

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

**AGENDA**

NOVEMBER 9, 2010, 11:00AM  
STRONG HALL – ROOM 210

I. Approval of CUSA Minutes from October 26, 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 for Approval:

NEW COURSES: HA 588, HWC 150, HWC 151

DELETED COURSES: AAAS 602, HAIT 200, POLS 682, REL 441, REL 512, REL 526,  
REL 539, REL 672

CHANGES: ENGL 498, ENGL 499, FMS 302, LING 312, LING 314

2. Degree Requirements for Approval:

- a. Change to Existing Linguistics Major and Minor
- b. Change to Existing English Major – Language Rhetoric and Writing and Creative Writing Emphases and Change to Departmental Honors Requirements
- c. Change to Existing Admission Requirements for the English Major
- d. HL Principal Course Designation for New HWC 150/151 Courses

C. Academic Standards Report

**Degree Requirement Petitions**

**1536) Request to count hours for CHEM 626 twice due to misadvising**

*Approved (3,0) - Follow up on petition to allow hours to count even though they were repeat hours. While student was appealing initial denial of his original request he enrolled in the course that he wanted the course to count as and then when it was approved it was not noted that he would get the hours since he had already earned credit for CHEM 626. Academic Standards allowed him to get credit for both classes so that he could graduate. They felt that there were a sufficient number of administrative drops to approve this due to misadvising.*

**1625) Request for degree seeking hours for major coursework after completion of degree**

*Denied (3,0) - Student applied for BGS in HIST and POLS in January 2010 for a summer graduation. Student completed all requirements for the degree and confirmed his plan to be awarded POLS at the end of the semester. Student made assumption that he would not be awarded degree if he failed to finish major coursework. Student completed all requirements and was awarded degree at the end of Summer 2010 and now wants to count the 12 hours of POLS courses that he is taking this fall as degree seeking coursework. The subcommittee saw no reason to rescind degree or to consider the extra*

coursework as degree seeking since the student needed the grades for external academic reasons.

**1627) Request to count Spring 2010 HNRS 310 The Rhetoric of the Nobel Prize as COMS 130**

*Approved (3,0) - Subcommittee felt that an approval could be made for a general education requirement provided that the course met the rigor of the requirement and was a one time only topic. The subcommittee recognized that certain opportunities may happen only once and due to the nature of the topic it could cover the general education requirement. While not requested for all students in the course this was approved not only for the student requesting but all students in this specific topic. The subcommittee did not address the principal course requirement specifically when this decision was discussed.*

**1628) Request to count Spring 2008 HNRS 492 Tripping: The Experience of Travel as HL**

*Approved (3,0) - Subcommittee felt that miscommunication about how the class would count towards general education requirements occurred. There was several issues during the 2008 academic year regarding misinformation about how Honors courses counted toward general education requirements therefore this request for this student was approved.*

**Retroactive withdrawals**

**1574) Retroactive withdrawal for Spring 2005 due to non-attendance**

*Approved (3,0) - Petition was originally denied because there was not enough documentation to indicate the student was not in attendance and that she was in fact living in a different state. New documentation, apartment lease, showed that she was indeed living outside of Kansas in Louisiana.*

**1587) Retroactive withdrawal Spring 2010 due to military deployment orders**

*Approved (3,0) - Clear documentation of deployment.*

**1608) Retroactive withdrawal from Summer 2010 due to extenuating circumstances**

*Denied (3,0) - Student requested retroactive withdraw due to the accident he and his girlfriend were in midway into class. No documentation indicated that the student was unable to withdraw by the deadline. In addition, the subcommittee had concerns about student's overall performance in the course prior to accident.*

**1623) Retroactive withdrawal from Spring 2007 ACCT 200 due to administrative error**

*Denied (3,0) - No documentation provided. While the instructor indicated that the student stopped attending the course the retroactive withdrawal policy is not for students that fail to meet the drop deadline. During this time the OUR office gave a student a copy of their schedule as they left the office to confirm that the correct course was dropped (unless this happened on the last day to drop). Student had been successful in dropping courses that term. Since this happen three years ago and the student was unable to provide documentation that he had completed the proper paperwork it was denied.*

VI. New Business

Discussion of Board of Regents' approval to change the minimum number of total hours required for an undergraduate degree from 124 to 120.

## COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for October 26, 2010

The committee met on Tuesday, October 26, 2010, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Bradley, Burright, Childers, Conrad, Corbeill, Crosby, Cudd, Dozier, Earnhart, Hurst, Jelks, Ledom, McCrea, Sereno, Tucker

**MINUTES** A motion was made to approve as written the October 12, 2010 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously.

**CHAIR'S REPORT** Professor Tucker had nothing to report.

**DEAN'S OFFICE REPORT** Associate Dean Cudd had nothing to report.

**CLA&S STUDENT ACADEMIC SERVICES REPORT** Administrative Director Karen Ledom reported that main enrollment was underway, with some new holds and processes for students in place and they seemed to be going pretty well. She noted that there would need to be discussion in CUSA about the Board of Regents' approval of a change in total overall hours required for graduation by dropping the minimum number of hours from 124 to 120. She reminded CUSA members that, while the College would not be able to drop below 120 hours, a decision will need to be made whether or not to adopt dropping the required hours to 120 or to stay at 124, and several other factors need to be considered during this discussion.

### **SUBCOMMITTEE CHAIR REPORTS**

#### A. ADVISING & AWARDS

Professor Earnhart reported the subcommittee reviewed the online Advising Tool and degree audit at their meeting. He noted testing is still being done, and that the members of the subcommittee will be receiving access to this system soon to enable them to better review and evaluate it, using actual student records.

#### B. CURRICULAR CHANGES/DEGREE REQUIREMENTS

##### 1. Curricular Changes

###### a. Curricular Changes for Approval:

**NEW COURSES:** CHIN 251, CHIN 252, EALC 319, TIB 201, TIB 202, HIST 543

Karen Ledom presented for the subcommittee, and brought forward a motion to approve all except EALC 319 for the moment. A question was raised about why the Tibetan courses specified in the course descriptions that four, three-credit hour Tibetan courses fulfill the College foreign language requirement. Some background was given about discussions in CUSA meetings the previous year, regarding whether the number of hours was critical to achieve the required proficiency, or whether some courses could be structured to achieve the same proficiency in fewer hours. General consensus had been that some of the lesser-taught language courses with fewer students enrolled would be able to accomplish more in a shorter amount of time. The motion to approve CHIN 251, CHIN 252, TIB 201, TIB 202, and HIST 543 was seconded and passed unanimously. Ms. Ledom explained she had held EALC 319 from the original vote simply due to ongoing discussions about upper-level courses in language departments that did not have a language requirement. She noted that EALC does have course prefixes that identify courses as true language courses, while other departments do not, so this may not be a concern with this particular course. A motion to approve EALC 319 was made, seconded, and was passed unanimously.

**DELETED/DEACTIVATED COURSES:** ENGL 310, ENGL 433, ENGL 660, HA 501, HA 650, HA 687, LING 427, LING 453, SPAN 103, SPAN 105, SPAN 109, SPAN 222

Ms. Ledom clarified that the choice to delete or deactivate a course does not make much of a difference initially, but will make more of a difference when the department decides to reactivate a course. At that time, the course will have to be evaluated to see if any changes or updates need to be made. Deletion and deactivation of a course both result in the course being archived in a non-active catalog database. Ms. Ledom noted she has shared this information with departments and they have been given the option to flag the course as either delete or deactivate. A motion was made to approve the above group of courses for deletion or deactivation. The motion was seconded and passed unanimously.

CHANGES: TIB 104, TIB 108, LING 308, LING 325, LING 327, LING 420, REL 525, SOC 623, SOC 628, SPAN 104, SPAN 107, SPAN 108, SPAN 212, SPAN 213, SPAN 216, SPAN 217, SPAN 220, HNRS 200

Clarification was made that the change in the LING 327 prerequisites was to specify LING 312 and LING 325. A motion to approve the above course changes was made, seconded, and passed unanimously.

b. Curricular Changes Old Business:

HA 515, HA 516, HA 517

Ms. Ledom reminded members that the main concern with the above request to delete these courses was that it seemed to leave a hole in this type (Latin American) of Art History courses being offered and when the department was consulted about this and understood the distinction between deactivation and deletion, they chose to request deactivation at this time. A request was made to note in these minutes that the subcommittee felt that, due to the University's Center for Latin American Studies and the recently-developed image collection of Latin American art, it would be a shame to have these courses leave the University's consciousness altogether, and that the budget crunch played a large part in the inability to start a search for instructors to teach these courses. A motion to approve deactivation of the above courses was made, seconded, and passed unanimously.

2. Degree Requirements for Approval:

**Old Business**

Delete Existing Anthropology BGS Major

Ms. Ledom reported that when College Student Academic Services was approached about how to begin this process, the department was asked to provide a rationale that captures why it is critical for students in a particular major to have a language background. The proposed rationale addresses this concern. Discussion ensued, and a concern was raised that there are two issues: the major and the degree itself. This rationale appeared to address the major rather than the degree. It was noted that, if language is a necessary component of the major, adding a language requirement to the BGS degree requirements for the major would still keep the BGS as a viable option for students. Some students may choose a BGS option with language requirements because they would prefer to complete a minor in another area of interest, and have fewer general education requirements and no lab science requirement. There was general agreement that the rationale for this proposed deletion should also address why the other BGS degree requirements are not appropriate for this particular major, in addition to the department's concern about the language component. A suggestion was made that if the language component of the major is the main concern behind this proposed deletion, perhaps a language requirement could be added to the BGS degree option and the department could continue to offer the BGS option to students. It was also noted that there may be administrative and advising issues behind the department's request. Questions were also raised regarding the history of the BGS degree option in the College, and whether or not departments were required to offer the option. That history will be researched and brought back to the committee. Questions also were raised about what percentage of Anthropology students this would affect and that will be researched as well. After further discussion, the decision was made to table this proposal until the department can be contacted regarding these concerns and suggestions and additional information is obtained.

C. **ACADEMIC STANDARDS**

Clarification was made that the Old Business, Proposed time frame for gathering of documentation from instructors to process petitions, specifically retroactive withdrawals, would require approval from CUSA because it involves a change in administrative guidelines for processing retroactive withdrawal petitions. Bridget Bradley distributed a handout (see Attachment to 10/26/10 CUSA Minutes) taken from KU's Policy Library. She explained that the Academic Standards Subcommittee receives petitions from students for retroactive withdrawal from semesters more than three years ago. Given the policy recommendations for retention of records, and the amount of time involved for faculty to try to pull records from several years past, the subcommittee suggests that for petitions from semesters more than two years ago, the burden of proof be on the student who is petitioning to provide e-mails and other documentation. Additional information will continue to be requested from instructors for those petitions from semesters within the past two years. A question was raised during discussion of whether or not a request may be made to AP&P to review the retention rules for feedback and/or possibly

revamping some of the recommendations. A motion was made to approve the following guidelines:

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.

The motion was amended to add an effective date of Fall 2011. Discussion that followed concluded with general agreement that revision to related paperwork would begin now. A mock-up of the revised paperwork will be taken to the Academic Standards Subcommittee for approval before printing, and notification will be sent to departments that these guidelines will be effective Fall 2011. The motion was seconded and passed unanimously.

The meeting was adjourned at 12:30 p.m.

## Attachment to 10/26/10 CUSA Minutes

<b>Series Title</b>	<b>Description</b>	<b>Official Copy</b>	<b>Retention</b>	<b>Disposition</b>	<b>Comments</b>
Organizations - Student	Records documenting activities of student organizations affiliated with university departments.	Department or Office	Retain until no longer useful, then transfer to the University Archives for purging.	University Archives	
Organizations - Student Government	Records documenting the activities of the Student Governing Association, Student Senate, etc.	Department or Office	Retain until no longer useful, then transfer to the University Archives for purging.	University Archives	
Admission Files - Students Who Did Not Enroll	Applications, transcripts, and ACT scores for students who applied for admission but did not enroll.	Department or Office	Retain for 1 year after application term, then destroy.	Secure destruction	
Admissions Files - Enrolled Students	Applications, transcripts, letters of recommendation, financial aid, English scores, immigration documents, autobiographical statements, etc. required for admission. (Current & Past Students).	Department or Office	Retain for 5 years after graduation or date of last attendance, then transfer autobiographical statements to the "Autobiographical Statements" series and retain accordingly. Destroy the remainder of the file.	Secure destruction	

Academic Advising Records	Records documenting students' interactions with academic advisors, including academic tracking records and correspondence.	Department or Office	Retain online advising tool indefinitely; retain hard copies until no longer useful, then destroy.	Secure destruction	
Attendance Forms	Attendance records, including last day of attendance forms, reporting students who never attended or ceased attending classes.	Department or Office	Retain 1 calendar year after applicable semester, then destroy.	Secure destruction	
Student Enrollment Files	Enrollment forms, student status changes, and related documents concerning an individual student's enrollment in a course.	University Registrar	Retain for 3 calendar years, then destroy.	Secure destruction	
Class Syllabi	List of readings and requirements for a particular course.	Department or Office	Retain for 5 years after class last taught, then destroy.	Secure destruction	
Theses and Dissertations	Record copies of Master's theses and Ph.D. dissertations submitted to fulfill graduation requirements.	Department or Office	Permanent	Libraries	
Faculty Grade Books	Used by faculty to record class participation, attendance, homework, grades, test grades, and other items concerning students in classes.	Department or Office	Retain 2 calendar years after grades assigned, then destroy.	Secure destruction	

Faculty Grade Reports	Reports prepared by faculty members recording the grade each student received for a course.	Department or Office	Retain 1 calendar year after grades assigned, then destroy.	Secure destruction	
Application for Graduation	Application submitted by a prospective graduate several months prior to graduation, resulting in an administrative check of student records to confirm that the student is eligible for graduation.	University Registrar	Retain 1 calendar year after date of graduation or date of last attendance, then destroy.	Secure destruction	Electronically retained.
Application for Readmission	Form required to update student information when there is a break in attendance and student requests readmission.	Department or Office	Retain 5 calendar years after graduation or date of last attendance, then destroy.	Secure destruction	
Change of Course Forms	Student requests to drop or add a course.	University Registrar	Retain 1 calendar year after student's graduation or date of last attendance, then destroy.	Secure destruction	
Change of Grade Request	Forms completed by instructor to change a course grade.	University Registrar	Retain for 7 fiscal years, then destroy.	Secure destruction	
Class Rosters	List of students enrolled in a particular course.	University Registrar	Retain departmental/instructor copies 1 calendar year, then destroy	Secure destruction	Permanent on SRIS.

Class Schedules - Students	Class schedule generated each semester for each student.	University Registrar	Retain departmental/advising copies 1 academic year after graduation or date of last attendance, then destroy.	Secure destruction	Permanent on Student Information System.
Class Schedules - Forms	Form used by the student and the advisor to determine the classes in which a student will enroll for a given term and to update addresses and other information.	Advising unit creating	Retain for 1 year after graduation or date of last attendance, then destroy.	Secure destruction	Permanent on Student Information System.
Correspondence - Student Related	Incoming and outgoing letters and memoranda which relate to student records issues, such as academic status, graduation, registration, etc.	Department creating	Retain 5 academic years after date of graduation or date of last attendance, then destroy.	Secure destruction	
Course Catalogs	Catalog (law, medicine, graduate and undergraduate).	University Registrar	1.) Departmental units retain until new catalog is issued, then destroy if no longer useful. 2.) University Archives and University Registrar retain copies permanently.	See Comments	University Archives and University Registrar retain permanently. All other departments, destroy.
Coursework - Students	Student quizzes, tests, exams, papers, homework and projects	Department or Office	If not returned to student, retain 1 calendar year after grades assigned, then destroy.	Secure destruction.	

Credit/No Credit	Applications for credit/no credit option.	University Registrar	Retain for 5 calendar years, then destroy.	Secure destruction	
Curriculum Change Authorization	Form documenting change of a student's academic minor, major, or emphasis.	University Registrar	Retain 5 calendar years after date of graduation or date of last attendance, then destroy.	Secure destruction	Departments/Advising units may wish to retain in advising file for ease of reference for similar timeframe.
Department Specific content with student related information	Any document with non-directory information of student in the content. Examples can include but may not be limited to advising notes, requests for exceptions, misconduct files, fee assessment information, certification forms, etc.	Varies -- contact University Registrar	Varies -- contact University Registrar	Secure destruction	
Withdrawal Authorizations	Student requests to withdraw from a class that have been granted.	University Registrar	Retain 2 years after graduation or date of last attendance, then destroy.	Secure destruction	

**End of Attachment to 10/26/10 CUSA Minutes**

## 1. Curricular Changes for Approval

### AFRICAN & AFRICAN-AMERICAN STUDIES

#### CHANGE: DELETE COURSE

AAAS 602 U.S POLICY-- POST-COLONIAL WORLD 3 S  
 Focuses on 20th century U.S. political, military, and economic relations with Africa, Asia, Latin America, and the Middle East. Examines the impact of the international environment, ideology, the foreign policy bureaucracy, Congress, domestic factors, and individual leaders on U.S. policy choices. Evaluation of policy implementation and outcomes. (Same as POLS 682). Prerequisite: Nine hours of political science, including POLS 170/ POLS 171 and POLS 150/ POLS 151, or permission of instructor. LEC

#### CHANGE: DELETE COURSE

HAIT 200 PORTRAIT OF A THIRD WORLD NATION: HAITI 3 H  
 Case study of Third-World problems and aspirations through the first Black nation to win independence from colonialism. Topics include: profile of the Third World; Caribbean diversity; the Columbian exchange; piracy; slavery and plantocracy; Revolution and the burden of freedom; U.S. occupation; Papa Doc, Baby Doc, and the Tontons Macoute; Liberation theology; peasant life; government and corruption; poverty and hunger; morality of foreign aid; Voodoo; folk medicine. No knowledge of Haitian or French required. LEC

### ENGLISH

#### CHANGE: NUMBER

ENGL 498 HONORS PROSEMINAR:\_\_\_\_\_. 3 H  
 (OLD) Directed reading and participation in small discussion groups, each formed to consider a specific and limited subject during the semester. Written work will be required, and will be judged on both content and form. The course is part of a departmental program leading to Honors in English. Prerequisite: Admission must be approved by the departmental director of undergraduate studies. LEC

ENGL 598 HONORS PROSEMINAR:\_\_\_\_\_. 3 H  
 (NEW) Directed reading and participation in small discussion groups, each formed to consider a specific and limited subject during the semester. Written work will be required, and will be judged on both content and form. The course is part of a departmental program leading to Honors in English. Prerequisite: Admission must be approved by the departmental director of undergraduate studies. LEC

#### CHANGE: NUMBER

ENGL 499 HONORS ESSAY 3 H  
 (OLD) Independent study, culminating in a substantial essay prepared under the direction of a member of the Department of English who is a specialist in the area of the student's interest. Prerequisite: Admission must be approved by the departmental director of undergraduate studies. IND

ENGL 599 HONORS ESSAY 3 H  
 (NEW) Independent study, culminating in a substantial essay prepared under the direction of a member of the Department of English who is a specialist in the area of the student's interest. Prerequisite: Admission must be approved by the departmental director of undergraduate studies. IND

## FILM & MEDIA STUDIES

### CHANGE: CREDIT

FMS 302 UNDERGRADUATE SEMINAR IN: \_\_\_\_\_ 3 H  
(OLD) Course organized any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. LEC

FMS 302 UNDERGRADUATE SEMINAR IN: \_\_\_\_\_ 1-3 H  
(NEW) Course organized any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. LEC

## HISTORY OF ART

### CHANGE: NEW COURSE

HA 588 MODERN & CONTEMPORARY VISUAL ARTS OF JAPAN 3 H  
This course covers Japanese visual arts from the Meiji era (1868-1912) through the present day. The course is designed thematically as well as chronologically, and examines painting, sculpture and architecture focusing on both socio-political contexts and artistic concerns that emerged at certain times in recent Japanese history. The aim of this course is to provide first-hand knowledge of Japanese modern and contemporary visual arts as well as an in-depth consideration of some of the key issues attached to Japans modernization and modernity. Prerequisite: A survey of Japanese art, or modern art, or consent of instructor. LEC

## HUMANITIES & WESTERN CIVILIZATION

### CHANGE: NEW COURSE

HWC 150 CIVILIZATIONS AND THE INDIVIDUAL 3 H  
Introduction to perennial themes that define human experience through reading and discussion of primary texts. Topics may include the nature of humanity; nature and the supernatural; the individual and the state. LEC

### CHANGE: NEW COURSE

HWC 151 CIVILIZATIONS AND THE INDIVIDUAL, HONORS 3 H  
Honors version of HWC 150. Introduction to perennial themes that define human experience through reading and discussion of primary texts. Topics may include the nature of humanity; nature and the supernatural; the individual and the state. Prerequisite: Membership in the University Honors Program, or permission of instructor. LEC

## LINGUISTICS

### CHANGE: COURSE DESCRIPTION, TITLE

LING 312 PHONOLOGY I 3 S  
(OLD) This course is an introduction to phonological theory. It focuses on crucial phonological concepts such as underlying and surface representations, phoneme and allophone, contrast, alternation, neutralization, distinctive features, and syllable. It provides the basic skill set for phonological analysis, including UR selection, rule notation, rule ordering, and common phonological universals. It also touches on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 305. LEC

LING 312 INTRODUCTION TO PHONOLOGY 3 S  
(NEW) This is an introductory course in phonology. It focuses on crucial phonological concepts such as the underlying and surface representations, phoneme and allophone, contrast, alternation, neutralization, distinctive features, and the syllable. It provides the basic skill set for phonological analysis, including how to discover phonological patterns, select underlying representations, and write phonological rules to capture the patterns. Common phonological universals in the worlds languages will also be discussed. Prerequisite: LING 305. LEC

**CHANGE: COURSE DESCRIPTION, TITLE, PREREQUISITE**

LING 314 PHONOLOGY II 3 S  
(OLD) This course is a continuation of a survey of phonological theory. The course starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory. Topics in Optimality Theory (OT) include its conceptual and empirical advantages over rule-based phonology, its potential problems and their possible remedies, issues of learnability and acquisition, the relevance of phonetics in OT constraints, and correspondence theory. Prerequisite: LING 312. LEC

LING 314 PHONOLOGICAL THEORY I 3 S  
(NEW) This is a survey course on modern phonological theory. It starts with the discussion of the conspiracy and duplication problems in rule-based phonology and works its way to Optimality Theory (OT). Topics in OT include its conceptual and empirical advantages over rule-based phonology, its potential problems and their possible remedies, the relevance of phonetics in OT constraints, correspondence theory, and how OT can be applied to prosodic phenomena such as stress and tone. It also focuses on theory-building in phonology, with discussions on the external motivations for phonological grammar, how to lay out the predictions of a theoretical proposal, and how phonological predictions can be empirically tested. Prerequisite: LING 312 or instructor consent. LEC

**POLITICAL SCIENCE****CHANGE: DELETE COURSE**

POLS 682 U.S. POLICY - POST COLONIAL WORLD 3 S  
Focuses on 20th and 21st century U.S. political, military, and economic relations with post-colonial states in Africa, Asia, Latin America, and the Middle East. Examines the impact of the international environment, ideology, the foreign policy bureaucracy, Congress, domestic factors, and individual leaders on U.S. policy choices. Considers an evaluation of policy implementation and outcomes. (Same as AAAS 602.) Prerequisite: Nine hours of political science, including POLS 170/POLS 171 and POLS 150/POLS 151, or permission of instructor. LEC

**RELIGIOUS STUDIES****CHANGE: DELETE COURSE**

REL 441 MYTH, SYMBOL, AND RITUAL IN RELIGION 3 H  
An examination of the role of mythology in world religions with particular attention to the symbols and rituals associated with each cycle of myths. LEC

**CHANGE: DELETE COURSE**

REL 512 PROPHECY, POETRY, AND STORY IN THE HEBREW BIBLE (OLD TESTAMENT) 3 H  
Examination of major styles of writing in the Hebrew Bible, their content, historical context, and major theories current in the academic study of the Bible. Prerequisite: REL 124, or REL 311 or REL 315, or permission of instructor. LEC

**CHANGE: DELETE COURSE**

REL 526 JEWISH HISTORY AND LITERATURE IN THE GREEK AND ROMAN PERIODS 3 H  
The history and literature of the Jewish people from the hellenistic period (late fourth century B.C.E. to the codification of the Mishnah 210 C.E.). Select texts from the Hebrew Bible, the so-called apocrypha and pseudepigrapha, the Qumran scrolls, Philo, Josephus, related early Christian texts, and Rabbinic texts will be studied. Prerequisite: REL 124 or permission of instructor. LEC

**CHANGE: DELETE COURSE**

REL 539 GREEK AND ROMAN RELIGION 3 H  
A study of the evidence for religious cults and thought in the Greco-Roman world from the Homeric age to the end of ancient paganism. No knowledge of Greek or Latin required. Prerequisite: CLSX 148. LEC

CHANGE: DELETE COURSE

REL 672 MOTHER AS RELIGIOUS METAPHOR 3 H

A study of the symbols, myths, and rituals of selected religious traditions using gender and color as primary categories of analysis. Readings include both religious texts and classic theories of symbolism. LEC

## 2. Degree Requirements for Approval

- a) Change to Existing Linguistics Major and Minor

### **PROPOSAL:**

One of our current major requirements is that students choose one course (3 credit hours) in the rubric "Form and Meaning". There are only two courses in this rubric, LING 327 Morphology and LING 331 Semantics. We propose to add two more courses to this rubric, LING 308 Linguistic Analysis and LING 322 Linguistic Typology so that students have a choice from among four courses. Also, we are proposing a change in title to LING 312. This change is reflected in updated requirements below for both the major and the minor.

### **CURRENT MAJOR REQUIREMENTS:**

#### **Core Requirements (15 hours)**

Complete each of the following:

- LING 106 Introductory Linguistics (3) **or**
- LING 107 Introductory Linguistics, Honors (3)
- LING 110 Language and Mind (3)
- LING 305 Phonetics I (3)
- LING 312 Phonology I (3)
- LING 325 Syntax I (3)

#### **Form and Meaning Requirement (3 hours)**

Choose 1 of the following:

- LING 327 Morphology (3)
- LING 331 Semantics (3)

### **PROPOSED MAJOR REQUIREMENTS:**

#### **Core Requirements (15 hours)**

Complete each of the following:

- LING 106 Introductory Linguistics (3) **or**
- LING 107 Introductory Linguistics, Honors (3)
- LING 110 Language and Mind (3)
- LING 305 Phonetics I (3)
- LING 312 Introduction to Phonology (3)
- LING 325 Syntax I (3)

#### **Form and Meaning Requirement (3 hours)**

Choose 1 of the following:

- LING 308 Linguistic Analysis (3)
- LING 322 Linguistic Typology (3)
- LING 327 Morphology (3)
- LING 331 Semantics (3)

### **CURRENT MINOR REQUIREMENTS:**

#### **Core Requirements (15 hours)**

Complete each of the following:

- LING 106 Introductory Linguistics (3) **or**
- LING 107 Introductory Linguistics, Honors (3)
- LING 110 Language and Mind (3)
- LING 305 Phonetics I (3)
- LING 312 Phonology I (3)
- LING 325 Syntax I (3)

#### **Electives (3 hours)**

### **PROPOSED MINOR REQUIREMENTS:**

#### **Core Requirements (15 hours)**

Complete each of the following:

LING 106 Introductory Linguistics (3) **or**  
 LING 107 Introductory Linguistics, Honors (3)  
 LING 110 Language and Mind (3)  
 LING 305 Phonetics I (3)  
 LING 312 Introduction to Phonology (3)  
 LING 325 Syntax I (3)  
**Electives (3 hours)**

**JUSTIFICATION:**

As a department with relatively few faculty, it is sometimes difficult to make sure that required courses are taught on a regular basis. Regular offering of required courses is crucial for timely graduation. The addition of two more courses to this rubric increases our programming flexibility and ensures that in any given year at least two of these courses will be offered.

- b) Change to Existing English Major – Language Rhetoric and Writing, and Creative Writing Emphases and Change to Departmental Honors Requirements

**CURRENT REQUIREMENTS WITH COURSE CHANGES STRUCK THROUGH:**

**Language, Rhetoric, and Writing Emphasis**

The Language, Rhetoric, and Writing emphasis requires ENGL 308; 12 of the remaining core hours (any combination); and 15 hours of language, rhetoric, and writing electives. These electives consist of either ENGL 380 Introduction to Rhetoric and Composition or ENGL 387 Introduction to the English Language and at least 6 hours of language and rhetoric courses. These courses include:

ENGL 359 English Grammar

ENGL 380 Introduction to Rhetoric and Composition

ENGL 385 The Development of Modern English

ENGL 387 Introduction to the English Language

ENGL 400 Tutoring and Teaching Writing

ENGL 580 Rhetoric and Writing: \_\_\_\_\_

ENGL 590 Studies in: \_\_\_\_\_ (with an emphasis in language and rhetoric)

Students may take all 15 elective hours in language and rhetoric, or they may include writing courses. A single creative-writing course at the 300 level can be applied to this requirement. Appropriate writing courses include

ENGL 360 Advanced Composition: \_\_\_\_\_

ENGL 361 Professional Writing: \_\_\_\_\_

ENGL 362 Foundations of Technical Writing

ENGL 562 Advanced Technical Writing I

ENGL 563 Advanced Technical Writing and Editing

ENGL 564 Advanced Technical Editing I

ENGL 495 Directed Study, ENGL 496 Internship, ~~ENGL 498~~ ENGL 598 Honors Proseminar, and ~~ENGL 499~~ ENGL 599 Honors Essay, if done with a language rhetoric and writing emphasis, may be applied as electives.

**Creative-Writing Emphasis**

The Creative-Writing emphasis requires 15 of the 18 core hours (any combination) and at least 15 hours of creative-writing electives. The creative-writing electives must include work in at least 2 genres, chosen from the following:

ENGL 351 Fiction Writing I

ENGL 352 Poetry Writing I

ENGL 353 Screenwriting I

ENGL 354 Playwriting I

ENGL 355 Nonfiction Writing I

ENGL 360 Advanced Composition: \_\_\_\_\_ (when the subject is creative nonfiction)

ENGL 495 Directed Study: \_\_\_\_\_ (with a creative-writing emphasis)

ENGL 499 Honors Essay (with a creative-writing emphasis)

ENGL 551 Fiction Writing II

ENGL 552 Poetry Writing II

ENGL 553 Screenwriting II

ENGL 554 Playwriting II

ENGL 555 Nonfiction Writing II

ENGL 751 Fiction Writing III

ENGL 752 Poetry Writing III

ENGL 753 Writers' Workshop

THR 509 Dramatic Script Writing  
THR 709 Advanced Dramatic Script Writing

ENGL 495 Directed Study, ENGL 496 Internship, ~~ENGL 498~~ ENGL 598 Honors Proseminar, and ~~ENGL 499~~ ENGL 599 Honors Essay, if done with a creative-writing emphasis, may be applied as electives.

#### **CHANGE TO DEPARTMENTAL HONORS:**

To be admitted to the English Honors major program, the student must have earned a 3.25 overall grade-point average, and a 3.5 grade-point average in English courses. The student should declare an English major, if enrolled in the College of Liberal Arts and Sciences, or an English concentration, if enrolled in the School of Business or the School of Education.

Honors English majors must complete at least 1 section of ~~ENGL 498~~ ENGL 598 Honors Proseminar and ~~ENGL 499~~ ENGL 599 Honors Essay. This requirement, in effect, adds 3 hours to the student's emphasis.

#### **Honors : change requirement for ENGL 498 and ENGL 499 to ENGL 598 and ENGL 599.**

Honors English candidates must take 3 capstone (500+-level) courses, of which 2 must be ENGL 598 and ENGL 599.

#### **JUSTIFICATION:**

Course renumbering; same course, different number, as per description on curricular change form. The change to capstone course requirements is simply to clarify that ENGL 599 will not replace a capstone course as currently described; the requirements are actually the same as before.

- c) Change to Existing Admission Requirements for the English Major

#### **PROPOSAL:**

##### Admissions:

- 1) We propose to change our admissions to the major to require one 300-level English course, with a cumulative GPA of 2.5 in all courses (ENGL 101/105, 102; 200-level or their equivalents in AP; and one English course at the 300+-level).
- 2) We propose to replace the recently-instituted portfolio admission process for the creative writing track of the major with a requirement of a B (3.0) or better in each of two 300+-level creative writing courses.

NOTE: This is only an admissions requirement for the creative writing track within the major; students may declare English as a major without declaring the creative writing track.

#### **CURRENT REQUIREMENTS WITH PROPOSED CHANGES IN BOLD:**

Course Requirements:

Completion of first and second-year English requirements:

ENGL 101 (or exemption through ACT/SAT/AP/IB score, or equivalent course)

ENGL 102 or ENGL 105 (Honors) (or exemption through AP/IB score, or equivalent course)

ENGL 203, ENGL 209, ENGL 210, ENGL 211, or ENGL 205 (Honors) (or exemption through AP or equivalent course)

**One 300 or higher-level English course**

Grade-Point Average Requirements:

Admission Minimum Grade-Point Average: 2.5

Admission Grade-Point Average Calculation: English admission grade-point average calculation includes ENGL 101 (or equivalent); ENGL 102 or ENGL 105 (or equivalent); ~~and~~ ENGL 203, ENGL 205, ENGL 209, ENGL 210, or ENGL 211 (or equivalent), **and one 300 or higher-level English course**. The grade-point average calculation includes only the grades received at the completion of the first and second-year requirements. If a student has taken more than 1 of the 200-level courses, only the highest grade is used in the calculation. KU's course repeat policy applies to grade-point average calculation. (PREVIOUSLY APPROVED NOV 2009 CAC)

Students intending to pursue the creative-writing emphasis must apply for admission. Students should do so before enrolling in their third creative-writing course at the 300-level or above. To be accepted into the emphasis, students must **earn grades of B or better in each of two 300-level creative writing workshops. submit a portfolio of their work the semester before they wish to enroll in a third creative-writing course. In the fall semester, the due date for portfolio submission is September 15. In the spring semester, the due date is February 15. Although students will not be prevented from enrolling in these courses if they have not been accepted into the creative-writing emphasis, they risk**

~~losing major credit for the courses if they are not accepted and must therefore switch to the traditional or language, rhetoric, and writing emphasis. Only 1 creative writing class may be applied toward the traditional or language, rhetoric, and writing emphasis.~~

~~Students are notified of the committee's decision before the enrollment period begins.~~

Application Term:

Application to the major should occur in the term in which admission requirements will be completed. If the student does not meet established admission grade-point average criteria or neglects to apply for admission in this term, he or she must petition the department for permission for late application. The department, as part of an approved petition, determines late admission requirements (including grade-point average and course requirements) and the final deadline for admission.

**JUSTIFICATION:**

- 1) Currently, our admissions requirements have the admissions term the semester of completion of the third FSE course. The FSE courses are not courses in the major. The new requirement would ensure that students would have taken an upper-level course in the major before declaring English.
- 2) Currently, students are expected to submit a portfolio to be admitted to the creative writing track within the major. This process was put into place to ensure that students would pursue this track only if they have demonstrated interest and skill in creative writing, and to ensure that students would not be prevented from enrolling in required upper-level workshops, administered by permission of instructor, when it was too late to change tracks in the major. The current process, however, promises to be cumbersome to administer and involves duplication of effort. The new system will help to ensure that students interested in creative writing have both experience and success in creative writing before declaring that track.

d) HL Principal Course Designation for New HWC 150/151 Courses

New Course  
**HWC 150**

**CIVILIZATIONS AND THE INDIVIDUAL  
DESCRIPTION:**

Introduction to perennial themes that define human experience through reading and discussion of primary texts. Topics may include the nature of humanity; nature and the supernatural; the individual and the state.

New Course  
**HWC 151**

**CIVILIZATIONS AND THE INDIVIDUAL, HONORS  
DESCRIPTION:**

Honors version of HWC 150. Introduction to perennial themes that define human experience through reading and discussion of primary texts. Topics may include the nature of humanity; nature and the supernatural; the individual and the state.

Prerequisite: Membership in the University Honors Program, or permission of instructor.

**JUSTIFICATION:**

Learning goals include acquaintance with primary texts, and introduction to writing and research projects. This course will introduce students to materials and methods of interdisciplinary study at the freshman level in a seminar setting.