

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

AGENDA

APRIL 14, 2009, 11:00AM
STRONG HALL – ROOM 210

- I. Approval of CUSA Minutes from March 24, 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
 1. Curricular Changes for Approval: AMS 312, ANTH 570, ABSC 100, CLSX 151, CLSX 152, LAT 100, LAT 101, LAT 104, LAT 105, LAT 108, LAT 109, LAT 112, LAT 113, LAT 200, LAT 201, LAT 300, LAT 301, LAT 302, LAT 303, LAT 304, LAT 305, COMS 356, COMS 411, COMS 412, COMS 525, COMS 554, COMS 557, COMS 656, EALC 410, ECON 104, FMS 413, FMS 498, GEOL 302, HIST 312, HA 502, HA 506, HA 507, HWC 104, HWC 105, HWC 108, HWC 305, HWC 330, PUAD 694, SPLH 566
 2. Degree Requirements for Approval
 - a) Non-Western Culture Status for FMS 315, GINS 601, GINS 603, GINS 612, GINS 670, HIST 369
 - b) Deletion of HL Principal Course Status for ENGL 308
 - c) Change to Existing Major for Microbiology
 - d) Change to Existing Major for Sociology
 - C. Academic Standards – No report.
- VI. Old Business
 - A. Continued discussion of proposed establishment of a 2-Plus-2 Program, with input from Marilu Goodyear, Chairperson, Public Administration, Edwards Campus
 - B. Incomplete Policy
- VII. New Business

COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for March 24, 2009

The committee met on Tuesday, March 24, 2009, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Blackmore, Bradley, Burrig, Coon, Crosby, Cudd, Dickey, Dozier, Krzysztof, Ledom, Madden, Manning, McNeley, Mielke, Phillips, Roberts, Tucker
Also attending: Lee Furbeck, Admissions, and Marcia Powers, College Dean's Office

MINUTES A motion was made and seconded to approve the March 10, 2009 minutes of the Committee on Undergraduate Studies & Advising with no corrections. The motion was approved unanimously.

CHAIR'S REPORT Professor Madden reported that the Non-major BGS and Majors Admissions Criteria proposal had passed unanimously at the March 10 CAC meeting. The proposal will move forward to be voted upon at the next College Assembly meeting, which will be Tuesday, April 7, 2009, at 4:00 p.m. in the Kansas Room of the Kansas Union.

DEAN'S REPORT Associate Dean Cudd had no report.

CLA&S STUDENT ACADEMIC SERVICES REPORT Assistant Dean McNeley noted that advising for Summer and Fall 2009 Main Enrollment began this week. She also reported that the proposed Academic Misconduct Policy revisions were reviewed by CGS and that committee had no concerns; the proposed revisions are moving forward to CAC for review and a final vote.

SUBCOMMITTEE CHAIR REPORTS

- A. ADVISING & AWARDS – No report.
- B. CURRICULAR CHANGES/DEGREE REQUIREMENTS -- No report.
- C. ACADEMIC STANDARDS – No Report.

OLD BUSINESS

No old business to discuss.

NEW BUSINESS

Professor Madden asked Assistant Dean McNeley to begin discussion of the proposed establishment of a "2-Plus-2 Program." Dr. McNeley introduced the topic by reminding the members of the committee that the Dean has asked CUSA to look into various issues transfer students may face when transferring into KU. There is a perception in the community that it is more difficult to transfer into KU than into other institutions, so data has been gathered, and is continuing to be gathered, to determine what some of these issues are and how the College can assist transfer students to transition more smoothly into KU. Establishment of a "2-Plus-2 Program" could address these issues directly and assist students with advising right from the start that would clearly communicate requirements and help transfer students to track their own progress on a semesterly basis before they even begin attending KU. Their progress could be communicated to them individually using the current Kyou portal system with the Online Advising Tool. Dr. McNeley referred to informational handouts (attached) showing data supporting the establishment of this program.

Dr. McNeley introduced Dr. Lee Furbeck, Associate Director of Targeted Recruitment, KU Admissions and Scholarships, who thanked the members of the committee for the opportunity to speak with them, and then went over the information on her handout (Attachment 1), pointing out that she selected the four programs highlighted because each is different, but all four are successfully assisting transfer students to transition more smoothly into their institutions. Dr. Furbeck mentioned that a common question she is asked is whether or not the numbers of

freshmen students admitted to these institutions dropped because student were opting to attend the community colleges instead to participate in these programs, but the numbers show this has not been a concern at any of these institutions. Dr. Furbeck answered some questions from the committee members, then Dr. McNeley went over the information on her handout (Attachment 2).

Discussion covered admission standards, advising, whether or not a supporting infrastructure was already available or if there would be a need for additional staffing, what other options might be available to address these issues, the percentage of transfer students this kind of program might affect, since other transfer students would be admitted without going through this kind of program, and various standards CUSA may want to set regarding eligibility for admission to the program, criteria that must be met to remain in the program, and the logistics involved in administration of such a program. Dr. McNeley noted that Dr. Marilu Goodyear, Chairperson of Public Administration at the Edwards Campus, would be attending the next CUSA meeting to discuss some specific needs of her department that might be met through this type of program. It was noted that another need a “2-Plus-2 Program” might well meet would be better preparation of specific underrepresented populations for admission to KU, and assistance in successful completion of their degree programs.

Dr. Madden wrapped up the discussion by requesting Dr. McNeley provide, for the next CUSA meeting on April 14, a summary of all of KU’s transfer policies, samples of the type of messages currently sent to students actively enrolled in the College, and specific decision points for the committee to vote upon. Associate Dean Cudd also asked members of language departments to think about their advising needs that would need to be met with a program like this. There was general agreement that the proposal has merit and additional data will be pulled to present at the next meeting.

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

Impact of Degree Partnership/Joint Admissions Programs on Enrollment at Selected Institutions

Degree Partnership Programs

Oregon State University and in- and out-of-state community colleges

Description: Students are jointly admitted at Oregon State University and any one of the partner community colleges. Majority of the participants (approximately 90%) are from Linn-Benton Community College. Program began in fall 2003.

Participants are able to:

- Apply with a single application to both institutions
- Apply financial aid to either or both institutions as appropriate
- Work with advisors at both institutions simultaneously
- Enroll at either or both schools
- Take up to 10 consecutive terms at the community college and remain an active OSU student
- Access libraries and computer labs at both campuses
- Live on-campus at OSU and participate in OSU's campus dining plan

Enrollment Summary:

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
New Freshmen (direct from high school)*	3,000	3,026	2,980**	2,969**	3,019	3,183	3,221
New Undergraduate Transfers	974	965	935	872	964	865	967
New Undergraduate Transfers from Oregon Community Colleges**	565	591	550	499	559	468	543
Degree Partnership Students	N/A	1,456	1,681	2,053	2,271	2,610	

* OSU does not include Degree Partnership Students in these counts.

** Decrease from 2003 level was non-resident and/or international students. New resident freshmen increased.

Admissions Partnership Program

Iowa State University and Iowa community colleges

Description: Students are admitted to the Admissions Partnership Program. The semester prior to transfer, participants complete an abbreviated version of the Iowa State University application for admission. Program began in fall 2006.

Participants are able to:

- Take one course per semester at Iowa State University as a community college student at community college tuition rates.
- Apply financial aid to either or both institutions as appropriate
- Work with advisors at both institutions simultaneously
- Enroll early (with current ISU juniors) for their first semester at ISU
- Access libraries and computer labs at both campuses
- Live on-campus at ISU and participate in ISU's campus dining plan
- Participate in ISU campus activities, cultural events, and attend athletic events at ISU student rates

Enrollment Summary:

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
New Freshmen (direct from high school)	3,729	3,769	3,983	4,347	4,546
New Undergraduate Transfers	1,429	1,388	1,461	1,527	1,537
New Undergraduate Transfers from Iowa Community Colleges	848	835	869	948	945

TCC & OSU-Tulsa: The Home Advantage
Oklahoma State University-Tulsa and Tulsa Community College

Description: Students are jointly admitted at Oklahoma State University-Tulsa and Tulsa Community College. Program is modeled after the Oregon State University program.

Participants are able to:

- Apply with a single application to both institutions
- Apply financial aid to either or both institutions as appropriate
- Work with advisors at both institutions simultaneously
- Enroll at either or both schools, but must declare a “home institution” and enroll in 6 hours there
- Access libraries and computer labs at both campuses
- Participate in student activities at both institutions

Enrollment Summary:

OSU-Tulsa opened on Jan. 1, 1999, has grown from 1,187 in the spring 1999 semester to nearly 2,700 for fall 2008. The OSU-Tulsa campus focuses on junior, senior and graduate level education, providing opportunities for students to complete bachelor’s, master’s, and doctorate degrees. All undergraduate students at OSU-Tulsa are transfer students.

Dual Admissions Program
Northern Illinois University and selected Illinois community colleges

Description: Students are admitted to NIU for a future term after applying to both schools and signing a Statement of Intent to Participate in the program. Program began in fall 1999 with Elgin Community College and expanded to include 18 institutions by 2002. Most schools were added in 1999.

Participants are able to:

- Be admitted to NIU for a future term while attending the community college
- Enroll in classes at both institutions
- Work with advisors at both institutions simultaneously
- Receive the AA/AS degree before or after taking classes at NIU
- Access online degree-audit information at NIU

Enrollment Summary:

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
New Freshmen (direct from high school)	2,458	2,451	2,688	2,831	2,942	2,791	2,810	3,032	3,239	2,941
New Undergraduate Transfers	2,107	2,033	2,276	2,310	2,250	2,356	2,353	2,525	2,233	2,016

*Prepared by Lee Furbeck, Ph.D., Sr. Associate Director of Targeted Recruitment, KU Admissions and Scholarships.
 March 24, 2009.*

**KU College of Liberal Arts and Sciences Milestones
Comparison of Transfer and Traditional Students
Fall 2004 Cohort**

Early and Continuous Enrollment

Unmet Mathematics Requirements: 22% Transfer Juniors vs. 11% Traditional Juniors

Unmet English Requirements (ENGL 101, 102 & 3rd Level): 32% Transfer Juniors vs. 19% Traditional Juniors

Graduation

Graduation Rate: 53% of Transfer Students vs. 78% of Traditional Students

Average Hours at Graduation: 144.75 for Transfer Students vs. 133.99 for Traditional Students

GPA at Graduation: 3.18 for Transfer Students vs. 3.20 for Traditional Students

Course Equivalencies/Transfer

HWC

Math

Principal Course System

Program

- Increase likelihood of targeted population's matriculation to KU.
- Provide smoother transition for Community College student demonstrating academic ability by maintaining academic performance at CLA&S standards.
- Develop an efficient/cost effective system of advising/communication of credit equivalencies between institutions.

Program	Admission	Degree Requirements Determined	Advising & Enrollment	Degree Progress Tracked (ARTS)	Outcome
Current	At Matriculation to KU	Established at Matriculation to KU	<ul style="list-style-type: none"> • Dependent on Student Review of CredTran • Enrollment at Orientation 	Not Available	<ul style="list-style-type: none"> • CredTran Difficult to Interpret
Facilitated Transfer**	At Matriculation to KU	Established at Matriculation to KU	<ul style="list-style-type: none"> • Transfer Program Sheets Made Available for Specific Institutions • Enrollment at Orientation 	Not Available	<ul style="list-style-type: none"> • Multiple Staff Resources to Update Program Sheets & Requirement Changes
2-Plus-2 Program	Dual Admission to Both Programs at Matriculation to Community College	Established at Dual Admission /Matriculation to CC	<ul style="list-style-type: none"> • Co-advising Between Institutions • Progress Review with All Current KU Students (Expectation of Credit Transfer by 20th Day of Following Term) • Enroll with KU level 	Available - Each Term	<ul style="list-style-type: none"> • Reinforce Early and Continuous Enrollment. • Increase Transfer of Language, Principal, Math, & Western Civ. • Updates to Degree Requirements Completed in One Action (ARTS)

**Available for Johnson County Community College. Working toward updating all Kansas Community Colleges.

1. Curricular Changes

a. Curricular Changes for Approval

AMERICAN STUDIES

CHANGE: PREREQUISITE

AMS 312 (OLD) AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course will investigate patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as HIST 312) Prerequisite: AMS 100 or AMS 110 or HIST 129. LEC

AMS 312 (NEW) AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course investigates patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as HIST 312) LEC

ANTHROPOLOGY

CHANGE: NEW COURSE

ANTH 570 ANTHROPOLOGY OF VIOLENCE 3 S
Introduces students to the comparative and cross-cultural study of violence. The course begins by surveying different anthropological approaches to the study of violence, with special attention paid to classical social theorists as well as ethnographic works. Topics may include (post) coloniality and identity politics, nationalism, race, religion, and political culture; geographic areas to be covered may include Africa, Europe, Latin America, the Middle East, and South Asia. LEC

APPLIED BEHAVIORAL SCIENCE

CHANGE: DESCRIPTION

ABSC 100 (OLD) INTRODUCTION TO APPLIED BEHAVIORAL SCIENCE 3 S
An introduction to the principles of behavioral science and their application to problems facing contemporary societies (e.g., autism, public health, education, juvenile delinquency, substance abuse). Students will learn how behavioral scientists analyze human behavior and how these analyses are used to inform interventions. Students will also learn about careers in the behavioral sciences and how to pursue them. LEC

ABSC 100 (NEW) INTRODUCTION TO APPLIED BEHAVIORAL SCIENCE 3 S
An introduction to the principles of behavioral science and their application to problems facing contemporary societies (e.g., autism, public health, education, juvenile delinquency, substance abuse). Students will learn how behavioral scientists analyze human behavior and how these analyses are used to inform interventions. Students will also learn about careers in the behavioral sciences and how to pursue them. Course may be offered in lecture or online format. WWW, LEC

CLASSICS

CHANGE: COURSE DESCRIPTION, TITLE

CLSX 151 (OLD) ARCHAEOLOGICAL DISCOVERY 3 H
A survey of archaeological discovery in the Old World designed to show how our knowledge of the early history of Western civilization has changed in the past 200 years as a result of archaeological fieldwork and interpretation and how new approaches to modern technology are revolutionizing contemporary exploration and analysis. Emphasis will be on significant discoveries (Troy, Tut's tomb), noted archaeologists (Schliemann, Flinders, Petrie) and unresolved problems (the lost Atlantis, the language of the Etruscans). LEC

CLSX 151 INTRODUCTION TO CLASSICAL ARCHAEOLOGY 3 H
(NEW) An introduction to the history, methods, and excavation techniques of archaeology, with special emphasis on ancient Greece and Rome. Topics include stratigraphy, chronology, artifact analysis, the role of archaeology in our understanding of Greek and Roman society, and the treatment of archaeology in popular culture. Illustrated throughout with presentations of important archaeological sites of the ancient Mediterranean such as Athens and Pompeii, from the earliest times through late antiquity. LEC

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE

CLSX 152 ARCHAEOLOGICAL DISCOVERY, HONORS 3 H
(OLD) An honors section of CLSX 151 for students with superior academic records. Prerequisite: Admission to the Honors Program or consent of instructor. LEC

CLSX 351 INTRODUCTION TO CLASSICAL ARCHAEOLOGY, HONORS 3 H
(NEW) Honors version of CLSX 151, with the focus towards critical approaches and research. Special attention is paid to recent methodological, theoretical, and ethical debates within the profession of Classical archaeology. Assignments and activities may include position papers on contentious issues of the day, research assignments, and/or field trips to museums and related institutions. Prerequisite: Admission to the Honors Program or consent of instructor. LEC

CHANGE: DELETE COURSE

LAT 100 LATIN READING COURSE I 4 H
A special reading course for candidates for advanced degrees in other departments, designed to aid them in obtaining a reading knowledge of Latin for purposes of research. Enrollment for undergraduate credit is required. An intensive study of the fundamentals of grammar, progressing to the reading of material of medium difficulty. Intended primarily for graduate students, but open also to undergraduates with departmental permission; to be followed by LAT 101. Does not satisfy any part of the undergraduate foreign language requirement. Presupposes no previous study of Latin. LEC

CHANGE: DELETE COURSE

LAT 101 LATIN READING COURSE II 3 H
Rapid reading and translation of material of an advanced nature by various authors and of various genres. A grade of "B" or better may be used to satisfy the graduate foreign language or research skill requirement. Does not satisfy any part of the undergraduate foreign language requirement. Prerequisite: LAT 100 or consent of instructor. LEC

CHANGE: COURSE DESCRIPTION, TITLE

LAT 104 ELEMENTARY LATIN 5 U
(OLD) The basic essentials of the Latin language. LEC

LAT 104 ELEMENTARY LATIN I 5 U
(NEW) An introduction to the Latin language. LEC

CHANGE: COURSE DESCRIPTION, TITLE

LAT 105 ELEMENTARY LATIN HONORS 5 U
(OLD) Integrates study of elementary Latin with study of Roman culture. Prerequisite: Admission to Honors Program or consent of instructor. LEC

LAT 105 ELEMENTARY LATIN I, HONORS 5 U
(NEW) Integrates study of elementary Latin with study of Roman culture. Prerequisites: Admission to Honors Program or permission of department. LEC

CHANGE: COURSE DESCRIPTION, TITLE

LAT 108 LATIN READING AND GRAMMAR 5 U
(OLD) Latin grammar concluded, with selected readings. Prerequisite: LAT 104 or LAT 105, or appropriate placement score. Latin grammar concluded, with selected readings. Prerequisite: LAT 104 or LAT 105, or appropriate placement score. LEC

LAT 108 ELEMENTARY LATIN II 5 U
(NEW) Latin grammar concluded with selected readings. Prerequisites: LAT 104 or LAT 105, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, TITLE

LAT 109 LATIN READINGS AND GRAMMAR HONORS 5 U
(OLD) Continuation of LAT 105. Integrates study of elementary Latin with study of Roman culture. Prerequisite: LAT 105. LEC

LAT 109 ELEMENTARY LATIN II, HONORS 5 U
(NEW) Latin grammar concluded with selected readings, integrated with study of Roman culture. Prerequisites: LAT 105 or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 112 READINGS IN LATIN LITERATURE 3 H
(OLD) Systematic grammar review and selected texts from Caesar, Catullus, and Horace, with attention to literary interpretation and historical background. Prerequisite: LAT 108, LAT 109, placement score of 46-60, or permission of instructor. LEC

LAT 112 READINGS IN LATIN LITERATURE 3 H
(NEW) Systematic grammar review in conjunction with selected prose authors, such as Cicero or Caesar, with additional readings in Roman poetry. Attention to literary history and historical context. Prerequisites: LAT 108 or LAT 109, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 113 READINGS IN LATIN LITERATURE, HONORS 3 H
(OLD) Systematic grammar review and selected texts from a prose author, Catullus, and Horace. Attention to literary history and interpretation. Exercises in prose composition. Prerequisite: LAT 109 or permission of department/consent of instructor. LEC

LAT 113 READINGS IN LATIN LITERATURE, HONORS 3 H
(NEW) Systematic grammar review in conjunction with selected prose authors, such as Cicero or Caesar, with additional readings in Roman poetry. Exercises in literary analysis and/or prose composition. Prerequisites: LAT 109 or permission of department. LEC

CHANGE: PREREQUISITE

LAT 200 VERGIL'S AENEID 3 H
(OLD) Selections from Vergil's Aeneid, with attention to literary interpretation and literary history. Prerequisite: LAT 112 or placement score of 61-70. LEC

LAT 200 VERGIL'S AENEID 3 H
(NEW) Selections from Vergil's Aeneid, with attention to literary interpretation and literary history. Prerequisites: LAT 112 or LAT 113 or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 201 VERGIL'S AENEID, HONORS 3 H
(OLD) Selections from Vergil's Aeneid with attention to literary history. Exercises in literary interpretation and verse composition. Prerequisite: LAT 113 or consent of instructor. LEC

LAT 201 VERGIL'S AENEID, HONORS 3 H
(NEW) Selections from Vergil's Aeneid, with attention to literary history. Exercises in literary interpretation and the analysis of dactylic hexameter. Prerequisites: LAT 113 or permission of department. LEC

CHANGE: COURSE DESCRIPTION

LAT 300 INTERMEDIATE LATIN COMPOSITION 3 H, W
(OLD) Composition in Latin stressing the basic principles of Latin syntax and style. Recommended for freshmen and sophomores contemplating a major in Latin. Prerequisite: LAT 200 or LAT 201. LEC

LAT 300 INTERMEDIATE LATIN COMPOSITION 3 H, W
(NEW) Composition in Latin prose, stressing the basic principles of Latin syntax and style. Recommended for majors and minors. Prerequisite: LAT 200 or LAT 201. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 301 PROSE FICTION AND EPISTOLOGRAPHY 3 H, W
(OLD) Thematically oriented readings selected from the following authors: Apuleius, Cicero, Petronius, and Pliny, with attention to literary interpretation and social and cultural history. Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC

LAT 301 PROSE FICTION AND EPISTOLOGRAPHY 3 H, W
(NEW) Selected readings from such authors as Cicero, Seneca, Petronius, Pliny, and Apuleius, with attention to literary interpretation and historical context. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 302 HEXAMETER POETRY 3 H, W
(OLD) Thematically oriented readings selected from the following authors: Lucretius, Ovid, Vergil, and the satirists, with attention to literary interpretation and social and cultural history. Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above.

LAT 302 HEXAMETER POETRY 3 H, W
(NEW) Selected readings from such authors as Lucretius, Vergil, Ovid, and the satirists, with attention to literary interpretation and historical context. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 303 ROMAN HISTORIANS 3 H, W
(OLD) Thematically oriented readings selected from the following authors: Caesar, Cicero, Livy, Sallust, Suetonius, and Tacitus, with attention to issues in Roman history and historiography. Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC

LAT 303 ROMAN HISTORIANS 3 H, W
(NEW) Selected readings from such authors as Caesar, Livy, and Tacitus, with attention to issues in Roman history and historiography. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 304 LYRIC AND ELEGIAC POETRY 3 H, W
(NEW) Thematically oriented readings selected from the following authors: Catullus, Horace, Martial, Ovid, Propertius, Sulpicia, and Tibullus, with attention to literary interpretation and social and cultural history. Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC

LAT 304 LYRIC AND ELEGIAC POETRY 3 H, W
(OLD) Selected readings from such authors as Catullus, Horace, Tibullus, Propertius, Sulpicia, Ovid, and Martial, with attention to literary interpretation and historical context. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

CHANGE: COURSE DESCRIPTION, PREREQUISITE

LAT 305 ROMAN DRAMA 3 H, W
(OLD) Thematically oriented readings selected from the following authors: Plautus, Terence, and Seneca, with attention to issues of interpretation, theatre history, and performance. Prerequisite: LAT 200 or LAT 201, or placement score of 71 or above. LEC

LAT 305 ROMAN DRAMA 3 H, W
(NEW) Selected readings from such authors as Plautus, Terence, and Seneca, with attention to literary interpretation, theater history, and performance. Prerequisites: LAT 200 or LAT 201, or permission of department. LEC

COMMUNICATION STUDIES

CHANGE: COURSE DESCRIPTION, PREREQUISITE

COMS 356 INTRODUCTION TO BEHAVIORAL RESEARCH METHODS IN
COMMUNICATION 3 S
(OLD) An introduction to the nature of theory and theory building in the study of human communication. Research methods include experimentation, survey, content analysis, and field description. An introduction to statistics and statistical tests is included as well. Prerequisite: Admission to the Communication Studies major or consent of instructor. LEC

COMS 356 INTRODUCTION TO BEHAVIORAL RESEARCH METHODS IN
COMMUNICATION 3 S
(NEW) An introduction to the nature of theory and theory building in the study of human communication. Research methods include experimentation, survey, content analysis, and field description. An introduction to statistics and statistical tests is included as well. Prerequisite: MATH 101 and admission to the Communication Studies major or consent of instructor. LEC

CHANGE: NEW COURSE

COMS 411 MACRO LEVEL ORGANIZATIONAL COMMUNICATION 3 S
An exploration of the communication patterns and challenges between organizational groups and organizations as a whole. Key elements include networks, boundary spanning, inter-organizational collaboration, and the role of technology in linking large organizational components. Prerequisite: COMS 310 or instructor permission. LEC

CHANGE: NEW COURSE

COMS 412 COMMUNICATION IN DISTRIBUTED ORGANIZATIONS 3 S
Examination of the communication challenges faced by distributed organizations, especially those with a global presence. Topics include telework, virtual teams, and new processes required to support interaction among people located in several different places. Prerequisite: COMS 310 or permission of instructor. LEC

CHANGE: NEW COURSE

COMS 525 COMMUNICATION AND THE AMERICAN PRESIDENCY 3 H
Examination of the ways in which American presidents communicate with the American people and how such communication influences the public. Emphasis is on a number of approaches to better understanding presidential communication, including rhetorical, historical, and content analysis. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC

CHANGE: NEW COURSE

COMS 554 RHETORIC OF POPULAR CULTURE 3 H
A study of the social and cultural importance of popular culture. Emphasis is on using rhetorical analysis and a number of important theoretical perspectives to help examine popular culture's often unnoticed influence. Prerequisite: COMS 130, COMS 150, or COMS 230. LEC

CHANGE: NEW COURSE

COMS 557 EAST ASIAN COMMUNICATION 3 S
Explores the major communication theories and research in the East Asian cultural contexts by focusing on the Chinese, Japanese, and Korean cultures. Examines, from a broader perspective, certain cultural values (e.g. harmony, hierarchy, conservatism, and modernism) upheld in East Asian cultures and their influences on people's communicative behaviors in an age of globalization. Students explore issues of history, identity, verbal and non-verbal symbols, stereotypes, prejudice, values and thought patterning systems in the East Asian cultural context from a communicative perspective. This course is designed as a bridge course and meets with a graduate level section of the same title. Prerequisite: COMS 246. LEC

CHANGE: NEW COURSE

COMS 656 MASS MEDIA: SOCIAL SCIENCE APPLICATIONS 3 S
This course introduces students to the major theories of and prominent research in mass communication. The aim is to stimulate critical thinking about the content and effects of mass communication, develop critical consumption skills, and enhance awareness of public policy issues relating to the media. Students are required to read a variety of chapters and articles on mass communication, promoting independent investigation into specific areas of interest. This course is a bridge course and meets with a graduate level section of the same title. Prerequisite: COMS 356. LEC

EAST ASIAN LANGUAGES & CULTURES

CHANGE: COURSE DESCRIPTION, TITLE

EALC 410 ASOBI: PLAY IN JAPAN 3 NW, H, W
(OLD) Originally designating the songs and dances of early Shinto religious ritual, "asobi" (play) has been a significant force shaping Japanese culture over the centuries. This course examines the function and patterns of play found in Shinto, the court culture of the aristocrats, the values and practices of the medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. No language prerequisite. LEC

EALC 410 THE CULTURE OF PLAY IN JAPAN 3 NW, H, W
(NEW) Play ("asobi") has been a significant force shaping Japanese culture over the centuries, beginning with the songs and dances of early Shinto religious ritual. This course examines the function and patterns of play found in Shinto, the court culture of ancient aristocracy, the values and practices of medieval samurai, the popular culture of Edo townspeople, and the postmodern consumer society of Japan today. LEC

ECONOMICS

CHANGE: DESCRIPTION

ECON 104 (OLD) INTRODUCTORY ECONOMICS 4 S
An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economics policies to meet the current problems of the do domestic and international economy. Prerequisite: MATH 101 or MATH 104, or eligibility for MATH 115 or MATH 121. LEC

ECON 104 (NEW) INTRODUCTORY ECONOMICS 4 S
An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economics policies to meet the current problems of the do domestic and international economy. Prerequisite: MATH 101 or MATH 104, or eligibility for MATH 115 or MATH 121. Course may be offered in lecture or online format. LEC, WWW

FILM & MEDIA STUDIES

CHANGE: COURSE DESCRIPTION

FMS 413 (OLD) ASIAN MEDIA STUDIES 3 H
This course surveys the major developments in and critical approaches to twentieth-century Japanese film. Focusing mostly on narrative films, Survey of Japanese Film introduces students to basic methodological issues in Japanese film history, especially questions of narrative, genre, stardom, and authorship. We examine Japanese cinema as an institution located within specific contexts while focus on the ways in which this institution shapes gender, race, class, ethnic and national identities. This course examines how patterns of distribution, exhibition, as well as of reception influence film aesthetics and film style over the last century. Through secondary readings, lectures, and discussions students will critically examine how Japanese cinema as an institution both responds to and intervenes in the social, cultural, and political history of twentieth century Japan. LEC

FMS 413 (NEW) ASIAN MEDIA STUDIES 3 H
This course examines new and emerging media in East Asia and how the media industries of East Asia function. Using recent scholarship and industry data on contemporary cyberculture, music studies, and television industries of East Asia we examine how such factors as globalization, post-colonialism, censorship, emerging technology, and national media legislation affect regional and transnational media industries in Japan, South Korea, and Mainland China/Taiwan/Hong Kong. LEC

CHANGE: COURSE DESCRIPTION

FMS 498 (OLD) HONORS SEMINAR 2-6 H
Study may be directed toward either (a) reading for integration of knowledge and insight in theatre, film, or video, or (b) original research (i.e., investigation of a specific problem in film and/or video). Six hours maximum credit. Prerequisite: Consent of Departmental Honors Coordinator. LEC

FMS 498 (NEW) HONORS SEMINAR 2-6 H
Study may be directed toward either (a) reading for integration of knowledge and insight in film and media, or (b) original research (i.e., investigation of a specific problem in film and media). Six hours maximum credit. Prerequisite: Consent of Departmental Honors Coordinator. LEC

GEOLOGY

CHANGE: DESCRIPTION

GEOL 302 OCEANOGRAPHY 3 N
(OLD) Basic description of oceanography: description and discussion of the ocean as a dynamic system. Relationships between and dependence upon the interactions of submarine topography, water chemistry, wave action, and biota in understanding the ocean system. Review of part that humanity plays in perturbing the natural oceanic environment. Discussions of estuarine problems as related to the sea, cultural activities, and rivers. Prerequisite: An introductory science course. LEC

GEOL 302 OCEANOGRAPHY 3 N
(NEW) Basic description of oceanography: description and discussion of the ocean as a dynamic system. Relationships between and dependence upon the interactions of submarine topography, water chemistry, wave action, and biota in understanding the ocean system. Review of part that humanity plays in perturbing the natural oceanic environment. Discussions of estuarine problems as related to the sea, cultural activities, and rivers. Prerequisite: An introductory science course. Course may be offered in lecture or online format. LEC, WWW

HISTORY

CHANGE: COURSE DESCRIPTION, PREREQUISITE COURSE IS CURRENTLY CROSSLISTED

HIST 312 AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(OLD) An examination of the major historical nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music, and the visual arts, this course will investigate patterns and changes in the popular, domestic, and material culture of everyday life in America. (Same as AMS 312.) Prerequisite: AMS 100 or AMS 110 or HIST 129. LEC

HIST 312 AMERICAN CULTURE, 1877 TO THE PRESENT 3 H
(NEW) An examination of the major historical shifts, trends, and conflicts that have shaped the multicultural nature of life in the United States from 1877 to the present. In addition to tracing developments in literature, architecture, drama, music and the visual arts, this course investigates patterns and changes in the popular, domestic, and material culture of everyday life in America. LEC (Same as AMS 312)

HISTORY OF ART

CHANGE: DELETE COURSE

HA 502 MEDIEVAL ART 3 H
The religious and secular art of the Middle Ages from the Early Christian era to the end of the Late Gothic period in the 15th century. Prerequisite: An introductory course in Western art history at the college level. The religious and secular art of the Middle Ages from the Early Christian era to the end of the Late Gothic period in the 15th century. Prerequisite: An introductory course in Western art history at the college level. LEC

CHANGE: NEW COURSE

HA 506 EARLY MEDIEVAL AND ROMANESQUE ART 3 H
This course examines the art of Europe from the Early Christian era through the Romanesque period, up to 1200. Architecture, sculpture, manuscript illumination, metalwork and painting are explored in relation to their political, religious and social contexts. Graduate students can expect to complete additional reading and writing assignments. Prerequisite: HA 100 or HA 150, or permission of the instructor. LEC

CHANGE: NEW COURSE

HA 507 GOTHIC ART 3 H
This course examines the art of Europe during the Gothic period, from 1140-1500. Architecture, sculpture, manuscript illumination, metalwork, painting and furniture are explored in relation to their political, religious and social contexts. Graduate students can expect to complete additional reading and writing assignments. Prerequisite: HA 100 or HA 150, or permission of instructor. LEC

HUMANITIES & WESTERN CIVILIZATION

CHANGE: DELETE COURSE

HWC 104 HUMANITIES I--ANCIENT GREECE 4 H
An introduction to Greek poetry, philosophy and history through study of major primary texts in English translation. LEC

CHANGE: DELETE COURSE

HWC 105 HUMANITIES I-ANCIENT GREECE (HONORS) 04 H
An Introduction to Greek poetry, philosophy, and history through study of major primary texts in English. Prerequisite: Membership in the College Honors Program. LEC

CHANGE: DELETE COURSE

HWC 108 HUMANITIES II--ANCIENT ROME 04 H
An introduction to Roman poetry, philosophy, and history through study of major primary texts in English translation. Prerequisite: HWC 104. LEC

CHANGE: DELETE COURSE

HWC 305 STUDIES IN NARRATIVE 03 H
Studies of narrative concepts and structures in one or more of the humanities such as literature, history or philosophy. Discussion and frequent critical papers. LEC

CHANGE: DELETE COURSE

HWC 330 HUMANITIES III--THE MIDDLE AGES 03 H
An integrated study of several disciplines such as history, philosophy, art, music, and literature as they relate to the middle ages. May emphasize several national literatures, the medieval culture of a country, or the early or late middle ages. LEC

PUBLIC ADMINISTRATION

CHANGE: COURSE DESCRIPTION

PUAD 694 TOPICS IN PUBLIC ADMINISTRATION: _____ 3 U
(OLD) Study of selected topics in public administration. Course may be repeated for credit if content varies. LEC

PUAD 694 TOPICS IN PUBLIC ADMINISTRATION: _____ 3 U
(NEW) Study of selected topics in public administration. Course may be repeated for credit if content varies. Course may be offered in lecture or online format. LEC ,WWW

SPEECH-LANGUAGE-HEARING: SCIENCES & DISORDERS

CHANGE: COURSE DESCRIPTION

SPLH 566 LANGUAGE DEVELOPMENT 3 S, SI
(OLD) Study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use are included. LEC

SPLH 566
(NEW)

LANGUAGE DEVELOPMENT 3 S, SI

Study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use are included. May be taught in lecture or online format. LEC, WWW

2. Degree Requirements for Approval

- a) Non-Western Culture Status for FMS 315, GINS 601, GINS 603, GINS 612, GINS 670, HIST 369

FMS 315

SURVEY OF JAPANESE FILM

DESCRIPTION:

This course surveys the major developments in and critical approaches to twentieth-century Japanese film. Focusing mostly on narrative films, Survey of Japanese Film introduces students to basic methodological issues in Japanese film history—especially questions of narrative, genre, stardom, and authorship. We examine Japanese cinema as an institution located within specific contexts while focus on the ways in which this institution shapes gender, race, class, ethnic and national identities. This course examines how patterns of distribution, exhibition, as well as of reception influence film aesthetics and film style over the last century. Through secondary readings, lectures, and discussions students will critically examine how Japanese cinema as an institution both responds to and intervenes in the social, cultural, and political history of twentieth century Japan. May be taken as FMS 715, but with additional requirements. LEC

JUSTIFICATION:

The curriculum of this course is 100% non-Western and will acquaint students with the culture, society, and values of the people of Japan. It will be offered every other year.

GINS

GENERAL JUSTIFICATION APPLICABLE TO ALL GINS COURSES LISTED BELOW (SPECIFIC ADDITIONAL JUSTIFICATIONS FOLLOW EACH COURSE DESCRIPTION):

The Global Indigenous Nations Studies Program currently offers the M.A. degree. It is small program established almost ten years ago. The program is poised to have a stronger presence on campus and to have an intellectual impact on undergraduate students through the strategic development of undergraduate courses. At present, the program seeks to strategically identify courses that may attract undergraduate students and also contribute to meeting the requirement for knowledge of a non-Western culture. The purpose of non-Western culture courses is “to acquaint students with the culture, society, and values of a non-Western people. This must be understood to include peoples indigenous to Asia, the Pacific Islands, the Middle East, and Africa, as well as autochthonous Native American cultures” (College of Liberal Arts and Sciences, memo, October 30, 1985, provided by Karen Ledom). The proposed courses establish a basis for the comparative analysis of indigenous cultures.

GINS 601

INDIGENOUS PEOPLES OF THE WORLD

DESCRIPTION:

A survey of the native peoples of the world at the time of contact with Europeans. An overview will be presented of various Indigenous cultures. A few detailed studies of selected groups will be used to explore environmental settings, settlements and subsistence patterns, and the world view of the Western Hemisphere’s Indigenous societies. LEC

JUSTIFICATION:

This will be an undergraduate version of GINS 801 Indigenous Peoples of the World. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 801.

GINS 603

INTRODUCTION TO INDIGENOUS NATIONS GRADUATE STUDIES

DESCRIPTION:

The goal of this course is two-fold: to introduce students to the academic discipline of Indigenous Nations Studies, its debates and contours, history, methods, and resources; and to develop the skills necessary to proceed successfully through the program.

Unpacking key words and terms, critical thinking/reading/and writing skills, and research skills will be emphasized. Guest lectures from GINS faculty members, librarian, and members of the Writing Center will serve to complement and broaden assignments and discussions. LEC.

JUSTIFICATION:

This will be an undergraduate version of GINS 804 Introduction to Indigenous Nations Studies (in the process of being re-numbered to 803). The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 804 of the same name.

GIN 612

**NATIVE AMERICAN OPPRESSION, RESISTANCE AND LIBERATION
DESCRIPTION:**

An interdisciplinary examination of the effects of historical and contemporary forms of Colonialism and postcolonial strategies of resistance practiced by Indigenous peoples within and beyond the borders of the United States. LEC

JUSTIFICATION:

The proposed Native American Oppression, Resistance and Liberation course focuses particularly on Native American cultures and establishes a basis for the comparative analysis of indigenous cultures in other countries as well. This will be an undergraduate version of GINS 812 Native American Oppression, Resistance and Liberation. The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 812. This particular course may also have an additional benefit for the Global Indigenous Nations Studies Program and for KU's linkage with Haskell Indian Nations University (HINU). The Global Indigenous Nations Studies M.A. Program has often attracted a significant number of graduates from HINU. As a junior-senior level undergraduate course, the proposed GINS 812 may sometimes attract advanced undergraduate students from HINU who can take advantage of the option of enrolling in a KU course; for such students, the course may serve as a "bridge" experience that will help prepare them for possible admission to the M.A. program in Global Indigenous Nations Studies and graduate study at KU.

GIN 670

**INDIGENOUS PEOPLES' HEALTH STATUS, BELIEFS AND BEHAVIORS
DESCRIPTION:**

This course is designed to explore the health status, beliefs, and behaviors of particular Indigenous cultures. The course examines the role of internal and external influences on health, various mainstream and Indigenous models of health behavior, perceptions of illness and curing, health status, and healing practices. The course will focus on the groups of the Maori of New Zealand, First Nations in Canada, Palestinian peoples in the Middle East, American Indians, and Indigenous Australians. LEC.

JUSTIFICATION:

This will be an undergraduate version of GINS 804 Indigenous Peoples' Health Status, Beliefs and Behaviors (in the process of being re-numbered as GINS 870). The two courses will meet together, with graduate level requirements and grading criteria for graduate students receiving credit for GINS 804 (of the same name).

HIST 369**COLONIALISM AND REVOLUTION IN THE THIRD WORLD, HONORS****DESCRIPTION:**

This course will study the structure and dynamics of colonialism and neo-colonialism in the Third World beginning in the 19th Century and continuing to the 1980's. It will also examine responses to these systems, from small-scale resistance to nationalist revolutions. Attention will be given to the relationship between ideology and collective behavior. Case studies will be drawn from Asia, Africa, and Latin America.

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

JUSTIFICATION:

Case Studies used in HIST 369 are from the areas of Asia, Africa, and Latin America. This NW rating was inadvertently not included on original new course description.

- b) Deletion of HL Principal Course Status for ENGL 308

Delete Course

ENGL 308**INTRODUCTION TO LITERARY CRITICISM AND THEORY****DESCRIPTION:**

Study of significant problems in literary interpretation and methodology, in which basic critical principles and approaches will be systematically examined and applied. These approaches might include, but are not limited to, feminism, Marxism, deconstruction, psychoanalysis, and cultural studies. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. LEC

JUSTIFICATION:

If approved by the College, English 308 will become a required core course for the English major. In order to ensure that majors can find seats in sections of 308, we need to remove the HL designation. In addition, faculty members who have taught the course recently express concern that the skills they are teaching are advanced and specific enough that the course targets majors much more than it does non-majors.

CURRENT ENGLISH PRINCIPAL COURSES:

ENGL 308 INTRODUCTION TO LITERARY CRITICISM AND THEORY

ENGL 309 THE BRITISH NOVEL

ENGL 325 RECENT POPULAR LITERATURE

ENGL 387 INTRODUCTION TO THE ENGLISH LANGUAGE

- c) Change to Existing Major for Microbiology

PROPOSAL:

To remove the requirement for a B.A. in Microbiology of BIOL 405 Laboratory in Genetics (2 hrs).

JUSTIFICATION:

The Microbiology degrees were revamped in 2003, to add a requirement for BIOL 350 Genetics both to the B.A. and B.S. degrees. BIOL 405 was added as a requirement for the Microbiology B.A. degree as well, but could not be added to the Microbiology B.S. degree, which already had 12 credits of upper-level laboratory courses required.

In a recent meeting, this requirement was discussed by the entire staff that teaches course in microbiology. It was unanimously agreed that since the Microbiology B.A. already requires 10 credits of upper-level laboratory courses (more than any other biology major except Microbiology B.S.), it does not seem useful to require BIOL 405 as another laboratory course, especially when this material represents a science requirement for B.A. majors that is not required for B.S. majors. Current requirements for both degrees are attached.

CURRENT REQUIREMENTS:**MICROBIOLOGY BACHELOR OF ARTS**

Requirements apply to students entering Spring 2003 and later. At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

II. General Science Requirements (37-38 hrs.):

_____ BIOL 150 (or BIOL 151) Principles of Molecular & Cellular Biology (4 hrs.)

_____ BIOL 350 Principles of Genetics (3 hrs.)

_____ BIOL 405 Laboratory in Genetics (2 hrs.)

_____ CHEM 184 Foundations of Chemistry I (5 hrs.)

_____ CHEM 188 Foundations of Chemistry II (5 hrs.)

CHEM 622 Fund. Organic Chemistry (3 hrs.) **OR**

CHEM 624 Organic Chemistry I (3 hrs.)

_____ CHEM 625 Organic Chemistry I lab (2 hrs.)

MATH 115 & MATH 116 Calculus I & II (6 hrs.) **OR** MATH 121 Calculus I (5 hrs.)

PHSX 114 & PHSX 115 Col. Physics I & II (8 hrs.) **OR** PHSX 211 & PHSX 212

General Physics I & II (8 hrs.)

Note: Students planning graduate study are advised to complete a year of Organic Chemistry (CHEM 624, 625, 626, 627 and a year of Biochemistry (BIOL 636, 637, 638).

III. Microbiology Core Requirements (9-10 hrs.):

_____ BIOL 400 Fundamentals of Microbiology (3 hrs.) or BIOL 401, Honors

_____ BIOL 402 Fundamentals of Microbiology Lab (2 hrs.) or BIOL 403, Honors

_____ **One of the following two courses:**

BIOL 516 Microbial Physiology (3 hrs) **OR** BIOL 600 Introductory Biochemistry Lectures (4 hrs.)

_____ BIOL 599 Senior Seminar – Current Progress in Microbiology (1 hr.) (*must be taken in senior year*)

IV. Microbiology Electives and Laboratory Requirements (15 hrs.):

Fifteen hours of Microbiology courses, including three lab courses, selected from the following:

BIOL 503 Immunology (3 hrs.)

BIOL 504 Immunology Lab (2 hrs.)

BIOL 506 Pathogenic Microbiology (3 hrs.)

BIOL 507 Pathogenic Microbiology Lab (2 hrs.)

BIOL 512 General Virology (3 hrs.)

BIOL 513 Virology Laboratory (2 hrs.)

BIOL 517 Microbial Physiology Lab (2 hrs.)

BIOL 518 Microbial Genetics (3 hrs.)

BIOL 519 Microbial Genetics Lab (2 hrs.)

BIOL 524 Molecular Immunology (3 hrs.)

BIOL 544 Applied Microbiology (3 hrs.)

V. Biology Electives Requirements (3 hrs.):

Biology courses numbered 400 or higher to be selected in consultation with a microbiology advisor. A course listed above which has not been used to fulfill the above requirements, or BIOL 423 Non-Laboratory Independent Study or BIOL 424 Independent Study, may be used as an elective.

BIOL _____ (____ hrs.)

BIOL _____ (____ hrs.)

PROPOSED REQUIREMENTS:

requirements apply to students entering Spring 2003 and later. At least 124 hrs. (45 Junior/Senior hrs.) must be completed for graduation. Double majors must complete at least 15 hrs. unique to each major.

II. General Science Requirements (37-38 hrs.):

_____ BIOL 150 (or BIOL 151) Principles of Molecular & Cellular Biology (4 hrs.)
_____ BIOL 350 Principles of Genetics (3 hrs.)
_____ ~~BIOL 405 Laboratory in Genetics (2 hrs.)~~
_____ CHEM 184 Foundations of Chemistry I (5 hrs.)
_____ CHEM 188 Foundations of Chemistry II (5 hrs.)
_____ CHEM 622 Fund. Organic Chemistry (3 hrs.) **OR**

_____ CHEM 624 Organic Chemistry I (3 hrs.)
_____ CHEM 625 Organic Chemistry I lab (2 hrs.)
_____ MATH 115 & MATH 116 Calculus I & II (6 hrs.) **OR** MATH 121 Calculus I (5 hrs.)
_____ PHSX 114 & PHSX 115 Col. Physics I & II (8 hrs.) **OR** PHSX 211 & PHSX 212
General Physics I & II (8 hrs.)

Note: Students planning graduate study are advised to complete a year of Organic Chemistry (CHEM 624, 625, 626, 627 and a year of Biochemistry (BIOL 636, 637, 638).

III. Microbiology Core Requirements (9-10 hrs.):

_____ BIOL 400 Fundamentals of Microbiology (3 hrs.) or BIOL 401, Honors
_____ BIOL 402 Fundamentals of Microbiology Lab (2 hrs.) or BIOL 403, Honors

_____ **One of the following two courses:**

_____ BIOL 516 Microbial Physiology (3 hrs) **OR** BIOL 600 Introductory Biochemistry Lectures (4 hrs.)

_____ BIOL 599 Senior Seminar – Current Progress in Microbiology (1 hr.) (*must be taken in senior year*)

IV. Microbiology Electives and Laboratory Requirements (15 hrs.):

Fifteen hours of Microbiology courses, including three lab courses, selected from the following:

BIOL 503 Immunology (3 hrs.)
BIOL 504 Immunology Lab (2 hrs.)
BIOL 506 Pathogenic Microbiology (3 hrs.)
BIOL 507 Pathogenic Microbiology Lab (2 hrs.)
BIOL 512 General Virology (3 hrs.)
BIOL 513 Virology Laboratory (2 hrs.)
BIOL 517 Microbial Physiology Lab (2 hrs.)
BIOL 518 Microbial Genetics (3 hrs.)
BIOL 519 Microbial Genetics Lab (2 hrs.)
BIOL 524 Molecular Immunology (3 hrs.)
BIOL 544 Applied Microbiology (3 hrs.)

V. Biology Electives Requirements (3 hrs.):

Biology courses numbered 400 or higher to be selected in consultation with a microbiology advisor. A course listed above which has not been used to fulfill the above requirements, or BIOL 423 Non-Laboratory Independent Study or BIOL 424 Independent Study, may be used as an elective.

BIOL ____ (____ hrs.)

BIOL ____ (____ hrs.)

d) Change to Existing Major for Sociology

PROPOSAL:

We are restricting the number of non-lecture format courses that will count toward the major, rearranging the presentation of the requirements to make it clearer, and raising the grade point required to graduate in the major.

JUSTIFICATION:

Developments in curricular offerings to include KUCE and Online Courses led the department to specify to students how many of these will count toward the major. Should the CUSA endorsed changes to include a non major BGS option be adopted, we think a 2.5 GPA is a reasonable standard for adequate knowledge of sociology. Unless otherwise requested by the department and approved by CUSA and College Assembly, the new requirements will apply to students whose KU initial term is the one immediately following final approval of the requirements.

CURRENT REQUIREMENTS:

Requirements for the B.A. or B.G.S. Major. Sociology majors must complete Liberal Arts and Sciences general education requirements for either the B.A. or the B.G.S. degree and a total of 33 credit hours of course work in sociology. The course work in sociology must include

1. Specifically required courses (must be taken in the order in which they are listed):

One survey course: SOC 104, SOC 105, or SOC 304

Two research skills courses: SOC 310 and SOC 510

One theory course: SOC 500

2. SOC 310, SOC 510, and SOC 500 must be taken at KU

3. Fifteen of the remaining 21 credit hours must be in courses numbered 300 or above. Of these 15 credits, 12 must be earned in courses taken in a lecture setting, 9 at KU.

4. All sociology course work at the 300-level and above must be completed with a grade-point average of at least 2.0.

REQUIREMENTS WITH PROPOSED CHANGES:

Requirements for the B.A. or B.G.S. Major. Sociology majors must complete Liberal Arts and Sciences general education requirements for either the B.A. or the B.G.S. degree and a total of 33 credit hours of course work in sociology. The course work in sociology must include

1. Specifically required courses (must be taken in the order in which they are listed): One survey course: SOC 104, SOC 105, or SOC 304

Two research skills courses: SOC 310 and SOC 510

One theory course: SOC 500

2. Fifteen of the remaining 21 credit hours must be in courses numbered 300 or above. Of these 15 credits, 12 must be earned in courses taken in a lecture setting.

3. SOC 310, SOC 510, and SOC 500 and 9 other credits at the 300 level or above must be taken at KU.

4. All sociology course work at the 300-level and above must be completed with a grade-point average of at least 2.0.

~~4. All sociology course work must be completed with a grade point average of at least 2.5. —~~

(AMENDED PER PHONE CALL TO JOEY SPRAGUE IN SOCIOLOGY. THIS PART OF THE CHANGE MUST BE SUBMITTED AS A PART OF ADMISSION REQUIREMENTS PENDING APPROVAL OF SUCH A POLICY BY COLLEGE ASSEMBLY – KJL)