1. Opening remarks

- Commencement is December 9, 2011 at 1:00 p.m. in Bramlage Coliseum; all faculty are encouraged to attend and support our graduating students.

2. Minutes of the November 1, 2011 meeting were approved as presented.

3. Graduate School Actions and Announcements
The following appointments for graduate faculty membership and emergency approval to teach graduate courses were approved by the Dean of the Graduate School.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DEPARTMENT/PROGRAM</th>
<th>APPROVAL DATE BY GRAD SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Warner</td>
<td>Assistant Professor</td>
<td>Art</td>
<td>10/15/2011</td>
</tr>
<tr>
<td>Shreepad Joglekar</td>
<td>Assistant Professor</td>
<td>Art</td>
<td>10/15/2011</td>
</tr>
<tr>
<td>Jeannie Sneed</td>
<td>Professor</td>
<td>Hospitality Mgmt. and Dietetics</td>
<td>10/15/2011</td>
</tr>
<tr>
<td>Robert Weaber</td>
<td>Assistant Professor</td>
<td>Animal Science and Industry</td>
<td>10/21/2011</td>
</tr>
<tr>
<td>Andrea Sexten</td>
<td>Assistant Professor</td>
<td>Animal Science and Industry</td>
<td>10/21/2011</td>
</tr>
<tr>
<td>John Gonzalez</td>
<td>Assistant Professor</td>
<td>Animal Science and Industry</td>
<td>10/21/2011</td>
</tr>
<tr>
<td>Michael Gibson</td>
<td>Assistant Professor</td>
<td>Architecture</td>
<td>11/4/2011</td>
</tr>
<tr>
<td>Nathan Hendricks</td>
<td>Assistant Professor</td>
<td>Agricultural Economics</td>
<td>11/14/2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DEPARTMENT/PROGRAM</th>
<th>APPROVAL DATE BY GRAD SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Musser</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/14/2011</td>
</tr>
<tr>
<td>Donna Menke</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/14/2011</td>
</tr>
<tr>
<td>Dorothy Nelson</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/14/2011</td>
</tr>
<tr>
<td>L. Andrew Howe</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/14/2011</td>
</tr>
<tr>
<td>Stephanie Morris</td>
<td>Psychologist</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/14/2011</td>
</tr>
</tbody>
</table>

4. Academic Affairs Committee – Evan Titgemeyer, Chair
On behalf of the Academic Affairs committee, Evan Titgemeyer, chair, proposed approval of the following members for graduate faculty. The motion passed.
Course and Curriculum Items
On behalf of the Academic Affairs committee, Evan Titgemeyer, chair, proposed to approve the following course changes and additions. The motion passed.

**Expedited Course Changes**

**Special Education, Counseling, and Student Affairs**

| FROM: EDSP 743. Interventions: Academic Disabilities. (3). I, II, S. Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Prerequisite: EDSP 323 or 324 and EDSP 710. | TO: EDSP 743. Interventions: Academic Disabilities. (3). I, II. Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Prerequisite: EDSP 323 or 324 and EDSP 710. |
| IMPACT: None. |
| RATIONALE: EDSP 743 has not generated the required course enrollment each summer for the past two summers. It will still be offered in the fall and spring semesters. |
| EFFECTIVE DATE: Summer 2012 |

| FROM: KIN 600 – Psychology of Physical Activity. (3) II. An examination of theory and research related to physical activity participation. Topics will include: mental health effects of exercise, behavior change theories applied to physical activity, | TO: KIN 600 – Psychology of Physical Activity. (3) II. An examination of theory and research related to physical activity participation. Topics will include: mental health effects of exercise, behavior change theories applied to physical activity, |
physical activity correlates and intervention strategies used to increase and maintain physical activity participation. Pr.: A grade of C or higher in KIN 310, 340, and 345.  

physical activity correlates and intervention strategies used to increase and maintain physical activity participation. Pr.: A grade of C or higher in KIN 310 and 345.  

**RATIONALE:** KIN 340 is no longer taught.  

**EFFECTIVE DATE:** Spring 2012

| FROM: KIN 602 – Gender Issues in Sport and Exercise. (3) On sufficient demand. An examination of the impact of exercise and fitness trends on women in contemporary society with particular emphasis on how society presents obstacles to exercise and fitness. Topics include the relationship between exercise patterns and family structure, cosmetic fitness, eating disorders, and social class. Pr.: A grade of C or higher in KIN 310, 340, and 345. | TO: KIN 602 – Gender Issues in Sport and Exercise. (3) On sufficient demand. An examination of the impact of exercise and fitness trends on women in contemporary society with particular emphasis on how society presents obstacles to exercise and fitness. Topics include the relationship between exercise patterns and family structure, cosmetic fitness, eating disorders, and social class. Pr.: A grade of C or higher in KIN 310 and 345.  

**RATIONALE:** KIN 340 is no longer taught.  

**EFFECTIVE DATE:** Spring 2012

| FROM: KIN 604 – Exercise and Mental Health. (3) On sufficient demand. Study of research and theory related to mental health consequences of physical activity. Topics will include the role of exercise in developing self-esteem and body image as well as the use of exercise as a therapy for emotional and behavioral disorders. Pr.: A grade of C or higher in KIN 310, 340, and 345. | TO: KIN 604 – Exercise and Mental Health. (3) On sufficient demand. Study of research and theory related to mental health consequences of physical activity. Topics will include the role of exercise in developing self-esteem and body image as well as the use of exercise as a therapy for emotional and behavioral disorders. Pr.: A grade of C or higher in KIN 310 and 345.  

**RATIONALE:** KIN 340 is no longer taught.  

**EFFECTIVE DATE:** Spring 2012
<p>| FROM: KIN 606 – Topics in the Behavioral Basis of Kinesiology. (1-3) On sufficient demand. Study of a selected topic in the behavioral basis of kinesiology involving either an in-depth study or application of theory presented in a related course area. Pr.: A grade of C or higher in KIN 310, 340, and 345. | TO: KIN 606 – Topics in the Behavioral Basis of Kinesiology. (1-3) On sufficient demand. Study of a selected topic in the behavioral basis of kinesiology involving either an in-depth study or application of theory presented in a related course area. Pr.: A grade of C or higher in KIN 310 and 345. RATIONALE: KIN 340 is no longer taught. EFFECTIVE DATE: Spring 2012 |
| FROM: KIN 655 – Fitness Promotion. (3) I. The study of the implementation and promotion of preventive health programs for populations at work, hospitals, and community fitness settings. Pr.: Grade of C or higher in KIN 310, 335, 345. | TO: KIN 655 – Fitness Promotion. (3) I. The study of the implementation and promotion of preventive health programs for populations at work, hospitals, and community fitness settings. Pr.: Grade of C or higher in KIN 310 and 345. RATIONALE: KIN 335 is no longer a prerequisite for KIN 655. EFFECTIVE DATE: Spring 2012 |
| FROM: MATH 715 – Applied Mathematics 1. (3) I. Topics form vector calculus, higher-dimensional calculus, ordinary differential equations, matrix theory, linear algebra, and complex analysis. Course component: REC (3 hours). Pr.: MATH 222 | TO: MATH 715 – Applied Mathematics 1. (3) I. Analysis of numerical methods for linear algebra. Perturbation theory and error analysis, matrix factorizations, solutions to linear systems, least-squares problems, techniques for special matrix structures, symmetric and nonsymmetric eigenvalue problems, iterative and direct methods. REC (3 hours) Pr.: MATH 515 or MATH 551 or equivalent. RATIONALE: Changes in contents of the course so that it fits better as one of the core courses of a Graduate Certificate in Applied Mathematics that |</p>
<table>
<thead>
<tr>
<th>FROM: MATH 716 – Applied Mathematics 2. (3) II. Topics from Fourier series, Fourier and Laplace transformations, partial differential equations, calculus of variations and linear algebra. REC (3 hours). Pr.: MATH 715.</th>
<th>TO: MATH 716 – Applied Mathematics 2. (3) II. Linear operator theory applied to matrix, integral and differential equations. Spectral theory, the Fredholm Alternative, least-squares and pseudo-inverses, Banach and Hilbert space techniques, Fourier series and wavelets, theory of distributions, Green’s functions. REC (3 hours). Pr.: Math 240 and Math 515 or 551; or equivalent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATIONALE: Changes in content of the course so that it fits better as one of the core courses of a Graduate Certificate in Applied Mathematics that is currently being created.</td>
<td>EFFECTIVE DATE: Fall 2012</td>
</tr>
<tr>
<td>FROM: SPAN 670 – Spanish Applied Linguistics. (3) I, II, S. Linguistic theory applied to the Spanish language. Linguistic topics include syntax, phonology, morphology, semantics, sociolinguistics, and psycholinguistics. Other topics include dialectology, bilingualism, and the creative use of language. Of interest to students to both language acquisition and literature. Taught in Spanish. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td>TO: SPAN 670 – Advanced Spanish Grammar. (3) I, II, S. Intensive study of the structures of the Spanish language for communicative and pedagogical purposes. Comparison/contrast to English structures. Pr.: Span 410 or equivalent.</td>
</tr>
<tr>
<td>RATIONALE: Description/Title update to reflect current practices and terminology.</td>
<td>EFFECTIVE DATE: Spring 2013</td>
</tr>
<tr>
<td>FROM: SPAN 730 – Medieval Literature. (3) I, II. Principal literary works of Medieval and Renaissance Spain, from the jarchas and the Perma de Mio Cid to the Cronicas and La</td>
<td>TO: SPAN 730 – Medieval Spanish Literature. (3) I, II. Texts and contexts in Medieval Spain, from jarchas to La Celestina. Focus on the roles of ideologies, schools and genres.</td>
</tr>
</tbody>
</table>
| FROM: SPAN 731 – Early Modern Literature of Spain. (3) I, II. Reading and analysis of the works of such writers as Lope de Vega, Tirso de Molina, Calderon de la Barea, Garciilaso, Fray Luis de Leon, San Juan de la Cruz, Gongora, and Quevedo, as well as selected works from the picaresque tradition. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty. | TO: SPAN 731 – Early Modern Literature of Spain. (3) I, II. Texts and contexts of Early Modernity: Renaissance and Baroque. Focus on new directions in poetry and theater, and the birth of the novel. Humanism, Reformation and Counter Reformation. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)  
RATIONALE: Description update to reflect current practices and terminology.  
EFFECTIVE DATE: Fall 2012 |
|---|---|
| FROM: SPAN 732 – Cervantes. (3) I, II. Reading and discussion of the works of Cervantes and of his literary and cultural background. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty. | TO: SPAN 732 – Cervantes. (3) I, II. Reading and discussion of the works of Cervantes and of his literary and cultural background. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)  
RATIONALE: Description update to reflect current practices and terminology.  
EFFECTIVE DATE: Fall 2012 |
<p>| FROM: SPAN 734 – Eighteenth | TO: SPAN 734 – Eighteenth and |</p>
<table>
<thead>
<tr>
<th>FROM: SPAN 735 – Twentieth-Century Spanish Literature. (3) I, II.</th>
<th>TO: SPAN 735 - Twentieth-Century Spanish Literature. (3) I, II. Relevant literary and nonliterary texts combined with media. Neo-Classicism, Romanticism and Realism. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major writers and direction of twentieth-century literature in Spain. Analysis and discussion of the works of such representative authors as Unamuno, Jiménez, Guillén, Lorca, Cela, Buero Vallejo, and Delibes. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td>RATIONALE: Description update to reflect current practices and terminology. EFFECTIVE DATE: Fall 2012</td>
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<tr>
<th>FROM: SPAN 736 – Spanish Poetry. (3) I, II.</th>
<th>TO: SPAN 736 – Spanish Poetry. (3) I, II. Texts and contexts of poetry in Spain from the jarchas of the early Middle Ages through the 21st Century. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The development of the poetry of Spain from the Middle Ages to the 20th Century. Includes poets such as Berceo, the romanceros, Manrique, Góngora, Quevedo, Espronceda, Bécquer, Machado, Lorca, Guillén, Otero, Fuertes, Rodríguez, and Rossetti. Note: Taught as a seminar. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td>RATIONALE: Description update to reflect current practices and terminology. EFFECTIVE DATE: Fall 2012</td>
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<p>| FROM: SPAN 750 – Spanish | TO: SPAN 750 – Spanish American |</p>
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<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td><strong>American Literature from its Origins to the Nineteenth Century.</strong>—(3) I, II. Analysis and discussion of literary manifestations from pre-Columbian civilizations, the Spanish colonies, and independent nations. Early forms of narrative, the Baroque, Neo-Classicism and Romanticism. Texts by Aztec poets, Spanish chroniclers, Sor Juana, Fernández de Lizardi, Hernández, Isaacs, Gómez de Avellaneda, and Echeverría. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td><strong>Narrative: Origins to the Nineteenth Century.</strong> (3) I, II. Contextualized discussion and analysis of narrative literature from pre-Columbian civilizations, the Spanish colonies, and independent nations. Indigenous texts, chronicles, the Baroque, Neo-Classicism, Romanticism, and Realism. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</td>
</tr>
<tr>
<td><strong>FROM:</strong> SPAN 751—<strong>Spanish American Literature Late Nineteenth Century to Early Twentieth Century.</strong> (3) I, II. Realism, Naturalism, Modernism, and the Avant-Garde, including writers such as Blest Gana, Cambaceres, Martí, Darío, Güiraldes, Azuela, Gallegos, Rivera and Bombal. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td><strong>TO:</strong> SPAN 751—<strong>Spanish-American Narrative: Early Twentieth Century.</strong> (3) I, II. Contextualized discussion and analysis of early twentieth-century narrative literature. Includes modernismo, the Avant-Garde, and criollismo/la novela de la tierra. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</td>
</tr>
<tr>
<td><strong>FROM:</strong> SPAN 752—<strong>Contemporary Spanish-American Narrative.</strong>—(3) I, II. Analysis and discussion of the narrative from the period of the Boom to the present. Includes writers such as Borges, Sábato, Cortázar, García Márquez, Vargas Llosa, Fuentes, Allende and Valenzuela. Pr.: SPAN 567 and 568 or equivalent</td>
<td><strong>TO:</strong> SPAN 752—<strong>Spanish-American Narrative: Contemporary.</strong> (3) I, II. Interpretation and analysis of representative texts by 20th and 21st/century Spanish-American writers. Literary movements within their cultural context (socio-political, philosophical, economic and historical). Reading- and writing-intensive class. Pr.: SPAN 567</td>
</tr>
<tr>
<td>FROM: SPAN 755 – Spanish American Drama. (3) I, II. Analysis and discussion of the drama of Spanish-speaking American nations, with emphasis on the Twentieth Century. Readings from such leading playwrights as Usigli, Márquez, Carballido, Triana, Gambaro, Leñero, and Castellanos. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td>TO: SPAN 755 – Spanish American Drama. (3) I, II. Interpretation and analysis of representative texts from pre-Columbian performance practices to the present with emphasis on contemporary works. Examines the impact of European theater in Spanish-America, the ways in which these practices were appropriated or transformed, and the contributions of Spanish-America to the world stage. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</td>
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<td>RATIONALE: Description update to reflect current practices and terminology.</td>
<td>EFFECTIVE DATE: Fall 2012</td>
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<tr>
<td>FROM: SPAN 757 – Spanish-American Poetry. (3) I, II. The development of poetry from its early pre-Columbian manifestations to the present time, with emphasis on the twentieth century. Includes poets such as Sor Juana, Martí, Darío, Borges, Vallejo, Neruda, Paz, Storni, Agustini, and Castellanos. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.</td>
<td>TO: SPAN 757 – Spanish-American Poetry. (3) I, II. Contextualized discussion, interpretation and analysis of poetry from its early pre-Columbian manifestations to the present, with emphasis on contemporary works. Includes pertinent literary criticism and theory and relevant media. Reading- and writing-intensive class. Pr.: SPAN 567 or 568. (SPAN 565 recommended)</td>
</tr>
<tr>
<td>RATIONALE: Description update to reflect current practices and terminology.</td>
<td>EFFECTIVE DATE: Fall 2012</td>
</tr>
<tr>
<td>FROM: SPAN 760 – Hispanic Literature and Culture in the US. (3) I, II. Social, historical and cultural experience of the Mexican, Mexican American and Latino populations in the U.S. Introduction to historical, literary and cultural studies methodologies and perspectives from the European conquest to the present. Pr.: SPAN, 550, 560, 567, or 568.</td>
<td>TO: SPAN 760 – U.S. Latino/a Literature and Culture in Spanish. (3) I, II. The border as a metaphorical concept in Latino/a literature and culture. Analysis of literary texts and other media. Multiple identities, positionalities, literary movements, language and counter-traditions that shape the aesthetic cultural legacy of Latinos/as. Reading- and writing-intensive class. Pr.: SPAN 550 or 567 or 568. RATIONALE: Description/Title update to reflect current practices and terminology. EFFECTIVE DATE: Fall 2012</td>
</tr>
<tr>
<td>FROM: SPAN 771 – Advanced Spanish Translation. (3) II. Applied translation concepts and strategies. Translations from Spanish to English and English to Spanish, involving unique problems related to science, business, reporting, and literature. Includes use of software applications for translators. Pr.: 3 hours of college Spanish at the 700 level or equivalent facility as determined by modern language faculty.</td>
<td>TO: SPAN 771 – Advanced Spanish Translation. (3) II, S. Analysis and practice in bi-directional translation [Spanish-English-Spanish] of a variety of texts from a number of genres, including literary texts. Discussion of professional opportunities for translators and interpreters. Development of personal portfolio. Pr.: SPAN 575 or senior level. RATIONALE: Description update to reflect current practices and terminology. EFFECTIVE DATE: Fall 2012</td>
</tr>
<tr>
<td>FROM: SPAN 772 – Spain Today. (3) II. An investigation of selected social, political, and humanistic aspects of contemporary Spanish culture. Pr.:</td>
<td>TO: SPAN 772 – Spain Today. (3) II. Explores key issues of contemporary Spain including the Spanish Civil War. Relevant literary and non-literary texts</td>
</tr>
</tbody>
</table>
| FROM: SPAN 565 or 567. | combined with media. Reading- and writing-intensive class. Pr.: SPAN 565 or 567.
| **RATIONALE:** Description update to reflect current practices and terminology.  
| **EFFECTIVE DATE:** Fall 2012 |
|**FROM:** SPAN 773 – Spanish America Today. (3) II. **Investigation of selected social, political, and humanistic aspects of contemporary Spanish American culture.**  
Pr.: SPAN 566 or 568. | **TO:** SPAN 773 – Spanish America Today. (3) II. **Focus on the most significant cultural, social, political, ecological and economic issues affecting Spanish America in recent years.** Representative literary texts and media serve as a basis for developing a critical view of the region. Reading- and writing-intensive class. Pr.: SPAN 566 or 568.  
| **RATIONALE:** Description update to reflect current practices and terminology.  
| **EFFECTIVE DATE:** Fall 2012 |
|**FROM:** SPAN 776 – **Spanish in the World.** (3) II. **The influence of the Spanish language and Spanish-speaking cultures in the world.** Includes such topics as history of the language, dialects, bilingualism, political and economic influence, and Spanish in the U.S.  
Pr.: SPAN 570 or 670. | **TO:** SPAN 776 – **History of the Spanish Language.** (3) II. **The development of Spanish from Latin to its present-day variation in the Spanish-speaking world.** Influence of and interaction with world cultures and languages across time. Reading- and writing-intensive class. Pr.: SPAN 565 or 566 or 567 or 568.  
| **RATIONALE:** Description update to reflect current practices and terminology.  
| **EFFECTIVE DATE:** Fall 2012 |
|**FROM:** SPAN 777 – **Spanish and** | **TO:** SPAN 777 – **Hispanic Cultures**
<p>| Spanish–American Culture and Literature in Second Language Learning. (3) I, II. | and Literatures: Teaching Strategies. (3) I. II. An integrated teaching program that develops linguistic, cultural and literary skills through the analysis and interpretation of texts from Spain and Spanish-America. Emphasis on student-centered cooperative and collaborative learning. Reading- and writing-intensive class. Pr.: SPAN 565 or 566 or 567 or 568. |
| Analysis, interpretation, and pedagogical implications of cultural and literary texts from Spanish-speaking countries. Emphasis on texts for beginning and intermediate level classes. Pr.: SPAN 550, 567 or 568. |
| RATIONALE: Description/Title update to reflect current practices and terminology. | EFFECTIVE DATE: Fall 2012 |
| FROM: SPAN 779 – Seminar in Spanish. (3) I, II, S. A seminar with variable topics. Pr.: SPAN 550, 567, or 568. | TO: SPAN 779 – Selected Topics in Spanish. (3) I, II, S. In depth exploration of a special cultural, linguistic and/or literary subject. Reading- and writing- intensive class. Pr.: SPAN 565 or 566 or 567 or 568. |
| FROM: PHYS 620 – Teaching University Physics. (3) Alternate years. A discussion of techniques which will aid in the development of understanding the concepts in physics. Emphasis is placed on models of learning and teaching techniques which can be applied to the teaching of contemporary physics to university students. These models and techniques are used to analyze a teaching approach of topics, such as quantum mechanics, which is important to today’s physicist. 3 class hours per week. Pr.: PHYS 562. | TO: PHYS 620 – Teaching University Physics. (3) Alternate years. A discussion of techniques which will aid in the development of understanding the concepts in physics. Emphasis is placed on models of learning and teaching techniques which can be applied to the teaching of contemporary physics to university students. These models and techniques are used to analyze a teaching approach of topics, such as quantum mechanics, which is important to today’s physicist. 3 class hours per week. Pr.: PHYS 325. |
| TO: SPAN 779 – Selected Topics in Spanish. (3) I, II, S. In depth exploration of a special cultural, linguistic and/or literary subject. Reading- and writing- intensive class. Pr.: SPAN 565 or 566 or 567 or 568. |
| RATIONALE: Description/Title update to reflect current practices and terminology. | EFFECTIVE DATE: Fall 2012 |</p>
<table>
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<tr>
<th>FROM: PHYS 639 – Computations in Physics. (3) II, Alternate years. An introduction to applying computational and numerical techniques to solve problems of interest to physicists. Topics include the application of computational analysis and solution to physical problems in both classical, and quantum physics including particle structure and motion, interaction of particles with fields, and model building for simulation of physical phenomena. A practicum is an integral part of the course. Students will use both personal computers and advanced workstations. Note: One hour lecture, two hours of computer lab per week. Pr.: PHYS 472.</th>
<th>TO: PHYS 639 – Computations in Physics. (3) II, Alternate years. An introduction to applying computational and numerical techniques to solve problems of interest to physicists. Topics include the application of computational analysis and solution to physical problems in both classical, and quantum physics including particle structure and motion, interaction of particles with fields, and model building for simulation of physical phenomena. A practicum is an integral part of the course. Students will use both personal computers and advanced workstations. Note: One hour lecture, two hours of computer lab per week. Pr.: PHYS 532.</th>
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<tr>
<td>RATIONALE: The current pre-requisite for this course in PHYS 562, which does not exist. The most appropriate existing course to serve as a pre-requisite is PHYS 325 – Relativity and Quantum Mechanics.</td>
<td>IMPACT: None</td>
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<td>EFFECTIVE DATE: Spring 2012</td>
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higher plants. Probability, linkage, chromosome aberrations, aneuploidy analysis, gene transfer in wide crosses, tissue culture and crop improvement, and genetics of disease resistance. Three hours rec. a week. Pr.: ASI 500.

Probability, linkage, chromosome aberrations, aneuploidy analysis, gene transfer in wide crosses, tissue culture and crop improvement, and genetics of disease resistance. Three hours rec. a week. Pr.: ASI 500. Rec. Pr.: AGRON 610 and 630.

RATIONALE: Adding the two recommended prerequisites will inform students about the level of preparation required for AGRON 770 and that AGRON 610 and 630 should be taken first.

IMPACT: No impact on other departments outside the College of Agriculture.

EFFECTIVE DATE: Fall 2012

FROM: AGRON 816. Soil Physics. (3) II, even years. A study of the transport of water, heat, gases, and solutes in soil. Examples are presented that related to both agricultural and engineering land uses. Emphasis is given to understanding how soil physical properties and soil management practices influence transport processes. Three hours rec. a week. Rec. Pr.: AGRON 746 and MATH 220.

TO: AGRON 816. Soil Physics. (3) II. A study of the transport of water, heat, gases, and solutes in soil. Examples are presented that related to both agricultural and engineering land uses. Emphasis is given to understanding how soil physical properties and soil management practices influence transport processes. Three hours rec. a week. Rec. Pr.: AGRON 746 and MATH 220.

RATIONALE: Because of increased enrollment and demand for AGRON 816, the course needs to be offered every year.

IMPACT: No impact on other departments outside the College of Agriculture.

EFFECTIVE DATE: Spring 2012
RATIONALE: Currently, the course is being offered in odd years only. This change will correctly list the actual course offering in the catalog.  
IMPACT: None  
EFFECTIVE DATE: Spring 2012 |
| FROM: ASI 620. Livestock Production Management. (2) II. Student involvement in laboratory exercises related to practical livestock production and management. One hour rec. and five hours lab a week. Pr.: Appropriate ASI course (ASI 515, ASI 521, ASI 524, ASI 535). | TO: ASI 620. Beef Systems Management. (2) II. Development of beef enterprise business plans and analysis of breeding, nutrition, health and management programs for beef operations. One hour rec. and five hours lab a week. Pr.: ASI 515.  
RATIONALE: The focus of this course has moved solely into focusing on the beef industry, thus the new description and title have been created to better reflect the course content.  
IMPACT: None  
EFFECTIVE DATE: Spring 2012 |
<p>| FROM: ASI 777. Meat Technology. (3) II. Physical, chemical, and microbiological affects of processing technologies on meat products. Non-meat ingredient functionality, processing techniques, and quality parameters associated with processed | TO: ASI 777. Meat Technology. (3) II, even years. Physical, chemical, and microbiological affects of processing technologies on meat products. Non-meat ingredient functionality, processing techniques, and quality parameters associated with processed |</p>
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<tr>
<th>FROM: GRSC 661. Qualities of Food and Feed Ingredients. (3) I. The course provides an integrated biological, chemical, and physical basis for evaluating the inherent nutritional quality of food and feed ingredients and the scientific literature techniques for obtaining new information. Three hours lec. a week. Rec. Pr.: BIOCH 265.</th>
<th>TO: GRSC 661. Qualities of Feed Ingredients. (3) II. The course provides an integrated biological, chemical, and physical basis for evaluating the inherent nutritional quality of feed ingredients and the scientific literature techniques for obtaining new information. Three hours lec. a week. Rec. Pr.: BIOCH 265.</th>
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<tr>
<td>RATIONALE: This course is only taught in the Feed Science and Management curriculum and is inappropriately named for its content. We wish to drop the “Food and” portion of the title to make it more appropriate. The semester in which it is taught changed with the 2010 revisions to the Feed Science and Management curriculum.</td>
<td>IMPACT: There is no impact outside of department.</td>
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<td>EFFECTIVE DATE: Spring 2012</td>
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<tbody>
<tr>
<td>From: ACCTG 642 – Accounting Research. I, II (3)</td>
<td>To: ACCTG 642 – Accounting Research I, II, S (3)</td>
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<tr>
<td>Use of the sources of authoritative guidance in resolving complex, professionally oriented problems in auditing, financial reporting, and tax reporting. Analysis and presentation of case material is covered. Prerequisite: ACCTG 342, 433, and 442.</td>
<td>Use of the sources of authoritative guidance in resolving complex, professionally oriented problems in auditing, financial reporting, and tax reporting. Analysis and presentation of case material is covered. Prerequisite: ACCTG 342, 433, and 442.</td>
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<tr>
<td>K-State 8 Empirical and Quantitative Reasoning Social Sciences</td>
<td>K-State 8 Empirical and Quantitative Reasoning Social Sciences</td>
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<tr>
<td><strong>Rationale:</strong> Facilitate students spring internships and still graduate on schedule.</td>
<td><strong>Impact on Other Units:</strong> None</td>
</tr>
<tr>
<td><strong>Impact on Other Units:</strong> None</td>
<td><strong>Effective Date:</strong> Fall 2012</td>
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</tbody>
</table>

**Change From:** ACCTG 842 – Estate and Gift Taxation. (3) Intensive examination of the federal taxation of estates, gifts and trusts. Emphasis on tax planning. Prerequisite: ACCTG 342 and 642

**When Offered**

**To:** ACCTG 842 – Advanced Topics in Taxation. (3) Intensive examination of selected topics in taxation. Prerequisite: ACCTG 342 and 642

**When Offered**

On sufficient demand
### Rationale:
Because of frequent legislative, administrative, and judicial action, the field of federal taxation is very dynamic and fluid. This course provides the flexibility to explore advanced topics of current importance to the field, including but not limited to the income taxation of advanced entities (e.g., trusts and estates), the income taxation of complex business entities (e.g., S corporations and shareholders), and labyrinthine transactions involving individuals (e.g., alternative minimum tax). This course also creates the flexibility to dissect and examine current and pending legislation as needed.

**Impact on Other Units:** None

**Effective Date:** Fall 2012

<table>
<thead>
<tr>
<th>FROM: FSHS 822 Transition to Adulthood</th>
<th>TO: FSHS 822 Transition to Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits:</strong> (3) Advanced study of theory and research of the transition period from adolescence through youth to adulthood.</td>
<td><strong>Credits:</strong> (3) Advanced study of theory, research and practice issues related to the transition period from adolescence to adulthood.</td>
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<tr>
<td><strong>When Offered</strong> Summer</td>
<td><strong>When Offered</strong> Summer</td>
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Rationale: The course description is to be updated to reflect current practices in the field. Also, the course is being taught by faculty who can service students each summer on-campus and via distance learning.

**Effective Date:** Fall 2012
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>When Offered</th>
<th>Rationale</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>CDPLN 899</td>
<td>Research in Community Development</td>
<td>Original research and advanced study in community development, and related fields for the master’s report.</td>
<td>(2)</td>
<td>Pr: Completion of a minimum of twenty (20) credit hours in the Community Development program and proposal acceptance by their academic advisor.</td>
<td>Fall, Spring, Summer</td>
<td></td>
<td>Fall 2012</td>
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</table>

**CDPLN 899 Research in Community Development**

Original research and advanced study in community development, and related fields for the master’s report.

Credits: (2)

Requisites: Pr: Completion of a minimum of twenty (20) credit hours in the Community Development program and proposal acceptance by their academic advisor.

When Offered: Fall, Spring, Summer

Rationale: Research course should be variable credit to allow more flexibly for student completion.

Effective Date: Fall 2012

| PLAN 616   | Seminar in Planning | Discussion of contemporary issues in planning within the framework of professional education as a basis for understanding how planners approach societal issues in practice. | (1-3) | PLAN 315 or PLAN 715. | Fall, Spring, Summer, Intersession | Removing prerequisite courses that no longer are used in curriculum. | Fall 2012 |

**PLAN 616 - Seminar in Planning**

Discussion of contemporary issues in planning within the framework of professional education as a basis for understanding how planners approach societal issues in practice.

Credits: (1-3)

Requisites: PLAN 315 or PLAN 715.

When Offered: Fall, Spring, Summer, Intersession

| PLAN 650   | Housing and Development Programs | Review and evaluation of historical and current housing issues, production, and financial systems, including consideration of racial, ethnic, income, and gender issues as they relate to the role of housing developments and | | | | | |

**PLAN 650 - Housing and Development Programs**

Review and evaluation of historical and current housing issues, production, and financial systems, including consideration of racial, ethnic, income, and gender issues as they relate to the role of housing developments and
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<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<th>When Offered</th>
<th>Rationale</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>PLAN 717 - Seminar in Grant Preparation</td>
<td>Locating and preparing grants for the purpose of funding community improvements, including developing grant writing skills and learning about the process of seeking funds from federal and other outside sources to facilitate community development.</td>
<td>(2)</td>
<td>PLAN 715</td>
<td>Spring</td>
<td>Change in credit hours to fit with program requirements, and change in prerequisite course.</td>
<td>Fall 2012</td>
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<tr>
<td>PLAN 740 - Small Community and Rural Area Planning</td>
<td>Synthesis of small community and rural area change, including socio-economic-political determinants as bases for community design and planning.</td>
<td>(3)</td>
<td>PLAN 315 or PLAN 715</td>
<td>Fall</td>
<td>Removing prerequisite course no longer is used in curriculum.</td>
<td>Fall 2012</td>
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<td>Course Code</td>
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<td>PLAN 749</td>
<td>Urban Planning Studio</td>
<td>An interdisciplinary planning experience focusing on the physical aspects of planning urban and suburban environments, and the understanding of site specific relationships between site coverage, sustainability in site utilization and development, infrastructure needs, circulation and parking requirements and the impact of development proposals on surrounding neighborhoods.</td>
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<td>PLAN 749</td>
<td>Metropolitan Planning and Design</td>
<td>Examination of urban form and the making of livable and sustainable metropolitan regions from an urban design perspective. Introduction to public and private roles in the creation of urban form at regional, city, neighborhood, and site scales; consideration of regional and global consequences of local decisions; examination of design tools and methods used to shape decision making in urban development. Mixed lecture/seminar/workshop format. Interdisciplinary course open to students in architecture, landscape architecture, regional and community planning and related disciplines.</td>
<td>(3)</td>
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<tr>
<td>PLAN 765</td>
<td>Growth Management</td>
<td>Study of the process of city growth and change in relation to planning techniques and socio-economic-political determinants. Criteria and methodology for the growth management are reviewed and applied to the contemporary city.</td>
<td>(3)</td>
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<td>WHEN OFFERED: Spring</td>
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</table>
PLAN 801 - Planning Methods I
Introduction to quantitative methods in planning used to measure change in the demographic characteristics of communities, and changes in the economic structure of the community. Emphasis is on the location and interpretation of Census data, population projection methodologies, and processes of community economic analysis, including the application of computer concepts to problem solving and data analysis in the planning profession.

Credits: (3)
Requisites: PLAN 315 or PLAN 715, or with concurrent enrollment in PLAN 715.
When Offered: Fall

PLAN 801 - Planning Methods I
Introduction to quantitative methods in planning used to measure change in the demographic characteristics of communities, and changes in the economic structure of the community. Emphasis is on the location and interpretation of Census data, population projection methodologies, and processes of community economic analysis, including the application of computer concepts to problem solving and data analysis in the planning profession.

Credits: (3)
Requisites: PLAN 315 or with concurrent enrollment in PLAN 315.
When Offered: Fall

PLAN 810 - Practicum in Planning and Development
Supervised experience in professional planning and development, including internships, field research, public service, and professional workshops.

Credits: (1-4)
Requisites: PLAN 715.
When Offered: Fall, Spring, Summer

PLAN 810 - Practicum in Planning and Development
Supervised experience in professional planning and development, including internships, field research, public service, and professional workshops.

Credits: (1-4)
Requisites: PLAN 315, PLAN 316
When Offered: Fall, Spring, Summer

Rationale: Removing prerequisite courses that no longer are used in curriculum and adding new prerequisites.

Effective Date: Fall 2012
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Requisites</th>
<th>When Offered</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 815</td>
<td>Planning Theory, Ethics and Practice</td>
<td>Review of the basic theories of regional and community growth and change, analysis of the process of urbanization in relation to societal determinants and environmental constraints, and the study of a process of planning for professional practice. Exploration of societal and human values in relation to issues of equity, social justice, economic welfare, and efficient use of resources, as well as ethical approaches to these issues.</td>
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<td>(3)</td>
<td>PLAN 315 or PLAN 715</td>
<td>Spring</td>
<td>Rationale: Removing prerequisite course no longer used in curriculum.</td>
</tr>
<tr>
<td>PLAN 836</td>
<td>Community Plan Preparation</td>
<td>Review of the principles and elements of city growth and change, with application to the preparation of a comprehensive community plan for a community in Kansas. Criteria, standards, and methodology for city analysis and planning are applied to the practice of planning. Emphasis is on collaborative group participation in a practical planning process using skills developed in the RCP program.</td>
<td>(3)</td>
<td>PLAN 802</td>
<td>Spring</td>
<td>Rationale: Removing prerequisite</td>
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<td>PLAN 815</td>
<td>Planning Theory, Ethics and Practice</td>
<td>Review of the basic theories of regional and community growth and change, analysis of the process of urbanization in relation to societal determinants and environmental constraints, and the study of a process of planning for professional practice. Exploration of societal and human values in relation to issues of equity, social justice, economic welfare, and efficient use of resources, as well as ethical approaches to these issues.</td>
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<td>(3)</td>
<td>PLAN 315</td>
<td>Spring</td>
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Effective Date: Fall 2012
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<tr>
<th>Courses</th>
<th>Rationale</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>PLAN 880 - Topics in Planning</td>
<td>Independent study of selected concepts and trends in regional and community planning and development.</td>
<td>Fall 2012</td>
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<tr>
<td>Independent study of selected concepts and trends in regional and community planning and development.</td>
<td>Credits: (Variable) Requisites: PLAN 715 and PLAN 803. When Offered: Fall, Spring, Summer</td>
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<tr>
<td>PLAN 898 Master’s Project and Report</td>
<td>Comprehensive application of research and planning through individual studies approved by the department faculty.</td>
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<tr>
<td>Comprehensive application of research and planning through individual studies approved by the department faculty.</td>
<td>Credits: (2) Requisites: PLAN 897 Corequisites: PLAN 705 or PLAN 836 When Offered: Spring</td>
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<tr>
<td>Expedited Curriculum Change</td>
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<tr>
<td>Graduate Certificate in Applied Statistics</td>
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<td>FROM:</td>
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<tr>
<td>Graduate Certificate in Applied Statistics:</td>
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<tr>
<td>The certificate requires 15 hours of graduate level courses in applied statistics. Specific courses which may be included on the list of courses claimed are:</td>
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</table>
A maximum of three credit hours can be earned from coursework taken outside the Department of Statistics, either in another department on campus, or at another university. Persons wishing to apply such credits will gain approval from the director of the certificate program. Courses so approved must clearly be of an applied statistics nature, of a duration commensurate with the number of credit hours claimed on the certificate, and at a graduate level (under no circumstances will undergraduate courses be considered). Persons seeking this exception will need to supply such information as deemed necessary by the director for such approval.

RATIONALE: STAT 701—Fundamentals of Biostatistics was added to the Statistics curriculum for implementation during Fall 2011, as an online offering through DCE. The course offers students a graduate level course in basic statistical methods emphasizing concepts and practice of statistical data analysis for the bio and health sciences. It is proposed to be an alternative to STAT 702 and 703, which are graduate level courses in basic applied statistical methods for the natural and social sciences, respectively. As such, inclusion of STAT 701 for the Certificate in Applied Statistics program would be a useful addition to the list of courses from which a student can create an appropriate program of study.

EFFECTIVE DATE: Spring 2012
Expedited Drop Course

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

RATIONALE: Course no longer offered due to restructuring of Spanish Major.

EFFECTIVE DATE: Fall 2012

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

RATIONALE: Course no longer offered due to restructuring of Spanish Major.

EFFECTIVE DATE: Fall 2012


RATIONALE: Course no longer offered due to restructuring of Spanish Major.

EFFECTIVE DATE: Fall 2012
DROP: PHYS 623 – Oscillations, Waves, and Relativity. (3) I, alternate years. A study of the theoretical aspects of linear and non-linear oscillating systems and the theory of special relativity. Topics include periodic motion, coupled oscillations, Fourier analysis, mechanical and electromagnetic waves. Special relativity is introduced through its foundations in electromagnetism.

RATIONALE: This course is no longer taught. Its content is covered in other courses that are required for a physics bachelors degree: PHYS 325 – Relativity and Quantum Physics, PHYS 522 – Mechanics, and PHYS 532 – Electromagnetic Fields I.

IMPACT: None

EFFECTIVE DATE: Spring 2012

DROP: PHYS 841 – Lasers and Quantum Optics. (3) The theory of lasers and laser-matter interactions: rate equations, line broadening, mode structure, Q-switching, three and four wave mixing, linear and stimulated light scattering.

RATIONALE: Pending the approval of course actions creating PHYS 741 – Physics of Lasers and PHYS 870 – Nonlinear and Quantum Optics, this course (PHYS 841) will no longer be needed. As it is, PHYS 841 has not been taught for a number of years as the subjects of laser physics and quantum optics have been thoroughly covered in separate special topics courses (PHYS 707 and PHYS 953, respectively).

IMPACT: None

EFFECTIVE DATE: Spring 2012

DROP: PLAN 630 - Computer Applications in Planning and Design (1-3)
Application of computer aided design. Basic skill development in the use of CAD software for general mapping, design, and data display, with extension to GIS software applications in the planning and design professions.

RATIONALE: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: FALL 2012
DROP: PLAN 633 - Computer Applications in Planning III (1) The application of computer concepts to planning project management, including the development of user skills in the application of various software packages for producing project management reports. Network analysis techniques of PERT, CPM, and Gantt Charts are explained and applied to the development of planning process flow diagrams, time management, and work scheduling.

RATIONALE: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: Fall 2012

DROP: PLAN 731 - Solid Waste Planning and Management (1-3) The focus is on federal and state policies and programs for solid waste management as a framework for private sector and local government response to solid waste issues for resource recovery (recycling, incineration and composting) and landfilling.

Rationale: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: Fall 2012

DROP: PLAN 746 - Urban Design and Preservation Studio (4) An interdisciplinary design studio involving large-scale design projects having an extensive time implementation sequence and components of historic significance that must be resolved within the design process. Design methods are applied to selected urban areas of the Midwest.

RATIONALE: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: FALL 2012

DROP: PLAN 747 - Urban Design and Preservation Field Study (1-3) Field investigation of varied large-scale institutions, central business districts, and other mixed-use developments which may or may not include structures of historic significance that should be preserved.

RATIONALE: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: FALL 2012
DROP: PLAN 804 - Environmental Planning Methods (3) Introduction to and understanding of environmental planning issues related to the development of a comprehensive community plan. Regional landscapes, watersheds and ecosystems surrounding the community selected for study in PLAN 836 will form the basis of the application of geoprocessing theory and methods.

RATIONALE: Course not offered for enrollment and is no longer offered in curriculum

EFFECTIVE DATE: FALL 2012

Non-Expedited Course Change

FROM: MC 685 – Media Management. (3) I. 100% Lecture: Issues, ethics and practices in managing media companies, with special emphasis on problems and practices in converged media operations. Pr.: Junior standing.

TO: MC 585– Media Management. (3) I. 100% Lecture: Issues, ethics and practices in managing media companies, with special emphasis on problems and practices in converged media operations. Pr.: Junior standing. K-State 8: Global Issues and Perspectives; Social Science.

RATIONALE: This is one of a series of courses we have changed to create a group of 500-level courses, thereby parceling out the graduate component of the previously 600-level course, including History of Journalism, Ethics in Mass Communications and International Communication. By lowering the number, the class attracts more undergraduates in our major. We are also in a position to offer it to more students in our minor. In a small class, laboratory setting more time can be devoted to the practical applications of managing media organizations and the ability to utilize business-related databases. For the undergraduate class, the course description would essentially remain the same, as would the prerequisite of junior standing.
## Non-Expedited New Courses

**FSHS 724: The Army Family: from Challenge to Resilience**

**Credits:** (3)
Study of the culture and complexities of the contemporary Army family, and the issues related to community-based support and service to Army family members.

**When Offered**
Summer

**RATIONALE:** There is a growing number of positions available to students who have understanding of the military culture. This class equips them to move in to these jobs. This course has been successfully taught three semesters with an average of six distance graduate students completing the course each of those semesters.

**EFFECTIVE DATE:** Summer 2012

**EDACE 765 Adult Learners and Integrating Technology into Curriculum.** (3) I, II, S. This course includes an in-depth study of methods for integrating innovative technologies into the curriculum for adult learners. With an in-depth understanding of adult learners, students will analyze learning theories and appropriate technologies for relevance, effectiveness, and alignment with course curriculum. Recommended Prerequisite: EDACE 790.

**IMPACT:** None

**RATIONALE:** With a new certificate program focused on adult learners and curriculum development, it is important to address the appropriate integration of technology.

**EFFECTIVE DATE:** Summer 2012

**EDACE 785 Designing Classroom Instruction and Curriculum for Adult Learners.** (3) I, II, S. This course focuses on the systematic approach to instructional design for adult learners. A comprehensive discussion of all major components of curriculum design from instructional objectives, course sequencing, instructional strategies, formative assessments and summative evaluations will be included. A major focus will also be on transfer of learning. Recommended Prerequisites: EDACE 765 and EDACE 790.

**RATIONALE:** With a new certificate program focused on adult learners and curriculum development, it is important to offer a course on curriculum design for the target population.

**EFFECTIVE DATE:** Fall 2012
EDCI 781 Teaching the Theoretical Foundations of Constitutional Government. (1) I, II, S. Examines the theories (e.g., natural rights, classical republicanism, and constitutionalism) and theorists (e.g., Aristotle, Locke, Hobbes, and Montesquieu) that most influenced constitutional thinking in the United States. Explores how to teach effectively about these theories and theorists.

IMPACT: None

RATIONALE: This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, "Civic Education." The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles.

EFFECTIVE DATE: Spring 2012

EDCI 782 Teaching the Historical Origins of Constitutional Government. (1) I, II, S. Examines seminal ideas, documents, and events in the creation of the United States Constitution such as problems with the Articles of Confederation, the characteristics of good government, the debates at the Philadelphia Convention, the Federalist Papers, and the Antifederalist Papers. Explores how to teach effectively these ideas, documents, and events.

IMPACT: None

RATIONALE: This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, “Civic Education.” The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles.

EFFECTIVE DATE: Spring 2012

EDCI 783 Teaching the Development of Constitutional Principles. (1) I, II, S. Examines the development of political ideas and constitutional thinking since the Founding. Focuses on how the Bill of Rights, the amendment process, judicial review, and the Fourteenth Amendment are used to empower and limit government. Explores how teach effectively about developments in constitutional thought.

IMPACT: None

RATIONALE: This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, “Civic Education.” The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles

EFFECTIVE DATE: Spring 2012
**EDCI 784 Teaching the Institutions of Government.** (1) I, II, S. Examines the powers, limits, and development of political institutions such as Congress, the President, the Supreme Court, and political parties. Explores how to teach effectively about these institutions.

**IMPACT:** None

**RATIONALE:** This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, "Civic Education." The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles.

**EFFECTIVE DATE:** Spring 2012

**EDCI 785 Teaching the Bill of Rights.** (1) I, II, S. Examines the rights protected by the United States Constitution and the ways that rights empower citizens, limit government, and contribute to constitutional government. Explores how to teach effectively about rights.

**IMPACT:** None

**RATIONALE:** This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, "Civic Education." The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles.

**EFFECTIVE DATE:** Spring 2012

**EDCI 787 Teaching Citizenship.** (1) I, II, S. Examines development of the rights, responsibilities, and challenges of citizenship in the United States. Explores how to teach effectively about citizenship.

**IMPACT:** None

**RATIONALE:** This course is offered every semester and is one of number of courses being developed that might comprise a new specialty area in Curriculum and Instruction, "Civic Education." The course fulfills a need for high quality professional development in social studies education. The course may be attractive to graduate students outside of education who are interested in teaching and learning about political ideas and principles.

**EFFECTIVE DATE:** Spring 2012
EDCI 794 Advanced Methods of Teaching. (3) I, II, S. Examines popular theories, important principles, research-based strategies, and best practices associated with effective teaching. Provides a venue to apply theory to practice; connect ideas and actions; and link content and pedagogy.

IMPACT: None

RATIONALE: This course has been offered every summer since 2008. The course fulfills the Curriculum and Instruction requirement in "Teaching and Learning." This course might also be attractive to graduate students outside of education who are interested in teaching and learning.

EFFECTIVE DATE: Spring 2012

MC 760 – Communication and Risk. (3) I. Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety. Pr.: Graduate standing, or instructor permission with a 2.5 GPA.

RATIONALE: This class is a key component in the School’s newfound focus in health and strategic communication. Risk communication is a growing field, as evidenced by the fact that several universities have established courses, programs, and other collaborations in the field (Cornell, Michigan State, Maryland and Washington, among others), and several publications exist that address the scholarship surrounding risk communication. Other key indicators of the growing importance of risk communication include the fact that an interest group has been established in the Association for Education in Journalism and Mass Communications, the leading academic organization in our field. Several Miller School faculty members regularly research topics in this area and present their findings at AEJMC and other academic organizations, and publish their results in leading academic journals. This class is currently being taught under the trial number MC 740 and has drawn students from a wide background, including Public Health, Communication Studies and Journalism and Mass Communications. The class has been listed among the courses in the interdisciplinary Public Health master’s program on campus.

IMPACT: We see no negative impact on other campus curricula. We have contacted administrators in two departments, Steve Harbstreit, curriculum coordinator for Agricultural Communications (presently an undergraduate program); and Charles Griffin, head of Communication Studies. Both have consulted their faculty and report that there are no concerns with this course being added to the curriculum; in fact, students from both areas are currently taking the MC 740 version of this class.

EFFECTIVE DATE: Fall 2012
ADD: **MC 785 – Issues in Media Management.** (3) I. Seminar in the analysis of issues in media management and media economics research and practices. Issues include leadership in converged media organizations, market research in media organizations, motivational behaviors in media organizations and developments in new technology as they relate to managing media organizations. Pr.: graduate standing or instructor permission.

RATIONALE: The Curriculum Committee and the JMC faculty have voted to create a new course at the graduate level in Issues in Media Management. Currently, graduate students take the class along with undergraduates in a 600-level course. We voted to split the class because we view it as a disservice to students and faculty to try to accommodate both groups in one class. Since media management is becoming an increasingly important field with numerous changes taking place in the media landscape, the class has become increasingly popular with our graduate students. As such, there is a need to create the separate section so that media management theory and research can be adequately explored. Research in media management and economics has developed significantly since the 1980’s, with a number of journals both national and international devoted to this area of study. A 700-level course will enable our students to develop expertise and a research agenda in this field, as well as enable them to study concepts and issues in more depth.

IMPACT: No impact; we are dividing one course in Media Management that we already offer into two courses, with the additional course to be offered at the graduate level.

EFFECTIVE DATE: Fall 2012

ADD: **MATH 705 – Computational Math.** (3) I. Topics from complex analysis, vector calculus, higher-dimensional calculus, ordinary differential equations, linear algebra, and geometry of curves. Pr.: MATH 222

RATIONALE: The course is intended to prepare first-year graduate students for the Computational Mathematics component of the department’s basic exam.

EFFECTIVE DATE: Fall 2012
ADD: SPAN 600 – Introduction to Linguistics. (3) I, II. Introduction to the fundamentals of linguistic analysis, including the sound system, word and sentence formation, and semantic and pragmatic meaning. Formal and usage-based perspectives. Application of linguistics to language acquisition theory and to pedagogy. Taught in Spanish. Pr.: Minimum of 3 hours at the 500 level or equivalent. K-State 8: Aesthetic Experience and Interpretive Understanding; Ethical Reasoning and Responsibility.

RATIONALE: This course will serve as an introduction to linguistics for our Spanish majors and minors. It will also serve as a graduate-level course option for our Spanish Second Language Acquisition M.A. candidates. Currently, the Spanish section offers graduate-level seminars in linguistics for our M.A. candidates; however, undergraduate enrollment is restricted in those courses due to the students not meeting prerequisite requirements. This course will allow students interested in linguistics to solidify basic concepts before attempting the 700-level seminars (3 700-level courses are required for graduation with a B.A.).

IMPACT: None

EFFECTIVE DATE: Spring 2012

ADD: PHYS 741 – The Physics of Lasers. (3) As needed. The theory of lasers including Light-matter interactions, atomic rate equations, threshold and oscillation; resonators and cavity modes; and laser dynamics including Q-switching and mode-locking. Pr.: PHYS 651 and PHYS 652.

RATIONALE: This new course will partially replace PHYS 841 – Lasers and Quantum Optics, which regards a combination of topics that is best handled by two courses and which has not been taught in a number of years. A graduate level course on laser physics has been taught several times over the past few years as a special topics course (PHYS 707 – Topics in Physics). The enrollment was high in all such offerings. This result and the fact that many of our graduate students require a rigorous laser physics class prior to doing research in this area indicate that this course should be given a permanent course number. The justification for requesting the number 741 is so that undergraduates will not need special permission to take this course provided they meet the pre-requisites: PHYS 651- Introduction to Optics and PHYS 652 – Applied Optics & Optical Measurements.

IMPACT: None

EFFECTIVE DATE: Spring 2012
ADD: **PHYS 775 – Biological Physics.** (3) As needed. This lecture course introduces basic cellular biology for students lacking a biological background and established connections between molecular and cellular phenomena (such as photosynthesis, cellular foraging, and nerve stimulation) and experimentally verifiable models built from physical (classical, statistical, and quantum mechanical, as well as electromagnetic) considerations. Pr.: PHYS 664.

RATIONALE: Currently we offer Biological Physics as either a special topics course (PHYS 707 – Topics in Physics) or as an advanced problems course (PHYS 808 - Advanced Problems) that is jointly offered with undergraduate course PHYS 400 – Independent Study. With three biological physicists in the department, it is appropriate to give this course a permanent number, as it will be necessary to offer this course semi-regularly in order to prepare students for research in this field. The course number 775 is chosen to be consistent with an advanced undergraduate/graduate course that is based heavily on thermodynamics, as this unused number lies in the range x60-x90 where the other thermodynamics and statistical mechanics-based courses are numbered (e.g. PHYS 971 – Statistical Mechanics, PHYS 881 – Intro to Solid State).

IMPACT: None

EFFECTIVE DATE: Spring 2012

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ADD: **PHYS 870 – Nonlinear and Quantum Optics.** (3) As needed. Theory and applications of nonlinear optics: difference and sum frequency generation; ultrashort pulse characterizations; third order effects; Raman scattering; and higher harmonic generation. Fundamentals of quantum optics including field quantization; coherent state; nonclassical light; and optical tests of quantum mechanics. Pr.: PHYS 633, 652, and 709.

RATIONALE: In conjunction with another new course PHYS 741 – Physics of Lasers, this new course will replace PHYS 841 – Lasers and Quantum Optics, which regards a combination of topics that is best handled by two courses and which has not been taught in a number of years. A graduate level course on nonlinear and quantum optics has been taught several times over the past few years as a special topics course (PHYS 953 – Advanced Topics in Atomic Interactions). The enrollment was high in all such offerings. This result and the fact that many of our graduate students require a rigorous advanced optics class prior to embarking on their doctoral research projects indicate that this course should be given a permanent course number. The prerequisites for this course will be PHYS 633- Electromagnetic Fields II, PHYS 652- Applied Optics and Optical Measurement, and PHYS 709 – Applied Quantum Mechanics.

IMPACT: None

EFFECTIVE DATE: Spring 2012
ADD:  **SOCIO 645 – Post-Communist Societies.**  (3) II.  Analysis of divergent scenarios of post-communist social transformation, primarily in the countries of Eastern Europe and Eurasia. Discussion of the history of communist societies, changing social institutions, and social stratification in the post-communist contexts. Examines post-communist space and mobility, class and gender inequalities, political democratization, youth culture and prospects, crime, global connections of the transformation, human rights and civil society, security and conflict, religion and ethnicity, and the changing family. Pr.: SOCIO 211.

RATIONALE:  This course is designed for senior level undergraduate and graduate students with an interest in social transformation in post-communist countries of Eastern Europe and Eurasia. It has been previously taught once as SOCIO 500/701 in Spring 2010 as a gateway course for a study abroad program (Post-Communist Societies Study Tour), and it is scheduled to be taught in Spring 2012. The course fits well with the academic goals of sociology program, particularly its specializations in international development and social change. This course adds a needed dimension of area studies to the existing focus on international development in sociology program. The course would be interesting to non-majors who are interested in sociological perspective on post-communist transformations.

IMPACT:  Departments of History and Political Science were contacted in order to assess the impact since they offer courses on Russian and Eastern Europe. There were no objections to the proposed course.

Prof. Herspring (Political Science) wrote “I have no objection to your teaching such a class, it is clearly missing. We have courses in history, and politics, but nothing in the area of sociology. I am in the process of changing my course to make it less historical, but I am currently swamped with a book I am trying to finish.”

Prof. Stone (History) wrote: “Thank you for passing along the syllabus for your Post-Communist Societies (Socio 645). This does not duplicate any history department offerings. Because of its emphasis on the period after 1989/1991, there is very little chronological overlap with my courses on 20th-century Russia (Hist 592) and 20th-century Eastern Europe (Hist 582). In addition, since its focus is on society and sociological methods, there’s relatively little thematic overlap. The only impact would be a positive one, since it would give students interested in exploring the former Soviet bloc an additional course to take.

EFFECTIVE DATE:  Spring 2013
ADD: MC 760 – Communication and Risk. (3) I. Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety. Pr.: Graduate standing, or instructor permission with a 2.5 GPA.

RATIONALE: This class is a key component in the School’s newfound focus in health and strategic communication. Risk communication is a growing field, as evidenced by the fact that several universities have established courses, programs, and other collaborations in the field (Cornell, Michigan State, Maryland and Washington, among others), and several publications exist that address the scholarship surrounding risk communication. Other key indicators of the growing importance of risk communication include the fact that an interest group has been established in the Association for Education in Journalism and Mass Communications, the leading academic organization in our field. Several Miller School faculty members regularly research topics in this area and present their findings at AEJMC and other academic organizations, and publish their results in leading academic journals. This class is currently being taught under the trial number MC 740 and has drawn students from a wide background, including Public Health, Communication Studies and Journalism and Mass Communications. The class has been listed among the courses in the interdisciplinary Public Health master’s program on campus.

IMPACT: We see no negative impact on other campus curricula. We have contacted administrators in two departments, Steve Harbstreit, curriculum coordinator for Agricultural Communications (presently an undergraduate program): and Charles Griffin, head of Communication Studies. Both have consulted their faculty and report that there are no concerns with this course being added to the curriculum; in fact, students from both areas are currently taking the MC 740 version of this class.

EFFECTIVE DATE: Fall 2012
ADD: MC 785 – Issues in Media Management. (3) I. Seminar in the analysis of issues in media management and media economics research and practices. Issues include leadership in converged media organizations, market research in media organizations, motivational behaviors in media organizations and developments in new technology as they relate to managing media organizations. Pr.: graduate standing or instructor permission.

RATIONALE: The Curriculum Committee and the JMC faculty have voted to create a new course at the graduate level in Issues in Media Management. Currently, graduate students take the class along with undergraduates in a 600-level course. We voted to split the class because we view it as a disservice to students and faculty to try to accommodate both groups in one class. Since media management is becoming an increasingly important field with numerous changes taking place in the media landscape, the class has become increasingly popular with our graduate students. As such, there is a need to create the separate section so that media management theory and research can be adequately explored. Research in media management and economics has developed significantly since the 1980’s, with a number of journals both national and international devoted to this area of study. A 700-level course will enable our students to develop expertise and a research agenda in this field, as well as enable them to study concepts and issues in more depth.

IMPACT: No impact; we are dividing one course in Media Management that we already offer into two courses, with the additional course to be offered at the graduate level.

EFFECTIVE DATE: Fall 2012

ADD: MATH 705 – Computational Math. (3) I. Topics from complex analysis, vector calculus, higher-dimensional calculus, ordinary differential equations, linear algebra, and geometry of curves. Pr.: MATH 222

RATIONALE: The course is intended to prepare first-year graduate students for the Computational Mathematics component of the department’s basic exam.

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ADD: SPAN 600 – Introduction to Linguistics. (3) I, II. Introduction to the fundamentals of linguistic analysis, including the sound system, word and sentence formation, and semantic and pragmatic meaning. Formal and usage-based perspectives. Application of linguistics to language acquisition theory and to pedagogy. Taught in Spanish. Pr.: Minimum of 3 hours at the 500 level or equivalent. K-State 8: Aesthetic Experience and Interpretive Understanding; Ethical Reasoning and Responsibility.

RATIONALE: This course will serve as an introduction to linguistics for our Spanish majors and minors. It will also serve as a graduate-level course option for our Spanish Second Language Acquisition M.A. candidates. Currently, the Spanish section offers graduate-level seminars in linguistics for our M.A. candidates; however, undergraduate enrollment is restricted in those courses due to the students not meeting prerequisite requirements. This course will allow students interested in linguistics to solidify basic concepts before attempting the 700-level seminars (3 700-level courses are required for graduation with a B.A.).

IMPACT: None

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ADD: PHYS 741 – The Physics of Lasers. (3) As needed. The theory of lasers including Light-matter interactions, atomic rate equations, threshold and oscillation; resonators and cavity modes; and laser dynamics including Q-switching and mode-locking. Pr.: PHYS 651 and PHYS 652.

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IMPACT: None

EFFECTIVE DATE: Spring 2012
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IMPACT: None

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RATIONALE: This course is designed for senior level undergraduate and graduate students with an interest in social transformation in post-communist countries of Eastern Europe and Eurasia. It has been previously taught once as SOCIO 500/701 in Spring 2010 as a gateway course for a study abroad program (Post-Communist Societies Study Tour), and it is scheduled to be taught in Spring 2012. The course fits well with the academic goals of sociology program, particularly its specializations in international development and social change. This course adds a needed dimension of area studies to the existing focus on international development in sociology program. The course would be interesting to non-majors who are interested in sociological perspective on post-communist transformations.

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Prof. Herspring (Political Science) wrote “I have no objection to your teaching such a class, it is clearly missing. We have courses in history, and politics, but nothing in the area of sociology. I am in the process of changing my course to make it less historical, but I am currently swamped with a book I am trying to finish.”
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EFFECTIVE DATE: Spring 2013
Non-Expedited New Curriculum

Graduate Certificate Proposal
Certificate in Adult Learning
Department of Educational Leadership
Kansas State University

Introduction:
This 15-credit hour, online graduate certificate proposed by the Department of Educational Leadership emphasizes how adult learning principles and instructional methods can be used to strengthen skills of curriculum developers, trainers and instructors who provide educational opportunities for adult learners. While this certificate program will have broad appeal to many professionals responsible for adult education programming, the initial audience for whom the program will be targeted is Army training and/or curriculum developers. These professionals are responsible for fulfilling the training and education curriculum mandates set forth in the U.S. Army Learning Concept for 2015 [ALC2015] (Department of Defense, 2010).

The ALC2015 states, ―After nine years of war, our Army is at risk if we do not recommit ourselves to the value of learning in the development of our Soldiers and leaders. Therefore, we are undertaking a series of changes within the Army to reframe our fundamentals‖ (p. 1). Many of the key components addressed in ALC2015 are closely aligned with adult education and adult learning theory that will be the cornerstone of this graduate certificate program.

Specifically, ALC2015 highlights —self-development, institutional instructions and operational experience that is a —learner-centric continuum that begins when one joins the Army and does not end until retirement‖ (p. 1). As pointed out in ALC 2015, ―current learning is typically instructor-led, timed to pre-determined course lengths, and not synchronized to meet individual learner needs‖ (p. 2). The blueprint for much-needed change presented in ALC 2015 is detailed and clear, stating that new courses can start by taking the following three steps.

1. Convert most classroom experiences into collaborative problem-solving events led by facilitators (vs. instructors) who engage learners to think and understand the relevance and context of what they learn.
2. Tailor learning to the individual learner’s experience and competence level based on the results of pre-test/assessment.
3. Dramatically reduce or eliminate instructor-led PowerPoint lectures and begin using a blended learning approach that incorporates virtual and constructive simulations, gaming, or other technology-delivered instruction. (p. 4)

These mandated changes cannot be accomplished overnight without reeducating the Army’s training and/or curriculum developers. The Command and General Staff College (CGSC) at Fort Leavenworth has requested that the Department of Educational Leadership at Kansas State University provide a vehicle for piloting and implementing these changes and to develop and deliver a program—first to a pilot group and then on a broader continuing scale. Consequently, the proposed online graduate certificate in adult learning has been designed to specifically address this request and to provide Army professionals with an understanding of adult learning principles and instructional skills that they can join with their content expertise to develop a new approach to instruction that aligns with the goals mandated in ALC2015. However, a broader audience extending beyond Army educators was kept in mind when this proposal was developed.

The graduate certificate program will fulfill these needs and missions:
1. Initially, the graduate certificate will serve the educational needs of all U.S. Army training and/or curriculum developers by providing them with new skill sets that will assist them in meeting the requirements of ALC2015.
2. The graduate certificate will serve the educational mission of Kansas State University and the Department of Educational Leadership by providing critical learning outcomes to a key constituent while also attracting new student clientele.
3. The graduate certificate serves the educational mission of the University and Department by leading to significant numbers of participants who subsequently choose to complete Masters degrees at K-State.

I. Statement of the Educational Objectives of the Certificate Program:

Many organizations are being pushed to develop curriculum for their employees or constituents. Designing curriculum for the adult learner takes expertise in the content area and understanding of the learner. The initial target population is the U.S. Army civilian curriculum developers, because the Army has created a mandate for all training and education to encompass strategies for the adult learner. The graduate certificate has been designed to meet the following program learning outcomes:

Student Learning Outcomes:
1. Participants will apply to curriculum design for adult learners the unique adult learning characteristics, theories, motivational approaches, and appropriate emerging technologies.
2. Participants will understand and apply the various approaches to and issues concerning the process of program evaluation as found in adult education settings.

II. Certificate Program Courses:

Courses in the graduate certificate in adult education are largely drawn from the existing set of core courses required for the master’s degree in Adult, Occupational, and Continuing Education (AOCNT) and tailored to the audience’s particular needs. The course sequence below is directly transferable to an M.S. degree upon completion of the certificate program, either at K-State or at other reputable universities.

The proposed online 15-hour graduate certificate in AOCNT is comprised of five courses:
- EDACE 790 Characteristics of Adult Learners – 3 credit hours
- EDACE 875 Program Evaluation – 3 credit hours
- EDACE 847 Adult Learning and Motivation – 3 credit hours
- EDACE 765 Adult Learners and Integrating Technology into Curriculum – 3 credit hours (new)
- EDACE 785 Designing Classroom Instruction and Curriculum for Adult Learners – 3 credit hours (new)

COURSE DESCRIPTIONS:

EDACE 790 Characteristics of Adult Learners
This course examines the psychological, physical, intellectual, and other characteristics affecting adults and their ability to learn. Adult development and learning theories, motivation, barriers to participation, and the implications for the education of adults in a variety of learning situations are discussed. Multiple opportunities for critique and analysis of class concepts are included as well as an emphasis on the practical implications of coursework.

EDACE 875 Program Evaluation
This course examines the foundational elements and key ideas associated with the process and practice of program evaluation. Various approaches to program evaluation, program evaluation models, data collection and analysis practices are discussed. Participants are given opportunities to review and critique current literature concerning program evaluation and to develop a basic individualized framework for program evaluation.
Multiple opportunities for discussion and analysis of class concepts and the implications for the improvement of instruction and educational practice are included in this course.

EDACE 847 Adult Learning and Motivation
The purpose of this course is to present an overview of significant learning and motivational theories and the educational implications for adult educators. As these theories are based on assumptions about the nature of knowledge, current assumptions are examined. As student populations have grown more diverse, educators have devised methods for more culturally responsive teaching. How diversity impacts motivation and strategies for successful motivation is explored. Emphasis is placed on how these ideas can be used in a practical way to enhance the learning and motivation of the adult learner.

EDACE 765: Adult Learners and Integrating Technology into Curriculum
This course includes an in-depth study of methods for integrating innovative technologies into the curriculum for adult learners. Adult learning theories and integration models will be examined. Students will evaluate the technologies for relevance and effectiveness in teaching and learning for a diverse adult population. They will leave this course with the understanding that an effective technology integration model should be both flexible and adaptable. The model should accommodate the rapidly changing demands of the job market, yet maintain the logic to offer adult learners authentic learning experience.

EDACE 785: Designing Classroom Instruction and Curriculum for Adult Learners
This course focuses on the systematic approach to instructional design for adult learners. Components discussed include: a) identifying and writing instructional goals and objectives; b) identifying skills and knowledge to be included in instruction; c) analyzing learners and the context of the instruction; d) writing learning objectives and outcomes; e) designing instructional strategies; f) developing instructional materials including any adding blended learning techniques; g) designing and conducting formative evaluation of instruction, creating rubrics and assessments for learning outcomes; and h) designing and conducting summative evaluations. Transfer of learning and assessment concepts are the major focus of this course.

III. Statement of How the Courses are Associated with the Certificate.

All the courses focus on necessary skills to understand adult learning, evaluation of a program, and curriculum design for adult learners. EDACE 790, EDACE 875, and EDACE 847 are longstanding permanent courses in the AOCNT masters program and have been reviewed for relevance. The two new courses are developed to specifically address the remaining issues in developing curriculum for adult learners. The first time the program is offered an intensive evaluation of the curriculum is planned by the faculty which includes focus group meetings with students, an advisory board associated with the population, and ultimately the supervisors of the students. The program assessment plan culminates with a course project where students must demonstrate use of information from all five courses to write a curriculum for a course in their field. Because the program is cohort based (a group of students who are selected for the program begin the series together and continue through the program), the certificate program will culminate with the final course project.

IV. Statement of Need

As stated in the introduction, the present need for this certificate is to assist the Army in addressing the adult learners in their population. However, this certificate has a wider audience once this first initiative is fulfilled. It was developed to strengthen skills of the Army’s training and/or curriculum developers who develop training and education curriculum to meet the mandates set forth in the *U.S. Army Learning Concept for 2015* [ALC2015] (Department of Defense, 2010). There are currently 400 to 450 people employed by the Department of Defense who are Instructional Systems Specialist, Training Developer, Curriculum Developer, and Instructor/Writer. Most of this population does not have a background in adult education; yet, their job demands that they develop curriculum and courses for the adult learner.
Consequently, the proposed online graduate certificate in adult learning is designed to meet this need and to provide Army professionals with an understanding of adult learning principles and instructional skills that they can join with their content expertise to develop a new approach to instruction that aligns with the goals mandated in ALC2015. While developed for this target population, once this project is complete, the certificate program would be offered to a wider audience and has the capabilities to be customized to any population if necessary. The adult education faculty are well aware of many corporate trainers, higher education professionals, and volunteer organizations who are developing curriculum for the adult learner and are in need of understanding the learning characteristics and technology applicable.

V. Description of the Certificate Program Administration

The Graduate Certificate in Adult Learning will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Royce Ann Collins, Adult Education Graduate Program Director at Ft. Leavenworth, will be the primary administrator and contact for the certificate program. Dr. Collins will work with the contacts at Ft. Leavenworth to market and process the applications. Dr. Collins, Dr. Jeff Zacharakis, and Dr. Cheryl Polson are the administrative team charged with development and execution of the program. This team will co-lead the first iteration of the certificate offering and be responsible for overseeing the course delivery and program evaluation. Oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership.

In addition the adult education faculty will meet with an Advisory Committee with expertise with Army curriculum. The panel will include:

Dr. James Martin, Associate Dean of Academics, Command and General Staff College, Ft. Leavenworth.
Dr. John Persyn, Assistant Professor and Instructional Specialist, Command and General Staff College
Ellen Bogden, Director of Faculty Development, Command and General Staff College

The advisory committee will assist with the customization of the courses in order for projects and assignments to encompass the specialized curriculum developed by recruiting the participant population. The advisory committee will also assist with participants for the program. At the conclusion of the certificate program, the advisory committee will assist with evaluation of the initial offering and give guidance on any updated direction of the Army Learning Concept.

VI. Estimated Budget

The funding source for the pilot offering of the certificate is from special funding provided by the Provost office. These costs are for program development and readiness for implementation. Total direct cost amount involved is approximately $225,000.

The program will be sustained by adding it to the online program website and DCE offerings for marketing and recruitment. The online program is co-lead by Dr. Collins and Dr. Zacharakis, who are also part of the administrative team for this certificate. The certificate program offerings will become a part of the normal function of the online course offerings. The courses are taught by existing faculty with the potential to add qualified adjunct faculty if the demand warrants it. Three of the courses are already existing in the online program and a part of the online program schedule, so in essence, we are only adding two new courses to the teaching load. Dr. Kang just joined the faculty in August 2011 and will have teaching responsibilities in this program. We will also continue to work with the advisory committee to assist with participants for the program from the Department of Defense.
VII. Names of Faculty Associated With or Contributing to the Certificate Program

Dr. Royce Ann Collins, Assistant Professor
Dr. Collins joined the Adult Education faculty in 2005 after working in higher education administration for 20 years. As the Assistant Academic Dean at Baker University, she was responsible for program development, faculty development, curriculum development, and assessment of learning outcomes. She teaches several courses at K-State: Introduction to Adult Education, Social Foundations, Characteristics of the Adult Learner, Self-Directed Learning, and Principles of Teaching Adults. Dr. Collins’ research interests include teaching adults, teaching and learning in all delivery formats (online, intensive, accelerated), and assessment/evaluation of programs.

Dr. Jane Fishback, Associate Professor
Dr. Fishback has over 40 years’ experience in education, including 14 years at Kansas State University. As a military spouse, she was actively engaged in community development, leadership training, and served as a leadership consultant for various military organizations in the United States and Europe. Dr. Fishback’s current research interests include adult development and learning, neuroscience, college teaching, and motivation to learn. She currently serves as chair on Neuroscience for the Commission of Professors in Adult Education, consultant to the American Association of Counseling Pastors, and consultant on Faculty Development at Kansas State University’s Veterinary School.

Dr. Haijun Kang, Assistant Professor
Dr. Kang received a dual title Ph.D. in Adult Education and Comparative & International Education from The Pennsylvania State University. He has fifteen years of post-secondary instructional experience in multicultural environments. In the past eight years, he has also been involved in the design and development of a variety of technology-enhanced online and blended learning programs including adult and online education, instructional design, homeland security, human resources and development, corporate communications, criminal justice, children’s literature, and interdisciplinary studies, among others. His teaching and research interests are related to social learning theories, research methodologies, technology integration in adult learning, instructional design in adult education, human performance technology, international distance education development, and flexible learning design in multicultural adult learning environments. He currently experiments the use of virtual reality technology and simulations to develop immersive virtual adult learning environment and the use of social media and Web 2.0 tools to support ubiquitous learning.

Dr. Cheryl Polson, Professor, Director of Fort Leavenworth Programming and Outreach
Cheryl J. Polson has administered Kansas State University graduate programs at Fort Leavenworth for over 20 years and has graduated almost 600 master’s advisees from the Adult Education Master’s Degree program offered on post. Serving adult learners in higher education is Cheryl’s primary research and publication focus. Her most recent work has focused on serving the academic needs of military learners. She and Dr. Zacharakis are co-editors of a special issue of the New Directions in Adult and Continuing Education, Beyond Training: The Rise of Adult Education in the U.S. Military to be published in 2012. Cheryl was also selected to author a chapter, Military Contributions to Adult Education, in the 2010 Handbook of Adult and Continuing Education. Additionally, she co-authored the book, Responding to Adult Learners in Higher Education, and has published numerous journal articles. In 2011, Cheryl was selected as the William E. Kennedy Award recipient for dedication and leadership in providing quality military education programs presented by the Council of College and Military Educators.

Dr. Frank Spikes, Professor and Director of EDACE Doctoral Programs
Dr. Spikes has more than 30 years’ administrative, instructional, and research experience in the field of adult and continuing education in both university and corporate settings. Prior to joining the faculty at K-State, he held administrative and managerial positions at the University of Missouri-St. Louis, Saint Louis University, St. Mary's University in San Antonio, and with AT&T. His graduate- level teaching and research interests are related to workplace learning, training and development, and educational program planning and evaluation.
Presently, Dr. Spikes teaches Program Planning in Adult Education, Program Evaluation, Principles of Workplace Learning, Workplace Learning Policy, and an advanced seminar focusing upon preparation of the doctoral dissertation. He is a member of the first group of honorees in the International Adult Education Hall of Fame; and is a member of the Commission on Continuing Legal Education of the Kansas Supreme Court.

**Dr. Jeff Zacharakis, Associate Professor**

Dr. Zacharakis has over 25 years’ experience as an adult educator. Dr. Zacharakis’ research interests include leadership development, organization and planning, adult basic education and literacy, and quantitative and qualitative assessment and evaluation in adult education. He has published numerous research articles in academic journals and book chapters and has presented his research findings at the Adult Education Research Conference, American Educational Research Association, and at international conferences including the Oxford Roundtable. He presently is serving as a review editor for the *Adult Education Quarterly* and *Adult Basic Education and Literacy Journal*, and has been a guest editor for *Educational Considerations*.

**VIII. Program Coordinator**

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**IX. Student Learning Outcomes and Assessment Plan**

Student Learning Outcomes:

1. Participants will apply to curriculum design for adult learners the unique adult learning characteristics, theories, motivational approaches, and appropriate emerging technologies.
2. Participants will understand and apply the various approaches to and issues concerning the process of program evaluation as found in adult education settings.

Both of the learning outcomes for the certificate program deal with knowledge and skills, if students decide to pursue the Master’s Degree in Adult Education, they will also meet the program learning outcomes, which are comprehensive, and portfolio requirement.

**Assessment Strategies**

Course objectives will be aligned with each Student Learning Objective (SLO) by the instructors.

**Direct Measures**

In the last course of the certificate, students will design a course of their choosing that applies to their setting. The course must demonstrate application of adult learning theories, program evaluation, motivation, inclusion of appropriate technology, and curriculum design components.

**Course design project** - The course must demonstrate application of adult learning theories, program evaluation, motivation, inclusion of appropriate technology, and curriculum design components. Components required: 1) description of learner characteristics, 2) context of course delivery, 3) course objectives, 4) content sequencing, 5) instructional strategies and activities (including appropriate technology), 6) formative assessments to be used during the course, and 7) summative evaluations of learner and the course.
The course design project will be evaluated by three faculty members using a rubric. The results of the rubric evaluations will be compiled by the Program Assessment Director, Dr. Collins, and shared with the faculty annually.

**Indirect Measures**

All students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Survey will be created using Axio and an email distribution for those completing the certificate program will be created each semester with reminder emails set at every 3 days.

**Student Sample**

All students completing a certificate will be included in the certificate assessment process. Scores from the rubrics will be compiled for the academic year and reported by the total group and by disaggregated groups (as appropriate).

**Timetable**

Data from each of the measures will be compiled at the conclusion of each semester in an aggregated format (results for all students for that year). Data will be reported and reviewed at a regularly scheduled adult education faculty meetings. Should numbers of students be sufficient to disaggregate, possible meaningful categories will be considered (e.g. admission criteria, location). All adult education faculty members will review the results and make recommendations for program revisions.

**Post Completion Surveys**

A follow-up survey will be created and sent to certificate program completers six months and one year after program completion to assess the usefulness of the degree components to professional practice. In addition, supervisors of the participants will be surveyed as to the improvement of the employees’ skills in developing courses one year after the certificate completion.

**Results and Review of Assessment Strategies**

Data will be collected each semester students conclude the certificate program from the completed course project rubrics and the students’ self-assessment surveys. Each SLO will be analyzed by score on rubrics. The SLO will be deemed as achieved if the average rate is at least 3.0 in a 4.0 system. A course objective alignment matrix (demonstrating how each course objective is a subset of one of the SLOs) will be prepared by the instructors to ensure that all courses are in alignment with SLOs. Faculty will review this matrix along with course project and student self-assessment ratings to make sure all SLOs are being properly addressed within the curriculum. If the average rating on any SLO is found to be below the set standard of 3.0, then the faculty will analyze the content of courses where the SLO is addressed and implement adjustments to the curriculum. The follow-up surveys will be used to assess whether the curriculum is meeting the needs of the workforce. This survey data will be reviewed annually with the adult education faculty team. If the program is found to be missing major issues with the professional practice, then instructors will review the program in detail from admission standards through curriculum. The program will be modified as determined necessary by the faculty.
5. **Graduate Student Affairs Committee – Steven Eckels, Chairs**
   - Handbook changes have been forwarded to the Committee on Planning for review and approval

6. **Graduate School Committee on Planning – Sue Williams, Chair**
   - The committee is continuing discussion on the Graduate School strategic planning process to engage graduate faculty & students for K-State 2025.

7. **Graduate School Committee on Assessment and Review – Kevin Lease, Liaison**
   - Graduate Certificate in Adult Learning was approved as presented.

8. **Graduate Student Council Information – Matt Sellner, President**
   - Approval has been given for the Graduate Student Council to receive $100,000 annually beginning in fall 2013, $79,000 of which will go to travel grants.

9. **University Research and Scholarship**
   - No items to report

10. **Other business**
    - GTA/GRA Stipends information was presented to Council for feedback and recommendations. Dean Shanklin will be taking the information to Dean’s Council in January to continue dialogue on increasing stipend amounts to become competitive with institutions.

11. **Graduate Fellowship Announcements**
    - Phi Kappa Phi – Contact chapter for deadline dates
      [www.phikappaphi.org/fellowship](http://www.phikappaphi.org/fellowship)
    - DDP Small Grant Program – Deadline: January 6, 2012
      [www.policyresearchinc.org/projects/ddp_grant.shtml](http://www.policyresearchinc.org/projects/ddp_grant.shtml)

12. **Graduate School Calendar of Events: December – February (196-198)**
    - 12/2 Kansas State Research Forum Abstract Submission Deadline
    - 12/5 Graduate Student Council Meeting (12:00 – 1:00 pm – Union 213)
    - 12/6 Graduate Council Meeting (3:30 pm – 5:00 pm - Union 212)
    - 12/9 Graduate School Commencement (1:00 pm – Bramlage Coliseum)
    - 1/10 Deadline to submit graduate faculty nominations and course and curriculum changes for February Graduate Council Meeting
    - 1/11 Graduate Student Orientation (9:00 am-12:00 pm – Pasley Auditorium)
    - 1/17 Spring semester begins
2/1 Graduate Student Council travel grant application deadline for Spring (March 1-June 30) travel

2/6 Graduate Student Council Meeting (12:00 pm – Leadership Studies Bldg. 123)

2/7 Graduate Council Meeting (3:30 pm – 5:00 pm - Union Staterooms)

2/10 Deadline to submit graduate faculty nominations and course and curriculum changes for March Graduate Council Meeting

- For a current list of Graduate School events, please see our website at:

Next Graduate Council meeting: February 7, 2012 (3:30 p.m. – Union 212)

cc: Academic Deans and Directors
Department (please post)