

COLLEGE OF ARTS AND SCIENCES
COURSE AND CURRICULUM CHANGES

approved at the College faculty meeting

April 3, 2003

Denison 113-A

4:00 p.m.

Undergraduate/Graduate

Contact Person: Gerald Reeck
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**Units outside the college which may be directly impacted
by these changes are:**
College of Agriculture
College of Education
College of Engineering
College of Human Ecology

Please provide the sponsors of a proposed change with any information regarding fiscal or programmatic impact on your department, program, and/or students.

COURSE CHANGES

Department of Art

CHANGE: **ART 410. BFA Exhibition or Portfolio Presentation.** (0) I, II. ~~The preparation and execution of a senior exhibition of the student's own creative work primarily from his/her area of concentration. The option of a portfolio presentation exists for students whose area of concentration is graphic design. The student will be responsible for all the arrangements for the exhibition including scheduling, installation, and publicity.~~

TO: **ART 410. BFA Exhibition or Portfolio Presentation.** (2) I, II. Course builds an awareness of professional practices and emphasizes the production and exhibition of a final portfolio of the student's art work. Development of evaluative skills involved in the resolution and presentation of a body of individual work.

RATIONALE: Course provides comprehensive preparation for students completing the professional degree of BFA. The focus of this course is to provide skills that will enable a student to move successfully from educational environment to the professional field. This course also helps meet assessment needs for accreditation set forth by the National Associate of School of Art and Design.

EFFECTIVE DATE: Fall 2003

Division of Biology

CHANGE: **BIOL 198. Principles of Biology.** (4) I, II, S. An introductory course for majors and nonmajors focusing on plants, animals and microbes. Specific areas covered include biological molecules, cells, genetics, energy flow, physiology, ecology, and evolution. ~~Studio format incorporating lec., lab, and rec. elements in two two-hour sessions per week.~~

TO: **BIOL 198. Principles of Biology.** (5) I, II, S. An introductory course for majors and nonmajors focusing on plants, animals and microbes. Specific areas covered include biological molecules, cells, genetics, energy flow, physiology, ecology, and evolution. Two two-hour studio sessions incorporating lecture and lab elements and one hour of recitation per week.

RATIONALE: In 1997 the Division of Biology revamped Biology 198, our introductory course. We used the studio model, in which students earn four credit hours for participation in two two-hour studio sessions per week that incorporate elements of lecture, laboratory and discussion, problem solving and one-on-one interactions with faculty. This model makes use of pedagogical techniques that enhance learning by students with a diversity of learning styles; it appears to be very successful in this particular course, when compared to more traditional lecture/lab combinations. Indeed, students have asked whether all biology lab courses are taught in this format. Currently the course enrolls 750-800 students for the fall semesters, 650-700 for the spring semesters, and 80 in the summer semesters. Of these students, 25% are biology or other life-science majors, and the rest are non-majors. In addition, since this is an introductory course, first-year students comprise the majority of the class in fall semesters (averaging 55% freshmen since Fall 1997) and a near majority in the spring (averaging 47% freshmen since Spring 1998). An additional item of note is that all Biology faculty members, regardless of rank, are expected to teach a section of Biology 198 every academic year, which is perhaps unique for introductory science courses at research universities. This commitment of faculty time and effort underscores the commitment of the Biology Division to provide a high quality education for KSU undergraduates. Since 1997, the course has evolved slowly, as both faculty and students adjust to this new model. In that interim, we have observed that this non-traditional course structure can present problems for students, particularly students in their first semester in college. The vast majority of these students have been exposed only to traditional lecture/lab courses, and that is their expectation when they come to the university. Coupled with all of the other adjustments that are required of students in their first semester of college, this non-traditional course may present them with initial difficulties, primarily due to the disconnect between their expectations and the degree of individual responsibility that the studio model places on the students. We have responded to this difficulty in several ways, including making study guides available for each class, holding

weekly review sessions, etc. All of these evolutionary changes have enhanced the learning opportunities in the course. But some problems remain, including the

fact that this non-traditional course still represents a big adjustment for first-year students, and the fact that the studio format does not provide sufficient opportunities to focus student attention on the "big picture". In response to these observations, and as part of our continuing efforts to improve and enhance student learning in our introductory course, we propose to add an additional contact hour to the course. We propose an additional class meeting per week that will serve three purposes: 1) it will allow us to offer an introductory overview to the material to be covered in upcoming studio meetings; 2) it will provide the opportunity for review of studio material prior to an examination; 3) it will allow us to continue to use the pedagogically superior studio model while still providing first-year students a more traditional overview "lecture". It has always been our goal in Principles of Biology to offer multiple opportunities for students to learn and to accommodate different learning styles (for details about the structure of the course, see <http://www.ksu.edu/biology/pob/>). The proposed recitations will increase the auditory learning component, and will allow us to give more help to students who have difficulty discerning the "big picture" aspects of a survey course such as this. Recitations will be taught, as are all of our studios, by regular and temporary faculty members. We believe that the proposed change will benefit students based on our experience since 1997 in offering, on a purely voluntary basis, weekly or biweekly review sessions that help students integrate the material from the studio and from their text readings. We know from student surveys that they consider the review sessions to be extremely valuable in helping them to prepare for the biweekly examinations. But the current arrangement is voluntary, from the perspective of the Biology Division (whose faculty provide this out-of-class opportunity) and from the perspective of the students. Currently we estimate that only about a quarter to a third of the Biology 198 students take advantage of this opportunity to more fully learn the required material. Since this is a very effective way to enhance learning, particularly in our current studio format, we would like to ensure that more students participate and gain a better understanding of introductory biology. We propose to offer four recitation sections (approximately 200 students each) per week; students will enroll in one of these sessions to be held during a regular class meeting time. These sessions will formalize and continue the functions of the present review sessions, as well as introducing the material to be covered in upcoming studio meetings. By having students officially enroll in a recitation, we will emphasize their importance and offer a fixed meeting time that students can plan upon attending. Monday evening exams will continue; students will be excused from recitation on weeks following exams.

EFFECTIVE DATE: Fall 2003

DROP: **BIOL 560. Human Oncology.** (3) II in even years. Etiology and pathogenesis of human cancer with emphasis on the biological, biochemical, and molecular mechanisms involved in the multistage process of tumorigenesis and the role of biological, chemical, and physical carcinogens in neoplasia. Three hours lecture per week. Pr.: Two courses in biology and a course in organic chemistry.

RATIONALE: The faculty member who taught this specialized class has other new teaching responsibilities that include another cancer biology course, BIOL 410, that reaches a broader audience and is taught every fall.

EFFECTIVE DATE: Fall 2003

CHANGE: **BIOL 609. Cellular and Molecular Biology of Human Diseases.** (3) I. Fundamental basis of the major common non-infectious diseases and disorders affecting our society, with emphasis on the biochemical and molecular biological mechanisms by which the structures and functions of specific human tissues, organs and systems are altered. Three hours lec. per week. Pr.: BIOL 450 and BIOCH 521.

TO: **BIOL 609. Cellular and Molecular Biology of Human Diseases.** (3) II, in odd years. Fundamental basis of the major common non-infectious diseases and disorders affecting our society, with emphasis on the biochemical and molecular biological mechanisms by which the structures and functions of specific human tissues, organs and systems are altered. Three hours lec. per week. Pr.: BIOL 450 and BIOCH 521.

RATIONALE: Needs to be changed to meet altered teaching schedule.

EFFECTIVE DATE: Spring 2005

CHANGE: **BIOL 676. Molecular Genetics Laboratory.** (3) I. An advanced course in the techniques of molecular genetics and recombinant DNA technology. ~~Emphasis will be placed on successful completion of a project that will involve several methods in modern molecular genetics. Some typical methods used in the course include mutagenesis, characterization of mutants, polymerase chain reactions, molecular cloning, and DNA sequencing.~~ One-hour lec. and two three-hour labs. Pr.: BIOL 675 or concurrent enrollment.

TO: **BIOL 676. Molecular Genetics Laboratory.** (3) I. Advanced techniques of molecular genetics and recombinant DNA technology, including molecular cloning, library screening, polymerase chain reaction, and RFLP and DNA sequence analysis. A number of projects will be completed during the semester. One-hour lec. and two three-hour labs. Pr.: BIOL 675 or concurrent enrollment and permission of instructor.

RATIONALE: To more accurately reflect the course format. Instead of a single extended project, the course is now broken up into a number of shorter projects. Permission of instructor is required because of limited space.

EFFECTIVE DATE: Fall 2003

CHANGE: **BIOL 736. Cancer Therapy.** (3) II, in ~~odd~~ years. Current methods of cancer management with emphasis on the kinetic principles of chemotherapy and radiation therapy; diagnosis; surgical oncology; oncologic emergencies; adverse effects of cancer therapy; and the new therapies. Pr.: BIOL 450 and BIOCH 521 or equiv.

TO: **BIOL 736. Cancer Therapy.** (3) II, in even years. Current methods of cancer management with emphasis on the kinetic principles of chemotherapy and radiation therapy; diagnosis; surgical oncology; oncologic emergencies; adverse effects of cancer therapy; and the new therapies. Pr.: BIOL 450 and BIOCH 521 or equiv.

RATIONALE: To meet altered teaching schedule of faculty member.

EFFECTIVE DATE: Spring 2004

ADD: **BIOL 802. Advances in Plant Stress Signaling.** (3) II, in even years. Modern concepts and research in plant response to biotic and abiotic stress. Hormones in plant stress response; signal transduction in plant stress response. Same as PLPTH 800. Pr.: BIOL 500 or equivalent.

RATIONALE: The emphasis in this new course will be on plant response to abiotic and biotic stress. Stresses include exposure to pathogen and insects, salinity, drought, temperature and heavy metals. We will cover current research and modern approaches in understanding the molecular, biochemical and physiological changes in plants exposed to abiotic and biotic stress. In addition, we will discuss the role of phytohormones and signaling mechanisms in plant response to abiotic and biotic stress.

EFFECTIVE DATE: Spring 2004

CHANGE: **BIOL 860. ~~Molecular and Cellular Biology.~~** (3) I, ~~in odd years.~~ ~~A study of the cell. Regulation, organization, and synthesis of cellular constituents in both prokaryotic and eukaryotic cells will be studied in a comparative manner.~~ Pr.: BIOL 450, BIOCH 765 or equiv.; and consent of instructor.

TO: **BIOL 860. Modern Molecular Approaches.** (3) II. An introduction to approaches and techniques used in the molecular analysis of biological systems, with a focus on modern molecular and cellular biological approaches. Format is primarily group discussion of primary literature, with the goal of instilling the ability to think critically and evaluate published studies. Pr.: BIOL 705 and 707.

RATIONALE: The faculty member who formerly taught the course left KSU some time ago. The present course was developed by new faculty members and taught under a topics number three times. The underlying thrust of the course remains the same: a critical analysis of research literature. Thus we propose to use the existing course number even though the title is being changed to be more descriptive and to more accurately reflect the course content.

EFFECTIVE DATE: Spring 2004

Department of English

CHANGE: **ENGL 079. Pronunciation and Speaking Skills for Non-native Speakers of English.** (3) I, II. Introduction in speaking for non-native speakers of English to improve comprehension of non-simplified conversational English. Practice in asking for clarification, responding appropriately to requests, and encouraging interaction, as well as the pronunciation of troublesome English sounds and intonation patterns. Also a brief introduction to American culture, especially the American educational system. Pr.: Placement by the English Language Program.

TO: **ENGL 079. Pronunciation and Speaking Skills for Non-native Speakers of English.** (2-3) I, II. Introduction in speaking for non-native speakers of English to improve comprehension of non-simplified conversational English. Practice in asking for clarification, responding appropriately to requests, and encouraging interaction, as well as the pronunciation of troublesome English sounds and intonation patterns. Also a brief introduction to American culture, especially the American educational system. Pr.: Placement by the English Language Program.

RATIONALE: This changes stems from a change in immigration rules. In the past, international teaching assistants took a non-credit course in summer to improve their teaching and their speaking skills prior to their first semester for teaching in fall. Immigration requirements now specify that students must enroll in credit bearing classes their first semester at an institution. The curriculum for the speaking portion of this training class is the basis for the curriculum for ENGL 079. However, given the nature and length of the program, the class time is equal to only 2 credit hours not 3. Rather than develop an entirely new class for essentially the same curriculum, we would prefer to make the number of credit hours variable.

EFFECTIVE DATE: Summer 2003

ADD: **ENGL 085. Teaching and Cultural Orientation for International Teaching Assistants.** (3) I, II, S. Introduction to American undergraduate education, American culture, and university policies. Discussion of effective teaching techniques, non-verbal language, and coping techniques. Practice focusing on pronunciation, vocabulary, grammar, and interactive speaking skills. Individual tutorials based on video-taped teaching presentations. Pr.: Permission by English Language Program.

RATIONALE: The course is designed as part of a university effort to ensure the quality of classroom instruction and to help prepare international teaching assistants for their first semester of teaching. Curriculum design is based on models provided at workshops sponsored by TESOL and NAFSA and include components in language use, cultural orientation, teaching practice, and general introduction to the university setting. The purpose of the course is to allow students to assimilate information about teaching and culture as well as to practice communication and teaching skills prior to interacting with undergraduates in the classroom.

EFFECTIVE DATE: Summer 2003

Department of Geology

CHANGE: **GEOL 520. Geomorphology.** (2) I, II. ~~Laboratory exercises in reading and interpreting topographic maps and aerial photographs; field studies of landforms and surficial deposits, with an emphasis on earth-surface processes. One-hour rec. and three hours lab a week.~~ Pr.: GEOL 100.

TO: **GEOL 520. Geomorphology.** (3) I, II. Classroom, laboratory, and field studies of landforms and surficial deposits, with an emphasis on earth-surface processes. Classroom lectures and discussions; laboratory exercises; and field investigations. Two hours rec. and three hours lab a week. Pr.: GEOL 100 or GEOG 221.

RATIONALE: The one hour of lecture/discussion time each week in the previous configuration of this course has proven to be insufficient to adequately cover all the essential material. Therefore, one hour of lecture/discussion will be added each week.

EFFECTIVE DATE: Spring 2004

ADD: **GEOL 715. Dating Earth Materials.** (3) II. Discusses how ages are measured for rocks, minerals, waters, and sediments by analysis of isotopes produced by radioactive decay or cosmic rays. Pr.: CHM 230, GEOL 503.

RATIONALE: The accurate determination of the ages of Earth materials constrains the processes that shape the Earth's surface and that modify the solid Earth. Course will emphasize critical thinking skills and quantitative reasoning and calculation.

EFFECTIVE DATE: Spring 2004

Department of Kinesiology

ADD: **KIN 592. Sport and Exercise Personality.** (3) Intersession only. The role of personality in sport and sport performance and in exercise behavior. Theories relevant to sport and exercise personality will be examined to provide a theoretical framework for understanding and applying research. Assessment instruments and relevant research will be examined and critiqued. Pr.: KIN 250, 345.

RATIONALE: This course has been taught twice during intersession. We would like to continue offering it as an intersession only course. This course is designed to improve students understanding of topics relevant to those entering the helping professions. By examining the research related to sport and exercise, students are provided with a scientific basis for professional application. This course will count as an elective for kinesiology majors.

EFFECTIVE DATE: Winter Intersession 2003

Department of Modern Languages

ADD: **CHINE 201. Chinese III.** (4) I. Continuation of Chinese II. Further development of functional skills. Intensive practice of spoken and written Chinese. Pr.: CHINE 102.

RATIONALE: K-State has agricultural programs with China and Taiwan. Chinese Military History is an area of strength in the History Department. Various requests from K-State students every semester. Summer program at Yungio University. A non western heritage language to meet the needs of the community.

EFFECTIVE DATE: Fall 2003

ADD: **CHINE 202. Chinese IV.** (4) II. Continuation of Chinese III. Presentation of more advanced elements of the Chinese language, with intensive practice of spoken and written Chinese. Pr.: CHINE 201.

RATIONALE: K-State has agricultural programs with China and Taiwan. Chinese Military History is an area of strength in the History Department. Various requests from K-State students every semester. Summer program at Yungio University. A non western heritage language to meet the needs of the community.

EFFECTIVE DATE: Spring 2004

Department of Sociology, Anthropology, and Social Work

CHANGE: **ANTH 420. Ethnography of Language.** (3) I, II. Study of language and dialect as aspects of social and ethnic group identities. ~~Participant observation is emphasized. Research project includes kinship terminology, life histories, folklore, and lexicography.~~ Pr.: ANTH 200 or 204 or 210 or consent of instructor.

TO: **ANTH 514. Language and Culture.** (3) I, II. Study of language and dialect as aspects of social and ethnic group identities. Emphasis on analysis of conversational style in diverse cultural settings. Research project to be determined according to student interests. Pr.: ANTH 220 or consent of instructor.

RATIONALE: More clearly describes the way the class is taught, and the level at which it is taught. Also clarifies that it should count as an upper-level linguistic anthropology course for anthropology majors (which is in line with how we have been treating it).

EFFECTIVE DATE: Fall 2004

CHANGE: **ANTH 570. North American Indian Archaeology.** (3) I, II. The prehistoric of native cultures of North America explored through the archaeological record from the peopling of the continent, to the spread of agriculture and village life, up to contact period. Pr.: ANTH 260.

TO: **ANTH 570. North American Archaeology.** (3) I, II. The prehistoric of native cultures of North America explored through the archaeological record from the peopling of the continent, to the spread of agriculture and village life, up to contact period. Pr.: ANTH 260.

RATIONALE: Clarifies and shortens titles of courses. Removes possible confusion between titles of courses.

EFFECTIVE DATE: Fall 2003

CHANGE: **ANTH 630. Indigenous Peoples and Cultures of North America.** (3) II. Description and comparison of native cultures of Canada and the United States; culture contact and change among surviving groups. Pr.: ANTH 200, 204, 210, or 260.

TO: **ANTH 630. North American Indians.** (3) II. Description and comparison of native cultures of Canada and the United States; culture contact and change among surviving groups. Pr.: ANTH 200, 204, 210, or 260.

RATIONALE: Clarifies and shortens titles of courses. Removes possible confusion between titles of courses.

EFFECTIVE DATE: Fall 2003

CHANGE: **ANTH 634. Indigenous Peoples and Cultures of Latin America.** (3) On sufficient demand. A survey of the nature of variability of the original cultures of Latin America. Analysis of sample cultures, stressing economic, social, political, and religious structures. Pr.: ANTH 200, 204, 210, or 260.

TO: **ANTH 634. South American Indians.** (3) On sufficient demand. A survey of the nature of variability of the original cultures of Latin America. Analysis of sample cultures, stressing economic, social, political, and religious structures. Pr.: ANTH 200, 204, 210, or 260.

RATIONALE: Clarifies and shortens titles of courses. Removes possible confusion between titles of courses.

EFFECTIVE DATE: Fall 2003

ADD: ANTH 678. Archaeological Laboratory Methods. (3) I, II. Hands-on instruction in and application of professional principles of processing, analyzing, and curating artifacts and related archaeological materials. Pr.: ANTH 260 or consent of instructor.

RATIONALE: This course has been taught previously as a special topic (ANTH 522). It provides hands-on training in archaeological analysis and interpretation for students pursuing a career or a vocational interest in archaeology. Through this course students become familiar with how the scientific method is used for the interpretation of our human past.

EFFECTIVE DATE: Spring 2004

Department of Statistics

CHANGE: **STAT 710. Sample Survey Methods. (2) II, in even years.** Design, conduct, and interpretation of sample surveys. Pr.: STAT 702 or 703. Meets four times a week during first half of semester.

TO: **STAT 710. Sample Survey Methods. (2) I, in even years.** Design, conduct, and interpretation of sample surveys. Pr.: STAT 702 or 703. Meets four times a week during first half of semester.

RATIONALE: These will better balance from semester to semester the number of courses offered in the department and will better fit the scheduling needs of the majority of students who take the courses.

EFFECTIVE DATE: Fall 2003

CHANGE: **STAT 720. Design of Experiments. (3) I, S.** Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency. Pr.: STAT 704 and 705.

TO: **STAT 720. Design of Experiments. (3) II, S.** Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency. Pr.: STAT 704 and 705.

RATIONALE: These will better balance from semester to semester the number of courses offered in the department and will better fit the scheduling needs of the majority of students who take the courses.

EFFECTIVE DATE: Fall 2003

CHANGE: **STAT 736. Bioassay. (2) I, in odd years.** Direct assays; quantitative dose-response models; parallel line assays; slope ratio assays; experimental design for bioassay; covariance adjustment; weighted estimates; assays based on quantal responses. Meets four times a week during second half of semester. Pr.: STAT 704, 705.

TO: **STAT 736. Bioassay. (2) II, in odd years.** Direct assays; quantitative dose-response models; parallel line assays; slope ratio assays; experimental design for bioassay; covariance adjustment; weighted estimates; assays based on quantal responses. Meets four times a week during second half of semester. Pr.: STAT 704, 705.

RATIONALE: These will better balance from semester to semester the number of courses offered in the department and will better fit the scheduling needs of the majority of students who take the courses.

EFFECTIVE DATE: Fall 2003

CHANGE: **STAT 870. Analysis of Messy Data. (3) II.** Design structures; treatment structures; equal and unequal variances; multiple comparisons; unequal subclass numbers; missing cells; interpretation of interaction; variance components; mixed models; split-plot and repeated measures; analysis of covariance; cross-over designs. Pr.: STAT 720.

TO: **STAT 870. Analysis of Messy Data.** (3) !. Design structures; treatment structures; equal and unequal variances; multiple comparisons; unequal subclass numbers; missing cells; interpretation of interaction; variance components; mixed models; split-plot and repeated measures; analysis of covariance; cross-over designs. Pr.: STAT 720.

RATIONALE: These will better balance from semester to semester the number of courses offered in the department and will better fit the scheduling needs of the majority of students who take the courses.

EFFECTIVE DATE: Fall 2003

CURRICULUM CHANGES

College of Art and Sciences

CHANGE:

(page 92, undergraduate catalog)

Literary or rhetorical arts (one course)

Purpose: to ensure some interpretive or expressive competence in a traditional literary or rhetorical mode of artistic expression.

Choose from the following:

ENGLISH—literature or creative writing—ENGL ~~250~~ to 799 except 300, 400, 415, 420, 430, 435, 476, 490, 492, 499, 516, 600, 601, 602, 603, 604, 757, or 759

Modern languages—literature courses including literature in translation

Speech: SPCH 325, 480

Theatre—THTRE 562 or 764

History of rhetoric—SPCH 330, 331, 430, 432, 434, 460, 725, 730, 732, or 733

Women's studies: WOMST 205, 550

Exception: Students in B.S. programs who take two courses in one foreign language may use these to satisfy the requirements for Western heritage and for literary and rhetorical arts.

RATIONALE: To enable students to enroll in Humanities courses (ENGL 230, 231, 233, 234) and to fulfill the literary or rhetorical arts requirement.

EFFECTIVE DATE: Fall 2003

TO:**Literary or rhetorical arts** (one course)

Purpose: to ensure some interpretive or expressive competence in a traditional literary or rhetorical mode of artistic expression.

Choose from the following:

ENGLISH—literature or creative writing—ENGL 230 to 799 except 300, 400, 415, 420, 430, 435, 476, 490, 492, 499, 516, 600, 601, 602, 603, 604, 757, or 759

Modern languages—literature courses including literature in translation

Speech: SPCH 325, 480

Theatre—THTRE 562 or 764

History of rhetoric—SPCH 330, 331, 430, 432, 434, 460, 725, 730, 732, or 733

Women's studies: WOMST 205, 550

Exception: Students in B.S. programs who take two courses in one foreign language may use these to satisfy the requirements for Western heritage and for literary and rhetorical arts.

Department of Geology**CHANGE:***(page 115, undergraduate catalog)***Geology option**

In addition to the general requirements for the B.A. or B.S. degree, the following must be completed:

GEOL 100	Earth in Action	3
GEOL 102	Earth Through Time	3
GEOL 103	Geology Laboratory	1
GEOL 301	Historical Geology Laboratory	1
GEOL 502	Mineralogy	3
GEOL 503	Petrology	3
GEOL 520	Geomorphology	2
GEOL 581	Invertebrate Fossils	3
GEOL 530	Structural Geology	3
GEOL 560	Field Methods	3
GEOL 630	Stratigraphy/Sedimentology	4
GEOL 680	Field Geology	3

Geology electives (two or more courses at the 600 or 700 level, or one or more courses at the 600 or 700 level and 3 hours of either GEOL 499 Senior Honors Thesis or GEOL 599 Senior Thesis) 7

MATH 220	Analytic Geometry and Calculus I	4
PHYS 113	General Physics I	4
PHYS 114	General Physics II	4
CHM 210	Chemistry I	4
CHM 230	Chemistry II	4

Geology majors should consult their advisors about elective courses to meet their career and educational needs. Computer literacy is essential for all geologists. Departmental advisors can recommend electives for students desiring concentrations in energy and minerals, engineering geology, environmental geology, hydrogeology, sedimentary geology, and geochemistry. Students intending to earn advanced degrees should visit with the departmental graduate advisor concerning entrance requirements of graduate programs.

TO:**Geology option**

In addition to the general requirements for the B.A. or B.S. degree, the following must be completed:

GEOL 100	Earth in Action	3
GEOL 102	Earth Through Time	3
GEOL 103	Geology Laboratory	1
GEOL 301	Historical Geology Laboratory	1
GEOL 502	Mineralogy	3
GEOL 503	Petrology	3
GEOL 520	Geomorphology	3
GEOL 581	Invertebrate Fossils	3
GEOL 530	Structural Geology	3
GEOL 560	Field Methods	3
GEOL 630	Stratigraphy/Sedimentology	4
GEOL 680	Field Geology	3

Geology electives (two or more courses at the 600 or 700 level, or one or more courses at the 600 or 700 level and 3 hours of either GEOL 499 Senior Honors Thesis or GEOL 599 Senior Thesis) 7

MATH 220	Analytic Geometry and Calculus I	4
PHYS 113	General Physics I	4
PHYS 114	General Physics II	4
CHM 210	Chemistry I	4
CHM 230	Chemistry II	4

Geology majors should consult their advisors about elective courses to meet their career and educational needs. Computer literacy is essential for all geologists. Departmental advisors can recommend electives for students desiring concentrations in energy and minerals, engineering geology, environmental geology, hydrogeology, sedimentary geology, and geochemistry. Students intending to earn advanced degrees should visit with the departmental graduate advisor concerning entrance requirements of graduate programs.

RATIONALE: To accommodate change to course GEOL 520.

EFFECTIVE DATE: Spring 2004

Department of Kinesiology

CHANGE:

(page 123, undergraduate catalog)

Kinesiology majors must take a minimum of 35 kinesiology hours that include 20 hours from the lower level core, 9 hours from the upper level core (one course each from Categories A, B, and C) and 6 hours from the upper level core or other elective kinesiology courses at the 300 level or above.

A minimum grade of C and GPA of 2.2 are required for all kinesiology courses meeting degree requirements.

Lower-level core (20 hours)

KIN 220	Biobehavioral Bases of Exercise	3
KIN 250	Measurement and Research Techniques	3
KIN 330	Biomechanics	3
KIN 335	Physiology of Exercise	4
KIN 336	Physiology of Exercise Lab	1
KIN 340	Physical Activity in Contemporary Society	3
KIN 345	Psychological Dynamics of Physical Activity	3

Upper-level core (9 hours; one course each from Category A, B, C)

Category A (Select one course from the biological basis of human movement)

KIN 601	Cardiorespiratory Exercise Physiology	3
KIN 603	Cardiovascular Exercise Physiology	3
KIN 605	Topics in Biological Basis of Kinesiology	3
KIN 607	Muscle Exercise Physiology	3

Category B (Select one course from the behavioral basis of human movement)

KIN 600	Exercise Psychology	3
KIN 602	Gender Issues in Sport and Exercise	3
KIN 604	Exercise and Mental Health	3
KIN 606	Topics in the Biobehavioral Basis of Kinesiology	3

Category C (Select one course from the following list that integrates the biological and behavioral basis of human movement)

KIN 590	Seminar in Kinesiology	3
KIN 591	Psychology of Exercise and Sport Injury	3
KIN 630	Design and Analysis of Exercise and Sports Equipment	3
KIN 635	Nutrition and Exercise	3
KIN 650	Development of Motor Control	3
KIN 657	Therapeutic Use of Exercise in the Treatment of Disease	3

Kinesiology electives (6 hours; must be 300 level or above)

TO:

Kinesiology majors must take a minimum of 35 kinesiology hours that include 20 hours from the lower level core, 9 hours from the upper level core (one course each from Categories A, B, and C) and 6 hours from the upper level core or other elective kinesiology courses at the 300 level or above.

A minimum grade of C and GPA of 2.2 are required for all kinesiology courses meeting degree requirements.

Lower-level core (20 hours)

KIN 220	Biobehavioral Bases of Exercise	3
KIN 250	Measurement and Research Techniques	3
KIN 330	Biomechanics	3
KIN 335	Physiology of Exercise	4
KIN 336	Physiology of Exercise Lab	1
KIN 340	Physical Activity in Contemporary Society	3
KIN 345	Psychological Dynamics of Physical Activity	3

Upper-level core (9 hours; one course each from Category A, B, C)

Category A (Select one course from the biological basis of human movement)

KIN 601	Cardiorespiratory Exercise Physiology	3
KIN 603	Cardiovascular Exercise Physiology	3
KIN 605	Topics in Biological Basis of Kinesiology	3
KIN 607	Muscle Exercise Physiology	3

Category B (Select one course from the behavioral basis of human movement)

KIN 600	Exercise Psychology	3
KIN 602	Gender Issues in Sport and Exercise	3
KIN 604	Exercise and Mental Health	3
KIN 606	Topics in the Biobehavioral Basis of Kinesiology	3
<u>KIN 655</u>	<u>Fitness Promotion</u>	<u>3</u>

Category C (Select one course from the following list that integrates the biological and behavioral basis of human movement)

KIN 590	Seminar in Kinesiology	3
KIN 591	Psychology of Exercise and Sport Injury	3
<u>KIN 625</u>	<u>Exercise Testing and Prescription</u>	<u>3</u>
KIN 630	Design and Analysis of Exercise and Sports Equipment	3
KIN 635	Nutrition and Exercise	3
KIN 650	Development of Motor Control	3
KIN 657	Therapeutic Use of Exercise in the Treatment of Disease	3

Kinesiology electives (6 hours; must be 300 level or above)

RATIONALE: The content of KIN 655 and 625 is appropriate for inclusion in Categories B and C, respectively. Their adoption will provide students with additional options in meeting graduation requirements.

EFFECTIVE DATE: Fall 2003

Department of Statistics**CHANGE:**

(page 196, undergraduate catalog)

TO:**Master's degree**

~~The most common option for the M.S. degree is the report option. Students take 30 hours of course work and write a report for 2 additional credit hours. There is great flexibility in the topic the student may choose for a report. It may be an investigation of some property of a statistical procedure, a review of literature, an application of an existing method to some real-world problem, or other topic approved by the student's major professor. Other options are the thesis option and the 36 hour course option. Your choice should be made in consultation with your major professor. All M.S. students must take STAT 717, STAT 770, STAT 771, STAT 850, STAT 860, and either STAT 851 or STAT 861.~~

Master's degree

Two master's degree options are available: the master's report options and the nonreport option.

- For the master's report options, the student must take 30 hours of coursework and write a report for 2 additional hours of credit.
- For the nonreport option, the student must take 35 hours of coursework and pass a comprehensive exam approved by the supervisory committee.

The master's report option is strongly recommended for all students, especially those for whom the master's degree will be the terminal degree.

In either case, the coursework must include STAT 713, STAT 770, STAT 771, STAT 860, at least one of STAT 710, STAT 720, or STAT 722, and at least one credit of STAT 945.

RATIONALE: This is a minor revision of the M.S. requirements, designed to better reflect the current curriculum taught in the department and to get required courses out of the way earlier in a student's program, allowing for a wider variety of choices for coursework on the program of study.

EFFECTIVE DATE: Fall 2003

GENERAL EDUCATION

The College of Arts and Sciences Course and Curriculum committee is forwarding the following courses to the University General Education Implementation Task Force Committee based on the academic merits, with the expectation that the Task Force will scrutinize the course for General Education criteria:

Department of English

CHANGE: ENGL 525. **Women in Literature.** (3) I, II. Study of literary works by or about women. Repeatable once with change of topic. Pr.: ENGL 125 or 200.

TO: ENGL 525. Women in Literature. (3) I, II. Study of literary works by or about women. Repeatable once with change of topic. Pr.: ENGL 125 or 200.

RATIONALE: This proposal is in the Deans' office for anyone who might care to examine it.

EFFECTIVE DATE: Fall 2003

Department of History

CHANGE: HIST 577. **European International Relations Since 1815.** (3) II, in alternate years. The nature, evolution, and functions of the European diplomatic system from 1815 to the present. Focuses on the Vienna settlement, the Eastern Question, the Crimean War, Italian and German unification, origins of World War I, international developments between the two world wars, the cold war, and the post-cold war era. Includes analysis of major theorists. Sophomore standing.

TO: HIST 577. European International Relations Since 1815. (3) II, in alternate years. The nature, evolution, and functions of the European diplomatic system from 1815 to the present. Focuses on the Vienna settlement, the Eastern Question, the Crimean War, Italian and German unification, origins of World War I, international developments between the two world wars, the cold war, and the post-cold war era. Includes analysis of major theorists. Sophomore standing.

RATIONALE: This proposal is in the Deans' office for anyone who might care to examine it.

EFFECTIVE DATE: Spring 2004