

COLLEGE OF ARTS AND SCIENCES
COURSE AND CURRICULUM CHANGES

approved by the College faculty on

October 4, 2007

Eisenhower 15

4:00 p.m.

Undergraduate/Graduate

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**Units outside the college, which may be directly
impacted by these changes are:**

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

COURSE PROPOSALS*Dean of Arts and Sciences*

ADD: **DAS 030. English Language Program Orientation (0) I, II, S.** The purpose of DAS 030 is to provide a monitoring mechanism for English Language Program students. It also allows the English Language Program and the Offices of International Programs and International Pre-admissions to track new international students.

RATIONALE: As the number of international undergraduates increases, it is vital to be able to track the initial placement of students in English classes and monitor their progress in transitioning into academic classes. DAS 030 would provide a method for monitoring a student's transition from English Language Program classes into academic classes.

EFFECTIVE DATE: Spring 2008

CHANGE: **DAS 178. ~~Oral Communication for Non-native Speakers of English.~~ (3) I, II, S.**

TO: **DAS 178. Listening Skills. (3) I, II, S.**

RATIONALE: DAS 178 focuses on improving a student's aural communication skills through practice in listening, note-taking, and small group work. The name of the class causes confusion with another DAS class (DAS 179: Pronunciation and Speaking Skills). The change in name is to more clearly identify the focus of the class for students and advisors.

EFFECTIVE DATE: Spring 2008

CHANGE: **DAS ~~182.~~ Introduction to American Academic Research Writing for International Students. (1) I, II, S.**

TO: **DAS 156. Introduction to American Academic Research Writing for International Students. (1) I, II, S.**

RATIONALE: DAS 182, 183 and 186 were developed as courses to support specific programs (American Language and Culture Certificate and the Bridge Program for NCN – Japanese, students). These courses serve as a transition for students from the ELP to university coursework. The current numbering places these courses in the curriculum range above the most advanced courses that the ELP teaches and which are considered courses for fully matriculated students. The proposed numbering of these courses places them between the ELP intensive classes and the advanced part-time classes that matriculated students enroll in. DAS 136-152 are the intensive English classes. DAS 167, 176, 177 and 178 are high-level part-time classes for students beginning their academic work. DAS 179, 181 and 185 are optional courses for students enrolled in full-time academic classes but who want to polish or improve certain skills. DAS 182 (DAS 156), 183 (157) and 186 (158) are courses which students making the transition from the intensive program to academic classes would take their first semester. They may take them in conjunction with DAS 167, 176, 177 and 178

EFFECTIVE DATE: Spring 2008

CHANGE: **DAS 183. Introduction to American Academic Presentations for International Students. (1) I, II, S.**

TO: **DAS 157. Introduction to American Academic Presentations for International Students. (1) I, II, S.**

RATIONALE: DAS 182, 183 and 186 were developed as courses to support specific programs (American Language and Culture Certificate and the Bridge Program for NCN – Japanese, students). These courses serve as a transition for students from the ELP to university coursework. The current numbering places these courses in the curriculum range above the most advanced courses that the ELP teaches and which are considered courses for fully matriculated students. The proposed numbering of these courses places them between the ELP intensive classes and the advanced part-time classes that matriculated students enroll in. DAS 136-152 are the intensive English classes. DAS 167, 176, 177 and 178 are high-level part-time classes for students beginning their academic work. DAS 179, 181 and 185 are optional courses for students enrolled in full-time academic classes but who want to polish or improve certain skills. DAS 182 (DAS 156), 183 (157) and 186 (158) are courses which students making the transition from the intensive program to academic classes would take their first semester. They may take them in conjunction with DAS 167, 176, 177 and 178.

EFFECTIVE DATE: Spring 2008

CHANGE: **DAS 186. Orientation to American Culture and Education (1-3) I, II, S.**

TO: **DAS 158. Orientation to American Culture and Education (1-3) I, II, S.**

RATIONALE: DAS 182, 183 and 186 were developed as courses to support specific programs (American Language and Culture Certificate and the Bridge Program for NCN – Japanese, students). These courses serve as a transition for students from the ELP to university coursework. The current numbering places these courses in the curriculum range above the most advanced courses that the ELP teaches and which are considered courses for fully matriculated students. The proposed numbering of these courses places them between the ELP intensive classes and the advanced part-time classes that matriculated students enroll in. DAS 136-152 are the intensive English classes. DAS 167, 176, 177 and 178 are high-level part-time classes for students beginning their academic work. DAS 179, 181 and 185 are optional courses for students enrolled in full-time academic classes but who want to polish or improve certain skills. DAS 182 (DAS 156), 183 (157) and 186 (158) are courses which students making the transition from the intensive program to academic classes would take their first semester. They may take them in conjunction with DAS 167, 176, 177 and 178.

EFFECTIVE DATE: Spring 2008

Department of Chemistry

ADD: **CHM 939. Topics in Analytical Chemistry. (1-3). On sufficient demand. A lecture course in analytical chemistry in areas of specialization of the faculty, with emphasis on current developments. May be repeated for credit with change in topic. Pr.: CHM 566**

RATIONALE: The sub-discipline of analytical chemistry has become sufficiently broad that a variety of different special topics that do not fit into our existing graduate courses need to be taught at different times. Research in analytical chemistry is also rapidly evolving. A course having a sufficiently flexible structure is required so that the most recent scientific methods and finding can be presented to the students.

EFFECTIVE DATE: Spring 2008

Department of Geography

- CHANGE:** **GEOG 610. Geography Internship. (2-3) I, II.** Faculty-supervised field experience, emphasizing the application of geographical topics and/or techniques. Student projects must be approved by both the on-site director and the faculty supervisor, and a report must be submitted at the end of the semester. Permission of the instructor and junior standing in geography is required.
- TO:** **GEOG 610. Geography Internship. (Var.) I, II, S.** Faculty-supervised field experience, emphasizing the application of geographical topics and/or techniques. Student projects must be approved by both the on-site director and the faculty supervisor, and a report must be submitted at the end of the semester. Pr.: Permission of the instructor and junior standing in geography is required.
- RATIONALE:** Currently, the graduate and undergraduate catalog listings for GEOG 610 are not the same. The goal is to make them both have the same wording as is currently in the Graduate Catalog.
- EFFECTIVE DATE:** Fall 2006

- CHANGE:** ~~♦GEOG 620. Geography of Latin America. (3). -II, in even years.~~ A broad survey of the physical and human patterns of the Latin American culture area, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy.
- TO:** ~~♦GEOG 620. Mexico, Central America, and Caribbean. (3)~~ A broad survey of the physical and human geographic patterns of Middle America (Mexico, Central America, and the Caribbean), past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy and globalization.
- RATIONALE:** Latin America (Mexico, Central America, South America, and the Caribbean) in decades past was a region that captured strong attention from the United States (e.g. Monroe Doctrine, NAFTA), but commanded less attention in the world beyond. Over the past decade, however, this has changed dramatically. Many Latin American countries now play an important role in the world community and are actively involved in many aspects of globalization. As a result, I propose to divide the class into two parts. GEOG 620 will be renamed *Mexico, Central America, and Caribbean*. A new course (GEOG 622) will be created and named *Geography of South America*.
- EFFECTIVE DATE:** Spring 2008

- ADD:** **GEOG 622. Geography of South America. (3).** A survey of the physical and human patterns of South America, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy and globalization.
- RATIONALE:** Latin America (Mexico, Central America, South America, and the Caribbean) in decades past was a region that captured strong attention from the United States (e.g. Monroe Doctrine, NAFTA), but commanded less attention in the world beyond. Over the past decade, however, this has changed dramatically. Many Latin American countries now play an important role in the world community and are actively involved in many aspects of globalization. As a result, I propose to divide the class into two parts. GEOG 620 will be renamed *Mexico, Central America, and Caribbean*. A new course (GEOG 622) will be created and named *Geography of South America*.
- EFFECTIVE DATE:** Spring 2008

Department of History

ADD: **HIST 501. Japan's Samurai Age. (3) I, in alternate years.** The history of Japan from earliest times to the fall of the Tokugawa shogunate in 1868, including major developments in political institutions, social structures, and religious beliefs. Examines the rise and development of the warrior class that dominated society and government for much of this period.

RATIONALE: This course has been offered twice already under a topics heading (HIST 598: Topics in Non-Western History). Many students have asked that it be offered again. It makes sense to make it available on regular basis in the future, especially given that the department presently has only one 500-level course on the history of pre-modern East Asia (HIST 504: Intellectual History of Early China). For purposes of the History major, this course should count for the Non-Western and Pre-1800 overlay requirements.

EFFECTIVE DATE: Fall 2008

ADD: **HIST 854. History and Security: South Asia. (3) II, alternate years.** An examination of the major historical problems and literature relating to national and international security in South Asia. Pr.: HIST 801 or HIST 812/POLSC 812 or concurrent enrollment.

RATIONALE: The masters in Security Studies requires two historically-centered area studies courses. This course will expand our range of such courses by adding an area of great interest to our student population. The course is also designed to serve as an introduction to twentieth-century South Asia for traditional history students.

EFFECTIVE DATE: Spring 2008

School of Journalism and Mass Communications

ADD: **MC 576. Mass Communications and Political Campaigns. (3) I, in alternate years.** The roles of journalism, advertising and public relations in political campaigns. Examines campaign communication strategies, staffing, and the role of political consultants. Analyzes how voter decision making is affected by mass communications and how voters develop attitudes about candidates and issues. Pr.: MC 110 and either MC 200, MC 211, MC 221 or MC 280.

RATIONALE: This course is being co-listed with Political Science (POLSCI 576). The two departments have agreed to offer the class during the fall semesters of even-numbered years to coincide with the election cycle. The cross-listing between the two academic units will draw students from both political science and journalism and will encourage a richer exchange of ideas and opinions.

EFFECTIVE DATE: Fall 2008

Department of Modern Languages

ADD: **♦GRMN 515. Topics in German Cultural Studies. (3).** In English. Specific course content will vary by semester and instructor. May be taken for German major credit.

RATIONALE: The German program wishes to make available to non-majors a course in German cultural topics taught in English, which would also be of interest to German majors. At present, it is possible to offer a course in literature translation, but no course on non-literary subject matter taught in translation, except film. This course addresses the gap.

EFFECTIVE DATE: Spring 2008

Department of Political Science

CHANGE: ~~**POLSC 508. The Mass Media and Political Campaigns. (3) I.** Examines the role of the mass media in the electoral process. Dynamics of voter decision making and the impact of the media on voter attitudes and choices. Pr.: POLSC 325.~~

TO: **POLSC 576. Mass Communications and Political Campaigns. (3) I, in alternate years.** The roles of journalism, advertising and public relations in political campaigns. Examines campaign communication strategies, staffing, and the role of political consultants. Analyzes how voter decision making is affected by mass communications and how voters develop attitudes about candidates and issues. Pr.: POLSC 325.

RATIONALE: This course is being co-listed with Journalism and Mass Communications (MC 576). The two departments have agreed to offer the class during the fall semesters of even-numbered years to coincide with the election cycle. The cross-listing between the two academic units will draw students from both political science and journalism and will encourage a richer exchange of ideas and opinions.

EFFECTIVE DATE: Fall 2008

Department of Psychology

ADD: **PSYCH 565. Occupational Health Psychology. (3) I, II.** Survey of occupational health issues for juniors and seniors. Provides students with a background in psychologically related health issues occurring at work. The basic processes for identification, prevention, treatment, and well being of workers will be identified and explored. Pr.: PSYCH 110.

RATIONALE: Occupational Health Psychology is an emerging field of interest. Job stress has been identified as one of the top 10 health problems in the workplace. Job burnout, work-family balance, quickly changing technologies, and stress management issues are of increasing concern to employers and national health organizations. This course provides students the basic knowledge and understanding related to these issues and current techniques for helping them to manage their work lives in a more effective manner. This is a new and unduplicated area of instruction for the university.

EFFECTIVE DATE: Spring 2008

Department of Sociology, Anthropology and Social Work

CHANGE: ~~**SOCIO 507. Comparative Political Sociology. (3).** A survey of the socioeconomic and political dimensions of development in regions such as Latin America, Asia and Africa. Given the diversity of these regions, the course takes a comparative perspective. Special attention is given to authoritarianism and democratization, U.S. foreign policy, globalization and privatization, free trade, debt crisis, inequality, and social movements. Pr.: SOCIO 211.~~

TO: **SOCIO 507. International Development and Social Change. (3)** A survey of the socioeconomic and political dimensions of international development, with attention focused on developing world contexts. Special attention is given to understanding post-war development trends, including the debt crisis, globalization and neoliberalism, and movements for social change, such as the anti-globalization and the fair trade movements. Pr.: SOCIO 211 or consent of instructor.

RATIONALE: The current course title is not easily understandable to students, which I think accounts for low enrollment. In addition, the course content is changing slightly, because a new faculty member is teaching the course, starting Fall 2007. This course fulfills basic Social Science requirements, because it is a Sociology course above 500 level.

EFFECTIVE DATE: Fall 2008

ADD: **ANTH 360. Topics for Educators. (1-4).** On sufficient demand. Examination of selected topics in archaeology, cultural, or linguistic anthropology designed to address education standards in the social sciences. Does not apply towards requirements for anthropology major or minor. May be repeated with change of topic.

RATIONALE: This course is designed to provide background in social science content specifically addressed in the State of Kansas education standards. Topics in anthropology will explore past and present social systems and how anthropologists obtain and interpret information about human societies. This course is developed to fill a demand by existing teachers and education majors to better prepare them to teach content covered in the social science education standards of the State of Kansas.

EFFECTIVE DATE: Summer 2008

ADD: **ANTH 677. Digital Ethnography (3) I or II.** A hands-on exploration of the uses of digital technology for ethnographic research and representation. Pr: Consent of instructor.

RATIONALE: This is a social science methodology course focusing on qualitative methods using digital technologies, contributing to their skills in applying scientific methods to social phenomena. Students learn techniques for participant observation, interviewing, focus groups, surveying, screen-scraping (digital data mining) and online communication strategies for ethnographic research, as well as how to interpret and analyze data.

EFFECTIVE DATE: Spring 2008

DROP: **SOCWK 010. Introduction to the Social Work Major. (0) I, II.** Information for new social work majors on the requirements, content, and objectives of the course sequences, and on the formal admissions process; and emphasizes the importance of the liberal arts foundation as the basis for the professional content; and reviews the CSWE Curriculum Policy Statement plus the NASW Code of Ethics.

RATIONALE: The course is no longer meeting a need in the curriculum. The content in this course is now covered in advising sessions.

EFFECTIVE DATE: Spring 2008

ADD: **SOCWK 200. Basic Skills for Working with People. (3) I, II.** Course develops basic skill components for the helping professions. Students learn fundamentals of interpersonal communication.

RATIONALE: This new course addresses a need in the curriculum to teach basic communication content earlier in the student's experience with social work. This course will provide foundation content for the first social work practice course (SOCWK 560) taught later in the curriculum.

EFFECTIVE DATE: Fall 2008

ADD: **SOCWK 312. Fundamentals of Communication for the Agriculture and Food Science Community. (3) I, II.** This course develops communication skills among the scientific community to improve discourse with lay persons. Fundamentals of active listening as well as techniques to diffuse tense situations are addressed.

RATIONALE: This is an on-line course previously taught as a special topics course (SOCWK 310) on sufficient demand. The course was developed in response to a request from the Food Science Program. Demand has become sufficient enough to warrant making this course a part of the regular offering by the Department, and thus a regular course in the catalog.

EFFECTIVE DATE: Fall 2008

ADD: **SOCWK 320. Dynamics of Working with Older Adults. (3) S.** This course will provide students in all fields a unique foundation upon which successful interaction with older adults is built. Specific communication techniques will be taught along with the knowledge, skills and values necessary to understand working with, or on the behalf of, older consumers, clients, patients and family members. Pr.: ENGL 100 and PSYCH 110.

RATIONALE: New on-line course designed to help prepare students from a variety of disciplines to communicate effectively with the older adult population.

EFFECTIVE DATE: Summer 2008

CHANGE: **SOCWK 330. Introduction to Social Work Research. (3) II.** First of two research courses. Emphasis on social work research methodology. Examines the ethics and processes of research. Social work majors only. Recommend conc. enrollment in STAT 330. Pr.: SOCWK 260.

TO: **SOCWK 330. Introduction to Social Work Research. (3) II.** First of two research courses. Emphasis on social work research methodology. Examines the ethics and processes of research. Social work majors only. Recommend conc. enrollment in STAT 325. Pr.: SOCWK 100.

RATIONALE: Re-numbered co-requisite and pre-requisite courses.

EFFECTIVE DATE: Spring 2008

CHANGE: ~~**SOCWK 510. Social Welfare as a Social Institution. (3) I, II.**~~ The development and present status of social welfare in meeting changing human needs and the requirements in other parts of our social system; the analysis of present-day philosophy and the functions of social welfare. Same as SOCIO 510. Pr.: One course in each of the following areas: Sociology, Economics, and Political Science.

TO: **SOCWK 510. Social Welfare. (3) I, II.** The development and present status of social welfare in meeting changing human needs and the requirements in other parts of our social system; the analysis of present-day philosophy and the functions of social welfare. Same as SOCIO 510. Pr.: One course in each of the following areas: Sociology, Economics, and Political Science.

RATIONALE: The shortened name for this course makes it consistent with the traditional way the course has been labeled. The name change reduces student confusion about the curriculum.

EFFECTIVE DATE: Fall 2008

CHANGE: ~~**SOCWK 515. Human Behavior in the Social Environment. (3) I, II.**~~ An introduction to the relationship among biological, social, psychological and cultural systems as they affect or are affected by human behavior as it relates to social world models of practice. Emphasis on social systems understanding of human development. Pr.: FSHS 110, SOCWK 260, BIOL 198, PSYCH 110, SOCIO 211 and ANTH 200.

TO: **SOCWK 315. Human Behavior in the Social Environment I. (3) I, II.** An introduction to the relationship among biological, social, psychological and cultural systems as they affect or are affected by human behavior as it relates to social world models of practice. Emphasis on social systems understanding of human development. Pr.: Two courses in the social sciences and sophomore standing.

RATIONALE: Course number change to get the course sequencing in the social work major more apparent and modify the prerequisites for this course so that non-majors may take the course.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 525. Human Behavior and the Social Environment II. (3) I, II.** Continuation of SOCWK ~~545~~, with a focus on large systems (organizations and communities). Social systems and ecological perspectives as a framework for understanding macrosystems. Structure and function of large systems and their impact on people. Institutional racism and other forms of institutional discrimination, and the importance of recognizing the functions and the effects of racial, ethnic, and other forms of community diversity. Pr.: SOCWK ~~545~~. Must be taken conc. with SOCWK 560.

TO: **SOCWK 525. Human Behavior and the Social Environment II. (3) I, II.** Continuation of SOCWK 315, with a focus on large systems (organizations and communities). Social systems and ecological perspectives as a framework for understanding macrosystems. Structure and function of large systems and their impact on people. Institutional racism and other forms of institutional discrimination, and the importance of recognizing the functions and the effects of racial, ethnic, and other forms of community diversity. Pr.: SOCWK 315. Must be taken conc. with SOCWK 560.

RATIONALE: Renumbered prerequisite course.

EFFECTIVE DATE: Spring 2008

DROP: **SOCWK 543. Women's Mental Health Issues. (3) II.** Investigates prevalent women's mental health issues such as the incidence of depression/anxiety, eating disorders, sexuality, relationship concerns. Also covers the efficacy of traditional treatment modalities and newer therapies that target women's unique mental health needs, such as feminist or nonsexist therapies. Pr.: One course in women's studies, social work, psychology, or family therapy.

RATIONALE: The faculty has no plan to offer this course again, and the course has not been offered for more than ten years.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 550. Field Practicum 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.: Senior standing and instructor permission. 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, in preparation for the field practice experience. Students explore various fields of practice and social work settings and work with the instructor to plan their practicum for the following semester. Pr.: Senior standing and instructor permission. Social work majors only.

RATIONALE: The content of this course has changed significantly with the research proposal component relocated to the second course in social work research.

EFFECTIVE DATE: Spring 2008

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. Social work majors only.

TO: **SOCWK 560. Social Work Practice I. (3) I, II.** Continued development of social work practice skills. 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 100, 200, 315 and 510; junior standing and permission of the instructor. Social work majors only.

RATIONALE: Renumbered prerequisite courses, and adjusted statement of content to reflect curriculum changes.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 562. Field Experience. (10) II, S.** Supervised field experience in community agencies and programs as a practical application of social work knowledge and skills gained from major course work. Emphasis on direct work with clients, whether individuals, groups, or communities. Seminars make use of student's experiences to analyze social work theory and practice. Pr.: SOCWK ~~545~~, 550, 561; senior standing; social work majors only; permission of the instructor.

TO: **SOCWK 562. Field Experience. (10) II, S.** Supervised field experience in community agencies and programs as a practical application of social work knowledge and skills gained from major course work. Emphasis on direct work with clients, whether individuals, groups, or communities. Seminars make use of student's experiences to analyze social work theory and practice. Pr.: SOCWK 550 and 561; senior standing; social work majors only; permission of the instructor.

RATIONALE: Remove prerequisite course (SOCWK 515) because that course is a prerequisite for prior courses in the social work curriculum.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 565. ~~Program and Policy Formulation and Analysis.~~ (3) I, II.** Examination of policies and programs developed to cope with various social problems. Emphasis will be placed on analysis of existing programs and policies and the formulation of alternative policies. Attention will be given to policy change through organizational and legislative action. Same as SOCIO 565. Pr.: SOCWK 510; one course in each of the following areas: sociology, economics and political science; and one course in social science research methods.

TO: **SOCWK 565. Social Policy. (3) I, II.** Examination of policies and programs developed to cope with various social problems. Emphasis will be placed on analysis of existing programs and policies and the formulation of alternative policies. Attention will be given to policy change through organizational and legislative action. Same as SOCIO 565. Pr.: SOCWK 510; one course in each of the following areas: sociology, economics and political science; and one course in social science research methods.

RATIONALE: Title change to reflect the traditional way of referring to this class. This will reduce the confusion experienced by some students related to the courses in the Social Work curriculum.

EFFECTIVE DATE: Spring 2008

DROP: **SOCWK 566. Social Work in Aging Services. (3)** Social Work practice course focusing attention on working with institutionalized and noninstitutionalized elderly. Role of the social worker is explored in the context of physical, psychological, social, and economic aspects of aging. Skills in working with elderly are emphasized through classroom and direct practice in social work or in gerontology. Pr.: Three course hours in social work or gerontology.

RATIONALE: The faculty has no plan to offer this course again, and the course has not been offered in more than ten years to the best of our recollection.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 570. Social Work with Groups. (3) I.** Taken concurrently with SOCWK 560 or 561. 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. Course provides the theoretical framework for effective generalist social work practice with groups, facilitates the development of group leaders who possess an understanding of group dynamics and effective leadership skills through group discussion, experiential exercises and leadership experiences. Pr.: SOCWK 560.

RATIONALE: Course description modified to reflect more closely the content of the course.

EFFECTIVE DATE: Spring 2008

DROP: **SOCWK 580. Women's Perspectives on Peace and War. (2-3) Intersession Only.** This course will consider the issue of the participation of women in opposition to war and weapons of war and advocacy for peaceful resolution of conflict. Readings and discussions will focus on four areas: (1) historical and contemporary women's peace movements; (2) the influence of a male-dominated societal structure on the use of violence and militarism as a means of resolving conflict; (3) the question of whether or not women are naturally more inclined to be peaceful; and (4) the activities, thoughts, and works of individual women in their quest for peace, within themselves, and in the world.

RATIONALE: The faculty has no plan to again offer this course. We believe it would be more appropriate for such a course to be taught in Women's Studies or in the Non-Violence content.

EFFECTIVE DATE: Spring 2008

CHANGE: **SOCWK 610. Topics in Social Work. (1-3).** Supervised independent study projects. Pr.: SOCWK 260 plus 6 hours of behavioral science foundation courses and consent of instructor.

TO: **SOCWK 610. Topics in Social Work. (1-3).** Supervised independent study projects. Pr.: SOCWK 100 plus 6 hours of behavioral science foundation courses and consent of instructor.

RATIONALE: Change prerequisite course number (SOCWK 260 to 100)

EFFECTIVE DATE: Spring 2008

ADD: **SOCWK 612. Fundamentals of Communication for the Agriculture and Food Science Community. (3) I, II.** This course develops communication skills among the scientific community to improve discourse with lay persons. Fundamentals of active listening as well as techniques to diffuse tense situations are addressed. Students will apply the skills learned to their career field through a final research project.

RATIONALE: This is an on-line course previously taught as a special topics course (SOCWK 610) on sufficient demand. The course was developed in response to a request from the Food Science Program. Demand has become sufficient enough to warrant making this course a part of the regular offering by the Department, and, thus, a regular course in the catalog.

EFFECTIVE DATE: Fall 2008

Division of Biology

(pg 105 of undergraduate catalog)

CHANGE:**Microbiology degree**

Students in microbiology may obtain either the BA or BS degree. The requirements for a microbiology major, in addition to those requirements of the College of Arts and Sciences, include blocks A, B, and C as listed below.

Block A: Courses offered by other departments

MATH 220	Analytical Geometry and Calculus I	4	
CHM 210	Chemistry I		4
CHM 230	Chemistry II		4
CHM 350	General Organic Chemistry		3
CHM 351	General Organic Chemistry Lab		2
BIOCH 521	General Biochemistry		3
PHYS 113	General Physics I		4
PHYS 114	General Physics II		4

Prerequisites for MATH 220 are MATH 100 and 150 or four semesters of high school algebra and one semester of trigonometry, plus appropriate math placement exam scores. Upon consultation with a Division of Biology advisor, a student may substitute: Biochemistry I and II for General Biochemistry; Organic Chemistry I and II for General Organic Chemistry; Organic Chemistry I Lab for General Organic Chemistry Lab; and Engineering Physics I and II for General Physics I and II.

Block B: Division of Biology courses

BIOL 198	Principles of Biology		4
BIOL 450	Modern Genetics		4
BIOL 455	General Microbiology		4
BIOL 670	Immunology		4
BIOL 675	Genetics of Microorganisms		3
BIOL 690	Microbial Physiology and Metabolism		2

Block C: Microbiology major electives

Students must take an additional 44 hours from courses listed below. At least half the 44-hour total must be laboratory courses.

BIOL 397, 495 or 697	Topics in Biology	1-3	
BIOL 410	Biology of the Cancer Cell	2	
BIOL 530	Pathogenic Microbiology (lab)	3	
BIOL 544	Cell Biology	3	
BIOL 545	Human Parasitology	3	
BIOL 546	Human Parasitology Lab	1	
BIOL 604	Biology of Fungi (lab)	3	
BIOL 625	Animal Parasitology (lab)	4	
BIOL 671	Immunology Lab	2	
BIOL 676	Molecular Genetics Lab	3	
BIOL 687	Microbial Ecology	3	
BIOL 698	Problems in Biology (lab)	1-3	
BIOL 705	Eukaryotic Genetics	3	
BIOL 707	Advanced Cell Biology	3	
BIOL 720	Anaerobic Bacteriology		2
BIOL 730	General Virology	3	
BIOL 731	Virology Lab	2	
BIOL 755	Specialized Cell Functions	3	
ASI 607	Food Microbiology (lab)	4	
AGRON 645	Soil Microbiology (lab)	4	

By consultation with a Division of Biology advisor a student may choose elective courses from Block C that allow a more specific focus on interest and experience. Areas of specialization would include prokaryotic microbiology, eukaryotic microbiology, biotechnology/genetic engineering, and infectious diseases. The microbiology curriculum coupled with appropriate electives provides an excellent education base for students moving directly into the job market, for students headed toward medical, dental, medical technology, and veterinary programs, and for students going into graduate programs in the biological sciences.

TO:**Microbiology degree**

Students in microbiology may obtain either the BA or BS degree. The requirements for a microbiology major, in addition to those requirements of the College of Arts and Sciences, include blocks A, B, and C as listed below.

Block A: Courses offered by other departments

MATH 220	Analytical Geometry and Calculus I	4	
CHM 210	Chemistry I		4
CHM 230	Chemistry II		4
CHM 350	General Organic Chemistry		3
CHM 351	General Organic Chemistry Lab		2
BIOCH 521	General Biochemistry		3
PHYS 113	General Physics I		4
PHYS 114	General Physics II		4

Prerequisites for MATH 220 are MATH 100 and 150 or four semesters of high school algebra and one semester of trigonometry, plus appropriate math placement exam scores. Upon consultation with a Division of Biology advisor, a student may substitute: Biochemistry I and II for General Biochemistry; Organic Chemistry I and II for General Organic Chemistry; Organic Chemistry I Lab for General Organic Chemistry Lab; and Engineering Physics I and II for General Physics I and II.

Block B: Division of Biology courses

BIOL 198	Principles of Biology		4
BIOL 450	Modern Genetics		4
BIOL 455	General Microbiology		4
BIOL 541	Cell Biology		3
BIOL 670	Immunology		4
BIOL 675	Genetics of Microorganisms		3

Block C: Microbiology major electives

Students must take an additional 13 hours from courses listed below. At least 7 of the 13 hours must be laboratory courses.

BIOL 397, 495 or 697	Topics in Biology	1-3	
BIOL 410	Biology of the Cancer Cell	2	
BIOL 530	Pathogenic Microbiology (lab)	3	
BIOL 545	Human Parasitology	3	
BIOL 546	Human Parasitology Lab	1	
BIOL 604	Biology of Fungi (lab)	3	
BIOL 625	Animal Parasitology (lab)	4	
BIOL 671	Immunology Lab	2	
BIOL 676	Molecular Genetics Lab	3	
BIOL 687	Microbial Ecology	3	
BIOL 690	Microbial Physiology and Metabolism		2
BIOL 698	Problems in Biology (lab)	1-3	
BIOL 705	Eukaryotic Genetics	3	
BIOL 707	Advanced Cell Biology	3	
BIOL 730	General Virology	3	
BIOL 731	Virology Lab	2	
ASI 607	Food Microbiology (lab)	4	
AGRON 645	Soil Microbiology (lab)	4	

By consultation with a Division of Biology advisor a student may choose elective courses from Block C that allow a more specific focus on interest and experience. Areas of specialization would include prokaryotic microbiology, eukaryotic microbiology, biotechnology/genetic engineering, and infectious diseases. The microbiology curriculum coupled with appropriate electives provides an excellent education base for students moving directly into the job market, for students headed toward medical, dental, medical technology, and veterinary programs, and for students going into graduate programs in the biological sciences.

RATIONALE: The Microbiology undergraduate curriculum has not undergone significant review in over 10 years. The Microbiology curriculum is used by bacteriologists, virologists, and immunologists and the topics covered in BIOL 541 (Cell Biology) are relevant to all groups, compared to the more limited relevance of BIOL 690 (Microbial Physiology and Metabolism).

EFFECTIVE DATE: Spring 2008

Dean of Arts and Sciences**CHANGE:**

East Asian Studies minor

FROM:

Elective Courses (12 hours)

ECON 507. The Japanese Economy
GEOG 331: Introduction to Japan
GEOG 332: Introduction to China
GEOG 660. The Geography of East Asia/China
HIST 330. History of East Asian Civilizations
HIST 331: Introduction to Japan
HIST 332: Introduction to China
JAPAN 391: Culture of Japanese Communication
POLSC 511: Contemporary Chinese Politics

The following topics courses may also be used as electives, depending on the specific topic and subject to the approval of the academic director of the East Asian Studies minor:

ARCH 715: Theory of Design
ART 695: Topics in Art History/Art of Japan
EDCEP 786: Topics in Education
ENGL 580: Selected World Literature
HIST 598: Topics in Non-Western History
POLSC 791: Topics in Political Science

Other courses may be used as electives, as authorized at the discretion of the director.

TO:

Elective Courses (12 hours)

ECON 507. The Japanese Economy
GEOG 331: Introduction to Japan
GEOG 332: Introduction to China
GEOG 660. The Geography of East Asia/China
HIST 330. History of East Asian Civilizations
HIST 331: Introduction to Japan
HIST 332: Introduction to China
HIST 504: Intellectual History of Early China
HIST 507: China Since 1644
HIST 508: Introduction to Modern East Asia
HIST 509: Japan Since 1550
JAPAN 391: Culture of Japanese Communication
POLSC 511. Contemporary Chinese Politics

The following topics courses may also be used as electives, depending on the specific topic and subject to the approval of the academic director of the East Asian Studies minor:

ARCH 715: Theory of Design
ART 695: Topics in Art History/Art of Japan
EDCEP 786: Topics in Education
ENGL 580: Selected World Literature
HIST 598: Topics in Non-Western History
POLSC 791: Topics in Political Science

Other courses may be used as electives, as authorized at the discretion of the director.

RATIONALE: The removal of HIST 504, 507, 508 and 509 last spring was not intended by the EAS faculty. These courses are directly relevant to the minor and should be restored to the list of approved electives as soon as possible

EFFECTIVE DATE:

Fall 2007

School of Journalism and Mass Communications*(page 120 of undergraduate catalog)***CHANGE:****Becoming a major**

To become a major a student must have a 2.5 GPA based on at least 30 credit hours at the 100-level or higher. MC 110 and ~~ECON 110 with grades of C or higher must be completed within the 30 hours.~~

Transfer students must have completed a total of 30 credit hours before applying for admission to the major. Fifteen of those accumulated hours must be completed at K-State, where the students is expected to have earned a 2.5 minimum GPA on all transfer hours. MC 110 and ~~ECON 110 (or their transferable equivalents) with grades of C or higher must be completed before applying to the major.~~ No more than 3 credit hours out of 30 may be in MC 111, 120, 180, or 210.

TO:**Becoming a major**

To become a major a student must have a 2.5 GPA based on at least 30 credit hours at the 100-level or higher and complete MC 110 with a grade of C or higher.

Transfer students must have completed a total of 30 credit hours before applying for admission to the major. Fifteen of those accumulated hours must be completed at K-State, where the students is expected to have earned a 2.5 minimum GPA . A 2.5 GPA is also required on all transfer hours. MC 110 (or its transferable equivalent) with a grade of C or higher must be completed before applying to the major. No more than 3 credit hours out of 30 may be in MC 111, 112, 120, 180, or 210.

RATIONALE: The Miller School faculty has voted to no longer require ECON 110. Additionally, since the current catalog was published, MC 112 (Web Communication in Society) has become an official class. The last sentence of the second paragraph is meant to keep majors from "loading up" on low level courses. We have added MC 112 to that group of classes.

EFFECTIVE DATE: Fall 2008

Department of Music*(pg 136 in undergraduate catalog)***CHANGE:****Additional music requirements for instrumental emphasis**

MUSIC 203, 204, 206, 207, and 9 semester hours chosen according to the major instrument from: ~~MUSIC 232, 233, 234, 235, 427, 428, and 429.~~

Enrollments in major organizations must include at least two semesters in a choral organization; ~~upon the recommendation of the advisor, one additional semester of individual or class instruction in voice may be substituted.~~

Additional requirements for vocal/choral emphasis

If voice is the major performance area, MUSIC ~~232, 233, 234, 235, 285 and 287 or 465;~~ 4 hours of keyboard. If keyboard is the major performance area, MUSIC 203, 204, 232, 233, 234, 235, 350 (two semesters), 410 and 450.

Enrollments in major organizations must include at least two semester ~~in an instrumental organization;~~ ~~upon the recommendation of the advisor, one semester of advanced instrumental techniques classes may be substituted.~~

Requirements in general education are stated earlier in the College of Arts and Sciences section.

TO:**Additional music requirements for instrumental emphasis**

MUSIC 203, 204, 206, 207, and 9 semester hours chosen according to the major instrument from: MUSIC 234, 235, 236, 237, 238, 239 and 427. If keyboard is the major performance area, 206 and 207 are not required.

Enrollments in major organizations must include at least two semesters in a choral organization, one of which must be MUSIC 112 – University Choir (2 credit hours).

Two semesters of MUSIC 113 – University Band (variable credit, 1-3 hours) are required.

Additional requirements for vocal/choral emphasis

If voice is the major performance area, MUSIC 234, 235, 236 or 237, and 239 or 239; 4 hours of keyboard. If keyboard is the major performance area, MUSIC 203, 204, 234, 235, 236 or 237, and 238 or 239, 350 (two semesters), 410 and 450.

Enrollments in major organizations must include at least two semesters in an instrumental organization, one of which must be MUSIC 113 – University Band (2 credit hours).

Two semesters of MUSIC 112 – University Choir (variable credit, 0-1 hours) are required.

Requirements in general education are stated earlier in the College of Arts and Sciences section.

RATIONALE: 1) Intensified learning on each instrument will enable a higher minimum performance proficiency and technical understanding. 2) This new format allows time for an expanded instrument repair unit. 3) Provides expanded teaching opportunities for students. 4) There will be less re-teaching associated with a divided course in the former structure.

EFFECTIVE DATE: Spring 2008

Department of Sociology, Anthropology and Social Work
pg 150 of undergraduate catalog

CHANGE:**Social Work**

Social Work is concerned with the interaction between people and their social environments. Social workers help people deal with other people, cope with the many social and environmental forces that affect and control daily life, and help solve problems that inhibit growth and development.

The undergraduate social work program is accredited by the Commission on Accreditation of the Council on Social Work Education to educate entry-level, generalist social work practitioners. The social work major is of particular value to students who intend to pursue a career in social work upon graduation.

The bachelor's degree in social work is recognized as a beginning-level professional degree. Students graduating from the social work program are eligible for licensure as bachelor degree social workers in Kansas and numerous other states. No other bachelor's degree is recognized, or necessary, for such eligibility. Students who wish to pursue graduate studies in social work will be eligible for advanced standing in many master of social work programs throughout the United States.

The intervention tasks performed by social workers are derived from a common base of knowledge, values, and skills. Thus, social workers are uniquely qualified to provide resources, services, and opportunities to individuals, groups, families, organizations, and communities. Students are required to complete a field practice placement during their senior year to integrate classroom material with practice experience in a professional setting.

Students wishing to declare a major in social work may enroll directly in curriculum SOCWK. This is a provisional admission to the social work program. Students must complete ~~SOCWK 010, SOCWK 260, SOCWK 510 and SOCWK 515~~ before formal evaluation and admission to the program can occur.

Formal evaluation occurs prior to admission to SOCWK 560: Social Work Practice I, taken during the junior year. At that time, each student completes a personal statement and undergoes a formal review of academic and classroom performance by the program admissions committee. Students must have a 2.3 overall GPA and a 2.75 GPA in the core courses. Students successfully passing this review may enter the first course in the practice sequence, SOCWK 560.

Failure to meet and maintain the standards of the program will result in dismissal from the social work major. A student may be allowed to remain in the major on conditional or probationary status, but he or she must meet the standards of the program to complete the major.

For complete details on the admission requirements and procedure, see the program admissions policy in the student handbook. Appeals of program faculty decisions may be made through established departmental procedures.

A student earning a BA or BS 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; 44 additional hours of major courses; and 25 hours of tool and related courses.

TO:**Social Work**

Social Work is concerned with the interaction between people and their social environments. Social workers help people deal with other people, cope with the many social and environmental forces that affect and control daily life, and help solve problems that inhibit growth and development.

The undergraduate social work program is accredited by the Commission on Accreditation of the Council on Social Work Education to educate entry-level, generalist social work practitioners. The social work major is required for students who intend to pursue a career in social work in Kansas and in many other states. The major is also beneficial to students who plan to work with people.

The bachelor's degree in social work is recognized as a beginning-level professional degree. Students graduating from the social work program are eligible for licensure as bachelor degree social workers in Kansas and numerous other states. No other bachelor's degree is recognized, or necessary, for such eligibility. Students who wish to pursue graduate studies in social work will be eligible for advanced standing in many master of social work programs throughout the United States.

The intervention tasks performed by social workers are derived from a common base of knowledge, values, and skills. Thus, social workers are uniquely qualified to provide resources, services, and opportunities to individuals, groups, families, organizations, and communities. Students are required to complete a field practice placement during their senior year to integrate classroom material with practice experience in a professional setting.

Students wishing to declare a major in social work may enroll directly in curriculum SOCWK. This is a provisional admission to the social work program. Students must complete SOCWK 100, SOCWK 200, SOCWK 315, and SOCWK 510 before formal evaluation and admission to the program can occur.

Formal evaluation occurs prior to admission to SOCWK 560: Social Work Practice I, taken during the junior year. At that time each student completes a personal statement and undergoes a formal review of academic and classroom performance by the program admissions committee. Students must have a 2.3 overall GPA and a 2.75 GPA in the core courses. Students successfully passing this review may enter the first course in the practice sequence, SOCWK 560.

Failure to meet and maintain the standards of the program will result in dismissal from the social work major. A student may be allowed to remain in the major on conditional or probationary status, but he or she must meet the standards of the program to complete the major.

For complete details on the admissions requirements and procedure, see the program admissions policy and procedure in the student handbook. Appeals of program faculty decisions may be made through established departmental procedures.

A student earning a BA or BS in social work must complete 124 hours, including SOCWK 100, Introduction to Social Work; 47 additional hours of major courses; and 19 hours of tool and related courses; and STAT 325.

CHANGE:

Human Behavior and the social environment content			<u>Tool and related courses - required (13 hrs.)</u>		
SOCIO 211	Introduction to Sociology	3	SOCIO 211	Introduction to Sociology	3
ANTH 200/204	Introduction to Cultural Anthropology	3	ANTH 200/204	Introduction to Cultural Anthropology	3
PSYCH 110	General Psychology	3	PSYCH 110	General Psychology	3
FSHS 110	Introduction to Human Development	3	BIOL 198	Principles of Biology	4
SOCWK 515	Human Behavior and the Social Environment	3	<u>Tool and related courses – elective (6 hrs.)</u>		
SOCWK 525	Human Behavior and the Social Environment II	3	POLSC 110	Introduction to Political Science	3
POLSC 110	Introduction to Political Science	3	or		
POLSC 301	Introduction to Political Thought	3	POLSC 301	Introduction to Political Thought	3
ECON 110	Principles of Microeconomics	3	ECON 110	Principles of Microeconomics	3
or			or		
ECON 120	Principles of Macroeconomics	3	ECON 120	Principles of Macroeconomics	3
BIOL 198	Principles of Biology	4	Human Behavior and the social environment content (6 hrs.)		
Social work practice content			<u>SOCWK 315</u>	<u>Human Behavior and the Social Environment I</u>	<u>3</u>
SOCWK 560	Social Work Practice I	3	SOCWK 525	Human Behavior and the Social Environment II	3
SOCWK 561	Social Work Practice II	3	Social work practice content (15 hrs.)		
SOCWK 568	Social Work Practice III	3	<u>SOCWK 200</u>	<u>Basic Skills for Working with People</u>	<u>3</u>
SOCWK 570	Social Work with Groups	3	SOCWK 560	Social Work Practice I	3
Research content			SOCWK 561	Social Work Practice II	3
STAT 330	Elementary Statistics for the Social Sciences	3	SOCWK 568	Social Work Practice III	3
SOCWK 330	Introduction to Social Work Research	3	SOCWK 570	Social Work with Groups	3
SOCWK 530	Sem. in Applied Social Work Research	3	Research content (9 hrs.)		
SOCWK 550	Field Practicum Preparation	3	<u>STAT 325</u>	<u>Elementary Statistics for the Social Sciences</u>	<u>3</u>
Social policy content			SOCWK 330	Introduction to Social Work Research	3
SOCWK 510	Social Welfare as a Social Institution	3	SOCWK 530	Sem. in Applied Social Work Research	3
SOCWK 565	Program and Policy Formulation and Analysis	3	Social policy content (6 hrs.)		
Field practicum			SOCWK 510	Social Welfare	3
SOCWK 562	Field Experience	3	SOCWK 565	Social Policy	3
Professional social work seminar			Field practicum (12 hrs.)		
SOCWK 564	Social Work Professional Seminar	3	<u>SOCWK 550</u>	<u>Field Practicum Preparation</u>	<u>2</u>
			SOCWK 562	Field Experience	10
			Professional social work seminar (2 hrs.)		
			SOCWK 564	Social Work Professional Seminar	2

RATIONALE: The college catalog changes identified represent course description changes and changes in the social work major.

EFFECTIVE DATE: Spring 2008

NEW PROGRAM PROPOSAL

Proposing Institution: Kansas State University

Title of Proposed Program: Theatre

Degree(s) to be offered: Master of Arts in Theatre

Anticipated Date of Implementation: Fall 2008

Responsible Department: Speech Communication, Theatre and Dance Department

Center for Education Statistics code: 500501

PROGRAM PROPOSAL NARRATIVE

Program Need: Since 1962 the K-State Department of Speech Communication, Theatre and Dance (formerly called the Department of Speech) has been offering an MA in Speech. Under this degree title students choose one of two different curricula: one curriculum is in rhetoric/communication and speech; one is in theatre. Each curriculum has been entirely different with only one apparent overlap (SPCH 899 for a Masters report or a Masters thesis). That overlap is only apparent and not actual because the vast majority of theatre students (99%) don't take SPCH 899; instead they do a Creative Project in theatre for no credit (for example, they direct a play or design a play) in order to demonstrate their cumulative skill level and competence in the art and craft of theatre. At the inception of the Speech Department, there were not enough graduate students in each separate discipline to offer separate degrees. In the ensuing years this has changed and now each discipline is healthy and robust with approximately 15 to 20 students in each program at any given time.

Obviously, as the theatre degree is not literally new (having been a course of study for some 30 or more years at this university), it has been part of the Board approved Mission Statement of K-State for a long time. We have also been nationally acknowledged for our theatre training by the National Association for Schools of Theatre since 1984. We only wish to have our degree formally acknowledged by creating an appropriately named degree for students already enrolled in the curriculum.

Moreover, the need for a separate degree in theatre has become more important as the years have passed because of a change in the structure of university departments across the country. When the Speech Department was created, most universities housed Speech and Theatre together. In the 1970's this started to change. In most academic settings Speech and Theatre became independent departments or aligned with other disciplines (Speech with Mass Communication or English and Theatre with Dance, Performing Arts, or Fine Arts). This change did not happen at K-State: when reorganization was done, the Speech Department "lost" Linguistics to English and "lost" Speech Pathology to the College of Human Ecology and "gained" Dance from the Physical Education Department. Theatre and Speech remained together in the unit.

Currently, the unit functions as three smaller departments within one large academic unit: Speech Communication/Rhetoric, Theatre, and Dance. Speech Communication/Rhetoric and Theatre have undergraduate and graduate programs. Dance, which is smaller, has an undergraduate program, but only offers a degree in Theatre with concentration in Dance.

This does not cause a problem for graduates in the Speech program who earn a Master of Arts in Speech; however, this does cause a problem for graduates in the Theatre program who *also* earn a Master of Arts in Speech. After graduation our theatre students have been denied jobs because they didn't have the "right" degree when they have applied for teaching positions in high schools, community colleges, or universities across the country. They have also had difficulty when they have applied for MFAs or Ph.D.s. in theatre in other universities. They were rejected because their diplomas and transcripts indicates a degree that shows they "don't have the training required" for a theatre job or educational program. It doesn't matter if they show their transcript which lists all theatre courses – the degree doesn't scan and isn't accepted.

This is also a problem for theatre students who specialize in drama therapy. When they apply for jobs as therapists, counselors, or activity directors/coordinators, their MA in Speech does not indicate any of the disciplines pertinent to drama therapy (theatre or clinical mental health). The other drama therapy programs in the country are either titled "MA in drama therapy" (New York University's program is located in the School of Education/Professional Studies along with Theatre Education) or "MA in psychology with concentration in drama therapy" (California Institute of Integral Studies' program is located in a professional psychology school). As a result, K-State drama therapy graduates have been rejected for positions for which they have actually been trained.

In addition, the K-State drama therapy program has lost extremely gifted potential drama therapy students to New York University and California Institute of Integral Studies (and our Canadian rival Concordia University) because our degree is MA in Speech, not a degree in theatre or drama therapy! Students fear (rightly so) that they will not be as employable – not because their training isn't comparable, but because their degree title interferes with their future ability for jobs or licensure.

The graduate SCTD faculty feel it is time to create a separate MA for theatre students with two distinct concentration options that formally acknowledges their discipline and actual course of study. This will help our graduates get jobs and get into the MFA/Ph.D. programs of their choice.

Student Characteristics: 50% of the students who apply for the graduate program in theatre are looking for a general theatre education on an advanced level with the opportunity to specialize in a particular area of theatre or to combine several areas in which they feel they have strengths. Their purpose for coming to our program is to teach theatre at the high school or community college level or to prepare themselves for applying to an MFA or Ph.D. theatre program. MFA and Ph.D. programs in theatre have become more and more competitive over the past 20 years and often students who come from undergraduate schools with weak theatre departments do not have the skills or background to be accepted into a terminal degree program. A few of our MA applicants majored in other disciplines as undergraduates and have realized that they want a career in theatre. They need to develop the requisite skills in a place where they can generalize. All of these students come to K-State because here they can really hone their skills and get a broad background in theatre since our program requires a broad base of courses in dramatic literature and criticism, acting, directing, playwriting, technical theatre, design, and/or theatre.

50% of the students who apply for the graduate program in theatre want to train as drama therapists. These students need interdisciplinary courses in theatre, drama therapy, and clinical mental health areas (psychology, family studies, research, ethics, etc.) in order to develop the appropriate clinical skills to work as drama therapists and to qualify for registry as a drama therapist (The professional credential for drama therapists is RDT – Registered Drama Therapist). The education curriculum and standards for registry are set by the National Association for Drama Therapy (NADT). Most of these students have a strong undergraduate background in theatre; many have minors or double majors in psychology, special education, or criminal justice. The drama therapy program attracts non-traditional (older) students and international students, adding to the diversity of the department.

Total students in the theatre program have been growing consistently over the past five years. In Fall 2005 we had 17 students in theatre in both years; in Fall 2006 we had 22.

The graduate program in speech has similar numbers: over the past five years Speech students have numbered in total 18, 20, 18, 18, and 15. Both programs feel that they will stabilize at approximately 10 students per cohort or 20 students in each program each year.

Demand for Graduates of this Program: Graduates of the graduate theatre program work professionally in all areas of theatre. A number of our alumni are currently performing in shows on Broadway, on TV commercials, in television and film, or are working as designers, technical directors, playwrights, theatre critics, stage managers or theatre managers in professional theatre. Others are teaching theatre in high schools, community colleges, 4 year colleges and universities across the country. Still others are working as drama therapists in schools, psychiatric hospitals, retirement communities/nursing homes, therapeutic communities, and recreation programs. Many have gone on to get MFAs and Ph.D.s at other universities across the country.

Locational and Comparative Advantages: In the Regents system there is only one other school – University of Kansas – which has an MA degree in theatre. This degree is focused on training directors and scenographers. Our degree is for a different set of students – students who wish to be generalists and who wish to be professional practitioners in the additional theatre areas of acting, playwriting, technical theatre, and theatre management. About half are interested in pursuing careers as drama therapists.

What makes the program at K-State unique is the drama therapy concentration. There are no other schools in the state of Kansas or in the central region of the country where one can study drama therapy. In fact, the only other schools offering a full program of drama therapy training at the current time are New York University on the East Coast and California Institute of Integral Studies on the West Coast. Presently, the National Association for Drama Therapy cannot approve K-State's program because our degree is listed as being in Speech and many licensing boards across the country will not acknowledge a degree that is not in some way designated as theatre or drama therapy. (see letter from President of NADT).

The other unique aspect of the theatre program at K-State is that we have the only theatre program in Kansas that has been accredited by the National Schools of Theatre (NAST). This accreditation approves both the undergraduate and graduate levels separately, holding both to the highest standards of education, training, production, and ethics.

Procedures and criteria for admission: We do not propose changes to any of our procedures or criteria for admission. Currently we require an application, an undergraduate degree in theatre (or commitment to taking specified undergraduate courses in acting, directing, theatre history, and/or technical theatre to make up deficiencies), an essay stating the student's reasons for wanting to enter our program, official transcripts from previous educational institutions with a GPA of 3.0 or better, and three letters of recommendation. Applicants for a design concentration are required to submit a design portfolio. Applicants for the drama therapy concentration are required to have an interview on campus with the director of the program. Applicants for a theatre management concentration are required to have a phone interview with the management professor.

Pool of students: We expect that with the creation of a Master of Arts degree in theatre, that we will be able to attract an even higher caliber of students, particularly students interested in the drama therapy option (As mentioned earlier, often potential drama therapy students are suspicious that a drama therapy degree awarded as MA in Speech may not a valid or useful degree down the road considering guidelines of licensing boards).

Curriculum of Proposed Program: We expect to keep our curriculum the same as it has been, but graduate faculty are currently involved in fine tuning the curriculum in preparation for the NAST onsite visitation scheduled for spring 2009 for our re-approval. We would like to create a separate curriculum option in drama therapy so that the drama therapy students will be able to take all the courses required for registry by NADT without having to take many additional courses in dramatic literature which relate only tangentially to their educational needs. We wish to substitute courses which will provide the clinical skills and critical thinking/research skills needed for a practicing drama therapist.

Objectives for theatre generalists are to gain a broad understanding of the many areas of theatre art (acting, directing, playwriting, design, management, lights, sound, construction, etc.) as well as a broad understanding theatre history and the dramatic canon of works of Western theatre since the Greeks. Critical thinking is developed in relation to performing art as well as in relation to history, theory and criticism. Emphasis is placed on verbal and written expression in all classes and in visual literacy in design classes. In addition to a broad understanding of theatre, each student chooses an area of specialization in which to focus and completes a Creative Project demonstrating mastery of that area. A paper is expected along with the project.

Drama therapy students also require a broad understanding of theatre arts, particularly in terms of directing, acting, and playwriting, which are crucial skills used in drama therapy. However, in addition to a basic understanding of theatre history and criticism, they also need skills in research, ethics, and psychology, so their program of study reflects a wider list of interdisciplinary courses.

Program Faculty: This degree approval requires **no additional costs or requirements in terms of faculty**. We already have the faculty in place which we need to run the program.

We currently have 9 tenure track faculty who are graduate faculty (have recently hired one more who will apply to be graduate faculty, bringing the number back up to 10). All but one of the current graduate faculty have a terminal degree: 7 have Master of Fine Arts in theatre and 1 has a Ph.D. in theatre. Each graduate faculty member has at least 2 academic specializations which they teach, covering all areas offered. Of these current faculty members 7 have tenure and are at the Associate Professor level; 2 haven't been on faculty long enough yet to apply for tenure and are at the Assistant Professor level.

Cathy L. Anderson, M.F.A., University of Connecticut
Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore
Daniel L. Davy, Ph.D., University of California – Santa Barbara
R. Michael Gros, M.F.A., University of California – Irvine
Charlotte A. MacFarland, M.A. University of Wisconsin
Marci E. Maullar, M.F.A., Pennsylvania State University
Dana Pinkston, M.F.A. Pennsylvania State University
John S. Uthoff, M.F.A. University of Iowa
Kathy Voecks, M.F.A., University of Missouri – Kansas City

See <http://www.k-state.edu/sctd/theatre/faculty.html> for more information on faculty.

Graduate Assistants: There are currently 9 graduate teaching assistant positions: 1 assisting with Introduction to Theatre, 1 assisting with Costume Design, 1 assisting with Scene Design and Technical Theatre, 6 teaching Public Speaking along with the graduate students in Speech and graduate students in Speech Pathology.

Academic Support:

Advising Services: The director of graduate studies in theatre advises graduate students as they enter the program their first semester and connects them with the appropriate graduate faculty member in their area(s) of interest to help them begin to develop a program of study and plan for their creative project. By the second semester most students have identified their major professor and graduate committee.

Library: Hale Library has a good collection of plays, as well as journals, and books on acting, directing, dramatic criticism, drama therapy, and creative arts therapies. There is a librarian on staff who is assigned to work with all the performing arts departments and a graduate faculty member in theatre who is assigned to serve as liaison to keep our collection up to date.

Audio-visual and Academic Computing Resources: We do not currently have enough resources in this area and have been working with the university on improving our equipment.

New materials: No new library materials or other forms of academic support are required beyond normal, ongoing additions once our computer technology is brought up to date.

New support staff: No new support staff will be required as the program is not adding students or faculty.

Facilities and Equipment: Beyond additions and improvements in spaces, equipment, and facilities that we would want in order to replace old, broken, and out-dated spaces and materials, the creation of this new degree does not require any additional resources or spending.

Program Review, Assessment and Accreditation: We are in the process of our re-approval process for accreditation by the National Association of Schools of Theatre (NAST) which will be officially done in 2009. We are committed to continuing to pursue this accreditation.

We have developed a system of Graduate Student Learning Outcomes with which we use to evaluate our graduate program and teaching. These SLOs measured in a number of ways: through student report on TEVALS (Teacher Evaluations), through an evaluation of a collection of students' critical essays, and through an evaluation of students' creative projects and oral examinations. The data derived from these measures are reviewed every year in the fall by a committee of graduate faculty to determine if we are achieving the SLOs we have set for ourselves or if we need to revise our program requirements or teaching methods.

The Student Learning Outcomes are based in three areas: Knowledge, Skills, and Attitude.

- Knowledge of the diverse areas of theatre art.
- Knowledge of the various means (i.e., acting, directing, designing, etc.) through which a theatrical concept is realized.
- Knowledge of plays that are representative of the development of theatre and drama.
- Knowledge of theatre history, including its cultural context and its modes of production
- Knowledge of research sources and methods.
- A competency in a chosen specialization and/or general proficiency in a broad based background in Theatre Arts demonstrated through coursework and a final Masters Project.
- The ability to think critically, listen effectively, and clearly communicate ideas in writing and in speech.
- The development of professional discipline
- The development of a collaborative attitude
- The development of artistic standards and judgment
- The development of respect for the art form as it contributes to an understanding of human diversity.

New Degree Request – Kansas State University

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Masters of Arts in Theatre with 2 options: 1 in general theatre studies and 1 in drama therapy.
2. Academic Unit	Department of Speech Communication, Theatre and Dance/ Graduate Theatre Program
3. Program Description	Our 30 credit hour Master level degree emphasizes general education in theatre on an advanced level with the opportunity to specialize in a particular area or a specialization in the interdisciplinary field of drama therapy. In the first, students learn the discipline of theatre as an artistic form and as a social and cultural institution with focus on acquiring skills and knowledge through study and practice in the classroom, studio, and public performance. Historical, theoretical, critical and cultural studies provide perspective on the art of theatre in performance past and present. In the second drama therapy students develop clinical skills through course work in a variety of disciplines and through internship experiences.
4. Demand/Need for the Program	K-State has been offering an MA in Speech since 1962. This degree has been earned by students with concentrations in either speech or theatre; however, none of the courses that MA students in speech take are taken by MA students in theatre and vice versa: there is no overlap in the two curricula. In essence, the SCTD Department has had two separate programs in two different disciplines getting a degree under the identical name: MA Speech. Originally this was done because of the small number of students in each program, but both programs have grown considerably over the years. This causes difficulty for students of theatre later, when they are applying for teaching positions in theatre or for MFA and Ph.D. programs in theatre elsewhere. It is also an issue for students of drama therapy when applying for drama therapy jobs. In all cases K-State graduates are told they don't have the "training" required because the name of their degree does not reflect the discipline they will be working in/studying. Creating a separate MA for theatre students with two distinct options to concentrate in, formally acknowledges what has been actually in existence for some time and will help our graduates get jobs and move on to Ph.D. and MFA programs.

5. Comparative/ Locational Advantage	K-State's program is the only NAST approved theatre program in the state of Kansas. There is only one other MA degree in theatre offered in another state school in Kansas -- at KU. KU's MA program focuses on directing and scenography. About half of theatre MA students at K-State are theatre generalists who want to prepare for entry into teaching theatre at the high school or community college level or who are preparing to apply to MFA and Ph.D. theatre programs. They focus on areas of theatre not covered by KU's program: in addition to directing and design, our students focus on acting, theatre management, stage management, playwriting, and/or technical theatre. The other half of students are training to become drama therapists and apply for registry with the National Association for Drama Therapy. K-State is the only school that has a drama therapy program in Kansas or in the Mid-West. In fact, the drama therapy curriculum makes K-State unique. There are currently only 2 other programs in the U.S. with degrees in drama therapy: New York University in NYC and California Institute of Integral Studies in San Francisco.
6. Curriculum	Our theatre program has been accredited by the National Association of Schools of Theatre (NAST) since 1984. For theatre generalists, requirements include 3 three credit courses in dramatic literature, 1 three credit course in advanced acting, directing or playwriting, 1 three credit course in technical theatre, design, or theatre management, and 5 other three credit courses in one or more areas of interest. 50% of the courses must be at the 800 level, and at least one course must be at the 700 level. Drama therapy students follow the alternative training guidelines set by the National Association for Drama Therapy (NADT) in order to complete all the requirements for registry (the national professional credential for drama therapists). There is overlap in requirements with the theatre generalists: 1 three credit course in dramatic literature, 1 three credit course in playwriting, and 1 additional three credit course in advanced theatre. Again, 50% of courses must be at the 800 level and at least one must be at the 700 level. All students complete a creative project (no credit) which demonstrates the integration and mastery of skills in a chosen area of specialization. This project includes a written paper and is followed by an oral examination by the student's graduate committee.
7. Faculty Profile	A graduate faculty of 10 teaches acting, directing, playwriting, design, technical theatre, theatre management, and/or drama therapy courses. Faculty also direct and design productions and serve on graduate committees. All but one graduate faculty members have terminal degrees: currently 8 of them with MFAs, one with a Ph.D. Many have years of professional theatre experience and/or clinical drama therapy experience which they bring to their classrooms.
8. Student Profile	Typically each cohort of students is 50% theatre generalist with interests in acting, directing, design, management, or playwriting and 50% drama therapy. In the past several years each cohort has ranged in number between 8 and 10, giving us a combined graduate student body of about 20. Most students graduate in two years. Most applicants have a strong theatre background and undergraduate GPAs of over 3.3. Students without a theatre degree are required to make up delinquencies in acting, directing, theatre history, and design/tech before beginning graduate coursework. The drama therapy program brings in non-traditional students and international students, adding to the diversity of the program.

9. Academic Support	Currently have a director of graduate studies in theatre who oversees applications and advising of newly accepted students with a graduate faculty of 10 who serve as major professors and committee members. Currently 9 graduate teaching assistantships. Currently already have a library collection of plays, theatre books and drama therapy/creative arts therapy books.
10. Facilities and Equipment	Three production facilities: a 250 seat thrust/arena stage, a 1,800 seat proscenium theatre, and a 100 seat student theatre in thrust configuration. Classes are held in the theatre spaces, in 3 classroom spaces, and 2 acting studios. Other spaces include costume shop, scene shop, and box office space.
11. Program Review, Assessment, Accreditation	<p>Our program has been accredited since 1984 by the National Association of Schools of Theatre (NAST). Next re-approval is scheduled for spring 2009, so the faculty is currently involved in a major review of all levels of teaching and production.</p> <p>Our program also has Student Learning Outcomes for the undergraduate and graduate programs for assessment purposes which are looked at every year by our faculty and by the K-State Office of Assessment. Basic competencies for the graduate program include</p> <ul style="list-style-type: none">-- knowledge of the diverse areas of theatre art,-- knowledge of the means through which a theatre concept is realized,-- knowledge of history of the theatre and the plays that represent it.-- skills in a chosen specialization,-- ability to think critically, listen effectively, and communicate clearly,-- ability to function safely using contemporary theatre technology,-- development of a professional attitude,-- development of a collaborative attitude,-- development of artistic standards and judgment,-- development of respect for the art form as it contributes to an understanding of human diversity. <p>Graduate students must complete an exit interview with the Graduate School before they can graduate.</p>
12. Costs, Financing	No additional financing is required for this change. The change will acknowledge what we are already offering and have been offering for many years!

IMPLEMENTATION YEAR FY 2008-2009

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University

Proposed Program: Master of Arts in Theatre

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10 (no change)		10 (no change)		10 (no change)	
B. Total SCH taken by all students in program	360 (no change)		360 (No change)		360 (No change)	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries	N/A		N/A		N/A	
OOE	N/A		N/A		N/A	
Total	No additional costs		No additional costs		No additional costs	

Indicate source and amount of funds if other than internal reallocation:

There are no additional costs to creating this program – the program is already in place.

Revised: September, 2003

Approved: _____

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

- I. Identify the new degree: Master of Arts in Theatre
- II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	THTRE 870 Greek and Roman Theatre	3
	THTRE 871 Medieval and Baroque Theatre	3
	THTRE 879 Modern Theatre	3
	An Advanced Acting, Directing, or Playwriting Course at the 700 level or above.	3
	A Technical Theatre, Design or Theatre Management Course at the 600 level or above.	3
	_____	_____
Electives	_____	_____
	5 electives in area (s) of specialization at the 600 level or above	15
	_____	_____
Research	_____	_____
	_____	_____
Practica	_____	_____

_____	_____
_____	_____
Total	<u>30</u>

* At least 15 credit hours or 50% of course work needs to be at the 800 level.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree: (option under Master of Arts in Theatre)

Master of Arts in Theatre with concentration in drama therapy

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	THTRE 870 Greek and Roman Theatre	3
	THTRE 865 Ethics in Drama Therapy	3
	THTRE 862 Workshop in Playwriting	3
	THTRE 760 Principles of Drama Therapy	3
	THTRE 770 Creative Arts Therapies	3
	THTRE 664 Creative Drama	3
	THTRE 665 Drama Therapy with Special Populations	3
	One Acting, Directing, Technical Theatre, Design, or Theatre Management course at the 600 level or above.	3
	_____	_____
	_____	_____
Electives	At least two electives in psychology or family studies, as required by the National Association for Drama Therapy (areas include Developmental Psychology, Abnormal Psychology, Group Dynamics, Advanced Counseling, and/or Theories of Personality).*	6
	_____	_____

Research

Practica

Total 30

At least 15 credit hours or 50% of course work needs to be at the 800 level.

* Students are currently already electing at least two psychology or family studies courses for their NADT requirements. This would not add any additional stress onto either department.

STUDENT LEARNING OUTCOMES

MASTER OF ARTS PROGRAM

THEATRE DIVISION

DEPARTMENT OF SPEECH COMMUNICATION, THEATRE AND DANCE

NOVEMBER 2003

REVISED: 10/14/2004, 4/23/2007

OVERVIEW

The discipline of theatre in higher education encompasses theatre as an artistic form and as a social and cultural institution. Its artistic form, which is defined through production, involves the collaboration of theatre artists, scholars, and technicians. Needed for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance. Historical, theoretical, critical, and cultural studies provide perspective on the art of theatre in performance, and the theatre as a social and cultural institution, both past and present.

A Graduate of the Master of Arts Program in Theatre should have these basic competencies:

KNOWLEDGE

1. Knowledge of the diverse areas of theatre as indicated through the possession of an undergraduate degree with a major in theatre (or some background knowledge of theatre plus an undergraduate degree in a related area of study. Lacking an undergraduate theatre major, students are required to take remedial courses at the undergraduate level previous to or simultaneously with their beginning courses of the Masters program).
2. Knowledge of the various means (i.e., acting, directing, designing, playwriting) through which a theatrical concept is realized.
3. Knowledge of plays that are representative of the development of theatre and drama.
4. Knowledge of theatre history, including its cultural context and its modes of production.
5. Knowledge of research sources and methods.

SKILLS

1. A competency in a chosen specialization (e.g., acting, directing, design, playwriting) as demonstrated in a final Master's Project and/or general proficiency in a broad-based background in Theatre Arts demonstrated through coursework and a final Master's Report or Thesis.
2. The ability to think critically and analytically, and the capacity to demonstrate this ability in speech.
3. The ability to think critically and analytically, and the capacity to demonstrate this ability in writing.
4. The ability to function safely and effectively using contemporary theatre technology.

ATTITUDES

1. The development of professional discipline.
2. The development of a collaborative attitude.
3. The development of artistic standards and judgment.
4. The development of respect for the art form as it contributes to an understanding of human diversity.

Theatre Faculty:

Cathy L. Anderson, M.F.A., University of Connecticut

Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore

Daniel L. Davy, Ph.D., University of California – Santa Barbara

R. Michael Gros, M.F.A., University of California – Irvine

Charlotte A. MacFarland, M.A. University of Wisconsin

Marci E. Maullar, M.F.A., Pennsylvania State University

Dana Pinkston, M.F.A. Pennsylvania State University

John S. Uthoff, M.F.A. University of Iowa

Kathy Voecks, M.F.A., University of Missouri – Kansas City

See <http://www.k-state.edu/sctd/theatre/faculty.html> for more information on faculty.

STUDENT LEARNING OUTCOMES

MASTER OF ARTS PROGRAM with concentration in Drama Therapy

THEATRE DIVISION

DEPARTMENT OF SPEECH COMMUNICATION, THEATRE AND DANCE

OVERVIEW

The discipline of drama therapy in higher education encompasses interdisciplinary study of theatre, psychology, and drama therapy: theatre as an artistic form and as a social and cultural institution; psychology as the study of human attitudes, emotions, and behavior; drama therapy as the method for changing attitudes, emotions, and behavior through theatrical processes and products. Needed for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance; knowledge of basic psychology in the areas of developmental psychology, abnormal psychology, personality theory, and group dynamics; knowledge and skills in applying drama processes and products to bring about therapeutic change in clients; the development of attitudes of ethics and professionalism in the application of drama therapy

A Graduate of the Master of Arts Program in Theatre with concentration in drama therapy should have these basic competencies:

KNOWLEDGE

1. Knowledge of the diverse areas of theatre as indicated through the possession of an undergraduate degree with a major in theatre (or some background knowledge of theatre plus an undergraduate degree in a related area of study. Lacking an undergraduate theatre major, students are required to take remedial courses at the undergraduate level previous to or simultaneously with their beginning courses of the Masters program).
2. Knowledge of the various means (i.e., acting, directing, designing, playwriting) through which a theatrical concept is realized.
3. Knowledge of how the disciplines of drama and psychology interact and support each other interdisciplinarily in the discipline of drama therapy.
4. Knowledge of the theories and current approaches used in drama therapy.
5. Knowledge of the negative impact of stigma on non-dominant individuals and groups in our culture.
6. Knowledge of research sources and methods.
7. Knowledge of the NADT Code of Ethical Principles and how to apply ethics to practice.

SKILLS

1. Competency in drama therapy as demonstrated by the ability to use the techniques and methods of drama processes and products to effect change in attitudes, emotions, and behaviors safely and ethically with individuals and groups.
2. Competency in drama therapy as demonstrated in a final Master's Project, Report, or Thesis.
3. The ability to think critically and analytically, and the capacity to demonstrate this ability in speech.
4. The ability to think critically and analytically, and the capacity to demonstrate this ability in writing.

ATTITUDES

1. The development of professional discipline.
2. The development of an awareness of the harmful effects of stigma and a personal process through which stigma can be addressed personally and professionally.
3. The development of an ability to think and practice ethically.
4. The development of a collaborative attitude.
5. The development of artistic standards and judgment.
6. The development of sensitivity to and appreciation of the diversity of ways in which individuals from different cultural and socioeconomic backgrounds express themselves artistically and socially.

Theatre Faculty:

Cathy L. Anderson, M.F.A., University of Connecticut
Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore
Daniel L. Davy, Ph.D., University of California – Santa Barbara
R. Michael Gros, M.F.A., University of California – Irvine
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