

College of Liberal Arts and Sciences (CLAS)
Committee on Undergraduate Studies and Advising (CUSA)
2018–2019 Annual Report

Progress on Dean’s Charges

Each year, the Dean of CLAS provides a set of charges to CUSA. Listed below are the charges for the 2018–2019 academic year, along with the progress that CUSA was able to make toward each.

- 1. Review scholarships and awards decided by CUSA Policy/Awards subcommittee to determine which are unclear in process or language (such as “choose an outstanding student”) and develop policies/procedures around the award process for each.**

The Policy and Awards Subcommittee of CUSA made progress toward clarifying the policies and procedures regarding the evaluation and selection criteria for the relevant scholarships and awards.

- 2. Review current grade appeal policy—University, College, Department levels. Consider ways in which a change to policy or procedure could improve clarity for students, faculty and staff. Identify ambiguity in language and consider ways in which all levels of the policy can function consistently.**

The Policy and Awards Subcommittee of CUSA made progress on this charge, which resulted in the identification of several issues that CUSA identified as being unclear. A number of concrete recommendations were made. *See the attached document “Draft Grade Appeal Policy Summary,” which enumerates the issues the committee focused on and recommendations.*

- 3. Develop policy/procedure for streamlining and expediting certain types of curricular changes.**

The progress that CUSA made with respect to its relationship to UCCC regarding KU Core Goal proposals will help streamline the process of evaluating these proposals.

As noted in Dean's Charge 5 (see below), CUSA's advising these proposals does not require any additional work on the part of CUSA, and UCCC reports that they find this advice useful.

- 4. Continue work related to the review of the hours overlap policy. Last year's committee began discussions around the current policy that restricts coursework overlap among different areas of study. CUSA should continue this discussion, including obtaining additional feedback from College departments, and determine whether changes to the current policy should be made in order to provide additional flexibility for students pursuing multiple areas of study.**

CUSA proposed eliminating the old hours overlap policy, which was approved by CAC. Beginning in the Fall of 2020, there will be no college-level restrictions relating to majors or minors (with the exception of using a course to count for different degrees under the same major: students cannot, for example, apply courses to both a B.A. and a B.S. in math). All such restrictions will now be up to individual departments and programs. Feedback was solicited from all CLAS departments and programs, and the response was overwhelmingly positive or neutral. *See the attached document "Proposed Overlap Changes," which highlights changes from the previous overlap policy.*

- 5. Consider ways in which CUSA can expand collaboration efforts with UCCC to better facilitate the review process of KU Core proposals, and maintain a shared philosophical approach to consideration of proposals. This is a continuation of one of last year's Dean's charges. Extensive work has already been completed on this charge. Finalization of a collaboration plan and proposal for related changes to the College bylaws should be the focus for this year's committee.**

Through efforts by both CUSA and UCCC, CUSA has agreed to maintain an advisory role in KU Core Goal proposals for new courses proposed to CLAS. We determined that reviewing Core Goal requests and rationales does not place any extra work on CUSA, given that the responsible subcommittee must review new course proposals anyway.

However, CUSA and UCCC agreed that CUSA's role should be an advisory one, best seen as offering advice (if necessary) in order to improve a proposed course's chance of success at being approved for a Core Goal by UCCC. This advice can be considered at the discretion of the proposing department or program, and taken into consideration by UCCC. Meetings with UCCC indicated that this practice has been

helpful in facilitating and expediting their decisions regarding Core Goal approval. Going forward, CUSA and UCCC representatives will meet at the beginning of each academic year to discuss recent Core proposals (especially those that were not approved by UCCC), any anticipated changes to the evaluation of proposals, any areas for special consideration in the coming year, or other topics of mutual interest.

Additional Committee Work

CUSA worked on two larger items of note. First, CUSA simplified the Departmental Honors requirement by removing the *cumulative* 3.25 GPA, while retaining the *departmental* GPA of 3.5 (plus other requirements set by individual departments). The rationale for this decision is that departmental honors should be left to department-level work; students who excel in their major but do poorly otherwise should not be disqualified from department-level honors (although they may well be excluded from College or University-level honors).

Second, CUSA finalized revisions of the CLAS Quantitative Reasoning Requirement for the B.A. degree. The rationale for this decision is to broaden the courses that can satisfy this requirement beyond only mathematics or mathematics-based courses to include other quantitative and formal reasoning courses (note that this requirement is separate from the KU Core Goal 1.2 requirement). *These changes, along with edited descriptions and rationale for the other four college specific requirements, have been compiled in the document "College Specific Requirements."*

Further Subcommittee Work

- New Courses: 130
- New Programs: 7
- Course Changes: 139
- Program Changes: 61
- Course Deactivations: 43
- New Certificates: 6
- BGS Career Prep Courses: 1
- Elimination of Major Admissions Requirements: 3

- Changes to Departmental Honors Requirements: 1
- Paul Lawson Scholarship awarded to Mary Bisbee
- Hilden Gibson Award awarded to Sofia Mildrum Chana
- Betty Wahlstedt Scholarship awarded to Alissa Gilmer
- Van Eekeren Family Scholarship awarded to Christal Watson & Djuan Moore
- Veta B. Lear Award awarded to Sophie Moore
- John Ise Award awarded to Logan Stuart

(approved May 8, 2018 CUSA – pending CAC decision)

Proposed Changes to the Policy on Double Degrees (and majors/minors) in the College of Liberal Arts and Sciences

After extensive discussion, CUSA proposes that all restrictions related to course overlap among degrees, majors, or minors be removed as a College-level policy restriction and replaced by the option for each department/program to determine what restrictions, if any, should exist related to each program (for example, Biology may determine that students who earn a Biochemistry degree cannot also earn a Chemistry minor due to extensive curriculum overlap).

It makes sense that if a student earns a particular major, for example, following the set curriculum, they would earn that degree/major. Likewise if they completed all requirements for a particular minor, they would earn that minor. CUSA felt that any overlap that might occur while completing requirements for different programs should be considered by awarding departments the option to determine whether a student could earn both, despite potential overlap.

Double Degrees in the College of Liberal Arts and Sciences

The following combinations of degrees are allowable within the College **as long as the student has completed at least 15 hours unique to each major**, subject to restrictions placed by departments or programs on the allowable course overlap.

- 2 (or more) B.S. degrees. These must be different B.S. degrees, not different concentrations within the same B.S. degree **and must conform to any restrictions placed by awarding departments or programs on the allowable course overlap.**
- B.A. and B.S. degrees as long as the degrees are in different majors. Students may not, for example, earn both a B.A. and a B.S. in mathematics. **Allowable course overlap between the two degrees is determined by each department or program.**
- B.G.S. and B.S. degrees as long as the degrees are in different majors. Students may not, for example, earn both a B.G.S. and a B.S. in economics. **Allowable course overlap between the two degrees is determined by each department or program.**
- Students may complete the requirements for more than one emphasis area or concentration in a major or degree program but should be aware that they are not completing a second degree or major. The following example illustrates this point: A student who completes all requirements for both the traditional English option and the creative - writing option is earning one degree, either the B.A. in English or the B.G.S. in English.
- Students may earn a B.A. or a B.G.S. with more than one major but not more than one B.A. or B.G.S. degree from the College. **Allowable course overlap between the two degrees is determined by each department or program.**
- Students normally may not earn a B.A. degree and a B.G.S. degree. Exceptions to this must be approved by the Committee on Undergraduate Studies and Advising (CUSA). Requests for exceptions should be discussed with the director of College Student Academic Services.

Majors and Minors

Double Major

A student may earn a double major if he or she satisfies the requirements of both majors ~~and completes 15 hours unique to each major~~ in consultation with advisors in each department, ~~as awarding departments and programs may place restrictions on the allowable course overlap.~~

Minors

Requirements for the minor vary, but all must be at least 18 hours including 12 hours at the junior/senior level (numbered 300 and above). Nine of the junior/senior-level hours must be taken in residence at KU. ~~One course overlap may be used to fulfill requirements for both the major and the minor.~~ Students may not earn a minor unless they have completed a major and have completed at least one course for the minor after the date the minor was approved by College Assembly. Successful completion of a minor requires a minimum KU grade-point average of 2.0 in all courses taken for the minor. For requirements for each minor, see the programs listed on the Departments & Programs page.

Overlap Between Requirements

A course may be used to fulfill a KU Core or College degree-specific requirement and a minor or major requirement.

A student may earn more than one major/minor if he or she satisfies the requirements of all majors/minors. ~~Course overlap is generally allowed between two majors, a major and a minor, or between two minors, but is subject to restrictions set by awarding departments or programs with reference to specific combinations of majors and minors. Any restrictions set by departments or programs are communicated as a part of the approved major and minor requirements. and completes 15 hours unique to each major in consultation with advisors in each department.~~

~~One course overlap is allowed between major requirements and minor requirements.~~

~~One course overlap is allowed between two minors.~~

Implementation Timeline

Tentatively set for Fall 2020 as approved by CUSA at the November 13, 2018 meeting. This implementation term is pending completion of actions by affected departments who have indicated they will either submit curriculum changes or department-level overlap restrictions prior to policy change.

Karen Ledom is working directly with each of these 8 departments and will monitor submission progress and report back to CUSA regularly throughout the Spring 2019 semester. At the end of the spring semester CUSA will assess whether all departments have submitted planned changes and determine if another implementation extension is needed with the goal of allowing all departments sufficient opportunity to put in place any desired department-level changes.

Summary of Actions to date re: Proposal to change policy on double degrees and unique hours in the College

Spring 2018 – CUSA considered the current College-level restrictions to completion of dual degrees, majors, and minors and whether these restrictions are unnecessarily broad if applied to all degrees, majors, and minors in the College. The committee determined that each department/program should have the option to review whether their programs have overlap and if so, whether that is of concern to them. If there is such a concern, the department will have the option of either changing curriculum to reduce the overlap, or instituting overlap restrictions that are specific to their programs.

March 27, 2018 – CUSA approved the proposal and sent it to CAC for further review.

April 10, 2018 – CAC considered the proposal but requested additional information regarding the implementation process as well as additional follow up with departments that would be most impacted. The proposal was sent back to CUSA.

May 8, 2018 – CUSA revised the proposal based on feedback from CAC, and Karen Ledom provided an outreach plan to departments to seek additional feedback and address any specific concerns.

September 2018 – Karen Ledom surveyed all department chairs and undergraduate coordinators, providing the draft proposal again and asking departments to indicate:

1. Does your unit offer a major or minor that overlaps significantly with another major or minor, either within your unit or in another College unit?
2. **If the answer to number 1 is YES**, please indicate which option below (either a or b or c) you will pursue if the new policy is approved:
 - a. We would allow students to earn overlapping majors/minors (i.e., no concern with new policy)
 - b. We would like to consider changes to our curriculum to address the overlap (i.e., reduce overlap).
 - c. We would like to consider implementing a department/program level restriction to the overlap (i.e., adopt department-level overlap restriction policy)

October/November 2018 – Karen Ledom collected all department responses and summarized outcome. Eight departments plan to submit either curriculum changes or department-level overlap restrictions. All other departments indicated support of the change with no further action considered.

November 13, 2018 – CUSA voted to extend the implementation term to Fall 2020 in order to provide those departments sufficient time to implement department-level changes.

FEBRUARY 2019 – Karen Ledom followed up with the eight departments to obtain status update on each unit's planned changes.

FEBRUARY 2019 – Revised CUSA proposal with additional detail added to CAC agenda for consideration.

Spring 2019 – Karen Ledom will check in regularly with the eight departments and monitor submission progress and report back to CUSA. At the end of Spring 2019 CUSA will determine whether another implementation extension is needed in order to accommodate departments.

DRAFT

College of Liberal Arts and Sciences

Dean's Charges to the Committee on Undergraduate Studies and Advising 2018-2019

CHARGE #2

Review current grade appeal policy - University, College, Department levels.

Consider ways in which a change to policy or procedure could improve clarity for students, faculty and staff. Identify ambiguity in language and consider ways in which all levels of the policy can function consistently.

Background/Update:

Each semester the College (and sometimes CASS specifically) receives questions/requests from students and/or faculty to assist in resolving grade appeals.

Some departmental grade appeal procedures were located via internet search, but the location and existence of unit-level policies were inconsistent. Some can be found on the departmental website; some can be found within the department bylaws and/or grievance procedures, and some did not show up via the search.

At the very least, a separate, consistent location for College-level and academic unit-level grade appeal procedures would be helpful to faculty, staff, and students.

While there is current policy surrounding grade appeals, when attempting to apply the policies there has been confusion about a lack of policy location in addition to lack of clarity and specifics. The goal is to determine ways in which CUSA can recommend policy changes and/or clarification of procedures to assist with the grade appeal process.

Summary of Materials Reviewed:

1. University Senate Rules and Regulations (USRR)
 - a. Article II. Academic Work and Its Evaluation. Section 3. Change of Grade
 - b. Article V. Organization for Conflict Resolution
 - c. Article VI. Procedures for Conflict Resolution. Section 4. Jurisdiction
2. Grievance Procedure for the College of Liberal Arts and Sciences
3. Data Collected from Subordinate Units of the College
 - a. Unit Specific Grade Appeals Policies
 - i. Biology
 - ii. History of Art
 - iii. Mathematics
 - iv. Public Affairs and Administration
 - v. Sociology
 - vi. Women, Gender and Sexuality Studies
 - b. Units Stating Grievance Policy as the Grade Appeal Policy

- i. American Studies
 - ii. Geography
 - iii. History
 - iv. Humanities
 - v. Jewish Studies
- c. Units Referring to University Policy but No Unit Specific Policy
 - i. Economics
 - ii. Psychology
- d. Units Stating No Formal Policy
 - i. Applied Behavioral Sciences
 - ii. East Asian Languages & Cultures (case-by-case)
 - iii. Spanish and Portuguese (informal procedure)

Summary of Clarifications and Recommendations

1. Clarifications:

- a. What can be appealed using the grade appeal? A student may appeal a final course grade solely on the grounds “that there has been an improper application of the grading procedure announced for the course by the instructor.” (USRR 2.3.5). Some units have interpreted this to mean that only the final course grade can be appealed and individual assignments, quizzes, and examination grades cannot be appealed. If the final course grade is determined by a combination of assignments, quizzes, and exams, then improper application of a grading procedure in any element of the course could affect the final course grade. Does this mean that grades on individual assignments, quizzes, and exams cannot be appealed until a final grade in the course has been determined and there is evidence that this affected the final course grade, or that in determining if there has been improper application of the grading procedure announced for the course how the grades for each element of the course were determined is not to be considered?
- b. What constitutes the grading procedures announced by the instructor for the course? The break down of final grade into component parts listed in the syllabus? Grading rubrics applied to individual assignments?
- c. Are instructors allowed to change the grading procedures announced for the course after classes have started (e.g. modifications due to unforeseen circumstances such as the University being closed due to weather, etc)?
- d. Are grievances and grade appeals mutually exclusive? Can a student separately file a grievance and a grade appeal for the same underlying occurrence or events? For example, if a student is claiming that the grading procedures announced for a course were discriminatory and resulted in a biased grade for the course what should they do? USSR 2.3.5.1 says there should be “an exclusive procedure for appeal of a final course grade,” however USSR 2.3.5 says that a grade appeal can only be based on the improper application of the grading procedure announced for the course.

- e. Are decisions by units binding? If the committee recommends there has been an improper application of the grading procedure announced for the course by the instructor and the Chair/Director of the unit endorses this recommendation, and the instructor chooses not to appeal the decision, can the committee assign a new grade? Should a recommendation regarding what the grade be changed to be part of the recommendations given by the committee to the Chair/Director of the unit?
- f. If the Chair/Director of the unit is also the instructor for the course for which there is a grade appeal should there be a designated alternate within the unit to make the final decision, or would it be moved up to a higher level of review as when a grievance is filed against an administrator of a unit (i.e. The College or Judicial Board).

2. Recommendations/Suggestions:

- a. Each unit in the College should have a “Grade Appeal Policy” even if the procedures followed are similar to the grievance procedures.
- b. Each unit in the College should have their Grade Appeal Policy available in the policy library.
- c. A grade appeal policy is needed for LA&S courses and any other courses that are offered outside of an academic unit.
- d. The timelines for various aspects of the grade appeal process should be uniform across units in the College and to the extent possible, be consistent with the timelines for grievances. Timelines in the College Grievance Policy should be clarified. Some language is confusing or ambiguous.
- e. CUSA could develop a unit level policy that can be adopted or adapted by units in the College.
- f. Each Grade Appeal Policy should explain what can be appealed using this policy, the procedure for submitting a grade appeal (including required materials for an appeal, timelines, who to direct the appeal to, and in what format), the process after an appeal has been submitted, grounds for not hearing an appeal, and procedures available to appeal the decision made at the unit level.
- g. Boiler plate language regarding where to find details of the grievance and grade appeal procedures that can be incorporated into course syllabi would be useful. As would a flow chart describing the grade appeal process using more straightforward language.

Quantitative Reasoning.

Requirement: 3 credits. The course should enable students to define a problem, analyze numerical or symbolic information, apply mathematical or logical principles, and integrate quantitative or formal methods into problem solving. This course must be offered by a department or program within the College of Liberal Arts and Sciences. A single course cannot count for both the BA Quantitative Reasoning requirement and the KU Core Goal 1.2 requirement.

Rationale:

The goal of this requirement is to prepare KU college graduates for the social and economic demands of the 21st century. The importance of quantitative reasoning for all citizens will continue to grow in the future. We cannot predict the technology and the work environment that our students will face twenty or forty years from now. Even though manufacturing jobs once required no quantitative skills and provided a path for those not finishing high school, today, according to a recent NPR report (<http://www.npr.org/2012/07/10/155837962/for-manufacturing-jobs-workers-brush-up-on-math>), manufacturing workers need algebra and trigonometry (level one math requirements). A recent report on quantitative literacy from the Mathematical Association of America noted that “sociologists draw inferences from data to understand human behavior; biologists develop computer algorithms to map the human genome; factory supervisors use ‘six-sigma’ strategies to ensure quality control; entrepreneurs project markets and costs using computer spreadsheets; lawyers use statistical evidence and arguments involving probabilities to convince jurors.”

Appendix:

More and more, quantitative reasoning pervades our society and economy. They need to make judgments based on data, to grasp quantitative relationships in economic and political discourse, and to think abstractly in order to understand the uses and implications of new technology. The ability to comprehend and apply mathematical or logical principles is critical in the study of natural and social sciences. The aim of studying mathematics, statistics or other quantitative subjects is not just to acquire specific skills from these courses, but to understand underlying concepts and develop abstract reasoning skills in the quantitative realm, which can facilitate the acquisition of new quantitative and analytical skills in the future.

Among Bachelor's degrees at the University of Kansas, the Bachelor of Arts degree in the College of Liberal Arts & Sciences is unique in its commitment to both breadth and depth of knowledge. Students are expected to pursue a plan of study that includes the humanities, fine arts, natural and mathematical sciences, and social sciences. At the same time they will develop expertise in a discipline. They should acquire general knowledge and skills that will enable them to respond to changing demands and responsibilities in the future. They should be able to integrate their knowledge and use it to think critically about a variety of issues. The BA degree is intended to give graduates the greatest flexibility and choice in future study or career. Many students who begin in the Liberal Arts and Sciences go on to professional schools at the undergraduate, graduate, or certificate level. In many cases, these require specific preparation in quantitative subjects.

MATH 101 does not have to be a prerequisite for a course in quantitative reasoning.

Courses in disciplines other than mathematics can satisfy the quantitative reasoning requirement. The courses should, however, presume a competency equivalent to successful completion of MATH 002, an equivalent ACT/SAT score or an equivalent performance on a placement test.

This course must be approved by CUSA and be offered by a department/program within the College of Liberal Arts and Sciences.

Approved Courses (as of 4/24/2019):

ASTR 391, CHEM 130, CHEM 135, CHEM 150, CHEM 170, CHEM 190, CHEM 195, COMS 356, GEOL 190, MATH 101, MATH 104, MATH 105, MATH 115, MATH 121, MATH 125, MATH 141, MATH 145, MATH 365, PHSX 114, PHSX 211, PHSX 213, POLS 306, PUAD 332, SOC 380

Writing

Requirement: 6 credits. Students must complete six credit hours (two courses) of collegiate writing-level instruction. The specific courses depend on initial placement. A student whose initial placement is ENGL 101 (Composition) must take ENGL 101 and ENGL 102 (Critical Reading and Writing). A student whose initial placement is in ENGL 102 or ENGL 105 (and who does not have credit for ENGL 101) must take ENGL 102 or ENGL 105 and an additional Goal 2 Outcome 1 course.

Rationale

When institutions provide students with extensive, intellectually challenging writing activities, the students engage in more deep learning activities such as analysis, synthesis, integration of ideas from various sources, and grapple more with course ideas both in and out of the classroom. The goals for writing for the current First and Second Year English sequence is based on the Writing Program Administrators' (WPA) Outcomes Statement for First-Year Composition, which emphasize rhetorical awareness and flexibility; critical thinking, reading, and writing; and effective writing strategies both within and beyond the academic environment.

The Bachelor of Arts degree, as has been noted in the context of other CUSA-recommended requirements, is unique among the degrees offered at the University of Kansas in its commitment to both breadth and depth of knowledge, and is intended to ensure graduates the greatest flexibility and choice in their future study or career. The course goals already established for the First and Second Year English program are framed to facilitate student success not only in any sophomore- level-and-higher courses with a writing component, but also more broadly to help students "use writing and reading for inquiry, thinking, learning, and communicating in a variety of environments". These goals have guided CUSA's approval of Goal 2.1 courses. Critical reading and clear, disciplined, inventive and effective writing are essential building blocks not only for a University degree but more generally for success after graduation.

Appendix:

Goals for English 101

By the end of English 101, students should be able to do the following:

- 1. Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts**
 - a. Analyze multiple texts and contexts for their different purposes, audiences, subjects, and genres
 - b. Analyze the language and rhetorical choices of texts and contexts and how they reflect their different purposes, audiences, subjects, and genres
 - c. Critically evaluate how language and rhetorical choices reflect and represent multiple rhetorical purposes, audiences, subjects, and genres

- 2. Demonstrate their rhetorical flexibility within and beyond academic writing**
 - a. Analyze, frame, and respond to differences (including differences of purpose, audience, genre, and conventions) in writing tasks by varying content, structure, and language in ways appropriate to the rhetorical context
 - b. Recognize how standards for syntax, grammar, punctuation, and spelling vary across rhetorical contexts and demonstrate an ability to fulfill standards appropriate for those contexts
 - c. Use a variety of voices, tones, styles, and levels of formality
 - d. Recognize and experiment with the rhetorical effects of language choices

- 3. Revise to improve their own writing**
 - a. Develop their ideas through interaction with other writers and readers
 - b. Give and receive critical responses to writing, and use suggestions appropriately to improve their own writing
 - c. Critique their own writing and revise to improve global qualities (focus, development, organization) as well as local qualities (style, usage)

Goals for English 102

By the end of English 102, students should be able to do the following:

- 1. Maintain and continue to improve the abilities gained in English 101**

- 2. Use writing and reading for inquiry, thinking, learning, and communicating**
 - a. Work with demanding readings and learn to interpret and evaluate these readings
 - b. Use writing as a problem-solving process that fosters the discovery, analysis, and synthesis of new ideas
 - c. Analyze and synthesize multiple points of view so as to understand that multiple perspectives on an idea are in operation at the same time

- 3. Write in ways appropriate to academic rhetorical contexts**
 - a. Recognize and critically evaluate how a writer's choices (content, organization, format, rhetorical moves, style, grammar, etc.) reflect and represent multiple cultural and/or historical perspectives

- b. Engage in collaborative work at a variety of levels (research, inventions, writing, etc.) to prepare students for team/group situations, communication in the workplace, and lifelong learning

4. Engage in a variety of research methods to study and explore topics

- a. Propose, plan and complete research projects using research methods appropriate to the writing task
- b. Effectively integrate a variety of appropriate sources into their writings
- c. Learn and use at least one system of documentation responsibly

Goals for English 105

By the end of English 105, students should be able to do the following:

1. Use writing and reading for inquiry, thinking, learning, and communicating

- a. Work with demanding readings and learn to interpret these readings
- b. Analyze the language and rhetorical choices of multiple texts in order to understand how they reflect their historical, cultural, and/or generic contexts
- c. Use writing as a problem-solving process that fosters the discovery, analysis, and synthesis of new ideas
- d. Analyze and synthesize multiple texts or points of view to understand how multiple perspectives can contribute to understanding an overarching idea or theme

2. Engage in writing processes appropriate to academic rhetorical contexts

- a. Learn how to analyze a primary text and write about it using textual evidence
- b. Become adept at following a multi-step process for composing a paper (from brainstorming through final revision)
- c. Propose, plan and complete research projects using methods appropriate to the writing task
- d. Learn how to identify, gather, and evaluate sources for a research paper
- e. Effectively integrate a variety of appropriate sources into their writings
- f. Learn and use at least one system of documentation responsibly

3. Revise to improve their own writing

- a. Develop their ideas through interaction with other writers and readers
- b. Give and receive critical responses to writing, and use suggestions appropriately to improve their own writing
- c. Critique their own writing and revise to improve global qualities (focus, development, organization) as well as local qualities (style, usage)

Approved Courses (as of 4/24/2019):

ENGL 101, ENGL 102, ENGL 105; for students who place in ENGL 102 or 105, second course options include: ANTH 389, BUS 305, CLSX 178, ENGL 203, ENGL 205, ENGL 209, ENGL 210, ENGL 211, ENGL 220, HIST 120, HIST 201, HIST 202, HUM 110, HUM 111, HUM 114, HUM 140, HUM 204, HUM 364, JOUR 304, JOUR 305, SLAV 320, WGSS 364, WGSS 389

Non-English Language Proficiency

Requirement: Variable credits. Students must demonstrate fourth-semester proficiency in a single non-English language, or third-semester proficiency in a first non-English language plus first-semester proficiency in a second non-English language. This requirement may be met through coursework or examination by the appropriate language department.

Rationale:

The B.A. degree at KU requires four semesters of exposure to a non-English language and culture, the aims of which are to develop a citizenry broadly informed and capable of critical inquiry and appraisal, to provide fundamental knowledge and understanding of human complexities unattainable without participatory knowledge of non-English languages, to enable our students to communicate effectively in a global economy by means of at least one language other than English, and to ensure that they have the cross-cultural linguistic tools more and more necessary to succeed in an interconnected and multilingual world. As the KU core states, “participating in 21st century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture,” “reexamining our own lives in a global context,” and “enabling [our students] to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world’s various communities,” tasks which can only be accomplished meaningfully with participatory knowledge of the non-English languages that drive those communities and cultures.

Appendix:

The CLAS non-English language requirement, in the spirit of the KU Core, fosters respect for human diversity, understanding of the world beyond our immediate experience and culture, and global awareness. A very wide range of languages is offered at KU. Students seeking the B.A. may satisfy the non-English language requirement by taking four semesters of one non-English language, or may take three semesters in one non-English language and one semester of another non-English language. Students who have studied a non-English language in high school may seek to place out of one or more semesters of that language. If they place out of one semester of the non-English language that they studied in high school, for instance, they will only need to complete three semesters of that language or three semesters of a different non-English language in order to satisfy the CLAS B.A. non-English language requirement. Completing at least four semesters in one non-English language leads to higher competency in that language and greater depth of knowledge of its culture; on the other hand, choosing to study two non-English languages instead of one gives the student exposure to two different non-English languages and cultures, and thus fosters breadth of knowledge. Both options for satisfying the CLAS B.A. non-English language requirement are significant ways of valuing diversity.

Approved Courses (as of 4/24/2019):

Level 1: AMHR 110, ARAB 110, BCRS 104, BCRS 105, CHIN 104, CHIN 148, CZCH 104, FREN 110, GERM 104, GRK 104, GRK 105, HAIT 110, HAUS 110, HEBR 110, HNDI 110, ITAL 110, ITAL 155, JPN 104, KICH 110, KISW 110, KOR 104, KQKL 110, LA&S 110, LAT 104, LAT 105, PERS 110, PLSH 104, PORT 104, PORT 106, RUSS 104, RUSS 110, SLAV 104, SOMI 110, SPAN 104, SPAN 111, SPED 501, TIB 101, TURK 104, UKRA 104, UYGR 101, WOLO 110, YDSH 104

Level 2: AMRH 120, ARAB 120, BCRS 108, BCRS 109, CHIN 108, CHIN 148, CZCH 108, FREN 120, GERM 108, GRK 108, GRK 109, HAIT 120, HAUS 120, HEBR 120, HNDI 120, ITAL 120, ITAL 156, JPN 108, KICH 114, KISW 120, KOR 108, KQKL 114, LA&S 120, LAT 108, LAT 109, PERS 120, PLSH 108, PORT 108, PORT 110, RUSS 108, RUSS 110, SLAV 108, SOMI 120, SPAN 108, SPAN 111, SPED 502, TIB 102, TURK 108, UKRA 108, UYGR 102, WOLO 120, YDSH 108

Level 3: AMHR 210, ARAB 210, BCRS 204, BCRS 205, CHIN 204, CZCH 204, FREN 230, FREN 231, GERM 201, GRK 301, GRK 302, GRK 303, GRK 375, HAIT 230, HAUS 210, HEBR 210, HNDI 210, ITAL 230, JPN 204, KICH 230, KISW 210, KOR 204, KQKL 230, LA&S 230, LAT 112, LAT 113, PERS 210, PLSH 204, PORT 212, PORT 220, RUSS 204, RUSS 212, SLAV 204, SOMI 210, SPAN 212, SPAN 213, SPAN 220, SPED 503, TIB 201, TURK 204, UKRA 204, UYGR 201, WOLO 210, IDSH 212

Laboratory or Field Experience

Requirement: CLAS BA students will complete a laboratory or field experience in the natural, social, or behavioral sciences. Students will meet this requirement by taking either: i) a laboratory course or field experience of at least one credit hour; ii) a combined lecture-laboratory course containing at least one credit-hour of laboratory or field work activity; or iii) an approved independent study of at least one credit hour.

A laboratory or field experience should involve:

- 1) Analysis and interpretation of data obtained through observation and/or measurement using appropriate scientific methods;
- 2) The use of established scientific theories and models to develop and critically evaluate conclusions drawn from data analysis;
- 3) Understanding and identifying sources of error and uncertainty in experimental results.

Such experiences could be hypothesis-driven, aim to fill a gap in knowledge, or serve to reinforce understanding of a scientific phenomenon or theory in the subject area.

Rationale:

The laboratory and field experience in the College of Liberal Arts offers students an exciting opportunity to apply their knowledge in practical situations. Unlike traditional classroom settings where learning is typically developed, demonstrated, and assessed via tests, papers, or presentations, the laboratory and field experience emphasizes the importance of applying their knowledge in professional contexts, develop empirical skills and understand the foundation on which scientific knowledge rests. Students placed in supervised placements in appropriate institutional settings will better understand significant data, methods, and theories through application and practice. Although abstract knowledge (e.g., reading, writing, computation) is crucial to the learning process and thus intellectual development, it is a specific kind or quality of cognition, and does not constitute the totality of epistemology. Laboratory and field experiences enable students to develop knowledge through practice, allowing students to engage experimental and observational methods, presenting science as an active process. Consequently, these experiences play a unique role in advancing scientific literacy. The opportunity to observe firsthand how critical problems occur and how professionals in given fields address and resolve them complements the learning process in campus settings by providing additional insight into the academic experience. Solving problems in real-life situations invariably involves experimentation and evaluation of pertinent information and methodologies. This approach to learning enhances students' cognitive development and apprehension of various interconnections between the concepts they learn on campus and their application in everyday life. These experiences place the acquisition of scientific knowledge in a new, active context and develop a conceptual understanding of the experimental process and its central role in the sciences. At the conclusion of the laboratory and field experience and in consultation with an advisor, students submit written documents appropriate in their majors to demonstrate the knowledge they acquire during the field experience. In this way, the laboratory and field experience offers students a distinct method of developing, organizing, and implementing various concepts and methodologies that are pertinent to their majors.

Appendix:

Currently, the College requires a laboratory science experience as part of the BA. Since “laboratory” usually connotes science, CUSA has suggested expanding the definition of “laboratory” to allow a larger net of courses to be included while still encouraging the development of observational and/or experimental skills in the context of developing literacy in methods in science, social science, and the humanities. An understanding of experimentation and observation as the basis of scientific knowledge is a critical component of basic scientific literacy. Successful laboratory courses or field experiences enable students to learn and implement experimental procedures to collect data and analyze these data to formulate scientific knowledge. Moreover, these experiences introduce concepts as an active and integrative process.

The goal of coursework in the College is not simply to learn specific content, but to develop empirical skills and understand the foundation on which scientific knowledge rests. While lecture courses can successfully convey information that is essential to students’ development, laboratory and field experiences allow students to engage experimental and observational methods, presenting art, science, and other forms of knowledge as an active process. Consequently, these experiences play a unique role in advancing scientific literacy. The aim of the laboratory or field experience requirement is not solely to have students acquire specific skills in experimentation, observation, and data analysis but also to place the acquisition of scientific knowledge in a new, active context and develop a conceptual understanding of the experimental process and its central role in the learning process.

As noted in the context of other proposed requirements, the Bachelor of Arts degree is unique among all degrees offered at the University of Kansas in its commitment to both breadth and depth of knowledge. It is intended to give graduates the greatest flexibility and choice in future study or career. With this in mind, students should be familiar with a range of methods and approaches to knowledge. Consequently, while the new KU Core Curriculum does not have a specific laboratory requirement, the addition of this requirement for the BA degree is in keeping with the spirit of this degree.

Background

The Curriculum subcommittee of CUSA examined several peer institutions. Specifically, twelve peer universities (defined as public, research-intensive universities) were examined. The majority (nine¹ out of twelve) of those incorporated a laboratory requirement into their science requirements. Our speculation is that the presence of a laboratory requirement for a BA degree at other universities is likely related to the specific admissions requirements of those institutions. The specific admissions requirements at KU, the mediocre performance of 12th grade students with regards to science proficiency,² and the importance of laboratory and field experiences in science education together serve as a compelling rationale for the proposed laboratory or field experience requirement as part of the BA degree at KU.

¹ *The University of Indiana is included as having a lab requirement, but this is only for students taking one 5 credit-hour course instead of two. The current requirement for the BA degree at KU is only one natural science course, thus it is difficult to directly compare the requirements in this case.*

² *In a 2009 study by the National Science Board (National Science Board. 2012. Science and Engineering Indicators 2012. Arlington VA: National Science Foundation (NSB 12-01);*

<http://www.nsf.gov/statistics/seind12/start.htm>), 21% of 12th grade students performed at or above the proficient level in science. Unfortunately, to the best of our knowledge, specific information for high school students in Kansas was unavailable at the time of the National Science Board report.

Goals for the Laboratory or Field Experience Requirement

Upon successful completion of this requirement, students should be able to do the following:

- 1. Demonstrate an understanding of the intent, importance, and context of a laboratory or field experience**
 - a. Convey the intent and design of laboratory or field studies
 - b. Articulate, using relevant theories and methods, the importance of the studies
 - c. Use established scientific, humanistic, or social science theories to frame a hypothesis or predict possible outcomes of the experiments or observational studies
- 2. Successfully implement the experimental protocols and analyze the resulting data using appropriate methods**
 - a. Collect data using standard techniques, being cognizant to minimize error
 - b. Understand and minimize exposure to any hazards inherent in the experiments
 - c. Analyze data sets using appropriate conceptual and/or numerical models and/or statistical methods
- 3. Develop and articulate valid conclusions based on the outcomes of the studies**
 - a. Organize experimental results in a fashion that readily demonstrates trends in the data
 - b. Defend one interpretation of the results against competing explanations
 - c. Discuss or present the conclusions within the broad context of the scientific field; for example, if the experiments were “hypothesis-driven”, explain the results in relationship to the hypothesis
 - d. Propose additional experiments or observation studies aimed at testing the proposed model or a new hypothesis

Approved Courses (as of 4/24/2019):

ANTH 406, ANTH 441, ANTH 449, ANTH 462, ANTH 648, ASTR 196, ATMO 105, ATMO 106, BIOL 102, BIOL 103, BIOL 116, BIOL 150, BIOL 151, BIOL 152, BIOL 153, BIOL 155, BIOL 203, BIOL 241, BIOL 247, BIOL 402, BIOL 405, BIOL 413, BIOL 418, BIOL 419, BIOL 426, BIOL 430, BIOL 440, BIOL 449, BIOL 481, BIOL 494, BIOL 502, BIOL 504, BIOL 507, BIOL 510, BIOL 511, BIOL 513, BIOL 519, BIOL 533, BIOL 540, BIOL 547, BIOL 570, BIOL 571, BIOL 592, BIOL 593, BIOL 598, BIOL 603, BIOL 607, BIOL 623, BIOL 637, BIOL 639, BIOL 641, BIOL 654, BIOL 662, CHEM 110, CHEM 130, CHEM 135, CHEM 150, CHEM 170, CHEM 175, CHEM 190, CHEM 191, CHEM 195, CHEM 196, CHEM 331, CHEM 336, CHEM 537, CHEM 598, CHEM 636, CHEM 661, EPHX 516, EPHX 536, EPHX 601, EVRN 140, EVRN 144, EVRN 149, EVRN 335, EVRN 420, EVRN 460, EVRN 535, EVRN 538, GEOG 105, GEOG 111, GEOG 140, GEOG 144, GEOG 311, GEOG 316, GEOG 334, GEOG 358, GEOG 526, GEOG 535, GEOG 538, GEOG 541, GEOG 558, GEOG 658, GEOL 103, GEOL 122, GEOL 302, GEOL 311, GEOL 312, GEOL 331, GEOL 513, GEOL 529, GEOL 532, GEOL 535, GEOL 541, GEOL 562, GIST 111, LING 435, LING 707, LING 735, PHSX 114, PHSX 115, PHSX 116, PHSX 211, PHSX 212, PHSX 213, PHSX 214, PHSX 216, PHSX 236, PHSX 313, PHSX 316, PHSX 516, PHSX 536, PHSX 601, PSYC 449, SPLH 449

BGS Career Preparation

Requirement: A Bachelor of General Studies is a broad-based liberal arts and science degree that offers elements of both breadth and depth, while preserving educational rigor. This degree prepares students for the workforce with intellectual flexibility and expertise in a variety of areas. For Option A of a BGS degree a career preparation course is required (minimum 3 credit hours total). (Option B does not require a career preparation course.) Eligible courses can include both department specific experiential courses or traditional classroom instruction. In both cases, a career preparation class will emphasize and develop students' ability to select and secure a career, succeed in the workplace, and pursue professional development.

Rationale:

A Bachelor of General Studies is a broad-based liberal arts and science degree that offers elements of both breadth and depth, while preserving educational rigor. This degree prepares students for the workforce with intellectual flexibility and expertise in a variety of areas. CUSA proposes that the BGS is best suited to prepare students for the workforce with a variety of intellectual tools and skills. There is a career preparation requirement for students pursuing a BGS degree in the CLAS (Minimum 3 credits). There are two options for this requirement.

CLAS and Department Classroom Course Option (minimum 3 total credits)

- Classroom instruction in CLAS and CLAS departments that is either general or discipline specific.
- In-class instruction and out-of-class learning to build basic knowledge and skills in career preparation, entry, and development.
- Students are taught to select careers (e.g., discerning personal values and goals), secure positions (e.g., researching, searching, interviewing), or succeed in the workforce (e.g., oral and written communication, interpersonal skills, responsibility, ethics).
- Courses document student learning of knowledge and skills with formative evaluations and mastery with summative evaluations (e.g., learning outcomes, rubrics).

Department-Specific Experiential Course Option (minimum 3 total credits)

- On-site practicum or internship instruction in CLAS departments.
- Supervised on-site instruction to build discipline-specific knowledge and skills for career preparation, entry, and development.
- Students are mentored in selecting careers (e.g., discerning personal values and goals), securing positions (e.g., researching, searching, interviewing), or succeeding in the workforce (e.g., oral and written communication, interpersonal skills, responsibility, ethics).
- Courses document student learning of knowledge and skills with formative evaluations and mastery with summative evaluations (e.g., learning outcomes, rubrics).

Additional Considerations/Details

Research and laboratory courses do not automatically satisfy the career preparation requirement. In some disciplines, research and laboratory courses may be prerequisites for securing and succeeding in workforce positions.

Departments nominate courses to CUSA to meet the career preparation requirements in these options, much as they nominate courses to CUSA to meet the CORE course requirements.

Appendix:

Approved Courses (as of 4/24/2019):

COMS 330, COMS 342, ENGL 362, ENGL 494, ENGL 496, ENGL 497, EVRN 615, FMS 585, GEOG 500, LA&S 470, LA&S 475, LA&S 480, LA&S 485, LA&S 490, LING 420, LING 421, POLS 494, POLS 495, POLS 496, POLS 497, POLS 600, POLS 640, PSYC 483, PUAD 691, SPLH 568, SPLH 571, THR 307, THR 507, THR 560