

The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING

AGENDA

APRIL 27, 2010, 11:00AM
STRONG HALL – ROOM 210

- I. Approval of CUSA Minutes from April 13, 2010
- II. Chair's Report
- III. Dean's Office Report
- IV. CLA&S Student Academic Services Report
- V. Subcommittee Chair Reports
 - A. Advising & Awards
 - B. Curricular Changes/Degree Requirements

- 1. Curricular Changes
 - a. Curricular Changes for Approval:

NEW COURSES: AAAS 345, EALC 317, JWSH 361, WGSS 345

CHANGES: EACL 316

- 2. Degree Requirements for Approval:
 - a. Change to Existing Women, Gender & Sexuality Studies Major and Minor
 - b. Creation of Admission Requirements for Existing Linguistics Major

- C. Academic Standards Report

Discussion

- 1. **Transfer course** – During the discussion of petition 1536 the subcommittee felt that if courses from a four year institution are evaluated as the equivalent to a specific level of course at KU, the student should be granted equivalency including appropriate level. Community College coursework still does not count as upper level coursework.
- 2. **Incompletes** – During review of petition 1517 the issue of incompletes was discussed, regarding how the subcommittee should proceed with requests for a retroactive withdrawal from an incomplete when the student has re-enrolled and completed the course at a later date. The subcommittee felt that if a student has retaken the course, that satisfies the completion of the course and a request to retroactively withdraw the student from the course with the incomplete should be granted.
- 3. **Principal courses discussion while reviewing petition 1525** - One member approved, pointing out that there should be flexibility for certain students/courses. The Academic Standards subcommittee encourages review of principal courses requirement; until then, the majority feels that current principal course requirements need to be upheld to ensure fairness for all students.
- 4. **EECS 128 as a NM** – During the discussion of petition 1525 and 1533 the issue arose of counting EECS 128 and EECS 138 as a NM principal course. Two years ago CUSA reviewed the courses that fulfill the NM principal course requirement and decided that only courses with a prerequisite of MATH 115 Calculus I could count and left open whether EECS 128/138 should still count since it only has a prerequisite of MATH 101. The course description of EECS 128 was again looked at during the review and the subcommittee thought that it might be time to revisit this outstanding issue.

- 5. Retention of files required for processing of petitions, specifically retroactive withdrawal** - The Academic Standards subcommittee feels that electronic files should be kept for at least a minimum of two years after a grade is posted, while paper documentation should be retained for one year after a grade has posted. These guidelines will change the administrative process for gathering documentation from instructors after two years has passed, so we are proposing the following administrative guidelines to be included in current retroactive withdrawal policy approved by CUSA.

Requests for retroactive withdrawals that are more than two years old will be reviewed only for entire semesters or if clear, documentable administrative errors have occurred regarding a specific course. Instructors will not need to be contacted since they are not required to keep records past two years. However, full semester withdrawals will be reviewed only if there is documentation of a serious illness or issue pertaining to the student that occurred during the semester being requested. The current process of requesting information from faculty will continue for individual courses and full semesters that are less than two years old.

Retroactive withdrawals

1476) Retroactive withdrawal from summer 2006

Denied (4, 0) – It was determined that there was not administrative error. Student attempted to drop his summer term courses two days after the published deadline. Since the student had attended his courses at least once he should have been able to meet the deadline for withdrawing.

1512) Retroactive withdrawal from MATH 101 & LING 106 for Fall of 2009 due to extenuating circumstances

Approved for full semester (4, 0) – The subcommittee felt that circumstances surrounding the student's pregnancy were unique and those issues she dealt with met the standards for a retroactive withdrawal.

1517) Retroactive withdrawal from Spring and Fall 2006 due to family illness

Approved (4, 0) – The subcommittee had originally denied this petition but after further review it was determined that the student had sufficient evidence to allow a retroactive withdrawal for both semesters.

1518) Retroactive withdrawal from Fall 2007 due to loss of ROTC scholarship

Denied (4, 0) – The Academic Standards subcommittee was sympathetic to the student's financial issue but it had no bearing on her retroactive withdrawal. Her petition was denied because it did not meet the minimum standards for a retroactive withdrawal.

1520) Retroactive withdrawal from Fall of 2005 due to extenuating circumstances

Approved (4, 0) – Student had sufficient evidence as to the extenuating circumstances she dealt with during the Fall 2005 semester. That, combined with her academic performance since then, qualified her for a retroactive withdrawal.

Degree Requirement Petitions

1521) Request to count transfer course as HL

Denied (4,0) – Petition was denied because course that student is requesting currently counts as the student's 3rd English. By approving it to count as an HL, it would take away its eligibility to count for that requirement and leave the student in the same situation where she now finds herself, missing a general education requirement. The Academic Standards subcommittee did discuss that there may have been possible advising issues that could have led to an approval of the petition but after realizing that the approval would not solve the issue they denied the student's request.

1505) More than 12 hours of transfer work in last 30 hours

Tabled –

1525) Request to count EECS 168 as an NM

Denied (3, 1) – The subcommittee saw no extenuating circumstances why this petition should be approved. Student switched tracks from Engineering in Fall 2006 and has had ample time to complete this requirement. The Academic Standards subcommittee feels strongly that they are there to uphold the standards of the degree as currently approved. One member approved the petition pointing out that there should be flexibility for certain students/courses.

1533) Request to count non transferable courses as EECS 128

Denied (4, 0) – Courses do not have a math prerequisite and while the student has documented that she has been suffering from an illness since her freshman year, the courses presented did not seem sufficient for a Natural Sciences Mathematics principal course, especially since they do not transfer as credit to KU.

1534) Request to count COMS 150 and COMS 130

Denied (4, 0) – Student completed COMS 130 at KU in Spring 2007; he then took the equivalent of COMS 150 Summer 2009. Student is requesting credit for both. The Academic Standards subcommittee saw no reason to grant this request. Student did not have any contact with anyone prior to enrolling in that course.

1536) Request to count lower level courses at a 4yr school as upper level based on equivalency

Approved (4, 0) – The Academic Standards subcommittee felt that if courses from a four year institution are evaluated as the equivalent to a specific level of course at KU, the student should be granted equivalency including appropriate level. Community College coursework still does not count as upper level coursework.

VI. New Business

CUSA approval of new Requests for Major Admissions Requirements if the department follows the CUSA-approved template

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for April 13, 2010

The committee met on Tuesday, April 13, 2010, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Banwart, Blackmore, Bradley, Burreight, Comer, Crosby, Dozier, Earnhart, Hayes, Kuczera, Manning, McCrea, McNeley, Roberts, Tucker

Also attending: Professor Chris Haufler, Dept. of Ecology & Evolutionary Biology, and Samantha Montague and David Nickol, College Student Academic Services

MINUTES A motion was made to approve as written the April 13, 2010 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously

CHAIR'S REPORT Professor Manning introduced Professor Chris Haufler, Chair of the Chancellor's Retention and Graduation Task Force, who had been invited to the CUSA meeting to present the Task Force's recommendations for undergraduate retention and graduation rate improvement (see Attachment A). Professor Haufler gave some background about why this task force (along with others) had been created, and pointed out this is a significant issue for the Chancellor as noted in her inaugural address. Clarification was made that "peer institution" is defined by size and mission, primarily. Comments during the presentation included a suggestion that changing campus culture may need to include more emphasis on mid-terms as an evaluation of progress; a note that a distinction had been made between traditional and non-traditional students in the statistics; ideas about how first year seminars might be developed; ideas about how courses might be modularized, such as progressing to a specific point in a course and if students were not successfully completing course requirements at that point, they would go back to the beginning of the course; and perhaps utilizing competencies to promote learning outcomes. It was noted that studies have shown a focus on the first three weeks in a semester is critical in student retention, and various ideas about what that focus might entail were discussed. Professor Haufler indicated the final report had been submitted to the Chancellor and it was under review.

Professor Manning resumed the meeting by reminding members a new Chair of CUSA soon would be elected from members in their third year of service on the committee, and asked those members to consider it, as the next year should be interesting in light of the changes underway in the University.

DEAN'S REPORT

Assistant Dean McNeley noted the Administrative Action that Theatre Design has officially moved into Theatre.

CLA&S STUDENT ACADEMIC SERVICES REPORT

Dr. McNeley also reminded members of the Enroll & Pay update scheduled for April 23, 2009. She also reported that the nominations for the Award for Excellence in Undergraduate Advising would be given to the Advising and Awards subcommittee for consideration and a decision.

Dr. McNeley referred CUSA members to the sample Four-Year plan (see Attachment B). She reported that these forms would soon be distributed to all the departments in the College and they will be asked to fill them out with their specific major information, noting that having a consistent format across all the departments would ease comparison and contrast for students as they explore their major interests and narrow their choices. Dr. McNeley will be asking departments for feedback and for any key, critical phrasing they would like included on their plans.

SUBCOMMITTEE CHAIR REPORTS

A. **ADVISING & AWARDS** – Professor Kuczera reported that review of the scholarship applications was complete and decisions had been made to award 13 students with a total of \$22,100 in scholarship funds.

B. **CURRICULAR CHANGES/DEGREE REQUIREMENTS**

1. Curricular Changes
 - a. Curricular Changes for Approval:

NEW COURSES: ANTH 664, EALC 555, HA 303, REL 555

DELETED COURSE: PHSX 321

CHANGES: CHIN 206, EALC 415, EALC 615, HA 103

Professor Banwart began by presenting the motion to approve new courses ANTH 664, EALC 555 and REL 555. The motion was seconded and passed unanimously. The next motion to approve brought forward was the deletion of PHSX 321. The motion was seconded and passed unanimously. Dr. Banwart then brought forward a motion to approve the new course HA 303 and the change to HA 103, and reported that the department created a 300-level version of the HA 103 course, and the change in description reflected the difference in requirements. The motion to approve was seconded and passed unanimously.

Dr. Banwart then brought forward a motion to approve the changes in CHIN 206, EALC 415 and EALC 615. A question was raised about the course description of CHIN 206, regarding the language about the course primarily being used to award transfer credit, and clarification was made that this likely was more of a “shell” for study abroad work. Another question was raised about whether the vote could go forward with a possible modification later of the language, “...does not count toward the CLAS foreign language requirement...” after further checking can be done regarding standard wording currently used in other language courses. The decision was made that the vote could continue, if the modification did not change the intention of the course description. The motion to accept with this possible modification was seconded, and it passed unanimously.

b. Curricular Changes Motion to File:

NEW TOPIC: HNRS 492, LA&S 492

Professor Banwart called attention to the above motion to file, and it was noted there was a typographical error that should be corrected in the course description of both: the word “histroical” should be changed to “historical.”

2. Degree Requirements for Approval:

a. Change to Existing Departmental Honors Requirement – Biochemistry

Professor Banwart pointed out the above change and brought forward the motion to approve. There were no questions, the motion was seconded and it passed unanimously.

b. Non-Western Culture Status for EALC 555/REL 555

Professor Banwart noted the above courses had just been approved, and brought forward the motion to approve Non-Western Culture status for them. The motion was seconded and passed unanimously.

c. Change to Existing BS Biology Major – Neurobiology Emphasis

Professor Banwart went over the proposed changes, then brought forward the motion to accept this change. There was no discussion, the motion was seconded and passed unanimously.

3. Report of Administrative Action:

The courses listed below have been added to the SOTA class offerings, due to the transitional situation with SOTA:

AFND 103 Introduction to Design I (3), and AFND 104 Introduction to Design II (3)

The above information note was explained; there was no discussion.

C. ACADEMIC STANDARDS

The members read through the report, and a question was asked if this information is saved. Bridget Bradley confirmed it is, and the information is later used for the end-of-year report for CUSA. There was no further discussion of the cases.

The decision was made to hold the new business for the next meeting since it was not time-sensitive.

The meeting was adjourned at 12:28.

Retention and Timely Graduation: Task Force Report and opportunity for input

4/12/10

Why Worry?

- Retention & Timely Graduation a national concern
 - Important to federal & state legislatures
 - Some funding linked to retention and graduation rates
 - A concern to families
- Institutional rankings suffer
 - $\pm 20\%$ of first year KU students do not return
 - $\pm 32\%$ graduate in 4 years; $\pm 60\%$ in 6 years
 - KU ranks below peer institutions
- Losing students = lost revenue
 - Modest improvement in retention = millions of \$\$
- "Super seniors" take "seats" from entering students

Observations

- Raising admission standards is not enough
- Progress requires changing campus culture
- KU addressing timely graduation better than retention
- Revenue neutral improvements possible
- Expanding and coordinating best practices will generate positive results

Task Force Charge & Work-plan

- Charge: Consider & make recommendations on
 - Advising
 - Intervention
 - Engaged Learning
 - General Education
- Task force subdivided into 4 "working groups"
 - Groups met, developed reports
 - Special thanks to Andrea Greenhoot, Kim McNeley, Kathryn Nemeth-Tuttle, and Barbara Romzek
 - Group reports synthesized into 10 recommendations
 - First 5 = fundamental; second 5 = instrumental

Recommendations

"Fundamental" – Transforming approach to undergrad ed

- ① Elevate importance of retention & timely graduation
 - Launch group to implement changes in policy & practice
 - University administrator to lead undergraduate education
 - Encourage cultural shift across University
 - Expect academic units to contribute
 - Monitor effectiveness of change
- ② Engage students on entry to University
 - Help students identify "General Academic Areas"
 - Orientation & On-line introductions to disciplines
 - Develop First Year Seminars
 - Integrate with revision of General Education requirements
 - Establish intellectual engagement
 - Team-taught faculty member + advisor

4/12/10

Recommendations

- ③ Promote course re-designs
 - Focus on large lecture format
 - Introduce learner-involved, problem-oriented approach
 - Develop new instructional roles
 - Graduate and undergraduate learning assistants
 - Modularize courses
- ④ Remove obstacles to timely graduation
 - Reduce requirement from 124 to 120 hours
 - Renewal of General Education
 - Current requirements about 30 years old
 - Refocus to promote Learning Outcomes
 - Consider University-wide General Education
 - KU requires 30-50% more specific courses than peers
 - 18% of those intending graduation lack Gen Ed course

Recommendations

- ⑤ Enhance engaged learning
 - Use Engaged Learning Participation Contract
 - Integrate culture of research
 - Initiate Office of Undergraduate Research
 - Include research content in First Year Seminars
 - Boost participation in service learning
 - Encourage Capstone Courses
- “Instrumental” – changes supporting fundamental goals
- ⑥ Modify policy and technology
 - Limit course withdrawals
 - Help students track progress
 - Expand automatic prerequisite checking
 - On-line introductions to “General Academic Areas”
 - Better tracking and recording of advising progress

Recommendations

- ⑦ Intervene early and often
 - Adopt early warning system (e.g., *Starfish* or *Signals*)
 - Focus on 1st three weeks
 - Ensure quick and effective assistance
 - Follow-up on students who fail to re-enroll
- ⑧ Establish “Integrated Advising Model”
 - Engage students across thresholds
 - Upon entry – University Advising Center
 - Introduce students to *General Academic Areas*
 - Transition to major – Use *Academic Community Teams*
 - Select and train faculty advisors
 - Pair with staff advisors
 - Completing degree
 - Multi-semester planning/degree maps
 - Decentralize advising
 - Bring advice to students

Recommendations

- ⑨ Address financial impediments
 - Intervene *before* crises
 - Develop Financial Literacy Office
 - Institute strategic scholarships
- ⑩ Systematically track student learning
 - Measure engaged educational practices
 - Promote student e-portfolios
 - Use AAC&U “VALUE” rubrics
 - Evaluate critical thinking,
 - Embed more writing & problem solving
 - Use results to advertise advantage of KU degree
 - “Research One” institution

Attachment B to 3/9/10 CUSA Minutes



Bachelor of Arts (B.A.) Degree in:

Insert Your Major Here

Why study statement

First Year Fall	Requirement Fulfilled	# Hours
English 101	General Education	3
Math 101/102/104	General Education	3
Elective/Possible Minor	Contributes to total hours	3
Nat. Science/Math (NB/NE/NM/NP) ¹	General Education	3
Social Science (SC/SI/SF) ¹	General Education	3
Lab Science	General Education	1
Getting involved with student organizations will further your classroom experiences.	Hours this semester	16
	JR/SR hours this sem.	0

First Year Spring	Requirement Fulfilled	# Hours
English 102/105	General Education	3
2nd Math	General Education	3
COMS 130/PHIL 148	General Education	3
Nat. Science/Math (NB/NE/NM/NP) ¹	General Education	3
Social Science (SC/SI/SF) ¹	General Education	3
Registering at Career Services is free, and gives you countless opportunities.	Hours this semester	15
	JR/SR hours this sem.	0

To graduate in four years, students need to take a **MINIMUM** of 31 HOURS per year with a GPA at or above 2.00. Do you need summer school?

Second Year Fall	Requirement Fulfilled	# Hours
English 203-211	General Education	3
<i>Course in possible major</i>	Major requirement/elective	3
Humanities (HT/HR/HL) ¹	General Education	3
HWC 204	General Education	3
1st Semester Language	General Education	5
Interested in Study Abroad? This would be a good time to visit the Study Abroad Office.	Hours this semester	17
	JR/SR hours this sem.	3

Second Year Spring	Requirement Fulfilled	# Hours
Nat. Science/Math (NB/NE/NM/NP) ¹	General Education	3
Elective	Contributes to total hours	3
Social Science (SC/SI/SF) ¹	General Education	3
<i>Course in possible major/ admission</i>	Major requirement/elective	3
2nd Semester Language	General Education	5
Admission/Declaration of Major required this semester.	Hours this semester	17
	JR/SR hours this sem.	3

All students majoring in the College of Liberal Arts and Sciences need at least 100 hours of CLAS courses to graduate.

Third Year Fall	Requirement Fulfilled	# Hours
3rd Semester Language	General Education	3
Major Course	Major Requirement	3
Major Course	Major Requirement	3
Non-Western Culture	General Education	3
Humanities (HT/HR/HL) ¹	General Education	3
Interested in an internship? This is an ideal time to research possibilities.	Hours this semester	15
	JR/SR hours this sem.	6

Third Year Spring	Requirement Fulfilled	# Hours
Major Course	Major Requirement	3
Major Course	Major Elective	3
4th Semester Language	General Education	3
Humanities (HT/HR/HL) ¹	General Education	3
HWC 205	General Education	3
Have you considered departmental honors? Inquire with your department.	Hours this semester	15
	JR/SR hours this sem.	6

General Education courses are there to help you be prepared in your major. Don't put them off until the last minute!

Fourth Year Fall	Requirement Fulfilled	# Hours
Major Course	Major Elective	3
Major Course	Major Elective	3
Elective/Possible Minor	JR/SR hours	3
Elective/Possible Minor	JR/SR hours	3
Elective/Possible Minor	Contributes to total hours	3
Apply for Spring graduation this semester & Meet with your Faculty Mentor.	Hours this semester	15
	JR/SR hours this sem.	12

Fourth Year Spring	Requirement Fulfilled	# Hours
Major Course	Major Elective	3
Major Course	Major Elective	3
Major Course	Major Elective	3
Elective/Possible Minor	JR/SR hours	3
Elective/Possible Minor	JR/SR hours	3
Celebrate your accomplishment at May Graduation with your fellow Jayhawks!!	Hours this semester	15
	JR/SR hours this sem.	15

* Course is only offered in Fall semesters

** Course is only offered in Spring semesters

¹ It is possible to fulfill some of these requirements with JR/SR Level courses.² Prerequisites are required for this course

A minimum of 124 hours are required for degree completion.

A minimum of 45 Jr./Sn. hours (300+ level) are required for degree completion.

**End of Attachment B**

1. **Curricular Changes**

a. Curricular Changes for Approval

AFRICAN & AFRICAN-AMERICAN STUDIES

CHANGE: NEW CROSS-LISTED COURSE

AAAS 345 POPULAR CULTURE IN AFRICA: SPIRITUAL THRILLS, ROMANCE AND SEXUALITIES 3 H

This course examines how the different constituents of popular culture mobilize, construct and structure gender, and spiritual and sexual identities in select contemporary African countries. Discussions also focus on how popular culture mediates the contesting spaces of indigenous local constructs and the push and pull of global forces to create geographic and contemporary specificities. (Same as WGSS 345) LEC

EAST ASIAN LANGUAGES & CULTURES

CHANGE: TITLE, DESCRIPTION

EALC 316 MODERN JAPANESE LITERATURE IN TRANSLATION 3 H W

(OLD) An introduction to the major authors of contemporary Japan. Students will read the works of such important writers as Natsume Soseki and the Nobel Prize winning Kawabata Yasunari.

(Not open to students with credit in EALC 716.) LEC

EALC 316 MODERN JAPANESE LITERATURE IN TRANSLATION: 1868-1945 3 H W

(NEW) A survey of major literary works of Japan's modern era through the Pacific War. Topics include the social and spiritual challenges of modernization, urbanization, and the issues of race and national identity. Works by Soseki, Ogai, Akutagawa, Tanizaki, Kawabata, and others will be covered. Meets with EALC 716. Not open to students who have completed EALC 716. LEC

CHANGE: NEW COURSE

EALC 317 CONTEMPORARY JAPANESE LITERATURE IN TRANSLATION: 1945-PRESENT 3 H W

A survey of major literary works of Japan's post-war and contemporary eras. Topics include life during and after the war, the experience of the atomic bomb, and the postmodern landscape. Works by Dazai, Mishima, Oe, Abe, Murakami, and others will be covered. Meets with EALC 717. Not open to students who have completed EALC 717. LEC

JEWISH STUDIES

CHANGE: NEW COURSE

JWSH 361 JEWISH FILM 3 H

In this class, we view films in English, Yiddish, Hebrew and Russian (with subtitles) to explore issues of Jewish identity, culture, and religion. We discuss important historical and cultural processes such as break-up of the shtetl life, immigration to America, Zionism, anti-Semitism and the Holocaust, as well as the friction between religious and secular ways of life, and learn to apply our understanding of these processes to film analysis. LEC

WOMEN, GENDER & SEXUALITY STUDIES

CHANGE: NEW CROSS-LISTED COURSE

WGSS 345 POPULAR CULTURE IN AFRICA: SPIRITUAL THRILLS, ROMANCE AND SEXUALITIES 3 H

This course examines how the different constituents of popular culture mobilize, construct and structure gender, and spiritual and sexual identities in select contemporary African countries. Discussions also focus on how popular culture mediates the contesting spaces of indigenous local constructs and the push and pull of global forces to create geographic and contemporary specificities. (Same as AAAS 345) LEC

2. Degree Requirements for Approval

- a) Change to Existing Women, Gender & Sexuality Studies Major and Minor

PROPOSAL:

CHANGE TO EXISTING MAJOR:

One Humanities Elective (3 hours)

Any core humanities course not already used or any of the following: 3

WGSS 345/AAAS 345 Popular Culture in Africa: Spiritual Thrills, Romance and Sexualities (3)

WGSS 512/AMS 512/HIST 532 History of Women & Work in Comparative Perspective (3)

WGSS 513 Modern American Women in Film & Literature (3)

WGSS 549/HIST 649 History of Feminist Theory (3)

WGSS 560/AAAS 560 Race, Gender & Post-Colonial Discourses (3)

WGSS 565/AAAS 565/AMS 565 Gender, Culture, & Migration (3)

WGSS 646/HIST 646 Witches in European History & Historiography (3)

AAAS 434 African Women Writers (3)

AMS 515 American Women & World War II (3)

CLSX 315 Women in Ancient Art & Society (3)

EALC 575 Love, Sexuality, & Gender in Japanese Literature (3)

ENGL 572 Women & Literature: _____ (3)

HIST 533 The History of Women & the Family in Europe, from 1500 to the Present (3)

PHIL 381 Feminism & Philosophy (3)

REL 477 Women & Religion (3)

REL 672 Mother as Religious Metaphor (3)

REL 677 Women in Christianity (3)

CHANGE TO EXISTING MINOR:

One Humanities Elective (3), any of the core humanities courses not already used, or any of the following:

WGSS 324/HIST 324 History of Women and the Body (3)

WGSS 345/AAAS 345 Popular Culture in Africa: Spiritual Thrills, Romance and Sexualities (3)

WGSS 512/AMS 512/HIST 532 History of Women and Work in Comparative Perspective (3)

WGSS 513 Modern American Women in Film and Literature (3)

WGSS 549/HIST 649 History of Feminist Theory (3) (if not already used for theory requirement)

WGSS 560/AAAS 560 Race, Gender, and Post-Colonial Discourse (3) (Int) (if not already used for theory requirement)

WGSS 646 Witches in European History and Historiography (3)

AAAS 434 African Women Writers (3)

CLSX 315 Women in Ancient Art and Society (3)

EALC 575 Love, Sexuality and Gender in Japanese Literature (3)

ENGL 572 Women and Literature (3)

FMS 620 International Women Filmmakers (3)

HIST 533 The History of Women and the Family in Europe, from 1500 to the Present (3)

PHIL 381 Feminism and Philosophy (3) (if not already used for theory requirement)

REL 477 Women and Religion (3)

REL 672 Mother as Religious Metaphor (3)

REL 677 Women in Christianity (3)

JUSTIFICATION:

Addition of the new cross-listed WGSS 345/AAAS 345 course to the possible courses used to fulfill the Humanities Elective requirement for the WGSS Major and Minor.

b) Creation of Admission Requirements for Existing Linguistics Major

PROPOSAL:

The change involves the requirement of a minimum GPA in two introductory Linguistics courses for admission to the major. Currently, there is no such requirement.

PROPOSED REQUIREMENTS:

Admission Course Requirements.

Prospective majors should enroll in the following introductory courses:

LING 106/ANTH 106 Introductory Linguistics

(or its honors equivalent LING 107/ANTH 107)

LING 110 Language and Mind

Admission to the Major.

Students must earn a 2.5 grade-point average in the two designated admission courses. University course repeat policy will apply to GPA calculation. After this requirement is met, students should apply to the major by filling out a Major Declaration form, available in the Linguistics Office (427 Blake Hall), and having the required grade-point average verified. Next, students will meet with the undergraduate coordinator to have the form signed and to declare the major. Application to the major should occur in the term in which designated admission requirements will be initially completed. Students are strongly encouraged to declare the major before the beginning of their junior year. Suggestions for completing the major in a timely manner are listed on the departmental website.

The paragraphs above would follow the current section listed below:

Majors

First- and Second-year Preparation. A student who plans to major in linguistics should fulfill the College foreign language requirement by the end of the sophomore year. LING 106 or LING 107, which is required for the major, provides an introductory survey of the field, and also fulfills a general education social sciences: culture and society (SC) principal course requirement. In addition, LING 110, also required for the major, fulfills a general education social sciences: individual behavior (SI) principal course requirement. These courses prepare students for upper-division courses in the major. Students considering a major in linguistics should discuss their plans with the undergraduate coordinator.

See www.linguistics.ku.edu/~ling/undergrad for an example of a four-year plan leading to a B.A. in linguistics.

JUSTIFICATION:

This brings our requirements in line with many other departments that are now requiring a minimum GPA for admission to the major.