# Course Inventory Change Request

**Viewing:** BIOL 242 : Human Anatomy Dissection Laboratory

**Last edit:** 09/29/16 9:24 am

Changes proposed by: weghorst

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>Biology Undergraduate Program</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Ecology and Evolutionary Biology</td>
</tr>
<tr>
<td>Department of Molecular Biosciences</td>
</tr>
</tbody>
</table>

**Academic Career** | Undergraduate, Lawrence

**Subject Code** | BIOL

**Academic Unit** | Department Biology (BIOL)

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

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

No

**Title** | Human Anatomy Dissection Laboratory

**Transcript Title** | Human Anatomy Dissectn Labrtry

**Effective Term** | Spring 2017

**Catalog Description** | Laboratory One of the two laboratories in gross anatomy designed to build on content from complement BIOL 240 and BIOL 241. 241. Provides an opportunity to develop a comprehensive three-dimensional understanding of anatomical structures and spatial relationships while gaining substantial dissecting experience. Students perform supervised dissection of human cadavers. Limited to students enrolled in, or seeking admission to, programs that require a human anatomy laboratory. Concurrent or prior enrollment in BIOL 240 is required.

**Prerequisites** | BIOL 240 and BIOL 241, and consent of the instructor. None

**Cross Listed Courses:**

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

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

No

**Typically Offered** | Not Taught in Summer

**Repeatable for credit?**

No

**Principal 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 are proposing to add the prerequisite of BIOL 241 Human Anatomy Observation Lab because students who have completed BIOL 241 are more successful in BIOL 242 due to their prior experience with an anatomy laboratory.

**Course Reviewer**
# Course Inventory Change Request

**Date Submitted:** 09/29/16 9:29 am

**Viewing:** **BIOL 440 : Advanced Human Anatomy**

**Last edit:** 09/29/16 9:29 am

Changes proposed by: weghorst

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- **BIOL**
- **Course Number:** 440

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

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

### Title
- Advanced Human Anatomy

### Transcript Title
- Advanced Human Anatomy

### Effective Term
- **Spring 2017**

### Catalog Description
Integrated lecture and laboratory course designed to provide students with a detailed understanding of the structure of the human body. Cadaver dissection will reinforce three-dimensional relationships discussed in lecture and each of the main organ systems will be considered using a regional approach to the body.

### Prerequisites
- BIOL 152 or equivalent; BIOL 240 and 240, BIOL 241, or BIOL 240 BIOL 242; and consent of the instructor.

### Cross Listed Courses:

### Credits
- 6

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

### Associated Components
- Laboratory - Associated with a main component

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

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

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

### Typically Offered
- Only Fall Semester

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

### Principal Course Designator

### Course Designator
- N - Natural Sciences

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

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

### Rationale for Course Proposal
We are proposing this prerequisite change because students in BIOL 440 should have successfully completed both human anatomy lecture and laboratory.

### Course Reviewer Comments
Rachel Schwien (rschwien) (09/30/16 11:36 am): emailed dept 9/30 to clarify prerequisite requirements
## Course Inventory Change Request

**Viewing: BIOL 616: Medical Entomology**

**Last edit:** 10/04/16 1:57 pm

Changes proposed by: gburg

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

**Title**: Medical Entomology  
**Transcript Title**: Medical Entomology  
**Effective Term**: Fall 2017

**Catalog Description**: A study of the major human diseases transmitted by arthropods with emphasis on the biology and ecology of vectors, vector feeding mechanisms as related to disease transmission, epidemiology of arthropod-borne diseases, and the impact of arthropod-borne diseases on humans. Laboratory work on recognition of vector species, information sources, and use of taxonomic keys.

**Prerequisites**: BIOL 152 or BIOL 153 and a course in microbiology or consent of instructor.

**Cross Listed Courses**:  
- BIOL 156

**Credits**: 3

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

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

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

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

**Typically Offered**: Only Spring Semester

**Repeatability 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?**: No

**Rationale for Course Proposal**: The laboratory component has been removed from the design of this course.

**Course Reviewer Comments**:  
- Rachel Schwien (rschwien) (10/04/16 1:20 pm): emailed dept for clarification if this should still be a 3 hour course with the removal of the lab component  
- Rachel Schwien (rschwien) (10/04/16 1:57 pm): I've been teaching this course for a long time there has never been a real lab component. I pass specimens around as show-and-tell but the overall approach to the course has evolved away from specimen identification. Having access to CourseLeaf gave me an opportunity to make a change that is long overdue.

**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

**Date Submitted**: 09/20/16 11:57 am

**Viewing**: BIOL 616: Medical Entomology  
**Last edit**: 10/04/16 1:57 pm

**Changes proposed by**: gburg

**Catalog Description**: A study of the major human diseases transmitted by arthropods with emphasis on the biology and ecology of vectors, vector feeding mechanisms as related to disease transmission, epidemiology of arthropod-borne diseases, and the impact of arthropod-borne diseases on humans. Laboratory work on recognition of vector species, information sources, and use of taxonomic keys.

**Prerequisites**: BIOL 152 or BIOL 153 and a course in microbiology or consent of instructor.

**Cross Listed Courses**:  
- BIOL 156

**Credits**: 3

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

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

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

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

**Typically Offered**: Only Spring Semester

**Repeatability 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?**: No

**Rationale for Course Proposal**: The laboratory component has been removed from the design of this course.

**Course Reviewer Comments**:  
- Rachel Schwien (rschwien) (10/04/16 1:20 pm): emailed dept for clarification if this should still be a 3 hour course with the removal of the lab component  
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**Key**: 2833
# Course Inventory Change Request

**Date Submitted:** 10/11/16 9:20 am

**Viewing:** **BTEC 501 : Biotechnology Ethics and Responsible Conduct of Research**

**Last edit:** 10/11/16 9:20 am

Changes proposed by: gburg

## Programs referencing this course

- **BIOL-BAS: Biotechnology, B.A.S.**

## Academic Career

- Undergraduate, Lawrence

## Subject Code

- **BTEC**

## Academic Unit

- **Department:** Biology (BIOL)
- **School/College:** College of Lib Arts & Sciences

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

- **No**

## Title

- **Biotechnology Ethics and Responsible Conduct of Research**

## Transcript Title

- Biotech Ethics & Resp Cond Res

## Effective Term

- **Fall 2017**

## Catalog Description

Student investigations and discussions of current controversial issues in biotechnology. This course emphasizes thinking about new technologies in a rational and thoughtful way.

## Prerequisites

- BTEC 300.

## Cross Listed Courses:

- **BTEC 300**

## Credits

- 1

## 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

- N - Natural Sciences

## Course Designator

- **N - Natural Sciences**

## 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?

- Yes

### Which Program(s)?

- **Program Code - Name**
  - (BIOL-BAS) Biotechnology, B.A.S.

### Describe how:

- This course is part of the requirements for the BAS Biotechnology degree.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title change reflects the importance of discipline specific ethics and broader ethical considerations in conducting research.</td>
</tr>
</tbody>
</table>

| Course Reviewer Comments |
Course Inventory Change Request

Date Submitted: 10/11/16 9:54 am

Viewing: **BTEC 540 340**: Biotechnology Capstone I Biotechnology Research Methods and Applications

Formerly known as: BTEC 340

Last edit: 10/11/16 9:54 am

Changes proposed by: gburg

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-BAS: Biotechnology, B.A.S.</td>
</tr>
</tbody>
</table>

Academic Career: Undergraduate, Lawrence

Subject Code: BTEC

Academic Unit: Biology (BIOL)

School/College: College of Lib Arts & Sciences

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

Title: Biotechnology Capstone I Biotechnology Research Methods and Applications

Transcript Title: Biotechnology Capstone I Biotech Research Methods

Effective Term: Fall 2017

Catalog Description: A project-based course that challenges students to develop, plan, execute, and communicate the results of a biotech-related project. Students will be guided through the initial stages of project design, project management, logistics, and technical training necessary to complete their project. This course is the first of a two semester series (BTEC 540 & BTEC 640). Introduction to fermentation and protein chemistry. Theory behind laboratory techniques and overview of industrial scale expression systems. Bacterial cell culture techniques, principles of fermenter operation and purification, documentation procedures, important tasks for clean room operations, including sanitization, sterilization, cleaning procedures, calibration, and environmental monitoring.

Prerequisites: BTEC 305; BTEC 475; concurrent or prior enrollment in BIOL 600; or consent of instructor. BTEC 300; BIOL 600.

Cross Listed Courses:

BTEC 540: Biotechnology Capstone I

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
| Rationale for Course Proposal | Course summary changed to reflect the project-based learning that is central to a research methods and applications course. The original listing focused too heavily on biomanufacturing. We intend to broaden the scope to include recent additions to the field of biotech. Course number changed to align with curriculum-sequencing and course title changed to reflect the nature of the course. |

| Course Reviewer | Comments |
# Course Inventory Change Request

**Date Submitted:** 10/11/16 9:55 am  
**Viewing:** BTEC 599 : Biotechnology Internship Capstone Experience  
**Last edit:** 10/11/16 9:55 am  
**Changes proposed by:** gburg

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
<th>Bachelor of Applied Science in Biotechnology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>BIOL-BAS: Biotechnology, B.A.S.</td>
</tr>
</tbody>
</table>

## Academic Career
- Undergraduate, Lawrence

## Subject Code
- BTEC

## Course Number
- 599

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

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

## Title
- Biotechnology Internship Capstone Experience

## Transcript Title
- Biotechnology Internship Biotechnology Capstone Experience

## Effective Term
- Fall 2017

## Catalog Description
- Supervised internship at a biotech company; or an independent thesis; or honors thesis with Honors Program.

## Prerequisites
- BTEC 305; BTEC 475; BTEC 441 and consent approval of instructor. This course can be repeated for up to a total of 6 credit hours.

## Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>1-6</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Field Studies (Example: Geog 714 Field Experience) (FLD)</td>
<td></td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
<td></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
- Yes

## Repeatable for credit?
- Yes

## How many times may this course be taken?
- 5

## - AND/OR -
- For how many maximum credits?
- 6

## Can a student be enrolled in multiple sections in the same semester?
- 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
<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BIOL-BAS)</td>
<td>Biotechnology, B.A.S.</td>
</tr>
</tbody>
</table>

Describe how: This course is a core BAS Biotechnology degree requirement.

Rationale for Course Proposal

Course title changed to reflect the nature of the course. Prerequisites reflect the changes in emphasis - students will encounter diverse internships for which BTEC 305 and BTEC 475 will prepare them.
**Course Inventory Change Request**

**BTEC 640 440: Biotechnology Capstone Research Methods and Applications II**

Formerly known as: BTEC 440

**Programs referencing this course**

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-BAS: Biotechnology, B.A.S.</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Career**
- Undergraduate, Lawrence

**Subject Code**
- BIOS

**Course Number**
- 640 440

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

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

**Title**
- Biotechnology Capstone Research Methods and Applications II

**Transcript Title**
- Biotechnology Capstone II Biotech Resch Methods & Applications II

**Effective Term**
- Fall 2017

**Catalog Description**
A project-based course that challenges students to develop, plan, execute, and communicate the results of a biotech-related project. Students will be guided through the execution of their proposed plan with particular emphasis placed on managing scientists, gathering and analyzing data, and instituting quality controls/quality assurance protocols. Students will communicate the results of their project through a combination of an oral presentation and poster. This course is the second of a two semester series (BTEC 540 & BTEC 640). Theory and practicum behind laboratory techniques and overview of industrial scale expression systems of insect or mammalian protein chemistry. Cell culture techniques, principles of bioreactor operation and purification, documentation procedures, important tasks for clean room operations, including sanitation, sterilization, cleaning procedures, calibration, and environmental monitoring are evaluated.

**Prerequisites**
- BTEC 540; or consent of instructor. BTEC 340, BTEC 341.

**Cross Listed Courses:**

**Credits**
- 3

**Course Type**
- Laboratory Main (Laboratory that is a main component)
- Lecture (Regularly scheduled academic course) (LAB 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**
- N - Natural Sciences

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**
- No
<table>
<thead>
<tr>
<th>Will this course be required for a degree, major, minor, certificate, or concentration?</th>
<th>Yes</th>
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<td><strong>Program Code - Name</strong></td>
</tr>
<tr>
<td></td>
<td>(BIOL-BAS) Biotechnology, B.A.S.</td>
</tr>
<tr>
<td><strong>Describe how:</strong></td>
<td>This course is a core BAS Biotechnology degree requirement.</td>
</tr>
<tr>
<td><strong>Rationale for Course Proposal</strong></td>
<td>Course summary changed to reflect the project-based learning that is central to a research methods and applications course. The original listing focused too heavily on biomanufacturing. We intend to broaden the scope to include recent additions to the field of biotech. Course number changed to align with curriculum-sequencing. Course title changed to reflect the nature of the course.</td>
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</table>
Course Inventory Change Request

Date Submitted: 09/22/16 10:38 am

Viewing: EALC 420 : Daily Life in China From the Opium War to 1911 the Present

Last edit: 10/06/16 3:51 pm
Changes proposed by: kmcmahon

Programs referencing this course

C&T-BSE: Secondary Teacher Education, B.S.E.
EALC-BA: East Asian Languages and Cultures, B.A.

Academic Career
Undergraduate, Lawrence

Subject Code
EALC

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

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

Title
Daily Life in China From the Opium War to 1911 the Present

Transcript Title
Daily Life in China Opn Wr to 1911 War-Pres

Effective Term
Spring 2016

Catalog Description
This course examines everyday Daily life in and issues of social and cultural interaction between China and Western nations from the mid-19th century Opium War to the end of the last dynasty in 1911. The focus is on living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics include: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China's last imperial rulers. These topics are weighed against the backdrop of the decline of China's last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west. Not open to students with credit in EALC 620.

Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Prerequisites
None

Cross Listed Courses:

Credits
3

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

Associated Components (Optional)
Discussion optional – Voluntary 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 No

Typically Offered
3

Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
H - Humanities

W - World Culture

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

10/19/2016 4:42 PM
**Rationale for Course Proposal**

Through examination of daily life of people at all social levels, students will learn about China in its late imperial phase, just before its launch as a modern nation. Students will read and write extensively about topics including gender and sexuality, the culture of opium smoking, the life of peasants and city working people, and the imperial government and its male and female rulers.

**KU Core Information**

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

Yes

| Name of person giving departmental approval | Maggie Childs |
| Date of Departmental Approval               | October 21, 2015 |

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 will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-West; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. These topics will be weighed against the backdrop of the decline of China’s last dynasty and the impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-West.

**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.)

Students will begin by learning the basic structure of Chinese government and society in premodern times, which they will keep in mind as they examine everyday life and the dramatic changes that China experienced during the last decades of its last dynasty. Questions that students must master include: How does traditional Chinese society organize itself? What is the social hierarchy and how does each member define his or her role in it? How does Chinese society organize and define gender roles? How did Euro-westerners living in China in the 1800s view China and how did the Chinese view them. How did drugs and addiction turn into one of the main points of contact between the two cultures? They will answer these questions through knowledge gained by reading literary and historical texts of the period as well as recent scholarly accounts of the period.

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 instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing itself. Students will be asked to escape the confines of their own cultural categories and see the way another, particularly distant, culture defines itself. They will also learn about living spaces, working conditions, and modes of leisure. Another topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation...** See attachment for additional explanation**

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.)
Cultural beliefs, behaviors, and practices will become apparent through the study of key character types in Chinese literature and history of the late imperial era. They will study the relations between social superiors and inferiors, gender relations in both traditional terms and as they changed because of incipient modernization. They will learn about the historical experience of opium smoking in nineteenth-century China, when the notion of drug addiction first entered the world scene and acquired the definition it has today. They will encounter the entire range of social classes in late imperial China and how individuals in each class behaved and was expected to behave according to cultural norms and practices.

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.)

Students will write about ten short papers on assigned topics, which require close reading and analysis of texts and explanation of ideas, values, social relations, and cultural and literary character types. The texts will include: fiction by both men and women, biography, history, poetry, and drama. Quizzes and tests will include factual questions as well as short and long essay questions on topics lectured and discussed in class. Students in the 620 section will write a research paper on a topic selected after a series of meetings and consultation with the instructor.
Course Inventory Change Request

Viewing: EALC 620: Daily Life in China from the Opium War to 1911

Last edit: 10/06/16 3:51 pm

Changes proposed by: kmcmahon

Date Submitted: 09/22/16 2:11 pm

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

Title: Daily Life in China from the Opium War to 1911 the Present

Transcript Title: Daily Life in China from the Opium War to 1911 War-Prs

Effective Term: Fall 2016

Catalog Description: This course examines everyday life in China and issues of social and cultural interaction between China and Western nations from the mid-19th century Opium War to the end of the last dynasty in 1911, present. The focus is on living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics include: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. These topics are weighted against the backdrop of the decline of China’s last dynasty and the concurrent impact of Modernity in the form of social, political, and technological change, especially as effected by the intrusion of the Euro-west. Not open to students with credit in EALC 420. Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Prerequisites: An upper-level course on China or East Asia or consent of instructor. None

Does a student need to be admitted? Yes

Cross Listed Courses:

Credits: 3

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

Associated Components (Optional): Discussion optional – Voluntary discussion associated with a main component

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

MD Course Category
Course Offered as
Is this course part of the University Honors Program? No
Are you proposing this course for KU Core? Yes No

Typically Offered: Every Three Years

Repeatable for credit? No

Does this course fulfill RSRs (Research Skills Responsible Care/education)?

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. 09/23/16 1:12 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/18/16 1:53 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

Date: 10/19/2016 4:44 PM

EALC 620: Daily Life in China from the Opium War to 1911
**Rationale for Course Proposal**

Through examination of daily life of people at all social levels, students will learn about China in its late imperial phase, just before its launch as a modern nation. Students will read and write extensively about topics including gender and sexuality, the culture of opium smoking, the life of peasants and city working people, and the imperial government and its male and female rulers.

**Supporting Documents**
- 420-620 handouts.docx
- 420-620 quiztest.docx
- 420-620 style sheet.docx
- 420-620 syllabus 2016.docx

**KU Core Information**

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

Yes

Name of person giving departmental approval: Maggie Childs

Date of Departmental Approval: 10/21/2015

**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 a 1000-character summary that explains how this course meets the learning outcome.

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. These topics will be weighed against the backdrop of the decline of China’s last dynasty and the impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-West.
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.)

Students will begin by learning the basic structure of Chinese government and society in premodern times, which they will keep in mind as they examine everyday life and the dramatic changes that China experienced during the last decades of its last dynasty. Questions that students must master include: How does traditional Chinese society organize itself? What is the social hierarchy and how does each member define his or her role in it? How does Chinese society organize and define gender roles? How did Euro-westerners living in China in the 1800s view China and how did the Chinese view them. How did drugs and addiction turn into one of the main points of contact between the two cultures? They will answer these questions through knowledge gained by reading literary and historical texts of the period as well as recent scholarly accounts of the period.

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 instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing itself. Students will be asked to escape the confines of their own cultural categories and see the way another, particularly distant, culture defines itself. They will also learn about living spaces, working conditions, and modes of leisure. Another topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation.** See attachment for additional explanation**

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.)

Cultural beliefs, behaviors, and practices will become apparent through the study of key character types in Chinese literature and history of the late imperial era. They will study the relations between social superiors and inferiors, gender relations in both traditional terms and as they changed because of incipient modernization. They will learn about the historical experience of opium smoking in nineteenth-century China, when the notion of drug addiction first entered the world scene and acquired the definition it has today. They will encounter the entire range of social classes in late imperial China and how individuals in each class behaved and was expected to behave according to cultural norms and practices.

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.)

Students will write about ten short papers on assigned topics, which require close reading and analysis of texts and explanation of ideas, values, social relations, and cultural and literary character types. The texts will include: fiction by both men and women, biography, history, poetry, and drama. Quizzes and tests will include factual questions as well as short and long essay questions on topics lectured and discussed in class. Students in the 620 section will in addition write a research paper on a topic selected after a series of meetings and consultation with the instructor.
# Course Inventory Change Request

**Date Submitted:** 07/22/16 7:00 pm

**Viewing:** **EURS 604 : The European Union**

**Also listed as:** POLS 643

**Last edit:** 09/22/16 2:00 pm

**Changes proposed by:** vanchena

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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</thead>
<tbody>
<tr>
<td>Co-Major in European Studies</td>
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<table>
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<tr>
<th>Programs</th>
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</thead>
<tbody>
<tr>
<td>GIST-COM: European Studies, Co-Major</td>
</tr>
<tr>
<td>RFFS-MIN: Russian, East European, and Eurasian Studies</td>
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<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>EURS</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies (GIST)</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**
The European Union

**Transcript Title**
The European Union

**Effective Term**
Fall 2016

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**Catalog Description**

This course will introduce students to The European Union, the politics union of the European Union. 27 European countries, is a culmination of a long history of European unity. The course will cover three closely connected topics. First, it will discuss the institutional make-up of the EU, such as the European commission, the European parliament, the European Council, Union now encompasses population and the European court of justice, economic strength rivalling that of the United States. It will assess how this course examines selected topics in the history of European integration and the political, legal, economic, and social implications of the present European Union as well as the relations with the growing importance of transnational issues, such as migration and economic policy issues. United States and other regions of the world. Second, the course will examine how national governments pursue national interests at the level of the European Union. Third, the class will study how well the EU represents the citizens of European countries. Finally, the course will assess the extent to which the EU has successfully developed into a supra-national federation.

**Prerequisites**

Sophomore standing or consent of instructor None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>POLS 643</td>
<td>The European Union</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**

Once a Year, Usually Spring

**Repeatable for credit?**

No

**Principal Course Designator**

S 4# - Social Sciences

**Course Designator**

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
This course is based in the political science department. It is the only course that fully covers the character of the EU. The POLS course was previously taught as a topics course.

Course Reviewer Comments
Rachel Schwien (rschwien) (8/26/16 11:01 am): Rollback: Rolling back to cross list with new POLS 643 course
Course Inventory Change Request

Date Submitted: 09/26/16 9:35 am

Viewing: GEOG 102: People, Place, and Society Principles of Human Geography

Last edit: 09/26/16 9:35 am

Changes proposed by: koerner

Catalog Pages referencing this course:
- BA in Geography
- BGS in Geography
- BS in Geography with concentration in Geographical Information & Analysis
- Co-Major in European Studies

Academic Career: Undergraduate, Lawrence
Subject Code: GEOG
Course Number: 102
Academic Unit: Department of Geography (GEOG)
School/College: College of Liberal Arts & Sciences

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

Title: People, Place, and Society Principles of Human Geography
Transcript Title: People, Place, and Society Principles of Human Geography

Effective Term: Spring 2017

Catalog Description:
An examination of the relationships between humans and their environments. The course introduces students to basic concepts in human geography relating to economic activities, landscapes, languages, migrations, nations, regions, and religions. Serves as the basis for further course work in cultural, economic, political, population, and urban geography.

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:
- SC - Culture & Society
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
Rationale for Course Proposal

The human geography faculty (supported by the rest of the departmental faculty) believe that the course title, "Principles of Human Geography," sounds outdated in today’s university environment. We wanted to revise the course title to communicate more clearly what a course in human geography covers so that it might be more attractive to students.

KU Core Information

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

No Yes

Selected Goal(s)

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

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

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

Already approved for KU Core goal 3 & 4.

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.)

Already approved for KU Core Goal 3.

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.)

Already approved for KU Core.

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.

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.

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

Already approved for KU Core Goal 4.

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.

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.

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

Already approved for KU Core.
<table>
<thead>
<tr>
<th>KU Core Documents</th>
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<tbody>
<tr>
<td>Course Reviewer Comments</td>
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</table>

characters.)
Already approved for KU Core.

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

Date Submitted: 09/27/16 3:51 pm

Viewing: **HA 576 : Art in the Age of Rubens, Rembrandt and Vermeer:**

Northern Baroque Art

Last edit: 09/27/16 3:51 pm

Changes proposed by: lcloar

**Programs referencing this course**

- HA-BA/BGS: History of Art, B.A./B.G.S.

**Academic Career** Undergraduate, Lawrence

**Subject Code** HA

**Academic Unit** Department History of Art (HA)

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

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

- No

**Title** Art in the Age of Rubens, Rembrandt and Vermeer: Northern Baroque Art

**Transcript Title** Rubens/Rmbrndt/Vrmeer:N.Baroq Northern Baroque Art

**Effective Term** Fall 2017

**Catalog Description** Seventeenth-century art in the northern and southern Netherlands with emphasis on painting of Rubens and Rembrandt.

**Prerequisites** HA 100, HA 151, or the equivalent, or consent of instructor.

**Cross Listed Courses:**

- HA 576: Art in the Age of Rubens, Rembrandt and Vermeer: Northern Baroque Art

**Credits** 3

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

**Grading Basis** A-(+/-)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 Fall Only-Fall Semester

**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)?**

- Program Code - Name
  
  (HA-BA/BGS) History of Art, B.A./B.G.S.

**Approval Path**

1. 09/30/16 11:51 am
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

3. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for CUSA Committee

4. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for CAC

5. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for CLAS Final Approval

6. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for Registrar

7. 10/04/16 12:27 pm
   Rachel Schwien (rschwien): Approved for PeopleSoft
Describe how: HA 576 will be listed under the degree requirement "Breadth Courses: Complete one course at or above the 300 level in each of the following six categories". HA 576 will be listed under category "C. Art between 1600 and 1700: European".

Rationale for Course Proposal
An update of the course title and description to entice future students.

Course Reviewer Comments
Course Inventory Change Request

Date Submitted: 05/24/16 11:34 am

Viewing: ITAL 301: Introduction to Italian Literature and Textual Analysis

Last edit: 08/26/16 10:47 am

Changes proposed by: cjewers

Catalog Pages referencing this course

BA in French & Italian Studies
BA in French
Co-Major in European Studies

Programs

FREN-BA: French, B.A.
GIST-COM: European Studies, Co-Major

Academic Career Undergraduate, Lawrence

Subject Code ITAL

Academic Unit Department French & Italian (FREN)

School/College College of Lib Arts & Sciences

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

No

Title Introduction to Italian Literature and Textual Analysis

Transcript Title Intro. Introd to Italian Literature

Effective Term Spring 2017

Catalog Description Readings, textual analysis, and writing on a broad selection of Italian texts from different genres and periods, ranging from the medieval origins to contemporary literary culture. This course develops cultural and critical literacy as well as oral and written proficiency, and is a gateway to upper-division courses in the major and minor. Emphasis on study of Italian literature in its cultural context, history, politics, and society. Representative works and trends from origins to Renaissance.

Prerequisites ITAL 240 or reading knowledge of Italian.

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 Fall

Repeatable for credit? No

Principal Course Designator

Course Designator

H - Humanities
W - World Culture

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

Yes

Justification for counting this course towards the CLAS BA

This course redesigns an existing course that serves as an introduction to Italian literary culture. Formerly part of a two-course chronological sequence, it is now intended to stand alone as an introduction to reading, analyzing, and thinking critically about a variety of texts and genres in Italian. It emphasizes breadth of knowledge, and the acquisition of the language skills and methodologies needed to be able to read, comprehend, discuss, and analyze key works in Italian. It is the gateway to upper-division courses in the major and minor.
### Rationale for Course Proposal

This course modifies and redesigns an existing course that was originally part of a two-part chronological sequence - rather than approach Italian literature from a chronological perspective, it serves as an introduction to thinking critically and creatively about the subject, using themes, ideas, and genres. It better serves the needs of our current students.

### Supporting Documents

**ITAL 301 - Fall 2016.docx**

### 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>CAJewers</th>
<th>Date of Departmental Approval</th>
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<tbody>
<tr>
<td></td>
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<td>January 2016</td>
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</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.

3: Students will develop breadth and depth of knowledge of Italian culture and its historical development through a range of literary texts, genres, and documents, and develop critical thinking by engaging with ideas and cultural assumptions. Themes and analyses will address contemporary issues related to social inequality, gender, discrimination, ethnic identity, and family dynamics, and national unification and cultural identity.

**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.)

This course is intended for students who have never read any Italian literature, and who have little knowledge of the literary culture of Italy. It serves as an introduction to the genres, culture, and ideas that have shaped Italian culture, and so brings them from an initiation to the topic, to an overview of the corpus, language, and methodologies they need discuss and conduct analysis. It thus broadens and deepens their knowledge of the topic, while allowing them to work on their oral and written skills in Italian. Students will experience a variety of assignments (test, short essays, papers, oral presentations), and have lectures and discussions on assigned topics and texts. There will be continual assessment of their progress throughout the semester.
ITAL 301: Introduction to Italian Literature and Textual Analysis

This course will teach students about the development of literature in Italy from the Middle Ages to the present day, and see how over time ideas and culture change. They will be able to identify key concepts and ideas and discuss them, and write about them. This course helps them with their critical thinking, and with their ability to express and formulate complex ideas.

Key periods to be considered include World Wars I and II, fascism, and post-War reconstruction.

Social history, and key themes and topics. These include: the socio-economic tension between northern and southern Italy, migration and immigration, discrimination between social classes and genders, and issues of poverty and social injustice, and national identity.

This course is devoted entirely to other-cultural material, since it analyzes Italian literary culture. Lectures are in Italian, and all coursework is completed in the target language. Literature is read in context, and is used to formulate ideas about Italian culture and social history, and key themes and topics. These include: the socio-economic tension between northern and southern Italy, migration and immigration, discrimination between social classes and genders, and issues of poverty and social injustice, and national identity.

Key periods to be considered include World Wars I and II, fascism, and post-War reconstruction.

Exposure to the ideas as stated above will enable students to reflect on Italian culture and history, students are invited to reflect on their own culture and beliefs, and comparisons will be made between US culture, literature, and history, and Italian. The course takes a comparative approach.

Outcomes assessment will also be used to gauge student success in being able to analyze important themes and Ideas and relate them to their own experience.

Goal 4, Learning Outcome 2

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.)

As stated above, Students will learn methodologies related to the analysis and critique of ideas in a set of texts - how to read, identify ideas, themes, and topics and discuss them. They will conduct analysis of representative works from the Middle Ages to the present day, and see how over time ideas and culture change. They will be able to identify key concepts and ideas and discuss them, and write about them. This course helps them with their critical thinking, and with their ability to express and formulate complex ideas.

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.)

One reason for the redesign of this course is to place greater emphasis on contemporary culture and ideas, and look through the lens of Italian literature at modern Italian culture and the formative ideas and periods of the past that make it what it is today. It emphasizes how we formulate ideas about culture, and how Italian culture has developed over time, and invites students to reflect on this by using their own experience of their culture, and the beliefs and norms that are a part of it.

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.)

Continuous assessment throughout the semester consisting of quizzes, essays, reading responses, examinations, presentations, and a paper will be used to evaluate student progress, and their understanding of the ideas and methodologies of the course.

Outcomes assessment will also be used to gauge student success in being able to analyze important themes and Ideas and relate them to their own experience.

State what course 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.)

This course is devoted entirely to other-cultural material, since it analyzes Italian literary culture. Lectures are in Italian, and all coursework is completed in the target language. Literature is read in context, and is used to formulate ideas about Italian culture and social history, and key themes and topics. These include: the socio-economic tension between northern and southern Italy, migration and immigration, discrimination between social classes and genders, and issues of poverty and social injustice, and national identity.

Key periods to be considered include World Wars I and II, fascism, and post-War reconstruction.

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.)

Exposure to the ideas as stated above will enable students to analyze concepts related to Italian literary culture and contemporary society, and also relate the experience of these things to their own culture and cultural beliefs. Students will discuss these themes and topics, and write and reflect about them in the target language.

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.)

As stated above, students encounter materials, discussions, and projects - all in the target language - that are wholly related to Italian literature and culture. In reflecting on Italian culture and history, students are invited to reflect on their own culture and beliefs, and comparisons will be made between US culture, literature, and history, and Italian. The course takes a comparative approach.

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.)

Continuous assessment throughout the semester consisting of quizzes, essays, reading responses, examinations, presentations, and a paper will be used to evaluate student progress, and their understanding of the ideas and methodologies of the course.

Outcomes assessment will also be used to gauge student success in being able to analyze important themes and Ideas and relate them to their own experience.

State what course assignments, readings, class discussions, 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.)

Students will be asked to produce written responses to reading material; to engage with secondary literature and review it; midterm and final exams will test their preparation; oral presentations will be required too. A creative writing assignment will also be part of the requirements. Class discussions in the target language will be used to develop global awareness and analytical skills. This introduction to textual analysis will be capped with a final paper that enables students to apply the language skills and methodologies they have acquired and apply them to a research paper on a topic designed in conjunction with the instructor. Topics will be designed so as to measure their grasp of non-American culture, and value systems other than their own.
Course Inventory Change Request

Date Submitted: 09/07/16 9:59 pm

Viewing: **SLAV 660: The Russian Novel in the Age of Realism**

**Nineteenth Century Russian Prose and Fiction**

Last edit: 10/05/16 8:32 am

Changes proposed by: svk

Programs referencing this course

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>SLAV-BA: Slavic Languages and Literatures, B.A.</td>
</tr>
<tr>
<td>SLAV-MIN: Slavic Languages and Literatures, Minor</td>
</tr>
</tbody>
</table>

Academic Career: Undergraduate, Lawrence

Subject Code: SLAV

Academic Unit: Slavic Languages & Literatures (SLAV)

School/College: College of Lib Arts & Sciences

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

No

Title: The Russian Novel in the Age of Realism

Transcript Title: 19th C Russian Novel

Effective Term: Spring 2017

Catalog Description: This course traces **Readings from the evolution of the Russian novel from its beginnings with Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Dostoevsky, and through the novels of Turgenev, Goncharov, Dostoevsky, Tolstoy, and others. In translation.** **No prerequisite for non-Russian majors.** Russian majors will be required to have achieved senior standing and will read most works in Russian.

Prerequisites: Two years of Russian language or consent of the instructor.

Cross Listed Courses:

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

Principal Course Designator

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

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

No

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

Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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</thead>
<tbody>
<tr>
<td>(SLAV-BA) Slavic Languages and Literatures, B.A.</td>
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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
Describe how: SLAV 660 is a required elective course for both SLAV-BA and SLAV-MIN.

Rationale for Course Proposal
To focus on the novel genre rather than to survey all the genres of 19th century Russian literature.

Course Reviewer Comments
Rachel Schwien (rschwien) (08/31/16 2:54 pm): Rollback: Please add prerequisites for this course. SLAV 660 is currently referenced in both the SLAV-BA and SLAV-MIN. You indicated that the course would not be required for a degree, major, minor, certificate, or concentration. Will this course continue to fulfill current degree requirements?

Rachel Schwien (rschwien) (09/20/16 1:31 pm): subcommittee asked for clarification on prerequisite. Catalog description states Russian majors must have senior standing, but that is not reflected in the current prerequisites for the course.

Rachel Schwien (rschwien) (10/04/16 1:40 pm): followed up with dept 10/4
# Course Inventory Change Request

<table>
<thead>
<tr>
<th>Course Deactivation Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Submitted: 10/06/16 11:38 pm</td>
</tr>
<tr>
<td>Viewing: <strong>ANTH 440: Introduction to Primates</strong></td>
</tr>
<tr>
<td>Last edit: 10/06/16 11:38 pm</td>
</tr>
<tr>
<td>Changes proposed by: bmetz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-MIN: Anthropology, Minor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Subject Code</th>
<th>Course Number</th>
<th>Academic Unit</th>
<th>Title</th>
<th>Transcript Title</th>
<th>Last Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate, Lawrence</td>
<td>ANTH</td>
<td>440</td>
<td>Anthropology (ANTH)</td>
<td>College of Lib Arts &amp; Sciences</td>
<td>Introduction to Primates</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A review of the evolution and behavior of nonhuman primates. The survey includes the stages of primate evolution, morphology of living primates, and descriptions and analyses of primate behavioral patterns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introductory course in physical anthropology, biology, or permission of instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Principal Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>N - Natural Sciences</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Are you proposing that the course count towards the CLAS BA degree specific requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification for this request</td>
</tr>
<tr>
<td>No one in our department remembers the last time this was taught, but it might have been by Dr. David Frayer, who retired 3 years ago and is no longer teaching. No one in the department is capable of teaching it, and our hiring plan does not include someone who could teach it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 10/06/16 11:41 pm

Viewing ANTH 482: Psychological Anthropology

Last edit: 10/06/16 11:41 pm

Changes proposed by: bmetz

<table>
<thead>
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<th>Academic Career</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ANTH</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department Anthropology (ANTH)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>Psychological Anthropology</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Psychological Anthropology</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description: Introduction to the interrelationship of individual and society: processes of socialization, perception and cognition, personality and culture, with emphasis on the psychological interpretation of human behavior and the sociocultural contexts of psychological processes. Both ethnographic and cross-culturally comparative perspectives are introduced.

Prerequisites: None

Cross Listed Courses:

Credits: 3

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

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: No

Repeatable for credit? No

Principal Course Designator: 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

Justification for this request: No one in the anthropology department knows the last time this course was taught, and none of the current faculty wish to teach it in the foreseeable future. A psychological anthropologist is not part of the department's hiring plan.

Course Reviewer Comments

Key: 2486
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 10/06/16 11:43 pm

Viewing ANTH 510: An Introduction to Southwestern Archaeology

Last edit: 10/06/16 11:43 pm

Changes proposed by: bmetz

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>ANTH</td>
</tr>
<tr>
<td>Course Number</td>
<td>510</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Anthropology (ANTH)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>An Introduction to Southwestern Archaeology</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Intro Southwestern Archaeology</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description
Consideration of the history and processes of cultural development from the evidence of humans’ first presence to the historic period in the Southwestern United States and Northern Mexico. Special attention will be devoted to the origins, changes within, and connections to modern Southwestern native peoples of three long-lived traditions known as Hohokam, Mogollon, and Anasazi.

Prerequisites
ANTH 110 or ANTH 310.

Cross Listed Courses:

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

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

Rationale for Course Proposal

Justification for this request This course hasn't been taught for at least 15 years, we have no Southwestern archeological experts in the dept presently, and the dept does not intend to hire on in the foreseeable future.

Course Reviewer Comments

Key 2500

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 10/06/16 11:43 pm

Viewing ANTH 510: An Introduction to Southwestern Archaeology

Last edit: 10/06/16 11:43 pm

Changes proposed by: bmetz

<table>
<thead>
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<tbody>
<tr>
<td>Subject Code</td>
<td>ANTH</td>
</tr>
<tr>
<td>Course Number</td>
<td>510</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Anthropology (ANTH)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Title</td>
<td>An Introduction to Southwestern Archaeology</td>
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<tr>
<td>Transcript Title</td>
<td>Intro Southwestern Archaeology</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
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</table>

Catalog Description
Consideration of the history and processes of cultural development from the evidence of humans’ first presence to the historic period in the Southwestern United States and Northern Mexico. Special attention will be devoted to the origins, changes within, and connections to modern Southwestern native peoples of three long-lived traditions known as Hohokam, Mogollon, and Anasazi.

Prerequisites
ANTH 110 or ANTH 310.

Cross Listed Courses:

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

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

Rationale for Course Proposal

Justification for this request This course hasn't been taught for at least 15 years, we have no Southwestern archeological experts in the dept presently, and the dept does not intend to hire on in the foreseeable future.

Course Reviewer Comments

Key 2500
Course Inventory Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 10/06/16 11:47 pm

Viewing: ANTH 672: Meat and Drink in America

Last edit: 10/06/16 11:47 pm

Changes proposed by: bmetz

Academic Career: Undergraduate, Lawerence
Subject Code: ANTH
Academic Unit: Anthropology (ANTH)
School/College: College of Lib Arts & Sciences
Title: Meat and Drink in America
Transcript Title: Meat and Drink in America
Last Term Offered: Spring 2017

Catalog Description:
This seminar examines food and beverage production and consumption in the United States. Organized metaphorically as a meal, the course explores where food and beverages come from, how they are produced and by whom, and what they mean to us as eaters and drinkers. Although the course surveys food and beverage production and consumption in general, special attention is given to meat and poultry, alcohol, coffee, carbonated drinks, regional foods, opposition to consumption of meat and alcohol, and tobacco.

Prerequisites: None

Cross Listed Courses: None
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: 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?

Rationale for Course Proposal

Justification for this request: The one professor who designed and taught this course retired last academic year and does not intend to return to teaching courses. The course was specific to his expertise, and no one else in the department intends to teach it. The dept has no plans to hire someone who could teach it.
Course Inventory Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 09/27/16 3:59 pm

Viewing: HA 575: Northern Renaissance Art

Last edit: 09/27/16 3:59 pm

Changes proposed by: lcloar

<table>
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<tr>
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<tbody>
<tr>
<td>Subject Code</td>
<td>HA</td>
</tr>
<tr>
<td>Course Number</td>
<td>575</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department History of Art (HA)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>Northern Renaissance Art</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>Northern Renaissance Art</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>French, Netherlandish, and German art in the 15th and 16th centuries. Manuscripts, painting, prints, and sculpture from Jan Van Eyck to Pieter Brueghel, the Elder.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>HA 100, HA 150, HA 151, or the equivalent, or consent of instructor.</td>
</tr>
<tr>
<td>Credits</td>
<td>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>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>Not Typically Offered</td>
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<tr>
<td>Repeatable for credit?</td>
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</tr>
<tr>
<td>Principal Course Designator</td>
<td></td>
</tr>
<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
</tr>
</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

The content of HA 575, the only course to cover late medieval-early modern Northern European Art, was more appropriate for a 300-level course, so we have proposed HA 331, a revamped version of that course, to take its place. HA 575 was last taught in spring 2005.

Course Reviewer Comments

Rachel Schwien (rschwien) (09/30/16 11:50 am): waiting for accompanying change to French Cert.
Course Inventory Change Request

Course Deactivation Proposal

Date Submitted: 05/24/16 11:41 am

Viewing: ITAL 302 : Introduction to Italian Literature II

Last edit: 05/24/16 11:41 am

Changes proposed by: cjewers

Catalog Pages referencing this course
- BA in French & Italian Studies
- BA in Italian
- Co-Major in European Studies

Academic Career: Undergraduate, Lawrence

Subject Code: ITAL

Course Number: 302

Academic Unit: Department of French & Italian (FREN)

School/College: College of Lib Arts & Sciences

Title: Introduction to Italian Literature II

Transcript Title: Intro to Italian Literature II

Last Term Offered: Summer 2016

Catalog Description: Representative works and trends from 17th century to present.

Prerequisites: ITAL 240 or reading knowledge of Italian.

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: H - Humanities

W - World Culture

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

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

Rationale for Course Proposal

KU Core Information

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

Yes
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 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.)

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.)

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.)

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.)

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.)

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.)

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.)

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.)

This is the second course in a two-course sequence that is being redesigned as ITAL 301 (see separate submission, ITAL 301 Introduction to Italian Literature and Textual Analysis). This course will no longer be taught as part of the option in Italian, and similar content will be covered in other upper-division courses. Last term offered: spring 2016 (this was not an option we could check above).
### Program Change Request

**Date Submitted:** 09/16/16 2:49 pm  
**Viewing:** **GIST-COM : European Studies, Co-Major**  
**Last approved:** 03/21/16 3:54 pm  
**Last edit:** 09/16/16 2:49 pm  
**Changes proposed by:** kobryon

#### Catalog Pages Using this Program
- Co-Major in European Studies

#### Academic Career
- Undergraduate, Lawrance

#### Program Type
- Degree/Major

#### Department/Program
- Global & International Studies (GIST)

#### School/College
- College of Lib Arts & Sciences

#### Degree Code
- Co-Major - COM

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

#### CIP Code
- 050106

#### PSFT - Registrar use only
- European Studies, Co-Major

#### Program Name
- European Studies, Co-Major

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

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

#### Effective Catalog
- 2017 - 2018

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**Program Description**

**Requirements for the Co-Major**

**European Studies Prerequisites or Co-requisites (18)**  
Students selecting this co-major must complete the following:

**French Revolution to the Present: Europe 1789–Present. Satisfied by:**

**HIST 115**

**Interdisciplinary Perspective. Satisfied by one course from the following:**

**ECON 104**
- Introductory Economics

**ECON 144**
- Principles of Macroeconomics

**GEOG 100**
- World Regional Geography
Students selecting this co-major must complete the following:

**Second Language Skills (3 hours).** Students must complete one semester beyond the College general education second language requirement (completion of a fourth-semester course) in a modern western European language (Danish, Dutch, French, German, Hungarian, Italian, Portuguese, Polish, Spanish, Swedish).

**Seminar in European Studies.** Satisfied by one of the following: 3

- **EURS 500** Seminar in European Studies
- **EURS 503** Europe Today

Upper-Division General European Studies Required Electives. Satisfied by three approved courses (9 hours), two of which must be from different departments. The following list is not exhaustive; visit the European Studies website or speak with the undergraduate advisor each semester for a complete list of approved general European Studies courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 542</td>
<td>History of Architecture III: Modern</td>
</tr>
<tr>
<td>ARCH 665</td>
<td>History of Urban Design</td>
</tr>
<tr>
<td>ECON 535</td>
<td>Economic History of Europe</td>
</tr>
<tr>
<td>ECON/EURS 536</td>
<td>Economic Issues of the European Union</td>
</tr>
<tr>
<td>ECON 563</td>
<td>Current Economic Issues of Europe</td>
</tr>
<tr>
<td>EURS 302</td>
<td>European Culture and Society 1945 to Present</td>
</tr>
<tr>
<td>EURS/HIST/PCS 329</td>
<td>History of War and Peace</td>
</tr>
<tr>
<td>EURS 503</td>
<td>Europe Today</td>
</tr>
<tr>
<td>EURS 506</td>
<td>Studies in Exile Literature</td>
</tr>
<tr>
<td>EURS 507</td>
<td>Research in European Collections</td>
</tr>
<tr>
<td>EURS 508</td>
<td>Politics and Economics of Cultural Production in Western Europe</td>
</tr>
<tr>
<td>EURS 509</td>
<td>Introduction to the Study of Southern European Societies</td>
</tr>
<tr>
<td>EURS 511</td>
<td>Topics in European Studies: _____ (when covering 2 or more countries)</td>
</tr>
<tr>
<td>EURS 604</td>
<td>The European Union</td>
</tr>
<tr>
<td>HA 533</td>
<td>European Art 1789-1848: Gender and Revolution</td>
</tr>
<tr>
<td>HA 564</td>
<td>European Art, 1900-1945</td>
</tr>
<tr>
<td>HA 565</td>
<td>Art Since 1945</td>
</tr>
<tr>
<td>HIST 334</td>
<td>The Great War: The History of World War I</td>
</tr>
<tr>
<td>HIST 340</td>
<td>The History of the Second World War</td>
</tr>
<tr>
<td>HIST 343</td>
<td>The Holocaust in History</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Revolutionary Europe: The People in Arms</td>
</tr>
<tr>
<td>HIST 527</td>
<td>Recent European History, 1870 to the Present</td>
</tr>
<tr>
<td>HIST 528/ECON 535</td>
<td>Economic History of Europe</td>
</tr>
<tr>
<td>HIST 529</td>
<td>Intellectual History of 19th Century Europe</td>
</tr>
<tr>
<td>HIST 533</td>
<td>The History of Women and the Family in Europe, from 1500 to the Present</td>
</tr>
<tr>
<td>HUM/EURS 430</td>
<td>European Civilization in World Context: _____</td>
</tr>
<tr>
<td>IBUS 400</td>
<td>Special Topics in International Business: _____</td>
</tr>
<tr>
<td>IBUS 410</td>
<td>Introduction to International Business</td>
</tr>
<tr>
<td>PCS/EURS 550</td>
<td>Classics of Peace Literature</td>
</tr>
<tr>
<td>PHIL 560</td>
<td>Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 592</td>
<td>Contemporary Continental Philosophy</td>
</tr>
<tr>
<td>POLS 652</td>
<td>Politics in Europe</td>
</tr>
<tr>
<td>POLS 655</td>
<td>Politics of East-Central Europe</td>
</tr>
<tr>
<td>POLS 666</td>
<td>Topics in Comparative Politics: _____ (when covering Europe, among other regions)</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Comparative Foreign Policy</td>
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<tr>
<td>POLS 689</td>
<td>Topics in International Relations: (when covering Europe, among other regions)</td>
</tr>
<tr>
<td>SOC 500</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOC 530</td>
<td>Industrial Revolution and Capitalist Development</td>
</tr>
<tr>
<td>SOC 780</td>
<td>Advanced Topics in Sociology: _____ (when covering comparative social policy between the United States and Europe)</td>
</tr>
<tr>
<td>THR 526</td>
<td>History of Theatre II</td>
</tr>
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</table>

**Upper-Division National or Regional European Studies Requirements (0)**

Satisfied by two approved country- or region-specific courses (6 hours), two of which must cover two different countries or regions. This list is not exhaustive; go to the European Studies website or speak with the undergraduate advisor each semester for a complete list of approved upper-division national or regional European Studies courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 632</td>
<td>Contemporary French Architecture</td>
</tr>
<tr>
<td>ARCH 690</td>
<td>Architecture Study Abroad (France, Italy, Germany, or United Kingdom)</td>
</tr>
<tr>
<td>ENGL 309</td>
<td>The British Novel</td>
</tr>
<tr>
<td>ENGL 314</td>
<td>Major British Writers after 1800</td>
</tr>
<tr>
<td>ENGL 315</td>
<td>Studies in British Literature</td>
</tr>
</tbody>
</table>
Capstone-Final Senior Course

In the senior year, students complete one of the following options:

**Option A: Senior Thesis in European Studies.** Satisfied by EURS 501. A semester-long independent research project under the supervision of a faculty thesis director. Students should contact Lorie A. Vanchena, Academic Director of European Studies, vanchena@ku.edu, before registering for EURS 501.

**Option B.** Two additional upper-division European Studies courses. Satisfied by general European or country-specific electives chosen from the course lists above.

**Junior/Senior (300+) European studies courses.** Satisfied by 2 courses (6 hours) of general European or country-specific electives chosen from the course lists above.

Courses taken during a study abroad program in Europe may fulfill co-major requirements. Students should consult the Advising Specialist for European Studies about study abroad credit before their program departure.

Co-Major Hours & Major GPA

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

**Co-Major Hours**

Satisfied by 24 hours of co-major courses.

**Major Hours in Residence**

Satisfied by a minimum of 24 hours of KU resident credit in the co-major.

**Major Junior/Senior Hours**

Satisfied by a minimum of 24 hours from junior/senior courses (300+) in the co-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.

No more than 12 hours may be shared between a 27-hour European studies co-major and another major.

Rationale for proposal

Removed ITAL 302 from list per Lorie Vanchena.
Program Change Request

Date Submitted: 09/12/16 9:19 am

Viewing: GEOG-BS : Geography, B.S.

Last edit: 09/12/16 9:19 am

Changes proposed by: koerner

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<th>Bachelor of Science in Geography</th>
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Academic Career: Undergraduate, Lawrence

Program Type: Degree/Major

Department/Program: Geography (GEOG)

School/College: College of Lib Arts & Sciences

Degree Code: Bachelor of Science - BS

Consulting

School(s)/College(s): |

Consulting Department(s): |

CIP Code: 450701

Program Name: Geography, B.S.

Do you intend to offer a track(s)?

No

Do you intend for this program to be offered online?

No

Effective Catalog: 2017 - 2018

Program Description

Degree Requirements

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.S. Degree

Geography B.S. General Education Requirements

Written Communication – Core Skill and Critical Inquiry.

Composition (0)

Satisfied by one of the following. Requirement must be completed during initial term of admission at KU.

ENGL 101 Composition

ACT English score of 27 or above or SAT English score of 600 or above
AP English Literature & Composition score of 3 or above
Equivalent transfer course
Critical Reading and Writing (0)
Satisfied by one of the following. Requirement must be completed during initial term of admission at KU.

- ENGL 102 Critical Reading and Writing
- ENGL 105 Freshman Honors English

AP English Literature & Composition score of 4 or above
Equivalent transfer course
Sophomore Reading and Writing II (0)
Satisfied by one of the following:

- ENGL 203 Topics in Reading and Writing: _____
- ENGL 205 Freshman-Sophomore Honors Proseminar: _____
- ENGL 209 Introduction to Fiction
- ENGL 210 Introduction to Poetry
- ENGL 211 Introduction to the Drama
- ENGL 362 Foundations of Technical Writing (recommended)

AP English Literature & Composition score of 5 or above
Equivalent Communications. Satisfied by COMS 130 (COMS 230, PHIL 148, PHIL 310 or exemption).

History or philosophy of science.
Select one of the following or consult undergraduate committee for approval of alternatives: 3

- HIST 103 Environment and History
- HIST 136 Early Science to 1700
- HIST 305 The Scientific Revolution
- HIST 306 Science and Western Culture
- HIST 311 Great Lives in Science
- HIST 347 Environmental History of North America
- HIST 360 Science and Religion
- HIST 407 History of Science in the United States
- PHIL 370 Moral Issues in Medicine
- PHIL 375 Moral Issues in Computer Technology
- PHIL 380 Environmental Ethics
- PHIL 620 Philosophy of Natural Science
- PHIL 622 Philosophy of Social Science
- GEOG 357 History and Philosophy of Geographic Information Science

Humanities - Understanding the Human Condition. Satisfied by completing 2 principal courses in the humanities. Approved courses may be searched for availability through the Kyou portal.

Social and Behavioral Sciences - Understanding Society and Behavior. Satisfied by completing 2 principal courses in the social sciences. Approved courses may be searched for availability through the Kyou portal.

**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 50 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 12 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.

**Physical Geography Option**

Geography Prerequisite or Co-requisite Knowledge (29-31)
Calculus I. Satisfied by one of the following:

- MATH 125 Calculus I

Calculus II. Satisfied by one of the following:

- MATH 126 Calculus II

(MATH 220 and 320 are also recommended)

Physics I. Satisfied by one of the following: 4-5

- PHSX 211 General Physics I
- PHSX 216 and General Physics I Laboratory (recommended)
- PHSX 114 College Physics I
- PHSX 201 and Calculus Supplement to College Physics I
- PHSX 216 and General Physics I Laboratory
Physics II. Satisfied by one of the following: 4-5

*PHSX 212*  
*PHSX 236*  
*PHSX 115*  
*PHSX 202*  
*PHSX 236*

and General Physics II Laboratory

and Calculus Supplement to College Physics II

and General Physics II Laboratory

Biology. Satisfied by: 8

*BIOL 150*  
*& BIOL 152*

Principles of Molecular and Cellular Biology

and Principles of Organismal Biology

Chemistry. Satisfied by: 10

*CHEM 130*  
*& CHEM 135*

General Chemistry I

and General Chemistry II (or *CHEM 190* and *CHEM 195*)

Information Technology. Satisfied by: 3

*EECS 138*

Introduction to Computing:

Geography Overview Courses (8)

Principles of Physical Geography. Satisfied by: 3

*GEOG 104*  
*GEOG 107*

Principles of Physical Geography

Principles of Physical Geography, Honors

Introductory Laboratory in Physical Geography. Satisfied by: 2

*GEOG 105*

Introductory Laboratory in Physical Geography

One course in Human or Regional Geography 3

Core System Courses (16)

Climate:

*GEOG 321*  

Climate and Climate Change

Geomorphology:

*GEOG 331*  

Regional Geomorphology of the United States

Soil Geography:

*GEOG 335*  
*GEOG 536*

Introduction to Soil Geography

Soil Geography

Hydrology and Glaciology:

*GEOG 332*  
*CE 455*

Glaciers and Landscape

Hydrology

Biogeography:

*BIOL 414*  

*Principles of Ecology*

Techniques Courses (11)

Methods of Analyzing Geographical Data. Satisfied by: 4

*GEOG 316*

Methods of Analyzing Geographical Data

Principles of Geographic Information Systems. Satisfied by: 4

*GEOG 358*

Principles of Geographic Information Systems

One 500-level or above course from GIS Studies. (*GEOG 520* Remote Sensing of Environment I recommended) 3

Senior Capstone (3)

Satisfied by one of the following: 3

*GEOG 500*  
*GEOG 714*

Senior Capstone in Geography

Field Experience

Elective Courses (9)

Select two or more of the following: 6

Biogeography:

*GEOG 537*  

Elements of Plant Geography

Climate:

*GEOG 521*  

Microclimatology

Geomorphology:

*GEOG 532*  
*GEOG 541*

Geoarchaeology

Geomorphology

Soil Geography:

*GEOG 538*  
*GEOG 735*

Soil Chemistry

Soil Geomorphology

Other advanced courses in Physical Geography

**Geographical Information and Analysis Option**

Geography Prerequisite or Co-requisite Knowledge (21)

Calculus I. Satisfied by one of the following:  

*MATH 125*  
*or MATH 145*

Calculus I

Calculus I, Honors

Calculus II. Satisfied by one of the following:  

*MATH 126*  
*or MATH 146*

Calculus II

Calculus II, Honors
General Physics I. Satisfied by one of the following:
- PHSX 211 General Physics I 4
- PHSX 114 College Physics I 5
- & PHSX 201 and Calculus Supplement to College Physics I
General Physics II. Satisfied by one of the following:
- PHSX 212 General Physics II 3
- PHSX 115 College Physics II 5
- & PHSX 202 and Calculus Supplement to College Physics II

Visualizing Spatial Data. Satisfied by:
- GEOG 514 Visualizing Spatial Data 4
or EECS 138 Introduction to Computing: _____

Overview Geography Courses (0)

Principles of Physical Geography or Scientific Principles of Environmental Studies. Satisfied by one of the following:
- GEOG 104 Principles of Physical Geography
- & GEOG 105 and Introductory Laboratory in Physical Geography
- GEOG 107 Principles of Physical Geography, Honors
- & GEOG 105 and Introductory Laboratory in Physical Geography
- GEOG 140 Global Environment I: The Discovery of Environmental Change

Maps and Mapping or Computers, Maps, and Geographical Analysis. Satisfied by:
- GEOG 111 Maps and Mapping
- or GEOG 210 Computers, Maps, and Geographical Analysis

Principles of Human Geography. Satisfied by:
- GEOG 102 People, Place, and Society
- or GEOG 103 Principles of Human Geography, Honors

2 GEOG 300+ courses. One in Physical and one in Human and/or Regional Geography

Core Geographic Information Science Courses (0)

Six courses, at least one from each category:

Cartography and Visualization. Satisfied by:
- GEOG 311 Map Conception and Development
- GEOG 513 Cartographic Design
- GEOG 511 Data Handling and Map Symbolization

Geographical Information Systems. Satisfied by:
- GEOG 358 Principles of Geographic Information Systems
- GEOG 558 Intermediate Geographical Information Systems
- GEOG 758 Geographic Information Science

Remote Sensing. Satisfied by:
- GEOG 526 Remote Sensing of Environment I
- GEOG 726 Remote Sensing of Environment II

Statistics. Satisfied by:
- GEOG 316 Methods of Analyzing Geographical Data
- GEOG 516 Applied Multivariate Analysis in Geography
- GEOG 716 Advanced Geostatistics

Senior Capstone in Geography (0) Satisfied by:
- GEOG 500 Senior Capstone in Geography
- or GEOG 714 Field Experience

Geographic Information Science Electives (0)

Two other courses from geographic information science

Allied Field (9)

Three courses and nine hours minimum in one field (or a minor) (area studies, atmospheric science, biology, computer science, design, environmental studies, engineering, geology, psychology, urban planning).

Electives (14-23)

14-23 credit hours of any university courses.

Geography 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 50 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.
| Rationale for proposal | Adding BIOL 414 back into the Core System Courses for the Physical Geography Option. This was somehow removed since the 2014-15 catalog copy. |
Program Change Request

Date Submitted: 09/26/16 2:40 pm

Viewing: **ANTH-MIN : Anthropology, Minor**

Last edit: 10/18/16 1:44 pm

Changes proposed by: bmetz

<table>
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<th>Catalog Pages</th>
<th>Minor in Anthropology</th>
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<tr>
<td>Using this Program</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Career** Undergraduate, Lawrence

**Program Type** Minor

**Department/Program** Anthropology (ANTH)

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

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

**Consulting Department(s)**

**Program Name** Anthropology, Minor

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

Please name the track(s):

**Option I, Option 2**

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

**Effective Catalog** 2017 - 2018

Program Description

**Degree Requirements**

**Requirements for the Minor**

Students pursuing an anthropology minor must complete one of the following options:

**Option I**

Students selecting this option must complete 2 of the following:

Biological Anthropology (9-10)

Satisfied by:

Select one of the following fundamentals courses:

**ANTH 104** Fundamentals of Physical Anthropology

**ANTH 105** Fundamentals of Physical Anthropology, Honors

**ANTH 304** Fundamentals of Physical Anthropology

Two courses from **ANTH 340-ANTH 359, ANTH 440-ANTH 459, ANTH 503, ANTH 540-ANTH 559, ANTH 640-ANTH 659** (6)

Linguistics (9)

Satisfied by:

Select one of the following introduction courses:

---
**Option II**

Students selecting this option must complete two of the following areas:

**General Anthropology (3)**

Satisfied by the following:

- **ANTH 100** General Anthropology 3
- or **ANTH 300** General Anthropology
- or **ANTH 201** Culture and Health
- or **ANTH 202** Culture and Health, Honors

**Anthropology Required Electives (15)**

Satisfied by at least four courses numbered from **ANTH 313** to **ANTH 695**, excluding **ANTH 360** 12

One of the five may be any one of the following: 3

- **ANTH 104** Fundamentals of Physical Anthropology
- **ANTH 105** Fundamentals of Physical Anthropology, Honors
- **ANTH 106** Introductory Linguistics
- **ANTH 108** Introduction to Cultural Anthropology
- **ANTH 109** Introduction to Cultural Anthropology, Honors
- **ANTH 110** Introduction to Archaeology
- **ANTH 111** Introduction to Archaeology, Honors
- **ANTH 160** The Varieties of Human Experience
- **ANTH 162** The Varieties of Human Experience, Honors
- **ANTH 304** Fundamentals of Physical Anthropology
- **ANTH 308** Introduction to Cultural Anthropology
- **ANTH 310** Introduction to Archaeology
- **ANTH 360** The Varieties of Human Experience

**Minor Hours & GPA**

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

**Minor Hours**

Satisfied by 18 hours of minor courses.

**Minor Hours in Residence**

Satisfied by a minimum of 9 hours of junior/senior (300+) 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 major.

**Minor Graduation GPA**

Satisfied by a minimum of a 2.0 GPA in all departmental courses in the minor. GPA calculations include all departmental courses in the field of study including Fs and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

**Rationale for proposal**

ANTH 100/300 is taught irregularly, and Dr. Kathryn Rhine plans to teach her newly approved ANTH 201/202 "Culture & Health" regularly. The content will be broad and introduce students to issues of culture and health in all 4 subfields of Anthropology -- linguistics, cultural, archaeological, and biological.
Program Change Request

Date Submitted: 09/22/16 4:31 pm

Viewing: ISP-MIN : Indigenous Studies, Minor

Last edit: 09/22/16 4:31 pm
Changes proposed by: lstudley

Catalog Pages
Using this Program

Indigenous Studies Minor

Academic Career Undergraduate, Lawrence
Program Type Minor
Department/Program Indigenous Studies (ISP)
School/College College of Lib Arts & Sciences
Consulting
School(s)/College(s)
Consulting Department(s)
Program Name Indigenous Studies, 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

Requirements for the Minor

Indigenous Studies Minor Course Requirements
The Indigenous Studies minor requires 18 hours of Indigenous Studies courses, of which 12 must be in courses numbered 300 or above, with a 2.0 grade-point average.

One course taken at Haskell Indian Nations University is strongly recommended.
(Courses must have 30% or more content focused on indigenous peoples, and be approved by the ISP Executive Committee.)

ISP courses approved for the minor include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 379</td>
<td>Indigenous Traditions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>or LAA 334</td>
<td>Indigenous Traditions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>or LAA 634</td>
<td>Indigenous Traditions of Latin America</td>
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<tr>
<td>ANTH 410</td>
<td>Archaeological Myths and Realities</td>
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<td>ANTH 501</td>
<td>Topics in Sociocultural Anthropology: _____ (Contemporary Central America and Mexico)</td>
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<tr>
<td>ANTH 506</td>
<td>Ancient American Civilizations: Mesoamerica</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 508</td>
<td>Ancient American Civilizations: The Central Andes</td>
<td>3</td>
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<td>ANTH 562</td>
<td>Mexamerica</td>
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<td>Topics in Latin American Area Studies: ______</td>
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<td>LAA 602</td>
<td>Topics in Latin American Studies: ______</td>
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<td>ANTH 603</td>
<td><em>Shamanism Past and Present</em></td>
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<td>ENGL 571</td>
<td>American Indian Literature: ______</td>
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<td>FMS 410</td>
<td>US Diversity in Visual Culture</td>
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<td>FMS 502</td>
<td>Documentary Film and Video</td>
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<td>GEOG 370</td>
<td>Introduction to Cultural Geography</td>
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<td>GEOG 395</td>
<td>Environmental Issues of: ______ (The Wakarusa Wetlands)</td>
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<td>GEOG 570</td>
<td>Geography of American Indians</td>
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<td>GEOG 571</td>
<td>Topics in Cultural Geography: ______ (Cultural Geography: Indigenous Latin American People and Lands; Indigenous Cartographies)</td>
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<td>HIST 128</td>
<td>History of the United States Through the Civil War</td>
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<td>HIST 331</td>
<td>Atlantic Societies, 1450-1800: A Comparative History of European Colonization</td>
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<td>HIST 353</td>
<td>Indigenous Peoples of North America</td>
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<td>ISP 101</td>
<td><em>Introduction to Indigenous Nations Studies</em></td>
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<td>ISP 305</td>
<td>World Indigenous Literatures</td>
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<td>ISP/REL 330</td>
<td>Native American Religions</td>
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<td>ISP/REL 331</td>
<td>Native American Religions, Honors</td>
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<td>ISP/HUM 335</td>
<td>Introduction to Indigenous Studies</td>
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<td>ISP 350/HIST 352/HUM 350</td>
<td>American Indians Since 1865</td>
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<td>ISP/HUM 490</td>
<td>Roots of Federal Indian Policy</td>
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<tr>
<td>ISP 504</td>
<td>Topics in Indigenous Studies: ______ (Ethnobotany; Exploring Oceania; Foodways: Latin America; Foodways: North America; Structure of Kiowa)</td>
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<td>ISP 530</td>
<td>Indigenous Food and Health</td>
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<td>ISP/GEOG 601</td>
<td>Indigenous Peoples of the World</td>
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<td>ISP 614</td>
<td>Decolonizing Narratives</td>
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<td>LING 441</td>
<td>Field Methods in Linguistic Description</td>
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<td>LING 447</td>
<td>North American Indian Languages</td>
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<td>LING 575</td>
<td>The Structure of: ______ (Kaqchikel Maya I-IV; Quichua I-IV)</td>
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<td>POLS 684/GIST 750/501</td>
<td>International Law: The State and the Individual</td>
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</table>

Haskell courses taught through KU/Haskell Exchange program:

- LA&S 110 Cherokee Language I
- LA&S 120 Cherokee Language II
- LA&S 204 Contemporary Issues American Indian
- LA&S 206 Indian Law and Legislation
- LA&S 208 Tribal/Federal Government Reltn
- LA&S 230 Cherokee Language III
- LA&S 240 Cherokee Language IV
- LA&S 414 Ethnobiology
- LA&S 450 Topics HINU Lakhota Language & Philosophy

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

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**Rationale for proposal**

ANTH 603.

**Additional Information**

**Supporting Documents**

**Program Reviewer**
Program Change Request

Date Submitted: 10/04/16 10:30 am

Viewing: **LDST-MIN : Leadership Studies, Minor**

Last approved: 02/18/16 10:36 am

Last edit: 10/05/16 9:30 am

Changes proposed by: lisah

Catalog Pages Using this Program

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<td>Minor</td>
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<td>Department/Program</td>
<td>Leadership Studies (LDST)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<td>Consulting School(s)/College(s)</td>
<td>Communication Studies</td>
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<td>Communication Studies</td>
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<td>Program Name</td>
<td>Leadership Studies, Minor</td>
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<td>Do you intend to offer a track(s)?</td>
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<tr>
<td>Do you intend for this program to be offered online?</td>
<td>No</td>
</tr>
<tr>
<td>Effective Catalog</td>
<td>2017 - 2018</td>
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Program Description

**Requirements for the Minor**

Leadership studies is an 18-credit hour interdisciplinary minor offered through the communication studies department. The minor requires completion of **LDST 201** and **COMS 201** as prerequisites, and the additional 18-credit hours as identified below. Due to limited space capacity, top candidates will be given preferential permission to enroll in the subsequent **LDST** and **COMS** courses in the minor. Therefore, students may apply for admission to the minor while taking **LDST 202** and **COMS 202** or upon completion of the course. Course work involves studying theory and research in leadership and applying it to the students’ leadership experiences. Communication studies majors may earn a minor in leadership studies, but the **LDST** and **COMS** courses required for the
minor cannot be used to fulfill communication studies major requirements. 

Introductory Coursework (0)

Minors must complete introductory leadership coursework. These hours do not contribute to the minimum number of hours required for the minor.

Introduction to Leadership. Satisfied by:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMS 201</td>
<td>Introduction to Leadership</td>
</tr>
<tr>
<td>LDST 201</td>
<td>Introduction to Leadership</td>
</tr>
</tbody>
</table>

Introduction to Leadership Applications. Satisfied by:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COMS 202</td>
<td>Introduction to Leadership Applications</td>
</tr>
<tr>
<td>LDST 202</td>
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The minor requires 18 hours as follows:

### Communication Studies Course Requirements (0)

Communication and Leadership. Satisfied by:

<table>
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<td>COMS 431</td>
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Seminar in Leadership Strategies and Applications. Satisfied by:

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<tr>
<td>COMS 531</td>
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Leadership Studies Practicum. Satisfied by:

<table>
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<tr>
<td>COMS 532</td>
<td>Leadership Studies Practicum</td>
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<tr>
<td>LDST 532</td>
<td>Leadership Studies Practicum</td>
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1 course from each of the following categories:

### Ethics (3)

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<tr>
<td>COMS 450</td>
<td>Ethical Issues in Political Communication</td>
</tr>
<tr>
<td>PHIL 160</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>PHIL 161</td>
<td>Introduction to Ethics Honors</td>
</tr>
<tr>
<td>PHIL 360</td>
<td>Moral Issues in Business</td>
</tr>
<tr>
<td>PHIL 365</td>
<td>Moral Issues in the Professions</td>
</tr>
<tr>
<td>PHIL 370</td>
<td>Moral Issues in Medicine</td>
</tr>
<tr>
<td>PHIL 375</td>
<td>Moral Issues in Computer Technology</td>
</tr>
<tr>
<td>PHIL 380</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PHIL 377</td>
<td>Medical Ethics: Professional Responsibilities</td>
</tr>
<tr>
<td>SOC 160</td>
<td>Social Problems and American Values</td>
</tr>
<tr>
<td>REL 377</td>
<td>Religious Ethics and Moral Decisions</td>
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<td>REL 465</td>
<td>Religious Ethics</td>
</tr>
<tr>
<td>HUM 510</td>
<td>Science, Technology, and Society</td>
</tr>
<tr>
<td>POLS 528</td>
<td>Environmental Justice and Public Policy</td>
</tr>
<tr>
<td>NURS 455</td>
<td>Legal/Ethical Foundation for Professional Nursing Practice</td>
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### Community Development (3)

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<tr>
<td>ABSC 150</td>
<td>Community Leadership</td>
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<tr>
<td>ABSC 151</td>
<td>Community Leadership, Honors</td>
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<tr>
<td>ABSC 310</td>
<td>Building Healthy Communities</td>
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<tr>
<td>SOC 320</td>
<td>Organizations in Society</td>
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<tr>
<td>SOC 340</td>
<td>The Community</td>
</tr>
<tr>
<td>SOC 341</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 620</td>
<td>Social Organization</td>
</tr>
<tr>
<td>SOC 671</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>ECON 530</td>
<td>American Economic Development</td>
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<tr>
<td>EVRN 320</td>
<td>Environmental Policy Analysis</td>
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<tr>
<td>EVRN 332</td>
<td>Environmental Law</td>
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<td>GEOG 377</td>
<td>Urban Geography</td>
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<tr>
<td>POLS 520</td>
<td>Political Communication</td>
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<td>POLS 615</td>
<td>Campaigns and Elections</td>
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<td>POLS 616</td>
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<td>SW 532</td>
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<td>ARMY 401</td>
<td>Concepts of Military Management</td>
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<td>AIR 348</td>
<td>Leadership Studies</td>
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<td>NAVY 401</td>
<td>Principles of Naval Organization and Management</td>
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### Leadership, Diversity, and Culture (3)

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<tr>
<td>AAAS 306</td>
<td>The Black Experience in the U.S. Since Emancipation</td>
</tr>
<tr>
<td>AAAS 330/AMS 340</td>
<td>Black Leadership</td>
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</table>
### Minor Hours & GPA

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

**Minor Hours**
- Satisfied by 18 hours of minor courses and 3 hours of 201/202 as the pre-requisite to the minor.

**Minor Hours in Residence**
- Satisfied by a minimum of 9 hours of junior/senior (300+) 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 major.

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

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<table>
<thead>
<tr>
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<tr>
<td>AAAS 338</td>
<td>The Black Woman</td>
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<td>AAAS 510/SOC 534</td>
<td>Global Ethnic and Racial Relations</td>
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<td>AAAS 511</td>
<td>The Civil Rights Movement</td>
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<td>AAAS 525</td>
<td>Social History of Black Aging in America</td>
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<td>AMS/SOC 110</td>
<td>American Identities</td>
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<td>AMS/SOC 522</td>
<td>American Racial and Ethnic Relations</td>
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<td>ANTH 563</td>
<td>Cultural Diversity in the United States</td>
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<td>COMS 246</td>
<td>Introduction to Intercultural Communication</td>
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<td>COMS 440</td>
<td>Communication and Gender</td>
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<td>COMS 447</td>
<td>Intercultural Communication: The Afro-American</td>
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<td>COMS 547</td>
<td>Communication and Culture</td>
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<td>AAAS 330/AMS 340</td>
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<td>PSYC 545</td>
<td>Culture and Psychology</td>
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<td>ENGL 340</td>
<td>Topics in U.S. Ethnic Literature: _____</td>
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<td>ENGL 337</td>
<td>Introduction to U.S. Latino/a Literature</td>
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<td>ENGL 338</td>
<td>Introduction to African-American Literature</td>
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<td>ENGL 571</td>
<td>American Indian Literature: _____</td>
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<td>ENGL 572</td>
<td>Women and Literature: _____</td>
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<tr>
<td>ABSC 437</td>
<td>Independent Living and People with Disabilities</td>
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<tr>
<td>HIST 319</td>
<td>History, Women, and Diversity in the U.S.</td>
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<tr>
<td>HIST 348</td>
<td>History of the Peoples of Kansas</td>
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<tr>
<td>HIST 619</td>
<td>History of the American Indian</td>
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<tr>
<td>HIST 620</td>
<td>History of Kansas</td>
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<td>HIST 622</td>
<td>History of the Plains Indians</td>
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<td>HIST 631</td>
<td>The Contemporary Afro-American Experience</td>
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<td>HIST 696</td>
<td>Seminar in: _____</td>
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<td>LING 320</td>
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<td>POLS 562</td>
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<td>PSYC 406</td>
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<td>Stereotyping and Prejudice Across Cultures</td>
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<td>Psychology of Women</td>
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<td>SOC 352</td>
<td>Sociology of Sex Roles</td>
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<td>Marginal Groups and Subcultures</td>
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<td>THR 529</td>
<td>Race and the American Theatre</td>
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<td>JOUR 534</td>
<td>Diversity in Media</td>
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<tr>
<td>SW 555</td>
<td>Diversity, Oppression, and Social Justice: Culturally Competent Social Work</td>
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**Rationale for proposal**
- Minor no longer offered under COMS. LDST 201, 202 are the prerequisites and 431, 535, 532 are the three core courses.

**Additional Information**

**Supporting Documents**

**Program Reviewer Comments**
- Rachel Schwien (rschwien) (10/04/16 9:35 am): Rollback: rolling back to the dept for further edits
Program Change Request

Date Submitted: 10/10/16 1:22 pm

Viewing: HNRS-HONORS : University Honors Program

Last edit: 10/10/16 1:22 pm

Changes proposed by: annele

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<td>Using this Program</td>
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<td>Do you intend for this program to be offered online?</td>
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<td>2017 - 2018</td>
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Program Description

Degree Requirements

Honors Courses

Honors Courses are open to qualified undergraduates in any school of the university.

University Honors Program

University Honors Program

The University Honors Program provides opportunities for academically outstanding and creative undergraduate students in all schools at KU to develop their full potential during their undergraduate years. The Honors Program seeks to bring together students from diverse backgrounds and bring talented students together in honors classes and from every school at KU to grow through honors classes, honors seminars, seminars to benefit from mutual interests and co-curricular events. Additionally, the program brings together students and faculty members together in a teaching and research environment that ensures high academic achievement and standards.

The program coordinates merit-based scholarship opportunities for qualified students, including KU awards such as the University Scholars Program. Honors Program staff are also responsible for the campus-wide nomination process for many competitive national awards, including the Goldwater, Truman, Rhodes, Marshall, Mitchell, and Udall scholarship. Students interested in these opportunities receive guidance from Honors Program staff for all aspects of these applications. The Honors Student Council, the Honors Ambassador Program, and the Peer Mentor Program provide opportunities for student leadership. Honors in general, honors classes are typically small, discussion-oriented, oriented to discussion, and taught by full-time members of the faculty. Most honors courses fulfill KU Core (or major) requirements and deal with introductory fundamentals and principles, but they are likely to do so in more depth than their non-honors equivalents. While there is no required number of honors hours a student must enroll in each semester, students must complete 18 hours of honors credit to graduate with University Honors.
Honors courses are distinguished by the energetic atmosphere and critical thinking generated by the students in them and the faculty members who teach them. Honors students are interested in expanding their knowledge and take a broad range of liberal arts and sciences courses. This is true of students in the professional schools (architecture, engineering, business, etc.) as well as students in the College of Liberal Arts and Sciences. Honors program advisors typically recommend that students explore their interests through the broad curriculum choices KU has to offer. During each student’s first year in the program, a first-year, semester-long seminar tutorial experience provides an introduction to an academic area of study in an informal setting that allows students to get to know one another and their instructor. The seminar tutorial explores the research methods of a discipline and acquaints students with the research resources available at KU.

Whatever a student’s school or major, Honors Program program advisors typically recommend that they explore their interests through the broad curriculum choices KU has to offer, expanding their knowledge through a range of liberal arts and science courses. Additionally, Honors students are required to engage in educational experiences beyond the classroom such as research, study abroad, internships, or community service to graduate with University Honors. 

Honors advising involves regular, personalized meetings with honors staff, faculty fellows, or specially selected advisors from across the university. The program’s staff facilitates early and frequent contact with academic advisors in the students’ areas of interest. Honors students benefit from priority enrollment, which provides flexibility in planning one’s academic curriculum.

University Honors also houses the Office of Fellowships & Scholarships, which coordinates merit-based scholarship opportunities for all qualified students at KU regardless of affiliation with University Honors. Among other projects, OFS coordinates Honors Program staff are also responsible for the University Scholars Program and the campus-wide nomination process for many competitive national awards, including the Goldwater, Truman, Rhodes, Marshall, Mitchell, and Udall scholarships.

### Admission

#### Admission Overview

The program does not require a minimum number of honors courses a semester. However, students in the program quickly discover that honors courses engage the intellect, hold the interest, and create the enthusiasm for learning they seek at a university. Students in the professional schools are particularly encouraged to seek out honors course opportunities early, while their curricula still have breadth and flexibility. Honors students are strongly encouraged to include research, study abroad experiences, internships, and community service in their academic programs.

Consult Honors Program staff about applying these activities toward completion of honors requirements. Students from all backgrounds who have strong high school curricula and excellent academic records are seeking to be challenged academically, personalized guidance, and an intellectual community during their time at KU. The Honors Program is home to several faculty fellows who serve the program and bring additional resources to the program to complement the full-time Honors Program staff. Faculty fellows are available for advising, consultation about majors and careers, and guiding research projects.

Applications are evaluated based on the basis of high school curriculum, unweighted high school GPA, activities, grades, an essay, activities, and involvement, standardized test scores, and an essay, scores. For applications from first- and second-year KU students and currently attending KU, as well as incoming transfer students, applications are evaluated based on the basis of college GPA, involvement and activities, and two essays, course work, an essay, and college activities.

Students interested in applying can learn more at the Honors website. Review of applications begins in October and continues through April. Send inquiries to the University Honors Program, 1506 Engel Road, Lawrence, KS 66045-3845. View further information and the online application.

Completion of the Program

Students graduate from the program by completing 8 honors units and the first-year, semester-long tutorial.

Students graduate with University Honors by completing 8 honors units and maintaining a cumulative GPA of 3.25 or higher. Students with composite ACT scores of 30 or above and unweighted high school grade-point averages of 3.75 or above are more likely to be admitted. Honors students to get to know one another and their instructor. The seminar tutorial explores the research methods of a discipline and acquaints students with the research resources available at KU.

### Honors Enhanced Learning Experience

The eighth unit may be from either category 1 or category 2. Starting with the Freshman class entering KU in fall 2016, the requirements for graduating with University Honors will change: Honors students will from now on complete an Honors Seminar, 18 hours of Honors course credit, and a selection of 4 Enhanced Learning Experiences (ELEs). Each Enhanced Learning Experience may have course-based and/or experience-based paths for completion. No one activity can fulfill two separate experiences (though a course taken toward the 18 hours of Honors credit can also count toward an ELE). Upon completion of each ELE, students will post a reflection question in their KU portal.

Honors Enhanced Learning Experience categories include:

1. Public Service
2. Cultural Literacy & Social Justice
3. Global Citizenship
4. Aesthetic Engagement
5. Professional Development & Social Entrepreneurship
6. Leadership
7. Research Skills & In-Depth Learning
8. Interdisciplinarity & Breadth of Learning
9. Student-initiated experience

### Nunemaker Center

Students also maintain a minimum 3.25 grade-point average. Nunemaker Center, This unique building, with its modern architectural design, is the home of the Honors Program, located across near the street from Templin Hall, the honors dorm Daisy Hill residence halls at KU, and the University Honors Program is home to several faculty fellows who serve the program and bring additional resources to their program to complement the full-time staff. Faculty fellows are available for advising, consultation about majors and careers, and guiding research projects. Honors students are encouraged to take advantage of the spaces available at Nunemaker, including several classrooms and study areas, a kitchen, comfortable lounges, and wireless Internet access. Honors advisors are regularly available Program to meet with students throughout several faculty fellows who serve the year, program, and bring additional resources to the center. The Honors advisors are regularly available Program to meet with students throughout the year, program, and bring additional resources to the center.
the full-time staff. Nunemaker also serves as a gallery for undergraduate art. The center is open days and evenings.

Rationale for proposal

The catalogue description was outdated. The new description reflects more accurately the Honors Program's priorities.

Additional Information

Supporting Documents

Program Reviewer Comments