Course Change Request

New Course Proposal

Date Submitted: 09/27/18 1:41 pm

Viewing: ANTH 441 : Laboratory/Field Methods in Biological Anthropology

Last edit: 09/27/18 1:41 pm

Changes proposed by: siccmade

Academic Career	Undergraduate, Lawrence
Subject Code	ANTH **Course Number** 441
Academic Unit	**Department** Anthropology
	School/College College of Lib Arts & Sciences
Locations	Lawrence

Do you intend to offer any portion of this course online?

No

Title	Laboratory/Field Methods in Biological Anthropology
Transcript Title	Lab/Field Methods Bio Anth
Effective Term	Fall 2018

Catalog Description

This biological anthropology lab course builds upon concepts introduced in ANTH 150 and ANTH 304. The course provides students with practical, hands-on experience in biological anthropology laboratory methods and theory. We will cover the following topics: genetics, osteology, forensic anthropology, modern human biological variation, primatology, paleoanthropology, and human evolution. Students will integrate their knowledge of human variation, genetics, and critical approaches to the concept of social and biological race. Students will have an opportunity to investigate their own or a sample genome in a final project analyzing genetic markers using a commercial ancestry test.

Prerequisites   ANTH 304 or ANTH 340 or Human Biology major or permission of instructor.

Cross Listed Courses:

Credits	3
Course Type	Laboratory Main (Laboratory that is a main component) (LAB)
Grading Basis	A-D(+/-)FI (G11)
Is this course part of the University Honors Program?	No
Are you proposing this course for KU Core?	No
Typically Offered	Every Two Years
Repeatable for credit?	Yes

How many times may this course be *taken* 2 **- AND/OR -** For how many ***maximum credits*** 6

Can a student be enrolled in multiple sections in the same semester?

No

Principal Course Designator

Course Designator N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes

Justification for counting this course towards the CLAS BA

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. **CUSA Committee**
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Approval Path

1. 09/28/18 10:36 am
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/02/18 2:16 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

This proposed class would provide students with a biological anthropology laboratory experience. This course would build upon concepts introduced in ANTH 104 and 304 to give students practical, hands-on experience in the methods and theory of the subdivisions of biological anthropology. This course will cover the following topics: genetics, osteology, forensic anthropology, modern human biological variation, primatology, paleoanthropology and human evolution. Students will integrate their knowledge of human variation, critical approaches to the concept of social and biological race, and genetics through a final project interrogating their own ancestry through the analysis of genetic markers via a commercial ancestry test.

How does this course meet the CLAS BA requirements?

Lab and Field Experiences (LFE)

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal

As part of the revision of the Anthropology major, this course is intended to provide anthropology majors an opportunity to apply biological lab methods to anthropological questions such as: How do you obtain informed consent for anthropological genetic research? How do you apply forensic anthropology methods to identify human remains? How do you interpret primate behavior?

Course Reviewer Comments

Key: 12665

Course Change Request

New Course Proposal

Date Submitted: 03/05/18 2:33 pm

Viewing: GEOL 190 : Introduction to Quantitative Geoscience

Last edit: 10/02/18 2:39 pm

Changes proposed by: stearns

Programs referencing this course	GEOL-BA: Geology, B.A.

Academic Career	Undergraduate, Lawrence		
Subject Code	GEOL	Course Number	190
Academic Unit	Department	Geology	
	School/College	College of Lib Arts & Sciences	
Locations	Lawrence		

Do you intend to offer any portion of this course online?

No

Title	Introduction to Quantitative Geoscience
Transcript Title	Intro Quantitative Geoscience
Effective Term	Fall 2018

Catalog Description

This applied, introductory-level program will explore topics in geology, hydrogeology, physics, chemistry, and biology from a mathematical perspective. The course is designed for students with a desire to expand their mathematical skills, building on practical applications in the natural sciences. The study of lab and field sciences and mathematical problem-solving through rigorous, quantitative, and interdisciplinary investigations will be emphasized. The course will take students from a review of arithmetic and algebraic manipulations, to the use of logarithms, and functions, through series, trigonometry and graphing, and finish with an introduction to the elements of calculus and statistics. The course will utilize Excel as platform for calculating and graphing numerical examples of the problems presented. We expect students in this course to emerge with confidence in the basic use of mathematics commonly applied to investigate and model the natural world.

Prerequisites   MATH 002, or two years of high school algebra and a score of 22 or higher on ACT mathematics, or a qualifying score on the mathematics placement test

Cross Listed Courses:

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Is this course part of the University Honors Program?	No
Are you proposing this course for KU Core?	Yes
Typically Offered	Only Fall Semester
Repeatable for credit?	No

Principal Course Designator

Course Designator   N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 08/24/18 1:51 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/02/18 2:17 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

Justification for counting this course towards the CLAS BA

This new GEOL 190 would replace our MATH 115/121 requirement by preparing our Geology BA majors with a basic applied grasp of mathematics essential for the natural sciences. Similar to the new LA&S 108 (Personal Finances) math class, GEOL 190 is focused on applications that our majors are likely to encounter.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

Will this course be required for a degree, major, minor, certificate, or concentration?

Yes

Which Program(s)?

Program Code - Name
(GEOL-BA) Geology, B.A.

Describe how:

Our BA degree requires that students take MATH 115 or MATH 121 (both Calculus 1). In reviewing data for our degree assessment, it became clear that our BA students struggle with this math requirement. As a result, most students take MATH 115/121 multiple times which impacts our retention and time to degree (and their GPA). In addition, in mapping our curriculum, we found that our upper-level courses don't require our BA students to use Calculus. This new GEOL 190 would replace our MATH 115/121 requirement by preparing our Geology BA majors with a basic applied grasp of mathematics essential for the natural sciences. Similar to the new LA&S 108 (Personal Finances) math class, GEOL 190 is focused on applications that our majors are likely to encounter.

Rationale for Course Proposal

During our recent degree assessment it became clear that Calculus I (MATH 115/121) is the number one impediment to students within our major. A significant number of students take Calculus I numerous times and without a lot of success (either time). This new class is aimed at providing students with a basic applied grasp of mathematics essential for the natural sciences.

Supporting Documents

GEOL190_Syllabus.pdf

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval	Leigh A. Stearns	Date of Departmental Approval	2/9/15

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

The course is aimed at providing students with a basic applied grasp of mathematics essential for the natural sciences. Specifically, the course is divided into 7 lessons (see Course learning Objectives on following pages) that take students from a review of Secondary School math through introductory calculus and statistics. A key objective of this course is provide students with the essential tools of mathematics used in the natural sciences, and to foster the application of those tools for problem description, and problem solution. Toward this end, students will be taught how to develop equations to describe physical phenomena, and how to solve the equations they develop. They will further be taught how to use computing, via the Excel platform, to aid in problem solving, through the use of graphing, modeling, optimization, and statistical analysis.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2
State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

   This goal is achieved throughout the course through the teaching of the material with practical examples, and through the assignment of problems to solve in regular, weekly homework assignments. Functions will be used throughout the course once algebraic concepts are reviewed. The computational exercises in Excel will provide students with copious amounts of experience with numerical techniques.

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

   A chief goal of this course is to teach students to develop equations and then solve them. This will be an integral part of classroom activity and homework assignments, and directly addresses the above goal. The course finishes with an introduction to statistics, including hypothesis testing, again directly addressing the above goal.,,The Course Learning Objectives section on the attached pages provides a detailed list of the quantitative methods and types of problems that will be covered in the course. These topics will be presented and graded on the basis of applied problems from the natural sciences, so students will become familiar with the appropriate tools for a variety of problems as natural outcome of the course.

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

   All of the assignments and tests in this course will be quantitative and problem based. This course will evaluate students entirely on the goals set out above.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

   Student grades will be calculated on the basis of three tests, two midterm tests and one final exam. Some part of each of these graded tests and assignments will be evaluated for problem representation, correct methodology, accurate and correct computation, and correct interpretation of the result, as described in detail in Appendix A.

KU Core Documents	SyllabusAndLearningObjectives.pdf

Course Reviewer Comments

Rachel Schwien (rschwien) (03/28/18 4:15 pm): followed up with dept 03/28

Rachel Schwien (rschwien) (04/10/18 2:25 pm): Holding for GEOL BA program change. Program currently being held at Registrar's step of workflow

Key: 12471

Course Change Request

New Course Proposal

Date Submitted: 07/16/18 4:16 pm

Viewing: **SOC 380 : Elementary Statistics and Data Analysis**

Last edit: 07/23/18 3:26 pm

Changes proposed by: tlapie

Programs referencing this course	PSYC-MIN: Social and Behavioral Sciences Methodology, Minor AMS-BA/BGS: American Studies, B.A./B.G.S. SOC-BA/BGS: Sociology, B.A./B.G.S.

Academic Career	Undergraduate, Lawrence		
Subject Code	SOC	Course Number	380
Academic Unit	Department	Sociology	
	School/College	College of Lib Arts & Sciences	
Locations	Lawrence		

Do you intend to offer any portion of this course online?

No

Title	Elementary Statistics and Data Analysis
Transcript Title	Elemn Statistics&Data Analysis
Effective Term	Spring 2019

Catalog Description   An introduction to social scientific data analysis, with an emphasis on descriptive and inferential statistics. Specific topics include sampling, measures of association and correlation, significance testing, the logic of causal inference, the use of computer programs for data analysis, multivariate analysis, and the critical evaluation of social science research findings.

Prerequisites	SOC 280 and MATH 101, or instructor permission.
Cross Listed Courses:	

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Is this course part of the University Honors Program?	No
Are you proposing this course for KU Core?	Yes
Typically Offered	Twice a Year, Fall and Spring
Repeatable for credit?	No

Principal Course Designator

Course Designator   S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes

Justification for counting this course towards the CLAS BA

We are submitting this course to count for Goal 1.2 so it can be used as one of two required Goal 1.2 courses in the College for the Quantitative Reasoning requirement.This course has a Math 101 prerequisite, is 3 credits and contributes to quantitative literacy

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 09/13/18 2:09 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/02/18 2:18 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

beyond college algebra.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

Will this course be required for a degree, major, minor, certificate, or concentration?

Yes

Which Program(s)?

Program Code - Name
(SOC-BA/BGS) Sociology, B.A./B.G.S.
(SOC-MIN) Sociology, Minor

Describe how:

This is a required course for the major. It can count towards the required jr/sr elective courses for the minor.

Rationale for Course Proposal

We are renumbering SOC 510 to be SOC 380 to promote completion of required courses for the major earlier in the program. We are also proposing that this course qualify for the quantitative reasoning requirement and count as a Core goal 1.2 course.

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval	Tracey LaPierre	Date of Departmental Approval	1/31/2018

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course teaches students how to select an appropriate statistical technique for different types of questions, how to carry out the analysis by hand using functions and numerical techniques, how to correctly interpret the results, and how to present the solution in a sentence that answers the original question. Students are introduced to sampling designs, sampling distributions, central limit theorem and the law of large numbers in order to understand how we can make generalizations from samples to large populations. The importance of where the data come from and the assumptions underlying statistical techniques are emphasized so students can critically evaluate the quality of quantitative results they encounter. Specific techniques include calculating measures of central tendency and dispersion, correlation, one & ttwo sample t-tests for means, one & two sample z-tests for proportions, one & two sample confidence intervals for means and proportions, chi-square test and regression.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2
State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

Statistical techniques are taught and then applied to specific questions. Lectures are used to explain each technique and the underlying assumptions and step by step examples are given. Students then solve a similar problem to practice the technique in class and have other practice problems and examples available to them through blackboard and other course materials. Homework is an opportunity to demonstrate the understanding and application of the technique with specific feedback given. Practice exam questions and complete answer keys are given to allow students to practice the material and learn from their mistakes.

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

All lectures demonstrate and explain mathematical or statistical principles used to organize or process numerical information. All 11 homework assignments and the three exams require students to apply mathematical or statistical principles to organize and process numerical information. I am including sample practice exam questions with the answers as examples of the quantitative reasoning and numerical calculations students learn in the course.

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

Questions on the homework and exams require students to use specific quantitative methods to solve problems. Later in the course when students know multiple statistical techniques they must choose the appropriate technique to solve each problem.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

Eleven homework assignments and three exams are used to evaluate student performance. There is an optional cumulative final. 100% of the course grade is determined by student performance in these tasks.

KU Core Documents

Soc 510 Spring 2018.pdf

Soc 510 Practice Exam 3 Answer Key.pdf

Soc510PracticeExam1_Key.pdf

Soc 510 Practice Exam 2 Key.pdf

Course Reviewer Comments   **Rachel Schwien (rschwien) (09/18/18 1:40 pm):** tabled due to time

Key: 12585

Course Change Request

New Course Proposal

Date Submitted: 05/24/18 4:30 pm

Viewing: SPAN 325 : Spanish for Heritage Learners

Last edit: 05/24/18 4:30 pm

Changes proposed by: rbayliss

Programs referencing this course	SPAN-MIN: Spanish, Minor

Academic Career	Undergraduate, Lawrence
Subject Code	SPAN
Course Number	325
Academic Unit	
Department	Spanish & Portuguese
School/College	College of Lib Arts & Sciences
Locations	Edwards

Lawrence

Do you intend to offer any portion of this course online?

Yes

> **Please Explain**
> After initial piloting at Lawrence campus we hope to extend it to Edwards and as an online course in the future.

Title	Spanish for Heritage Learners
Transcript Title	SPN HRTG LRN
Effective Term	Spring 2019

Catalog Description A comprehensive review of the Spanish language for students whose personal or cultural ties to the language do not include extensive formal academic study, with an emphasis on the development of skills tied to cultural analysis and communication (written and oral) necessary for success in more advanced courses in Spanish.

Prerequisites SPAN 216, or SPAN 217, or SPAN 220, or appropriate placement test score as defined by the Department of Spanish & Portuguese, or consent of the Department of Spanish & Portuguese, or consent of instructor.

Cross Listed Courses:

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Is this course part of the University Honors Program?	No
Are you proposing this course for KU Core?	No
Typically Offered	Twice a Year, Fall and Spring
Repeatable for credit?	No

Principal Course Designator

Course Designator H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Approval Path

1. 09/24/18 9:44 am Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/02/18 2:16 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

Justification for counting this course towards the CLAS BA

This course will satisfy the SPAN 324/328 requirement of the Spanish minor. It is an alternative to that requirement that targets students whose challenges and skills do not match the 324/328 sequence.

How does this course meet the CLAS BA requirements?

Beyond Fourth Level Foreign Language (FP)

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal   Heritage learners have cultural ties to the Hispanic world that result in unique skills and challenges that this course addresses, and that our standing curriculum does not. The course reflects best practices across US institutions of higher learning and KU's efforts to promote diversity, equity and inclusion.

Course Reviewer Comments

Key: 12525

Sociology has voted to <u>remove</u> all admission requirements for the major in order to be in-line with what other departments in CLAS are doing, and remove barriers to the major. Our current admission requirements are as follows:

Course Requirements

Math Requirement. Satisfied by one of the following:

MATH 101   College Algebra

MATH 104   Precalculus Mathematics

Equivalent ACT/SAT, equivalent course, or higher course

Elements of Sociology. Satisfied by one of the following:

SOC 104   Elements of Sociology

SOC 105   Elements of Sociology, Honors

SOC 304   Principles of Sociology

Sociology Admission Elective. Satisfied by sociology elective course.

Grade-Point Average Requirements

- Satisfied by a minimum 2.5 GPA in required admission courses designated above.
- University Course Repeat Policy will apply.

Best,
Tracey

Tracey LaPierre
Associate Professor
Director of Undergraduate Studies
Department of Sociology
University of Kansas

<u>Statement regarding removal of REL admission requirements</u>

The REL faculty voted recently to remove admission requirements for the undergraduate major in REL. In order to encourage additional students to pursue a REL degree as either a single or double major, and in line with other units across the College, we request removal of the admission requirements for the BA degree in REL.

Best,

Michael J. Zogry, Ph.D.

Departmental Honors in the Women, Gender, and Sexuality Studies Major

Summary

- 3.25 GPA KU overall & 3.5 GPA in the WGSS or HXWS major
- A senior honors thesis related to WGSS written over two semesters (two three-credit courses)
- *Double majors:* earn Honors in both majors with one thesis that is relevant to both programs.

GPA Requirements

Students need a 3.25 GPA overall and a 3.5 GPA in their Women's StudiesWGSS major.

Honors Thesis

Students write an honors thesis that is pertinent to Women, Gender and Sexuality Studies. An honors thesis is a piece of original research or other project supervised by a faculty member of any department. In most cases, the result will be a written document of some length, but this could vary depending on the topic and what the student and thesis advisor agree on. A single thesis can be submitted to WGSS and to another department for Honors in both programs, if both programs agree.

The senior honors thesis or honors project must be approved by a three-member thesis committee (the thesis advisor and two other faculty members, at least one of whom must be either in WGSS or on the WGSS Advisory Boardserve as WGSS affiliate faculty).

Students take 6 credit hours of honors thesis work (3 hours per semester for 2 semesters, earning a A or B in the first semester and a A the second. For these 6 hours, students can enroll in:

- WGSS 498—Independent Study in WGSS
- WGSS 499—Honors in WGSS
  or
  and/or

- WGSS 498—Independent Study in WGSS

- and/orWGSS 601—Senior Capstone in WGSS
- two Honors Research courses or two Independent Studies in any department

The last option would be especially relevant if the student plans to submit one honors thesis to both WGSS and another department in order to receive honors in both programs, or if the student's research advisor is not a member of the WGSS core faculty.

Typical Timeline

Junior Year (or very early in the first semester of the student's last year): Select a topic for a thesis; talk to professors about ideas; find a professor willing to supervise the thesis. **Inform the WGSS Honors Coordinator!**

First Semester of the Last Year: Enroll in 3 credit hours of WGSS 498 or WGSS 499 or in an Independent Study of another department. Begin researching the thesis topic. The student and thesis advisor should form a three-person faculty committee (the thesis advisor and two other faculty members, at least one of whom must be either in WGSS or on the WGSS Advisory Boardserve as WGSS affiliate faculty). **Submit an Honors Intent Form by 1 March to College Advising and Student Services, 109 Strong.**

Second Semester of the Last Year: ~~Enroll~~ In consulatation with your thesis advisor, enroll in 3 credit hours of ~~WGSS 498 or~~ WGSS 499 or WGSS 601 or in an Independent Study of another department. Finish the thesis. Have the thesis committee read the thesis and vote to award Honors (or not). If the thesis is passed, the thesis advisor needs to sign the **Honors Certification Form**, which can be obtained by the student in the College Advising and Student Services office, 109 Strong; after the advisor signs this form, it is then submitted back to the College Advising and Student Services, 109 Strong, at least a week before the end of the graduation term. The thesis advisor should also notify the Honors Coordinator of the result.

Double Majors: Students who are satisfying double majors and pursuing Honors in both majors may use one honors thesis for both majors if they get approval from both departments. The thesis must be related to both majors, and the thesis committee must include faculty members from both departments. Students must fulfill both departments' requirements for honors.