# Course Inventory Change Request

**Viewing:** ANTH 110: Introduction to Archaeology

**Last edit:** 04/06/17 1:23 pm

**Changes proposed by:** bmetz

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Anthropology</td>
</tr>
<tr>
<td>BGS in Anthropology</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Anthropology</td>
</tr>
<tr>
<td>Geography and Atmospheric Science</td>
</tr>
</tbody>
</table>

**Academic Career:** Undergraduate, Lawrence

**Subject Code:** ANTH 110

**Academic Unit:** Department Anthropology (ANTH)

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

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

No

**Title:** Introduction to Archaeology

**Transcript Title:** Introduction to Archaeology

**Effective Term:** Fall 2017

## Catalog Description

A general introduction to the history methods, theories, and principles study of the study of archaeology, and how they collect and analyze it in order to understand humans of the past, their social organization, economy, subsistence, diet, technology, trade, exchange, symbol systems; how geological, palaeoenvironmental, palaeontological, and genetic evidence contribute environments, from the early Paleolithic to archaeology and what was the effect the emergence of environmental and climate change on human evolution and global dispersal; what is the role of knowing the past, public archaeology, culture heritage preservation, and archaeological ethics in the modern world. urban civilizations.

Discussion sections will be used to examine material covered in lectures and in readings related to specific topics, and to explore relevant visual materials - archaeological artifacts, collections, and media sources.

**Prerequisites:** None

**Credits:** 3-4

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

**Associated Components (Optional):** Discussion – Mandatory discussion associated with a main component

**Grading Basis:** A-D(+/-)FI (G11)

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

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

**Typically Offered:** Twice a Year, Fall and Spring

**Repeatable for credit?** No

**Principal Course Designator:** HT - Historical Studies

**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

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ANTH-BA/BGS) Anthropology, B.A./B.G.S.</td>
<td></td>
</tr>
</tbody>
</table>

Describe how:
Listed in Anthropology Undergraduate Program as requirement for major for B.A./B.G.S.

Rationale for Course Proposal
The scope of ANTH 110 had become too broad. It is a better pedagogical approach to offer ANTH 110 as an introductory course dealing specifically on archaeological method, theory, and practice. ANTH 115 will cover world prehistory which was dealt with in ANTH 110 previously.

Supporting Documents
110 syllabus (John H's).pdf

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)?

Yes

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

Yes

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

Students are introduced to the nature and aims of archaeology. The course provides students with an understanding how archaeological theories, methods and practice rely both on the natural and social sciences, and help explore and explain the material record of a wide range of past human activities in their social and environmental context.

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.)

Includes a curriculum that moves students from their current knowledge to a deeper understanding of specific concepts with assignments that allow students to demonstrate their understanding of these concepts.

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.)

Includes learning activities that synthesize the development over time of the principles, theories, and analytical methods being taught with assignments that allow students to demonstrate their functional understanding of the development of these principles, theories, and analytical methods in archaeology. An integration of social, cultural, biological, and environmental studies is emphasized as a necessary framework within which the past societies are studied.

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.)

Includes learning activities designed to integrate the analysis of contemporary issues with principles, theories, and analytical methods in archaeology.

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.)
Includes course assignments, projects, quizzes, examinations that will be used to evaluate whether students have a functional understanding of the development of the concepts, principles, theories, and analytical methods in archaeology.

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.)

Includes a curriculum that moves students from their current knowledge to a deeper understanding of specific concepts with assignments that allow students to demonstrate their understanding of these concepts.

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.)

Includes learning activities designed to integrate the analysis of contemporary issues with principles, theories, and analytical methods in archaeology.

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.)

Includes course assignments, projects, quizzes, examinations that will be used to evaluate whether students have a functional understanding of the development of the concepts, principles, theories, and analytical methods in archaeology.

Karen Ledom (kjh) (11/18/16 10:33 am): Rollback: please edit the KU Core section as you wish (rationale for 3S, etc.) and if you wish to remove the course as 3H please indicate clearly in your rationale. Thank you!

Rachel Schwien (rschwien) (02/24/17 11:57 am): Proposing to remove the current 3H KU Core designation and propose ANTH 110 to fulfill 3N and 3S

Rachel Schwien (rschwien) (03/07/17 2:34 pm): Variable credit due to when course is offered. Fall and Spring - course has TA's, discussion sections/labs. Summer - discussion and exercises are incorporated and do not have TA's and sections. Also, ANTH 110 is often used as an equivalent to courses taken in study abroad programs

Rachel Schwien (rschwien) (04/04/17 1:12 pm): subcommittee requested expanded descriptions incorporating scope
Course Inventory Change Request

Date Submitted: 03/16/17 12:10 pm

Viewing: ANTH 506 : Ancient American Civilizations: Mesoamerica

Also listed as: LAA 556

Last edit: 04/18/17 3:25 pm

Changes proposed by: bmct

Catalog Pages referencing this course

- College of Liberal Arts & Sciences
- Department of Anthropology

Programs

- ANTH-BA/BGS: Anthropology, B.A./B.G.S.
- ISP-MIN: Indigenous Studies, Minor

Academic Career

- Undergraduate, Lawrence

Subject Code

- ANTH

Course Number

- 506

Academic Unit

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

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

- No

Title

- Ancient American Civilizations: Mesoamerica

Transcript Title

- Ancnt Amr Civiliztn:Mesoamerica

Effective Term

- Fall 2017

Catalog Description

An archaeological survey of the Precolumbian heritage of Mexico and Central America. The sites and cultures of the Olmecs, Teotihuacan, the Maya, the Zapotecs, the Toltecs, and the Aztecs will be considered in detail. Investigations of ancient art and architecture, crafts and technologies, trade and exchange, religious beliefs and practices, and writing and calendrical systems will be directed toward understanding the growth and the decline of these Native American civilizations.

Prerequisites

- One Anthropology, Latin American Studies, Art History, Museum Studies, or Indigenous Studies course, or permission of the instructor

Cross Listed

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 556</td>
<td>Ancient American Civilizations: Mesoamerica</td>
</tr>
</tbody>
</table>

Credits

- 3

Course Type

- Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

- A-D(+/-)FI (G11)

Is this course part of the University Honors Program?

- No

Are you proposing this course for KU Core?

- No

Typically Offered

- No

Repeatable for credit?

- No

Principal Course Designator

- NW - Non-Western Culture

Course Designator

S - Social Sciences
W - World Culture

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

- No

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

- No
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>The entire content of the course concerns Latin America. With declining enrollments in CLAS, cross listing helps ensure that courses meet the 6-12 rule.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td><strong>Rachel Schwien (rschwien) (03/16/17 12:40 pm):</strong> Both ANTH (J. Hoopes) and LAA (R. Schwaller) approve of cross listing</td>
</tr>
<tr>
<td></td>
<td><strong>Rachel Schwien (rschwien) (04/04/17 1:11 pm):</strong> needs a prerequisite</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 03/16/17 12:12 pm

Viewing: **ANTH 507 : The Ancient Maya**
Also listed as: LAA 557

Last edit: 04/04/17 3:26 pm
Changes proposed by: bmetz

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
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<tbody>
<tr>
<td>ANTH-BA/BGS: Anthropology, B.A./B.G.S.</td>
</tr>
<tr>
<td>LAA-BA/BGS: Latin American Area and Caribbean Studies, B.A./B.G.S.</td>
</tr>
<tr>
<td>LAA-MA: Latin American and Caribbean Studies, M.A.</td>
</tr>
</tbody>
</table>

**Academic Career**: Undergraduate, Lawrence

**Subject Code**: ANTH  
**Course Number**: 507

**Academic Unit**: Department Anthropology (ANTH)

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

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

**Title**: The Ancient Maya

**Transcript Title**: The Ancient Maya

**Effective Term**: Fall 2017

**Catalog Description**: An intensive examination of current scholarship on the ancient Maya civilization of Mexico and Central America. The course will consider Maya culture from its roots in early villages of the Preclassic period to the warring city-states of the Postclassic period. Topics will include settlement and subsistence systems, sociopolitical evolution, art and architecture, myth and symbolism, and Maya hieroglyphic writing. An important theme of the course will be the relevance of the Pre-Columbian Maya for understanding complex societies and contemporary Latin American Culture.

**Prerequisites**: One Anthropology, Latin American Studies, Art History, Museum Studies, or Indigenous Studies course, or permission of the instructor. Successful completion of one of the following: ANTH 110, ANTH 310, ANTH 415, ANTH 506, or ANTH 508.

**Cross Listed Courses**:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 557</td>
<td>The Ancient Maya</td>
</tr>
</tbody>
</table>

**Credits**: 3

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

**Grading Basis**: A-(+/-)FI (G11)

**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**

<table>
<thead>
<tr>
<th><strong>Course</strong></th>
<th><strong>Designator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Social Sciences</td>
<td></td>
</tr>
<tr>
<td>W - World Culture</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?**
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>The entire course content concerns Latin America. With declining enrollments in CLAS, cross listing helps ensure meeting the 6-12 rule.</th>
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<tr>
<td>Course Reviewer Comments</td>
<td>Rachel Schwien (rschwien) (03/16/17 12:40 pm): Both ANTH (J. Hoopes) and LAA (R. Schwaller) approve of cross listing</td>
</tr>
<tr>
<td></td>
<td>Rachel Schwien (rschwien) (04/04/17 1:11 pm): needs a prerequisite</td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

**Date Submitted:** 03/16/17 12:14 pm

**Viewing:** **ANTH 508 : Ancient American Civilizations: The Central Andes**

Also listed as: **LAA 558**

**Last edit:** 04/04/17 3:27 pm

Changes proposed by: bmets

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### Catalog Pages referencing this course

- **College of Liberal Arts & Sciences**
- **Department of Anthropology**

### Programs

- ANTH-BA/BGS: Anthropology, B.A./B.G.S.
- ISP-MIN: Indigenous Studies Minor

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- **ANTH**

### Academic Unit

- **Department:** Anthropology (ANTH)
- **School/College:** College of Lib Arts & Sciences

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

- No

### Title

- Ancient American Civilizations: The Central Andes

### Transcript Title

- Ancient Amer Civl:Centrl Andes

### Effective Term

- Fall 2017

### Catalog Description

An archaeological survey of the ancient peoples of Peru and neighboring countries in South America. The origins of complex societies on the coast and in the Andean highlands will be reviewed with special consideration of the role of “vertical” environments in the development of Andean social and economic systems. Cultures such as Chavin, Moche, Nazca, Huari, Tiahuanaco, Chimú, and the rise of the imperial Inca state will be examined through artifacts, architectural remains, and ethnohistoric documents.

### Prerequisites

One Anthropology, Latin American Studies, Art History, Museum Studies, or Indigenous Studies course, or permission of the instructor is required.

### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 558</td>
<td>Ancient American Civilizations: The Central Andes</td>
</tr>
</tbody>
</table>

### Credits

- 3

### Course Type

- Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

- A-D(+/-)FI (G11)

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

- No

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

- No

### Typically Offered

- No

### Repeatable for credit?

- No

### Principal Course Designator

- NW - Non-Western Culture

### Course Designator

- S - Social Sciences
- W - World Culture

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

- No

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

- Yes

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**Approval Path**

1. 03/16/17 12:42 pm
   - Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. 04/18/17 12:22 pm
   - Rachel Schwien (rschwien): Approved for CUSA Subcommittee
No

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>The entire course content concerns Latin America. With declining enrollments in CLAS, cross listing helps ensure meeting the 6-12 rule.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (03/16/17 12:41 pm): Both ANTH (J. Hoopes) and LAA (R. Schwaller) approve of cross listing</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (04/04/17 1:11 pm): needs a prerequisite</td>
</tr>
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</table>

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

**Date Submitted:** 04/12/17 12:38 pm

**Viewing:** CHIN 106: Elementary Chinese for Advanced Beginners

**Last edit:** 04/12/17 12:38 pm

Changes proposed by: mgchilds

<table>
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<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>CHIN</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>East Asian Languages&amp;Cultures (EALC)</td>
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<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

Elementary Chinese for Advanced Beginners

#### Transcript Title

Elem Chinese for Adv Beginners

#### Effective Term

Fall 2017

#### Catalog Description

This course is designed for students who have already acquired some elementary Chinese language abilities (in high school or from family), but cannot be placed in CHIN 108, Elementary Chinese II. The course focuses on perfecting listening, speaking, reading and writing skills, and prepares students for CHIN 108. For admission to the class, students must take the EALC Chinese placement exam, be interviewed by designated instructors, and approved.

#### Prerequisites

None

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

**No**

#### Cross Listed Courses:

None

<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>Laboratory - Associated with a main component</td>
</tr>
</tbody>
</table>

#### Grading Basis

A-D(+/-)FI (G11)

#### MD Course Category

#### Course Offered as

#### Year of Student

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

#### Typically Offered

#### Instructor(s)

**Instructor Name**

Is this course part of the

#### Approval Path

1. **04/12/17 1:37 pm**
   - Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. **04/18/17 12:23 pm**
   - Rachel Schwien (rschwien): Approved for CUSA Subcommittee
<table>
<thead>
<tr>
<th>University Honors Program?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Does this course fulfill RSRS (Research Skills Responsible Scholarship)?</td>
<td></td>
</tr>
<tr>
<td>Principal Course Designator</td>
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<tr>
<td>Course Designator</td>
<td>U - Undesignated elective</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Justification for counting this course towards the CLAS BA</td>
<td></td>
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<tr>
<td>How does this course meet the CLAS BA requirements?</td>
<td></td>
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<tr>
<td>Is this course for licensure?</td>
<td></td>
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<tr>
<td>Describe how:</td>
<td></td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
</tr>
<tr>
<td>Which Program(s)?</td>
<td></td>
</tr>
<tr>
<td>Rationale for Course Proposal</td>
<td>See below.</td>
</tr>
<tr>
<td><strong>KU Core Information</strong></td>
<td></td>
</tr>
<tr>
<td>Has the department approved the nomination of this course to KU Core?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Name of person giving departmental approval</td>
<td>Maggie Childs</td>
</tr>
<tr>
<td>Date of Departmental Approval</td>
<td>3/31/17</td>
</tr>
<tr>
<td>Selected Goal(s)</td>
<td></td>
</tr>
<tr>
<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.</td>
<td></td>
</tr>
</tbody>
</table>
The goal of CHIN 106 is for students who have learned a little Chinese to develop cross-cultural communication skills in Chinese enabling them to live and work in the current multicultural world. The course focuses on the development of language skills, the acquisition of knowledge about Chinese-speaking communities, and an understanding of Chinese culture. Achievement of these goals is assessed through cultural projects, presentations, unit tests, midterm exams and a final exam. These

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.)

All the dialogues and essays in the textbook introduce students to the language and culture of Chinese-speaking communities. Authentic materials such as photographs, videos, songs, and artifacts from Chinese-speaking communities are also provided by the instructors to help student understand the culture. Various level-appropriate activities ensure that students learn to use the language in meaningful and culturally appropriate ways. Through lectures and discussions students are guided to discover patterns of behaviors specific to Chinese culture and attitudes and values that are implicit in the language and culture. When learning the language, students are guided to compare how Chinese conceptualizes categories differently from English, which in turn shapes Chinese culture. Topics: Greetings, Names, Concept of “Hometown”, Confucius and Chinese Education, Forms of Address, Families, Names, relationships, Phone and internet use, University Life, Food.

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 educational goal is achieved by an array of assignments, activities and classroom instructions. Firstly, a semester-long collaborative culture project on a selected Chinese cultural aspect is specifically designed to achieve this educational goal. Students form groups in the beginning of the semester, and each group picks a cultural topic to work on. Students make a midterm report on the class discussion board. Then they write up the report and make an oral presentation in class at the end of the semester. This project allows students to conduct in-depth discussion, debate and analyze an aspect of Chinese culture in relation to the student’s own culture. Secondly, the instructor leads discussions in class that help students compare Chinese culture and the student’s own culture. Other classroom activities such as role-plays and debate allow students to perform different aspects of the culture.

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

In addition to the texts and readings the students encounter inside the classroom, we sensitize students to various cultural beliefs, behaviors and practices through 1) role-play activities which mimic real life situations in Chinese-speaking societies (e.g. meeting new people, setting up an appointment etc.) and 2) regular cultural assignment in each unit. These activities help foster students’ cultural competence so that they may be better prepared to negotiate cross-cultural situations.

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.)

The students’ grasp of Chinese culture and value systems is evaluated as a component of multiple course assignments and assessments. These include: 1) Culture project (10% of course grade). Student work preserved: collaborative culture-project script; postings on online discussion board; individual responses to online discussion; students’ self-reflection survey about culture learning. 2) Cultural appropriateness of the texts that students compose or the speech acts that the students produce in assignments, quizzes, unit tests, and final exams. Student work preserved: assignments, quizzes, tests and final exams. Assessment: grade (points).
**Course Inventory Change Request**

**Viewing:** GEOG 500: Senior Capstone in Geography

**Last edit:** 04/06/17 8:19 am

**Changes proposed by:** koerner

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Geography</td>
</tr>
<tr>
<td>BGS in Geography</td>
</tr>
<tr>
<td>BS in Geography with concentration in Geographical Information &amp; Analysis</td>
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<tr>
<td>BS in Geography with concentration in Physical Geography</td>
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<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>GEOG</td>
</tr>
<tr>
<td>Course Number</td>
<td>500</td>
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<tr>
<td>Academic Unit</td>
<td>Department Geography (GEOG)</td>
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<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**

Senior Capstone in Geography

**Transcript Title**

Senior Capstone in Geography

**Effective Term**

Fall 2017

**Catalog Description**

The capstone project provides students with a broad-based, interdisciplinary educational experience and allows them to integrate and synthesize the knowledge they have gained in their studies. The major goals provide an overview of geography as a unified, coherent discipline with multiple perspectives, emphasize writing and analytical skills, introduce students to a major research project that integrates elements of physical and human geography, advance steps toward career preparation, and develop networking and cultivate knowledge of future professional skills. The course will provide an overview of geography as a unified, coherent discipline with multiple perspectives, emphasize writing and analytical skills, introduce students to a major research project that integrates elements of physical and human geography, cultivate knowledge for future professional development, and introduce students to professional organizations. Students will gain experience applying and/or interviewing for professional positions and be introduced to multiple professional development and career services on campus. Graduate students may take this course by permission only.

**Prerequisites**

Nine hours in Geography and status as a senior major in the department; or permission of instructor.

**Cross Listed Courses:**

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

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)FI (G11)

**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**

N - Natural Sciences

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

No

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

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GEOG-BA/BGS) Geography, B.A./B.G.S.</td>
</tr>
</tbody>
</table>

Describe how:

Course is already required for the degree.

Rationale for Course Proposal

The course description has been modified following the suggestions of the CUSA subcommittee to explicitly address broader and more practical career-oriented skills in order to fulfill the new BGS career preparation requirement.

Supporting Documents

- syllabus.pdf
- GOEG 500 - Reply to Comments from the Subcommittee.docx

KU Core Information

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

Yes

Name of person giving departmental approval: Rachel Schwien

Date of Departmental Approval: 04/04/17 1:15 pm

Selected Goal(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.)

Course is already part of the KU core.

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.)

Course is already part of the KU core.

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.)

Course is already part of the KU core.

KU Core Documents

Course Reviewer Comments

Rachel Schwien (rschwien) (04/04/17 1:15 pm): subcommittee requested edits to course description to help identify how the two outcomes of the course will be integrated.
Course Syllabus

GEOG 500
Senior Capstone in Geography
Spring 2017

Instructors  Dr. So-Min Cheong
Lindley Hall, Room 221
somin@ku.edu
Office hours: W 10:30–11:30 am

Dr. Daniel Hirmas
Lindley Hall, Room 415A
hirmas@ku.edu
Office hours: Please schedule a time at least 12 hours beforehand through
http://meetme.so/hirmas (available most days in the afternoon)

Lecture  W 8–10:30 am
Lindley Hall, Room 228

Course Description
This course is designed to serve as a culmination of a Geography major’s course of study. It has sev-
eral goals, including: helping students develop a synthesizing view of geography as an integrated
discipline that combines physical and social sciences; advancing steps toward career preparation;
and giving students practice in writing and engaging a relevant research topic.

This class is intended to:

1  Offer synthesis
   a  What have you learned as a Geography major?
   b  How do you ask questions, find answers, view the world, and think through issues?

2  Offer guidance to future careers and professional development
   a  How do you find a job?
   b  What does a professional Resume look like?
   c  Should I go to graduate school?

To meet these objectives students will design, research and present a collaborative project that in-
corporates and reflects the diversity within Geography and culminates in the presentation of the
research at the University Undergraduate Research Symposium.

Grading  Attendance and participation in capstone activities  30%
          Quality of the capstone research project  50%
          Preparing a job or graduate school application  20%
Disabilities
The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 18</td>
<td>Course Introduction; Project Topic; Team Assignments; Introduction to Research; How to Engage the Primary Literature—Dialectical Notes</td>
</tr>
<tr>
<td>2</td>
<td>Jan 25</td>
<td>Selecting Research Topics and Quantitative Methods in Geography; <em>Readings</em>—“Selecting topics for study” in Doing Cultural Geography and “Quantitative Geography” (Murray)</td>
</tr>
<tr>
<td>3</td>
<td>Feb 1</td>
<td>Quantitative Methods in Geography; <em>Readings</em>—“Quantitative Methods I: Reproducible Research and Quantitative Geography” (Brunsdon) and “Quantitative Geography: Representations, Practices, and Possibilities” (Sheppard)</td>
</tr>
<tr>
<td>4</td>
<td>Feb 8</td>
<td>Creating a Research Plan; <em>Readings</em>—“Interviewing” (Dunn), “Qualitative research design and rigour” (Stratford and Bradshaw), and “Qualitative research and its place in human geography” (Winchester and Rofe) in Qualitative Research Methods in Human Geography</td>
</tr>
<tr>
<td>5</td>
<td>Feb 15</td>
<td>Conducting Research; Identifying Research Questions; <em>Readings</em>—“Interviewing” (Dunn) in Qualitative Research Methods in Human Geography; To Diagnose the Earth (Schumm)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 22</td>
<td>Interdisciplinary Projects; <em>Readings</em>—“The elusive pursuit of interdisciplinarity at the human-environment interface” (Roy et al.); Guest Lecture</td>
</tr>
<tr>
<td>7</td>
<td>Mar 1</td>
<td>How to Work in Groups; <em>Due</em>—Team Proposal Presentations</td>
</tr>
<tr>
<td>8</td>
<td>Mar 8</td>
<td>Job Search; Meeting with the Advisory Board</td>
</tr>
<tr>
<td>9</td>
<td>Mar 15</td>
<td>Writing a Research Paper; <em>Readings</em>—Writing a research paper (Purdue OWL); Guest Lecture—KU Writing Center</td>
</tr>
<tr>
<td>10</td>
<td>Mar 22</td>
<td>Spring Break</td>
</tr>
<tr>
<td>11</td>
<td>Mar 29</td>
<td>Documenting Professional Experience and Activities; <em>Readings</em>—Guide to Resume Writing; Guest Lecture—KU Career Center (Wendy Shoemaker); <em>Deadline</em>—Register for the Undergraduate Research Symposium by Apr 1</td>
</tr>
<tr>
<td>12</td>
<td>Apr 5</td>
<td>Creating a Research Poster; <em>Readings</em>—Designing Research Posters (Blakesley and Brizee) and Designing Conference Posters (Purrington); <em>Due</em>—5 Example Posters</td>
</tr>
<tr>
<td>13</td>
<td>Apr 12</td>
<td>Presentation Skills; In-Class Resume Editing; <em>Readings</em>—“Ten Simple Rules for Making Good Oral Presentations” (Bourne); <em>Due</em>—Resume</td>
</tr>
<tr>
<td>14</td>
<td>Apr 19</td>
<td>Poster Preparation and Printing; Undergraduate Research Symposium (Apr 22)</td>
</tr>
<tr>
<td>15</td>
<td>Apr 26</td>
<td>Graduate School; <em>Readings</em>—Should I Go to Graduate School?</td>
</tr>
<tr>
<td>16</td>
<td>May 3</td>
<td>Practice Interviews; <em>Due</em>—Job/graduate school applications</td>
</tr>
</tbody>
</table>
Reply to Comments from the Subcommittee:

The course description was changed in accordance with the recommendations of the CUSA subcommittee reviewing courses that fulfill the BGS career preparation requirement. These changes were submitted after vetting through the department’s curriculum committee and unanimous approval by department faculty. As can be seen from the syllabus, there are two goals for this course (these have been the goals since the course’s inception):

1. Offer synthesis
2. Offer guidance to future careers and professional development

It made sense to the department to have this course count as the new BGS career preparation requirement since (a) a major goal of this course is to help students develop professional skills and (b) all Geography majors are already required to take this course before they graduate. To fulfill goal 1, students read and discuss several lengthy articles and chapters at the beginning of the semester aimed at summarizing, reviewing, and integrating various aspects of geography to give students a wholistic understanding of the more focused courses they have taken in the major, and conduct a large interdisciplinary research project that they present at the undergraduate research symposium in April. To fulfill goal 2, students are required to sign up for interviews at a department-sponsored interview day with companies that hire our graduates, attend a lecture on resume writing, produce a resume, read and discuss literature on deciding to go to graduate school, practice interviews in the class, attend a lecture and complete an exercise on group work aimed at encouraging professional teamwork skills, and fine-tune presentation skills meant to help them in their professional life beyond KU. Regarding integration, we fail to see the reason that these two goals need to be more integrated. Given that this is summative capstone course, we feel that these goals adequately capture what we want our students to learn and understand before they leave KU.
Subject Code GERM
Academic Unit Germanic Languages & Literatures (GERM)
School/College College of Lib Arts & Sciences

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

Please Explain
This course is an online minimester course developed in part to serve the online BGS degree completion program.

Title Today's Challenges in German-Speaking Europe and German-Speaking Europeans
Transcript Title TodysChallngsGrmSpkgEur Grmn-Spkg Erpe&Grmn-Spkg Erpns

Effective Term Fall 2017

Catalog Description This course explores significant political, social, and cultural challenges facing German-speaking Europe today. Specific issues may include migration, the environment, national identity, European integration, business, remembering the past, and technology. A survey of contemporary German-speaking Europe that covers topics such as geography, the environment, technology, the arts, music, film, literature, politics, immigration, language, religion, customs. Focus on Germany, Austria, and Switzerland and to a lesser extent Switzerland, Belgium, Luxembourg, and Liechtenstein. Taught in English. Does not count toward the German Studies major or minor.

Prerequisites None

Cross Listed Courses:

Credits 3
Course Type Lecture (Regularly scheduled academic course) (LEC)
Grading Basis A-D(+/-)FI (G11)

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes

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

Principal Course Designator 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

Proposed changes better reflect course content and aim to attract more students. Title change was proposed by CODL and discussed with the College Online Program Coordinator.

KU Core Information

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

Yes

Name of person giving departmental approval

Course already approved for KU Core goal 4.2

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)?

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 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.)

Course already approved for KU Core goal 4.2

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

Course already approved for KU Core goal 4.2

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

Course already approved for KU Core goal 4.2

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

Course already approved for KU Core goal 4.2

KU Core Documents

Rachel Schwien (rschwien) (04/04/17 1:21 pm): Subcommittee requested clarification on minimester delivery

Rachel Schwien (rschwien) (04/06/17 8:08 am): Response from GERM regarding subcommittee question on Minimester: I developed the 8 week course and taught it for the first time last fall. It is a minimester course taught entirely online. That will not change. I worked with CODL on developing the course, and it is featured as an option for the BGS online degree completion program, and the World Business Culture certificate.
## Course Inventory Change Request

Date Submitted: 04/07/17 5:27 pm

**Viewing: MATH 526: Applied Mathematical Statistics I**

Last edit: 04/07/17 5:27 pm

Changes proposed by: bayer

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
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<tbody>
<tr>
<td>BA in Economics</td>
</tr>
<tr>
<td>BGS in Economics</td>
</tr>
<tr>
<td>BS in Atmospheric Science with concentration in Air Pollution Meteorology</td>
</tr>
<tr>
<td>BS in Atmospheric Science with concentration in General</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Do you intend to offer any portion of this course online?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Applied Mathematical Statistics I</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Appld Mathematicl Statistics I</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>A first course in statistics for students with the techniques of calculus at their disposal. The following topics are studied with illustrations and problems drawn from various fields of applications: basic notions of probability and probability distributions; classical estimation and testing procedures for one and two sample problems; chi-square test. Not open to those with credit in MATH 628. 628 or DSCI 301.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>MATH 122 or MATH 127 or MATH 142 or MATH 147 or MATH 116 (MATH 127 or MATH 147 recommended.)</td>
</tr>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)/FI (G11)</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
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<table>
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<tr>
<th>Principal Course Designator</th>
<th>NM - Mathematical Sciences</th>
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</thead>
<tbody>
<tr>
<td>Course Designator</td>
<td>N - Natural Sciences</td>
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</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? | Yes |

### Program Code - Name

- (ECON-BA/BGS) Economics, B.A./B.G.S.
- (GEOG-BS) Atmospheric Science, B.S.
### Rationale for Course Proposal

The description said that it was not open for credit to students with credit in DSCI 301. The course DSCI 301 no longer exists, and has been replaced by a course, DSCI 202, which we do not consider equivalent to MATH 526, since it does not assume multivariable calculus.

### Course Reviewer Comments

This change will not have an impact on any of the programs that require MATH 526, because none of those students would take DSCI 301. Some years ago, math BS majors could be exempt from taking a math department statistics course if they had taken DSCI 301, but this was already changed in the major requirements.
Course Inventory Change Request

Date Submitted: 04/11/17 5:00 pm

Viewing: PSYC 200: Research Methods in Psychology

Last edit: 04/11/17 5:00 pm
Changes proposed by: s364h085

Catalog Pages referencing this course:
- BA in Human Biology with concentration in Psychology
- BA in Psychology
- BGS in Psychology
- Bachelor of Science in Behavioral Neuroscience
- College of Liberal Arts & Sciences

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

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

Please Explain:
This course is already being taught in both online and in person formats. Change to this area is not requested.

Title: Research Methods in Psychology
Transcript Title: Research Methods in Psychology
Effective Term: Summer 2017

Catalog Description:
An examination of the scientific "ways of knowing" employed by psychologists to discover the laws governing human behavior across a wide domain. The focus of the course is upon these methods and the statistical techniques that support them.

Prerequisites:
- PSYC 104
- PSYC 104 and MATH 101 or equivalent placement.

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(±)FI (G11)
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: S - Social Sciences

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

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

Rationale for Course Proposal:
The only proposed change for this course is the removal of the MATH 101 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course. It remains a requirement for the Major as it was before.
Course Inventory Change Request

Date Submitted: 04/11/17 5:02 pm

Viewing: **PSYC 201 : Research Methods in Psychology, Honors**

Last edit: 04/12/17 8:16 am
Changes proposed by: s364h085

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>Bachelor of Science in Behavioral Neuroscience</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<tr>
<td>Department of Psychology</td>
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<table>
<thead>
<tr>
<th>Programs</th>
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<tbody>
<tr>
<td>PSYC-BA/BGS: Psychology, B.A./B.G.S.</td>
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<tr>
<td>PSYC-RS: Behavioral Neuroscience, B.S.</td>
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<tr>
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<td>201</td>
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<th>Academic Unit</th>
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<tr>
<td>Department Psychology (PSYC)</td>
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<tr>
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<tr>
<td>Research Methods in Psychology, Honors</td>
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<tr>
<td>Research Methds Psychlgy, Hnrs</td>
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<td>An examination of the scientific &quot;ways of knowing&quot; employed by psychologists to discover the laws governing human behavior across a wide domain. The focus of the course is upon these methods and the statistical techniques that support them. Open to students in University and Departmental Honors programs or by permission of instructor. Not open to students taking PSYC 200.</td>
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<thead>
<tr>
<th>Prerequisites</th>
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<td>PSYC 104 and MATH 101</td>
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<th>Are you proposing this course for KU Core?</th>
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<td>No</td>
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<tr>
<th>Typically Offered</th>
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<tbody>
<tr>
<td>Not Typically Offered</td>
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<th>Justification for counting</th>
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<thead>
<tr>
<th>Is this course for licensure?</th>
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<tbody>
<tr>
<td>Describe how:</td>
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<tbody>
<tr>
<td>No</td>
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</tbody>
</table>

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

Approval Path

1. 04/12/17 8:16 am
Rachel Schwien (rschwien):
Approved for CLAS Undergraduate Program and Course Coordinator
2. 04/18/17 12:23 pm
Rachel Schwien (rschwien):
Approved for CUSA Subcommittee
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The only proposed change for this course is the removal of the MATH 101 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course.</td>
</tr>
</tbody>
</table>

Course Reviewer

Comments
Course Inventory Change Request

Date Submitted: 04/11/17 5:03 pm

Viewing: PSYC 210: Statistics in Psychological Research
Last edit: 04/11/17 5:03 pm
Changes proposed by: s364h085

Catalog Pages referencing this course
- BA in Applied Behavioral Science with concentration in Basic Research
- BA in Applied Behavioral Science with concentration in Conceptual Foundations
- BA in Human Biology with concentration in Anthropology

Academic Career: Undergraduate, Lawrence
Subject Code: PSYC
Academic Unit: Psychology (PSYC)
School/College: College of Lib Arts & Sciences

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

Title: Statistics in Psychological Research
Transcript Title: Statistics Psychological Rsrch
Effective Term: Summer 2017

Catalog Description: An introduction to statistical concepts and methods as they relate to analysis and interpretation of psychological data.

Prerequisites: PSYC 104, PSYC 104 and MATH 101 or equivalent placement.

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+//-)FI (G11)

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Typically Every Semester
Repeatable for credit?
No

Principal Course Designator
Course Designator: S - Social Sciences

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

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

Rationale for Course Proposal:
The only proposed change for this course is the removal of the MATH 101 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course. It remains a requirement for the Major as it was before.
Course Inventory Change Request

Date Submitted: 04/11/17 5:04 pm

Viewing: PSYC 211 : Statistics in Psychological Research, Honors

Last edit: 04/11/17 5:04 pm

Changes proposed by: s364h085

Catalog Pages referring this course
- Bachelor of Science in Behavioral Neuroscience
- College of Liberal Arts & Sciences
- Department of Communication Studies
- Department of Psychology
- Premedical Professions Preparation

Academic Career: Undergraduate, Lawrence
Subject Code: PSYC
Course Number: 211
Academic Unit: Department of Psychology (PSYC)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Statistics in Psychological Research, Honors
Transcript Title: Statistics Psychological Rsrch,H
Effective Term: Summer 2017

Catalog Description: An introduction to statistical concepts and methods as they relate to analysis and interpretation of psychological data. Open only to student in University and Departmental Honors programs or by permission of instructor. Not open to students who have taken PSYC 210.

Prerequisites: PSYC 104 and equivalent placement.

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

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+-)FI (G11)
MD Course Category
Course Offered as
Year of Student
Maximum number of students (per rotation)

Typically Offered:
Describe Specific Months

Instructor(s)

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

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
<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Does this course fulfill RSRS (Research Skills Responsible Scholarship)?</td>
<td></td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>S - Social Sciences</td>
</tr>
<tr>
<td>Course Designator</td>
<td></td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Justification for counting this course towards the CLAS BA</td>
<td></td>
</tr>
<tr>
<td>How does this course meet the CLAS BA requirements?</td>
<td></td>
</tr>
<tr>
<td>Is this course for licensure?</td>
<td></td>
</tr>
<tr>
<td>Describe how:</td>
<td></td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
</tr>
<tr>
<td>Which Program(s)?</td>
<td></td>
</tr>
<tr>
<td>Rationale for Course Proposal</td>
<td>The only proposed change for this course is the removal of the MATH 101 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course.</td>
</tr>
<tr>
<td>Course Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Key: 6095</td>
<td></td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

**Date Submitted:** 04/11/17 5:06 pm  
**Viewing:** **PSYC 318 : Cognitive Psychology**  
**Last edit:** 04/11/17 5:06 pm  
**Changes proposed by:** s364h085

### Catalog Pages referencing this course
- **BA in Psychology**
- **BGS in Psychology**
- **College of Liberal Arts & Sciences**
- **Department of Psychology**
- **Geography and Atmospheric Science**

### Academic Career
- **Undergraduate, Lawrence**

### Subject Code
- **PSYC**

### Academic Unit
- **Department:** Psychology (PSYC)  
- **School/College:** College of Lib Arts & Sciences

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

### Please Explain
- Currently there are both in-person and online sections of this course being taught. There are no changes requested in this area.

### Title
- **Cognitive Psychology**

### Transcript Title
- **Cognitive Psychology**

### Effective Term
- **Summer 2017**

### Catalog Description
- An introduction to contemporary research and theory in human learning and memory, relevant perceptual processes, and higher functions such as language.

### Prerequisites
- PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or equivalent placement.

### Cross Listed

### Courses:

### Credits
- **3**

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

### Grading Basis
- **A-D(+/F)FI (G11)**

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

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

### Typically Offered
- Typically Every Semester

### Repeatable for credit?
- **No**

### Principal Course Designator

### Course Designator
- **S - Social Sciences**

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

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

### Rationale for Course Proposal
- The only proposed change for this course is the removal of the MATH 101, MATH 104 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course. It remains a core course as it did before.
Course Inventory Change Request

Date Submitted: 04/11/17 5:07 pm

Viewing: PSYC 319: Cognitive Psychology, Honors

Last edit: 04/11/17 5:07 pm

Changes proposed by: s364h085

Catalog Pages referencing this course:
- BA in Psychology
- BGS in Psychology
- College of Liberal Arts & Sciences
- Department of Psychology
- HSES-RS: Sport Management, B.S.

Academic Career: Undergraduate, Lawrence

Subject Code: PSYC

Course Number: 319

Academic Unit: Psychology (PSYC)

School/College: College of Lib Arts & Sciences

Title: Cognitive Psychology, Honors

Transcript Title: Cognitive Psychology, Honors

Effective Term: Summer 2017

Catalog Description:
Open to students in University or Departmental Honors programs or by permission of instructor.

Prerequisites:
PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or exemption based on ACT or SAT score.

Does a student need to be admitted to the school/college in

Cross Listed Courses:

Credits: 3

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

Grading Basis: A-D(+/-)FI (G11)

MD Course Category

Course Offered as

Year of Student

Maximum number of students (not totaled):

Is this course part of the University Honors Program?
Yes

Are you proposing this course for KU Core?
No

Typically Offered: Once a Year, Usually Spring

Repeatable for credit?
No

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

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

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

No

Which Program(s)?

Rationale for Course Proposal

The only proposed change for this course is the removal of the MATH 101, 104 or equivalent placement. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course.

Course Reviewer Comments

Key: 6097
Course Inventory Change Request

Date Submitted: 04/11/17 5:09 pm

Viewing: **PSYC 333 : Child Development**

Last edit: 04/11/17 5:09 pm

Changes proposed by: s364h085

---

**Catalog Pages referencing this course**
- BA in Human Biology with concentration in Applied Behavioral Science
- BA in Psychology
- BGS in Psychology
- Bachelor of Science in Nursing

**Academic Career** Undergraduate, Lawrence

**Subject Code** PSYC **Course Number** 333

**Academic Unit** Department: Psychology (PSYC) School/College: College of Lib Arts & Sciences

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

**Title** Child Development

**Transcript Title** Child Development

**Effective Term** Summer 2017

**Catalog Description**
A survey course on the science and application of child and adolescent development; including physical, motoric, social, emotional, and cognitive changes from conception through adolescence. The course covers methods and theory, genetics, and may incorporate content on aggression, morality, parenting, media, and peers.

**Prerequisites**
PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or exemption based on ACT or SAT score.

**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 (G11)

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

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

**Typically Offered**
- Typically Every Semester
- 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**
The only proposed change for this course is the removal of the MATH 101, 104 or exemption based on ACT or SAT score. This change is being proposed as the requirement was deemed to no longer be necessary for this particular course. It remains a Core course as it was...
Course Reviewer

Comments

Key: 0038

before.
# Course Inventory Change Request

**Date Submitted:** 04/11/17 5:10 pm  
**Viewing:** **PSYC 334: Child Development, Honors**  
**Last edit:** 04/11/17 5:10 pm  
**Changes proposed by:** s364h085

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Psychology</td>
</tr>
<tr>
<td>BGS in Psychology</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Psychology</td>
</tr>
<tr>
<td>RIOI-BA: Human Biolog, R.A</td>
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</tbody>
</table>

## Academic Career
- **Undergraduate, Lawrence**

## Subject Code
- **PSYC**  
  - **Course Number:** 334

## Academic Unit
- **Department:** Psychology (PSYC)  
- **School/College:** College of Lib Arts & Sciences

## Catalog Description
A survey course on the science and application of child and adolescent development; including physical, motoric, social, emotional, and cognitive changes from conception through adolescence. The course covers methods and theory, genetics, and may incorporate content on aggression, morality, parenting, media, and peers. Open to students in University or Departmental Honors Programs or by permission of instructor.

## Prerequisites
PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or exemption based on ACT or SAT score.

## Cross Listed Courses:
- PSYC 211

## Credits
- **3**

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

## Grading Basis
- A-D(+/-)FI (G11)

## Maximum number of sections (per rotation)
<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

## Effective Term
- **Summer 2017**

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

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

## Typically Offered
- Once a Year, Usually Fall

## Repeatability for credit?
- **No**

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

## Does this course fulfill RSRS (Research Skills Responsible Scholarship)?
- **No**
<table>
<thead>
<tr>
<th>Principal Course Designator</th>
<th>Course Designator</th>
<th>S - Social Sciences</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Justification for counting this course towards the CLAS BA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How does this course meet the CLAS BA requirements?</th>
</tr>
</thead>
</table>

Is this course for licensure?  
- **Describe how:**

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

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

**Rationale for Course Proposal**  
The only proposed change to this course is the removal of the pre-requisite MATH 101, MATH 104 or exemption based on ACT or SAT score. The department felt this requirement was no longer needed for this particular course.

**Course Reviewer Comments**

Key: 0030
Course Inventory Change Request

Date Submitted: 04/11/17 5:13 pm

Viewing: **PSYC 360: Social Psychology**
Last edit: 04/12/17 8:22 am
Changes proposed by: s364h085

**Catalog Pages referencing this course**
- BA in Psychology
- BGS in Psychology
- College of Liberal Arts & Sciences
- Department of Psychology
- HSES-BS: Sport Management, B.S.

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
- PSYC

**Course Number**
- 360

**Academic Unit**
- Department: Psychology (PSYC)
- School/College: College of Lib Arts & Sciences

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

**Title**
- Social Psychology

**Transcript Title**
- Social Psychology

**Effective Term**
- Summer 2017

**Catalog Description**
An introduction to the psychology of social behavior. Systematic consideration of such concepts as social influence, conformity and deviation, social attitudes and prejudice, socialization and personality, communication and propaganda, morale, and leadership.

**Prerequisites**
- PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or exemption based on ACT or SAT score.

**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 (G11)

**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**
- 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?**

Please Explain
- Currently this course offers both in-person sections as well as online sections. There is not a requested change in this area.
No

Rationale for Course Proposal
The only requested change is the removal of the pre-requisites of MATH 101, MATH 104 or exemption based on ACT or SAT score. The department felt this requirement was no longer needed for this particular course. It remains a Core course as it was before.
# Course Inventory Change Request

**Viewing:** PSYC 361: Social Psychology, Honors

**Last edit:** 04/12/17 12:07 pm

**Changes proposed by:** s364h085

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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</thead>
<tbody>
<tr>
<td>BA in Psychology</td>
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<tr>
<td>BGS in Psychology</td>
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<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Psychology</td>
</tr>
<tr>
<td>HSES-BS: Sport Management, B.S.</td>
</tr>
</tbody>
</table>

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- **Course Number:** 361

### Academic Unit

- **Department:** Psychology (PSYC)
- **School/College:** College of Lib Arts & Sciences

### Catalog Description

An introduction to the psychology of social behavior. Systematic consideration of such concepts as social influence, conformity and deviation, social attitudes and prejudice, socialization and personality, communication and propaganda, morale, and leadership. Open to students in University or Departmental Honors programs or by permission of instructor.

### Prerequisites

PSYC 104 and one of the following: PSYC 200, PSYC 201, PSYC 210, PSYC 211, MATH 101, MATH 104 or exemption based on ACT or SAT score.

### Credits

- 3

### Course Type

- Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

- A-D(+/-)FI (G11)

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

- Yes

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

- No

### Typically Offered

- Once a Year, Usually Fall

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

- No

### Approval Path

1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
Principal Course Designator
Course Designator: S - Social Sciences

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

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

No

Which Program(s)?

Rationale for Course Proposal
The department decided that MATH 101, MATH 104 or exemption based on ACT or SAT score are no longer needed for this particular course. This is the only change being requested.

Course Reviewer Comments
Program Change Request

Date Submitted: 04/03/17 11:39 am

Viewing: **WGSS-MIN : Human Sexuality, Minor**

Last approved: 11/01/16 9:24 am

Last edit: 04/04/17 8:34 am

Changes proposed by: a194s668

Catalog Pages Using this Program

| 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)?

No

Do you intend for this program to be offered online?

No

Effective Catalog 2018 2017-2019 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**

or **WGSS 102**

Survey Course of Human Sexuality (3)

Introduction to Women, Gender, and Sexuality Studies 3

Introduction to Women, Gender, and Sexuality Studies, Honors 3
Satisfied by one of the following:

- HSES 489 Health and Human Sexuality
- PSYC 502 Human Sexuality
- SW 303 Human Sexuality in Everyday Life

Methods (3)

- WGSS 301 Research Methods in Women, Gender and Sexuality Studies

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.

Humanities Perspectives. 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>WGSS 311/AMS 323/HUM 332/HIST 332</td>
<td>Sex in History</td>
</tr>
<tr>
<td>WGSS 327</td>
<td>Perspectives in Lesbian, Gay, Bisexual, and Transgender Studies</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>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>CLSX/WGSS 515</td>
<td>Gender and Sexuality in Greek Culture</td>
</tr>
<tr>
<td>CLSX 516</td>
<td>Gender and Sexuality in Roman Culture</td>
</tr>
<tr>
<td>EALC 418</td>
<td>Sexual Politics in Chinese Literature and Culture: Premodern Times</td>
</tr>
<tr>
<td>or EALC 618</td>
<td>Sexual Politics in Chinese Literature and Culture: Premodern Times</td>
</tr>
<tr>
<td>EALC 575</td>
<td>Love, Sexuality and Gender in Japanese Literature</td>
</tr>
<tr>
<td>ENGL/GIST 306</td>
<td>Global Environmental 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>REL 477</td>
<td>Gender and Religion</td>
</tr>
</tbody>
</table>

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>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>WGSS/PSYC 521</td>
<td>Women and Violence</td>
</tr>
<tr>
<td>WGSS 530</td>
<td>Sex and Gender in New Media</td>
</tr>
<tr>
<td>WGSS/ANTH 583</td>
<td>Love, Sex, and Globalization</td>
</tr>
<tr>
<td>WGSS/PSYC 640</td>
<td>Politics of Reproductive Policy</td>
</tr>
<tr>
<td>WGSS/PSYC 689</td>
<td>Conceptual Issues in Human Sexuality</td>
</tr>
<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>ANTH/AAAS 372</td>
<td>Religion, Power, and Sexuality in Arab Societies</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Intimate Relationships</td>
</tr>
<tr>
<td>PSYC 556</td>
<td>Evolutionary Psychology</td>
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<tr>
<td>PSYC 592</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC/WGSS 689</td>
<td>Conceptual Issues in Human Sexuality</td>
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<tr>
<td>SOC 352</td>
<td>Sociology of Sex Roles</td>
</tr>
<tr>
<td>SOC 450</td>
<td>Gender and Society</td>
</tr>
<tr>
<td>SW 303</td>
<td>Human Sexuality in Everyday Life</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>
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<tbody>
<tr>
<td>WGSS 396</td>
<td>Studies in: (can be petitioned to count towards other requirements)</td>
</tr>
<tr>
<td>AAAS 554/ANTH 545</td>
<td>Contemporary Health Issues in Africa</td>
</tr>
<tr>
<td>ABSC 268</td>
<td>Introduction to Marriage and Family Relations</td>
</tr>
<tr>
<td>ABSC/PSYC 626</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>AMS 344/WGSS 306</td>
<td>Case Study in American Studies: (Colonial Era to the Present)</td>
</tr>
<tr>
<td>AMS/SOC 110</td>
<td>American Identities</td>
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<tr>
<td>or AMS 112</td>
<td>American Identities, Honors</td>
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<tr>
<td>or SOC 112</td>
<td>American Identities, Honors</td>
</tr>
<tr>
<td>ANTH/WGSS 389</td>
<td>The Anthropology of Gender: Female, Male, and Beyond</td>
</tr>
<tr>
<td>AMS 324</td>
<td>Being Deviant in America</td>
</tr>
<tr>
<td>COMS 344</td>
<td>Relational Communication</td>
</tr>
<tr>
<td>COMS/WGSS 440</td>
<td>Communication and Gender</td>
</tr>
<tr>
<td>COMS 552</td>
<td>The Rhetoric of Women's Rights</td>
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<tr>
<td>FMS 410</td>
<td>US Diversity in Visual Culture</td>
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<tr>
<td>HIST/WGSS 324</td>
<td>History of Women and the Body</td>
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<tr>
<td>PHIL 674</td>
<td>Philosophy of Law</td>
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<tr>
<td>HUM/WGSS 570</td>
<td>Men and Masculinities</td>
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<tr>
<td>POLS/SOC 600</td>
<td>Contemporary Feminist Political Theory</td>
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<tr>
<td>PSYC 465</td>
<td>Stereotyping and Prejudice Across Cultures</td>
</tr>
<tr>
<td>POLS 630</td>
<td>Politics of Identity</td>
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</tbody>
</table>
### 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.

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### 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 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](#).

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<table>
<thead>
<tr>
<th>Rationale for proposal</th>
<th>updating and correcting catalog lists. approved by Katie Batza 3/28/17.</th>
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<tbody>
<tr>
<td>Additional Information</td>
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<td>Supporting Documents</td>
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<td>Program Reviewer Comments</td>
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