

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

AGENDA

FEBRUARY 24, 2009, 11:00AM
STRONG HALL – ROOM 210

- I. Approval of CUSA Minutes from February 10, 2009
- 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
 - 1a. Curricular Changes for Approval:
BIOL 215, CEAS 200, CEAS 500, ENGL 362, ENGL 525, ENGL 563, ENGL 564,
ENGL 626, ENGL 627, ENGL 640, ENGL 641, ENGL 646, ENGL 648, ENGL 650,
ENGL 655, ENGL 658, ENGL 660, ENGL 560, ENGL 664, ENGL 668, HWC 477,
PSYC 688, PSYC 697, REL 477, REL 602, REL 502
 - 1b. Curricular Changes Motion to File
LA&S 450
 - C. Academic Standards
- VI. Old Business
 - A. Continued discussion of the revised two-component BGS and Admissions to Majors proposal
- VII. New Business

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING

Minutes of the Meeting for February 10, 2009

The committee met on Tuesday, February 10, 2009, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Banwart, Blackmore, Bradley, Burright, Coon, Crosby, Cudd, Dickey, Dozier, Krzysztof, Ledom, Madden, Manning, McNeley, Mielke, Phillips, Roberts, Rudolph, Tucker

Professor Madden called the meeting to order and recommended that the regular business of the Committee be deferred until after hearing from each of the three guests attending to share their comments about the two-component Non-major BGS and Admissions to Majors proposal: Dr. Greg Simpson, Chair, Psychology; Dr. Robert Rowland, Chair, Communication Studies; and Dr. Bill Staples, Chair, Sociology.

Dr. Simpson began by noting that Psychology is one of the departments that does have a restrictive application process for the major. He said the number of students majoring in their department has risen to about the level they were when the admission requirements were instituted in 1999. Another difference noted (subjectively) by faculty in the department is students in the upper-level courses are better prepared than they used to be, due to the course requirements to be admitted to the major. Dr. Simpson pointed out there are several similarities in their admissions process and in the proposal. He delineated Psychology's admissions requirements and noted that, while Psychology uses a minimum 2.5 GPA in three required "core skills" courses and a minimum overall GPA of 2.0, he noted the proposal does not allow the use of a minimum overall GPA. He questioned whether there really is no minimum overall GPA requirement, or if there is no requirement above the basic 2.0 overall GPA. Dr. Simpson also requested the Psychology Department be allowed to continue to require satisfactory completion of PSYC 102, a one credit hour online introductory course that can be taken by anyone, to see if Psychology is an area they want to pursue. He believes one way the course is useful is that it allows earlier decision-making by students. He noted that if the department is allowed to continue requiring PSYC 102, it would mean Psychology would have four required "core skills" courses instead of the three allowed in the proposal. Dr. Simpson finished his comments by pointing out that, over the 10 years they've used admissions requirements, they have rejected only 200 out of more than 2,000 applications submitted to the department, and noted that a majority of those admitted were initially rejected, but continued to work to meet the admissions requirements, reapplied and were admitted. He believes both the minimum 2.5 GPA in the major courses and the minimum 2.0 overall GPA are reasonable criteria for admission to the major. There were no questions, and Dr. Madden thanked Dr. Simpson and opened the floor to Dr. Rowland for his comments.

Dr. Rowland began by distributing a handout showing how and why the Communication Studies Department uses its admissions criteria. He stated the only reason they use admissions criteria is because they are in a box, and they think this is the fairest way to admit students into their major and assist them to graduate in a reasonable time. He noted that the Communication Studies major has one of the highest (along with Economics, Environmental Studies, and Psychology) ratios of declared major and declared minor students to FTE in the College. He added that Communication Studies has just had a strong external review of their department, with the recommendation that they should downsize the major. Dr. Rowland pointed out that Communication Studies has some gateway courses and a minimum 2.5 GPA requirement, but admission is also competitive because they only admit as many students as they think they can graduate in a reasonable time, and they currently reject roughly 40 students per semester. They calculate that if there were no competitive admissions requirements and all those students were admitted to the major, the department would need an additional 240 seats per year to handle the student demand. Dr. Rowland said there are two related reasons Communication Studies believes their system is the fairest: one is that since they do not have the resources to handle an additional 240 seats, there would be a blockage that would create delays for students who need courses to graduate, and another is that the major includes a performance dimension which requires a performance course, and performance courses, by their nature, should be capped at 22 so that would create another blockage. Communication Studies believes the impact of those two factors would substantially increase time to graduation and that would not be fair to students. Dr. Rowland closed by saying Communication Studies thinks their present system is the fairest to students, so they hope to be allowed to be grandfathered in and allowed to continue their present system.

A question was raised about the competitive process, noting that a problem with competitive admissions is that the students never really know what they have to do to get into the major. For example, a student who does meet (or exceeds) the GPA requirements still has no way of knowing what the standard is to be admitted. Dr. Rowland acknowledged that was a good point and answered that was one of the advantages to having an Advising Specialist

because with that position, Communication Studies has done a very good job of letting students know what the standards are through e-mails, and the standards have been very similar for the past three to five semesters. Dr. Rowland also is very candid with applicants who are not good candidates and tells them if they are not likely to be admitted to the major.

Assoc. Dean Cudd mentioned that CUSA is not considering eliminating all admissions criteria, but just specifying the type of admissions criteria to be used, and asked why the proposed admissions criteria would not work for Communication Studies. Dr. Rowland responded that if the proposal were to be established, Communication Studies would need to provide an additional 240 seats to handle the students who met the 2.5 GPA requirement. Additional discussion included the option of establishing “weed-out” courses; concern about possibly asking faculty to lower their major GPA requirements to keep to the 2.5 requirement; inquiries about how much enrollment in the lecture sections would need to be increased; how that enrollment relates to much larger enrollment in other department’s, such as Sociology’s, lecture sessions; and why the Intro. to Rhetoric courses needed to be essay-based, requiring more GTA’s to grade assignments and exams than in some other types of courses.

Professor Madden clarified that CUSA is not at this time rendering judgment on any major admissions criteria; but is discussing whether or not they should be a part of the overall proposal and if the proposal were to be approved at the higher levels, the requirements of departments currently using admissions criteria would then be reviewed. There were no further questions and Professor Madden gave the floor to Dr. Staples for his comments.

Dr. Staples began by agreeing that fairness was a good point, in that the Sociology Department is in the Social Sciences Division and three other departments in the Social Sciences Division have entrance requirements, while Sociology has been requesting approval for entrance requirements, and has been denied, for five years. He pointed out one problem with competitive admissions is that students who have completed all of the courses for a competitive admissions major, but who did not meet the overall GPA requirement, cannot graduate with that major. Those students are more likely to look for, or are referred to, another Social Sciences major in which they really may not have an interest. They may continue taking courses in one major while waiting to reapply to another. Dr. Staples pointed out that Sociology majors have increased dramatically over the last few years and he understands the issue of providing resources to handle enrollment in large or additional sections. Dr. Staples confirmed that Sociology supports the major admissions requirements proposal. They also like the idea of the Non-major track for the BGS, but think it is an accommodation to students who cannot get into majors. The Sociology Department strongly supports the proposal that every College department should be allowed to create major admissions requirements, and those admissions requirements should be set at a certain threshold to be fair to all departments. Dr. Staples believes having overall GPA as an admissions requirement for only some majors is unfair if other departments cannot have it.

Dr. Rowland clarified that when the Communication Studies department knows of a student who has completed all the course work for their major, but does not meet the overall GPA requirement, the department will work with the student to assist him/her to graduate.

There were no further questions and Professor Madden thanked all the guests for attending and sharing their comments. The guests departed and the meeting resumed.

MINUTES A motion was made and seconded to approve the January 27, 2009 minutes of the Committee on Undergraduate Studies & Advising with no corrections. The motion was approved unanimously.

CHAIR'S REPORT Professor Madden deferred the Chair’s report to discussion of Old Business.

DEAN'S REPORT Association Dean Cudd had no report.

CLA&S STUDENT ACADEMIC SERVICES REPORT Dr. McNeley requested input from the Committee on a couple of items soon to be discussed in AP&P. The first is that there is no University-wide GPA requirement for graduation. There is a minimum number of hours (124) and a minimum number of Junior/Senior level hours (45) that are required, and the University Registrar has submitted that KU also should have a University-wide minimum GPA requirement to graduate. Part of the background for this request is that the College has sometimes in the past allowed KUCE courses to count toward the College minimum 2.0 GPA, even when the KUCE grade did not count toward the KU GPA, and this sometimes resulted in a student graduating with a KU cumulative GPA lower than 2.0. This type of situation will likely occur again as students return after some years away from KU to complete

requirements and were previously told their KUCE courses would count toward their College GPA. Dr. McNeley clarified that the College would take care of these students on a case-by-case basis and honor what the College told the student. She asked if there were any concerns, other than those situations, with setting a minimum 2.0 KU GPA requirement to graduate. There were no concerns raised. The next issue Dr. McNeley brought forward is a request to set a date by which all materials need to be forwarded to the Registrar in order to have graduation officially posted in a specific term on the student's transcript. She shared an example of a student who studied abroad, but the transcript was not received until two or three months after grades were due and there was an issue of when the graduation date should be posted. Dr. McNeley proposed that a date be set of the final certification deadline, when the certified records must be forwarded to the Registrar's Office, to allow academic units as much time as possible. There was general agreement that was a good date to use.

The last issue Dr. McNeley brought forward was a revision on a proposal submitted by Student Senate, asking for a requirement to be set under "Academic Work and Its Evaluation" to, "Instructors shall notify students of their current grade standing no less than twice each semester, including final notification. The dates on which instructors will notify students of their grade standing should be made available to students, preferably in writing, within the first two weeks of class. Instructors may notify students in any manner they deem appropriate for the class." Dr. McNeley asked if the Committee had feedback concerning this. The question was asked what the definition of "written" was and there was general agreement that an e-mail stating that grades were posted to Blackboard would be sufficient. Discussion included concern of how this would be accomplished in a course where there was only a final paper and a concern that that would change the teaching methodology of the class. Dr. McNeley confirmed that there had been discussion in Student Senate about the importance of students contacting their instructors to request feedback. Dr. McNeley requested if anyone had additional thoughts or constructive suggestions of how this might be managed for students, to forward them to her and she would relay them to Student Senate. Clarification was made that the core concern for this request is that students often feel they do not receive feedback from instructors in a timely manner, such as in time to withdraw from a course by the withdrawal deadline. It was noted that there are limitations in Blackboard in being able to post all points as they occur, so it is often difficult to calculate an accurate standing at any given time, and it was also noted that there may be some cases where work is not returned to students in a timely manner. A comment was made that students may feel intimidated or just not know how to approach their instructors to request feedback. A suggestion was made to revise the wording to state that students are encouraged to speak to their instructors about their grades and, when asked, instructors would be required to give a full review of the student's current standing. This would also give the instructor an opportunity to have a one-on-one conversation with the student. It was also noted it may be helpful for instructors to give students instruction in how to request feedback, and how to go to the next level (chair) in the department if the student does not receive requested feedback from an instructor.

Dr. McNeley then noted the dates for the Undergraduate Advising and New Faculty Review sessions (February 25, 26, and March 3) and said the information would be sent out shortly about them.

SUBCOMMITTEE CHAIR REPORTS

A. **ADVISING & AWARDS** – Dr. Krzysztof reported that there was discussion of possibly redirecting part of the College award funds toward recruiting new students, by offering long-term awards (each year for four years) in addition to one-time-only awards, if students continued to meet specific requirements. Amber Blackmore added that there was discussion about possibly using this idea to recruit more upper-level students, and Dr. Krzysztof reiterated that they would be looking at non-specified funds to see which might be able to be redirected. Clarification was also made that any long-term award would only be given if the student stayed in the College, so if the student changed to another school, the award money would end. A comment was also made that this kind of long-term award might eliminate from consideration those students who did not do well prior to attending KU, but improved greatly after coming here.

B. CURRICULAR CHANGES/DEGREE REQUIREMENTS:

1a. Curricular Changes for Approval:

AAAS 102, GINS 600, GINS 601, GINS 602, GINS 603, GINS 612, GINS 613, GINS 614, GINS 670, GINS 673, HEBR 210, HEBR 220, HEBR 320, HEBR 350, JWSH 300, JWSH 600, SPAN 441, SPAN 442

Assoc. Professor Manning presented because Mark Mort was not able to attend. Dr. Manning first gave an overview of the above changes and recommended approval. A question was raised about why the Global Indigenous Nations Studies courses require a Prerequisite of Permission of Instructor. Karen Ledom explained

that these courses will be taught at 600 and 800 levels and the department wants to offer an opportunity for upper-level junior and senior undergraduate students to take these courses for credit, as well as for graduate students in the 800 level. Also, there really are very few undergraduate prerequisite courses that would be possible at this time for these courses. With that explanation, a motion to approve the changes was made, seconded, and unanimously approved.

Assoc. Professor Manning added there was another request for a vote that had not been placed on the agenda, regarding the Global Indigenous Nations Studies courses that were just approved. The department has also asked for a one-semester approval for permission to teach these courses in the Fall 2009 semester, and clarified that the timing is such that the courses should be approved through all appropriate channels, but not in time to announce they will be available. With that clarification, a motion to approve this permission was made, seconded, and unanimously approved

1b. Curricular Changes Motion to File
LA&S 292

DEGREE REQUIREMENTS FOR APPROVAL:

- a) Non-Western Culture Status for: AAAS 102, MUSC 139/339
- b) Deletion of Principal Course Status for: JWSH 572
- c) Change to Existing Jewish Studies Minor

Assoc. Professor Manning presented the Non-Western Culture Status request for approval and discussion ensued about approving a course outside of the College for a Principal course. It was noted there are a very few of these courses already approved. The comment was made that because these courses are outside of the College, if the current course description is approved, and if in the future the course description is changed, the College has no way of enforcing notification of that change. It was pointed out that this would likely be a rare occurrence, but worth noting it could occur. After further discussion, a motion to approve the Non-Western Culture Status for AAAS 102 and MUSC 139/339 was made, seconded, and unanimously approved.

Due to the justification for the next request, a move to approve the Deletion of Principal Course Status for JWSH 572 was made, seconded, and unanimously approved.

Assoc. Professor Manning pointed out the reason for the next request of a Change to Existing Jewish Studies Minor was also noted in their justification as the desire to present a more focused idea of what the field is about for the minor, and a motion to approve was made, seconded, and unanimously approved.

C. ACADEMIC STANDARDS – No Report.

OLD BUSINESS

Professor Madden suggested discussion resume about the two-component BGS and Admission to Majors proposal regarding feedback that had been received. Discussion covered the point that the main objections to the Non-major BGS seem to be the reduced number of principal courses relative to the BA, and that increasing them could constrain the breadth requirement, pose a problem for transfer students and increase petitions for transfer courses to count as principal courses. It was noted this same concern for transfer students applied to those pursuing a BA. There was general discussion that there seems to be an underlying concern that this proposed track is less rigorous than other degree tracks. The point was made that there may be a perception that the World Language/Culture Requirement also is less rigorous than the other degree tracks. Other feedback concerned the language specifying "...at least 3 credit hrs. each..." be removed, again because it could affect some transfer courses, and instead just specify "2 courses" and continue to follow the current administrative practice for evaluating transfer courses. There was general agreement to change that language. Other general comments and feedback were discussed, including a concern about the degree requirements not being balanced, and perhaps modifying the Breadth requirements to include another natural science requirement. There was general agreement to revise the Breadth requirements to add two Natural Science/Math courses beyond the Principal course requirements as part of the Breadth requirement. Dr. Madden will again revise this language to reflect this addition. Due to the time, Dr. Madden suggested, and it was agreed, to table discussion of the major admissions requirements component until the next meeting prior to the final vote.

The meeting was adjourned at 12:45 p.m.

1. Curricular Changes

a. Curricular Changes for Approval

BIOLOGY

CHANGE: COURSE DESCRIPTION

BIOL 215 PLANTS THROUGH TIME 3 NB, N
(OLD) A principal course designed to examine the interaction of organisms and their physical environment--past, present, and future, focusing on the historical development of the biosphere and social implications of future changes. Not open to students with credit in GEOL 121.

BIOL 215 PLANTS THROUGH TIME 3 NB, N
(NEW) Examines the evolution of plants and their environments from the origin of life to the present, including the historical development of the biosphere, mass extinctions (past and present), and social implications of future climate changes and deforestation. Not recommended for students with credit in GEOL 121.

CENTER FOR EAST ASIAN STUDIES

CHANGE: NEW COURSE

CEAS 200 TOPICS IN EAST ASIAN STUDIES: _____ 1-3 U
An introductory interdisciplinary topics course addressing contemporary issues related to one or more East Asian countries. Format and content will vary.

CHANGE: NEW COURSE

CEAS 500 SEMINAR IN EAST ASIAN STUDIES: _____ 1-3 U
An interdisciplinary seminar addressing contemporary issues related to one or more East Asian countries. Prerequisites to be determined by instructor(s) on the basis of course content.

ENGLISH

CHANGE: COURSE DESCRIPTION

ENGL 362 FOUNDATIONS OF TECHNICAL WRITING 3 H
(OLD) Introduces students to the principles of technical communication. Students learn to organize, develop, write, and revise technical documentation (e.g., proposals, specification documents, technical reports, websites, oral presentations, manuals) for business, engineering, and science. Includes an introduction to technical writing software. Prerequisite: English Composition (English 101 and 102) or completed undergraduate degree. This course fulfills the prerequisite for English 562, 563, and 564.

ENGL 362 FOUNDATIONS OF TECHNICAL WRITING 3 H
(NEW) Introduces students to the principles of technical communication. Students learn to organize, develop, write, and revise various technical documents (e.g., letters, manuals, presentations, proposals, reports, resumes, websites) often needed in business, engineering and scientific settings. Includes an introduction to technical-writing software. Prerequisite English 101 and 102 (or equivalent) or completed undergraduate degree. This course fulfills the prerequisite for English 562 and 564.

CHANGE: NEW COURSE

ENGL 525 SHAKESPEARE: _____ 3 H
Intensive study of selected works. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the Freshman-Sophomore English requirement or its equivalent.

CHANGE: COURSE DESCRIPTION PREREQUISITE TITLE
ENGL 563 ADVANCED TECHNICAL WRITING II 3 H
(OLD) Students apply the principles of communicating scientific and technical information to a variety of readers, ranging from the non-technical manager to the expert engineer. Concentration on the varying writing styles for proposals, reports, specifications, journal articles, on-line forms, and larger documents, based on their audience. The course also teaches effective oral presentations and simulates an internship or on-the-job training. Students develop their technical writing portfolio. Prerequisite: ENGL 562.

ENGL 563 ADVANCED TECHNICAL WRITING AND EDITING 3 H
(NEW) Students apply the principles of communicating business, scientific, and technical information to targeted readers. Concentration on the varying writing styles for online documents, proposals, reports, specifications, journal articles, and larger documents, as appropriate to their audience. Simulates an internship and helps students further develop a technical-writing or -editing portfolio. Students provide weekly status reports and a final report detailing their learning experience and present it to an appropriate technical communication class to help other students better understand the field.
Prerequisite: Instructor permission.

CHANGE: COURSE DESCRIPTION PREREQUISITE TITLE
ENGL 564 ADVANCED TECHNICAL EDITING 3 H
(OLD) Students work with writers in Advanced Technical Writing I and II, learning to work productively with other people's print and online documents. They learn to use specialized vocabulary and such editing tools as proofreaders' marks, style guides, and standard editorial reference material, and practice how to identify and solve common problems. Simulates an internship or on-the-job training. Students develop a technical-editing portfolio.
Prerequisite: English 562.

ENGL 564 ADVANCED TECHNICAL EDITING I 3 H
(NEW) Students learn to use specialized vocabulary and editing tools such as proofreaders' marks, style guides, and standard editorial reference material; and they practice how to identify and correct common problems. Students usually work with writers in other technical writing courses, learning to work productively with other peoples' print and online documents. Students practice taking editing tests and develop a technical-editing portfolio.
Prerequisite: ENGL 362.

CHANGE: DELETE COURSE
ENGL 626 SHAKESPEARE: THE EARLIER PLAYS 3 H
Intensive study of selected earlier plays, particularly the comedies and histories.
Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE
ENGL 627 SHAKESPEARE: THE LATER PLAYS 3 H
Intensive study of selected later plays, with emphasis on the great tragedies and romances. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: COURSE DESCRIPTION TITLE
ENGL 640 BRITISH LITERATURE OF THE RESTORATION AND EARLY 18TH CENTURY
(OLD) 3 H
Emphasis on the principal writers of the period from Dryden through the early Alexander Pope. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 640 BRITISH LITERATURE, 1660-1800:_____ 3 H
(NEW) Study of literary works from the Restoration and eighteenth century. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE

ENGL 641 BRITISH LITERATURE OF THE MID- TO LATER 18TH CENTURY 3 H
Emphasis on the principal writers from the later Alexander Pope through the Age of Johnson.

CHANGE: DELETE COURSE

ENGL 646 BRITISH DRAMA OF THE RESTORATION AND 18TH CENTURY 3 H
A survey of British drama from approximately 1642 to 1800, including the comedy of wit and heroic tragedy in the Restoration and sentimental, neoclassical, and romantic trends in the comedy and tragedy of the eighteenth century. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE

ENGL 648 THE 18TH CENTURY BRITISH NOVEL 3 H
A study of the novel as a genre in Britain during the "long eighteenth century" (approximately 1642-1820). Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: COURSE DESCRIPTION TITLE

ENGL 650 POETRY OF THE ROMANTIC PERIOD 3 H
(OLD) Close reading of major poems by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, leading to a general discussion of English literature between about 1790 and 1830. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 650 ROMANTIC LITERATURE:_____ 3 H
(NEW) Study of literary works from the British Romantic period. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: COURSE DESCRIPTION TITLE

ENGL 655 POETRY OF THE VICTORIAN PERIOD 3 H
(OLD) A survey of selected poems by Tennyson, the Brontes, Browning, FitzGerald, Arnold, Morris, Patmore, Swinburne, and Rossetti, leading to some general views of British verse in the period from 1830 to 1890. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 655 VICTORIAN LITERATURE:_____ 3 H
(NEW) Study of literary works from the Victorian period. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE

ENGL 658 THE NINETEENTH-CENTURY BRITISH NOVEL 3 H
A study of the novel as a genre in Britain during the nineteenth century.

CHANGE: COURSE DESCRIPTION NUMBER TITLE
ENGL 660 BRITISH POETRY OF THE 20TH CENTURY 3 H
(OLD) The theories and poems of such major figures as Hopkins, Bridges, Hardy, Yeats, Auden, and Thomas. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 560 BRITISH LITERATURE OF THE 20TH CENTURY: _____ 3 H
(NEW) Study of twentieth-century literary works. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE
ENGL 664 THE AGE OF YEATS AND JOYCE 3 H
Study of the Irish Literary Renaissance, 1880-1920, with emphasis on major poems, plays, and novels by several authors. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE
ENGL 668 THE MODERN BRITISH NOVEL 3 H
A study of Conrad, Lawrence, Woolf, Joyce, and other major British authors from 1900 to the present. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

HUMANITIES & WESTERN CIVILIZATION

CHANGE: NEW CROSSLISTED COURSE
HWC 477 GENDER AND RELIGION 3 H
Examination of the symbols, images, scriptures, rites and teachings that define gender in various religious traditions. (Same as REL 477)

PSYCHOLOGY

CHANGE: NEW COURSE
PSYC 688 APPLIED NON-PARAMETRIC STATISTICAL METHODS 4 S
This course covers non-parametric statistical methods for testing hypotheses when the assumptions of ordinary parametric statistics are not met. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one hour lab session in which computing applications are taught. Students taking this course as PSYC 889 will have different course requirements. Prerequisite: PSYC 650 or equivalent, or consent of instructor.

CHANGE: NEW COURSE
PSYC 697 LONGITUDINAL DATA ANALYSIS 3 S
Reviews and contrasts various statistical models for the analysis of change. Course focuses on techniques to analyze longitudinal (repeated measures) data beyond the repeated-measures ANOVA framework. Applications across the behavioral and social sciences are emphasized. Students taking this course as PSYC 991 will have different course requirements. Prerequisite: PSYC 696 or equivalent, or consent of instructor.

RELIGIOUS STUDIES

CHANGE: COURSE DESCRIPTION TITLE NEW REQUEST TO CROSSLIST
REL 477 WOMEN AND RELIGION 3 H
(OLD) Examination of symbols, images, scriptures, rites, and teachings defining women's roles in various religious traditions.

REL 477 GENDER AND RELIGION 3 H
(NEW) Examination of symbols, images, scriptures, rites and teachings that define gender in various religious traditions (Same as HWC 477).

CHANGE: NUMBER

REL 602 SPECIAL TOPICS IN RELIGION 1-4 H
(OLD) Topic and instructor to be announced in Schedule of Classes. Enables qualified student to participate in current research interests of faculty and/or pursue specific current topics. May be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Prerequisite: Consent of Instructor.

REL 502 SPECIAL TOPICS IN RELIGION 1-4 H
(NEW) Topic and instructor to be announced in Schedule of Classes. Enables qualified student to participate in current research interests of faculty and / or pursue specific current topics. May be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Prerequisite: Consent of Instructor.

b. Curricular Changes Motion to File

LIBERAL ARTS & SCIENCES

CHANGE: NEW TOPIC

LA&S 450 ADVANCED GIS & GPS 3.0
This course is an extension of GEOG 310 (Haskell Indian Nations University course), Introduction to GIS. We will focus the majority of the semester on advanced analysis in the raster and vector frameworks, and gain more experience and knowledge in GPS technology and applications. Prerequisite: GEOG 310 at Haskell Indian Nations University.