

COLLEGE OF ARTS AND SCIENCES
COURSE AND CURRICULUM CHANGES

to be considered at the College faculty meeting

October 7, 2004

Bluemont Rm. 101

4:00 p.m.

Undergraduate/Graduate

Contact Person: Larry Rodgers
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Please provide the sponsors of a proposed change with any information regarding fiscal or programmatic impact on your department, program or students.

COURSE CHANGES**Department of Chemistry**

- CHANGE:** **CHM 596. Physical Methods Laboratory.** (1-2) II. Experiments that relate to physical and instrumental methods. Six hours lab a week. Pr.: CHM 350 or CHM 531, MATH 222, and PHYS 214.
- TO:** **CHM 596. Physical Methods Laboratory.** (1-2) II. Experiments that relate to physical and instrumental methods. Three to six hours lab a week. Pr.: MATH 221, and PHYS 114 or PHYS 214.
- RATIONALE:** Two hours: The addition of this course allows us to streamline our curriculum while maintaining the requirements of the American Chemical Society's certified Bachelor's degree in Chemistry.
One hour: Variable credit is required because a portion of the course will serve those students enrolled in the Chemical Science program within our Chemistry curriculum.
- EFFECTIVE DATE:** Spring 2005

Department of Geography

- ADD:** **♦GEOG 510. Geography of the American West.** (3) II, in even years. A broad survey of the geography of the American West with a focus on the distinctive human and environmental characteristics of the region. Historical, cultural, ethnic, resource, land use, and physical landscape patterns are examined through lectures, readings, videos, and discussions. Pr.: A previous course in geography and sophomore standing.
- RATIONALE:** A new regional geography course is needed at the scale of a major U.S. region, to fit between the Department of Geography's courses in Geography of Kansas (GEOG 310) and Geography of the U.S. (GEOG 500). This course will also provide a foundation for students who desire to take more advanced courses in geography in such topic areas as water resources, land use, cultural geography, public lands, rural resources, and western landscapes. This course reflects the department's strength in research and teaching about the Great Plains and American West, especially in a rural context.
- EFFECTIVE DATE:** Spring 2005
- ADD:** **♦GEOG 600. Mountain Geography.** (3) I, in even years. A broad survey of the human and physical geography of mountains. The course utilizes lectures, discussion, videos, and photographs to examine the human-environment interactions, cultural symbolism and sacredness, recreation and tourism, and sustainable development of mountain landscapes. The regional focus is primarily on the American West, but other mountains throughout the world will also be studied. Pr.: A previous course in geography and junior standing.
- RATIONALE:** The study of mountains through a geographical perspective provides an opportunity to connect ideas across disciplines from the humanities to the sciences, and to learn about a type of landscape that accounts for 25% of the Earth's land surface, 26% of the world population, and 32% of the global fresh surface water run-off. Many concepts and perspectives of this thematic course will be applicable to other types of landscapes, such as prairies and deserts. This course will also provide a foundation for students who desire to take more advanced courses in geography in such topic areas as water research and teaching about the Great Plains and American West, especially in a rural context.
- EFFECTIVE DATE:** Spring 2005
- ADD:** **GEOG 795. Topics in Geographic Information Science.** (1-3) I, II. Selected geographic information science topic in an area of faculty specialization. Repeatable once with change in topic.
Pr.: GEOG 302 or consent of instructor.

- RATIONALE:** GEOG 795 is needed to accommodate the increasing number of senior undergraduate and Master's students seeking further education in the use and application of geographic information systems (GIS). This proposed course would also serve as the venue for future one-time courses in GIS and GIS-related topics such as "Raster Data Analysis", "Internet Mapping Services", "Applications of GIS in the Social Sciences", and other courses currently not offered due to limited faculty numbers.

EFFECTIVE DATE: Spring 2005

CHANGE: ~~**GEOG 800. Graduate Colloquium I. (2) I.** An introduction to graduate level study in geography and to several sub-fields of the discipline. Required of all graduate students majoring in geography.~~

TO: **GEOG 800. Graduate Seminar in Geography. (0) I, II.** Attendance of presentations and discussion of research procedures, results, and philosophies. Required of all geography graduate students in residence. Pr.: Graduate standing.

RATIONALE: GEOG 800 will become a zero credit hour class designed to require graduate students (both MA and PhD) attendance and discussion at approximately biweekly research seminars by visiting scholars, department faculty, and graduate students.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~**GEOG 801. Graduate Colloquium II. (2) II.** The nature of geographic research and the processes involved in its structuring, development, and articulation. Each student will produce and present a research proposal. Required of all Master's degree students in geography.~~

TO: **GEOG 821. Geographic Research and Methods. (3) II.** The nature of geographic research and the processes involved in its structuring, development, and articulation. Each student will produce and present a research proposal. Required of all Master's degree students in geography.

RATIONALE: The new title better reflects course subject matter. The new course number helps indicate that this seminar is grouped with GEOG 820. The additional credit hour and contact hour will result in more emphasis being placed on research areas and methods used in the subject areas of department faculty expertise.

EFFECTIVE DATE: Spring 2006

CHANGE: ~~**GEOG 820. History and Philosophy of Geography. (2) I.** A critical examination of the aims and methods of geography, especially in terms of its historical development and its logical structure. Pr.: Open to all graduate students in social sciences.~~

TO: **GEOG 820. History and Philosophy of Geography. (3) I.** History of geographic thought from ancient to modern times, emphasizing major themes and significant individual contributions. Required of all Master's students in geography. Pr.: Open to all graduate students in social sciences.

RATIONALE: GEOG 820 is modified with a revision to course description and number of credit hours (an increase from 2 to 3). The additional credit hour and contact hour will result in more emphasis being placed on philosophical developments in the subject areas of department faculty expertise.

EFFECTIVE DATE: Fall 2005

Department of History

ADD: **HIST 502. Off-Campus American Studies. (2-3) Summer session or intersession only.** Short-term, intensive, and in-depth study of selected topics in American history that will supplement readings, lectures, discussions and other traditional classroom assignments with on-location activities. Pr.: Instructor permission.

RATIONALE: Although the Department of History currently offers HIST 503, Overseas European Studies, there is no comparable opportunity provided for studies in the United States history and culture. HIST 502 will fill that void by combining traditional on-campus studies of subjects in American history with sessions conducted at the locations where that history was made.

EFFECTIVE DATE: Summer 2005

CHANGE: ~~**HIST 503. Overseas European Studies. (2-3) Intersession only, in alternate years.** Selected aspects of European history and culture with reading, lectures, and discussions which will relate historical events to the places visited. Pr.: Sophomore standing.~~

TO: **HIST 503. Historical Study in International Setting.** (2-3) Summer session or intersession only. Course work that enhances the experience of international travel and study. Requires an historical engagement with the travel experience through readings, lectures, discussion, and written work. Pr.: Instructor permission.

RATIONALE: This is a change in title and description. The title has been changed to allow for all international travel study trips, not just European ones. The description change is intended to underscore the distinction between "trips" and "study trips." Instructor approval has been substituted for "sophomore standing" to allow for the inclusion of qualified freshmen.

EFFECTIVE DATE: To be determined.

Department of Modern Languages

CHANGE: **FREN 709. Medieval French Literature.** (3) An introduction to literary forms, style and thought from the eleventh century to the fifteenth century in France. Readings in modern French include *Chanson de Roland*, Chretien de Troyes, *Roman de la rose*, etc. Pr.: ~~FREN 511 and 512 or equiv. background as determined by the modern language faculty.~~

TO: **FREN 709. Medieval French Literature.** (3) An introduction to literary forms, style and thought from the eleventh century to the fifteenth century in France. Readings in modern French include *Chanson de Roland*, Chretien de Troyes, *Roman de la rose*, etc. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 710. Sixteenth-Century Literature.** (3) Reading and discussion of selected prose and poetry of the French Renaissance. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 710. Sixteenth-Century Literature.** (3) Reading and discussion of selected prose and poetry of the French Renaissance. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 711. Seventeenth-Century French Literature I.** (3) † Various literary forms of the French Baroque period. Readings may include texts by Corneille, Pascal, Descartes, and others. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 711. Seventeenth-Century French Literature I.** (3) Various literary forms of the French Baroque period. Readings may include texts by Corneille, Pascal, Descartes, and others. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them. Plus suppression of I.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 712. Seventeenth-Century French Literature II.** (3) †. Various literary forms of the French Classical period. Readings may include texts by Molière, Racine, Lafayette, La Fontaine, and others. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 712. Seventeenth-Century French Literature II.** (3) Various literary forms of the French Classical period. Readings may include texts by Molière, Racine, Lafayette, La Fontaine, and others. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them. Plus suppression of II.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 713. Eighteenth-Century French Literature.** (3) Critical study of the literature of the Enlightenment. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 713. Eighteenth-Century French Literature.** (3) Critical study of the literature of the Enlightenment. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 714. Romantic French Literature.** (3) A study of preromanticism and romanticism. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 714. Romantic French Literature.** (3) A study of preromanticism and romanticism. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 715. Realist French Literature.** (3) A study of realism, naturalism, and symbolism. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 715. Realist French Literature.** (3) A study of realism, naturalism, and symbolism. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 716. Twentieth-Century French Literature I.** (3) The study of major themes and trends in the novel, drama, and poetry as reflected in representative works of such authors as Proust, Mauriac, Cocteau, Claudel, Valéry, and others. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 716. Twentieth-Century French Literature I.** (3) The study of major themes and trends in the novel, drama, and poetry as reflected in representative works of such authors as Proust, Mauriac, Cocteau, Claudel and Valéry. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 717. Twentieth-Century French Literature II.** (3) Reading and analysis of recent innovations in literary theory and practice as found in the works of such authors as Sartre, Camus, Beckett, Ionesco, Robbe-Grillet, Sarraute, and others. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 717. Twentieth-Century French Literature II.** (3) Reading and analysis of recent innovations in literary theory and practice as found in the works of such authors as Sartre, Camus, Beckett, Ionesco, Robbe-Grillet and Sarraute. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 719. Advanced Spoken and Written French.** (3) II. An advanced, intensive study of French prose style. Introduction to the techniques of translation from English to French. Intensive practice in oral style and diction. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 719. Advanced Spoken and Written French.** (3) II. An advanced, intensive study of French prose style. Introduction to the techniques of translation from English to French. Intensive practice in oral style and diction. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 720. Seminar in French.** (3) ~~A seminar with variable topics. Pr.: At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 720. Seminar in French.** (3) Variable topics. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 742. French-Speaking Culture and Literature in Second-Language Learning.** (3) Analysis and interpretation of cultural and literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. May be repeated once with a change in focus and texts. Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 742. French-Speaking Culture and Literature in Second-Language Learning.** (3) Analysis and interpretation of cultural and literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. May be repeated once with a change in focus and texts. Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

CHANGE: **FREN 799. Problems in Modern Languages.** Pr.: ~~At least one course taught in French at the 500 level or equiv.~~

TO: **FREN 799. Problems in Modern Languages.** Pr.: FREN 520 or 521 and one other 500 level course, or consent of the instructor.

RATIONALE: Students would be better prepared for the 700 level courses, and instructors could decide if a student who has not had these two 500 level courses is prepared or not for them.

EFFECTIVE DATE: Spring 2005

ADD: **MLANG 770. Introduction to Second Language Acquisition.** (3) Introduction to the major theoretical frameworks within the field of second language acquisition (SLA). Reading, discussion and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr.: minimum 6 hours at the 500-level in Spanish or other language.

RATIONALE: Second Language Acquisition studies how learners acquire communicative ability in another language, and so this class is of interest to all Modern Languages students as well as those in Spanish Education. It will thus serve a more natural follow-up to MLANG 710, Introduction to Foreign Language Pedagogy. Both 710 and 770 will be taught in English to allow students from any language background to take them.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~◆ **SPAN 161. Spanish I.** (5) Basic introduction to the structures of the Spanish language, emphasizing practice in the four skills: listening, speaking, reading, writing. Includes selected aspects of the cultures of Spanish speakers and practice in the language learning center.~~

TO: ~~◆ **SPAN 161. Spanish I.** (5) Introduction to Spanish language and Hispanic culture for students with no previous Spanish experience. Listening, speaking, reading and writing. Includes 1 hour per week in language laboratory or other language opportunities outside of class time. Heritage speakers of Spanish see SPAN 365.~~

RATIONALE: The new course description reflects current theory in language pedagogy, including the study of Spanish speaking culture and the use of the Internet. Spanish I and II are for beginning students – those who have had little or no Spanish, and not for more advanced students nor for heritage speakers. We now have in place a system that can place students more accurately, and advanced students can receive credit for these classes via our standard retroactive credit policy (One course received for each course taken): retroactive credit for I when they complete II satisfactorily, etc.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~◆ **SPAN 162. Spanish II.** (5) Continuation of Spanish I. ~~Basic introduction to the structures of the Spanish language, emphasizing practice in the four skills: listening, speaking, reading, and writing. Includes selected aspects of the cultures of Spanish speakers and practice in the language learning center.~~ Pr.: SPAN 161 or equiv.~~

TO: ~~◆ **SPAN 162. Spanish II.** (5) Continuation of Spanish I, devoted to Spanish language and Hispanic culture. Listening, speaking, reading and writing. Includes 1 hour per week in language laboratory or other language opportunities outside of class time. For students with fewer than two years of high school Spanish. Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 161 or equiv.~~

RATIONALE: The new course description reflects current theory in language pedagogy, including the study of Spanish speaking culture and the use of the Internet. Spanish I and II are for beginning students – those who have had little or no Spanish, and not for more advanced students nor for heritage speakers. We now have in place a system that can place students more accurately, and advanced students can receive credit for these classes via our standard retroactive credit policy (One course received for each course taken): retroactive credit for I when they complete II satisfactorily, etc.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 165. Accelerated Beginning Spanish.** (5) Course covering material from Spanish 1 and 2 in one semester. Listening, speaking, reading and writing. Includes 1 hour per week in language laboratory or other language opportunities outside of class time. For students with one or two years of previous Spanish instruction or advanced learners of other languages who desire a faster pace. Not open to heritage speakers of Spanish.

RATIONALE: Many students have some background in Spanish or another language, and prefer a faster pace than that in Spanish I, or they may not be quite ready for Spanish II. This class allows them to do both Spanish I and

II in one semester, thus allowing them more flexibility with their other curricula. They can then move on to Spanish III.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~◆ SPAN 261. Spanish III. (5) Review of structures of the Spanish language, emphasizing intermediate-level practice in the four skills: listening, speaking, reading, writing. Includes selected aspect of the cultures of Spanish speakers and practice in the language learning center. Pr.: SPAN 162 or equiv.~~

TO: **◆ SPAN 261. Spanish III. (5)** Continuation of Spanish sequence, devoted to Spanish language and Hispanic culture. Listening, speaking, reading, writing, and review of language structures. Includes 1 hour per week in language laboratory or other language opportunities outside of class time. Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 162 or 165 or equiv.

RATIONALE: The new course description reflects current theory in language pedagogy, including the study of Spanish speaking cultures and the use of the Internet. Clarifies that Spanish III is for students who have had some Spanish, but not for heritage speakers, who have different abilities and needs (see new course SPAN 365).

EFFECTIVE DATE: Fall 2005

CHANGE: ~~SPAN 262. Elementary Spanish Conversation IIIA. (2) Practice in beginning conversational Spanish. Emphasis on oral communication within the classroom. Course not open to fluent speakers. Should be taken concurrently with Spanish III.~~

TO: **SPAN 262. Elementary Spanish Conversation IIIA. (2)** Beginning conversational Spanish. Emphasis on oral communication. Pr.: SPAN 162 or 165 or equiv.

RATIONALE: Spanish IIIA may now be taken by anyone who places at that level in conversational ability. It is no longer necessarily taken with Spanish III, since all students progress at different rates.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~◆ SPAN 263. Spanish IV. (4) Continuation of Spanish III. Review of structures of the Spanish language, emphasizing intermediate-level practice in the four skills: listening, speaking, reading, writing. Includes selected aspects of the cultures of Spanish speakers and practice in the language learning center. Pr.: SPAN 261 or equiv.~~

TO: **◆ SPAN 361. Spanish IV. (4)** Culmination of intermediate Spanish sequence and bridge to upper level classes. Application of listening, speaking, reading and writing skills to cultural and literary topics. Includes 1 hour per week of language opportunities outside of class time. Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 261 or equiv.

RATIONALE: Spanish IV will evolve into a content course (language, culture, literature) to bridge to the 400 and 500 level courses; hence its move to the 300 level. Clarifies that this course is for more advanced students, but not for heritage speakers (see new SPAN 365. Spanish 361 will be available for 300+ UGE credit.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~SPAN 264. Elementary Spanish Conversation IVA. (2) Continuation of Elementary Spanish Conversation IIIA. Should be taken concurrently with Spanish IV.~~

TO: **SPAN 362. Intermediate Spanish Conversation IVA. (2)** Practice in conversational Spanish. Emphasis on oral communication. Pr.: SPAN 261 or equiv.

RATIONALE: Spanish IVA may now be taken by anyone who places at that level of conversational ability. It is no longer necessarily taken with Spanish IV, since all students progress at different rates.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 365. Spanish for Heritage Speakers.** (4) Primary focus on the development of reading and writing skills for learners whose first or home language is Spanish. Secondary emphasis on developing familiarity with the Spanish grammar system for the purpose of preparing students for subsequent grammar and composition courses.

RATIONALE: Spanish heritage speakers have very different needs from non-native English speakers of Spanish. Most have little access to learning to read and write in Spanish, since most high schools will not allow them to take Spanish courses. However, they speak and understand fluently, so our standard Spanish I-IV sequence is not appropriate for them. SPAN 365 addresses their special needs, and allows them to move on to the 500 level classes more quickly.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 550. Introduction to Literature in Spanish.** (3) An introduction to literary terminology and its practical application for analyzing and interpreting texts from Spain and Spanish America. Strongly recommended for students planning to take SPAN ~~563~~ or SPAN 567. Pr.: SPAN ~~564~~ or equiv.

TO: **SPAN 550. Introduction to Literature in Spanish.** (3) An introduction to literary terminology and its practical application for analyzing and interpreting texts from Spain and Spanish America. Strongly recommended for students planning to take SPAN 567 or SPAN 568. Pr.: SPAN 410 or equiv.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 560. Chicano Language and Literature.** (3) Introduction to the literature and experience of Chicanos in the U.S., beginning with Aztec texts and concluding with Chicano writing of the 1960s to the present. Emphasis on classroom discussion and interpretive essays. Taught bilingually; non-Spanish speakers are accommodated through the use of English translations. Pr.: Six hours above 300 level Spanish or special permission.

RATIONALE: Class was previously taught as SPAN 569, Special Studies; now to be institutionalized. Designed for the secondary major in American Ethnic Studies, but also popular with students from a range of disciplines: Anthropology, Cultural Studies, Social Work. Approved for Latin American Studies secondary major.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN ~~563~~. Literature of Spanish America.** (3) Reading and analysis of ~~representative works~~ of Spanish-American literature from the ~~colonial period~~ to the present. Pr.: Minimum of 3 hours at 500 level or equiv. Background as determined by modern languages faculty. SPAN 550 strongly recommended.

TO: **SPAN 568. Literature of Spanish American.** (3) Reading and analysis of Spanish-American literature from the pre-Columbian period to the present. Pr.: Minimum of 3 hours at 500 level or equiv. Background as determined by modern languages faculty. SPAN 550 strongly recommended.

RATIONALE: Number change and slight revision of description only; required to reflect new and more logical course sequence in Spanish. Now includes literature before the arrival of Columbus.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN ~~564~~. Spanish Composition and Grammar.** (3) The grammar and syntax of modern Spanish. Course not open to those students whose primary language is Spanish and whose competence has been demonstrated in the language at this level. Pr.: SPAN ~~263~~ or equiv. facility as determined by modern languages faculty.

TO: **SPAN 410: Spanish Composition and Grammar.** (3) The grammar and syntax of modern Spanish. Course not open to those students whose primary language is Spanish and whose competence has been demonstrated in the language at this level. Pr.: SPAN 361 or 365 or equiv. facility as determined by modern languages faculty.

RATIONALE: Number changes only; required to reflect new and more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 565. Spanish Civilization.** (3) Survey of Spanish culture and civilization from its beginnings to the present; emphasis on Spanish contributions over the centuries in the humanistic field. Pr.: SPAN ~~263~~ or equiv. facility as determined by the modern languages faculty.

TO: **SPAN 565. Spanish Civilization.** (3) Survey of Spanish culture and civilization from its beginnings to the present; emphasis on Spanish contributions over the centuries in the humanities. Pr.: SPAN 410 or equiv. facility as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 566. Hispanic-American Civilization.** (3) Survey of Spanish-American culture and civilization from 1492 to the present. Pr.: SPAN ~~263~~ or equiv. facility as determined by modern languages faculty.

TO: **SPAN 566. Hispanic-American Civilization.** (3) Survey of Spanish-American culture and civilization from 1492 to the present. Pr.: SPAN 410 or equiv. facility as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 570. Structure of the Spanish Language.** (3) Introductory description of the grammatical structure of Spanish with its main components: phonological, morphological, syntactic and semantic. Spanish pronunciation, dialectal variation and ~~some~~ other aspects are analyzed in contrast. Pr.: SPAN ~~263~~ or equiv. facility as determined by modern languages faculty.

TO: **SPAN 570. Structure of the Spanish Language.** (3) Introductory description of the grammatical structure of Spanish with its main components: phonological, morphological, syntactic and semantic. Spanish pronunciation, dialectal variation and other aspects are analyzed in contrast. Pr.: SPAN 410 or equiv. facility as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 573. Spanish for Professions.** (3) Advanced grammar necessary for adequate oral and written expression in selected professional disciplines (such as business, health professions, and human services), including specialized terminology, conversation and discussion, and translation. Pr.: SPAN ~~564~~ or equiv. facility as determined by modern languages faculty.

TO: **SPAN 530. Spanish for Professions.** (3) Advanced grammar necessary for adequate oral and written expression in selected professional disciplines (such as business, health professions, and human services), including specialized terminology, conversation and discussion, and translation. Pr.: SPAN 410 or equiv. facility as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect new and more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 574. Hispanic Readings.** (3) Practice in reading a variety of literary, journalistic, and specialized texts. Pr.: SPAN ~~263~~ or equiv. background as determined by modern languages faculty.

TO: **SPAN 520. Hispanic Readings.** (3) Practice in reading a variety of literary, journalistic, and specialized texts. Pr.: SPAN 361 or 365 or equiv. background as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect new and more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 575. Spanish Translation: Concepts and Practices.** (3) Brief history of translation theory and practice with emphasis on bi-directional translation between Spanish and English. Cultural and linguistic barriers to effective translation. Introduction to translation as a profession, including translation and analysis of short texts. Pr.: SPAN 410 or equiv. facility as determined by modern languages faculty.

RATIONALE: Meets demand for introductory course and is appropriate for skill level of students minoring in Spanish and majors at the junior level. The existing 700 level course will be modified to meet the needs of more highly skilled students who contemplate career opportunities in translation.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 750. Spanish-American Literature from its Origins to the Nineteenth Century.** (3) Analysis and discussion of literary manifestations from pre-Columbian civilizations, the Spanish colonies, and independent nations. ~~Literary movements include~~ early forms of narrative, the Baroque, Neo-Classicism, and Romanticism. Texts by writers such as Aztec poets, Spanish chroniclers, Sor Juana, Fernández de Lizardi, Hernández, Isaacs, Gómez de Avellaneda, Echeverría, ~~and others.~~ Pr.: SPAN ~~563~~ and 567 or equiv. facility determined by modern languages faculty.

TO: **SPAN 750. Spanish-American Literature from its Origins to the Nineteenth Century.** (3) Analysis and discussion of literary manifestations from pre-Columbian civilizations, the Spanish colonies, and independent nations. Early forms of narrative, the Baroque, Neo-Classicism, and Romanticism. Texts by writers such as Aztec poets, Spanish chroniclers, Sor Juana, Fernández de Lizardi, Hernández, Isaacs, Gómez de Avellaneda, and Echeverría. Pr.: SPAN 567 and 568 or equiv. facility determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 751. Spanish-American Literature: Late Nineteenth Century to Early Twentieth Century.** (3) ~~Analysis and discussion of significant literary trends and movements, including~~ Realism, Naturalism, Modernism, and the Avant-Garde, including writers such as Blest Gana, Cambaceres, Martí, Darío, Güiraldes, Azuela, Gallegos, Rivera, and Bombal. Pr.: SPAN ~~563~~ and 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 751. Spanish-American Literature: Late Nineteenth Century to Early Twentieth Century.** (3) Realism, Naturalism, Modernism, and the Avant-Garde, including writers such as Blest Gana, Cambaceres, Martí, Darío, Güiraldes, Azuela, Gallegos, Rivera, and Bombal. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 752. Contemporary Spanish-American Narrative.** (3) Analysis and discussion of the narrative from the period of the Boom to the present. Includes writers such as Borges, Sábato, Cortázar, García Márquez, Vargas Llosa, Fuentes, Allende, and Valenzuela. Pr.: SPAN ~~563~~ and 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 752. Contemporary Spanish-American Narrative.** (3) Analysis and discussion of the narrative from the period of the Boom to the present. Includes writers such as Borges, Sábato, Cortázar, García Márquez, Vargas Llosa, Fuentes, Allende, and Valenzuela. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 755. Spanish-American Drama.** (3) Analysis and discussion of the drama of Spanish-speaking American nations, with emphasis on the twentieth century. Readings from such leading playwrights as Usigli, Marquez, Carballido, Triana, Gambaro, Lenero, and Castellanos. Pr.: SPAN ~~563 and~~ 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 755. Spanish-American Drama.** (3) Analysis and discussion of the drama of Spanish-speaking American nations, with emphasis on the twentieth century. Readings from such leading playwrights as Usigli, Marquéz, Carballido, Triana, Gambaro, Leñero, and Castellanos. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Change of prerequisite to correspond to new number system. Minor corrections in author list.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 756. Nineteenth-Century Spanish Literature.** (3) ~~The reading and study of nineteenth-century Spanish literature: drama, essay, novel, poetry, and short story. Such authors as Larra, Zorrilla, el Duque de Rivas, Espronceda, Tamayo y Baus, Echegaray, Becquer, and Perez Galdos will be discussed.~~ Pr.: SPAN ~~563 and~~ 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 734. Eighteenth and Nineteenth-Century Spanish Literature.** (3) Drama, essay, novel, poetry, and short story. Such authors as Feijóo, Torres-Villarroel, Larra, Espronced, Alarcón, Pérez Galdós, Valera, Pardó Bazán and Bécquer will be discussed. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Number changes required to reflect more logical course sequence in Spanish. Course description includes the Enlightenment and Neoclassicism of the eighteenth century and some revision of authors.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 760. Hispanic Literature and Culture in the U.S.** (3) Social, historical and cultural experience of the Mexican, Mexican American and Latino populations in the U.S. Introduction to historical, literary and cultural studies methodologies and perspectives from the European conquest to the present. Texts in English and Spanish. Pr.: SPAN 550, 560, 567 or 568.

RATIONALE: Graduate-level continuation of SPAN 560, Chicano Language and Literature to make it available to our undergraduate students as a "non-literature" class for the major, and to our graduate students.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 764. Medieval Literature.** (3) ~~Reading and interpretation of the principal literary works of Medieval Spain, from the jarchas and the Poema de Mío Cid to the cronicas and La Celestina, studied within the historical and cultural context of each.~~ Pr.: SPAN ~~563 and~~ 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 730. Medieval Literature.** (3) Principal literary works of Medieval Spain, from the jarchas and the Poema de Mío Cid to the cronicas and La Celestina, studied within the historical and cultural context of each. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 763. Twentieth-Century Spanish Literature.** (3) ~~The major writers and directions of twentieth-century literature in Spain. Analysis and discussion of the works of such representative authors as Unamuno, Jiménez, Guillén, Lorca, Cela, Buero Vallejo, and Delibes.~~ Pr.: SPAN ~~563 and~~ 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 735. Twentieth-Century Spanish Literature.** (3) The writers and directions of twentieth-century literature in Spain. Analysis and discussion of the works of such representative authors as Unamuno, Jiménez, Guillén, Lorca, Cela, Buero Vallejo, and Delibes. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Number changes required to reflect more logical course sequence in Spanish. New course description reflects change of authors.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 764. Spanish Literature of the Golden Age.** (3) Reading and analysis of the works of such major writers as Lope de Vega, Tirso de Molina, Calderón de la Barca, Garcilaso, Fray Luis de León, San Juan de la Cruz, Góngora, and Quevedo, as well as selected works from the picaresque tradition. Pr.: SPAN ~~563~~ and 567 or equiv. facility as determined by modern languages faculty.

TO: **SPAN 731. Early Modern Literature of Spain.** (3) Reading and analysis of the works of such writers as Lope de Vega, Tirso de Molina, Calderón de la Barca, Garcilaso, Fray Luis de León, San Juan de la Cruz, Góngora, and Quevedo, as well as selected works from the picaresque tradition. Pr.: SPAN 567 and 568 or equiv. facility as determined by modern languages faculty.

RATIONALE: Number and title change only; required to reflect more logical sequence in Spanish and current literary theory.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 766. Spanish Poetry.** (3) The development of the poetry of Spain from the Middle Ages to the 20th century. Includes poets such as Berceo, the romanceros, Manrique, Góngora, Quevedo, Espronceda, Bécquer, Machado, Lorca, Guillén, Otero, Fuertes, Rodríguez, and Rossetti. Taught as a seminar. Pr.: SPAN ~~563~~ and 567 or equiv. facility as determined by modern languages faculty.

TO: **SPAN 736. Spanish Poetry.** (3) The development of the poetry of Spain from the Middle Ages to the 20th century. Includes poets such as Berceo, the romanceros, Manrique, Góngora, Quevedo, Espronceda, Bécquer, Machado, Lorca, Guillén, Otero, Fuertes, Rodríguez, and Rossetti. Taught as a seminar. Pr.: SPAN 567 and 568 or equiv. facility as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 767. Spanish-American Poetry.** (3) The development of poetry from its early pre-Columbian manifestations to the present time with emphasis on the twentieth century. Includes poets such as Sor Juana, Martí, Darío, Borges, Vallejo, Neruda, Paz, Storni, Agustini, and Castellanos. Taught as a seminar. Pr.: SPAN ~~563~~ and 567 or equiv. facility as determined by modern languages faculty.

TO: **SPAN 757. Spanish-American Poetry.** (3) The development of poetry from its early pre-Columbian manifestations to the present time with emphasis on the twentieth century. Includes poets such as Sor Juana, Martí, Darío, Borges, Vallejo, Neruda, Paz, Storni, Agustini, and Castellanos. Taught as a seminar. Pr.: SPAN 567 and 568 or equiv. facility as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 768. Cinema of Spain.** (3) Analysis and discussion of representative films from Spain. Different genres (comedy, drama, thriller, etc.) and different audiences (children, family, adults) will be studied. The analysis will be based on film theory, gender and cultural studies. Pr.: SPAN 560, 565, or 567.

RATIONALE: Covers an important "gap" in our new curriculum: film analyzed as a literary form. Has been taught twice as SPAN 779, Seminar, and now will be institutionalized and taught in two halves by region.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 769. Cinema of Spanish America.** (3) Defining phases in the development of Spanish American cinema in connection with nationhood, historical processes, sociopolitical issues, gender representation, modes of production and consumption, and role of the filmmaker. Special focus on films from Argentina, Chile, Colombia, Cuba and Mexico. Pr.: SPAN 560, 566 or 568.

RATIONALE: Covers an important "gap" in our new curriculum: film analyzed as a literary form. Has been taught twice as SPAN 779, Seminar, and now will be institutionalized and taught in two halves by region.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~**SPAN 770. Introduction to Hispanic Linguistics.** (3) Linguistic theory as it is applied to the Spanish language. Linguistic topics include syntax, phonology, morphology, semantics, sociolinguistics, and psycholinguistics. Other topics include dialectology, bilingualism, and the creative use of language. Of interest to students of both language acquisition and literature. Taught in Spanish. Pr.: SPAN 564 and 567 or equiv. facility as determined by modern languages faculty.~~

TO: **SPAN 670. Spanish Applied Linguistics.** (3) Linguistic theory applied to the Spanish language. Topics include syntax, phonology, morphology, semantics, and dialectology. Of interest to students of both language acquisition and literature. Taught in Spanish. Not available to students who have taken SPAN 570. Pr.: SPAN 410 and 420 or equiv. facility as determined by modern languages faculty.

RATIONALE: Shift from pure linguistics to applied linguistics for teaching. Lower number required to reflect more logical sequence in Spanish.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~**SPAN 771. Introduction to Spanish Translation.** (3) Translation theory and practice as applied to Spanish. Translations from Spanish to English and English to Spanish, involving unique problems related to science, business, reporting, and literature. Pr.: 6 hours of college Spanish at the 500 level or equiv. facility as determined by modern languages faculty.~~

TO: **SPAN 771. Advanced Spanish Translation.** (3) Applied translation concepts and strategies. Translations from Spanish to English and English to Spanish, involving unique problems related to science, business reporting, and literature. Includes use of software applications for translators. Pr.: 3 hours of college Spanish at the 700 level or equiv. facility as determined by modern languages faculty.

RATIONALE: Modification of course objectives required by the proposed addition of an introductory course at the 500 level.

EFFECTIVE DATE: Fall 2005

CHANGE: ~~**SPAN 772. The Hispanic World Today.** (3) An investigation of selected social, political, and humanistic aspects of contemporary Hispanic culture. Pr.: Minimum of 6 hours of college Spanish at the 500 level or equiv. background as determined by modern languages faculty.~~

TO: **SPAN 772. Spain Today.** (3) An investigation of selected social, political, and humanistic aspects of contemporary Spanish culture. Pr.: SPAN 565 or 567.

RATIONALE: Recently the subject matter has become more specialized by region, depending on which faculty member teaches it, and this change simply institutionalizes what we have been doing. Dividing it into 772 and 773 also clarifies in the line schedule which region will be studied, and allows students to take Hispanic World Today more than once if they desire to study both regions.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 773. Spanish America Today.** (3) Investigation of selected social, political, and humanistic aspects of contemporary Spanish American culture. Pr.: SPAN 566 or 568.

RATIONALE: Recently the subject matter of SPAN 777, Hispanic World Today, has become more specialized by region, depending on which faculty member teaches it, and this change simply institutionalizes what we have been doing. Dividing it into 772 and 773 also clarifies in the line schedule which region will be studied, and allows students to take Hispanic World Today more than once if they desire to study both regions.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 775. Cervantes.** (3) Reading of the *Quijote* and other pertinent primary texts and discussion of the literary and cultural background of the period. Pr.: SPAN ~~563~~ and 567 or equiv. background as determined by modern languages faculty.

TO: **SPAN 732. Cervantes.** (3) Reading of the *Quijote* and other pertinent primary texts and discussion of the literary and cultural background of the period. Pr.: SPAN 567 and 568 or equiv. background as determined by modern languages faculty.

RATIONALE: Number change only; required to reflect new and more logical course sequence in Spanish.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 776. Spanish in the World.** (3) The influence of the Spanish language and Spanish speaking cultures in the world. Includes such topics as history of the language, dialects, bilingualism, political and economic influence, and Spanish in the U.S. Pr.: SPAN 570 or 670.

RATIONALE: Covers some of the topics in the old SPAN 770 Introduction to Hispanic Linguistics class, but broadens the scope to include cultural as well as purely linguistic influences. Will count as a "non-literature" class in the Spanish major.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 777. Spanish and Spanish-American Culture and Literature in Second-Language Learning.** (3) ~~Analysis and interpretation of cultural and literary texts from Spanish speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the Spanish curriculum at all levels. May be repeated once with a change in focus and texts. Pr.: Minimum of 6 hours of college Spanish at the 500 level or equiv. background as determined by modern languages faculty.~~

TO: **SPAN 777. Spanish and Spanish-American Culture and Literature in Second-Language Learning I.** (3) Analysis, interpretation and pedagogical implications of cultural and literary texts from Spanish speaking countries. Emphasis on texts for beginning, and intermediate level classes. Pr.: SPAN 550, 567 or 568.

RATIONALE: This class has been taught in two halves since its inception in 1992. The first half covers culture and literature pedagogy for the lower levels of Spanish. The second half covers the same material for teaching at the intermediate and advanced levels, using different texts and strategies. Dividing it into 777 and 778 simplifies the description and clarifies the difference for students and advisors.

EFFECTIVE DATE: Fall 2005

ADD: **SPAN 778. Spanish and Spanish-American Culture and Literature in Second-Language Learning II.** (3) Analysis, interpretation and pedagogical implications of cultural and literary texts from Spanish speaking countries. Emphasis on texts for intermediate and upper level classes. Pr.: SPAN 550, 567 or 568.

RATIONALE: This class has been taught in two halves since its inception in 1992. The first half covers culture and literature pedagogy for the lower levels of Spanish. The second half covers the same material at the intermediate and advanced levels, using different texts and strategies. Dividing it into 777 and 778 simplifies the description and clarifies the difference for students and advisors.

EFFECTIVE DATE: Fall 2005

CHANGE: **SPAN 799. Problems in Modern Languages.** (Var.)

TO: **SPAN 799. Research Topics in Spanish.** (Var.)

RATIONALE: "Problems" does not state the research nature of the independent study "Modern Languages" does not focus on Spanish.

EFFECTIVE DATE: Fall 2005

Department of Physics

CHANGE: **PHYS 122. Physics Today I.** (1) I The first of a two semester study of problem solving in physics. Introductory physics problems as well as problems encountered in research will be discussed. Introductory problems will focus on Mechanics and Thermodynamics. Physics research discussions will center on topics of current interest at K-State and elsewhere. One class of two hours per week.

TO: **PHYS 122. Physics Today I.** (1) I The first of a two-semester study of problem solving in physics. Introductory physics problems as well as problems encountered in research will be discussed. Introductory problems will focus on Mechanics and Thermodynamics. Physics research discussions will center on topics of current interest at K-State and elsewhere. One class of two hours per week. Pr.: Physics major or permission of instructor.

RATIONALE: For the past couple of years we have had seniors in other disciplines enroll as a way to get one credit that they think will be a "cheap" physical science credit. The course is designed for freshman physics majors.

EFFECTIVE DATE: Fall 2005

CHANGE: **PHYS 123. Physics Today II.** (1) II Second of a two semester study of problem solving in physics. Introductory physics problems as well as problems encountered in research will be discussed. Introductory problems will focus on Electricity, Magnetism, and Optics. Physics research discussions will center on topics of current interest at K-State and elsewhere. One class of two hours per week.

TO: **PHYS 123. Physics Today II.** (1) II Second of a two-semester study of problem solving in physics. Introductory physics problems as well as problems encountered in research will be discussed. Introductory problems will focus on Electricity, Magnetism, and Optics. Physics research discussions will center on topics of current interest at K-State and elsewhere. One class of two hours per week. Pr.: PHYS 122 and Physics major or permission of instructor.

RATIONALE: This course will be a continuation of PHYS 122. For the past couple of years we have had seniors in other disciplines enroll in PHYS 122 as a way to get one credit that they think will be "cheap" physical science credit. The course is designed for freshman physics majors.

EFFECTIVE DATE: Spring 2005

Department of Political Science

ADD: **POLSC 650. Not-for-Profit Management.** (3) Unique management issues in terms of policy setting, participation, administration, and accountability of non-profit organizations. Pr.: Senior or Graduate standing.

RATIONALE: This course has been taught twice as "topics." Enrollment grew from one to ten students. Increasing government reliance on not-for-profits to deliver services make this course an essential part of the public administration program.

EFFECTIVE DATE: Spring 2005

Department of Psychology

ADD: **PSYCH 807. Research Methods in Occupational Health Psychology.** (3) I, every year. Reviews research methods used in social science with emphasis on occupational health psychology issues. Pr.: STAT 330

RATIONALE: This course is part of a four-course sequence required for the graduate certificate in Occupational Health Psychology (OHP). The certificate will only be offered online through DCE. Since students enrolling in the certificate program can come from a wide variety of undergraduate majors, there is a need to ensure that students are familiar with standard research methods and skills. Such methods will be reviewed, and supplemental research articles, and links to relevant web pages will be used to illustrate problems in the field of OHP. Topics include are: logic and ethics of social research; finding and reading research reports; measurement; research design and internal validity; types of measures; survey methods; quasi-experimentation designs; correlational methods; qualitative research; cross-sectional and students intending to complete the OHP sequence of courses.

EFFECTIVE DATE: Spring 2005

Women's Studies Program

ADD/CHANGE: WOMST 500. Topics in Women's Studies. (1-3) I, II. ~~A rubric under which a variety of courses are offered, including Women and Science; Women and Religion; Women and Law; and Women in Leadership.~~

TO: **WOMST 500.** Topics in Women's Studies. (1-3) I, II. Topics vary.

RATIONALE: This course was mistakenly dropped when we changed Women and Religion, which had temporarily used the 500 designation, to a regular course number. 500 should remain for "topics" courses.

EFFECTIVE DATE: Fall 2004

CURRICULUM CHANGES

Department of Art

(page 98, undergraduate catalog)

CHANGE:

The B.F.A. in art is a four-year, 124-hour program with concentration possible in painting, sculpture, ceramics, graphic design, printmaking, drawing, metalsmithing and jewelry, illustration, digital arts, ~~pre-art therapy~~, and photography.

Pre-art Therapy

~~The B.F.A. with a pre-art therapy concentration provides a strong background in studio art and psychology plus an introduction to the field of art therapy. This program of study prepares to do graduate studies in art therapy and related fields. To pursue a pre-art therapy concentration students must have completed 60 or more semester hours with a minimum of 2.5 K State GPA overall. Completed K-State course work must include 9 hours of art studio and 9 hours of psychology.~~

TO:

The B.F.A. in art is a four-year, 124-hour program with concentration possible in painting, sculpture, ceramics, graphic design, printmaking, drawing, metalsmithing and jewelry, illustration, digital arts, and photography.

Pre-Art Therapy

Students interested in a career as a licensed art therapist should contact their advisor in order to plan a sequence of elective courses.

RATIONALE: A student graduating with a Bachelor of Fine Arts degree in Pre Art Therapy can not be licensed to practice as an Art Therapist. In addition, an undergraduate concentration in Pre Art Therapy is not necessary for acceptance into a Masters degree program in Art Therapy from which successful completion is necessary for professional licensing. A student seeking a career s a licensed Art Therapist can be accepted into a graduate program through elective advising while involved in B.A. or B.F.A. study concentration in fine arts.

EFFECTIVE DATE: Spring 2005

Department of Geography**ADD:**

Certificate in Geographic Information Systems (18 hours)

Course requirements for the Undergraduate GIS Certificate

GEOG 302. Cartography and Thematic Mapping (3)

GEOG 508. Geographic Information Systems I (3)

GEOG 702. Computer Mapping and Geog Visualization (3)

GEOG 708. Geographic Information Systems II (3)

One additional class with 50% or more GIS content (3)

RATIONALE: The certificate in GIS has already been approved, effective Fall 2005. The Department of Geography would like the effective date moved up to Fall 2004.

Geographic Information Systems (GISs) are a combination of computer hardware and software that store, manage, analyze, and display (map) spatial information and related data. It has been said that "GISs are simultaneously the telescope, the microscope, the computer, and the Xerox machine of regional analysis and synthesis of spatial data" (Abler 1988). GISs has many applications in land use planning, natural resource management, business, etc. and GIS is a very rapidly expanding business sector. The Undergraduate Certification in Geographic Information Systems, as distinct from the Minor in Geography, is focused on meeting the needs of students who want to acquire grounding in geospatial analytical tools (cartography, remote sensing, and GIS). The Certificate is designed to help students prepare for an entry level position in the private sector or government.

EFFECTIVE DATE: Fall 2004

Department of Geology

ADD:

Minor in Environmental Geophysics.

A minor in environmental geophysics provides the opportunity to gain knowledge and experience in geophysical methods that are necessary for conducting exploration of the top several kilometers of the earth, for the purpose of understanding and protecting the environment.

GEOL 100. Earth in Action (3)

GEOL 103. Geology Laboratory (1)

GEOL 640. Introduction to Geophysics (3)

GEOL 642. Field Geophysics (3)

GEOL 650. Exploration Geophysics (3)

Either:

GEOL 520. Geomorphology (3)

or

GEOL 630. Stratigraphy-Sedimentation (3)

(Geology Majors seeking the Geophysics Minor will be required to take an additional Geology elective at the 500 level or above.)

RATIONALE: As a land-grant university, research on and protection of the environment is one of the central missions of KSU. Shallow geophysical exploration techniques such as ground penetrating radar, seismic reflection and refraction, magnetic and gravity surveys, and electro-magnetic methods have proven to be the most efficient and cost-effective approaches in the exploration of the top several kilometers of the earth. These methods will be taught in the proposed minor and have applications in geology, construction engineering, hydrology, agriculture, physics, archaeology, and biology, among others. Students in these areas might welcome and take advantage of the opportunity for a minor in environmental geophysics. During the past several years the Department of Geology has developed the full capability in terms of faculty expertise, instruments, and software packages to create a minor in environmental geophysics.

EFFECTIVE DATE: Spring 2005

Department of History

(page 114, undergraduate catalog)

CHANGE:**History**

Students may earn a B.A. or a B.S. in history using one of the following three options:

History major

Requirements for a history major consist of 36 hours distributed as follows:

TO:**History Major**

A student who seeks admittance or readmittance to the History major must have a 2.2 or better cumulative GPA to qualify as a History major, though the requirement will be waived for a student in his or her first semester of study at Kansas State who has not yet established a GPA. Dismissal from the university shall constitute dismissal from the History program as well. Students who have been dismissed must have a cumulative GPA of 2.2 or better to be readmitted to the program. All History majors must have a cumulative GPA of 2.2 or better to graduate with a degree in History.

Students may earn a B.A. or a B.S. in history using one of the following three options:

History major

Requirements for a history major consist of 36 hours distributed as follows:

RATIONALE: Quite simply, the Department of History wishes to upgrade the standards for its major. Though by no means the only reason, our decision to add a minimum GPA requirement is based partially on the fact that History is too often used as a "temporary way station" by students who have been denied admission to their major of choice because of low GPAs. Given our ever-growing number of legitimate majors, we have no desire to serve as a dumping ground

EFFECTIVE DATE: Change effective upon approval.

Department of Kinesiology

(page 121, undergraduate catalog)

CHANGE:

Health fitness instructor ~~endorsement~~

This ~~endorsement prepares~~ students to design, implement, and administer physical fitness programs in YMCAs, private corporations, hospitals, clinics, and fitness clubs. Students completing this emphasis re prepared to seek health/fitness instructor certification from the American College of Sports Medicine. The following courses are required:

HE 320	Care and Prevention of Athletic Injuries.....3
KIN 520	Practicum in Exercise Science.....3
KIN 625	Exercise Testing and Prescription.....3
KIN/HN 635	Nutrition and Exercise.....3
KIN 655	Fitness Promotion.....3

TO:

Health fitness instructor subcurriculum

This subcurriculum consists of a series of classes that complement the kinesiology degree in preparing students to design, implement, and administer physical fitness programs in YMCAs, private corporations, hospitals, clinics, and fitness clubs. Students completing this emphasis re prepared to seek health/fitness instructor certification from the American College of Sports Medicine. The following courses are required in addition to those required for the kinesiology degree:

HN 320	Care and Prevention of Athletic Injuries.....3
KIN 520	Practicum in Exercise Science.....3
KIN 625	Exercise Testing and Prescription.....3
KIN/HN 635	Nutrition and Exercise.....3
KIN 655	Fitness Promotion.....3

RATIONALE: Currently, this program of study has been approved as an area of emphasis within the kinesiology degree and has been previously approved by the department, college, and university faculty. We are currently seeking endorsement of this program by the American College of Sports Medicine. They require that indication of completion of this emphasis must be included on the academic transcript. In order for this to be placed on the student transcript, the program of study must be approved by the university faculty and board of regents as a subcurriculum of the Kinesiology degree. Therefore, we are proposing that the Health Fitness Instructor Endorsement be approved as a subcurriculum of the B.S. and B.A. Kinesiology degrees.

EFFECTIVE DATE: Spring 2005

Department of Philosophy

page 136, undergraduate catalog

CHANGE:

Pre-graduate school option
(B.A. only)

TO:

Pre-graduate school option
(B.A. or B.S.)

RATIONALE: (i) Philosophy students interested in the more formal areas of the discipline (logic, philosophy of science, philosophy of mathematics) would benefit from the possibility of taking more quantitative courses
(ii) The lack of a B.S. degree deters double majors with the sciences who declare philosophy at their junior year or later and are not interested in pre-law or pre-business options.

EFFECTIVE DATE: Upon approval

page 136, undergraduate catalog

CHANGE:

~~Traditional philosophy option~~
(B.A. only)

TO:

Standard option
(B.A. or B.S.)

RATIONALE: Name change: (i) "Standard" reflects more clearly than "traditional" the non-specialized nature of this option.
(ii) "Standard" is the common name of the non-specialized option in most departments in the country.
B.S. addition: (i) Philosophy students interested in the more formal areas of the discipline (logic, philosophy of science, philosophy of mathematics) would benefit from the possibility of taking more quantitative courses.
(ii) The lack of a B.S. degree deters double majors with the sciences who declare philosophy at their junior year or later and are not interested in pre-law or pre-business options.

EFFECTIVE DATE: Upon approval