

COLLEGE OF ARTS AND SCIENCES  
COURSE AND CURRICULUM CHANGES

to be considered at the College faculty meeting

November 3, 2005

Kedzie Rm. 106

4:00 p.m.

Undergraduate/Graduate

Contact Person: Larry Rodgers  
532-6900  
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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 Art*

**DROP:** ~~ART 590. Approaches to Art Therapy. (3) I, II, S. Supervised studies in research relating to the art therapy profession, its current developments, and goals.~~

**RATIONALE:** In the fall of 2004, the approval process was complete and thus the art department concentration in Pre Art Therapy was dropped. It is no longer necessary to offer independent study in art therapy.

**EFFECTIVE DATE:** Spring 2006

**DROP:** ~~ART 595. Independent Study in Art Therapy. (1-5) I, II, S. This course offers students who have fulfilled the full sequence of art therapy course work an opportunity for individual advanced study. Area of research to be selected by the student under the advisement of the instructor.~~

**RATIONALE:** In the fall of 2004, the approval process was complete and thus the art department concentration in Pre Art Therapy was dropped. It is no longer necessary to offer independent study in art therapy.

**EFFECTIVE DATE:** Spring 2006

*Department of Biology*

**CHANGE:** **BIOL 515. Behavioral Ecology. (3) II.** Study of the social, environmental, genetic, and evolutionary processes that affect animal behavior. Topics include evolution of social organization, spacing and group behavior, mating systems and parental care, sexual selection, communication, aggression, habitat selection, and foraging. Research project required. Pr.: BIOL 201.

**TO:** **BIOL 515. Behavioral Ecology. (3) I.** Study of the social, environmental, genetic, and evolutionary processes that affect animal behavior. Topics include evolution of social organization, spacing and group behavior, mating systems and parental care, sexual selection, communication, aggression, habitat selection, and foraging. Research project required. Pr.: BIOL 201.

**RATIONALE:** Instructor will be involved with coordinating Principles of Biology in spring semesters, as well as working on Konza Prairie spring activities (such as annual burning). Moving this course to the fall semester will allow her to continue teaching this course every year with fewer conflicts.

**EFFECTIVE DATE:** Fall 2006 or 2007

*Department of History*

**CHANGE:** ~~HIST 331. Introduction to Japan. (3) Survey of the history, society, politics, and culture of Japan from prehistoric times to the present day.~~

**TO:** **HIST 331. Introduction to Japan. (3)** Historical survey of Japan from prehistoric times to the present day, which may include material on society, politics and culture.

**RATIONALE:** This course is intended to serve the needs of the new interdisciplinary minor in East Asian Studies now being constructed with the assistance of a Title VIA grant awarded by the U.S. Department of Education. It is one of two courses that will serve as foundational or gateway courses for the minor (the other, currently under development, will be "Introduction to China"). Inclusion of both courses in the curriculum was specifically stipulated by the Department of Education. Within the History major, it will count as an entry-level elective.

**EFFECTIVE DATE:** Spring 2006

**Department of Modern Languages**

**CHANGE:** **CHINE 101. Chinese I. (4) I.** Introduction to the fundamental linguistics and cultural characteristics of the Chinese language and its writing systems.

**TO:** **◆CHINE 101. Chinese I. (4) I.** Introduction to the fundamental linguistics and cultural characteristics of the Chinese language and its writing systems.

**RATIONALE:** Today, China has become increasingly important in world's economy. Chinese is a language spoken by about ¼ of the world's population. Chinese language is one of the six working languages of the United Nations. Recognizing the important role that China is playing in today's global economy and its rich culture in human civilization, Chinese I and II are well suited for General Education.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **CHINE 102. Chinese I. (4) II.** Continuation of Chinese I. Development of functional skills for familiar situations. Pr.: CHINE 101.

**TO:** **◆ CHINE 102. Chinese I. (4) II.** Continuation of Chinese I. Development of functional skills for familiar situations. Pr.: CHINE 101.

**RATIONALE:** Recognizing the important role that China is playing in today's global economy and its rich culture in human civilization, Chinese I and II are well suited for General Education.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **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.

**TO:** **◆ CHINE 201. Chinese III. (5) I.** Continuation of Chinese II. Further development of functional skills. Intensive practice of spoken and written Chinese. Pr.: CHINE 102.

**RATIONALE:** Chinese 3 and 4 are the second year of Chinese language courses. By this point, all enrolled students know that they are going to make it and it is just a matter of more practice in order to reach a higher level. More hours and class work are needed at this stage. Therefore, one more credit hour is absolutely vital to students' succeed in learning Chinese.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **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

**TO:** **◆ CHINE 202. Chinese IV. (5) 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:** Chinese 3 and 4 are the second year of Chinese language courses. By this point, all enrolled students know that they are going to make it and it is just a matter of more practice in order to reach a higher level. More hours and class work are needed at this stage. Therefore, one more credit hour is absolutely vital to students' succeed in learning Chinese.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **CHINE 501. Chinese V.** (3) Development of communication skills through application activities. Enhancement of vocabulary and intensive practice in grammatical structures and their usage. Pr.: CHINE 202 or equivalent.

**TO:** **CHINE 501. Chinese V.** (4) Development of communication skills through application activities. Enhancement of vocabulary and intensive practice in grammatical structures and their usage. Pr.: CHINE 202 or equivalent.

**RATIONALE:** Please note that the change from our original request is to make this a 4 credit-hour class. This is in line with what we do in Japanese, and will make it possible to offer a minor in Chinese in parallel with our Japanese minor.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **CHINE 502. Chinese VI.** (3) Continuation of Chinese V. Development of functional skills for general situations. Further enhancement of vocabulary and intensive practice in grammatical structures and their usages. Pr.: CHINE 501 or equivalent.

**TO:** **CHINE 502. Chinese VI.** (4) Continuation of Chinese V. Development of functional skills for general situations. Further enhancement of vocabulary and intensive practice in grammatical structures and their usages. Pr.: CHINE 501 or equivalent.

**RATIONALE:** Please note that the change from our original request is to make this a 4 credit-hour class. This is in line with what we do in Japanese, and will make it possible to offer a minor in Chinese in parallel with our Japanese minor.

**EFFECTIVE DATE:** Spring 2006

**ADD:** **CHINE 599. Special Studies in Chinese.** (Var.) Pr.: Consent of department head and instructor.

**RATIONALE:** This course is designed for students who have learned Chinese or have some background in Chinese but do not fit in all other levels yet. It will allow them to learn according to their individual level, thus allowing them more flexibility to fit in the program after the study.

**EFFECTIVE DATE:** Spring 2006

**ADD:** **FREN 721. Francophone Literature.** (3) The development of French colonial and postcolonial literature with an emphasis on the twentieth and twenty-first centuries. Regional focus may vary from Québécois, Caribbean, Sub-Saharan or North African Literatures. Taught as a seminar. Pr: FREN 520 or 521 and one other course at a 500 level.

**RATIONALE:** This course covers an important "gap" in our current literary curriculum and is in line with trends across the U.S. and Europe to examine colonialism and its implications in literature originating in the former colonies. This course provides a multicultural approach to French studies. Students wishing to continue in French beyond the M.A. level will be expected to know some aspects of francophone literature. This course has been taught twice as FREN 720, Seminar, focusing on African and Canadian literatures.

**EFFECTIVE DATE:** Fall 2006

**CHANGE:** **SPAN 570. Structures 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 410 or equiv. facility as determined by modern languages faculty.

**TO:** **SPAN 510. Structures 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 410 or equiv. facility as determined by modern languages faculty

**RATIONALE:** Number change only; more logical fit in new Spanish course numbering system.

**EFFECTIVE DATE:** Fall 2006

***Department of Sociology, Anthropology and Social Work***

**DROP:** ~~**SOCWK 519. Methods of Social Work Research.** (4). I, II. Focus is on research application in area of baccalaureate social work practice. Particular attention is given to research strategies for the evaluation of social work practice, for gathering information about communities and clientele, and for examining the impact of social policies at the local level. The content examines the ethics and processes of research, content examines the ethics and processes of research, including the issues of research problem identification and selection, the use of the library to support the research effort, design considerations, problems of analysis with small samples, and presentation of research findings. Includes 1 credit hour of lab and field experience. Pr.: STAT 330 and SOCWK 260. Social work majors only. Must be taken conc. With SOCWK 560.~~

**RATIONALE:** This course is being dropped because the content is now taught in SOCWK 330, Social Work Research Methods I.

**EFFECTIVE DATE:** Spring 2006

**CHANGE:** **SOCWK 530. Seminar in Applied Social Work Research.** (3) I. Second two research methods courses. Emphasis on designing and conducting social work research projects appropriate for baccalaureate social work practice. Attention given to research strategies for the evaluation of social work practice. Social work majors only. Pr.: SOCWK 330 and STAT 330.  
~~Not approved as a quantitative requirement.~~

**TO:** **SOCWK 530. Seminar in Applied Social Work Research.** (3) I. Second two research methods courses. Emphasis on designing and conducting social work research projects appropriate for baccalaureate social work practice. Attention given to research strategies for the evaluation of social work practice. Social work majors only. Pr.: SOCWK 330 and STAT 330.  
Would like this course approved as a quantitative requirement.

**RATIONALE:** This course is the second of a two-semester social work research sequence, and has STAT 330 as a prerequisite. The course and its prerequisite SOCWK 330 replace the existing social work course (SOCWK 519) that meets the quantitative requirement of the College.

**EFFECTIVE DATE:** Fall 2006

- CHANGE:** **SOCWK 550. Field Practicum Research Preparation.** (2) I, II. Social work majors take this course in the semester before enrollment in SOCWK 562 Field Experience. ~~The student is expected to prepare a research proposal which describes research that will be completed in the field practicum setting. In addition, the student is expected to complete 50 hours of volunteer time in the assigned field practicum setting. Pr.: SOCWK 519 and senior standing.~~ Social work majors only.
- TO:** **SOCWK 550. Field Practicum Preparation.** (2) I, II. Social work majors take this course in the semester before enrollment in SOCWK 562 Field Experience. Students use this course to further explore specific content areas related to social services and, with the faculty, to plan for their practicum placements. Pr.: Senior standing. Social work majors only. Instructor permission.
- RATIONALE:** Changing the title and description of the course to reflect the activity that now occurs within the course.
- EFFECTIVE:** Fall 2006
- CHANGE:** **SOCWK 560. Social Work Practice I.** (3). I, II. Introduction to the basic helping skills and techniques common to social work practice. The social systems perspective is used to guide the development of a problem-solving methodology with attention to information gathering, assessment, and problem identification. Values clarification and self-awareness are emphasized and the skills needed for intervention, termination, and evaluation are introduced. Pr.: SOCWK 260, 510, and 515; junior standing and permission of the instructor. ~~Must be taken conc. With SOCWK 519.~~
- TO:** **SOCWK 560. Social Work Practice I.** (3). I, II. Introduction to the basic helping skills and techniques common to social work practice. The social systems perspective is used to guide the development of a problem-solving methodology with attention to information gathering, assessment, and problem identification. Values clarification and self-awareness are emphasized and the skills needed for intervention, termination, and evaluation are introduced. Pr.: SOCWK 260, 510, and 515; junior standing and permission of the instructor. Must be taken conc. Social work majors only.
- RATIONALE:** Changes are needed to correct catalog copy to comport with dropping SOCWK 519.
- EFFECTIVE:** Fall 2006
- CHANGE:** **SOCWK 570. Social Work with Groups I.** (4) I, II. Taken concurrently with SOCWK 560. Students work in small groups to learn how to develop and facilitate task and treatment groups using social work methods. Instructor permission required.
- TO:** **SOCWK 570. Social Work with Groups.** (3) I, II. Taken concurrently with SOCWK 561. Students work in small groups to learn how to develop and facilitate task and treatment groups using social work methods. Instructor permission required.
- RATIONALE:** The faculty wants to teach one course in the group experience for three hours credit. It is taken after students have developed the communication skills taught in SOCWK 560, Social Work Practice I. The one three-hour course provides a more intensive experience for the students, and allows sufficient time to cover the content defined for the course.
- EFFECTIVE:** Fall 2006
- DROP:** ~~**SOCWK 571. Social Work with Groups II.** (1) I, II. This course is a continuation of Social Work with Groups I (SOCWK 570) and must be taken concurrently with Social Work Practice II (SOCWK 561). Instructor permission required.~~
- RATIONALE:** This course is no longer needed since this content is met in the expanded SOCWK 570, Social Work with Groups, course.
- EFFECTIVE:** Fall 2006

**Department of Speech Communication, Theatre, and Dance**

**DROP:** **SPCH 065. Spoken English for International Students.** (3). I, II. Intensive practice in spoken American English for fluency and overall comprehensibility.

**RATIONALE:** This course has not been taught for at least ten years. We have no intention of offering it in the future, as this need is now addressed by the ESL program.

**EFFECTIVE:** Spring 2006

**DROP:** ~~**SPCH 460. Rhetoric of the Sixties.** (3) I. Rhetorical interpretation of the social and political forces dominating the decade and an examination of the forms of persuasion in which these forces brought to life. Emphasizes political leadership, pressures for social change, foreign policy and transformation of the rhetorical environment. Pr.: SPCH 105 or 106.~~

**RATIONALE:** The faculty member who taught this course has left the university and we do not anticipate offering the course again in the future. In addition, the content of this course is at least partially covered by existing (SPCH 434 Rhetoric and Social Movements) or proposed (SPCH 545: Communication and Democracy) course work.

**EFFECTIVE:** Spring 2006

**ADD:** **SPCH 475. Legal Communication.** (3) II, in even years. An examination of the vital role communication plays in the practice of law, with an emphasis on communication in the courtroom. Pr.: SPCH 105 or 106, and instructor permission.

**RATIONALE:** Legal communication is an established area within the speech communication discipline, and many colleges across the country offer courses exploring the role of communication in the practice of law. Because speech communication training prepares students for a future in law (and many of our undergraduates go on to law school), our department recently created an undergraduate curriculum track in Legal Communication. This course will be the capstone course for our Legal Communication track, and will be a valuable elective for pre-law students from other majors.

**EFFECTIVE:** Spring 2006

**ADD:** **SPCH 545. Communication & Democracy.** (3). I, in odd years. A study of the ways in which democratic citizenship and participation in the public sphere are defined and enacted through communication. Pr.: SPCH 105 or 106.

**RATIONALE:** The primary focus of this course is on the role that communication, from public debates over controversial issues, to the ceremonial rhetoric of a presidential inaugural or college commencement, play in negotiating the meaning of concepts such as citizenship, civility, and civic engagement. A special emphasis will be placed on the study of significant speeches in the political, social, and educational arenas as they have defined the rights, responsibilities, and ideals of democratic citizenship.

**EFFECTIVE DATE:** Fall 2007

**CHANGE:** **SPCH 735. Leadership Communication.** (3). ~~II, in alternate years. Review the literature and develop research projects regarding the communication processes by which people move from operating as individuals into groups with a sense of group self leadership. Pr.: SPCH 311 or 326, or 425.~~

**TO:** **SPCH 735. Leadership Communication.** (3). A study of the role that public discourse plays in attaining, enacting, and constraining leadership in a democratic society. Pr.: SPCH 535 or Graduate Standing.

**RATIONALE:** This is a course that has been offered for several years. The proposed change reflects the evolving content of the course. When first developed, the focus of the course was on leadership communication in context of small groups. In recent years, the focus of the course has shifted to leadership communication in civic and political contexts and on the ways in which the prerogatives and limits of leadership are defined through public communication about leadership.

The primary constituency for this course is graduate students in the M.A. program in Speech Communication. While undergraduates are technically eligible for enrollment, we do offer an undergraduate level course, SPCH 535: Communication and Leadership, which covers similar content. Undergraduates will be encouraged to enroll in SPCH 535.

**EFFECTIVE DATE:** Spring 2007

**ADD:** **SPCH 745. Political & Corporate Speechwriting.** (3) (Var.) I, II. A study of the principles and practice of professional speechwriting with a special emphasis on the role of speechwriting in a democratic society. Pr.: SPCH 105 or 106 or Graduate Standing.

**RATIONALE:** The content of this course is heavily oriented toward the composition and analysis of oral presentations in business, civic and political settings. Students spend a great deal of time wrestling with the practical, theoretical and ethical issues associated with speechwriting as a distinctive form of public communication. They also read and discuss a number of speeches of artistic and historical significance.

**EFFECTIVE DATE:** Spring 2007

***Department of Statistics***

**ADD:** **Applied Statistics Graduate Certificate**

**RATIONALE:** The department offers the Graduate Certificate in Applied Statistics to recognize the preparation and proficiency of non-majors in data analysis in a wide variety of subject matter areas.

**EFFECTIVE DATE:** Fall 2006

**CURRICULUM CHANGES***Department of English***ADD:**

*To be added to the existing tracks within the M.A. program in English*

**Children's Literature**

Concentration in this track is on the study of children's and young adult literature; a student may emphasize a particular period or region, such as nineteenth-century American literature, or a particular genre, such as picture books. Students will work with faculty who have expertise in that area, or in a field that compliments the student's focus.

**RATIONALE:** There is a growing cultural interest in children's literature: children's books appear on the bestseller lists and are being made into films. Federal and local concerns about education make the study of children's literature pertinent and useful as well. In addition, there is a growing academic interest in children's literature. Academic studies of children's literature and culture are flourishing. In our own graduate program, we have seen consistently strong enrollments in our children's literature courses. We are confident that the new Children's Literature Track will attract part-time and full-time graduate students to the M.A. program in English at Kansas State University. This new track will complement our existing graduate program tracks. Our children's literature faculty has laid the groundwork for making such a track viable and attractive. Finally, we will be the first university in the Big Twelve and in the region to offer a concentration in children's literature.

**EFFECTIVE DATE:** Fall 2006

**College of Arts and Sciences****CHANGE:**

*page 90, undergraduate catalog*

**Additional requirements for the B.A.****Foreign language**

Level 4 (i.e., French 4, German 4, Spanish 4, etc.) or the equivalent of level 4 in a foreign language sequence offered by the Department of Modern Languages. (Conversation ``4A'' courses do not meet the level 4 requirement.)

Purpose: to bring students to a point at which they are able to proceed on their own to a command of a second language—a key for access both to a foreign culture and to much primary and secondary material in many special fields.

**TO:****Additional requirements for the B.A.****Foreign language**

Level 4 (i.e., French 4, German 4, Spanish 4, etc.) or the equivalent of level 4 in a foreign language sequence offered by the Department of Modern Languages. (Conversation ``4A'' courses do not meet the level 4 requirement.)

Purpose: to bring students to a point at which they are able to proceed on their own to a command of a second language—a key for access both to a foreign culture and to much primary and secondary material in many special fields.

Exception: Students who take a language that is normally offered for only two semesters (Latin 141 and 142, for example) may complete their requirement by taking two additional semesters in another language.

**RATIONALE:** This is an imperfect solution to a problem for those students, almost exclusively in Latin, who take Latin I and II, and then cannot continue with Latin III and IV, since we cannot offer Latin III and IV. Thus, a student passing Latin I and II can satisfy the requirement by taking, for example, French 111 and 112 (I and II), thus completing four semesters.

**EFFECTIVE DATE:** Spring 2006

**Department of Modern Languages****CHANGE:**

*page 127, undergraduate catalog*

**Major**

A major consists of classes above the 100 level taken in the same language. ~~Students majoring in a~~ modern language must either (a) receive a grade of C or higher in all courses counted toward the major *or* (b) have a GPA of at least 2.50 in all courses counted toward the major. Note: Literature courses in translation may *not* be applied toward the major.

**French: 32 hours**

Required:

FREN 520 and FREN 521: Introduction to French Literature I and II

At least three 700-level literature courses

**German: 30 hours**

Required:

GERM 521 and GERM 522: Introduction to German Literature I and II

At least three 700-level courses

**Minor**

A minor consists of classes above the 100 level taken in the same language. ~~Students minoring in a~~ language must either (a) receive a grade of C or higher in all courses counted toward the minor *or* (b) have a GPA of at least 2.50 in all courses counted toward the minor. The minor must include one literature course, except in Japanese. See recommended literature courses in parentheses:

Note: Literature ~~courses~~ in translation may *not* be applied toward the minor.

**TO:****Major**

A major consists of classes above the 100 level taken in the same language, except for Spanish.\* With the exception of transfer credit or credit by examination that is approved by the department, students who major in modern language must either (a) receive a grade of C or higher in all courses counted toward the major *or* (b) have a GPA of at least 2.50 in all courses counted toward the major. Note: Literature courses in translation may *not* be applied toward the major. Two non-transfer courses are required at the 700 level.

**French: 32 hours**

Required:

FREN 520 and FREN 521: Introduction to French Literature I and II

At least three 700-level literature courses

**German: 30 hours**

Required:

GERM 521 and GERM 522: Introduction to German Literature I and II

At least three 700-level courses

**Minor**

A minor consists of classes above the 100 level taken in the same language, except in Spanish.\* With the exception of transfer credit or credit by examination that is approved by the department, students who minor in a language must either (a) receive a grade of C or higher in all courses counted toward the minor *or* (b) have a GPA of at least 2.50 in all courses counted toward the minor. The minor must include one literature course, except in Japanese. (\*Spanish courses apply beginning with SPAN 361.) See recommended literature courses in parentheses.

Note: Literature in translation courses may *not* be applied toward the minor. For the minor, two no-transfer courses are required at the 500 level.

**French: 20 hours** (FREN 520 or 521, Introduction to French Literature I or II)

**German: 18 hours** (GERM 521 or 522, Introduction to Literature I or II)

**Japanese: 18 hours** (no literature course required)

**RATIONALE:** The change clarifies the practice of accepting validated or approved transfer credits, and it specifies minimum requirements for courses that are taught or supervised by our faculty.

**EFFECTIVE DATE:** Fall 2006  
**Department of Modern Languages**

**CHANGE:**

*page 127, undergraduate catalog*

**Major**

A major consists of classes above the 100 level taken in the same language. ~~Students majoring in a modern language must either (a) receive a grade of C or higher in all courses counted toward the major or (b) have a GPA of at least 2.50 in all courses counted toward the major. Note: Literature courses in translation may not be applied toward the major.~~

**Minor**

A minor consists of classes above the 100 level taken in the same language. ~~Students minoring in a language must either (a) receive a grade of C or higher in all courses counted toward the minor or (b) have a GPA of at least 2.50 in all courses counted toward the minor. The minor must include one literature course, except in Japanese. See recommended literature courses in parentheses:~~

Note: Literature courses in translation may *not* be applied toward the minor.

**Spanish: 33 hours**

~~Note: Elementary Conversation 3A (262) and 4A (264) do not count toward the major.~~

**Required:**

~~[SPAN 570](#): Structure of the Spanish Language  
[SPAN 563](#) and [567](#): Introduction to the Literature of Spanish America and Spain (take in either order)~~

~~At least three 700-level courses, one each in Spanish literature, Spanish American literature, and Hispanic culture/ language.~~

**Major option ``with distinction''**

(3.5 GPA in all courses taken toward the major)

**Spanish: 39 hours**

Required, in addition to the regular major:

Spanish or Spanish American Civilization ([SPAN 565](#) or [566](#))

~~One additional 700-level Spanish course, any category~~

**Minor**

A minor consists of classes above the 100 level taken in the same language. ~~Students minoring in a language must either (a) receive a grade of C or higher in all courses counted toward the minor or (b) have a GPA of at least 2.50 in all courses counted toward the minor. The minor must include one literature course, except in Japanese. See recommended literature courses in parentheses:~~

**TO:****Major**

A major consists of classes above the 100 level taken in the same language, except for Spanish.\* With the exception of transfer credit or credit by examination that is approved by the department, students who major in modern language must either (a) receive a grade of C or higher in all courses counted toward the major or (b) have a GPA of at least 2.50 in all courses counted toward the major. Note: Literature courses in translation may not be applied toward the major. Two non-transfer courses are required at the 700 level.

**Spanish: 31 hours\*** [courses begin with SPAN 361. Note: SPAN 4A (362) does not count toward the major.]

**Hispanic Studies option****“300/400/500” Level Requirements:**

SPAN 361: Spanish 4 [or equivalent] (4)

SPAN 400 or higher: elective (6)

SPAN 410: Spanish Composition and Grammar or SPAN 510: Structure of Spanish (3)

SPAN 550: Introduction to Literature in Spanish or SPAN 567: Literature of Spain or SPAN 568: Literature of Spanish America (3)

SPAN 565: Spanish Civilization (3)

SPAN 566: Hispanic American Civilization (3)

**At least three 700-level courses, including**

Category 1: Civilization and Culture

SPAN 772: Spain Today or

SPAN 773: Spanish America Today

Category 2: Language or Culture Elective (3)

Category 3: Elective (3)

**Hispanic Literature option****“300/400/500” Level Requirements:**

SPAN 361: Spanish 4 [or equivalent] (4)

SPAN 400 or higher: elective (6)

SPAN 550: Introduction to Literature in Spanish (3) or

SPAN 565: Spanish Civilization (3)

*Department of Modern Languages. continued***CHANGE:**

Note: Literature courses in translation may *not* be applied toward the minor.

**Spanish:** 24 hours (SPAN 574, Hispanic Readings)  
 Note: in Spanish, Elementary Conversation 3A (262) and 4A (264) do not count toward the minor.

**TO:**

SPAN 567: Literature of Spain (3) or  
SPAN 568: Literature of Spanish America (3)

**At least three 700-level courses, including**

Category 1: Spanish Literature (3)

Category 2: Spanish American Literature (3)

Category 3: Elective (3)

**Total: 31 hours for either option** \*\*\*Note: Study abroad is strongly recommended.

Major option ``with distinction"  
 (3.5 GPA in all courses taken toward the major)

**Spanish:** 37 hours

Required, in addition to the requirements of the regular major:

Hispanic Studies option: One additional literature course in Spanish at the 500 level, and one additional 700-level Spanish course, any category.

Hispanic Literature option: Spanish or Hispanic American Civilization (SPAN 565 or 566) and one additional 700-level Spanish course, any category.

**Minor**

A minor consists of classes above the 100 level taken in the same language, except in Spanish.\* With the exception of transfer credit or credit by examination that is approved by the department, students who minor in a language must either (a) receive a grade of C or higher in all courses counted toward the minor or (b) have a GPA of at least 2.50 in all courses counted toward the minor. The minor must include one literature course, except in Japanese. (\*Spanish courses apply beginning with SPAN 361.) See recommended literature courses in parentheses.

Note: Literature in translation courses may not be applied toward the minor. For the minor, two no-transfer courses are required at the 400 level or higher.

Spanish: 19 hours (SPAN 520, Hispanic Readings)  
 Note: SPAN 362 (Spanish 4A) does not count toward the major. SPAN 520 may be counted as a literature course for the minor only.

**RATIONALE:** We believe that the options for the major in Spanish represent an effort to respond to students interests and needs. Many students who currently opt for the minor in Spanish may select one of the two options for the major.

**EFFECTIVE DATE:** Fall 2006  
**Department of Sociology, Anthropology, and Social Work**

**CHANGE:**

**TO:**

*Page 127, undergraduate catalog*

A student earning a B.A. or B.S. in social work must complete 124 hours (~~students who entered K-State before the fall of 2003 require only 120 hours for graduation~~) including SOCWK 010 Orientation to the Social Work Major; SOCWK 260 Introduction to Social Work; 40 additional hours of major courses; and 28 hours of tool and related courses.

**Human behavior and the social environment content**

SOCIO 211	Introduction to Sociology	3
ANTH 200	Introduction to Cultural Anthropology	3
PSYCH 110	General Psychology	3
FSHS 110	Introduction to Human Development	3
SOCWK 515	Human Behavior and the Social Environment	3
SOCIO 525	Human Behavior and the Social Environment II	3
POLSC 110	Introduction to Political Science	3
POLSC 301	Introduction to Political Thought	3
ECON 120	Principles of Microeconomics	3
BIOL 198	Principles of Biology	4

**Social work practice content**

SOCWK 560	Social Work Practice I	3
SOCWK 561	Social Work Practice II	3
SOCWK 568	Social Work Practice III	3
SOCWK 570	Social Work with Groups I	4
SOCWK 571	Social Work with Groups II	4

**Research content**

STAT 330	Elementary Statistics for the Social Sciences	3
SOCWK 519	<del>Methods of Social Work Research</del>	4
SOCWK 550	Field Practicum Research Preparation	2

**Social policy content**

SOCWK 510	Social Welfare as a Social Institution	3
SOCWK 565	Program and Policy Formulation and Analysis	3

**Field practicum**

SOCWK 562	Field Experience	10
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**Professional social work seminar**

SOCWK 564	Social Work Professional Seminar	2
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A student earning a B.A. or B.S. in social work must complete 124 hours including SOCWK 010 Orientation to the Social Work Major; SOCWK 260 Introduction to Social Work; 43 additional hours of major courses; and 28 hours of tool and related courses.

**Human behavior and the social environment content**

SOCIO 211	Introduction to Sociology	3
ANTH 200	Introduction to Cultural Anthropology	3
PSYCH 110	General Psychology	3
FSHS 110	Introduction to Human Development	3
SOCWK 515	Human Behavior and the Social Environment	3
SOCIO 525	Human Behavior and the Social Environment II	3
POLSC 110	Introduction to Political Science	<u>3</u>
POLSC 301	Introduction to Political Thought	<u>3</u>
<u>ECON 110</u>	<u>Principles of Macroeconomics</u>	<u>3</u>
ECON 120	Principles of Microeconomics	3
BIOL 198	Principles of Biology	4

**Social work practice content**

SOCWK 560	Social Work Practice I	3
SOCWK 561	Social Work Practice II	3
SOCWK 568	Social Work Practice III	3
SOCWK 570	<u>Social Work with Groups</u>	<u>3</u>

**Research content**

STAT 330	Elementary Statistics for the Social Sciences	3
<u>SOCWK 330</u>	<u>Introduction to Social Work Research</u>	<u>3</u>
<u>SOCWK 530</u>	<u>Seminar in Applied Social Work Research</u>	<u>3</u>
SOCWK 550	Field Practicum Preparation	2

**Social policy content**

SOCWK 510	Social Welfare as a Social Institution	3
SOCWK 565	Program and Policy Formulation and Analysis	3

**Field practicum**

SOCWK 562	Field Experience	10
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**Professional social work seminar**

SOCWK 564	Social Work Professional Seminar	2
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**RATIONALE:** Changed to reflect course and curriculum changes.

**EFFECTIVE DATE:** Spring 2006

