

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. 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 mathematical 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). Today, college graduates need more than first-level math skills. 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.” To reach the necessary level of quantitative reasoning, one must first achieve competency in college algebra. To understand and calculate with the formulas of statistics, for example, one needs significant experience with variables and their functional relationships.

Appendix:

More and more, mathematical and statistical reasoning pervades our society and economy. Our students need to be able to define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving. 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 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.

The quantitative reasoning skills our students need go beyond "college algebra"; indeed, the facility with functions and equations developed in college algebra is a prerequisite to developing these skills. The background for part 2 of the requirement may be demonstrated by completion of a college algebra or pre-calculus course, or by performance on a college readiness or mathematics placement exam, but it is not developed in other college courses. Quantitative literacy courses that do not build on the college algebra background are not able to develop quantitative and abstract skills at the level required. Courses in disciplines other than mathematics can complete the quantitative reasoning requirement, but they must satisfy the specified learning outcome and assume and use the skills developed in college algebra (or demonstrated by college readiness or mathematics placement exams).

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 mathematics or quantitative subjects.

Upon reaching this goal, students will be able to define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving.

To meet this outcome a course must achieve all of the following:

- a) Focus on solving problems using functions and numerical techniques.
- b) Require students to apply mathematical or statistical principles to organize or process numerical information.
- c) Require students to use specific quantitative methods to solve problems, and choose appropriate methods for given problems.
- d) Evaluate student performance in the tasks above and use this evaluation for a supermajority of the final course grade.

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

ASTR 391, CHEM 130, CHEM 135, CHEM 150, CHEM 170, CHEM 190, CHEM 195, COMS 356, 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

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