

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for May 9, 2006

The committee met on Tuesday, May 9, 2006, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Bayer, Bradley, Carothers, Carlson, Clark, Clowes, Crosby, D'Anieri, Durham, Gordy, Ledom, McCleary, McNeley, Miner, Newell (Guest), Shaw, Steele, Thompson, Walton, Williams (Guest) and Ziembinski (Guest).

MINUTES The minutes for April 25, 2006, were approved.

CHAIR'S REPORT Professor Clowes reported on CUSA's productive year and thanked CUSA committee members for their hard work and accomplishments.

DEAN'S REPORT Professor D'Anieri expressed appreciation to the committee members for their contributions and presented certificates of service to four faculty (Professor Katherine Clark, Professor Edith Clowes, Professor George McCleary and Professor Michael Vitevitch) who had completed their CUSA terms. Special recognition was given to Professor Edith Clowes who served as Chair of CUSA for the 2005-2006 term.

CLA&S STUDENT ACADEMIC SERVICES REPORT Dr. McNeley introduced three new advising staff: Becky Newell, advising specialist in the English Department; Amanda Williams, advising specialist in Economics and Environmental Studies; and Marie Ziembinski, graduation advisor in Student Academic Services.

SUBCOMMITTEE CHAIR REPORTS

A. ACADEMIC STANDARDS

TABLED: (9 approved and 2 opposed)

1. Proposed change to the Repeat Policy (a University policy that requires approval beyond the College level)

REASON: To reconsider policy changes.

2. Changes to Readmission Policy

FULL COMMITTEE ACTION:

Approval with noted changes was granted for:

- A) Remove use of KU Independent Study.

TABLED

- B) Add text about guaranteed readmission guidelines

REASON

Revision of text

TABLED

C) Add text about guaranteed readmission guidelines for students dismissed Fall 2005 or before.

REASON

Connects to B above and B was tabled

FULL COMMITTEE ACTION:

Approval was granted for:

3. Proposal not to dismiss during Summer 2006 to facilitate new probation policy.
4. Year-end Report

Interim Report of the Subcommittee on Academic Standards

This report summarizes the work of this Subcommittee from August 2005 through April 2006. A final report for the Subcommittee will be provided on or about 10 August 2006, at the conclusion of our last meeting for the summer.

Actions on Petitions

The Subcommittee considered the following petitions:

Retroactive Withdrawal Petitions - 74
Readmission Petitions - 44
Other Petitions – 9

We do not know how many inquiries were made. At the front desk in 109 Strong, students inquiring about these different situations are given copies of petition forms; no count is kept of these instances. “Administrative retroactive withdrawal,” granted to students whose requests are clearly justified because of “the system” (*e. g.*, Peoplesoft problems), was granted to about 70-75 students.

Other Activities

In an effort to gain some control, make more orderly, and clarify issues and activities associated with our mission, we did the following:

- Clarified the role of the Academic Standards Advisor when dealing with Administrative Retroactive Withdrawals.
- Clarified a basic, but major issue: that KU courses that have not been approved as Principal Courses cannot be used as Principal Courses except under extreme circumstances; in these cases the Subcommittee on Academic Standards will review these as individual cases (during the year five petitions were considered, and all were denied).
- Clarified standards for both retroactive withdrawal and readmission petitions ... the Subcommittee guidelines remain unpublished, but these standards are adhered to very consistently.
- Proposed an Enrollment Hold for students on Probation (Subject to Dismissal) ... this has been put into operation (it requires the student to complete a form during a meeting with his or her advisor).

- Proposed Changes to the Academic Standing Policy ... these changes were approved by CUSA, CAC, and the Dean, and will replace the present (overwhelmingly complex) system beginning with the fall semester.
- Proposed Changes to the Readmission Policy ... approved by CUSA, CAC, and the Dean of the College, these have been forwarded to Governance.
- Review and Revision of the Academic Misconduct Policy ... approved by CUSA, CAC, and the Dean of the College, this was forwarded to Governance (where it was tabled). See the packet of information that is available.
- Requested approval of a proposal that all courses offered by KU Continuing Education be listed on student transcripts at the time of the enrollment ... approved by CUSA, and forwarded to CAC.

Continuing ...

- Proposed Changes to the Repeat Policy ... a further modification of the proposal by the Subcommittee will be considered by CUSA.
- Request recognition of the continuing and extended service requirements of the Subcommittee, and the extreme importance of continuity in the work of the Subcommittee, to the effect that members of the Subcommittee whose service is ending at the end of the spring semester be expected to serve during the summer term (meetings in June, July, and August) and that new members of the Subcommittee be appointed before the beginning of the summer term and be expected to attend the meetings in June, July, and August.

Issues for 2006-2007

- Review of the grading system of the College of Liberal Arts and Sciences, to make available +/- grades.
- Reviewing the role of the Retroactive Withdrawal Policy within the new University Withdrawal Policy.

The Subcommittee expresses its appreciation (and more) to Carla Simmons, Bridget Bradley, and Kim McNeley. Thanks also for her service to Carrie Wallace and, for his valuable contribution during the fall semester, to Dennis Karpowitz.

B. ADVISING

1. Year-end Report

Report from the Advising Subcommittee of CUSA, May 2006

Margaret Bayer, subcommittee chair

The Advising Subcommittee was charged with considering a change in the major declaration timeline, in response to the findings of the Graduate in Four Task Force.

In addition, we were asked to find ways to get faculty more involved in advising, and improve communication with advisors.

The subcommittee developed a proposal to require CLAS students to declare a major in the term following completion of 60 credit hours, and to institute enrollment holds on those students who fail to do so. The proposal was approved by CUSA and by the College Academic Council on Feb. 14, 2006. An earlier draft of the proposal included the requirement that prior to admission to a major, a student complete at least two courses in the major with a grade point average in those courses of at least 2.0. The intent of this

requirement was to encourage students to prepare realistically for a major, by enrolling early in potential major courses and focusing on majors in which they are enjoying academic success.

We agreed to pursue this goal within the advising framework:

to increase the emphasis during orientation and freshman-sophomore advising on preparation for a major.

The Advising Subcommittee looked for patterns in data on time to degree by majors.

Two patterns emerged. One is that in departments offering both a B.A. and a B.G.S. degree, time to degree was consistently greater for students earning the B.G.S. degree. The other observation is that foreign language majors tend to graduate earlier than other B.A. students.

Much of the subcommittee's efforts were directed towards advising and supporting CLAS Student Academic Services. We made suggestions and gave feedback, particularly on issues of communication with faculty. We were involved with the issue of unsuccessful applications for degree; discussions resulted in an email to faculty alerting them to the most common obstacles to graduation ("Four Common Mistakes in Advising"). We gave feedback on the Academic Information Meeting for new students, and revisions to the Major Certification Form. In the future the subcommittee will look at an advising form proposed as a companion to the ARTS form.

C. CURRICULAR CHANGES/DEGREE REQUIREMENTS:

1. Curricular Changes

FULL COMMITTEE ACTION:

Approval was granted for: ENGL 315, GEOL 536, SOC 104, SOC 304, SOC 510, SPAN 328, SPAN 330, SPAN 428

2. Degree Requirement Changes

TABLED

- a) Principal Course Changes
ENGL 315 – HL

REASON

Department chairs' review new principal courses and scheduled chairs' meetings for 2005-2006 are over.

FULL COMMITTEE ACTION

Approval was granted for:

- b) Non-Western Culture Changes
HIST 510

- c) Proposals/Policy Changes

TABLED

1. Proposal for Admissions requirements for the American Studies major

REASON

Further reconsideration

FULL COMMITTEE ACTION

Agreed to file (doesn't require CAC approval):

2. Proposal to clarify limit of continuing education courses allowed to count in Sociology major

FULL COMMITTEE ACTION

Agreed to file (doesn't require CAC approval):

3. Proposal for change to Spanish major requirements

3. Year-end Report

Committee on Undergraduate Studies and Advising
Curricular Changes and Degree Requirements Subcommittee

2005-2006 Academic Year
Report

Committee Members

A. W. Walton, Chair, James Carothers, Michael Vitevitch, Rachel Thompson (Spring Semester), Beth Manolescu (Fall Semester).

Statistics (provided by Ms Karen Ledom)

New courses recommended for inclusion in the curriculum: 44

Changes to title, description, prerequisite, or credit recommended for existing courses: 90

Courses recommended for deletion from the curriculum: 24

Six new principal courses recommended for inclusion in the curriculum, 2 in HT, 3 in HL and 1 in NE.
One SC principal course recommended for deletion.

Four new non-western courses were recommended for approval, one existing non-western course was recommended for deletion.

While no new majors or minors were approved, the Subcommittee recommended 11 changes to major programs, including a new Neurobiology option in the BS Degree in Biology, and 1 change to a minor program. Such changes are "accepted for file" by CUSA. The Subcommittee also recommended deletion of one minor.

Discussion items

Charges to CUSA and the Subcommittee.

At the beginning of the academic year, the Acting Dean recommended several charges to CUSA. Several of these involved the traditional areas of concern of the Degree Requirements and Curricular Changes Subcommittee:

- 2. Consideration of strategies for enforcement of early and continuous enrollment in Math and English requirements and administrative (course scheduling) implications.
 - 4. Consider changes in committee and subcommittee processes to streamline requests for course additions or changes.
 - 5. Consider incorporating additional review criteria for principal courses.
 - Identification of which general education goals the course content will address.
 - Stipulation of assessment process that will be incorporated into the instructional activity to measure goal achievement.
 - Establish processes for regular review of all principal courses to assess their effectiveness in addressing the goals of general education. Those courses that fail to appropriately address the goals should lose their principal course status.
 - 6. Identify recommendations within the General Education Task Force Review (June 2005) that are within the purview of CUSA, assign priorities for consideration, and develop strategies for addressing recommendations.
 - Consider desirability and feasibility of implementing a writing, communications, and numeracy across the curriculum program.
- (From the Interim Dean's Recommended Charges)

For this reason, the subcommittee undertook a discussion, with CUSA Chair Edith Clowes participating, of the whole list of recommended changes and which to undertake.

One of the recommended changes, #4, reflected a superficial perception that the approval process could be made more rapid. It is difficult to imagine more speedy approval, unless departments become more careful in preparing their submissions or whole levels of review are eliminated.

When the College adopted its 1987 BA curriculum, it included a provision for early and continuous enrollment in Math and English courses until the student reached certain levels. Advisors have quietly been sidelining this provision, allowing students, in some cases, to reach 90 hours without having taken Math 101. For this reason, the recommended charges from the dean included item #2. The Subcommittee endorsed a letter stating the view that the requirement should be enforced (Attachment #1). The issue of effect of requirement changes on class scheduling is not in the purview of the Subcommittee.

Recommended charges #5 and #6 both are deeply entwined with KU's system of principal courses. The committee had extensive discussions of the general education, principal courses, and what was necessary get consensus on a complete review and possible revision of the system. This resulted in the e-mail sent by Subcommittee Chair Walton to CUSA Chair Clowes on March 7 (Attachment # 2). This e-mail reflected the Subcommittee's view that review of the principal course system and revision in light of the goals of general education (from the report of June, 2005) will require extensive consensus building.

Although not expressed in this e-mail from Dr. Walton to Dr. Clowes, the Subcommittee believes that the any such consensus building and review will require a specially constituted committee, as it would unduly burden the Subcommittee. Already the curricular changes and changes to degree requirements that flow through the Subcommittee occupy much time during the academic year. In the end, Dr. Carothers prepared a letter to Dean-designate Steinmetz on behalf of the Subcommittee and CUSA. That letter strongly recommends appointment of a task force on general education requirements in the College.

Requirements for admission to majors. Several programs have criteria for admission to majors in their fields or have asked to establish such criteria. These initiatives come from two sources. One is that some majors, such as Psychology and Sociology, are strongly subscribed. The other source is that many students in the College do not declare majors in a timely fashion and are placed on enrollment hold. As enrollment holds grip students who have not yet declared their major, those students may adopt a major of convenience; some do so without even having taken a course in that field. This year, Psychology and Sociology requested changes to their admission requirements, and American Studies requested that some minimal standards be set for admission to their program. The Curricular Changes and Degree Requirements Subcommittee recommended all such changes for approval by CUSA.

Use of cross-listed courses to fulfill major and junior-senior concentration hours.

In response to a specific instance, the Subcommittee recommended the following policy statement.

Cross-listed courses fulfill the same requirement regardless of which department the course was taken. If a course counts towards fulfilling a requirement in a student's major, the student may not take the same course under the cross-listed number and count it towards the junior/senior concentration.

I, for one, hope some minor editing was applied to this draft before its acceptance.

Role of department chairs in review of principal courses.

Several courses were proposed as new principal courses. Examination found that the procedure of having department chairs in the affected division review proposed principal courses had fallen into disuse. This procedure was set up with the installation of the curriculum in 1987 and was a key part of establishing the Chairs brown bag lunches that are important routes of information transfer between the Dean's Office and departments. The subcommittee recommended that such reviews be re-instituted. Recent proposed principal courses have undergone that review.

LA&S topics courses.

Haskell Indian Nations University and several KU units offer courses under the LA&S rubric. Some of these courses are indeed cross-disciplinary offerings that serve a valuable niche; the Haskell courses especially provide diversity of viewpoint to KU's academic offerings. In departments and programs, sections of topics courses are vetted before listing, but LA&S 292, in particular, is a topics course in which no such review of topics to be presented takes place. The Curricular Changes and Degree Requirements Subcommittee recommended to CUSA that LA&S offerings be reviewed by the subcommittee before their listing.

Business minor.

The School of Business proposed that CLAS students be permitted to minor in business. The Subcommittee reviewed a number of aspects of the proposal and ultimately recommended it to CUSA for approval.

Retroactive credit in Hebrew.

The Religious Studies Department requested that KU no longer grant retroactive credit for study of Hebrew as a language. While this is a departure from practice in other departments at KU, the Subcommittee recommended approval of this change.

Recommendations

1. The Curricular Changes and Degree Requirements Subcommittee receives many requests for curricular changes and changes to degree requirements. Such changes require most of the time allotted for meetings of the Subcommittee. While any changes to the CLAS general-education requirements must funnel through that Subcommittee, the major work of redesigning the curriculum, if such re-design is deemed appropriate, should fall to a different body.

2. Many programs are adopting admission requirements for their majors. Such programs normally require a student to complete several courses successfully. Some set a GPA standard that is well above that required to graduate. With the more restrictive major-declaration policy, students may increasingly adopt majors of convenience in order to register. This may lead to even more efforts to set admission standards for various programs. The Office of the Dean, the College Academic Council, or the College Assembly should provide guidance on the kinds of admission standards that are appropriate and on the time of their implementation in a student's career.

Attachment # 1

Letter from CUSA to Interim Dean Barbara Romzek

September 30, 2005

Interim Dean Barbara Romzek
College of Arts and Sciences
Campus

Dear Dean Romzek:

As we discussed at the meeting of August 23, 2005, one of your suggested charges to the College Committee on Undergraduate Studies and Advising (CUSA) for this year is “Consideration of strategies for enforcement of early and continuous enrollment in Math and English requirements and administrative (course scheduling) implications.”

The policy of early and continuous enrollment in Math and English has remained the same since the late 1980’s, and is printed on p. 52 of the current Undergraduate Catalog. The policy was originally enforced by means of the sanction of academic probation for those who did not comply with the policy. This enforcement practice was discontinued in the early 1990’s, so the policy has remained “on the books” but it has not been enforced for quite some time.

CUSA believes that this policy should be enforced, and that the sanction of academic probation is the appropriate means for doing so. We urge you to instruct the CLAS-Student Academic Services office to monitor students’ compliance with the early and continuous enrollment policy, and to place on academic probation those students who fail to comply with the provisions of the policy. We further urge that this enforcement provision be included in the next Undergraduate Catalog, (2006-2008) and that emphasis be placed on this policy during summer orientation and advising sessions for new students.

Failure to complete these requirements—especially mathematics—in a timely manner seems to be the single greatest barrier to normal progress towards a four-year degree completion program. A study this fall showed that 493 students who had earned 90 hours or more had not yet completed the second-level Math course, and that fully 194 of those students had not completed MATH 101. Until or unless we can change that behavior, we will not see the improvement in the graduation rates we are looking for.

We do not have the means to analyze the effects this enforcement may have on enrollment in MATH 101.

We would be glad to provide further perspective on this recommendation, if you would like us to do so.

Sincerely,

Edith W. Clowes, Chair
Committee on Undergraduate Studies and Advising

Cc: Kim McNeley, Assistant Dean, CLAS SAS
Paul d’Anieri, Associate Dean, CLAS

Attachment # 2

Text of e-mail of March 7, 2006 concerning revision of general education requirements.

Edith:

As a result of discussion this morning in the Subcommittee on Curricular Changes & Degree Requirements, we concluded that the process of revising general education requirements will only be successful if broad agreement exists in the College faculty that the current system is not meeting educational needs. The first step would thus be to articulate the degree of dissatisfaction with the current system. [If it ain't broke according to most of us, nobody is going to agree to fix it.]

Any fix of a broken system supposes that the parochial interests of departments can be met or, preferably, laid aside. [Follow the money.] In a practical sense, the process of developing consensus that change is necessary should include active participation of department chairs, College committees, and students. A key element may prove to be results of specialized assessment of general education that includes input from alumni as well as current students.

The committee strongly feels that any reform should set desired outcomes, in terms of skills or knowledge, rather than saying so many courses in this discipline or that. The new system would then leave a lot of discretion to departments to construct courses to achieve the goals. [Let a hundred flowers bloom.] As an extreme example, it is not inconceivable that grammar will be taught in math courses. CUSA will draft, and the Faculty will adopt, some standards for courses aimed at particular outcomes.

Vigorous oversight and enforcement will be necessary. This would include initial vetting of courses and specific consideration on any merit-based evaluation of faculty members of how their general education course(s) fulfilled the goals of KU general education.

Tony

OLD BUSINESS

FULL COMMITTEE ACTION:

Approval was granted for:

A. Revised letter to Dean Steinmetz

DRAFT

DRAFT

DRAFT

April 27, 2006

TO: Dean-designate Joseph Steinmetz. College of Liberal Arts and Sciences
FROM: College Committee on Undergraduate Studies and Advising (CUSA)
SUBJECT: Possible revisions of College undergraduate curricula
DATE: May 9, 2006

As you prepare to begin your term as Dean of the College, CUSA would like to call to your attention the important matter of possible revisions of the B.A. and B.G.S. General Education curricula. At the request of Interim Dean Barbara Romzek, CUSA has undertaken a year-long study and discussion of the ways these two degree programs might be revised to: (1) meet University-wide goals for General Education; (2) improve the quality of CLAS education generally, and (3) make it possible for undergraduates to earn a Bachelor's degree in four years.

To these ends, during the 2005-2006 academic year CUSA has made a number of recommendations to the College Academic Council, which has approved them, or is presently considering them. These include: (1) a new rule requiring declaration of the major following the completion of the 60th credit hour; (2) a new rule tightening academic misconduct policy; (3) a revised Academic Standing policy; (4) a recommendation to the dean that groups of departmental chairs be involved with the process of vetting new principal courses; (5) a recommendation for requiring continuous enrollment in basic mathematics and English skills courses (this last recommendation is still pending).

CUSA has not formally proposed modifications to the present General Education Program, which has constituted our curriculum since 1987. A straw vote taken March 28, 2006, showed general agreement that required general education hours should be fewer in number and there is broad interest in looking for ways to combine skill and content development. As our discussions have continued, we have concluded that the College curriculum cannot be effectively amended piecemeal, and that several serious questions of principle and policy must be agreed upon before comprehensive curriculum revision can be achieved. We recommend, therefore, that you consider appointing and charging an independent task force to address these questions and to make appropriate recommendations to CUSA and to the College Academic Council.

We are essentially agreed that the present College curriculum requires too many particular General Education courses (72 hours for the B.A.). However well-conceived originally, the rationale for the present "Principal Course" requirements for the B.A. is not clearly explained to current students in those courses. We also agree that simply reducing the number of courses required for our Bachelor's degree programs will not improve the overall quality of the education our students receive. Such reductions, too, are quite likely

to be opposed by the units that offer these courses. We agree, also, that any substantial revision of the College undergraduate curricula must be supported by a broad consensus.

We agree, finally, that the following questions should be addressed before we decide on a specific new curriculum:

1. Should we fix a (reduced) number of General Education courses and a (reduced) number of hours?
2. Could we combine “skill courses” and “content” courses by incorporating Writing/Communication/Mathematics emphases “across the curriculum”?
3. Should foreign language study be a significant part of both the B.A. and B.G.S. curricula?
4. Should the B.G.S. be eliminated entirely, or should it be retained as a clearly “lesser” degree by comparison to the B.A. and B.S.?
5. Should units offering Principal Courses be required to demonstrate that such courses include substantial attention to the assumptions and methods of the discipline, and not merely subject matter instruction? How would they demonstrate this? To whom?
6. Should the College emphasize demonstrated competency and achievement, rather than a particular number of required courses or credit hours?
7. Should the College seek to establish a system of “provisional admission,” under which students at risk might be admitted for a semester or year, subject to dismissal if certain desiderata (number of hours, minimum G.P.A., courses in English, Mathematics, Science, Language) are not successfully completed?

Other questions may, of course, occur to you, and these questions may be rephrased or combined in a variety of ways. We believe the suggested Task Force should include representation from the three traditional divisions of the faculty, current undergraduate students, the CLAS Student Academic Services, the Freshman-Sophomore Advising Center, College chairpersons, and CUSA itself.

We would be glad to discuss these recommendations with you further, at your early convenience. Thank you for considering our recommendations on this vital undertaking.

CC: Provost Shulenburg, Provost-designate Lariviere, Dean Romzek, Associate Dean d’Anieri

FULL COMMITTEE ACTION:

Approval was granted for:

A. Business Minor for CLA&S Students

**ADDENDUM TO 5/09/06 CUSA AGENDA
AMENDED VERSION OF BUSINESS MINOR PROPOSAL TO INCLUDE PREREQUISITES**

a) Business Minor for CLA&S Students

Minor in Business Offered by School of Business
(January 6, 2005)

The Minor in Business described below has been developed and approved by the School's Assembly. The plan is to offer two or three of these courses during Summer 2006. All of the courses will be offered in Fall 2006 and each semester thereafter.

Program

Curriculum: The business minor consists of the following six courses.

Lower Division

ACCT 205	Survey of Accounting (<i>or ACCT 200</i>)
IST 205	Survey of Information Systems (<i>or IST 301</i>)

Upper Division

MGMT 305	Survey of Management
DSCI 305	Survey of Decision Making in Business
MKTG 305	Survey of Marketing (<i>or MKTG 310</i>)
FIN 305	Survey of Finance (<i>or Fin 310</i>)

Course Descriptions: See below.

Admission: Admission is not required by the School of Business. Courses in the Minor may be taken by any non-business student in the university.

Graduation or Certification of Minor in Business:** Completion of the Minor requires completing all six courses with a GPA of 2.0 or better. Students majoring in a department or school that permits students to minor in business will be eligible for transcript certification of a Minor in Business **by the School of Business. An on-line application available through the School of Business website must be completed for transcript recognition.

Transfer Courses: Transfer courses may be used to substitute for the lower division courses. No substitutions will be allowed for the upper division courses. All 12 hours of upper division courses must be completed at KU.

Under no circumstances will students be allowed to use a Minor course to substitute for a pre-business or core course required of students majoring in business, or to satisfy the pre-requisites of an advanced business elective.

Advising:** ~~Advising students who are interested in a Minor in Business is the responsibility of the students' home department or school.~~ **Students interested in a Minor in Business will be advised by The School of Business, including availability of an on-line information page to serve both students and advisors.

Course Descriptions

~~There are no prerequisites for the courses in the Business Minor. Since students in the Minor will come from many departments and units from across campus that do not use the +/- grading option, grades for courses in the Minor will be restricted to straight letter grades.*~~

ACCT 205 Survey of Accounting - 3 credits

This course is an introduction to financial and managerial accounting. It will introduce the concepts of business and the measurement systems used to control and evaluate business activities. It will also explore product costing systems and the use of accounting data as a basis for management planning and decision making. *(Not open to students with credit in ACCT 200) Prerequisite: ENGL 101 and MATH 101**

IST 205 Survey of Information Systems - 3 credits

This course focuses on the use of information systems in business. Topics will include components of information systems, types of information systems, development of information systems, and uses and benefits of information systems. Relevant technology issues such as security, privacy and ethics will also be introduced. In addition to content on information systems, the course will cover the basic principles of Microsoft Office. *(Not open to students with credit in IST 301) Prerequisite: ENGL 101 and MATH 101**

MGMT 305 Survey of Management - 3 credits

This course is designed to acquaint students with traditional business management ideas, recent management thinking, and the contemporary application of both to the management functions of planning, organizing, leading and controlling. A survey of a wide variety of topics is offered, generally including goal setting, strategy formulation and implementation, managerial decision making, structure and design of organizations, corporate culture, organizational change and development, human resources management, managing diversity, leading, motivation, communication, teamwork, quality control, management control systems, operations and service management, entrepreneurship and small business management, managerial ethics, corporate social responsibility, and management in the global environment. ***Prerequisite: ENGL 101 and MATH 101****

This course replaces BUS 301 – the general business course that currently serves as an introductory business course for non-business students.

DSCI 305 Survey of Decision Making in Business - 3 credits

An introduction to decision making under the uncertainty encountered in business and in everyday life. Covers selected topics in probability, statistics, economics, and operations research, and their application to complex problems in financial management, marketing, operations management, supply chain management, and quality management; as well as risks affecting everyday life, such as personal decisions in regard to career, marriage, and wealth management. ***Prerequisite: ENGL 101 and MATH 101****

MKTG 305 Survey of Marketing - 3 credits

This course introduces the student to marketing from the prospective of the business firm. Topics included are the marketing system, consumer and industrial behavior, market segmentation and positioning, product policy, channels of distribution, pricing strategy, sales management, and marketing communications. *(Not open to students with credit in MKTG 310) Prerequisite: ENGL 101 and MATH 101**

FIN 305 Survey of Finance - 3 credits

The purpose of this course is to help the student develop a basic understanding of Finance. Topics covered include (1) financial instruments and the markets in which they are traded, (2) financial planning and analysis, (3) the cost and time-value of money, and (4) the fundamentals of investor decision-making. *(Not open to students with credit in FIN 310) Prerequisite: ENGL 101 and MATH 101**

****At the request of CUSA, several changes were made to the original Business Minor proposal after email confirmation from the School of Business.***

ATTACHMENT TO BUSINESS MINOR

REPLY FROM DR. CHAUVIN 5-3-06

Karen,

As I indicated in my voice message, the exclusion of Math 101 and English 101 as prereqs for the minor courses was an oversight. That has now been corrected. I appreciate the committee drawing this to our attention. Once again, I would be glad to meet with the committee if that will help answer any of its questions. Just for your information, we now have a faculty member who will serve as director for the program and we are in the process of appointing an advisor who will be dedicated to the business minor.

Also, I would still like to talk about the process of getting this approved. When I talked with Kim last November, it was my understanding that CUSA's review was all that was required since the College already has approved having minors generally. I was surprised by your comment below that this has to go through another level of approval and may take two or more semesters. We are getting quite a few inquiries from students interested in the minor. If this is going to take awhile longer, it would be helpful for us to have a statement to share with those students to give them a sense of the timeline of when it will be decided upon. There are students who have met several of the requirements and desire to complete the last couple of courses in the Minor. If they are rising seniors in the College and this will not be an option for them, they would probably benefit from knowing that now rather than later.

I will look to you and Kim regarding what we should be telling the students in the College who ask about the minor.

Thanks for all of your efforts.

Keith.

From: Ledom, Karen
Sent: Friday, April 28, 2006 2:31 PM
To: Chauvin, Keith W
Cc: Knight, Elaine
Subject: RE: Business Minor

Keith,

CUSA meets for the last time this semester on May 9th. However, to include agenda items the deadline is Thursday, May 4th. Is it possible to receive a response by then? I should probably clarify further that the committee felt strongly that MATH 101 and ENGL 101 should be prerequisites for all of the courses, but please take that recommendation in the spirit it was intended. Obviously they are your courses and your minor, so just let me know what the prerequisites will be for each course and I'll report back accordingly. Thanks for your patience!

Karen

REPLY FROM DR. CHAUVIN 4-10-06

Karen,

Here is a quick response. If you need more information, please call or email. In response to your questions:

1. We will take responsibility for advising students on the Minor. I am currently in the process of assessing whether we will start initially with a part-time advisor or if we go straight to having a full time person devoted to the Minor. We originally thought this would be simple enough for the program to be self-advised, but I have now listened to my advisors and understand otherwise. We will still have a brief description of the program, along with FAQs, that we would hope advisors across campus will share with students when they express an interest in the Minor, but we will be responsible for advising and follow-up questions from the students.

2. Business will certify the completion of the Minor. This was part of the original plan. We are currently working on setting up the process. Based on early conversations with the experts in ARTS and PeopleSoft, we thought the certification process would be very automated. As of now, we are not certain that this is possible. However, I can assure you that Business will provide certification of completion of the minor.

Again, please let me know if there are other questions.

Thanks for your help.

Keith.

From: Ledom, Karen
Sent: Friday, April 07, 2006 12:05 PM
To: Chauvin, Keith W; McNeley, Kim
Subject: RE: Business Minor

Keith,

I wanted to update you on the progress of the proposal to allow students in the College to earn the Business minor, and also ask a few follow up questions. The proposal has been reviewed by the department chairs, and by the curricular changes/degree requirements subcommittee of CUSA (Committee on Undergraduate Studies and Advising). On Tuesday it will be presented to the full committee for further review. However, some concerns were raised during the review that I need to clarify - by Tuesday morning if possible (sorry for the late notice!)

Students earning minors in the College declare their minor with us, and are advised by, and requirements are certified by advisors in the College. It sounds as though if the College allows our students to earn a minor in Business, we would be expected to advise students on the Business minor requirements, as well as certify them for graduation with the minor from Business. Is that really the case? Given that it is a minor from the School of Business, and requirements are met by taking Business courses, the committee feels this should fall under the responsibility of advisors in your school, rather than the "home department or school" of the student. The College would only continue to entertain the possibility of our students completing a minor in Business if we could be assured that all aspects of the administration of this minor be the responsibility of the School of Business. Please let me know if this is an option.

Best Wishes,
Karen

Karen,

Below are responses the two questions raised by the Committee. I would be glad to provide a more complete written response or meet with the Committee if the members would like more information.

1. While the minor courses cover many of the same topics as the as their respective pre-business and core "counter part" courses, they differ in several important ways. First, pre-business and core courses are foundation courses taught from the perspective that the student will be exposed multiple times in the program to the various topics and tools being covered. As a result, some topics are being covered in great depth and in a very rigorous fashion because the student needs the rigor in order to handle the topic in a more advanced course in the program. Other topics receive less attention in the core courses because they are covered in more detail later in the program. For example, the core business courses may cover a particular marketing or financial analysis tool, but leave for a higher level course or the capstone course the coverage of how that tool is used for decision making in broader business context. On the other hand, the minor courses are designed to be self contained. They are taught based on the assumption that the student may not see the topic again in the context of their coursework.

Second, four of the "counter part" courses require a calculus-based statistics course. The use of statistical analysis and math in the core business courses varies from course to course, but coverage of many topics require an understanding of sampling methods, hypothesis testing and the use of measures of variance to understand such concepts as risk. The minor courses do not require this level of mathematical sophistication. The minor courses will introduce some analytical tools, but the coverage will not assume prior exposure to probability or statistics.

And, third, business majors are designed largely to prepare students for jobs and careers in existing businesses that are large enough to require professional management skills and a considerable level of specialization within such functional areas as finance, marketing and accounting. Some students taking a business minor may also work in large existing businesses, but many may work in smaller businesses where a more general understanding of many aspects of the business is required, or they may start their own business at some point in their career. Small and start-up businesses tend to turn to services available in the marketplace rather than rely on specialized human capital within the organization when specialization is needed . The Minor in Business, and the courses supporting the minor, are designed to prepare students for this type of a business experience rather than what is required of a financial analyst in a large corporation or other more specialized jobs and careers.

2. Because of the differences between the minor courses and their pre-business and core-business counter parts, these courses will not taught together.

Please let me know if you think it would be helpful for me to meet with the Committee. As I said, I would be glad to do so.

Keith.

Keith W. Chauvin
Associate Dean for Academic Affairs
School of Business
University of Kansas
Lawrence, KS 66045
(785) 864-7567

ATTACHMENT TO THE BUSINESS MINOR CONTINUED

From: Ledom, Karen
Sent: Friday, February 17, 2006 12:02 PM
To: Chauvin, Keith W
Subject: Business Minor accepted by the College

Dr. Chauvin,

I have been asked on behalf of the Committee on Undergraduate Studies and Advising to contact you regarding several questions concerning the Business minor. Could you please respond to the questions below? Thank you.

Karen Ledom

1. Please clarify why some of the courses created for the minor seem to be very similar to other existing Business school courses, but are treated separately from any courses taken by Business majors.
2. Please address whether these courses will be taught together with their "counter part" courses.

Karen Ledom
Administrative Director
College of Liberal Arts and Sciences
Student Academic Services
109 Strong Hall
864-3513

NEW BUSINESS

FULL COMMITTEE ACTION

Approval was granted for:

- A. Election of new chair, Professor Anthony Walton.

Meeting was adjourned at 12:30 P.M.