ASTR 390 for undergraduate problems for 1 or more credit hours and in ASTR 503 (501 honors) for research credit.

Describe how:

Astronomy BS: Undergraduate Research. 1 credit is required for major; more may be taken.

Describe how:

More than 1 credit of research may be required for departmental honors.

**Rationale for Course Proposal**

This is to make all of our Undergraduate Research courses (ASTR 503, PHSX 503, and EPHX 503) consistent. Until now, only PHSX 503 was repeatable. This is correcting that error for ASTR 503 and EPHX 503.

**Supporting Documents**

[ASTR 503 - EPHX approval.docx](#)

**KU Core Information**

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

Yes

Name of person giving departmental approval

Date of Departmental Approval

**Selected Goal(s)**

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

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

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

Selected Learning Outcome(s):

**Goal 6**

Is this course or course sequence at the required junior or senior level?

Yes

Explain how students will analyze and combine information from different areas and approach and explain existing questions and problems from new perspectives, pose new questions or generate new ideas. (Please limit responses to 1000 characters.)
Already approved for the KU Core – no Core related proposals included.

If your course or course sequence expects students to develop a creative product, please detail the nature of this product and how it will require students to think, react, and work in imaginative ways that produce innovative expressions and original perspectives. (Please limit responses to 1000 characters.)

Already approved for the KU Core – no Core related proposals included.

Indicate the weight of the evidence in the overall grade of your course or educational experience that will evaluate students for integrative or creative thinking and how you will ensure that your syllabus reflects these assignment expectations. (Please limit responses to 1000 characters with countdown.)

Already approved for the KU Core – no Core related proposals included.

Karen Ledom (kjh) (Fri, 10 Jun 2016 18:39:28 GMT): Rollback: At department's request via email - did not update request to make course repeatable.

Course Inventory Change Request

Date Submitted: 09/02/16 1:55 pm

Viewing: DANC 150: Choreography I Dance-Improvisation

Last edit: 09/19/16 4:53 pm

Changes proposed by: jhilding

Programs referencing this course

DANC-BA: Dance, B.A.
DANC-BFA: Dance, B.F.A.
DANC-MIN: Dance, Minor

Other Courses

In The Catalog

Academic Career

Undergraduate, Lawrence

Subject Code

DANC

Course Number

150

Academic Unit

Department: Dance (DANC)
School/College: School of the Arts, CLAS

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

No

Title

Choreography I Dance-Improvisation

Transcript Title

Choreography I Dance-Improvisation

Effective Term

Fall 2017

Catalog Description

The introductory-level course in a series of four composition courses (DANC 150, 250, 350 and 550). Includes basic exploration of improvisation: movement studies for solo figure, movement themes for duet, trio, and larger groups; and dances for non-traditional performing spaces both indoors and outdoors. Students will learn fundamental ingredients of dance (space, time, weight, and energy flow) and how to organize them into short compositional forms such as ABA, verse/refrain, or narrative. Developing skills in perception and the rapid translation of ideas into dance. Central to the course will be exposure to a variety of stimuli from music and the visual arts, to nature and people on the streets.

Prerequisites

Consent DANC 104 or consent of instructor.

Cross Listed Courses:

Credits

2

Course Type

Laboratory Main (Laboratory that is a main component) Activity (Example: HSES or BAND) (LAB ACT)

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

On a Rotating Basis

Repeatable for credit?

No

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

Yes

Which Program(s)?

Program Code - Name

(DANC-BFA) Dance, B.F.A.
(DANC-BA) Dance, B.A.
(DANC-MIN) Dance, Minor
Describe how:

Choreography I fulfills 2 of the 10 hours required for the Composition component of the B.A. and B.F.A. in Dance. It also can satisfy 2 of 12 the non-technique hours required for the Dance Minor.

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
</table>
We would like to change the title and description to update the course to better conform to national standards for dance composition courses.

Course Reviewer

Comments
Course Inventory Change Request

Date Submitted: 09/02/16 1:31 pm

Viewing: DANC 250 : Choreography II Choreography:Structured Solos

Last edit: 09/19/16 4:54 pm

Changes proposed by: jhilding

Catalog Pages referencing this course

Bachelor of Arts in Dance
Bachelor of Fine Arts in Dance
Department of Dance
School of the Arts (College of Liberal Arts & Science)

DANC-RA: Dance, R.A.

Academic Career
Undergraduate, Lawrence

Subject Code
DANC

Course Number
250

Academic Unit
Department Dance (DANC)
School/College School of the Arts, CLAS

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

No

Title
Choreography II Choreography:Structured Solos

Transcript Title
Choreography II Choreography:Structured Solos

Effective Term
Fall 2017

Catalog Description
The intermediate course in a series of four composition courses (DANC 150, 250, 350 and 550). Includes more complex exploration of improvisation; movement studies for solo figure, movement themes for duet, trio, and larger groups; and dances for non-traditional performing spaces both indoors and outdoors. Students will further develop Movement studies for solo figure based on exploration of the fundamental ingredients of dance (space, time, weight, and energy flow) and how to organize them into studies including short compositional forms such as ABA, verse/refrain, or narrative.

Prerequisites
DANC 150 and DANC 203 or consent of instructor.

Cross Listed Courses:

Laboratory Main (Laboratory that is a main component) Lecture (Regularly scheduled academic course) (LAB)

Grading Basis
A-D(+/­)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
On a Rotating Basis

Repeatable for credit?
No

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

Which Program(s)?
Describe how: Choreography II fulfills 2 of the 10 hours required for the Composition component of the B.A. and B.F.A. in Dance. It also can satisfy 2 of 12 the non-technique hours required for the Dance Minor.

Rationale for Course Proposal

We would like to change the title and description to update the course to better conform to national standards for dance composition courses.

Course Reviewer Comments
Course Inventory Change Request

Date Submitted: 09/02/16 1:37 pm

Viewing: DANC 350: Choreography III

Last edit: 09/02/16 1:37 pm

Changes proposed by: jhilding

In Workflow
1. ARTS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. ARTS Final Approval
6. Registrar
7. PeopleSoft

Approval Path
1. 09/16/16 2:37 pm
Rachel Schwien (rschwien):
Approved for ARTS Undergraduate Program and Course Coordinator
2. 09/20/16 12:08 pm
Rachel Schwien (rschwien):
Approved for CUSA Subcommittee
3. 09/27/16 1:52 pm
Rachel Schwien (rschwien):
Approved for CUSA Committee

Description
The advanced course in a series of four composition courses (DANC 150, 250, 350 and 550). Includes in-depth development of improvisation: movement studies themes for solo figures, movement themes for duet, trio, and larger groups; and dances for non-traditional performing spaces both indoors and outdoors. Students will develop increasingly complex studies of dance (space, time, weight, and energy flow) including compositional forms such as ABA, verse/refrain, or narrative. At least one concert length work with plans for presentation to an audience will be required.

Prerequisites
DANC 250 or consent of instructor.

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/­)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
On a Rotating Basis

Repeatable for credit?
No

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

Which Program(s)?

<table>
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<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(DANC-BFA) Dance, B.F.A.</td>
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<tr>
<td>(DANC-BA) Dance, B.A.</td>
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</tbody>
</table>

Describe how:
Choreography III fulfills 2 of the 10 hours required for the Composition component of the B.A. and B.F.A. in Dance. It also can satisfy 2 of 12 the non-technique hours required for the Dance Minor.

Rationale for Course Proposal
We would like to change the title and description to update the course to better conform to national standards for dance composition courses.
Course Inventory Change Request

Date Submitted: 09/02/16 1:37 pm

Viewing: DANC 375: Anatomy and Injury Prevention Ideokinesis

Last edit: 09/02/16 1:37 pm
Changes proposed by: jhilding

Catalog Pages referencing this course
- Bachelor of Arts in Dance
- Bachelor of Fine Arts in Dance
- Department of Dance
- School of the Arts (College of Liberal Arts & Science)
- DANC-BA: Dance, B.A.

Academic Career: Undergraduate, Lawrence
Subject Code: DANC
Course Number: 375
Academic Unit: Department - Dance (DANC) School/College - School of the Arts, CLAS

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

Title: Anatomy and Injury Prevention Ideokinesis
Transcript Title: Anatomy and Injury Prevention Ideokinesis
Effective Term: Fall 2017

Catalog Description:
Basic concepts of neuromuscular and skeletal education through the use of specific imagery (ideokinesis). Based on the work of Mabel Todd, Lulu Sweigard, and Irmgard Bartenieff, the emphasis is on body connectedness and dynamic alignment. The aim is to realize full movement potential in the most efficient way through intrinsic body awareness. Injury prevention is addressed by introducing principles of conditioning (strength, flexibility, endurance) and factors leading to injury such as muscular imbalances or postural deviations.

Prerequisites:
- None

Cross Listed Courses:

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

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

Are you proposing this course for KU Core?
- No

Typically Offered: No
Repeatable for credit: No

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

Which Program(s)?

- (DANC-BA) Dance, B.A.
- (DANC-BFA) Dance, B.F.A.
- (DANC-MIN) Dance, Minor

Describe how:
DANC 375 Anatomy and Injury Prevention fulfills 3 of the 10 hours required for the Dance Studies component of the B.A. in Dance and the Theory, History, Pedagogy & Science component of the B.F.A. in Dance. It also can satisfy 3 of 12 the non-technique hours required for the Dance Minor.

| Rationale for Course Proposal | The change in title more accurately reflects the course content. |

Course Reviewer
Comments
Course Inventory Change Request

Date Submitted: 05/09/16 2:47 pm

Viewing: FMS 100: Introduction to Film and Media

Last approved: 02/26/16 4:30 am

Last edit: 05/09/16 2:47 pm

Changes proposed by: kmconrad

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Film &amp; Media Studies</td>
</tr>
<tr>
<td>BGS in Film &amp; Media Studies</td>
</tr>
<tr>
<td>Bachelor of Arts and Bachelor of General Studies in Film and Media Studies</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<table>
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<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Subject Code</td>
<td>FMS</td>
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<tr>
<td>Course Number</td>
<td>100</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
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<td></td>
<td>Film and Media Studies (FMS)</td>
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<tr>
<td>School/College</td>
<td>School of the Arts, CLAS</td>
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</table>

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

Title  Introduction to Film and Media

Transcript Title  Introduction to Film and Media

Effective Term  Fall 2016

Catalog Description  An introduction to analyzing and thinking critically about film and other media, as a visual art. Students will learn to read and interpret the basic signs, syntaxes, and structures of cinematic language. Through direct analysis of selected films, television, students will evaluate and new media, students will evaluate construct arguments, evidence, and construct evidentiary arguments conclusions about the aesthetic strategies creators use of the filmmaker to make create meaning for audiences, the audience. In addition, this course will familiarize students with the historical and industrial dimensions of film and media, as well as the influence technology has on their development into the twenty-first century.

Prerequisites  None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Associated Components</td>
<td>Discussion – Mandatory discussion associated with a main component</td>
</tr>
</tbody>
</table>

Grading Basis  A-D(+/-)FI

Is this course part of the University Honors Program?  No

Are you proposing this course for KU Core?  Yes

Typically Offered  Typically Every Semester

Repeatable for credit?  No

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

<table>
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<tr>
<th>Which Program(s)?</th>
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</table>

https://next.catalog.ku.edu/courseleaf/approve/
Describe how:
The proposed changes reflect a change in description only. The course currently serves as an introduction to the discipline, and will continue to do so with the above changes. The proposed changes do not alter how this course fits in the FMS major and minor programs.

Rationale for Course Proposal
Revisions to basic course information as part of KU Core nomination process.

KU Core Information

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

Name of person giving departmental approval
Joshua Miner

Date of Departmental Approval
5/9/16

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.
This course provides an introduction to the critical analysis of film, television, and new media. By first introducing the core principles of film and media form, this course presents a series of scaffolded lessons, activities, and assignments that teach students to critically assess the elements of cinematic and media texts according to diverse theoretical approaches. Students learn to select and employ appropriate interpretive concepts and methods in order to synthesize a critical understanding of film and media aesthetics, history, industry, and technology. This course establishes a foundation for students taking upper-division courses in Film & Media Studies, emphasizing a fluency in the critical vocabulary of film and media analysis as they learn to evaluate and construct evidentiary arguments. Additionally, students will create projects that synthesize the formal aspects of film creation with the social and theoretical components of reading film as text.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).
The readings and lectures over the first half of the course cover the principle elements of cinematic form (e.g. mise-en-scène, cinematography, editing, sound, narrative, genre, performance). In-class discussion and activities are designed to teach students about film and media as text, where different models of critical interpretation may make an intervention in our understanding of how media texts create social and cultural meaning in the world. The first major assignment of the course, the Argument Analysis, presents students with a critical article in film studies and instructs them in methods for evaluating and then constructing a critical interpretation of a film based on a synthesis of these sources of information. Subsequent assignments in the course series, such as the Film Analysis and Media Analysis, are designed to activate these learned critical skills, as students replicate the process by developing their own original critical interpretations of film/media texts.
List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

The four major course assignments—Argument Analysis, Film Review, Media Review, and the Production Folder—teach students to evaluate and construct ever more complex interpretive arguments by synthesizing additional types of evidence on the basis of film or media aesthetics, history, industry, and technology. The fourth and final assignment in the series, the Production Folder, leads students to analyze the production, distribution, and reception of a feature film, moving beyond the aesthetic interpretation of a film as text to socioeconomic, industrial, and technological elements of film production. As these writing assignments increase in length, they require increasing evaluation and synthesis of arguments from other critical sources. Screening quizzes each week link content to specific interpretive concepts developed in lecture that week. Finally, the midterm and final exams require students to synthesize critical skills learned through the quizzes and major assignments.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

The course will document student performance in critical thinking and the analysis and synthesis of information about film and media toward the construction of critically interpretive claims and arguments. The weight of the evidence for this performance constitutes, a minimum, 83% of the total course grade. The course’s point-based grading system (with a total of 600) breaks down as follows (see syllabus for more specific information): The midterm and final exams constitute 30% of the final course grade. The four major analysis assignments—Argument Analysis, Film Analysis, Media Analysis, and Production Folder—together comprise 33% of the final course grade. Weekly quizzes on critical readings constitute 20% of the final grade. In-class activities and discussion make up the remainde
This course leads students on a journey through time to explore the interconnection between life and the geology of Earth, including our own complex relationship with the world around us. If taken with GEOL 122, this course satisfies the College laboratory science requirement. Concurrent enrollment in GEOL 122 is required, but not required, for students taking both.

### Prerequisites
None

### Credits
3

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

### Grading Basis
A-D(+/­)FI

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

### Typically Offered
No

### Principal Course Designator
NB - Biological Sciences

### Course Designator
N - Natural Sciences

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

### Justification for counting this course towards the CLAS BA
If taken with the newly proposed lab course Geol 122

How does this course meet the CLAS BA requirements?
Will this course be required for a degree, major, minor, certificate, or concentration?  

No

Rationale for Course Proposal

I updated the course description to match the proposed lab companion, Geol 122

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>
</table>

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.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

no changes from previous information

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

no changes from previous information

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

no changes from previous information

Goal 3 - Natural Sciences

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

no changes from previous information

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

no changes from previous information
State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

   no changes from previous information

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

   no changes from previous information
Course Inventory Change Request

Date Submitted: 08/11/16 1:59 pm

Viewing: GEOL 302: Oceanography
Last edit: 09/07/16 12:58 pm
Changes proposed by: glmac

Catalog Pages referencing this course
Department of Geology

Programs
GEOL-BA: Geology, B.A.

Academic Career
Undergraduate, Lawrence

Subject Code
GEOL

Course Number
302

Academic Unit
Department
Geology (GEOL)

School/College
College of Lib Arts & Sciences

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

Please Explain
This course is offered as a lecture course in the Fall semester and as an online course in the Spring semester. If offered in the summer, it is offered as an online course.

Title
Oceanography

Transcript Title
Oceanography

Effective Term
Fall 2016

Catalog Description
Basic description of oceanography: description and discussion of the ocean as a dynamic system. An introduction to relationships between and dependence upon the origin, nature, and dynamics of the world’s oceans, including aspects of geology, submarine topography, water chemistry, biology, physics, wave action, and meteorology that are involved in understanding the ocean processes. Review of part that humanity plays in perturbing the natural oceanic environment. The relations between biota of estuarine problems as related to the oceans, sea, cultural activities, and humans in the past, present, and future, and instruction in scientific reasoning as it applies to oceanography. Laboratory exercises in critical thinking about oceanography. Course may be offered in lecture or online format.

Prerequisites
An introductory science course.

Cross Listed Courses:

Credits
4

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

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

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
2

Repeatable for credit?
No

Principal Course Designator
NE - Earth Sciences
GEOL 302: Oceanography

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

Yes

Justification for counting this course towards the CLAS BA

This course requires students to make observations, think critically, and use analytical reasoning to understand processes. The focus is on understanding, rather than short-term memorization. The course includes an online lab component, for which the 10-12 laboratory exercises reinforce the reading and lecture material, and use novel approaches to make the scientific information accessible to non-science majors and relates oceanography to current issues (e.g., the effect of Arctic melting on ocean navigation, how earthquake distribution relates to creation and destruction of ocean basins, how sea-level rise affects islands and shorelines).

How does this course meet the CLAS BA requirements?

Lab and Field Experiences (LFE)

Quantitative Reasoning (QR)

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

No

Rationale for Course Proposal

As a science course open to all, GEOL 302 requires use of observational skills, critical thinking, and analytical reasoning to understand ocean processes, rather than forcing (short-term) memorization. The current offering (lecture in the fall, online in the spring) will benefit from adding an online (virtual) lab (fall) and more assignments/exercises (spring, where online lab is currently used).

KU Core Information

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

Yes

Name of person giving departmental approval: Luis A. Gonzalez

Date of Departmental Approval: 4 August 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.

GEOL 302, Oceanography, is an upper division course that can be taken by non-geology majors. To make the subject meaningful to the students for the long term and not a course in (short-term) memorization, the instructors require students to use critical thinking and analytical reasoning in making observations, linking ideas, forming and testing hypotheses, and formulating data-based interpretations. There is heavy emphasis on exercises or assignments (25% of the grade) and laboratory exercises (25% of the grade) that require advanced thinking and analysis, many of which lead students to insight about abstract concepts (e.g., the steepness of the continental slope) by comparing them to relatable items (e.g., a street segment in Lawrence). The exercises or assignments and labs reveal the importance of oceanography to students’ lives, no matter their major, by having students investigate processes such as ocean acidification, tsunami and strong storms, coastal erosion, and sea-level rise.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.)

As an upper-level science class for non-science majors, an important theme addressed through the course is the notion of “how science works.” Fundamental to this concept is guiding students through the critical thinking process, from observations to interpretation, while making them conscious of assumptions and logical argument. A majority of content early in the class centers on examining the historical development of concepts in Oceanography – how they arise, were tested, and were accepted (or falsified)... are ignored until they are ultimately accepted. Specific case studies illustrate how science concepts have advanced, the role of individuals and the community, the importance of assumptions, the importance of testing concepts with data, and how paradigms have evolved. Short readings supplement interactive content on several topics, and form the basis for exercises, which focus on challenging students to question assumptions, collect data, and summarize arguments and data.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

Most of the exercises and exams require students to critically assess assumptions or claims, collect data, then analyze and synthesize the data to make an interpretation. The course includes a laboratory component that includes numerous Google-Earth based exercises. For these, students explore a topic, make observations, then analyze and synthesize their data to test hypotheses. For example, students examine the distribution and intensity of earthquakes in space and in depth, plot these data in spreadsheets to synthesize the data, then interpret their data in a plate-tectonic context. Other projects explore the role of humans on oceanographic systems, from coastal processes to ocean acidification, by testing claims with evidence. On each exam, questions require students to evaluate data, synthesize observations, and derive oceanographically reasonable interpretations based on those data.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

Course grades in Geology 302 will be calculated as follows. Exams and projects (35%) – synthesis, evaluation, and analysis; logical and evidence-based reasoning; summarizing arguments. Discussion (15%) – critical evaluation of current events in oceanography. Laboratory exercises (25%) - testing hypotheses, collecting data, critical evaluation, expressing the results. Assignments/Exercises (25%) - exploring alternative scenarios in the context of assumptions and data. Each of the labs and exercises (total 50%) of the course require critical thinking skills. The discussions (15%) require critical thinking and analysis of information. Of the exams, at least half of the questions (total at least 20% of the course grade) will mandate that students use or apply critical thinking skills. Hence, at least 85% of the course grade will be determined by use or application of critical thinking skills.

Goal 3 - Natural Sciences
State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

GEOL 302 captures the spectrum of oceanographic disciplines, from geological, physical, chemical, and biological. Lectures and readings provide a fundamental framework of concepts and data. These tools are supplemented by assignments and exams which focus on facilitating students using this framework, collecting their own data (discovery), interpreting the results and applying their findings. Similarly, discussions (on-line or in person) center on exploring the claims, assumptions, data, and arguments for topical issues in the news. Collectively, these mechanisms provide a framework that lead students to insight from abstract oceanographic concepts (increased CO2 in the atmosphere and oceans) and to direct fundamental applied concepts (impact on reefs, fisheries, sea level, and island nations). In the process they learn the language of oceanography and gain a fundamental understanding of the world’s oceans: their similarities and differences.

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

As an upper-level science class for non-science majors, an important theme addressed through the course is the notion of “how science works,” explored in part by examining the historical development of concepts in Oceanography – how they arise, are tested, and accepted (or falsified)... or are ignored until they are ultimately accepted. Lectures and exercises focus on guiding students through the critical thinking process, and how it develops, tests, and applies oceanographic concepts. Short readings supplement short instructor-led content on several historical topics (plate tectonics theory, evolution) and form the basis for in-class (or on-line) small-group discussions. These specific case studies and several labs illustrate how science concepts have advanced, the role of individuals and the community, the importance of assumptions, the importance of testing concepts with data, and, collectively, how paradigms have evolved with changing technology and methods.
State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Oceanography is always in the news, be it related to climate change, tsunamis, hurricanes, oil spills, tension in the South China Sea or shark attacks. In many of these news items, there are underlying issues related to topics we cover in GEOL 302 (e.g., What drives climate change? What is the appropriate response to hurricanes that devastate low-lying areas? Why are conflicts in the South China Sea and Arctic Ocean, but not the Caribbean?). For many of these, there is a spectrum of possible solutions or outcomes, but the debate always has a science component. Specific labs and exercises require analysis of oceanographic data to explore issues such as impact of waves and tides on shoreline type, impact of hurricanes coastal change, impact of overfishing, and impact of climate change on ocean chemistry and biology. These activities require students to use critically integrate data using principles, theories and analytical methods of oceanographers.

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

Course grades in Geology 302 include: Exams and projects (35%) – synthesis, evaluation, and analysis; logical and evidence-based reasoning; summarizing arguments. Discussion (15%) – critical evaluation of current events in oceanography. Labs (25%) - testing hypotheses, collecting data, critical evaluation, expressing the results – many on current issues. Assignments/Exercises (25%) - exploring alternative scenarios in the context of assumptions and data. Each of the labs and exercises (total 50%) of the course require data and critical thinking skills. The discussions (15%) require critical thinking and analysis of information. Of the exams, at least half the questions (total at least 20% of the course grade) will mandate that students use oceanographic knowledge, applying critical thinking skills to analyze issues. Hence, more than 50% of the course grade will require students to use critically integrate data using principles, theories and analytical methods of oceanographers.
# Introdctn Globl&Intrntl Studies

This course provides an overview to the major approaches ways and themes involved in the study of world cultures, politics, and societies from a multi-disciplinary perspective, as applied by disciplines in the social sciences. Topics of global importance, such as the construction and maintenance of cultures, comparative political systems, global and regional economies, popular culture, gender and the environment will be covered through their manifestations in particular regional and global contexts. Students will be challenged to address their own views and existing approaches to global dynamics from a critical and reflective perspective.

**Catalog Description**

This course provides an overview to the major approaches ways and themes involved in the study of world cultures, politics, and societies from a multi-disciplinary perspective, as applied by disciplines in the social sciences. Topics of global importance, such as the construction and maintenance of cultures, comparative political systems, global and regional economies, popular culture, gender and the environment will be covered through their manifestations in particular regional and global contexts. Students will be challenged to address their own views and existing approaches to global dynamics from a critical and reflective perspective.

**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**

No

**Principal Course Designator**

S - Social Sciences

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

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

Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(GIST-BA) Global and International Studies, B.A.</td>
</tr>
<tr>
<td>(GIST-MIN) Global and International Studies, Minor</td>
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</table>

Describe how: All students majoring or minoring in GIST are required to take this course.

Rationale for Course Proposal

This "intro" course that meets the objective of Core 1 critical thinking needs to be numbered more appropriately. It really fits the rigor of a 2nd year course better. We are not changing existing requirements with this course; we simply wanted to renumber it based on how the course is being taught and how it functions in the major.

KU Core Information

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

Yes

Name of person giving departmental approval: Mike Wuthrich
Date of Departmental Approval: 9/1/2016

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.

All sections of this course will require that at least 60% of the assessment in the course targets elements in the UCCC rubric for critical thinking. Instructors will assess critical thinking through assignments such as argumentative essays, essay exams, formal debates. Students will be given criteria, expectations, and/or rubrics with the assignment prompts that highlight the skills that will be assessed that meet the objectives and outcomes.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.)

All sections of this course require a textbook that forces the exploration of global themes from a variety of perspectives and positions. This allows in class activities and assignments to easily exploit this context in order to advance the development of critical thinking abilities. Instructors are allowed to use a variety of available frameworks for teaching and targeting the development of reason, argument, and "reflexivity" to analyze evidence, how evidence is presented, assumptions, and conclusions drawn in arguments and positions on global phenomena.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.)

The lecturers teaching the course and the academic director who oversees the required courses for GIST have agreed that the assignments best suited for assessing the development of critical thinking are essay exams in which the questions prompt students to use reasoning and logic rather than regurgitation to make an argument. Questions must have a novel element or force a new evaluation of material that students have some familiarity with in class. Another approved assignment option is an argumentative essay, in which...
the student takes a particular position on a debatable topic and defends it and responds to existing counter-positions. Students might also be assigned evaluative essays in which they have to analyze a relevant issue, topic, position from various angles and draw a conclusion. Finally, assessed, formal debates have been approved to meet these objectives also. Instructors have been encouraged draw from a variety of these assignments to meet the intended outcomes.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

All instructors of the sections of this course have agreed to utilize the agreed-upon assessments above and to use the UCCC rubric to assess critical thinking, and they have agreed that this has to add up to 60% of the course assessment or more.

Karen Ledom (kjh) (09/16/16 9:37 am): Not a new KU Core proposal - GIST 301 is already approved for Goal 1.1.
Course Inventory Change Request

Date Submitted: 05/31/16 2:35 pm

**Viewing: GIST 314 : Globalization: History and Theory**

Also listed as: HIST 314

Last approved: 04/12/16 4:31 am

Changes proposed by: acon

<table>
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<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<tr>
<td>Department of History</td>
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Do you intend to offer any portion of this course online? No

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<td>Globalization:History &amp; Theory</td>
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<th>Catalog Description</th>
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<td>Explores the rise of global capitalism in the 19th and 20th centuries, contemporary debates about 21st century globalization, and the role of globalization in our everyday lives. Questions considered include: Is globalization an incremental process that has been going on for centuries, or is it a dramatic new force reshaping the post-Cold War world? Is it a cultural and social process or an economic and political one? Or is it all of these things? Not open to students who have completed HIST 315.</td>
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<tr>
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<th>Cross Listed Courses:</th>
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<td>HIST 314</td>
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<tr>
<th>Is this course part of the University Honors Program?</th>
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<tr>
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<tr>
<th>Are you proposing this course for KU Core?</th>
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<td>Yes</td>
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<th>Typically Offered</th>
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<th>Repeatable for credit?</th>
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<tr>
<th>Principal Course Designator</th>
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<tr>
<td>H - Humanities</td>
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<th>Are you proposing that the course count towards the CLAS BA degree specific requirements?</th>
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<tr>
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</table>
Will this course be required for a degree, major, minor, certificate, or concentration?

Yes  No

Which Program(s)?

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

This course will fulfill both the category 1 or 2 requirement for the History major and minor.

Rationale for Course Proposal

The Department of History is proposing HIST 314 for the KU Core Goal 3.

Supporting Documents

HIST 314 GIST 314 - GIST approval.docx

KU Core Information

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

Yes  No

Name of person giving departmental approval  Eric Rath  Date of Departmental Approval  5/24/16

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.

This course introduces students to a breadth of ideas about globalization and asks them to integrate those ideas to 1) define globalization; 2) periodize globalization; and, 3) understand how globalization has shaped politics, economics, and society in different regions of the globe in the 20th and early 21st centuries. HIST314 introduces students to texts across a range of social science disciplines, providing them with basic tools of literacy in reading texts from sociology, anthropology, political science, history, and economics. In the first 6 weeks of the course, I introduce students to major concepts in sociology, economics, and political science. Students then use those concepts by reading and debating major texts in contemporary social theory. We also study representations of globalization in academic and popular literature, which allow students to explore the anthropological dimensions of global, regional, and local culture.

Selected Learning Outcome(s):

Goal 3 - Social Sciences

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

HIST314 moves students from what they might learn about commodity flows in a survey of world history to serious consideration of the history of global capitalism in its economic, cultural, political, and sociological dimensions. Through lectures, students develop literacy in economic and political terms, and learn the narrative of the rise of global capitalism. Assignments move students from cursory awareness of globalization to deeper understanding of how globalization actually works from multiple perspectives. Readings/views give students the knowledge to debate major questions about globalization in guided discussions. Assignments present ideas from a variety of national, cultural, class, and gender perspectives that build on the narrative lectures present. To practice the analytical skill:
have modeled for students, they research and write the history of a single commodity in a scaffolded paper assignment, acquiring fluency in skills and even deeper content knowledge.

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

Because the largest context of the course is historical, each concept we consider is framed as one that is changing over time. Lectures, in particular, provide students with a vocabulary of concepts relating to globalization and then chart the ways in which those concepts change (and, in some cases, remain constant) over time. History provides a unique viewpoint on the development of the very ideas that might seem natural to us in the present moment but are, in reality, products themselves of complex processes of social, political, ideological, and cultural change. The scaffolded research paper assignment also gives students an opportunity to practice the thinking skills my lectures have modeled, as students work to research and contextualize the history of a commodity.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

I designed this course to be fundamentally “presentist” in that we are considering contemporary social, political, economic, and environmental problems in every assignment. The seminar-style “debates” that anchor the middle two thirds of the class integrate analysis of contemporary issues with the historical narrative students have acquired in lectures. Students have to contend with major theories in sociology, economics, political science, and anthropology and then see if those theories hold up to historical reality. Because so much of our reading is interdisciplinary, students learn both the boundaries and gray areas between disciplines when it comes to thinking about transnational and global phenomena like migration, imperialism, and climate change.

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

In addition to the scaffolded research assignment, which tests students ability to research and synthesize information about a specific commodity within the context of the material we have surveyed in class, I use quizzes, discussions, and a midterm exam to evaluate student understanding of relevant concepts. I use rubrics (attached) to provide feedback to students on individual assignments and I also require students to engage in self-reflection on several assignments to help them assess their own engagement with the course material.
Colonial Latin America

The principal focus is on the evolution and analysis of societies, economies, and religions of native American peoples, the impact of Spanish and Portuguese conquests and settlement, government, trade and culture upon native civilizations, the influence of African population and culture, and the creole nature of the resulting society in the colonial period. Changes in the society and economy which presaged the movements for independence are also discussed.
This course will fulfill the category 2 requirement for the history major and minor.

Submiting course to KU Core (Goal 2 Outcome 1). HIST 120 currently fulfills Goal 3 and 4.2. This proposal for Goal 2 Outcome 1 should replace Goal 4.2. So that going forward the course should be certified for Goal 2.1 and Goal 3.

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     9/6/2016

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 focuses on building student's ability to express themselves in various genres of historical writing. Using the history of colonial Latin America as context and background, students are introduced to historical writing in various forms including: diverse genres of primary documents, secondary sources including scholarly journal articles and monographs. Throughout the course of the semester students are required to engage with these varied historical documents and express themselves in writing. Students will write ~3000 words across four types of writing. These include a self-reflective essay, two primary document explications, a review essay, and an argumentative essay. In addition students will complete weekly, low-stakes writing assignments on blackboard. Each of these assignments is iterative and incorporate instructor feedback and/or peer review. These assignments account for 95% of the overall grade.

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.

   a) Students receive instruction through lecture, assigned reading, and instructor feedback. This class includes lectures that introduct students to different forms of historical writings. These lectures are complemented by readings from Jim Cullen’s Essaying the Past: How to Read, Write and Think about History.  
   b) The varied written assignments of this class allow students to engage in writing for a variety of academic and non-academic audiences.  
   c) All written assignments are iterative and require students to practice different types of writing multiple times. In some cases, the iteration will allow for rewriting (self-reflective essay, review essay, and argumenta essay). In others cases, iteration occurs from having to write several pieces in the same genre and format (low stakes work and prim document explications). Students will engage in peer reviews of their longer argumentative essays to better understand how to critically approach their own writing.
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 be asked to write the following written assignments: 1) Personal Reflection (300 words, two drafts) this assignment requires them to write a self-reflective piece aimed a peers. 2) Document Explication Essays (250 words, two iterations), this assignment requires students to read, analyze, and explain a primary document and in so doing helps build a skill crucial to historical writing. 3) Article Review (300 words, two drafts), this assignment asks students to analyze a piece of scholarship, and to express a critical opinion of its argument. 4) Argumentative Essay (1200 words, two drafts), based on a collection of primary documents students must craft a historical argument about events in the past and express it in a form common to the discipline of history.

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.)

The iterative nature of written assignments insures that students receive instructor feedback between drafts or iterations of assignments of the same type. This will allow students to incorporate feedback into later drafts and help them improve their ability to communicate in varied forms of writing. The longer argumentative essay adds peer review to the feedback loop. Students will be required to review each other’s essays. By engaging in peer review students can become more aware of the varied authorial choices involved in writing and will be better prepared to review and assess their own written work in the future.

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.)

Every assignment for this class includes a grading rubric that assesses students’ writing in terms of the specific genre and conventions of the assignment and the learning outcome for this goal. These rubrics are shared with students as part of the assignment prompt for each piece of written work and graded material will include the scored rubric in addition to specific comments made about content, style, and format of student work. Please refer to appended assignment prompts and rubrics. Written work accounts for over 90% of the course grade.

Goal 3 - Humanities
State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

Already approved for goal 3

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

Already approved for goal 3

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for goal 3

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 Goal 4.2 but this will be removed and will be replaced with Goal 2.1.
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 Goal 4.2 but this will be removed and will be replaced with Goal 2.1.

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 Goal 4.2 but this will be removed and will be replaced with Goal 2.1.

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 Goal 4.2 but this will be removed and will be replaced with Goal 2.1.
Course Inventory Change Request

An examination of the rise of Hitler and Nazism, beginning with the breakdown of 19th century culture in the First World War and continuing through the failure of democracy under the Weimar Republic. The course will also discuss the impact of Nazism on Germany and how Nazism led to the Second World War and the Holocaust.

Catalog Description

HIST 341: Hitler and Nazi Germany

Lecture (Regularly scheduled academic course) (LEC)

Discussion – Mandatory discussion associated with a main component

A-D(+/­)FI

No

Yes

Typically Every Semester

No

H - Humanities

W - World Culture

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

Which Program(s)?

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<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 fulfill the category 1 requirement for both the History major and minor.

Rationale for Course Proposal

We are proposing this course to the KU Core for Goal 5.1.

KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes  No

Name of person giving departmental approval: Eric Rath  Date of Departmental Approval: 5/24/2016

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 uses the Nazi era as a springboard for students to grapple with core ethical questions and to recognize that this violent, totalitarian regime forced Germans to confront ethical issues on a daily basis. This course positions Nazi Germany not as a reactionary rejection of modern beliefs and practices, but rather as an alternative form of modernity. The course demonstrates how the Nazi regime rejected liberal democratic norms that American students understand as natural. Lectures, discussions, and assignments present the ethical conundrums inherent in everyday life in Nazi Germany, and force students to place themselves in the shoes of German citizens to explore how to be socially responsible and behave ethically in a time of great stress and danger. We have included a sample syllabus, assignment, and assessment rubric to demonstrate the effectiveness of this course in approaching ethical issues.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1

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

We examine how the Nazis challenged these modern liberal democratic norms and thus required Germans to confront ethical dilemmas: what is the proper balance between individual rights and the needs of the larger community? What is the higher value: security or freedom? Is the safest path to prosperity inclusive universalism or exclusive particularism? How much respect should be accorded to tradition and past precedent? What obligations does an individual have to speak out against moral offenses, even if it puts the individual in danger? If a person is found guilty of a grave crime, what is the proper balance between forgiveness/rehabilitation versus punishment? Students will recognize that even in a criminal regime, Germans were constantly faced with ethical dilemmas that required deep reflection. In fact, the very criminality of the regime made ethical questions omnipresent.
Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

We will debate and explore the above questions by challenging the students to construct a hierarchy of values. In a vacuum, each the positions listed above is defensible, but placed in a larger web of ethical thinking and social responsibility, positions begin to conflict. While studying the specifics of the Nazi era, we will engage in a larger philosophical discussion about core values: is the primary value in society the protection of the body and mind of the individual, or should it be the greater good, however defined? In government, should the primary principle be “do no harm,” at the possible expense of positive change or rapid response to social, economic, or political crises? Should ethical standards be strict and everlasting, or are there justifiable reasons to amend them in times of crisis? Students will discuss and define community standards of ethical thinking, while also recognizing that individuals may disagree upon the highest values in an ethical system.

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

Lectures present the ethical dilemmas that faced German citizens, from the challenges to democracy (before 1933), through the deconstruction of the liberal democratic state (1933-39), and culminating in total war and genocide (1939-45). Readings (and discussions thereof) place students in the shoes of normal Germans, including a case study of how the Nazis rose to power in a specific town, autobiographies in which normal Germans narrativize their process of conversion to party members, and memoirs of concentration camps, as victims found themselves caught up in the ethical maelstrom created by the Nazis and behaved unethically to survive. The fictional autobiography assignment (see attached) forces students to take on the persona of a normal German citizen, challenging them to apply ethical principles in the context of this totalitarian regime. The film analysis asks students to consider the ethics of representing the Third Reich and the Holocaust in various media and genres.

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

This is done over the course of the semester through the autobiography assignment. This assignment requires students to create historical “character” before the Nazi rise to power, then to engage in believable, ethical decision making in the context of that character’s life experiences and the wider historical context of Nazi Germany. The instructors present students with scenarios that prompt ethical decision making. For example: “Your ability to practice your profession and provide for your family depends on being certified by the state. Do you speak your conscience or stay quiet?” Such “case studies” require students to consider how to apply their ethical values in specific situations, and also to examine the possible repercussions – both intended and unintended – of their action in the context of a totalitarian regime.
Course Inventory Change Request

Date Submitted: 04/27/16 9:47 am

Viewing: HIST 379 : Europe in Crisis: Empire, Extremism, and War, 1890-1945

Last approved: 02/06/16 4:30 am
Last edit: 07/08/16 1:37 pm
Changes proposed by: acon

Programs referencing this course

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

Academic Career Undergraduate, Lawrence
Subject Code HIST Course Number 379
Academic Unit Department History (HIST)
School/College College of Lib Arts & Sciences

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

Title Europe in Crisis: Empire, Extremism, and War, 1890-1945
Transcript Title Europe in Crisis: 1890-1945
Effective Term Fall 2016

Catalog Description
This course examines the sense of crisis that defined European life in the first half of the twentieth century, an era defined by economic spasms, cultural revolts, extreme political ideologies, and two massively destructive world wars. We will examine the period between 1890 and 1945 as a violent, at times apocalyptic, clash between three competing ideologies - communism, fascism, and liberal democracy -demonstrating how extremism both fed upon and created a sense of crisis.

Prerequisites None

Cross Listed Courses:

Credits 3

Course Type Lecture (Regularly scheduled academic course) (LEC)
Associated Components (Optional)
Discussion – Mandatory discussion associated with a main component

Grading Basis A-D(+)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes

Typically Offered Typically Once a Year
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>(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 count toward the Category 1 requirement for the History Major and Minor.

Rationale for Course Proposal

We are submitting this existing course to fulfill KU Core Goal 4.2.

Supporting Documents

Rationale for HIST 379.docx

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

4/20/16

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(a)?

Yes

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

By examining the history of Europe in a time of immense political, economic, and cultural crisis, students will explore competing visions of utopia and thus gain a greater sense of changing global currents and phenomena. This course demonstrates how destructive ideologies such as fascism and communism were not attempts to brainwash and enslave the masses, but rather coherent worldviews that sought to solve the seemingly intractable problems of the modern world. In the process, it takes seriously cultural diversity and contextualizes the popularity of political extremism in the early twentieth century, while also demonstrating the constructed and tenuous nature of liberal ideals and democratic institutions. As a result, students will understand various worldviews and will become familiar with various ways to organize modern societies. We have included a sample writing assignment and evaluation rubric.

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.)

The entirety of this course examines peoples and states located in Europe. Readings include a Russian work of science fiction that imagines a future communist dystopia, a historian's narrative of the massacre of Polish Jews by their ethnic Polish neighbors during Holocaust, and a Czech citizen's experience of the shift from Nazi occupation to Stalinist rule in the 1940s. Class discussions of these readings require students to explore how, why, and under what circumstances communism, fascism, and liberal democracy seemed be solutions to modern problems, and how concepts ranging from mass democracy to genocide and ethnic cleansing seemed reasonable and productive solutions to modern problems. Writing assignments that constitute 60% of the course grade challenge
students to place themselves in the shoes of historical actors in other cultures to understand experiences of immense historical change and possible responses to create stability and security.

**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.)**

This course challenges students to recognize that their own capitalist, liberal democratic society is neither natural nor timeless. By examining a variety of European states in this age of crisis, students will come to recognize the potential for political extremism within modern societies. In-class discussions and debates (measured via student participation grade - 20%) challenge students to realize the appeal of collectivist, authoritarian ideologies in times of crisis. Students will be encouraged to recognize how appeals to national unity, the demonization of immigrants and minorities, and accusations of corruption made against leaders have been used in the past (and the contemporary context of the global refugee crisis) to justify the creation of totalitarian governments and the removal of ethnic or class enemies. In the process, they will recognize similar tendencies in our own society and better understand ideas of community and belonging, both in the US and globally.

**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.)**

The core theme of this course is the way that various European cultures negotiated common challenges: the rise of mass society, industrialization, urbanization, total war, and technological change. Readings in this course place students in the shoes of diverse historical subjects, ranging from a Czech Holocaust survivor who finds her hopes of communist unity dashed at the hands of Stalinist thugs in the postwar age to a fictional Russian many centuries in the future whose fear of his own free will leads him to volunteer for lobotomy. By examining how individuals from a variety of cultures experienced rapid change, students will come to understand their own place in a contemporary, globalized world marked by countervailing trends of globalization and particularism.

**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 100 characters.)**

By highlighting historical and cultural contexts, discussions will encourage students to better understand the experiences and choices made by past individuals, rendering them less foreign and thus better understood. Course assignments (take home exams and essays) will lead students to reflect on lectures, course readings, and discussions, challenging them to synthesize various primary and secondary sources while understanding the diverse contexts and value systems that defined this era of crisis. In developing a nuanced understanding of varied European cultures, students will learn to distinguish contemporary American cultural patterns and to respond respectfully and flexibly to multiple worldviews emanating from diverse cultures.
Course Inventory Change Request

Viewing: **HIST 395: History of Sushi**

Last approved: 04/13/16 4:31 am
Last edit: 06/08/16 3:19 pm
Changes proposed by: acon

**Programs referencing this course**

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

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
HIST

**Course Number**
395

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

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

**Title**
History of Sushi

**Transcript Title**
History of Sushi

**Effective Term**
Fall 2016

**Catalog Description**
Sushi, now served at Midwestern supermarkets and university cafeterias, reveals the transformation of an ancient Japanese dish into a global phenomenon. This course takes familiar Japanese dishes like sushi and ramen as starting points to ask how food accrues or sheds national characteristics in an age of globalization. To learn the origin of sushi and ramen, the class traces the evolution of the diet in the context of the development of Japanese civilization. Using the methodology of food history, course assignments include short research papers on Japanese foodstuffs; analyses of primary sources from statistics to comic books to movies; and short essays drawing from participant observation of Japanese foods now available locally.

**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**
No

**Repeatable for credit?**
No

**Principal Course Designator**
H - Humanities

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

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

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

Describe how: This course will count as a Category 2 course for the major/minor in history.

Rationale for Course Proposal

We are proposing this course to count toward KU Core Goal 1.1 in addition to the Goal 4.2 that it has already been approved for.

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: 10/23/15

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.

“History of Sushi” has 4 main outcomes that align with goals 1.1 and 4.2: 1) To understand the history of Japanese food in the context of the story of Japanese civilization; 2) To gain an introduction to the approaches used in food history and food studies; 3) to develop skills used in historical research including the analysis of primary sources; and 4) to make improvements in academic writing. Outcome 1 is for students to understand how certain foods are the product of specific historical contexts. Outcome 2 provides tools from the disciplines of history and food studies for students to grasp how to undertake the academic study of food to learn how we eat helps determine identification with nations, geographic regions, racial, ethnic, and social groups, and gender. Outcome 3 focuses on the application of that knowledge in online discussions and in students’ analyses of primary sources to create clear, evidence-based conclusions, the aim of outcome 4.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

The course, “History of Sushi” introduces students to the methodology of historical analysis and food studies through lectures and assigned readings, the latter include secondary scholarship on Japanese food history and food studies. Students gain familiarity and practice with these concepts in the context of the cultural setting of Japan through 8 online discussions, 5 short writing assignments, and a final project. The writing assignments task students to apply ideas from history and food studies to analyze primary sources for material culture, digital and print. Students explore questions such as how globalization and nationalism affect how and what people eat. Having completed the course, the students will be able to engage in ideas drawn from the secondary scholarship on food and history, apply these ideas to the original analysis of primary sources to query their veracity and form their own conclusions, develop their skills in synthesizing and presenting information.
List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

The course grade is a combination of the completion of the minimum standards for the cumulative review quizzes (CRQs) and the average grade earned on the other assignments. The former consists of 6 online quizzes on course material that students can take multiple times the week they are assigned until earning a passing grade of 90%. The other assignments, apart from a map quiz, are directed to guide students to gain mastery of academic approaches to the study of food in evaluating evidence and synthesizing information to draw original conclusions in the analysis of primary sources. Online discussions provide a forum for conversations about course content and approaches. Students undertake 5 writing assignments and a final project providing opportunities to evaluate the utility of different concepts in regards to the study of Japanese food culture, improving their skills in academic writing. The attached syllabus details all the assignments.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

The course grade is a combination of the completion of the minimum standards for the cumulative review quizzes (CRQs) and the average grade earned on the other assignments. For the former, the grade levels for passing CRQs are: passing 6 = A; 5 = B; 4 = C; D; ≤4 = F. The latter assignments consist of a map quiz (5%), two discussion grades comprising 4 online discussions each (20%) writing assignments (12% x 5 = 60%) and a final assignment (15%). In sum, 95% of the course grade is dedicated to assignments aligned with KU Core goal 1.1 and 100% with goal 4.2.

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.)

The focus of the course is on Japanese dietary cultures and all of the writing assignments charge students to analyze primary sources pertaining to Japanese food history. Online quizzes test students' knowledge of course material including Japan's historical and cultural background.

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

The course begins by having students explore the Japanese foodstuffs and dishes available in Kansas and the United States, which engages their own value assumptions about them. Through lectures, writing assignments, and class discussions, students will gain a deeper understanding of Japanese dietary culture and culinary history. Later assignments in the course require that they apply this knowledge to study the historical and contemporary food scene in Japan.

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.)

Since what we eat becomes us, food is an ideal way for studying the construction of identity cross culturally and historically. Students may not learn to like sushi after taking this course, but they will understand its history, how it has become a global product, and how sushi is often cited as a metaphor for Japanese (dietary) culture.

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 100 characters.)

The course focuses heavily on writing assignments which are the best ways to ascertain student understanding of Japanese cultural and historical methodology. Copies of the assignments are included in the syllabus.
Course Inventory Change Request

ISP 504: Topics in Indigenous Studies: ______

Title: Topics in Indigenous Nations Studies: ______

Course Description:
This course concentrates on selected problems in the interdisciplinary field of Indigenous Nations Studies. Courses in this field utilize methods developed in various disciplines in order to examine issues related to the survival, self-sufficiency, mutual support, empowerment, and decolonization of Indigenous Peoples throughout the world. May be repeated for credit when the topic differs. Recommended for juniors or seniors, or for students who have completed ISP 101/GINS 101/INS 101.

Typically Offered: Yes
Repeatable for credit?: Yes

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

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

How many times may this course be taken: 99 - AND/OR - For how many maximum credits: 999

Principal Course Designator: NW - Non-Western Culture
Course Designator: S - Social 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?

No

Rationale for Course Proposal

Updated the course title and description to reflect the current name of the program, Indigenous Studies.

Course Reviewer Comments
# Course Inventory Change Request

**Viewing:** LWS 691 : Internship in Law & Society

**Date Submitted:** 06/06/16 11:03 am

**Last approved:** 03/01/16 4:31 am

**Last edit:** 06/06/16 11:03 am

Changes proposed by: dianak

<table>
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<tbody>
<tr>
<td>Subject Code</td>
<td>LWS</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department: Public Affairs &amp; Adm, School (PUAD)</td>
</tr>
<tr>
<td></td>
<td>School/College: College of Lib Arts &amp; Sciences</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>Internship in Law &amp; Society</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Internship in Law &amp; Society</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Designed to provide law &amp; society students an applied learning experience in a relevant public, non-governmental, or nonprofit organization. Students are required to critically reflect on their experience through a variety of academic assignments throughout their internship experience.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>LWS 330 and LWS 332, and permission of instructor.</td>
</tr>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
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<tr>
<td>Credits</td>
<td>1-3</td>
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<tr>
<td>Course Type</td>
<td>Internship (INT)</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/)-FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
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<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td></td>
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<td>Course Designator</td>
<td>S - Social Sciences</td>
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<table>
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<tbody>
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<td>(PUAD-BA/BGS) Law and Society</td>
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</table>

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

Yes

**Which Program(s)?**

**Describe how:** Part of Law and Society major

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**Approval Pat**

1. 08/19/16 5:38 pm Karen Ledorr (kjh): Approved for CLAS Undergraduate Program and Course Coordinator
2. 09/06/16 3:56 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
3. 09/13/16 1:25 pm Rachel Schwien (rschwien): Approved for CUSA Committee

**History**

1. Mar 1, 2016 Kemi Obadare (o093o207)
| Rationale for Course Proposal | Changing the credits for this course to be variable 1-3, instead of 3. It was submitted incorrectly originally. |
# LWS 692: Research Experience in Law & Society

**Course Inventory Change Request**

Date Submitted: 06/06/16 11:02 am

**Viewing:** LWS 692 : Research Experience in Law & Society

Last approved: 02/09/16 4:30 am

Last edit: 06/06/16 11:02 am

Changes proposed by: dianak

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<tr>
<td>Academic Unit</td>
<td>Department: Public Affairs &amp; Adm, School (PUAD)</td>
</tr>
<tr>
<td></td>
<td>School/College: College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

**Please Explain**

Not sure yet

<table>
<thead>
<tr>
<th>Title</th>
<th>Research Experience in Law &amp; Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Rsch Exp in Law &amp; Society</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

**Catalog Description**

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

**Prerequisites**

LWS 330 and LWS 332, and permission of instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
</table>

**Course Type**

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

**Grading Basis**

A-D(+/-)/FI

Is this course part of the University Honors Program?  
No

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

Typically Offered  
Typically Every Semester

Repeatable for credit?  
No

Principal Course Designator

Course Designator  
S - Social Sciences

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

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

**Rationale for Course Proposal**

Changing the credits for this course to be variable 1-3, instead of 3. It was submitted incorrectly originally.
Course Inventory Change Request

Date Submitted: 05/04/16 8:51 am

Viewing: PERS FARS-110 : Elementary Persian Farsi-I
Formerly known as: FARS 110

Last edit: 08/19/16 3:35 pm
Changes proposed by: f409w960

Academic Career: Undergraduate, Lawrence
Subject Code: PERS
Course Number: 110
Academic Unit: Department: Global & International Studies FARS (GIST FARS)
School/College: College of Lib Arts & Sciences

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

Title: Elementary Persian Farsi-I
Transcript Title: Elementary Persian Farsi-I
Effective Term: Spring 2017

Catalog Description: Vocabulary acquisition, pronunciation, grammar, and writing. Course includes reading of simple texts. Five hours of class per week.

Prerequisites: None
Cross Listed Courses:

Credits: 5
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+)F-I
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: U - Undesignated elective

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

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

Rationale for Course Proposal
We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS.

Course Reviewer
Comments

Approval Path
1. 08/19/16 5:00: Karen Ledom (kjh): Approved for CLAS Undergraduate Program and Course Coordinator
2. 09/06/16 3:54: Rachel Schwien (rschwien): Approved for CUSA Subcommittee
3. 09/13/16 1:25: Rachel Schwien (rschwien): Approved for CUSA Committee
4. 09/28/16 1:25: CUSA Committee
5. 10/06/16 3:54: CAC
6. 10/06/16 3:54: CLAS Final Approval
7. 10/06/16 3:54: Registrar
8. 10/06/16 3:54: PeopleSoft Approval Path
Course Inventory Change Request

Date Submitted: 05/04/16 8:54 am

Viewing: **PERS FARS-120 : Elementary Persian Farsi-II**  
Formerly known as: **FARS 120**

Last edit: 08/19/16 3:35 pm  
Changes proposed by: f409w960

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>PERS FARS</td>
</tr>
<tr>
<td>Course Number</td>
<td>120</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies FARS (GIST FARS)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Elementary Persian Farsi-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Elementary Persian Farsi-II</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Continuation of PERS FARS-110. Vocabulary acquisition, pronunciation, grammar, and writing. Course includes reading of simple texts. Five hours of class per week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>PERS FARS-110 or departmental permission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/­)FI</td>
</tr>
</tbody>
</table>

| Are 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 |

<table>
<thead>
<tr>
<th>Principal Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Designator</td>
</tr>
</tbody>
</table>

| 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 have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS 120.
Course Inventory Change Request

Date Submitted: 05/04/16 8:55 am

Viewing: PERS FARS-210 : Intermediate Persian Farsi-I
Formerly known as: FARS 210

Last edit: 08/19/16 3:35 pm
Changes proposed by: f409w960

Academic Career Undergraduate, Lawrence
Subject Code PERS FARS Course Number 210
Academic Unit Department Global & International Studies FARS (GIST FARS)
School/College College of Lib Arts & Sciences

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

Title Intermediate Persian Farsi-I
Transcript Title Intermediate Persian Farsi-I
Effective Term Spring 2017

Catalog Description A continuation of PERS FARS-120. Course emphasizes oral and written work in Persian, Farsi. Systematic review of grammar and introduction to reading in cultural texts.

Prerequisites PERS FARS-120 or departmental permission.

Cross Listed Courses:

Credits 3
Course Type Lecture (Regularly scheduled academic course) (LEC)
Grading Basis A-D(+/-)-FI
Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No
Typically Offered No
Repeatable for credit? No

Principal Course Designator
Course Designator U - Undesignated elective

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

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

Rationale for Course Proposal We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS:

Course Reviewer Comments
Course Inventory Change Request

Viewing: **PERS FARS-220 : Intermediate Persian Farsi-II**
Formerly known as: **FARS 220**

Last edit: 08/19/16 3:36 pm
Changes proposed by: f409w960

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>PERS FARS</td>
</tr>
<tr>
<td>Course Number</td>
<td>220</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies FARS</td>
</tr>
<tr>
<td></td>
<td>(GIST FARS)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

Title  
Intermediate Persian Farsi-II

Transcript Title  
Intermediate Persian Farsi-II

Effective Term  
Spring 2017

Catalog Description  

Prerequisites  
PERS FARS 210 or departmental permission.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/­)FI</td>
</tr>
</tbody>
</table>

Are you proposing this course for KU Core?  
No

Typically Offered

Repeatable for credit?  
No

Principal Course Designator

Course Designator  
U - Undesignated elective

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

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

Rationale for Course Proposal  
We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS ;
Course Inventory Change Request

Date Submitted: 05/04/16 8:58 am

Viewing: PERS FARS-310 : Advanced Persian Farsi-I
Formerly known as: FARS 310

Last edit: 08/19/16 3:36 pm
Changes proposed by: f409w960

- **Academic Career**: Undergraduate, Lawrence
- **Subject Code**: PERS FARS
- **Course Number**: 310
- **Academic Unit**: Department Global & International Studies FARS
  (GIST FARS)
- **School/College**: College of Lib Arts & Sciences

- **Do you intend to offer any portion of this course online?** No
- **Title**: Advanced Persian Farsi-I
- **Transcript Title**: Advanced Persian Farsi-I
- **Effective Term**: Spring 2017
- **Catalog Description**: Enhancement of speaking, comprehension, reading and writing abilities in Persian, Farsi. Readings from Persian Farsi literature introduced.
- **Prerequisites**: PERS FARS 220 or placement exam that establishes a level of proficiency in Persian Farsi suited to Advanced Persian Farsi-I.
- **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**
  - **Course Designator**: U - Undesignated elective
  - **Are you proposing that the course count towards the CLAS BA degree specific requirements?** No
  - **Will this course be required for a degree, major, minor, certificate, or concentration?** No

- **Rationale for Course Proposal**: We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS:
Course Inventory Change Request

<table>
<thead>
<tr>
<th>Viewing: PERS FARS-320 : Advanced Persian Farsi-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formerly known as: FARS 320</td>
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</table>

**Last edit: 08/19/16 3:37 pm**
Changes proposed by: f409w960

<table>
<thead>
<tr>
<th>Academic Career</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>PERS FARS</td>
</tr>
<tr>
<td>Course Number</td>
<td>320</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies FARS</td>
</tr>
<tr>
<td></td>
<td>(GIST FARS)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Persian Farsi-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Advanced Persian Farsi-II</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Enhancement of speaking, comprehension, reading and writing abilities in Persian, Farsi. Readings from Persian Farsi literature introduced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>PERS FARS-310 or placement exam that establishes a level of proficiency in Persian Farsi suited to Advanced Persian Farsi-II.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
</tbody>
</table>

Is this course part of the University Honors Program?  
No

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

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

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

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

Rationale for Course Proposal  
We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS:

Course Reviewer

Comments
Course Inventory Change Request

Date Submitted: 05/04/16 9:03 am

Viewing: **PERS FARS-593 : Directed Study in Persian Culture and Literature:**

Formerly known as: **FARS 593**

Last edit: 08/19/16 3:37 pm

Changes proposed by: f409w960

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
PERS FARS

**Course Number**
593

**Academic Unit**
Department: Global & International Studies FARS (GIST FARS)
School/College: College of Lib Arts & Sciences

**Course Description**
This course is designed for students seeking proficiency in Persian Farsi beyond PERS FARS-320. The instructor directs the student through readings and materials in Persian Farsi that add to the student's substantive knowledge of Persian Iran and culture in Iran, Afghanistan, and Tajikistan, the Farsi language. May be taken multiple semesters for credit with varying content.

**Prerequisites**
PERS FARS-320 and consent of instructor.

**Cross Listed Courses:**

**Credits**
1-3

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

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

**Effective Term**
Spring 2017

**Repeatable for credit?**
Yes

**How many times may this course be taken?**
99 - AND/OR - For how many maximum credits?
999

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

Principal Course Designator
Course Designator: U - Undesignated elective

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**
No
Will this course be required for a degree, major, minor, certificate, or concentration?

No

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have sought College and Provost approval to transfer/combine all FARS and TAJIK courses to one PERS designation. The only problem is that the entry box for subject code and department are locked. Please note that we intended to change this class to PERS!</td>
</tr>
</tbody>
</table>

Course Reviewer Comments
Course Inventory Change Request

Date Submitted: 09/06/16 3:27 pm

Viewing: **PHSX 212 : General Physics II**

Last approved: 02/18/16 4:30 am

Last edit: 09/06/16 3:27 pm

Changes proposed by: tatekris

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>PHSX</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Physics &amp; Astronomy (PHSX)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

Title

General Physics II

Transcript Title

General Physics II

Effective Term

Fall, Spring 2016

Catalog Description

Study of electricity and magnetism, waves and sound.

Prerequisites

PHSX 211, PHSX 210 or PHSX 213. MATH 116 or MATH 125, Concurrent or prior enrollment in: Corequisite: MATH 126 or MATH 146.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Associated Components</td>
<td></td>
</tr>
<tr>
<td>(Optional)</td>
<td>Laboratory - Associated with a main component</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Twice a Year, Fall and Spring</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
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</table>

Principal Course Designator

Course Designator

N - Natural Sciences

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

No

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
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CHEM­BS) Chemistry, B.S.</td>
</tr>
<tr>
<td>(EPHX­BS) Engineering Physics, B.S.</td>
</tr>
<tr>
<td>(GEOL­BS) Geology, B.S.</td>
</tr>
<tr>
<td>(PHSX­BS) Astronomy, B.S.</td>
</tr>
<tr>
<td>(PHSX­BS) Physics, B.S.</td>
</tr>
</tbody>
</table>

Describe how: This course is required for many different majors and I don't know all of them. This change should make it easier for their properly qualified students to enroll without needing a permission code. This change doesn't affect any of them, however, because all of them require either the full 3 credit hours.

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>On file. Course approved in</th>
<th>Date of Departmental Approval</th>
<th>May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td></td>
<td></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.

Abstract already on file. Course was approved in Fall 2013.

Selected Learning Outcome(s):

Goal 3 - Natural Sciences

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

Details on File. Course was approved in Fall 2013.

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

Details on File. Course was approved in Fall 2013.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Details on File. Course was approved in Fall 2013.
State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

Details on File. Course was approved in Fall 2013.
Course Inventory Change Request

Date Submitted: 09/06/16 11:38 am

Viewing: REL 104 : Introduction to Religious Studies
Last edit: 09/06/16 4:51 pm
Changes proposed by: h208s676

Catalog Pages referencing this course
- BA in Religious Studies
- BGS in Religious Studies
- Bachelor of Arts and Bachelor of General Studies in Religious Studies
- College of Liberal Arts & Sciences

Academic Career: Undergraduate, Lawrence
Subject Code: REL
Academic Unit: Department Religious Studies (REL)
School/College: College of Lib Arts & Sciences

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

Title: Introduction to Religious Studies
Transcript Title: Introdcn to Religious Studies
Effective Term: Spring 2017

Catalog Description:
This course introduces students to the academic study of religions. It acquaints students with key methods and issues in religious studies, and provides an introductory survey of selected religions. Not open to students who have taken REL 105.

Prerequisites:
None

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Associated Components (Optional):
- Discussion – Mandatory discussion associated with a main component

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

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

Are you proposing this course for KU Core?
- Yes

Typically Offered: Typically Every Semester
Repeatable for credit?
- No

Principal Course Designator: HR - Philosophy & Religion
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>(REL-BA/BGS) Religious Studies, B.A./B.G.S.</td>
</tr>
<tr>
<td>(REL-MIN) Religious Studies, Minor</td>
</tr>
</tbody>
</table>

Describe how: All Religious Studies majors and minors are required to take REL 104 as part of their program.

Rationale for Course Proposal

REL 104 is already approved for Goals 3 and 4.2. We propose eliminating Goal 4.2 and adding Goal 1.1, since it does not feature in-depth study of specific religious traditions. It emphasizes the analysis and evaluation of assumptions, evidence, arguments, etc. related to the study of religion. It covers the objectives of Goal 3, but it goes beyond them in its applied exercise of critical thinking.

KU Core Information

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

Yes

| Name of person giving departmental approval | Daniel Stevenson | Date of Departmental Approval | September 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.

Religion, like music, is a subject that many students come to their first introductory class thinking that they already know a lot about. This course challenges students to analyze and evaluate this assumption, providing interpretive tools to approach the study of religion as well as opportunities to select and apply these methods to exciting and dramatic case studies. Bringing together a wide variety of texts, practices, institutions, material and symbolic cultures, and historical and geographical diversity, the course aspires to move students from thinking of religion in terms of a fixed and static set of texts and doctrinal beliefs to one that sees religion as a dynamic process of lived experience that enters complexly into all aspects of human existence and manifests differently in different circumstances. In assignments, special attention is paid to developing the ability to select and analyze relevant evidence from a religious culture when making arguments about it.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Lecture topics and class discussions will involve selecting and applying appropriate interpretive tools to narrower and more localized questions, such as the interpretation of a selection from one tradition’s sacred scripture—and assignments building on those discussions will expand the process of analysis and evaluation by considering the question of how authoritative interpretations develop within traditions. Other assignments similarly turn on analyzing and evaluating arguments central to the study of religion, as well as interpretations, claims, evidence, and forms of expression underlying these arguments. For example, many students will come to class unknowingly assuming one answer to the theoretical question of whether the “insider” or the “outsider” is best qualified to describe and present the nature of religious content (whether a text, an experience, a ritual performance, etc.). The course draws out that assumption and brings students to explicit reflection upon it.

https://next.catalog.ku.edu/courseleaf/approve/
List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

An initial assignment has students articulate their thoughts on what religion is, the roles it plays in human existence, and the characteristic forms it takes in human cultures. (E.g., if you were to go to another country and seek to understand its local religion, what questions would you ask informants? What objects in the environment would you look for? How would you know what was “religious’ and what was not?); a final assignment revisits these same questions at the end of the semester.,Essay questions from unit exams require students to interpret and articulate judgements about some aspect of religion/religious life, analyze various claims regarding those aspects, with reference to supporting evidence, and articulate conclusions. ,Although examinations comprise objective/short answer and stand-alone essay sections, all sections of the exam entail measures that test these abilities, although the essay questio alone will be used for documenting student outcomes.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

Midterm and final examinations for the course contain essay questions that count for 30% of each exam; these will be used to document student performance in these tasks together with stand-alone writing assignments that ask students to consider argument made about either specific elements of religious traditions or about particular methods or approaches in the study of religion. Considered together, these will determine a supermajority of the final grade.

KU Core Documents

REL 104 - Introduction to Religious Studies - Syllabus [Fall 2015].pdf
REL 104 - Current Events Assignment - What ISIS Really Wants.pdf
REL 104 - Introduction to Religious Studies - Red State Religion Assignment.docx

Course Reviewer Comments

Hamsa Stainton (h208s676) (09/06/16 11:59 am): We forgot to attach the supporting documents and couldn't figure out how to ask afterward, so we emailed them to Rachel Schwien, sorry!
Course Inventory Change Request

Viewing: REL 105: Introduction to Religious Studies, Honors

Last edit: 09/06/16 11:49 am
Changes proposed by: h208s676

Date Submitted: 09/06/16 11:49 am

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. 09/08/16 3:52 pm
   Rachel Schw (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 09/20/16 12:10 pm
   Rachel Schw (rschwien): Approved for CUSA Subcommittee
3. 09/27/16 1:55 pm
   Rachel Schw (rschwien): Approved for CUSA Committee

Catalog Pages referencing this course
College of Liberal Arts & Sciences
Department of Religious Studies

Other Courses
In The Catalog Description:
REL 104: Introduction to Religious Studies

Academic Career
Undergraduate, Lawrence

Subject Code
REL

Course Number
105

Academic Unit
Department: Religious Studies (REL)
School/College: College of Liberal Arts & Sciences

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

Title
Introduction to Religious Studies, Honors

Transcript Title
Introdcn Relgous Studies,Hnrs

Effective Term
Spring 2017

Catalog Description
This course introduces students to the academic study of religions. It acquaints students with key methods and issues in religious studies, and provides an introductory survey of selected religions. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 104.

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?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Principal Course Designator
HR - Philosophy & Religion

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)?
Religious Studies, Minor

As an Honors analog for REL 104, this course can be used to fulfill the basic requirement for a Religious Studies major and minor.

Rationale for Course Proposal

REL 104 is already approved for Goals 3 and 4.2. We propose eliminating Goal 4.2 and adding Goal 1.1, since it does not feature in-depth study of specific religious traditions. It emphasizes the analysis and evaluation of assumptions, evidence, arguments, etc. related to the study of religion. It covers the objectives of Goal 3, but it goes beyond them in its applied exercise of critical thinking.

Supporting Documents

REL 104H - Introduction to Religious Studies Honors - Syllabus - REV.pdf
REL 104H - Discussion Guide for Anne Blackburn.docx
REL 104 - Introduction to Religious Studies - Red State Religion Assignment-1.docx
REL 104 - Current Events Assignment - What ISIS Really Wants.pdf

KU Core Information

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

Yes

Name of person giving departmental approval: Daniel Stevenson
Date of Departmental Approval: September 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.

Religion, like music, is a subject that many students come to their first introductory class thinking that they already know a lot about. This course challenges students to analyze and evaluate this assumption, providing interpretive tools to approach the study of religion as well as opportunities to select and apply these methods to exciting and dramatic case studies. Bringing together a wide variety of texts, practices, institutions, material and symbolic cultures, and historical and geographical diversity, the course aspires to move students from thinking of religion in terms of a fixed and static set of texts and doctrinal beliefs to one that sees religion as a dynamic process of lived experience that enters complexly into all aspects of human existence and manifests differently in different circumstances. In assignments, special attention is paid to developing the ability to select and analyze relevant evidence from a religious culture when making arguments about it.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1

State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters)

Lecture topics and class discussions will involve selecting and applying appropriate interpretive tools to narrower and more localized questions, such as the interpretation of a selection from one tradition’s sacred scripture—and assignments building on those discussions will expand the process of analysis and evaluation by considering the question of how authoritative interpretations develop within traditions. Other assignments similarly turn on analyzing and evaluating arguments central to the study of religion, as well as the...
assumptions, claims, evidence, and forms of expression underlying these arguments. For example, many students will come to class unknowingly assuming one answer to the theoretical question of whether the “insider” or the “outsider” is best qualified to describe or present the nature of religious content (whether a text, an experience, a ritual performance, etc.). The course draws out that assumption and brings students to explicit reflection upon it.

List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

An initial assignment has students articulate their thoughts on what religion is, the roles it plays in human existence, and the characteristic forms it takes in human cultures. (E.g., if you were to go to another country and seek to understand its local religion, what questions would you ask informants? What objects in the environment would you look for? How would you know what was “religious” and what was not?); a final assignment revisits these same questions at the end of the semester...Essay questions from unit exams require students to interpret and articulate judgements about some aspect of religion/religious life, analyze various claims regarding those aspects, with reference to supporting evidence, and articulate conclusions. ...Although examinations comprise objective/short answer and stand-alone essay sections, all sections of the exam entail measures that test these abilities, although the essay questions alone will be used for documenting student outcomes.

Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

Midterm and final examinations for the course contain essay questions that count for 30% of each exam; these will be used to document student performance in these tasks together with stand-alone writing assignments that ask students to consider arguments made about either specific elements of religious traditions or about particular methods or approaches in the study of religion. Considered together, these will determine a supermajority of the final grade.
# Course Inventory Change Request

**Date Submitted:** 09/08/16 11:24 am

**Viewing:** REL 106 : Asian Religions Living Religions of the East

Also listed as: EALC 105

**Last edit:** 09/08/16 11:24 am

Changes proposed by: h208s676

## Catalog Pages referencing this course
- BA in Religious Studies
- College of Liberal Arts & Sciences
- Department of East Asian Languages and Cultures
- Department of Religious Studies
- GIST-RA: Global and International Studies, R A

## Academic Career
- Undergraduate, Lawrence

## Subject Code
- REL

## Course Number
- 106

## Academic Unit
- Department: Religious Studies (REL)
- School/College: College of Lib Arts & Sciences

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

## Title
- Asian Religions Living Religions of the East

## Transcript Title
- Asian Religions Living Religions of the East

## Effective Term
- Spring 2017

## Catalog Description
- A basic introduction to religion in India, China, and Japan with emphasis upon religions that affect the modern period. Not open to students who have taken REL 108/EALC 108.

## Prerequisites
- None

## Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 105</td>
<td>Living Religions of the East</td>
</tr>
</tbody>
</table>

## Credits
- 3

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

## Associated Components (Optional)
- Discussion – Mandatory discussion associated with a main component

## Grading Basis
- A-D(+/−)FI

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

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

## Typically Offered
- Typically Every Semester

## Repeatable for credit?
- No

## Principal Course Designator
- HR - Philosophy & Religion
  - 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

---

https://next.catalog.ku.edu/courseleaf/approve/
Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. "Living Religions of the East" was an outdated title that reifies a problematic East-West division. Margaret Childs (EALC Chair) approved this change on behalf of EALC, since REL 106 is cross-listed with EALC 105.

KU Core Information

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

| Name of person giving departmental approval | Daniel Stevenson | Date of Departmental Approval | September 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.

Already approved for KU Core Goals 3 and 4.

Selected Learning Outcome(s):

**Goal 3 - Humanities**
State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)
Already approved for KU Core Goals 3 and 4.

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principle theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)
Already approved for KU Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
Already approved for KU Core Goals 3 and 4.

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)
Already approved for KU Core Goals 3 and 4.

**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 Goals 3 and 4.
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 Goals 3 and 4.

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 Goals 3 and 4.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 100 characters.)
Already approved for KU Core Goals 3 and 4.
Course Inventory Change Request

Viewing: REL 107: Jews, Christians, Muslims Living Religions of the West

Also listed as: JWSH 107

Last edit: 09/08/16 11:31 am
Changes proposed by: h208s676

Programs referencing this course:
- Department of Religious Studies
- European Studies Program
- Global and International Studies
- GIST-BA: Global and International Studies, B.A.
- GIST-MIN: Global and International Studies, Minor

Academic Career: Undergraduate, Lawrence
Subject Code: REL
Course Number: 107
Academic Unit: Department of Religious Studies (REL)
School/College: College of Lib Arts & Sciences

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

Title: Jews, Christians, Muslims Living Religions of the West
Transcript Title: Jews, Christians, Muslims Living Religions of the West
Effective Term: Spring 2017

Catalog Description:
A basic introduction to the major religious traditions of the Near East, Europe, and the Americas, with an emphasis on their development through the modern period and their expressions in contemporary life. Not open to students who have taken REL 109.

Prerequisites:
- None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>JWSH 107</td>
<td>Living Religions of the West</td>
</tr>
</tbody>
</table>

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Associated Components (Optional): Discussion – Mandatory discussion associated with a main component
Grading Basis: A-D(+/-)FI

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

Are you proposing this course for KU Core?
- Yes

Typically Offered: Typically Every Semester
Repeatable for credit?
- No

Principal Course Designator: HR - Philosophy & Religion
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?

No

Rationale for Course Proposal

Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. "Living Religions of the West" was an outdated title that reifies a problematic East-West division. John Younger (Director, Jewish Studies) approved this change on behalf of JWSH, as REL 107 is cross-listed with JWSH 107.

KU Core Information

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

Yes

| Name of person giving departmental approval | Daniel Stevenson |
| Date of Departmental Approval | Sept 16, 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.

Already approved for Core Goals 3 and 4.

Selected Learning Outcome(s):

**Goal 3 - Humanities**

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

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

**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 Core Goals 3 and 4.

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 Core Goals 3 and 4.

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 Core Goals 3 and 4.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 100 characters.)
   Already approved for Core Goals 3 and 4.
Course Inventory Change Request

Date Submitted: 09/08/16 11:27 am

Viewing: REL 108 : Asian Religions, Honors Living Religions of the East, Honors
Also listed as: EALC 108

Last edit: 09/08/16 11:27 am
Changes proposed by: h208s676

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<tr>
<th>Programs referencing this course</th>
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<table>
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<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>REL</td>
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<tr>
<td>Academic Unit</td>
<td>Department Religious Studies (REL)</td>
</tr>
<tr>
<td></td>
<td>School/College College of Lib Arts &amp; Sciences</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Asian Religions, Honors Living Religions of the East, Honors</th>
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<tbody>
<tr>
<td>Transcript Title</td>
<td>Asian Religions, Honors Living Religions of the East, Honors</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
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</tbody>
</table>

| Catalog Description             | A basic introduction to religion in India, China, and Japan, with emphasis upon religions that affect the modern period. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 106/EALC 105. |

Prerequisites
None

<table>
<thead>
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<th>Cross Listed Courses:</th>
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<tbody>
<tr>
<td></td>
<td>EALC 108</td>
<td>Living Religions of the East, Honors</td>
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<table>
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<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Are you proposing this course for KU Core?  
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?  
No

Principal Course Designator
HR - Philosophy & Religion
NW - Non-Western Culture

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?

No

Rationale for Course Proposal

Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. "Living Religions of the East" was an outdated title that reifies a problematic East-West division. Margaret Childs (EALC Chair) approved this change on behalf of EALC, since REL 108 is cross-listed with EALC 108.

KU Core Information

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

Yes

Name of person giving departmental approval

Daniel Stevenson

Date of Departmental Approval

Sept 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.

Already approved for Core Goals 3 and 4.

Selected Learning Outcome(s):

Goal 3 - Humanities

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

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

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 Core Goals 3 and 4.
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 Core Goals 3 and 4.

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 Core Goals 3 and 4.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 100 characters.)

Already approved for Core Goals 3 and 4.
Course Inventory Change Request

Viewing: REL 109 : Jews, Christians, Muslims, Honors Living Religions of the West, Honors
Also listed as: JWSH 109

Last edit: 09/08/16 4:48 pm
Changes proposed by: h208s676

In The Catalog Description:
JWSH 107 : Living Religions of the West
REL 107 : Jews, Christians, Muslims

A basic introduction to the major religious traditions in the Near East, Europe, and the Americas, with an emphasis on their development through the modern period and their expressions in contemporary life. Open only to students in the University Honors Program or by permission of instructor. Not open to students who have taken REL 107.

Title: Jews, Christians, Muslims, Honors Living Religions of the West, Honors
Transcript Title: Jews, Christians, Muslims, Honors Living Religions of the West, Honors

Effective Term: Spring 2017

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? Yes
Typically Offered: Not Typically Offered
Repeatable for credit? No
Principal Course Designator: HR - Philosophy & Religion
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?

No

Rationale for Course Proposal

Our department is reviewing its undergraduate curriculum and proposing changes to course titles to better match the content of the courses and the organization of our curriculum. "Living Religions of the West" was an outdated title that reifies a problematic East-West division.

KU Core Information

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

Yes

Name of person giving departmental approval

Daniel Stevenson

Date of Departmental Approval

Sept 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.

Already approved for Core Goals 3 and 4.

Selected Learning Outcome(s):

Goal 3 - Humanities

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

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Already approved for Core Goals 3 and 4.

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

Already approved for Core Goals 3 and 4.

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 Core Goals 3 and 4.
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 Core Goals 3 and 4.

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 Core Goals 3 and 4.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 100 characters.)
   Already approved for Core Goals 3 and 4.

Course Inventory Change Request

Viewing: REL 657: Women and Gender in Islam and Society
Also listed as: AAAS 657

Last edit: 09/09/16 9:22 am
Changes proposed by: mzahn

Programs referencing this course:
AAAS-BADBS: African and African-American Studies
B.A./B.G.S.

Other Courses referencing this course:
In The Catalog Description:
REL 357: Women and Gender in Islam

Academic Career: Undergraduate, Lawrence
Subject Code: REL
Course Number: 657
Academic Unit: Religious Studies (REL)
School/College: College of Lib Arts & Sciences

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

Title: Women and Gender in Islam and Society
Transcript Title: Women and Gender in Islam and Society
Effective Term: Fall 2016

Catalog Description:
Focusing on issues of gender, this course follows major religious developments in the Islamic tradition. Also examines how Muslim women have impacted those developments. (Not open to students who have taken REL 357.) An investigation of the relationship between Islam, and gender roles and status in religious texts (Quran and Hadith) and in societies across the Muslim world, past and present.

Prerequisites: AAAS 349/REL 350, graduate standing, AAAS349/REL 350 or permission of instructor.

Cross Listed Courses:

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>AAAS 657</td>
<td>Gender in Islam and Society</td>
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</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:
Repeatable for credit?
No

Principal Course Designator: NW - Non-Western Culture
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?

https://next.catalog.ku.edu/courseleaf/approve/
Title and description change reflect current faculty member's approach to the material. The course will constitute a graduate-level version of REL 357.

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>REL 657.docx</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting Documents</th>
<th>REL 657.docx</th>
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</thead>
</table>

**Course Reviewer Comments**

Karen Ledom (kjh) (04/03/16 2:25 pm): Rollback: CUSA requests that all courses numbered at the 500 or 600 levels include a prerequisite. If this course is strictly intended for graduate students it might be better to number above 699.

Kristine Latta (klatta) (07/14/16 8:13 am): Rollback: 700 course cannot be cross-listed with a 600 level course. See email for further explanation. Karen Ledom will follow-up.
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 08/28/16 7:07 pm

Viewing: DANC 480: Movement for Older Adults

Last edit: 08/28/16 7:07 pm

Changes proposed by: jhilding

<table>
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<td>Course Number</td>
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<td>Movement for Older Adults</td>
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<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description: This course is designed to increase knowledge and understanding of the movement problems experienced by older adults and to develop the student's ability to create movement interventions to address these concerns.

Prerequisites: Open to juniors and seniors only.

Cross Listed Courses:

Credits: 3

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

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: No

Repeatable for credit? No

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

Rationale for Course Proposal

Justification for this request: The faculty member who taught this course is no longer at the university. There are no plans for any current or future faculty members to teach it.

Course Reviewer Comments

https://next.catalog.ku.edu/courseleaf/approve/
Course Inventory Change Request

Course Deactivation Proposal

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

Viewing: TAJ 110 : Elementary Tajik I

Last edit: 05/04/16 9:04 am

Changes proposed by: f409w960

Catalog Pages referencing this course

- College of Liberal Arts & Sciences
- European Studies Program
- Global and International Studies

Other Courses referencing this course

- In The Catalog

Academic Career

- Undergraduate, Lawrence

Subject Code

- TAJ

Academic Unit

- Department: TAJ (TAJ)
- School/College: College of Lib Arts & Sciences

Title

- Elementary Tajik I

Transcript Title

- Elementary Tajik I

Last Term Offered

- Fall 2016

Catalog Description

- Vocabulary acquisition, pronunciation, grammar, and writing. Course includes reading of simple texts. Five hours of class per week.

Prerequisites

- None

Cross Listed Courses:

Credits

- 5

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

- U - Undesignated elective

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

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

Rationale for Course Proposal

Justification for this request

https://next.catalog.ku.edu/courseleaf/approve/
We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

Course Reviewer
Comments
Course Inventory Change Request

A deleted record cannot be edited

Course Deactivation Proposal

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

Viewing: TAJ 120 : Elementary Tajik II

Last edit: 05/04/16 9:04 am

Changes proposed by: f409w960

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- European Studies Program
- Global and International Studies

Other Courses referencing this course
- In The Catalog

Academic Career
- Undergraduate, Lawrence

Subject Code
- TAJ

Academic Unit
- Department: TAJ (TAJ)
- School/College: College of Lib Arts & Sciences

Title
- Elementary Tajik II

Transcript Title
- Elementary Tajik II

Last Term Offered
- Fall 2016

Catalog Description
- Continuation of TAJ 110. Vocabulary acquisition, pronunciation, grammar, and writing. Course includes reading of simple texts. Five hours of class per week.

Prerequisites
- TAJ 110 or departmental permission.

Cross Listed Courses:

Credits
- 5

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
- U - Undesignated elective

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

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

Rationale for Course Proposal

Justification for this request

https://next.catalog.ku.edu/courseleaf/approve/
We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

Course Reviewer
Comments
Course Inventory Change Request

Course Deactivation Proposal

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

Viewing: TAJ 210 : Intermediate Tajik I

Last edit: 05/04/16 9:04 am

Changes proposed by: f409w960

Catalog Pages referencing this course
College of Liberal Arts & Sciences
European Studies Program
Global and International Studies

Programs referencing this course
REES-BA: Bachelor of Arts in Russian, East European, and Eurasian Studies

Academic Career
Undergraduate, Lawrence

Subject Code
TAJ

Academic Unit
Department
TAJ (TAJ)

School/College
College of Lib Arts & Sciences

Title
Intermediate Tajik I

Transcript Title
Intermediate Tajik I

Last Term Offered
Fall 2016

Catalog Description
A continuation of TAJ 120. Course emphasizes oral and written work in Tajik. Systematic review of grammar and introduction to reading in cultural texts.

Prerequisites
TAJ 120 or departmental permission.

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
No

Repeatable for credit?
No

Principal Course Designator

Course Designator
U - Undesignated elective

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

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

Rationale for Course Proposal

Justification for this request
We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

Course Reviewer
Comments
# Course Inventory Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

**Viewing:** TAJ 220: Intermediate Tajik II  
**Last edit:** 05/04/16 9:05 am  
Changes proposed by: f409w960

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<td>College of Liberal Arts &amp; Sciences</td>
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<td>European Studies Program</td>
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<td>Global and International Studies</td>
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<tr>
<td>Other Courses referencing this course</td>
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<tr>
<td>In The Catalog</td>
</tr>
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</table>

| Academic Career | Undergraduate, Lawrence |  
| Subject Code | TAJ |  
| Academic Unit | Department  
TAJ (TAJ) |  
| School/College | College of Lib Arts & Sciences |  
| Title | Intermediate Tajik II |  
| Transcript Title | Intermediate Tajik II |  
| Last Term Offered | Fall 2016 |  

**Catalog Description:** A continuation of TAJ 210. Course emphasizes oral and written work in Tajik. Systematic review of grammar and introduction to reading in cultural texts.

**Prerequisites:** TAJ 210 or departmental permission.

**Cross Listed Courses:**

| Credits | 3 |  
| Course Type | Lecture (Regularly scheduled academic course) (LEC) |  
| Grading Basis | A-D(+/-)FI |  
| Is this course part of the University Honors Program? | No |  
| Are you proposing this course for KU Core? | No |  
| Typically Offered | No |  
| Repeatable for credit? | No |  

### Principal Course Designator

- **Course Designator:** U - Undesignated elective

**Rationale for Course Proposal**

**Justification for this request**

Will this course be required for a degree, major, minor, certificate, or concentration?
We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

Course Reviewer
Comments
### Course Inventory Change Request

A deleted record cannot be edited

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### Course Deactivation Proposal

**Viewing: TAJ 310 : Advanced Tajik I**

**Last edit: 05/04/16 9:05 am**

Changes proposed by: f409w960

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<td>Advanced Tajik I</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Fall 2016</td>
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</tbody>
</table>

**Catalog Description**

Enhancement of speaking, comprehension, reading and writing abilities in Tajik. Readings from Tajik literature introduced.

**Prerequisites**

TAJ 220 or placement exam that establishes a level of proficiency in Tajik suited to Advanced Tajik I.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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<tbody>
<tr>
<td>Course Type</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+-)-FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<td>Are you proposing this course for KU Core?</td>
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<td>Repeatable for credit?</td>
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<td>Principal Course Designator</td>
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<td>Course Designator</td>
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</tbody>
</table>

**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**

We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

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### Course Reviewer Comments
Course Inventory Change Request

Course Deactivation Proposal

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

Viewing: TAJ 320 : Advanced Tajik II

Last edit: 05/04/16 9:05 am

Changes proposed by: f409w960

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<td>TAJ (TAJ)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Title</td>
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<td>Transcript Title</td>
<td>Advanced Tajik II</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

Catalog Description: Enhancement of speaking, comprehension, reading and writing abilities in Tajik. Readings from Tajik literature introduced.

Prerequisites: TAJ 220 or placement exam that establishes a level of proficiency in Tajik suited to Advanced Tajik II.

Cross Listed Courses:

<table>
<thead>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
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</table>

Approval Path:
1. 08/19/16 5:00 pm
   Karen Ledom (kjh): Approved for CLAS Undergraduate Program and Course Coordinator
2. 09/06/16 3:55 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
3. 09/13/16 1:21
   Rachel Schwien (rschwien): Approved for CUSA Committee

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: We have sought College and Provost approval to transfer/combine all FARS and TAJ courses to one PERS designation.

Course Reviewer Comments
Program Description

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...
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: 1
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: 2
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
ENGL 362 Foundations of Technical Writing (recommended)
AP English Literature & Composition score of 5 or above
Equivalent

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. Satisfied by the following:
Select one of the following:
COMS 130 Speaker-Audience Communication
COMS 131 Speaker-Audience Communication, Honors
or COMS 150 Personal Communication

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 (49-56)
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:
EECS 138 Introduction to Computing: ______ (Fortran preferred; C++ and Matlab accepted) 3

Scientific Principles of Environmental Studies. Satisfied by the following:
EVRN 148 Scientific Principles of Environmental Studies 3

Calculus I. Satisfied by one of the following:
MATH 125 Calculus I 4
or MATH 145 Calculus I, Honors
Equivalent

Calculus II. Satisfied by one of the following:
MATH 126 Calculus II
or MATH 146 Calculus II, Honors
Equivalent

General Physics I. Satisfied by one of the following:
PHSX 211 General Physics I 5
& PHSX 216 and General Physics I Laboratory

PHSX 114 College Physics I 6
& PHSX 201 and Calculus Supplement to College Physics I
& PHSX 216 and General Physics I Laboratory

PHSX 213 General Physics I Honors 1-5

General Physics II. Satisfied by one of the following:
PHSX 212 General Physics II 4
& PHSX 236 and General Physics II Laboratory

PHSX 115 College Physics II 6
& PHSX 202 and Calculus Supplement to College Physics II
& PHSX 236 and General Physics II Laboratory
PHSX 214  General Physics II Honors  1-4
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
  or  MATH 243  Vector Calculus, Honors
Elementary Linear Algebra. Satisfied by the following:
  MATH 290  Elementary Linear Algebra
  or  MATH 291  Elementary Linear Algebra, Honors
Applied Differential Equation. Satisfied by the following:
  MATH 320  Elementary Differential Equations
  or  MATH 220  Applied Differential Equations
Statistics. Satisfied by the following:
  MATH 526  Applied Mathematical Statistics I
  or  DSCI 202  Statistics
Numerical Methods. Satisfied by the following:
  MATH 581  Numerical Methods
Atmospheric Science Core Knowledge and Skills (30)
Majors must complete all of the following:
  Introductory Meteorology. Satisfied by:
    ATMO 105  Introductory Meteorology
  Climate and Climate Change. Satisfied by:
    ATMO/GEOG 321  Climate and Climate Change
  Weather Forecasting. Satisfied by:
    ATMO 505  Weather Forecasting
Microclimatology. Satisfied by:
  ATMO/GEOG 521  Microclimatology
Synoptic Meteorology. Satisfied by:
  ATMO 630  Synoptic Meteorology
Dynamic Meteorology. Satisfied by:
  ATMO 640  Dynamic Meteorology
Remote Sensing. Satisfied by:
  ATMO 642  Remote Sensing
Advanced Dynamic Meteorology. Satisfied by:
  ATMO 660  Advanced Dynamic Meteorology
Physical Meteorology. Satisfied by:
  ATMO 680  Physical Meteorology
Seminar for Seniors. Satisfied by:
  ATMO 697  Seminar for Seniors
Total Hours  79-86

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
  Operational Forecasting. Satisfied by:
    ATMO 605  Operational Forecasting
Advanced Synoptic Meteorology. Satisfied by:
  ATMO 650  Advanced Synoptic Meteorology
Air Pollution Meteorology Option
This option meets the need for trained specialists.
  Air Pollution Meteorology. Satisfied by:
    ATMO 525  Air Pollution Meteorology
 Foundations of Chemistry II. Satisfied by:
    CHEM 135  General Chemistry II
Introduction to Environmental Engineering and Science. Satisfied by:
  CE 477  Introduction to Environmental Engineering and Science
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:
Air Pollution Meteorology

Operational Forecasting. Satisfied by:
ATMO 605
Operational Forecasting

Statics and Dynamics. Satisfied by:
CE 301
Statics and Dynamics

Fluid Mechanics. Satisfied by:
CE 330
Fluid Mechanics

Hydrology. Satisfied by:
CE 455
Hydrology

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

Advanced Synoptic Meteorology. Satisfied by:
ATMO 650
Advanced Synoptic Meteorology

Infomania: Information Management. Satisfied by:
JOUR 302
Infomania: Information Management

Writing for Media. Satisfied by:
JOUR 304
Media Writing

Multimedia Reporting. Satisfied by:
JOUR 415
Multimedia Reporting

Concentration in Business
An undergraduate student may graduate from the School of Business with a concentration in atmospheric science.
Atmospheric Science Prerequisite or Co-requisite Knowledge (17-21)
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: _____

Calculus I. Satisfied by one of the following:
MATH 125
Calculus I
or MATH 145
Calculus I, Honors
Equivalent

Calculus II. Satisfied by one of the following:
MATH 126
Calculus II
or MATH 146
Calculus II, Honors
Equivalent

General Physics I. Satisfied by one of the following:
PHSX 211
General Physics I
& PHSX 216
and General Physics I Laboratory
PHSX 114
College Physics I
& PHSX 201
and Calculus Supplement to College Physics I
& PHSX 216
and General Physics I Laboratory
PHSX 213
General Physics I Honors

Introductory Meteorology. Satisfied by the following:
ATMO 105
Introductory Meteorology

Atmospheric Science Required Courses (18)
Students selecting this minor must complete all of the following:
Climate and Climate Change. Satisfied by the following:
ATMO/GEOG 321
Climate and Climate Change

Weather Forecasting. Satisfied by the following:
ATMO 505
Weather Forecasting

Microclimatology. Satisfied by the following:
ATMO/GEOG 521
Microclimatology

Air Pollution Meteorology. Satisfied by the following:
ATMO 525
Air Pollution Meteorology

Dynamic Meteorology. Satisfied by the following:
ATMO 640
Dynamic Meteorology

Physical Meteorology. Satisfied by the following:
ATMO 680
Physical Meteorology

Major Hours & Major GPA
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.

Rationale for proposal
Correcting red box errors on credit hours on PHSX and CE courses. Submitted on behalf of Bev Koerner

Additional Information

Supporting Documents

Program Reviewer Comments

Kim O'Bryon (kobryon) (09/08/16 9:18 am): Rollback: Rollback to restart workflow with updated information.
Program Change Request

Date Submitted: 07/27/16 5:05 pm

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

Last approved: 05/02/16 7:23 am
Last edit: 09/16/16 3:03 pm
Changes proposed by: kobryon

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<th>Catalog Pages</th>
<th>Bachelor of Arts in East Asian Languages and Cultures</th>
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<tbody>
<tr>
<td>Using this Program</td>
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</table>

| Academic Career | Undergraduate, Lawrence |
| Program Type     | Degree/Major |
| Department/ Program | East Asian Languages&Cultures (EALC) |
| School/College   | College of Lib Arts & Sciences |
| Degree Code      | Bachelor of Arts - BA |
| Consulting School(s)/College(s) | |
| Consulting Department(s) | |
| CIP Code         | 160300 |
| Program Name     | East Asian Languages and Cultures, B.A. |

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

The EALC BA program provides students with the language skills and cultural understanding necessary to appreciate the contributions of East Asia to human civilization and to live and work successfully in East Asia.

Degree Requirements

Major and Concentrations

For undergraduates in the department, the B.A. degree in East Asian languages and cultures is available in the following concentrations:
A. Chinese language and literature.
B. Japanese language and literature.
C. East Asian studies with Chinese language.
D. East Asian studies with Japanese language.
E. East Asian studies with Korean language.
F. Double language Concentration: Chinese and/or Japanese and/or Korean.

First- and Second-Year Preparation

Students considering a major in EALC should begin language training as soon as possible, starting with CHIN 104 / JPN 104 / KOR 104 - CHIN 108 / JPN 108 / KOR 108 in the first year and advancing to the intermediate 204-208 level. Students are encouraged to take ECIV 304 / ECIV 305 as soon as possible. Talk to the undergraduate advisor in the target language to plan a 4-year course of study. Call 785-864-3100 for information about advisors to contact.

Requirements for the B.A. Major

Chinese Language and Literature Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Chinese I. Satisfied by:
CHIN 104  Elementary Chinese I
Elementary Chinese II. Satisfied by:
CHIN 108  Elementary Chinese II
Language Proficiency. Satisfied by:
CHIN 204  Intermediate Chinese I
& CHIN 208  and Intermediate Chinese II

East Asian Languages and Cultures Core Knowledge and Skill (22)
Majors choosing this concentration must complete a course or courses in each of the following areas:
Eastern Civilizations. Satisfied by:
ECIV 304  Eastern Civilizations
or ECIV 305  Eastern Civilizations Honors
Advanced Language. Satisfied by:
CHIN 504  Advanced Modern Chinese I
& CHIN 508  and Advanced Modern Chinese II
CHIN 342  Introduction to Classical Chinese
or CHIN 542  Introduction to Classical Chinese
CHIN 562  Modern Chinese Texts I
And one of the following:
CHIN 544  Readings in Classical Chinese: ______
CHIN 564  Modern Chinese Texts II

East Asian Languages and Cultures Required Elective (3)
Majors choosing this concentration must complete a course in each of the following areas (A course cannot be used in more than 1 area):
Satisfied by one course in Pre-modern Chinese literature or culture:
EALC 330/530  Chinese Literature and Culture: Premodern Times
EALC 415/615  Ancient China
EALC 418/618  Sexual Politics in Chinese Literature and Culture: Premodern Times
EALC 420  Daily Life in China From the Opium War to 1911
EALC 499  Honors Thesis
CHIN 544  Readings in Classical Chinese: ______

Satisfied by one course in Modern Chinese literature or culture:
EALC 318  Modern Chinese Fiction and Film
or EALC 518  Modern Chinese Fiction & Film
EALC 319  Contemporary Chinese Fiction and Film
or EALC 519  Contemporary Chinese Fiction and Film
EALC 345  Chinese Cinema
EALC 499  Honors Thesis
EALC 518  Modern Chinese Fiction & Film
EALC 519  Contemporary Chinese Fiction and Film
EALC 545  Chinese Cinema
EALC 578  Gender and Society in Modern China

Satisfied by one course on China:
EALC 318  Modern Chinese Fiction and Film
EALC 319  Contemporary Chinese Fiction and Film
EALC 330  Chinese Literature and Culture: Premodern Times
EALC 345  Chinese Cinema
EALC 368  The Peoples of China
EALC 415  Ancient China
EALC 418  Sexual Politics in Chinese Literature and Culture: Premodern Times
EALC 420  Daily Life in China From the Opium War to 1911
EALC 508  Religion in China
EALC 518  Modern Chinese Fiction & Film
EALC 519  Contemporary Chinese Fiction and Film
EALC 530  Chinese Literature and Culture: Premodern Times

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 31 hours of major courses.

Major Hours in Residence
Satisfied by a minimum of 12 hours of KU resident credit in the major.

Major Junior/Senior Hours
Satisfied by a minimum of 31 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.

Japanese Language and Literature Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Japanese I. Satisfied by:
JPN 104  Elementary Japanese I 5
Elementary Japanese II. Satisfied by:
JPN 108  Elementary Japanese II 5
Language Proficiency. Satisfied by:
JPN 204  Intermediate Japanese I 10
& JPN 208  and Intermediate Japanese II

East Asian Languages and Cultures Core Knowledge and Skills (19)
Majors choosing this concentration must complete a course in each of the following areas:
Eastern Civilizations. Satisfied by one of the following:
ECIV 304  Eastern Civilizations 3
or ECIV 305  Eastern Civilizations Honors

Advanced Language. Satisfied by:
JPN 306  Advanced Japanese Conversation I 4
& JPN 310  and Advanced Japanese Conversation II
JPN 504  Advanced Modern Japanese I 6
& JPN 508  and Advanced Modern Japanese II
JPN 562  Modern Japanese Texts I 3

East Asian Languages and Cultures Required Elective (0)
Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than 1 area):

Pre-Modern Japanese Literature in Translation. Satisfied by one course, e.g.:
EALC 312  Japan's Literary Legacy
EALC 575  Love, Sexuality and Gender in Japanese Literature

Modern Japanese Literature in Translation. Satisfied by one course, e.g.:
EALC 316  Modern Japanese Film and Fiction
EALC 317  Contemporary Japanese Literature in Translation: 1945-Present
EALC 328  The Body in Japan
EALC 412  Visual and Literary Culture in Modern Japan

Pre-Modern Japan. Satisfied by one course on pre-modern Japan, e.g.:
EALC 312  Japan's Literary Legacy

EALC 410  The Culture of Play in Japan
EALC 411  The Culture of Play in Japan, Honors
EALC 509  Religion in Japan
EALC 587  Early Modern Japan
EALC 499  Honors Thesis

Modern Japan. Satisfied by one course on modern Japan, e.g.:
EALC 316  Modern Japanese Film and Fiction
EALC 317  Contemporary Japanese Literature in Translation: 1945-Present
EALC 328  The Body in Japan
EALC 543  Contemporary Japanese Film
EALC 588  Japan, 1853-1945
EALC 589  Japan Since 1945
EALC 499  Honors Thesis

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 31 hours of major courses.

Major Hours in Residence
Satisfied by a minimum of 12 hours of KU resident credit in the major.

Major Junior/Senior Hours
Satisfied by a minimum of 31 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.

East Asian Studies with Chinese Language Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Chinese I. Satisfied by:
CHIN 104  Elementary Chinese I 5
Elementary Chinese II. Satisfied by:
CHIN 108  Elementary Chinese II 5
Language Proficiency. Satisfied by:
CHIN 204  Intermediate Chinese I 5 & CHIN 208  Intermediate Chinese II 5

East Asian Languages and Cultures Core Knowledge and Skills (13)
Majors choosing this concentration must complete a course or courses in each of the following areas:
Eastern Civilizations. Satisfied by one of the following
ECIV 304  Eastern Civilizations 3
or ECIV 305  Eastern Civilizations Honors 3
Advanced Language. Satisfied by:
CHIN 504  Advanced Modern Chinese I 5 & CHIN 508  Advanced Modern Chinese II 5

East Asian Languages and Cultures Required Elective (0)
Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):
Pre-Modern China. Satisfied by one course on pre-modern China, e.g.:
EALC 314  Traditional Chinese Literature in Translation
EALC 330  Chinese Literature and Culture: Premodern Times
EALC 415  Ancient China
EALC 418  Sexual Politics in Chinese Literature and Culture: Premodern Times
EALC 583  Imperial China

Modern China. Satisfied by one course on modern China, e.g.:
EALC 318  Modern Chinese Fiction and Film
or EALC 518  Modern Chinese Fiction & Film
EALC 319  Contemporary Chinese Fiction and Film
or EALC 519  Contemporary Chinese Fiction and Film
EALC 578  Gender and Society in Modern China
EALC 420  Daily Life in China From the Opium War to 1911
EALC 584  Modern China
EALC 585  Reform in Contemporary China

China in the Humanities. Satisfied by one course on China in a humanities discipline, e.g.:
EALC 301  Cultural Traditions of China, Inner Asia, and Tibet
EALC 310  The Chinese Novel
EALC 314  Traditional Chinese Literature in Translation
EALC 317  Contemporary Japanese Literature in Translation: 1945-Present
EALC 318  Modern Chinese Fiction and Film
or EALC 518  Modern Chinese Fiction & Film
EALC 330  Chinese Literature and Culture: Premodern Times
EALC 370  Chinese Folk Belief
EALC 415  Ancient China
EALC 418  Sexual Politics in Chinese Literature and Culture: Premodern Times
EALC 508  Religion in China
EALC 530  Chinese Literature and Culture: Premodern Times
EALC 565  Buddhists and Buddhism in China
EALC 578  Gender and Society in Modern China
EALC 583  Imperial China
EALC 584  Modern China

China in the Social Sciences. Satisfied by one course on China in a social science discipline, e.g.:
EALC 368  The Peoples of China
EALC 572  The Structure of Chinese
EALC 585  Reform in Contemporary China
EALC 678  Chinese Foreign Policy

Advanced East Asian Languages and Cultures. Satisfied by one junior/senior-level (300+) EALC course.
East Asian Course. Satisfied by one course based on an East Asian country other than China, e.g.:
EALC 302  Cultural Traditions of Japan and Korea

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 31 hours of major courses.

Major Hours in Residence
Satisfied by a minimum of 12 hours of KU resident credit in the major.

Major Junior/Senior Hours
Satisfied by a minimum of 31 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.

East Asian Studies with Japanese Language Concentration

East Asian Languages and Cultures Prerequisite Knowledge (20)
Elementary Japanese I. Satisfied by:
JPN 104  Elementary Japanese I 5
Elementary Japanese II. Satisfied by:
JPN 108  Elementary Japanese II 5
Language Proficiency. Satisfied by:
JPN 204  Intermediate Japanese I & JPN 208  and Intermediate Japanese II 10

East Asian Languages and Cultures Core Knowledge and Skill (13)
Majors choosing this concentration must complete a course or courses in each of the following areas:
Eastern Civilizations. Satisfied by one of the following:
ECIV 304  Eastern Civilizations 3
or ECIV 305  Eastern Civilizations Honors
Advanced Language. Satisfied by:
JPN 306  Advanced Japanese Conversation I 4
& JPN 310  and Advanced Japanese Conversation II
JPN 504  Advanced Modern Japanese I 6
& JPN 508  and Advanced Modern Japanese II

East Asian Languages and Cultures Required Elective (6)
Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):
Pre-modern Japan. Satisfied by one course on pre-modern Japan, e.g.:
EALC 312  Japan's Literary Legacy
EALC 410  The Culture of Play in Japan
EALC 411  The Culture of Play in Japan, Honors
EALC 587  Early Modern Japan

Modern Japan. Satisfied by one course on modern Japan, e.g.:
EALC 316  Modern Japanese Film and Fiction
EALC 317  Contemporary Japanese Literature in Translation: 1945-Present
EALC 328  The Body in Japan
EALC 543  Contemporary Japanese Film
EALC 588  Japan, 1853-1945
Japan in the Humanities. Satisfied by one course on Japan in a humanities discipline, e.g.:
- EALC 588 Japan, 1853-1945
- EALC 589 Japan Since 1945
- EALC 312 Japan's Literary Legacy
- EALC 315 Survey of Japanese Film
- EALC 316 Modern Japanese Film and Fiction
- EALC 317 Contemporary Japanese Literature in Translation: 1945-Present
- EALC 328 The Body in Japan
- EALC 410 The Culture of Play in Japan
- EALC 411 The Culture of Play in Japan, Honors
- EALC 412 Visual and Literary Culture in Modern Japan
- EALC 509 Religion in Japan
- EALC 543 Contemporary Japanese Film
- EALC 575 Love, Sexuality and Gender in Japanese Literature
- EALC 587 Early Modern Japan
- EALC 588 Japan, 1853-1945

Japan in the Social Sciences. Satisfied by one course on Japan in a social science discipline, e.g.:
- EALC 350 Contemporary Japan
- EALC 328 The Body in Japan
- EALC 570 The Structure of Japanese

Advanced East Asian Languages and Cultures. Satisfied by one junior/senior-level (300+) EALC course, e.g.:
- EALC 308 Japanese Language, Honors

East Asian Course. Satisfied by one course based on an East Asian country other than Japan.
- EALC 380 Popular Cultures of East Asia
- EALC 413 Asian Media Studies

**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 31 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 12 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of 31 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.

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**East Asian Studies with Korean Language Concentration**

East Asian Languages and Cultures Prerequisite Knowledge (20)

Elementary Korean I. Satisfied by:
- KOR 104 Elementary Korean I

Elementary Korean II. Satisfied by:
- KOR 108 Elementary Korean II

Language Proficiency. Satisfied by:
- KOR 204 Intermediate Korean I
- & KOR 208 Intermediate Korean II

East Asian Languages and Cultures Core Knowledge and Skills (11)

Majors choosing this concentration must complete a course or courses in each of the following areas:

**Eastern Civilizations.** Satisfied by one of the following:
- ECIV 304 Eastern Civilizations
- ECIV 305 Eastern Civilizations Honors

Advanced Language. Satisfied by:
- KOR 504 Advanced Modern Korean I
- & KOR 508 Advanced Modern Korean II

East Asian Languages and Cultures Required Elective (0)

Majors choosing this concentration must complete a course in each of the following areas (a course cannot be used in more than one area):

Pre-modern Korea. Satisfied by one course on pre-modern Korea, e.g.:
- EALC 563 Cultural History of Korea
- HA 369 Art and Culture of Korea
- HA 469 Art and Culture of Korea, Honors

Modern Korea. Satisfied by one course on modern Korea, e.g.:
- EALC 593 Modern Korea

East Asia in the Humanities. Satisfied by one course on East Asia in a humanities discipline, e.g.:
- EALC 380 Popular Cultures of East Asia
Major Hours & Major GPA

1 EALC 499 may be used to fulfill either of these requirements.

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

**Major Hours**
Satisfied by 32 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 32 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/approve/).

Double Language Concentration

Majors choosing this concentration must complete the following requirements for 2 languages from the following: Japanese, Chinese, and/or Korean. Total hours required for this concentration will depend on the languages chosen and will range from 30-32 jr/sr hours.

East Asian Languages and Cultures Prerequisite Knowledge (0)

Elementary Japanese or Chinese or Korean I. Satisfied by one of the following:

- JPN 104  
- CHIN 104  
- KOR 104

Elementary Japanese or Chinese or Korean II. Satisfied by one of the following:

- JPN 108  
- CHIN 108  
- KOR 108

Language Proficiency. Satisfied by one of the following:

- JPN 204  
- JPN 208  
- CHIN 204  
- CHIN 208  
- KOR 204  
- KOR 208

East Asian Languages and Cultures Core Knowledge and Skills (0)

Advanced Language. Satisfied by one of the following sequences:

- JPN 306  
- JPN 310  
- JPN 504  
- JPN 508  
- CHIN 504  
- CHIN 508  
- KOR 504  
- KOR 508

Pre-Modern Culture (6)

Choose 2 of the following 3, matching language choices (6 credits combined - must be in the same two languages as chosen to fulfill the language sequences):

- China  
- Japan  
- Korea

Modern Culture (6)

Choose 2 of the following 3, matching language choices (6 credits combined - must be in the same two languages as chosen to fulfill the language sequences):

- China  
- Japan  
- Korea
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 30-32 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 30-32 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/approve/).

Rationale for proposal
This program skipped workflow because of an administrative approval. The Department was removed during the initial request, when it was re-added, workflow disappeared. We were not aware that this would happen so when we approved the program instead of moving to the first step of workflow, the program was considered at rest. We are resubmitting the program to workflow so it can receive proper approval.

Additional Information

Supporting Documents
EALC-BA.docx

Program Reviewer Comments
Karen Ledom (kjh) (08/12/16 10:46 am): Note to self - be sure to compare with the "history" previous submission by Maggie that did not go anywhere to make sure these are both the same proposal.

Rachel Schwien (rschwien) (09/16/16 3:02 pm): not all changes reflected in current version. See attachment for comprehensive version.
Program Description

**Geography Programs**

The B.A., B.G.S., and B.S. in geography provide general liberal arts enrichment, preparation for graduate work, and training for careers in geography and related fields. Geography may be combined with another program as a double major, or courses in another area may simply be added to those in geography.

First- and Second-Year Preparation
Students should begin the major by meeting the core requirements and preparing for major courses.

Requirements for the B.A. or B.G.S. Major

Geography Core Knowledge and Skills (18)
Majors must complete a course in each of the following areas:

- **Principles of Physical Geography.** Satisfied by:
  - GEOG 104 Principles of Physical Geography (Required Geography Courses) 3
  - or GEOG 107 Principles of Physical Geography, Honors

- **Introductory Laboratory in Physical Geography.** Satisfied by:
  - GEOG 105 Introductory Laboratory in Physical Geography 2

- **Principles of Human Geography.** Satisfied by:
  - GEOG 102 People, Place, and Society 3
  - or GEOG 103 Principles of Human Geography, Honors

- **Computers, Maps and Geographical Analysis.** Satisfied by:
  - GEOG 210 Computers, Maps, and Geographical Analysis 3
  - or GEOG 358 Principles of Geographic Information Systems

- **Mapping.** Satisfied by:
  - GEOG 316 Methods of Analyzing Geographical Data 4
  - or GEOG 358 Principles of Geographic Information Systems

- **Senior Capstone in Geography.** Satisfied by:
  - GEOG 500 Senior Capstone in Geography 3
  - or GEOG 714 Field Experience

Geography Required Elective Hours (0)
Majors must complete five courses (15 hours) at the 200-500 level, in addition to the core above, from at least 3 of the following 4 groups, one of which must be a regional course:

- **Physical Studies.** Satisfied by:
  - GEOG 148 Scientific Principles of Environmental Studies
  - GEOG 304 Environmental Conservation
  - GEOG 321 Climate and Climate Change
  - GEOG 331 Regional Geomorphology of the United States
  - GEOG 332 Glaciers and Landscape
  - GEOG 335 Introduction to Soil Geography
  - GEOG 338 Introduction to River Systems
  - GEOG 339 Topics in Physical Geography: ______
  - GEOG 350 Physical Geography of Africa
  - GEOG 410 Human Biogeography, Honors
  - GEOG 521 Microclimatology
  - GEOG 531 Topics in Physical Geography: ______
  - GEOG 532 Geoarchaeology
  - GEOG 535 Soil Geography
  - GEOG 537 Elements of Plant Geography
  - GEOG 538 Soil Chemistry
  - GEOG 541 Geomorphology
  - GEOG 635 Soil Physics
  - GEOG 731 Topics in Physical Geography: ______
  - GEOG 735 Soil Geomorphology
  - GEOG 741 Advanced Geomorphology
  - GEOG 749 Topics in Stable Isotopes in the Natural Sciences:

- **Geographic Information Science.** Satisfied by:
  - GEOG 111 Maps and Mapping
  - GEOG 210 Computers, Maps, and Geographical Analysis
  - GEOG 311 Map Conception and Development
  - GEOG 316 Methods of Analyzing Geographical Data
  - GEOG 319 Topics in Techniques: ______
  - GEOG 357 History and Philosophy of Geographic Information Science
  - GEOG 358 Principles of Geographic Information Systems
  - GEOG 360 Computer Programming for Mapping and Spatial Analysis
  - GEOG 418 Workshop in Production Cartography
  - GEOG 433 Biogeography Field and Laboratory Techniques
  - GEOG 458 Geographical Information Systems: ______
  - GEOG 511 Intermediate Cartography: ______
  - GEOG 513 Cartographic Design
  - GEOG 514 Visualizing Spatial Data
  - GEOG 516 Applied Multivariate Analysis in Geography
  - GEOG 517 Data Handling and Map Symbolization
  - GEOG 526 Remote Sensing of Environment I
GEOG 558  Intermediate Geographical Information Systems
GEOG 560  GIS Application Programming
GEOG 648  Location Modeling
GEOG 658  Topics in Geographic Information Science: _____
GEOG 711  Advanced Cartography: _____
GEOG 713  Practicum in Cartography
GEOG 714  Field Experience
GEOG 716  Advanced Geostatistics
GEOG 726  Remote Sensing of Environment II
GEOG 733  Advanced Biogeography Field and Laboratory Techniques
GEOG 758  Geographic Information Science

Human Studies. Satisfied by:
GEOG 110  Geopolitics in the News
GEOG 150  Environment, Culture and Society
GEOG 352  Economic Geography
GEOG 354  Globalization
GEOG 370  Introduction to Cultural Geography
GEOG 371  Environmental Geopolitics
GEOG 373  Political Geography
GEOG 375  Intermediate Human Geography
GEOG 377  Urban Geography
GEOG 379  Topics in Cultural Geography: _____
GEOG 510  Human Factors
GEOG 519  History of Cartography
GEOG 552  Topics in Urban/Economic Geography: _____
GEOG 555  Seminar in Urban Geography
GEOG 556  Geography of the Energy Crisis
GEOG 557  Cities and Development
GEOG 558  Geography of American Indians
GEOG 559  Topics in Cultural Geography: _____
GEOG 576  Cultural Geography of the United States
GEOG 579  Geography of American Foodways
GEOG 582  Geopolitics and Genocide
GEOG 601  Indigenous Peoples of the World
GEOG 670  Cultural Ecology
GEOG 710  Information Design
GEOG 719  Development of Geographic Thought
GEOG 752  Topics in Urban/Economic Geography: _____
GEOG 754  Geopolitics and Genocide
GEOG 755  Topics in Cultural Geography: _____
GEOG 756  Problems in Political Geography

Regional Studies. Satisfied by:
GEOG 781  Environmental Geopolitics
GEOG 351  Africa's Human Geographies
GEOG 390  Geography of the United States and Canada
GEOG 395  Environmental Issues of: _____
GEOG 396  East Asia
GEOG 397  Geography of Kansas and the Plains
GEOG 399  Topics in Regional Studies: _____
GEOG 550  Environmental Issues in Africa
GEOG 553  Geography of African Development
GEOG 574  Exploring Oceania
GEOG 591  Geography of Latin America
GEOG 590  Understanding Central Asia
GEOG 592  Middle American Geography
GEOG 593  Central American Peoples and Lands
GEOG 594  Geography of the Former Soviet Union
GEOG 595  Geography of Eastern Europe
GEOG 597  Geography of Brazil
GEOG 790  North American Regions: _____
GEOG 791  Latin American Regions: _____
GEOG 794  Regions of the Former USSR
GEOG 795  European Regions: _____
GEOG 796  Asian Regions: _____

Major Hours & Major GPA
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 12 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/approve/).

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<th>We are adding new courses to the list of Required Elective Hours in the 4 groups.</th>
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Program Change Request

Viewing: **WGSS-BA/BGS : Human Sexuality, B.A./B.G.S.**

Last approved: 03/14/16 12:11 pm
Last edit: 09/16/16 2:25 pm
Changes proposed by: c459b950

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**Program Description**

**Degree Requirements**

**Introductory Survey (3)**

- **WGSS 101**  Introduction to Women, Gender, and Sexuality Studies
- or **WGSS 102**  Introduction to Women, Gender, and Sexuality Studies, Honors
Survey - Choose one of the following: (3)
- HSES 489 Health and Human Sexuality
- PSYC 502 Human Sexuality
- SW 303 Human Sexuality in Everyday Life

Core Social Science - Choose one of the following: (3)
- AAAS/ANTH 372 Religion, Power, and Sexuality in Arab Societies
- ANTH 359 Anthropology of Sex
- ANTH/WGSS 583 Love, Sex, and Globalization

Core Humanities - Choose one of the following: (3)
- WGSS 311 Sex in History
- AAAS/HIST 598 Sexuality and Gender in African History
- CLSX/HUM 374 Gender and Sexuality, Ancient and Modern

Two Additional Core Courses - chosen from the Social Science and Humanities Core courses (6)
- WGSS 601 Seminar in Women, Gender, and Sexuality Studies
- Methods (3)
- WGSS 301 Research Methods in Women, Gender, and Sexuality Studies

Electives - choose two from the list below (or survey or core courses) (6)
- AAAS 554 Contemporary Health Issues in Africa
- ABSC 268 Introduction to Marriage and Family Relations
- ABSC/PSYC 626 Psychology of Adolescence
- AMS/SOC 110 American Identities
- AMS 112 American Identities, Honors
- AMS 344 Case Study in American Studies: ______
- WGSS 396 Studies in: ______ (African American Women: Colonial to Present)
- ANTH 389 The Anthropology of Gender: Female, Male, and Beyond
- WGSS 389 The Anthropology of Gender: Female, Male, and Beyond
- COMS 344 Relational Communication
- COMS 440 Communication and Gender
- REL 475 Loving Relationships
- HIST/WGSS 324 History of Women and the Body
- 324
- HUM/WGSS 570 Men and Masculinities
- HUM/WGSS 575 The Body, Self and Society
- PHIL 674 Philosophy of Law
Contemporary Feminist Political Theory
Politics of Identity
Stereotyping and Prejudice Across Cultures
Psychology of Women
The Psychology of Families
Sociology of Families
Women and Health Care
Families and Social Inequalities
The Politics of Physical Appearance
Studies in: ______ (Public Health & the Human Body)
Electives - one elective course, or additional survey, core, or secondary course (0)

Human Sexuality Major Hours & Major GPA

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 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 (300+) Hours**
Satisfied by a minimum of 18 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.

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**Rationale for proposal**
This is a modification to ensure that all the Human Sexuality Majors have a strong survey level understanding of how human sexuality fits into and emanates from Women, Gender, and Sexuality Studies as a field. It also seeks to ensure a shared base knowledge among the Human Sexuality majors.

**Additional Information**

**Supporting Documents**

**Program Reviewer Comments**
- Catherine Batza (c459b950) (06/17/16 2:57 pm): I would also like to add 3 new courses that satisfy the humanities requirements- WGSS 311, WGSS 563, and WGSS 430. I accidentally submitted this before adding those changes.
- Rachel Schwien (rschwien) (08/26/16 3:21 pm): Rollback: rolling back so you may add the additional courses
- Rachel Schwien (rschwien) (09/07/16 1:37 pm): only added 311. emailed dept for clarification
- Rachel Schwien (rschwien) (09/07/16 1:38 pm): Rollback: needs addition of WGSS 563 and WGSS 430

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Key: 440
## Program Change Request

**Date Submitted:** 08/15/16 2:41 pm  
**Last approved:** 08/15/16 2:37 pm  
**Last edit:** 09/16/16 3:32 pm  
**Changes proposed by:** bjmiller

### Catalog Pages Using this Program

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<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>
</tr>
</tbody>
</table>

### Program Description

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

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### In Workflow

- **A. CLAS**  
  Undergraduate Program and Course Coordinator  
  Approved for Future Academic Catalog  
- **B. CUSA**  
  Subcommittee  
  Approved for CUSA Committee  
- **C. CUSA**  
  Committee  
- **D. CAC**  
  E. CLAS Final Approval  
  F. Future Academic Catalog

### Approval Path

- **A.** 08/31/16 2:41 pm  
  Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
- **B.** 09/20/16 12:08 pm  
  Rachel Schwien (rschwien): Approved for CUSA Subcommittee
- **C.** 09/27/16 1:53 pm  
  Rachel Schwien (rschwien): Approved for CUSA Committee

### History

- **A.** Mar 14, 2016 by Kim O'Bryon (kobryon)
- **B.** Aug 15, 2016 by Betty Jo Ross (bjmiller)
Requirements for the B.A. or B.G.S. Major

Political Science Core Knowledge and Skills (12)

Majors must complete a course in each of the following areas:

Introduction to U.S. Politics. Satisfied by one of the following:

- **POLS 110** Introduction to U.S. Politics 3
- or **POLS 111** Introduction to U.S. Politics Honors

Introduction to Comparative or International Politics. Satisfied by one of the following:

- **POLS 150** Introduction to Comparative Politics 3
- or **POLS 151** Introduction to Comparative Politics Honors
- or **POLS 170** Introduction to International Politics
- or **POLS 171** Introduction to International Politics Honors

Introduction to Political Theory. Satisfied by one of the following:

- **POLS 301** Introduction to Political Theory 3
- or **POLS 302** Introduction to Political Theory, Honors

Political Science Methods of Inquiry. Satisfied by:

- **POLS 306** Political Science Methods of Inquiry 3

Political Science Required Distribution of Electives (6)

Majors must complete an elective course from at least 2 different subfields below:

- Political Philosophy & Empirical Theory
  Satisfied by one of the following:
  - **POLS 501** Contemporary Political Thought
  - **POLS 502** History of Political Thought
  - **POLS 503** Politics in Literature
  - **POLS 600** Contemporary Feminist Political Theory
  - **POLS 602** American Political Ideas
  - **POLS 603** Democratic Theory
  - **POLS 604** Religion and Political Theory
  - **POLS 605** A Study of Political Thought in Antiquity
  - **POLS 607** Modern Political Theory
  - **POLS 608** Social Choice and Game Theory
  - **POLS 609** Topics in Political Theory: ______
  - **POLS 626** Political Polling and Survey Research
  - **POLS 644** Justice and Public Policy in Democratic Societies
  - **POLS 680** International Relations in Political Philosophy

U.S. Political Institutions & Processes

Satisfied by one of the following:

- **POLS 511** The Judicial Process
- **POLS 512** Latino Politics in the U.S.
- **POLS 515** American Political Parties
- **POLS 516** Public Opinion and American Democracy
- **POLS 520** Political Communication
- **POLS 521** Rhetoric, Politics and the Mass Media
- **POLS 566** Social Welfare, Taxation, and the Citizen
- **POLS 610** Constitutional Law: Governmental Powers
- **POLS 611** Constitutional Law: Civil Liberties
- **POLS 612** Psychology in Politics
- **POLS 613** Comparative U.S. State Politics
- **POLS 614** Urban Politics
- **POLS 615** Campaigns and Elections
- **POLS 616** Interest Group Politics
- **POLS 617** The Congress
- **POLS 618** The Presidency
- **POLS 619** Topics in American Politics: ______

- **POLS 620** Formulation of Public Policy
- **POLS 630** Politics of Identity
- **POLS 645** Corruption, Crisis and Scandal
- **POLS 667** Islam and Politics

Public Policy & Public Administration

Satisfied by one of the following:

- **POLS 528** Environmental Justice and Public Policy
- **POLS 566** Social Welfare, Taxation, and the Citizen
- **POLS 620** Formulation of Public Policy

- **POLS 667** Islam and Politics
POLS 621 Public Policy Analysis
POLS 622 Government and the Economy
POLS 623 The Politics of Social Policy
POLS 624 Environmental Politics and Policy
POLS 625 Extremist Groups and Government Response
POLS 626 The Politics of Public Health
POLS 629 Topics in Public Policy: _________
POLS 634 Bureaucratic Politics
POLS 640 Politics of Reproductive Policy

Foreign Governments & Comparative Politics

Satisfied by one of the following:
POLS 553 Comparative Environmental Politics
POLS 561 Liberation in Southern Africa
POLS 562 Women and Politics
POLS 563 Comparative Political Economy
POLS 564 Elections and Political Parties Around the World
POLS 565 Political Change in Asia
POLS 600 Contemporary Feminist Political Theory
POLS 644 Justice and Public Policy in Democratic Societies
POLS 650 Palestinians and Israelis

POLS 652 Politics in Europe
POLS 653 Gender, War, and Peace
POLS 654 Politics and Government of Russia and the Central Eurasian States
POLS 655 Politics of East-Central Europe
POLS 656 Governments and Politics of East Asia
POLS 657 Government and Politics of Southeast Asia
POLS 658 Theories of Politics in Latin America
POLS 659 Political Dynamics of Latin America
POLS 660 The Politics and Problems of Developing Countries
POLS 661 Politics of the Middle East
POLS 665 Politics in Africa
POLS 666 Political Economy of East Asia
POLS 667 Islam and Politics
POLS 668 Reform in Contemporary China
POLS 669 Topics in Comparative Politics: ______

International Relations

Satisfied by one of the following:
POLS 612 Psychology in Politics
POLS 661 Politics of the Middle East
POLS 670 United States Foreign Policy
POLS 671 International Cooperation
POLS 672 International Political Economy
POLS 673 International Organization
POLS 674 International Ethics
POLS 675 Russian Foreign Policy
POLS 676 International Relations of Asia
POLS 677 U.S. National Security Policy
POLS 678 Chinese Foreign Policy
POLS 679 International Conflict
POLS 680 International Relations in Political Philosophy (These courses (listed in 2 fields) will count for completion of only one field requirement.)
POLS 681 Comparative Foreign Policy
POLS 684 International Law: The State and the Individual
POLS 685 International Law: Laws of Armed Conflicts
POLS 689 Topics in International Relations:

Political Science Required Electives (12)

Majors must complete 4 elective courses (12 hours), of which 3 courses (9 hours) must be upper-level courses.

Capstone Experience (0)

Recommended for majors but not required:
POLS 493 Directed Readings
POLS 494 Washington Semester Intern Seminar
POLS 495 Topeka Semester Intern Seminar
POLS 496 Washington Semester Field Work
POLS 497 Topeka Semester Field Work
POLS 498 Honors Thesis

Honors Experience

Recommended for students with a minimum grade point average of 3.5 in Political Science coursework and 3.25 overall. These averages must be achieved.
**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. A student may count no more than 6 hours toward the major from the following courses combined: POLS 493, POLS 494, POLS 495, POLS 496, POLS 497, or POLS 498.

**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 21 hours, of which 15 hours must be courses (400+) 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.

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**Rationale for proposal**
To correct Core Knowledge and Skills - current catalog requirements showed 15 hours required, but because POLS 150/151 AND 170/171 are "choose one of the following, the total requirements are actually 12 for that area.

**Additional Information**

**Supporting Documents**
- POLS-BA,BGS.docx

**Program Reviewer Comments**
- Rachel Schwien (rschwien) (09/16/16 3:32 pm): current view does not indicate all changes. Please see attachment for comprehensive version
Program Change Request

Date Submitted: 05/02/16 9:41 am

Viewing: **WGSS-BA/BGS : Women, Gender, and Sexuality Studies, B.A./B.G.S.**

Last approved: 03/14/16 11:59 am

Changes proposed by: c459b950

Catalog Pages

Catalog Pages Using this Program

Bachelor of Arts and Bachelor of General Studies in Women's Studies

**Academic Career**
Undergraduate, Lawrence

**Program Type**
Degree/Major

**Department/Program**
Women, Gender, & Sexuality Std (WGSS)

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

**Degree Code**
Bachelor of Arts - BA

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

**Consulting School(s)/College(s)**
College of Lib Arts & Sciences

**Consulting Department(s)**

Women, Gender, & Sexuality Std

**CIP Code**
050207

**Program Name**
Women, Gender, and Sexuality Studies, B.A./B.G.S.

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

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

**Effective Catalog**
2017 2018 2016 2017

https://next.catalog.ku.edu/courseleaf/approve/
First- and Second-Year Preparation

It is recommended that students complete WGSS 101, 102, the introductory course, and consult the undergraduate advisor.

Requirements for the B.A. or B.G.S. Major

### Women, Gender, and Sexuality Studies Major Course Requirements

| Women, Gender, and Sexuality Studies Core Knowledge and Skills (18) |
| Majors must complete a course in each of the following areas: |
| Introduction to Women, Gender, and Sexuality Studies. Satisfied by: |
| **WGSS 101** |
| or **WGSS 102** |
| Methods |
| **WGSS 301** |
| Social Science Core. Satisfied by 1 course (3 hours) chosen from the following: |
| **WGSS/ANTH 389** | The Anthropology of Gender: Female, Male, and Beyond |
| **WGSS/PSYC 468** | Psychology of Women |
| **WGSS 521** | Women and Violence |
| **WGSS/POLS 562** | Women and Politics |
| **WGSS/POLS 640** | Politics of Reproductive Policy |
| **WGSS/POLS 653** | Gender, War, and Peace (S (Int)) |
| **WGSS/ANTH 660** | Human Reproduction: Culture, Power, and Politics |
| **WGSS/PSYC 689** | Conceptual Issues in Human Sexuality |
| Humanities Core. Core satisfied by 1 course (3 hours) chosen from the following: |
| **WGSS 311/AMS 323/HIST 332** | Sex in History |
| **WGSS/AAAS/AMS/HIST 317** | African American Women: Colonial Era to the Present |
| **WGSS/HIST 320** | From Goddesses to Witches: Women in Premodern Europe |
| **WGSS/HIST 321** | From Mystics to Feminists: Women's History in Europe 1600 to the Present |
| **WGSS 327** | Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies |
| **WGSS 330/AAAS 340** | Women in Contemporary African Literature |
| **WGSS 430** | Skin, Sex, and Disease |
| **WGSS/AMS 510/HIST 530** | History of American Women: Colonial Times to 1870 |
| **WGSS/AMS 510/HIST 531** | History of American Women: 1870 to Present |
| Theory. Satisfied by 1 course (3 hours) chosen from the following: |
| **WGSS/ENGL/AAAS 344** | Black Feminist Theory |
| **WGSS/PHIL 381** | Feminism and Philosophy |
| **WGSS 549/HIST 649** | History of Feminist Theory |
| **WGSS/AAAS 560** | Race, Gender, and Post-Colonial Discourses |
| **WGSS/ANTH 580** | Feminism and Anthropology |
| **WGSS/POLS 600** | Contemporary Feminist Political Theory |
| **SOC 601** | Introduction to Feminist Social Theory |
| International focus. Satisfied by 1 course (3 hours) chosen from the following (not satisfying requirement above): |
| **WGSS/HIST 320** | From Goddesses to Witches: Women in Premodern Europe |
| **WGSS/HIST 321** | From Mystics to Feminists: Women's History in Europe 1600 to the Present |
| **WGSS 330/AAAS 340** | Women in Contemporary African Literature |
| **WGSS/ANTH 389** | The Anthropology of Gender: Female, Male, and Beyond |
| **WGSS/AAAS 560** | Race, Gender, and Post-Colonial Discourses |
| **WGSS/POLS 562** | Women and Politics |
| **WGSS/POLS 653** | Gender, War, and Peace |
| **WGSS/ANTH 660** | Human Reproduction: Culture, Power, and Politics |

| Women, Gender, and Sexuality Studies Required Electives (9) |
| Humanities Elective. Satisfied by any core humanities course not already satisfying core requirement above or any of the approved humanities electives (see catalog). |
| **WGSS/AAAS/AMS/HIST 317** | African American Women: Colonial Era to the Present |
| **WGSS/HIST 320** | From Goddesses to Witches: Women in Premodern Europe |
| **WGSS/HIST 321** | From Mystics to Feminists: Women's History in Europe 1600 to the Present |
| **WGSS 327** | Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies |
| **WGSS 330/AAAS 340** | Women in Contemporary African Literature |
| **WGSS 335** | History of Jewish Women |
| **WGSS/AMS 510/HIST 530** | History of American Women: Colonial Times to 1870 |
WGSS/AMS 511/HIST 531  History of American Women: 1870 to Present
WGSS/AAAS 345  Popular Culture in Africa: Spiritual Thrills, Romance and Sexualities
WGSS/AMS 512/HIST 532  History of Women and Work in Comparative Perspective
WGSS 513  Modern American Women in Film and Literature
WGSS 549/HIST 649  History of Feminist Theory
WGSS/AAAS 560  Race, Gender, and Post-Colonial Discourses (if not already used)
WGSS/AAAS/AMS 565  Gender, Culture, and Migration
WGSS/HUM 570  Men and Masculinities
WGSS/HUM 575  Body, Self and Society
WGSS/HIST 646  Witches in European History and Historiography
AAAS 434  African Women Writers
AMS 515  American Women and World War II
EALC 575  Love, Sexuality and Gender in Japanese Literature
ENGL 572  Women and Literature: __________
FMS 410  US Diversity in Visual Culture
FMS 620  International Women Filmmakers
HIST 533  The History of Women and the Family in Europe, from 1500 to the Present
REL 477  Gender and Religion
REL 677  Women in Christianity

Social Sciences Elective. Satisfied by any core social science course not already satisfying core requirements above or any approved social science elective. 3
WGSS/ANTH 389  The Anthropology of Gender: Female, Male, and Beyond
WGSS/PSYC 468  Psychology of Women
WGSS/PSYC 521  Women and Violence
WGSS/POLS 562  Women and Politics
WGSS/POLS 640  Politics of Reproductive Policy
WGSS/POLS 653  Gender, War, and Peace
WGSS/ANTH 660  Human Reproduction: Culture, Power, and Politics
WGSS/PSYC 689  Conceptual Issues in Human Sexuality
WGSS 333  The Politics of Physical Appearance
WGSS 351  Women and Leadership: The Legislative Process
WGSS/ANTH/EALC 363  Gendered Modernity in East Asia
WGSS/ANTH 580  Feminism and Anthropology (if not already used)
WGSS/ANTH 583  Love, Sex, and Globalization
WGSS/POLS 600  Contemporary Feminist Political Theory (if not already used)
WGSS/AAAS 662  Gender and Politics in Africa
WGSS/ANTH/LAA 665  Women, Health, and Healing in Latin America
WGSS/ANTH 789  Anthropology of Gender: Advanced Seminar in the Four Fields
AAAS 388  The Black Woman
AAAS 415  Women and Islam
COMS 440  Communication and Gender
COMS 562  The Rhetoric of Women's Rights
HP&M 620/SOC 617  Women and Health Care
PSYC 465  Stereotyping and Prejudice Across Cultures
SOC 273  Women in Society
SOC 352  Sociology of Sex Roles
SOC 617  Women and Health Care
SOC 780  Advanced Topics in Sociology: __________
WGSS 498  Independent Study (may be petitioned to satisfy a social science or humanities elective)
WGSS 701  Seminar in: __________ (may be petitioned to satisfy a social science or humanities elective)
WGSS 797  Directed Readings (may be petitioned to satisfy a social science or humanities elective)

Women, Gender, and Sexuality Studies Elective. Choose one additional elective from either the social science or humanities that is not already satisfying another requirement. Courses designated with * may be used as Social Science or Humanities Electives, by petition. 3
WGSS 601  Seminar in Women, Gender and Sexuality Studies

Note: Courses with a blank (____) at the end of their titles are typically topics or seminar courses that may be repeated for credit. Usually these courses offer different topics each time they are taught. Students should check with the course instructor about the requirements to take the course and what the topic will be when it is offered.

Women, Gender, and Sexuality Studies Major Hours & Major GPA

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

https://next.catalog.ku.edu/courseleaf/approve/

3/4
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.

Rationale for proposal
These changes reflect our new course offerings and how they fit into our major.

Additional Information

Supporting Documents

Program Reviewer Comments

Rachel Schwien (rschwien) (09/20/16 12:06 pm): needs title change to Women, Gender and Sexuality Studies, BA/BGS. Emailed Kim O'Bryon 9/13

Rachel Schwien (rschwien) (09/27/16 2:35 pm): Updated to reflect new name of Women, Gender, and Sexuality Studies
Program Change Request

Date Submitted: 06/17/16 2:53 pm

Viewing: **WGSS-MIN : Human Sexuality, Minor**

Last edit: 08/31/16 2:09 pm
Changes proposed by: c459b950

<table>
<thead>
<tr>
<th>Catalog Pages Using this Program</th>
<th>Minor in Human Sexuality</th>
</tr>
</thead>
</table>

**Academic Career** Undergraduate, Lawrence

**Program Type** Minor

**Department/Program** Women, Gender, & Sexuality Std (WGSS)

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

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

**Consulting Department(s)**

**Program Name** Human Sexuality, Minor

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

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

**Effective Catalog** 2017 - 2018

Program Description

**Degree Requirements**

Requirements for the Minor

**Human Sexuality Minor Course Requirements**

The minor requires 18 hours. At least 12 hours must be at the junior/senior (300+) level or higher. Students selecting this minor must complete the following:

**Introductory Survey (3)**

**WGSS 101** Introduction to Women, Gender, and Sexuality Studies

**or WGSS 102** Introduction to Women, Gender, and Sexuality Studies, Honors

Survey Course of Human Sexuality (3)

Satisfied by one of the following:

**SW 303** Human Sexuality in Everyday Life

https://next.catalog.ku.edu/courseleaf/approve/
### Human Sexuality Discipline Perspective (6)

**Human Sexuality Discipline Perspective**. Satisfied by 2 core courses (6 hours) with a primary focus on sexuality. Students should take at least 1 humanities course and at least 1 social or biological science course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 502</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HSES 489</td>
<td>Health and Human Sexuality</td>
</tr>
<tr>
<td>WGSS 301</td>
<td>Research Methods in Women, Gender and Sexuality</td>
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<tr>
<td>WGSS 301</td>
<td>Research Methods in Women, Gender and Sexuality</td>
</tr>
</tbody>
</table>

### Humanities Perspective (6)

Humanities Perspective. Satisfied by 1 of the following approved humanities electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS/HIST 598</td>
<td>Sexuality and Gender in African History</td>
</tr>
<tr>
<td>CLSX/HUM 374</td>
<td>Gender and Sexuality, Ancient and Modern</td>
</tr>
<tr>
<td>WGSS 311</td>
<td>Sex in History</td>
</tr>
<tr>
<td>WGSS 430</td>
<td>Skin, Sex, and Disease</td>
</tr>
<tr>
<td>WGSS 563</td>
<td>Gender, Sexuality and the Law</td>
</tr>
<tr>
<td>EALC 575</td>
<td>Love, Sexuality and Gender in Japanese Literature</td>
</tr>
<tr>
<td>HIST 608</td>
<td>History of Sexuality</td>
</tr>
<tr>
<td>PHIL 504</td>
<td>Philosophy of Sex and Love</td>
</tr>
<tr>
<td>REL 374</td>
<td>Religious Perspectives on Selfhood and Sexuality</td>
</tr>
<tr>
<td>WGSS 327</td>
<td>Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies</td>
</tr>
<tr>
<td>WGSS 530</td>
<td>Sex and Gender in New Media</td>
</tr>
</tbody>
</table>

### Social Science or Biological Science Perspective (6)

Social Science or Biological Science Perspective. Satisfied by 1 of the following approved social or biological science elective:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH 359</td>
<td>Anthropology of Sex</td>
</tr>
<tr>
<td>ANTH/WGSS 660</td>
<td>Human Reproduction: Culture, Power, and Politics</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Intimate Relationships</td>
</tr>
<tr>
<td>PSYC 555</td>
<td>Evolutionary Psychology</td>
</tr>
<tr>
<td>PSYC/WGSS 489</td>
<td>Conceptual Issues in Human Sexuality</td>
</tr>
<tr>
<td>WGSS/PSYC 521</td>
<td>Women and Violence</td>
</tr>
<tr>
<td>WGSS/POLS 640</td>
<td>Politics of Reproductive Policy</td>
</tr>
</tbody>
</table>

### Human Sexuality Required Electives (3)

Satisfied by 1 course (3 hours) chosen from any course above not used to satisfy a requirement or any of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS/ANTH 545</td>
<td>Contemporary Health Issues in Africa</td>
</tr>
<tr>
<td>ABS 268</td>
<td>Introduction to Marriage and Family Relations</td>
</tr>
<tr>
<td>PSYC 626</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>AMS 344/WGSS 396</td>
<td>Case Study in American Studies: ______ (Colonial Era to the Present)</td>
</tr>
<tr>
<td>ANTH/WGSS 389</td>
<td>The Anthropology of Gender: Female, Male, and Beyond</td>
</tr>
<tr>
<td>COMS 344</td>
<td>Relational Communication</td>
</tr>
<tr>
<td>COMS 440</td>
<td>Communication and Gender</td>
</tr>
<tr>
<td>COMS 552</td>
<td>The Rhetoric of Women's Rights</td>
</tr>
<tr>
<td>HIST/WGSS 324</td>
<td>History of Women and the Body</td>
</tr>
<tr>
<td>PHIL 674</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>POLS/WGSS 600</td>
<td>Contemporary Feminist Political Theory</td>
</tr>
<tr>
<td>PSYC 465</td>
<td>Stereotyping and Prejudice Across Cultures</td>
</tr>
<tr>
<td>PSYC 466</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>The Psychology of Families</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Sociology of Families</td>
</tr>
<tr>
<td>SOC 617/HP&amp;M 620</td>
<td>Women and Health Care</td>
</tr>
<tr>
<td>SOC 628</td>
<td>Families and Social Inequalities</td>
</tr>
<tr>
<td>WGSS 333</td>
<td>The Politics of Physical Appearance</td>
</tr>
<tr>
<td>WGSS/HUM 570</td>
<td>Men and Masculinities</td>
</tr>
<tr>
<td>WGSS/HUM 575</td>
<td>Body, Self and Society</td>
</tr>
</tbody>
</table>

### Human Sexuality 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 18 hours of minor courses.

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

**Minor Junior/Senior (300+) Hours**
Satisfied by a minimum of 15 hours of KU resident credit in the minor.

### Other Information

Other courses might count by petition in any of the above categories depending on their content. Such courses could include special topics courses (e.g., WGSS/ WGSS 696 Studies in: ______; ENGL 590 Studies in: ______; PSYC 690 Seminar: ______), new courses, or other course. For more information, see the department's website, or contact the department. 1 course overlap is allowed between major requirements and minor requirements. Courses with a blank (____) at the end of their titles are typically topics or seminar courses that may be repeated for credit. Usually these courses offer different topics each time they are taught. Students should check with the course instructor about the requirements to take the course and what the topic will be when it is offered.)
Minor Junior/Senior (300+) Hours
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the minor.

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

Rationale for proposal
The requirement of WGSS 101 will provide our minors with a shared base knowledge of how human sexuality fits into and emanates out of Women, Gender and Sexuality as a field. The other changes reflect new course offerings that fit into this minor.
Program Change Request

Date Submitted: 03/14/16 2:14 pm

Viewing: POLS-MIN : Public Policy in the United States, Minor

Last approved: 02/13/16 2:57 pm
Last edit: 04/30/16 6:48 pm
Changes proposed by: bjmiller

Catalog Pages
Using this Program

Minor in Public Policy in the United States

Academic Career  University, Lawrence
Program Type  Minor
Department/Program  Political Science (POLS)
School/College  College of Lib Arts & Sciences
Consulting School(s)/College(s)
Consulting Department(s)
Department(s)
Political Science

Program Name  Public Policy in the United States, 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

Program Description

Requirements for the Public Policy in the U.S. Minor

https://next.catalog.ku.edu/courseleaf/approve/
The Public Policy in the U.S. minor involves course work focused on domestic U.S. public policy and the political environment surrounding the making and implementation of policy.

*NOTE* - Students in more than one minor offered through the political science department cannot overlap more than one course between two minors.

**Public Policy in U.S. Minor Core**

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

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

**Public Policy in U.S. Minor Electives (85-90)**

At least 12 hours of POLS courses from approved list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 493</td>
<td>Directed Readings (if content is appropriate)</td>
<td>1-3</td>
</tr>
<tr>
<td>POLS 528</td>
<td>Environmental Justice and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 553</td>
<td>Comparative Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 563</td>
<td>Comparative Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 566</td>
<td>Social Welfare, Taxation, and the Citizen</td>
<td>3</td>
</tr>
<tr>
<td>POLS 613</td>
<td>Comparative U.S. State Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 614</td>
<td>Urban Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 620</td>
<td>Formulation of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 621</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLS 622</td>
<td>Government and the Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 623</td>
<td>The Politics of Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 624</td>
<td>Environmental Politics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 625</td>
<td>Extremist Groups and Government Response</td>
<td>3</td>
</tr>
<tr>
<td>POLS 628</td>
<td>The Politics of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>POLS 629</td>
<td>Topics in Public Policy: _________________________</td>
<td>1-3</td>
</tr>
<tr>
<td>POLS 630</td>
<td>Politics of Identity</td>
<td>3</td>
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<tr>
<td>POLS 634</td>
<td>Bureaucratic Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 640</td>
<td>Politics of Reproductive Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 644</td>
<td>Justice and Public Policy in Democratic Societies</td>
<td>3</td>
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<td>POLS 669</td>
<td>Topics in Comparative Politics: ___________________</td>
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<td>POLS 670</td>
<td>United States Foreign Policy</td>
<td>3</td>
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<td>POLS 672</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 673</td>
<td>International Organization</td>
<td>3</td>
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<tr>
<td>POLS 675</td>
<td>Russian Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 677</td>
<td>U.S. National Security Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 720</td>
<td>The Scope of Public Policy (graduate level)</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 18 hours of minor courses.

**Minor Junior/Senior Hours in Residence**

Satisfied by a minimum of 12 hours of KU resident credit in the minor.

**Minor Junior/Senior Hours**

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

**Minor 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.

---

**Rationale for proposal**

I need to add an additional course (POLS 675 Russian Foreign Policy) the this list of elective courses for the Political Science Public Policy in the U.S. Minor

**Additional Information**

POLS 675. Russian Foreign Policy. 3 Hours. AE42 / S/W.

Examination of the history of Soviet and Russian foreign policy and current issues of foreign policy in the Post-Soviet era. Analysis of foreign policy making in Russia and the other Post-Soviet states. Emphasis on the changed nature of international security problems after the cold war and on the role of foreign policy in economic development. Prerequisite: Junior level or consent of instructor. LEC.

**Supporting Documents**

Karen Ledom (kjh) (04/03/16 1:07 pm): This proposal appears to have something wrong with it? Emailed Steve Grenus 4/3/16.

Betty Jo Ross (bjmiller) (04/19/16 3:11 pm): I need to add: "Students in more than one political science minor cannot overlap more than
Karen Ledom (kjh) (04/30/16 6:49 pm): I have added the course and the overlap restriction language. I am waiting for the new POLS minor proposal to be edited with the same language and re-sent.
Program Change Request

Date Submitted: 05/02/16 9:34 am

Viewing: **WGSS-MIN : Women, Gender, and Sexuality Studies, Minor**

Last approved: 03/10/16 7:42 pm

Academic Career: Undergraduate, Lawrence

Program Type: Minor

Department/Program: Women, Gender, & Sexuality Std (WGSS)

School/College: College of Lib Arts & Sciences

Consulting School(s)/College(s): College of Lib Arts & Sciences

Consulting Department(s): Women, Gender, & Sexuality Std

Program Name: Women, Gender, and Sexuality Studies, Minor

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

**Requirements for the Minor**

https://next.catalog.ku.edu/courseleaf/approve/
Women, Gender, and Sexuality Studies Minor Course Requirements

The minor requires 18 hours. At least 12 hours must be at the junior/senior (300+) level or higher.

Students selecting this minor must complete the following:

Introduction to Women, Gender, and Sexuality Studies. Satisfied by: (3)

- **WGSS 101**  
  Introduction to Women, Gender, and Sexuality Studies  
  3

or

- **WGSS 102**  
  Introduction to Women, Gender, and Sexuality Studies, Honors

Methods (15)

- **WGSS 301**  
  Research Methods in Women, Gender and Sexuality Studies  
  3

Social Science or Humanities Core. Satisfied by 1 course (3 hours) chosen from the following:

- **WGSS/ANTH 389**  
  The Anthropology of Gender: Female, Male, and Beyond

- **WGSS/PSYC 468**  
  Psychology of Women

- **WGSS/PSYC 521**  
  Women and Violence

- **WGSS/POLS 582**  
  Women and Politics

- **WGSS/POLS 640**  
  Politics of Reproductive Policy

- **WGSS/POLS 653**  
  Gender, War, and Peace

- **WGSS/ANTH 660**  
  Human Reproduction: Culture, Power, and Politics

- **WGSS/PSYC 689**  
  Conceptual Issues in Human Sexuality

- **WGSS 311/AMS 323/HIST 332**  
  Sex in History

- **WGSS/AAAS/AMS/HIST 317**  
  African American Women: Colonial Era to the Present

- **WGSS/HIST 320**  
  From Goddesses to Witches: Women in Premodern Europe

- **WGSS/HIST 321**  
  From Mystics to Feminists: Women's History in Europe 1600 to the Present

- **WGSS 327**  
  Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies

- **WGSS 330/AAAS 340**  
  Women in Contemporary African Literature

- **WGSS/AMS 510/HIST 530**  
  History of American Women: Colonial Times to 1870

- **WGSS/AMS 511/HIST 531**  
  History of American Women: 1870 to Present

Theory. Satisfied by 1 course (3 hours) chosen from the following:

- **WGSS/ENGL/AAAS 344**  
  Black Feminist Theory

- **WGSS/PHIL 381**  
  Feminism and Philosophy

- **WGSS 549/HIST 649**  
  History of Feminist Theory

- **WGSS/AAAS 560**  
  Race, Gender, and Post-Colonial Discourses

- **WGSS/ANTH 580**  
  Feminism and Anthropology

- **WGSS/POLS 600**  
  Contemporary Feminist Political Theory

- **SOC 601**  
  Introduction to Feminist Social Theory

Humanities Elective. Satisfied by any core humanities course not already satisfying core requirement above or any of the following approved humanities electives:

- **WGSS 325**  
  History of Jewish Women

- **WGSS 396**  
  Independent Study

- **WGSS 499**  
  Honors in Women, Gender and Sexuality Studies

- **WGSS 650**  
  Service Learning in Women, Gender and Sexuality Studies

- **WGSS 696**  
  Studies in: ______

- **WGSS 701**  
  Seminar in: ______

- **WGSS 797**  
  Directed Readings

- **WGSS/AAAS/AMS/HIST 317**  
  African American Women: Colonial Era to the Present

- **WGSS/HIST 320**  
  From Goddesses to Witches: Women in Premodern Europe

- **WGSS/HIST 321**  
  From Mystics to Feminists: Women's History in Europe 1600 to the Present

- **WGSS 327**  
  Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies

- **WGSS 330/AAAS 340**  
  Women in Contemporary African Literature

- **WGSS/AMS 510/HIST 530**  
  History of American Women: Colonial Times to 1870

- **WGSS/AMS 511/HIST 531**  
  History of American Women: 1870 to Present

- **WGSS/AAAS 345**  
  Popular Culture in Africa: Spiritual Thrills, Romance and Sexualities

- **WGSS/AMS 512/HIST 532**  
  History of Women and Work in Comparative Perspective

- **WGSS 513**  
  Modern American Women in Film and Literature

- **WGSS 549/HIST 649**  
  History of Feminist Theory

- **WGSS/AAAS 560**  
  Race, Gender, and Post-Colonial Discourses (if not already used)

- **WGSS/AAAS/AMS 565**  
  Gender, Culture, and Migration

- **WGSS/HUM 570**  
  Men and Masculinities

- **WGSS/HUM 575**  
  Body, Self and Society

- **WGSS 646**  
  Witches in European History and Historiography

- **AAAS 434**  
  African Women Writers

- **AMS 515**  
  American Women and World War II

- **COMS 552**  
  The Rhetoric of Women's Rights
Rationale for proposal

WGSS-MIN: Women, Gender, and Sexuality Studies, Minor

EALC 576  
Love, Sexuality and Gender in Japanese Literature

ENGL 572  
Women and Literature: ______

FMS 410  
US Diversity in Visual Culture

FMS 620  
International Women Filmmakers

HIST 533  
The History of Women and the Family in Europe, from 1500 to the Present

PHIL 381  
Feminism and Philosophy (if not already used for theory requirement)

REL 477  
Gender and Religion

ENGL 203  
Topics in Reading and Writing: ______ (Literature of Love and Marriage)

ENGL 203  
Topics in Reading and Writing: ______ (Women's Writing and Autobiography)

ENGL 203  
Topics in Reading and Writing: ______ (Major Women Writers)

ENGL 570  
Topics in American Literature: ______

HA 505  
Special Study: ______ (Women/Modern Art)

HIST 319  
History, Women, and Diversity in the U.S.

Social Sciences Elective. Satisfied by any core social science course not already satisfying core requirements above or any approved social science elective. 3

WGSS/ANTH 389  
The Anthropology of Gender: Female, Male, and Beyond

WGSS 396  
Psychology of Women

WGSS 499  
Honors in Women, Gender and Sexuality Studies

WGSS 521  
Women and Violence

WGSS/POLS 562  
Women and Politics

WGSS/POLS 630  
Politics of Identity

WGSS/POLS 640  
Politics of Reproductive Policy

WGSS 650  
Service Learning in Women, Gender and Sexuality Studies

WGSS/POLS 653  
Gender, War, and Peace

WGSS/ANTH 660  
Human Reproduction: Culture, Power, and Politics

WGSS/PSYC 689  
Conceptual Issues in Human Sexuality

WGSS 699  
Studies in: ______

WGSS 333  
The Politics of Physical Appearance

WGSS 351  
Women and Leadership: The Legislative Process

WGSS/ANTH/EALC 363  
Gendered Modernity in East Asia

WGSS/ANTH 580  
Feminism and Anthropology (if not already used)

WGSS/ANTH 583  
Love, Sex, and Globalization

WGSS/POLS 600  
Contemporary Feminist Political Theory (if not already used)

WGSS/POLS 661  
Course WGSS 661 Not Found

WGSS/AAAS 662  
Gender and Politics in Africa

WGSS/ANTH/LAA 665  
Women, Health, and Healing in Latin America

WGSS/ANTH 789  
Anthropology of Gender: Advanced Seminar in the Four Fields

AAAS 388  
The Black Woman

COMS 440  
Communication and Gender

PSYC 465  
Stereotyping and Prejudice Across Cultures

SOC 273  
Women in Society

SOC 352  
Sociology of Sex Roles

SOC 502  
Human Sexuality

SOC 220/628  
Sociology of Families

WGSS 498  
Independent Study (may be petitioned to satisfy a social science or humanities elective)

WGSS 701  
Seminar in: ______ (may be petitioned to satisfy a social science or humanities elective)

WGSS 797  
Directed Readings (may be petitioned to satisfy a social science or humanities elective)

Women, Gender, and Sexuality Women's Studies 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 18 hours of minor courses.

Minor Hours in Residence
Satisfied by a minimum of 15 hours of KU resident credit in the minor.

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

Minor Graduation GPA
Satisfied by a minimum of a 2.0 KU GPA in all departmental courses in the minor. GPA calculations include all departmental courses in the field of study including F's and repeated courses. See the Semester/Cumulative GPA Calculator.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>User</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>09/20/16</td>
<td>12:05 pm</td>
<td>Rachel Schwien</td>
<td>Needs title change to Women, Gender and Sexuality Studies, Minor. Emailed Kim O'Bryon 9/13</td>
</tr>
<tr>
<td>09/27/16</td>
<td>2:37 pm</td>
<td>Rachel Schwien</td>
<td>Updated to reflect new name of Women, Gender, and Sexuality Studies</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 08/15/16 4:12 pm

Viewing: SPLH 982 : Issues in Scientific Conduct
Also listed as: PSYC 982, CLDP 982

Last edit: 08/16/16 10:26 am
Changes proposed by: bcombs

Catalog Pages referencing this course

College of Liberal Arts & Sciences
Department of Psychology

Academic Career: Graduate, Lawrence
Subject Code: SPLH
Course Number: 982
Academic Unit: Department Speech-Language-Hearing (SPLH)
School/College: College of Lib Arts & Sciences

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

Title: Issues in Scientific Conduct
Transcript Title: Issues in Scientific Conduct
Effective Term: Spring 2017

Catalog Description:
Lectures and discussion on issues in the conduct of a scientific career, with emphasis on practical topics of special importance in behavioral science. Topics will include the academic and scientific roles of behavioral scientists, establishing a research lab, communicating research findings, tenure processes, gender equity, ethical conduct, and good scientific citizenship. Discussions will highlight important case studies.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 982</td>
<td>Issues in Scientific Conduct</td>
</tr>
<tr>
<td>CLDP 982</td>
<td>Issues in Scientific Conduct</td>
</tr>
</tbody>
</table>

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

Typically Offered: Every Two Years Not Typically Offered
Repeatable for credit?
No

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

Rationale for Course Proposal:
editing typically offered field to "every two years"

Supporting Documents:
PSYC 982 Approval.pdf

Course Reviewer Comments:
Rachel Schwien (rschwien) (08/16/16 10:26 am): PSYC department approval attached
Suzanne Scales (sscales) (08/16/16 1:58 pm): Approve of change and additional of CLDP 982
Course Inventory Change Request

New Course Proposal

Date Submitted: 07/27/16 12:23 pm

Viewing: POLS 782 : Transnational Terrorism

Last edit: 08/04/16 3:15 pm

Changes proposed by: bjmiller

<table>
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<tr>
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<tbody>
<tr>
<td>Subject Code</td>
<td>POLS</td>
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<tr>
<td>Course Number</td>
<td>782</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Political Science (POLS)</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>
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<tr>
<td>Title</td>
<td>Transnational Terrorism</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Transnational Terrorism</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description: The course provides a study of the patterns of transnational terrorism. First, it introduces students to the analytical study of terrorism. The course traces the evolution of terrorism, from the French Revolution to the modern day era. It also covers how scholarship defines, conceptualizes, and measures terrorism. The second goal is to introduce students to key scholarly debates within the literature. Some of the example questions we ask are: are democracies more vulnerable to terrorism? Does globalization render states open to being attacked by transnational actors? Is torture warranted as an effective counterterrorism tactic? The readings draw on empirical scholarship on the causes and consequences of transnational terrorism.

Prerequisites: None

Cross Listed Courses:

Credits: 3

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

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

Typically Offered: Once a Year, Usually Spring

Repeatable for credit? No

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

Rationale for Course Proposal: There is no course that covers transnational terrorism. Prof. Markel's course on "Extremist Groups" overlaps with the Topics course I've been teaching in some aspects. However, the course I offer focuses on transnational terrorism and the connection between terrorism and foreign policy. Previously taught as a topics course.

Course Reviewer Comments: Kristine Latta (klatta) (04/11/16 5:26 pm): Rollback: The course description is truncated. I assume this is because it exceeded the character limit. The only text that should appear in that section is what you want to appear in the catalog and schedule of classes. Any explanatory text can go in the rationale section.
# Course Inventory Change Request

Date Submitted: 08/25/16 1:25 pm

**Viewing: ENGL 751: Fiction Writing III**

Last edit: 08/25/16 1:25 pm

Changes proposed by: lydia

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<td>Subject Code</td>
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<tr>
<td>Academic Unit</td>
<td>Department English (ENGL)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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</tbody>
</table>

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

No

<table>
<thead>
<tr>
<th>Title</th>
<th>Fiction Writing III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Fiction Writing III</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
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</tbody>
</table>

Catalog Description

Practice in the writing of fiction under the direction of a member of the department working in conjunction with one or more writers in residence. Membership is limited to students who submit, well in advance enrollment, manuscripts showing unusual ability. May be repeated for credit.

Prerequisites

None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3-1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
</tbody>
</table>

Typically Offered

Typically Every Semester

Repeatable for credit?

Yes

How many times may this course be taken? 99 - AND/OR - For how many maximum credits 999

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

No

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

No

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

No

Rationale for Course Proposal

The department no longer offers this course as a one-credit option and would like the default to be a three-hour course.
Course Inventory Change Request

Viewing: ENGL 752 : Poetry Writing III

Last edit: 08/25/16 1:26 pm

Changes proposed by: lydia

Academic Career: Graduate, Lawrence
Subject Code: ENGL
Course Number: 752
Academic Unit: Department: English (ENGL)
School/College: College of Lib Arts & Sciences

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

No

Title: Poetry Writing III
Transcript Title: Poetry Writing III
Effective Term: Spring 2017

Catalog Description: Practice in the writing of poetry under the direction of a member of the department working in conjunction with one or more writers in residence. Membership is limited to students who submit, well in advance of enrollment, manuscripts showing unusual ability. May be repeated for credit.

Prerequisites: None

Cross Listed Courses:

Credits: 3-1-3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

Typically Offered: Typically Every Semester
Repeatable for credit?: Yes

How many times may this course be taken

99 - AND/OR - For how many maximum credits

999

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

No

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

No

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

No

Rationale for Course Proposal: The department no longer offers this course as a one-credit option and would like the default to be a three-hour course.

Course Reviewer Comments
An intensive course in writing prose fiction and/or verse. Criticism (NEW) of manuscripts through group meetings and individual conferences with the instructor. Membership limited to students who submit manuscripts showing special ability in at least one of the creative writing forms. May be repeated for credit.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
</tbody>
</table>

Typically Offered: Yes

Repeatable for credit? Yes

How many times may this course be taken? 99

- AND/OR -

For how many maximum credits 999

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

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

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

Rationale for Course Proposal: The department no longer offers this course as a one-credit option and would like the default to be a three-hour course.
Graduate Writing Experience

This course guides students through the process of effectively communicating the findings of original research through formal writing. The purpose of the course is to provide writing guidance and instruction to students conducting ongoing research, so that they are familiar with successful ways of communicating research to academic and professional audiences. Depending on the career objectives of the student, the writing project will be tailored to address the relevant audience—academic or professional. The fundamental components of the research writing process will be individualized to correspond with student's research goals.

Prerequisites: GIST 709.

Cross Listed Courses:

Credits: 1-3
Course Type: Individual Research (RSH)
Grading Basis: A-D(+/-)FI
Typically Offered: Once a Year, Usually Summer
Repeatable for credit?: Yes No

For how many maximum credits: 3
Can a student be enrolled in multiple sections in the same semester? No

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

Will this course be required for a degree, major, minor, certificate, or concentration? No
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like to have this flexibility in order to accommodate possibilities in our one-year MA program. Students might need smaller writing experiences spread across multiple semesters.</td>
</tr>
</tbody>
</table>

Course Reviewer Comments
Course Inventory Change Request

Date Submitted: 07/14/16 5:05 pm

Viewing: **ISP 804 : Special Topics: _____**

Last edit: 08/04/16 2:32 pm

Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ISP</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Indigenous Studies (ISP)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</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>Special Topics: _____</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Special Topics:</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Designed to fulfill program needs of the Indigenous Nations Studies master's program, this course may meet with appropriate professional or graduate courses. Can be repeated for credit when topic differs.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1-3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>How many times may this course be taken</td>
<td>99 - AND/OR - 999</td>
</tr>
<tr>
<td>Can a student be enrolled in multiple sections in the same semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

No

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

No

Rationale for Course Proposal

Updated the description to show the current name of the program, Indigenous Studies.

Course Reviewer Comments

Kristine Latta (klatta) (Thu, 04 Aug 2016 19:25:00 GMT): Rollback: Check on frequency offered.

Course Inventory Change Request

Date Submitted: 07/14/16 4:55 pm

**Viewing: ISP 806 : Directed Readings**

Last edit: 08/04/16 2:10 pm

Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ISP</td>
</tr>
<tr>
<td>Course Number</td>
<td>806</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Indigenous Studies (ISP)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Directed Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**  
An individual readings course with a qualified instructor on a topic in Indigenous Studies.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>None</th>
</tr>
</thead>
</table>

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Independent Study (Non-research course – Examples: Private lessons, readings, independent study)</td>
</tr>
</tbody>
</table>

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

**Typically Offered**  
No

**Repeatable for credit?**  
No

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

**Rationale for Course Proposal**  
This course has been listed as a lecture in the past. It is an independent study option instead of a classroom lecture.

**Course Reviewer Comments**  

---

**Approval Path**

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

---

**In Workflow**

1. 08/04/16 2:13 pm  
Kristine Latta (klatta): Approved for CLAS Graduate Program and Course Coordinator

2. 09/06/16 3:22 pm  
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

3. 09/08/16 3:12 pm  
Rachel Schwien (rschwien): Approved for CGS Committee

---

**Date Submitted:** 07/14/16 4:55 pm  
**Viewing:** ISP 806 : Directed Readings  
**Last edit:** 08/04/16 2:10 pm  
**Changes proposed by:** b425e693  
**Credit:** 1-3  
**Course Type:** Independent Study (Non-research course – Examples: Private lessons, readings, independent study)  
**Grading Basis:** A-D(+/-)FI  
**Typically Offered:** No  
**Repeatable for credit?** No  
**Will this course be required for a degree, major, minor, certificate, or concentration?** No  
**Rationale for Course Proposal** This course has been listed as a lecture in the past. It is an independent study option instead of a classroom lecture.
# Course Inventory Change Request

**Date Submitted:** 07/14/16 5:02 pm

**Viewing:** ISP 807 : Internship in Indigenous Nations-Studies

**Last edit:** 08/04/16 2:15 pm

Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>ISP</td>
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<tr>
<td>Course Number</td>
<td>807</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Indigenous Studies (ISP)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

**Title**  
Internship in Indigenous Nations-Studies

**Transcript Title**  
Internship Indigenous Studies Nations-Studies

**Effective Term**  
Spring 2017

**Catalog Description**  
Internships provide students the opportunity to obtain training and perform professional duties for academic credit at pre-approved indigenous-related agencies, organizations, and communities. Students are required to demonstrate a minimum of 60 contact hours for each one credit hour. To enroll, students must obtain the consent of an ISP faculty member and the Program's Curriculum Committee. May be repeated for credit.

**Prerequisites**  
permission from instructor.

**Cross Listed Courses:**

**Credits**  
1-6

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

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

**Typically Offered**  
Yes

**Repeatable for credit?**  
Yes

<table>
<thead>
<tr>
<th>How many times may this course be taken</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>- AND/OR -</td>
<td></td>
</tr>
<tr>
<td>For how many maximum credits</td>
<td>999</td>
</tr>
</tbody>
</table>

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

**Does this course fulfill RSRS (Research Skills Responsible Scholarship)?**  
No

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

**Rationale for Course Proposal**  
We ask that the course title be updated to reflect the current name of the program, Indigenous Studies. Also, as there is an internship option under the components listing, it makes more sense than field studies.

---

[1] https://next.catalog.ku.edu/courseleaf/approve/
Course Inventory Change Request

Date Submitted: 07/14/16 4:53 pm

Viewing: ISP 898 : Master's Non-Thesis

Last edit: 08/04/16 2:21 pm
Changes proposed by: b425e693

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

Approval Path
1. 08/04/16 2:22 pm Kristine Latta (klatta): Approved for CLAS Graduate Program and Course Coordinator
2. 09/06/16 3:22 pm Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee
3. 09/08/16 3:12 pm Rachel Schwien (rschwien): Approved for CGS Committee

Academic Career  Graduate, Lawrence
Subject Code   ISP  Course Number  898
Academic Unit   Department  Indigenous Studies (ISP)
School/College  College of Lib Arts & Sciences

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

Title  Master's Non-Thesis
Transcript Title  Master's Non-Thesis
Effective Term  Spring 2017

Catalog Description  Course for Indigenous Studies students completing a portfolio Master's exam. Graded on a satisfactory/unsatisfactory basis.

Prerequisites  Permission from instructor.

Cross Listed Courses:

Credits  1-6
Course Type  Individual Research Lecture (Regularly scheduled academic course) (RSH LEC )
Grading Basis  SUI

Typically Offered  As necessary
Repeatable for credit?  No

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

Rationale for Course Proposal  This course had been listed as a lecture in the past. There is no class time spent in this course; rather, students work with a faculty semester to prepare for their portfolio M.A. exam under the non-thesis portfolio option.

Course Reviewer
Comments
## Course Inventory Change Request

**Viewing:** ISP 899 : Master's Thesis

**Last edit:** 08/04/16 2:35 pm  
Changes proposed by: b425e693

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ISP</td>
</tr>
<tr>
<td>Course Number</td>
<td>899</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Indigenous Studies (ISP)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</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>Master's Thesis</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Master's Thesis</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Course for Global Indigenous Nations Studies Program students completing Master's thesis projects. Graded on a satisfactory/unsatisfactory basis.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Permission from instructor.</td>
</tr>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1-6</td>
</tr>
<tr>
<td>Course Type</td>
<td>Thesis/Dissertation (THE)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>SUI</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>As necessary</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>How many times may this course be taken</td>
<td>99 AND/OR 999</td>
</tr>
</tbody>
</table>

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

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

No

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

No

**Rationale for Course Proposal**

Updated the description to reflect the current name of the program, Indigenous Studies.
# SPLH 982: Issues in Scientific Conduct

**Course Inventory Change Request**

Date Submitted: 08/15/16 4:12 pm

**Viewing:** SPLH 982: Issues in Scientific Conduct

Also listed as: PSYC 982, CLDP 982

Last edit: 08/16/16 10:26 am

Changes proposed by: bcombs

<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 Psychology</td>
</tr>
</tbody>
</table>

## Academic Career
Graduate, Lawrence

## Subject Code
SPLH

## Course Number
982

## Academic Unit
Department: Speech-Language-Hearing (SPLH)
School/College: College of Lib Arts & Sciences

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

## Title
Issues in Scientific Conduct

## Transcript Title
Issues in Scientific Conduct

## Effective Term
Spring 2017

## Catalog Description
Lectures and discussion on issues in the conduct of a scientific career, with emphasis on practical topics of special importance in behavioral science. Topics will include the academic and scientific roles of behavioral scientists, establishing a research lab, communicating research findings, tenure processes, gender equity, ethical conduct, and good scientific citizenship. Discussions will highlight important case studies.

## Prerequisites
None

## Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 982</td>
<td>Issues in Scientific Conduct</td>
</tr>
<tr>
<td>CLDP 982</td>
<td>Issues in Scientific Conduct</td>
</tr>
</tbody>
</table>

## Credits
3

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

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

## Typically Offered
**Every Two Years**  
Not Typically Offered

## Repeatable for credit?
No

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

## Rationale for Course Proposal
editing typically offered field to "every two years"

## Supporting Documents
PSYC 982 Approval.pdf

## Course Reviewer Comments
Rachel Schwien (rschwien) (08/16/16 10:26 am): PSYC department approval attached  
Suzanne Scales (sscales) (08/16/16 1:58 pm): Approve of change and additional of CLDP 982
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 08/28/16 7:10 pm

Viewing: DANC 740: Introduction to Laban Movement

Last edit: 08/28/16 7:10 pm

Changes proposed by: jhilding

Catalog Pages referencing this course

Department of Dance
School of the Arts (College of Liberal Arts & Science)

Other Courses referencing this course

In The Catalog

Academic Career
Graduate, Lawrence

Subject Code
DANC

Course Number
740

Academic Unit
Department: Dance (DANC)

School/College: School of the Arts, CLAS

Title
Introduction to Laban Movement

Transcript Title
Introduction to Laban Movement

Last Term Offered
Fall 2016

Catalog Description
This course will introduce both the theoretical and physical applications of Laban Movement Analysis: Effort/Shape Notation (a notation system recording changes in movement qualities with respect to time, weight, space, and energy flow); Space harmony (a system that describes human movement in relation to space); Bartenieff Movement Fundamentals (a series of basic exercises to integrate and facilitate the neuromuscular connections within the body); and Laban Movement Analysis to the fields of anthropology, dance, human development, industrial efficiency, the performing arts, physical education, physical therapy, and psychology will be introduced.

Prerequisites
None

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

Typically Offered

Repeatable for credit?
No

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

Rationale for Course Proposal

Justification for this request
The faculty member who taught this course is no longer at the university. There are no plans for the course to be taught again.

Course Reviewer Comments
**Course Inventory Change Request**

A deleted record cannot be edited

---

**Course Deactivation Proposal**

Date Submitted: 08/28/16 7:12 pm

**Viewing:** DANC 742 : Laban Movement Observation, Analysis, and Notation

**Last edit:** 08/28/16 7:12 pm

Changes proposed by: jhilding

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>DANC</td>
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<tr>
<td>Course Number</td>
<td>742</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Dance (DANC)</td>
</tr>
<tr>
<td></td>
<td>School/College School of the Arts, CLAS</td>
</tr>
<tr>
<td>Title</td>
<td>Laban Movement Observation, Analysis, and Notation</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Laban Mvmt Obsrvtn,Anlys,Notat</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

**Catalog Description**

Two systems of symbolic movement notation will be used in this course: Rudolf Laban's Effort/Shape Writing and his system of Labanotation. Several applications of Laban's notational systems will be studied as they appear in cross-cultural, developmental, psychological, and sociological research. Emphasis will be placed on refining the student's ability to perceive, describe, and notate human movement of all kinds from everyday gestures to highly trained movement skills.

**Prerequisites**

DANC 740 or consent of instructor.

**Cross Listed Courses:**

DANC 742 or consent of instructor.

**Credits**

3

**Course Type**

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

**Grading Basis**

A-D(+/­)FI

**Typically Offered**

No

**Repeatable for credit?**

No

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

---

**Rationale for Course Proposal**

**Justification for this request**

The faculty member who taught this course is no longer at the university. There are no plans for the course to be offered again.

---

**Course Reviewer Comments**
Course Inventory Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 08/28/16 7:11 pm

Viewing: DANC 780 : Movement for Older Adults

Last edit: 08/28/16 7:11 pm

Changes proposed by: jhilding

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Graduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
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<tr>
<td>Course Number</td>
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</tr>
<tr>
<td>Academic Unit</td>
<td>Department Dance (DANC)</td>
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<tr>
<td></td>
<td>School/College School of the Arts, CLAS</td>
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<tr>
<td>Title</td>
<td>Movement for Older Adults</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Movement for Older Adults</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

Catalog Description: This course is designed to increase knowledge and understanding of the movement problems experienced by older adults and to develop the student's ability to create movement interventions to address these concerns.

Prerequisites: Open to graduate students in any field of study.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/­)-FI</td>
</tr>
</tbody>
</table>

Typically Offered

Repeatable for credit? No

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

Rationale for Course Proposal

Justification for this request: The faculty member who taught this course is no longer at the university. There are no plans to teach it again.

Course Reviewer Comments

Approval Path

1. ARTS Gradu Program and Course Coordinator
   08/31/16 10:17 am
   Rachel Schw (rschwien): Approved
2. CGS PCC Subcommittee
   09/15/16 11:23 am
   Rachel Schw (rschwien): Approved
3. CGS Committee
   09/22/16 3:48 pm
   Rachel Schw (rschwien): Approved for PCC Subcommittee
4. CAC
   09/22/16 3:48 pm
   Rachel Schw (rschwien): Approved for Committee

In Workflow

1. ARTS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. Registrar
6. PeopleSoft
The master’s program trains highly competent scientist-practitioners in applied behavioral science. It requires course work on the basic principles and conceptual foundations of behavioral science and its research methods but emphasizes course work and training in applied and intervention research (e.g., assessment, analysis, intervention, evaluation). Its objective is to advance empirically based solutions to problems of individual and societal importance, both local and global.

The master’s program follows a junior-colleague model. Students work closely with their advisors and join them in many aspects of professional development.
This includes designing and conducting research, preparing manuscripts for presentation and publication, presenting and publishing those manuscripts, and engaging in all facets of the responsible conduct of research. Students typically work with one advisor, but may work with other faculty members or have co-advisors. If a student’s or advisor’s interests change, students are free to change advisors.

The M.A. degree requires 33 credit hours: 18 hours in 6 content areas, 3 hours in a practicum, and research and elective courses. Students also must conduct, write up, and orally defend an empirically based thesis. **The following 6 courses are required:**

A. **Course work is required in each of the following areas: Ethical, Legal, and Professional Issues (3).** Instruction in ethical principles in the conduct of research (e.g., informed consent, data analysis), legal issues in professional conduct (e.g., plagiarism, copyright), and professional skills (e.g., journal reviewing, professional communication). **ABSC 841**

B. **Principles of Behavior I (3).** The science of behavior (e.g., observation, experimentation), laboratory methods, basic behavioral principles (e.g., reinforcement, stimulus control), and their applications (e.g., early childhood, disabilities). **ABSC 861**

C. **Ethical, Legal, and Professional Issues in Applied Behavioral Science (ABSC 841) Research Methods I (3).** Strategies and tactics of scientific research (e.g., objectivity, empiricism), the logic of experimentation (e.g., validity, reliability), measurement and direct observation, and experimental designs for single-subject and time-series analyses. **ABSC 735**

D. **Conceptual Foundations I (3).** The history and philosophy of behavioral science, contemporary advances in basic research for application, the analysis of everyday behavior (e.g., cognition, emotion), and current issues in the discipline and the profession (e.g., relations between basic and applied research). **ABSC 800**

E. **Applied Behavior Analysis I (3).** The characteristics of applied behavioral research (assessment, analysis, intervention, evaluation), intervention research (clinical, community), applied procedures and programs, social validity, and ethical issues. **ABSC 746**

F. **Experimental Analysis of Behavior (3) ABSC 799**

G. **ABSC 746 Introduction to Behavioral Science Experimental Analysis of Behavior (ABSC 799) Research or Intervention Practicum (3).** A supervised practicum course in either basic or applied research or behavioral interventions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSC 870</td>
<td>Practicum I in Behavioral Psychology</td>
<td>1-6</td>
</tr>
<tr>
<td>ABSC 871</td>
<td>Practicum I in Behavior Analysis: _____</td>
<td>1-6</td>
</tr>
<tr>
<td>ABSC 872</td>
<td>Practicum I in: _____</td>
<td>1-6</td>
</tr>
<tr>
<td>ABSC 873</td>
<td>Practicum in Educational Psychological/ Rehabilitative Services: _____</td>
<td>3-6</td>
</tr>
<tr>
<td>ABSC 875</td>
<td>Practicum in Community Health Promotion</td>
<td>1-6</td>
</tr>
<tr>
<td>ABSC 876</td>
<td>Practicum in Community Development</td>
<td>1-6</td>
</tr>
</tbody>
</table>

This course work also satisfies 6 of the course requirements and the thesis requirement in the doctoral program.

Master’s students are required to present the results of their research at a department professional seminar meeting. The presentation is comparable to what would be presented at a professional conference. Students answer questions from their peers and the faculty in attendance.

---

**Rationale for proposal**: The Principles of Behavior 1 requirement was mistakenly removed during the last program change.

**Additional Information**: I am working in the system with A.N. in order to proactively address any system errors.
Program Description

**Ph.D. in Behavioral Psychology Degree Requirements**

The doctoral program trains highly competent researchers in applied behavioral science (e.g., applied behavior analysis, applied psychology). Students are taught to discover and produce, translate and apply, and communicate knowledge in the behavioral sciences for understanding and solving problems of individual and societal importance, both local and global. The curriculum requires a sequence of instruction that integrates courses in the basic principles of behavior, experimental methods and research design, and conceptual foundations, but emphasizes course work and training in applied and intervention research (e.g., assessment, analysis, intervention, evaluation). Its objective is to discover and advance empirically based solutions to problems of individual and
societal importance, both local and global.
The doctoral program follows a junior-colleague model. Students work closely with their advisors and join them in every aspect of professional development. This includes designing and conducting research, preparing manuscripts for presentation and publication, presenting and publishing those manuscripts, preparing editorial reviews of manuscripts, and engaging in all facets of the responsible conduct of research. Students typically work with 1 advisor, but may work with other faculty members or have co-advisors. If a student’s or advisor’s interests change, students are free to change advisors.

Course Requirements

The doctoral degree program requires students to take 1 course in 10 9-areas, along with 2 practicum courses. The areas and the practicum courses are:

- ABSC 735 Within Subjects Research Methodology and Direct Observation 3
- ABSC 746 Introduction to Behavioral Science 3
- ABSC 799 Experimental Analysis of Behavior 3
- ABSC 800 Conceptual Foundations of Behavior Analysis 3
- ABSC 841 Ethical, Legal, and Professional Issues in Applied Behavioral Science 3
- ABSC 861 Principles of Behavior Analysis 3

Conceptual Foundations II (Choose 1)

- ABSC 831 Science of Human Behavior
- ABSC 901 Analysis of Everyday Human Behavior
- ABSC 862 Behavioral Community Psychology
- ABSC 931 The Analysis of Verbal Behavior
- ABSC 961 Not Found
- ABSC 981 History of Behavior Analysis

Research Methods II (Choose 1)

- ABSC 710 Community Health and Development
- ABSC 805 Functional Behavioral Assessment
- ABSC 940 Measurement and Experimental Design for Applied Research

Applied Behavior Analysis II (Choose 1)

- ABSC 778 Designing Early Education Environments
- ABSC 802 Behavior Analysis in Developmental Disabilities
- ABSC 865 Applied Behavior Analysis in Complex Organizations
- ABSC 890 Seminar in: _____
- ABSC 961 Advanced Seminar in Applied Behavior Analysis: _____

Experimental Analysis of Behavior II (Choose 1)

- ABSC 936 Quantitative Analysis of Behavior
- PRVM 800 Principles of Epidemiology
- BIOS 704 Principles of Statistics in Public Health
- BIOS 714 Fundamentals of Biostatistics I

Electives

Any course that provides students the opportunity to develop competence in specialized areas of behavioral investigation. Course numbers may vary (e.g., ABSC 702, ABSC 893, or others)

Also required is Research or Intervention Practicum I and II (6). 2 supervised practicum courses in (a) basic or applied research or (b) behavioral interventions.

Research or Intervention Practicum I

- ABSC 870 Practicum I in Behavioral Psychology
- ABSC 871 Practicum I in Behavioral Analysis: _____
- ABSC 872 Practicum I in: _____
- ABSC 873 Practicum in Educational Psychological/Rehabilitative Services: _____
- ABSC 875 Practicum in Community Health Promotion
- ABSC 876 Practicum in Community Development

Research or Intervention Practicum II

- ABSC 972 Practicum II in: _____

Electives

Any course that provides students the opportunity to develop competence in specialized areas of behavioral investigation. Students should consult their advisors for elective options.

Master’s Thesis

Students complete an empirically based master’s thesis and pass an oral examination on it. With their advisor’s approval, empirically based theses from other programs may meet this requirement.

Research Skill

The Office of Graduate Studies requires students to have training in responsible scholarship and research skills pertinent to the field of research. This will be met by:

- Satisfactory completion of ABSC 735 plus 1 graduate-level methods course (students in the joint PhD-MPH program must complete the “plus 1” course through the MPH program)
- Satisfactory completion of ABSC 841
• 1 of the following:
  • At least 1 first-author publication in peer-reviewed journals, or
  • At least 2 first-author scholarly presentations at regional, state, or national professional meetings, no more than 1 of which may be a poster (the work presented must have been entirely completed while at KU)
  • Successful passing of the Written and Oral Comprehensive Exam

Teaching Requirement

Graduate students receive training in the teaching and supervision of undergraduates. The requirement may be met in 1 of 2 ways. In the first, students serve as a paid half-time teaching assistant for 1 semester or as a quarter-time assistant for 2 semesters, assuming proportionate responsibility for class organization, lecturing, grading, and office hours under a faculty member’s supervision. In the second, students take LA&S 792 or ABSC 941, attend 3 brown bag lectures at the Center for Teaching Excellence, and present a guest lecture to the department. In both cases, students must also write a statement of teaching philosophy and obtain numeric evaluations of their teaching in their guest lectures.

Pro-seminar I Requirement

Graduate students are expected to attend pro-seminar sessions when they are scheduled throughout the Fall and Spring semesters. These are usually scheduled for Friday afternoons at 3:30. Pro-seminars are typically presentations given by graduate students (see next paragraph), faculty members, and visiting scholars.

As part of your master’s degree requirements, you are required to present the results of your research (basic, applied, or conceptual) at a weekly pro-seminar meeting. The presentation must be comparable to that which would be given at a professional conference (not a panel discussion). You should be ready to field questions from your peers and the faculty in attendance.

Professional Seminar II Requirement

Doctoral students are required to present the results of their research at a department professional seminar meeting. The presentation is comparable to what would be presented at a professional conference. Students answer questions from their peers and the faculty in attendance.

Editorial Critiques

Students write 3 editorial reviews of published or unpublished journal articles, all of them empirical. The articles cover a range of topics and experimental designs. The first 2 are graded pass-fail by the student’s advisor; the third must be passed by 2 other faculty members.

Comprehensive Examination

The examination has 2 components:
A. Written Examination. In preparation for the oral comprehensive examination, students write a research proposal that includes a critical and comprehensive review of the research literature relevant to the proposed research. The topic is chosen by students with the guidance of their advisors. Students may complete this requirement with a document formatted according to the 2010 APA Publication Manual or a federal grant proposal.
B. Oral Examination. In preparation for the oral examination, students provide their comprehensive examination committee members with a copy of their research review and proposal at least 2 weeks before the date of the defense. During the examination, committee members ask students questions about the review and proposal, as well as on topics covered in the required doctoral curriculum. The defense is successful if a majority of the committee members vote to pass it.

Dissertation

In consultation with their advisors, students conduct an empirically based dissertation, typically based on the comprehensive examination proposal, and pass an oral examination on it. The defense is successful if a majority of the committee members vote to pass it. Any interested member of the College’s Graduate Faculty may attend.
Program Change Request

Viewing: GEOG-PhD: PhD in Atmospheric Science

Last approved: 03/11/16 2:07 pm
Last edit: 09/07/16 9:08 am
Changes proposed by: koerner

Academic Career: Graduate, Lawrence
Program Type: Degree/Major
Department/Program: Geography (GEOG)
School/College: College of Lib Arts & Sciences
Degree Code: Doctor of Philosophy - PhD
Consulting School(s)/College(s):
Consulting Department(s):
CIP Code: 40.0401
Program Name: PhD in Atmospheric Science
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
Atmospheric Science is a discipline which is of key importance for a number of environmental issues, such as air pollution, that are of increasing concern on the international, national and state levels. The atmosphere is a key component of the environment and affects human activities in a variety of ways.

Atmospheric Science is central to the current concerns scientists have about global climate issues. Weather and climate change analysis and forecasting are critically important to Kansas industries such as agriculture and aviation, both of which are strongly influenced by weather, climate, and water resource issues. Research and even routine work in these areas increasingly requires people with graduate degrees in Atmospheric Science.

This program will help broaden the ability of a number of engineering and science programs to measure and understand the interactions between atmospheric processes and such essential resources as water, air quality and the impacts of storms and climate change on society.

**Program Description**

Upon a student's admission to the department, the Graduate Studies Committee (GSC) will appoint an advisor. Early in the first semester (preferably in the first week of classes), the student should meet with this advisor to outline a tentative program of coursework for the degree. Such programs should be solidified by the time of enrollment for the second semester and submitted to the GSC for approval. The student and advisor then continue to discuss and update programs each semester, bearing in mind that any substantive changes must be approved by the GSC.

**Degree Requirements**

**Core Courses (17)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATMO 710</td>
<td>Atmospheric Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 720</td>
<td>Atmospheric Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 716</td>
<td>Advanced Geostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Two-day (non-credit) orientation before classes begin in the fall semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 980</td>
<td>Seminar in Geography: ______ (Colloquium for 1 credit hour during each of the first 2 semesters of residence at KU.)</td>
<td>2</td>
</tr>
</tbody>
</table>

500 level and above courses in mathematics, engineering, or other research skill courses approved by student's committee

**Electives (15-24)**

Electives are selected with approval of the committee and are tailored to fit the needs of the individual student (e.g. oriented to a subfield in meteorology, climatology, or other specializations) Sample courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATMO 731</td>
<td>Advanced Topics in Atmospheric Science: _____</td>
<td></td>
</tr>
<tr>
<td>MATH 647</td>
<td>Applied Partial Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 781</td>
<td>Numerical Analysis I</td>
<td></td>
</tr>
<tr>
<td>GEOG 558</td>
<td>Intermediate Geographical Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 758</td>
<td>Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GEOG 538</td>
<td>Soil Chemistry</td>
<td></td>
</tr>
<tr>
<td>GEOG 755</td>
<td>Course GEOG 756 Not Found</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 513</td>
<td>Virology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 570</td>
<td>Introduction to Biostatistics</td>
<td></td>
</tr>
<tr>
<td>BIOL 594</td>
<td>Forest Ecosystems</td>
<td></td>
</tr>
<tr>
<td>BIOL 841</td>
<td>Biometry I</td>
<td></td>
</tr>
<tr>
<td>CE 730</td>
<td>Intermediate Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>CE 751</td>
<td>Physical Hydrology</td>
<td></td>
</tr>
<tr>
<td>CE 779</td>
<td>Water Quality</td>
<td></td>
</tr>
</tbody>
</table>

Dissertation Research (30)

30

**Comprehensive Examination Process**

All candidates must pass a comprehensive written examination. Program sheets are available in the department office and must be filed before the oral examination can be scheduled. The student will have a dissertation committee consisting of at least 5 faculty members. At least 4 of these faculty must regularly teach in the atmospheric sciences program. One of the faculty members on the committee must be from outside the geography and atmospheric science department. Geography department.

**RSRS Requirement**

The Research Skill and Responsible Scholarship (RSRS) requirement will be met by 6 credits at the 500 level or above in mathematics and/or engineering. Alternatively, 6 credits at the 500 level or above in a related discipline which are approved by the student’s graduate committee may also be used for the RSS requirement. The courses for the RSRS requirement must be taken during the PhD program. Students must participate in the existing Geography Department ethical scholarship program.

**Dissertation Requirements**

The student must submit a dissertation approved by his/her graduate committee. All candidates must pass a final oral examination and must submit an approved dissertation to UMI. The dissertation will be defended in a public presentation.

---

**Rationale for proposal**

Removed GEOG 756 which is a deleted course. Corrected the name of the geography and atmospheric science department.
Program Change Request

Date Submitted: 09/01/16 2:29 pm

Viewing: **PSYC-PhD : Clinical Child Psychology, Ph.D.**

Last approved: 03/10/16 10:24 am
Last edit: 09/07/16 10:17 am
Changes proposed by: i520b484

Program Description

Clinical Child Psychology Requirements

The following curriculum meets criteria for APA accreditation and KU general requirements.

**Psychology Core**

1. Biological Aspects:
   - **PSYC 961** Biological Foundations of Psychopathology
PSYC Ph.D.: Clinical Child Psychology, Ph.D.

**ABSC 857**  
Biological Foundations of Psychopathology  
3

2. Cognitive/Affective Aspects:  
**PSYC 870**  
Cognitive Development  
3

3. Social Aspects:  
**ABSC/PSYC 825**  
Social Development  
3

4. History of Psychology. Select one of the following:  
**PSYC 805**  
History of Psychology  
3  
**ABSC 921**  
History and Systems of Psychology  
3  
**EPSY 882**  
History and Systems of Psychology  
3

5. Cultural and Ethnic Diversity:  
**ABSC/PSYC 888**  
Diversity Issues in Clinical Psychology  
3  
or  
**EPSY 875**  
Individual and Cultural Differences in Counseling Psychology  
3

### Clinical Child Psychology Specialty Skills

#### Psychopathology, Psychodiagnosis, and Psychological Assessment

Required:  
**ABSC/PSYC 803**  
Fundamentals of Psychological Assessment and Intervention with Children  
3  
**ABSC/PSYC 811**  
Achievement and Intellectual Assessment in Clinical Child Psychology  
3  
**ABSC/PSYC 812**  
Behavioral and Personality Assessment of Children  
3  
**ABSC/PSYC 905**  
Psychopathology in Children  
3

**Intervention and Therapy Procedures**

Required:  
**ABSC/PSYC 976**  
Therapeutic Interventions with Children  
3

Select one of the following:  
3  
**PSYC 967**  
Psychotherapy with Families  
3  
**EPSY 956**  
Theory of Couples and Family Counseling  
3  
**PSYC 946**  
Theories and Methods of Psychotherapy  
3  
**PSYC 949**  
Evidence Based Practice in Psychology  
3  
**PSYC 936**  
Group Therapeutic Techniques  
3

### Clinical Practica

Required (17 credit hours, 275 contact hours):  
**ABSC/PSYC 846**  
Practicum in Clinical Child Psychology I  
1-3

**ABSC/PSYC 847**  
Practicum in Clinical Child Psychology II  
1-3

**ABSC/PSYC 943**  
Advanced Practicum in Clinical Child Psychology III  
1-3

**ABSC/PSYC 944**  
Advanced Practicum in Clinical Child Psychology IV  
1-3

**ABSC/PSYC 947**  
Advanced Practicum in Clinical Child Psychology V  
1-5

### Ethics/Professional Standards

Required:  
**PSYC 975**  
Professional and Ethical Problems in Clinical Psychology  
3  
or  
**EPSY 880**  
Ethical and Legal Issues in Psychology and Counseling  
3  
**ABSC/PSYC 809**  
Professional Issues: Clinical Child Psychology (one semester)  
1

Clinical adult psychology workshop (offered every other year)

Students are expected to function within the code of professional ethics of the American Psychological Association in their behavior and personal demeanor. Adherence to these ethical principles is part of the regular evaluation of students for completion of the degree in clinical child psychology.

### Consultation and Supervision

**PSYC/ABSC 706**  
Special Topics in Clinical Child Psychology: _____  
3

or  
**EPSY 945**  
Clinical Supervision and Consultation  
3

### Research and Statistics Core Courses

Required:  
**Design and Analysis for Developmental Research**  
3  
**PSYC 815**  
Design and Analysis for Developmental Research  
3  
or  
**PSYC 968**  
Research Methods in Clinical Psychology  
3

One Introductory Statistics Course  
**PSYC 790**  
Statistical Methods in Psychology I  
4

or  
**EPSY 810**  
Regression and ANOVA: General Linear Models  
4
One ANOVA or Multivariate Statistics Course

- **PSYC 791** Statistical Methods in Psychology II
- Alternate to **PSYC 791** includes the following:
  - **PSYC 893** Multivariate Analysis
  - **EPSY 811** Analysis of Variance
  - **EPSY 805** Fundamentals of Multivariate Modeling

At least 1 additional quantitative course

In consultation with the student’s primary research advisor to be consistent with the student’s professional and research goals.

## Research Skills and Responsible Scholarship

### Responsible Scholarship Requirement

Responsible Scholarship in the CCPP involves pertinent areas of protection of human subjects, collaborative research, conflicts of interest, authorship, publication, plagiarism, copyright, data management, professional practices, mentor/student responsibilities, maintenance of confidentiality, approach research conduct and research misconduct, HIPAA, and ethics of publishing clinical case material, among other related topics. This requirement must be met before taking the Comprehensive Oral Examination.

Students in the CCPP fulfill the Responsible Scholarship Requirement through

- Courses in the curriculum:
  - **PSYC/ABSC 809** Professional Issues: Clinical Child Psychology (1)
  - **PSYC 975** Professional and Ethical Problems in Clinical Psychology (3)
  - **EPSY 880** Ethical and Legal Issues in Psychology and Counseling (3)
  - **PSYC 815** Design and Analysis for Developmental Research (3)

- The Collaborative Institutional Training Initiative (CITI) Human Subjects Protection and HIPAA online tutorial

### Research Skills Training Requirement in CCPP

The additional Research Skill requirement is fulfilled by 1 additional course above the 2 required courses in statistical or data analysis (quantitative, applied behavior analysis, qualitative). No course is specified, but must be approved by the student’s research advisor and the program director.

### Master’s Degree and Thesis

The master’s degree requires a thesis consisting of empirical research and a minimum of 30 hours of course work (24 of which must be nonthusis credit hours). A minimum of 6 credit hours in **ABSC 897/PSYC 897** Master’s Thesis in Clinical Child Psychology is required.

### Ph.D. Preliminary Examination: The Task

The program uses the Task system for its preliminary examination in research methodology, teaching, or applied/clinical area. Details are available in the Clinical Child Psychology Program Training Manual, available on the [program’s website](https://next.catalog.ku.edu/courseleaf/approve/).

### Ph.D. Oral Comprehensive Examination

Upon completion of all course requirements for the Ph.D. and of the Task, except for dissertation and internship, the student must pass the oral comprehensive examination. Details are available in the Clinical Child Psychology Program Training Manual, available on the [program’s website](https://next.catalog.ku.edu/courseleaf/approve/).

### Doctoral Dissertation

The Ph.D. dissertation must be based on an original, empirical investigation. A minimum of 12 hours in dissertation in clinical child psychology is required.

### Predoctoral Internship

An 11-month clinical internship at a setting accredited by the American Psychological Association is required. Students enroll in **ABSC 963/PSYC 963** for a total of 3 credit hours.

### Courses

See the course listings for the Departments of Applied Behavioral Science and Psychology.

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**Rationale for proposal**

In its most recent Accreditation Review, the Clinical Child Psychology Program was informed that the course it currently uses to cover biological bases of behavior (PSYC 961: Biological Foundations of Psychopathology) was judged as “insufficient in its coverage of this curriculum area.” At issue was the degree to which the existing course addresses biological bases of behavior vs. biological bases of psychopathology. This course is necessary to provide broad and general coverage of the topic area.
Program Change Request

Date Submitted: 05/19/16 10:45 am

Viewing: HA-PhD: History of Art, Ph.D.

Last edit: 09/12/16 10:05 am
Changes proposed by: a336m025

Catalog Pages
Using this Program

Doctor of Philosophy in History of Art

Academic Career
Graduate, Lawrence

Program Type
Degree/Major

Department/Program
History of Art (HA)

School/College
College of Lib Arts & Sciences

Degree Code
Doctor of Philosophy - PhD

Consulting
School(s)/College(s)

Consulting
Department(s)

CIP Code
500703

Program Name
History of Art, Ph.D.

Do you intend to offer a track(s)?

No

Do you intend for this program to be offered online?

No

Effective Catalog
2017 - 2018

In Workflow

A. CLAS
Graduate Program and Course Coordinator

B. CGS PCC Subcommittee

C. CGS Committee

D. CAC

Approval Path

A. 05/25/16 8:59 am
Kristine Latta (klatta):
Approved for CLAS Graduate Program and Course Coordinator

B. 08/02/16 9:46 am
Kristine Latta (klatta):
Rollback to CLAS Graduate Program and Course Coordinator for CGS PCC Subcommittee

C. 08/15/16 10:17 am
Rachel Schwien (rschwien):
Approved for CLAS Graduate Program and Course Coordinator

D. 09/15/16 11:24 am
Rachel Schwien (rschwien):
Approved for CGS PCC Subcommittee

E. 09/22/16 3:48 pm
Rachel Schwien (rschwien):
Approved for CGS
Ph.D. Degree Requirements

Ph.D. aspirants shall, prior to admission to the Ph.D. comprehensive examination, demonstrate knowledge of at least one foreign language sufficient to meet the demands of their research and have successfully completed at least one 700 level or above History of Art seminar course in fulfillment of Graduate Studies' Research Skills and Responsible Scholarship requirement. Candidates must satisfy all general requirements. Ph.D. students may be required by their committee, prior to admission to the Ph.D. comprehensive exams, to demonstrate proficiency in two or more 2 research skills (normally foreign languages, depending on languages) relevant to their research; this requirement must be met before candidates are admitted to the student’s area of specialization and program of study. Comprehensive Ph.D. examinations. One of the 2 research skills is usually the foreign language that met the M.A. language requirement. Normally, Ph.D. students are expected to complete 18 to no fewer than 21 and no more than 27 post-M.A. hours and normally Combined M.A./Ph.D. students are expected to complete 12 to no fewer than 15 and no more than 21 post-M.A. graduate course credit hours. The exact number of required post-M.A. courses will be determined in consultation with the student's committee. These credit hours must be taken at the graduate level. The graduate faculty reserves the right to require more than 27 post-M.A. course credit hours when appropriate. Normally, Combined M.A./Ph.D. students are expected to complete 12 to no fewer than 15 and no more than 21 post-M.A. course credit hours. These credit hours must be taken at the graduate level. The graduate faculty reserves the right to require more than 21 post-M.A. course credit hours when appropriate. Students must take both written and comprehensive oral examinations at the end of their course work. Both written and oral examinations cover the major area and 2 minor areas specified in the student’s Doctoral Program of Study petition (see department’s Graduate Student Handbook). The oral examination normally follows the written examination by 1 week. 2 weeks. The dissertation proposal must be approved by the student’s primary advisor and the graduate faculty within three months of passing the comprehensive Ph.D. examinations. The student is strongly encouraged to work closely with his/her primary advisor immediately following the comprehensive examination to meet this deadline. Upon acceptance of the dissertation in final draft form, the candidate must successfully pass the final oral examination (the dissertation defense) to complete the degree.

Research Skills & Responsible Scholarship Requirement

All graduate seminars include instruction in and discussion of appropriate research conduct and research misconduct; authorship, publication, plagiarism, copyright; peer review; and professional practices. For more information on the Research Skills and Responsible Scholarship requirement, please see the Graduate Studies section of the online catalog.

Handbook for Graduate Students

A detailed presentation of departmental degree requirements and regulations is included in the department’s Graduate Student Handbook, available online.
Program Description

Graduate Certificate Requirements

The Graduate Certificate in Women, Gender, and Sexuality Studies graduate certificate requires completion of 12 credit hours of graduate work, including:

- history of women, gender, and sexuality studies (WGSS 800)
- feminist theory (WGSS 801)
- feminist methodologies (WGSS 802)
- and two 3-credit electives chosen from a list of recommended graduate courses or approved by the graduate director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 800</td>
<td>History of Women, Gender and Sexuality Studies</td>
</tr>
<tr>
<td>or WGSS 801</td>
<td>Feminist Theory</td>
</tr>
</tbody>
</table>
In Fall 2015, the WGSS faculty voted to revise the wording for the WGSS Graduate Certificate requirements to clarify to applicants that they would be required to take WGSS 800 OR WGSS 801 PLUS WGSS 802, so that the student understood that taking WGSS 802 was mandatory for the completion of the graduate certificate, and not an option.