

**Supplemental Information  
Course and Curriculum items  
FS Academic Affairs Committee Review  
April 21, 2015 Meeting**

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## College of Arts and Sciences (4-2-15)

### Non-expedited course proposals 000-599

#### Dean of Arts and Sciences

ADD: DAS 148 – Basic English Language Orientation. (1) I, II. Emphasizes the basic cultural and academic understanding necessary for new international students to be successful in ELP and university classes at K-State. Introduction to cultural differences, campus resources, health and safety, study skills, housing issues, plagiarism, basic immigration rules, classroom expectations. Pr.: Placement by the English Language Program. K-State 8: None. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

RATIONALE: Currently in the ELP, we have one orientation class (DAS 158 – Orientation to the American Education System) for students in the intermediate through upper levels (DAS 140, 150, 152, 154). Those international students who have just arrived at the university and are placed in levels intermediate and above, and students who have moved into DAS 140 (Intermediate English I) from the lower levels are placed in this class. This class is 1 credit hour and guest lecturers from across campus cover topics that will help these students.

**Problem 1:** Having taught this class for several years, we have noticed that the lower intermediate (DAS 140) students do not have the English skills necessary to understand these lectures.

**Problem 2:** Students who start in our lowest level may not get orientation information until their 3<sup>rd</sup> semester in the English Language Program.

**Problem 3:** Due to changing demographics, over 80% of our students now continue to the university to get a degree, requiring not only a basic orientation to the ELP and life in the US, but also orientation to assist them through a smooth transition into academic classes.

**Problem 4:** Finally, as the ELP has grown, the DAS 158 class has become quite large, sometimes with 120 to 150 students, and it has become impossible to focus on specific student needs, or have small group work/activities.

**Proposed Solution:** To address all of the above problems, a 2-level orientation system is necessary. Our new proposed course, DAS 148 – Basic ELP Orientation, will meet the needs of ELP students with low English skills by presenting topics relevant to recently arrived international students, such as cultural expressions of respect, American academic classroom expectations, especially plagiarism, and basics of healthy and safe living in the US using a basic level of English. As a result of the new, lower level course, DAS 158—Orientation to the American Education System will be better able to focus on the needs of international students' transition to academic classes.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: DAS 151 – Advanced English Speaking I for Non-native Speakers of English. (3) I, II, S. Comprehension and appropriate response to non-academic discourse; development of accurate pronunciation, oral grammar, and vocabulary usage. Development of fluency. Pr.: placement by the English Language Program. K-State 8: Global Issues and Perspectives; Human Diversity within the US. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: Human Diversity in the U.S. – Non-native English speaking students enroll in the Advanced English I, II and III classes (DAS 151, 152, 153, 154, 162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions of U.S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Global Issues and Perspectives – Students enroll in the Advance English I, II, and III classes because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

RATIONALE: In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: DAS 153 – Advanced English Reading I for Non-native Speakers of English. (6) I, II, S. Introduction to advanced critical reading skills in at level reading passages; introduction to unsimplified academic readings; development of an academic vocabulary; increase of reading speed to approach that of U. S. undergraduates. Pr.: placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

**K-State 8 RATIONALE:** Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

**RATIONALE:** In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2016

**ADD:** DAS 162 – Advanced English Writing II for Non-native Speakers of English. (6) I, II, S. Use of advanced grammatical structures and academic vocabulary in writing; practice in editing and revision with an eye to academic style, organization and rhetorical conventions; use of conventions of research writing and citation. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

**K-State 8 RATIONALE:** K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see

syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100.

Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

**RATIONALE:** In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2016

**ADD:** DAS 163 – Advanced English Reading II for Non-native Speakers of English. (3) I, II, S. Development of advanced critical reading skills with unsimplified academic passages; active usage of an academic vocabulary; increase of reading speed equivalent to that of U.S. undergraduates. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

**K-State 8 RATIONALE:** K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100.

Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom

interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

**RATIONALE:** In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2016

**ADD:** DAS 164 – Advanced English Listening II for Non-native Speakers of English. (3) I, II, S. Comprehension and note-taking of non-simplified academic lectures; comprehension of non-lecture academic discourse; use of notes from lectures and other sources for test taking. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

**K-State 8 RATIONALE:** K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

**RATIONALE:** In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate

English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: DAS 165 – Advanced English Speaking II for Non-native Speakers of English. (3) I, II, S. Comprehension and appropriate response to non-academic and academic discourse; development of accurate pronunciation, oral grammar, and vocabulary usage. Development of fluency. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

RATIONALE: In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the

ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: DAS 166 – Advanced English Writing III for Non-native Speakers of English. (3) I, II, S. Mastery of independent editing and revision with an eye to academic style, organization, rhetorical conventions and register; mastery of conventions of research writing and citation. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

RATIONALE: In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

IMPACT: None

EFFECTIVE DATE: Spring 2016



ADD: DAS 168 – Technical Communication for International Students. (3) I, II. Addresses the needs of non-native English speakers studying in the STEM fields. Introduces technical vocabulary, conventions, forms of documents, and practices of written, oral and online technical communication in the United States. Grammar and pronunciation support provided as needed. Student portfolio will include a resume, project proposal, memos, technical report, poster presentation, and personal website. Pr.: placement by the English Language Program. K-State 8: Human Diversity within the US; Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: In discussing appropriate communication strategies and conventions, this course will take into account and give validity to the technical conventions of the enrolled students from around the world. It will then teach these students the norms and convention of the United States STEM world, so that they can become equally adept at navigating the professional environments of their own country and of the country in which they are studying/working. As non-native English speakers, students enrolled in this course will bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students will share technical information from their cultural perspectives and interact in discussions with other students from around the world. The focus of the course will be effective technical communication, while recognizing the diverse cultural perspectives present in professional technical environments.

RATIONALE: In recent years at Kansas State University, a large number of international students who are non-native speakers of English are taking classes in the STEM fields either as degree-seeking students or short term non-degree students. Even though the English Language Program prepares these students for general academics, non-native speakers of English in the STEM fields often struggle with technical vocabulary, communication styles (verbal, written and online) and professional culture in the United States. Grammar and style topics unique to non-native speakers will also be covered. This course will help non-native speakers of English studying in the STEM fields to better prepare themselves for higher education and the global workplace.

IMPACT: The English Language Program will provide resources for this course. No other units will be impacted.

EFFECTIVE DATE: Spring 2016

CHANGE:

FROM: ~~DAS 152 – Advanced English I. (1-18) I, II, S. Advanced study of English writing, reading, speaking, and listening with emphasis on university-level tasks. K-State 8: Global Issues and Perspectives.~~

TO: DAS 152 – Advanced English Writing I. (6) I, II, S. Review of advanced grammatical structures; practice in writing using academic style, organization and rhetorical conventions; transition to an academic vocabulary in writing; introduction to conventions of research writing and citation. K-State 8: Global Issues and Perspectives; Human Diversity within the

US. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

RATIONALE: In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

IMPACT: None

EFFECTIVE DATE: Spring 2016

FROM: ~~DAS 154 – Advanced English II. (1-18) I, II, S. Advanced study of English reading, writing, listening, and academic communication. Providing a refinement of language skills for international students beginning academic coursework.~~

TO: DAS 154 – Advanced English Listening I for Non-native Speakers of English. (3) I, II, S. Comprehension and note-taking of academic lectures at level; introduction to unsimplified academic lectures; comprehension of non-academic discourse at level; use of notes from lecture for test taking. Pr.: Placement by the English Language Program. K-State 8: Human Diversity in the U.S.: Global Issues and Perspectives. Repeat for Credit: This is not a repeatable course (Retake rules apply when student reenrolls). Grading Basis: Graded.

K-State 8 RATIONALE: Non-native English speaking students enroll in the Advanced English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) to prepare for academic study in the U.S. Since these students come from countries around the world, learning the

academic conventions and culture of .S. higher education, such as cultural understandings of plagiarism and an interactive classroom environment are an integral part of the courses. The course textbooks introduce students to diverse issues and themes important in the American classroom. Assignments and assessments (see syllabi) build on these topics to help ensure that students are prepared for the content of courses such as English 100. Students enroll in the Advance English I, II, and III classes (DAS 151,152, 153, 154,162, 163, 164, 165, 166) because they need to acquire the academic English skills necessary for success at Kansas State University. As non-native English speakers, students enrolled in these courses bring diverse global perspectives to the classroom. In classroom interactions, assignments, and assessments students share from their cultural perspectives and interact in discussions with other students from around the world.

**RATIONALE:** In 2010, DAS 152 and 154 courses were changed from Credit/No Credit to letter grades so that students could demonstrate their English proficiency by passing the exit level courses (DAS 152 and 154) rather than by a standardized test such as the EPT or TOEFL. Grades of C or better clear undergraduate students from the ELP and demonstrate English proficiency. A grade of D or F means the student must retake and get a grade of C or better in order to clear the ELP. (Graduate students must earn a grade of A or B in order to demonstrate English proficiency.) We assume that when students retook and received a grade of C or better, the new grade replace the previous grade on the GPA. However, it has come to light that topics courses cannot be retaken to improve the GPA. Therefore, to follow through with the original idea of these advanced courses being exit courses from the ELP, with retakes and refigured GPAs, each of the 152 and 154 topics classes (Writing, Reading, Listening, and Speaking) must be submitted as separate new courses.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2016

**FROM:** ~~DAS 159— Digital English for International Students. (2) I, II. Instruction in online language and communication for international students in order to develop strategies and skills for working effectively in academic digital interaction and collaboration. Includes study of function and use of different web 2.0 tools. Communication skills for intercultural collaboration, and the English language styles and rhetoric appropriate in specific online settings. CoR: Concurrent enrollment in DAS 154 or DAS 152. K-State 8: None.~~

**TO:** DAS 169 – Digital English for International Students. (2) I, II. Instruction in online language and communication for international students in order to develop strategies and skills for working effectively in academic digital interaction and collaboration. Includes study of function and use of different web 2.0 tools. Communication skills for intercultural collaboration, and the English language styles and rhetoric appropriate in specific online settings. CoR: Advanced English II. K-State 8: Global Issues and Perspectives.

**K-State 8 RATIONALE:** Many K-State classes have online components, and many students will take online courses before they complete their degrees. International students come to K-State with different cultural norms and academic experiences that may adversely affect their ability to succeed in the digital environment where non-verbal cues and the familiarity of face to face communication are absent. In the language components of this course

students study how to choose the correct vocabulary and register to present themselves well and work collaboratively in the US academic environment. In the cultural components, students study the different elements of culture that affect online communications, such as differing perceptions of time, authority, personal responsibility and conflict. Many assignments, leading up to and including the final project, are based in a study of the characteristics of culture and in helping the students think about how their own cultures might interact with others. Learning to use online tools is an important part of this class, but language and cultural perspectives are integral parts of knowing what tools to choose and how to use them effectively.

**RATIONALE:** The English Language Program is changing the numbering of its upper level courses. In order to be consistent with the new system, this course needs to change to 169 to indicate that it is of equivalent level to other classes beginning with 16X. Please see attached renumbering rationale. This form also includes a request for adding K-State 8 tag.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2016

## **English**

**ADD:** ENGL 575 – Holocaust Literature. (3) I, II, S. Examines texts that represent and react to the experience of Jews during the Holocaust. Emphasis on historical and cultural contexts. K-State 8: Aesthetic Interpretation; Historical Perspectives.

**K-State 8 RATIONALE:** This course helps students understand the aesthetics that emerge from the contemplation of a horrific event, helping students to analyze, interpret, and respond to those texts. It also provides in-depth consideration of an historic period of great consequence, helping students to understand the past and to respond to it.

**RATIONALE:** The Department of English has taught Holocaust Literature as a rubrics course for many years. We wish to give it an official place in the Catalogue.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2015

## **Music, Theatre, and Dance**

**ADD:** THTRE 212 –Wardrobe Crew. (1) I, II. Work on wardrobe crew for a theatrical production. CoR.: THTRE 368 or may be taken alone. K-State 8: Aesthetic Interpretation.

**K-State 8 RATIONALE:** Theatre production requires backstage crews, including Wardrobe Crew which takes care of the costumes. Without these backstage workers, theatre productions would not run smoothly.

RATIONALE: Our practicum requirements for undergraduates have always been listed under THTRE 211 and students were required to take 2 credits of it (in 1 credit installments). For one of those credits, they were assigned to the Run Crew of a show and for the other, they were assigned to Wardrobe Crew. We have decided that we will be able to track which assignment students have completed/still need to do more clearly – and students will more clearly know what to expect, if we separate the Run Crew credit from the Wardrobe Crew credit under different numbers and different names (see change form for THTRE 211).

IMPACT: None

EFFECTIVE DATE: Fall 2015

## Psychological Sciences

FROM: PSYCH 350 – Experimental Methods in Psychology. ~~(5) I, II. Laboratory investigation of learning, motivation, social-personality processes, and perception and sensation.~~ Pr.: PSYCH 110 (Psychology majors only). K-State 8: Empirical and Quantitative Reasoning; Ethical Reasoning and Responsibility.

TO: PSYCH 350 – Experimental Methods in Psychology. (3) I, II. Introduction to basic principles of research design and scientific methodology as applied to psychological sciences. Pr.: PSYCH 110 (Psychology majors only). K-State 8: Empirical and Quantitative Reasoning; Ethical Reasoning and Responsibility.

K-State 8 RATIONALE: Students are given an introduction to data analysis, particularly the conceptual aspects of descriptive and inferential statistics (Q). Significant time is also spent dealing with the ethical and moral implications of using both animals and humans as research subjects (E).

RATIONALE: The PSYCH 350 Experimental Methods course is currently a 5 credit hour, lecture and lab course that is required of all Psychological Sciences majors. We would like to separate the lecture and lab into courses to be taken consecutively. Students will first take the lecture class (PSYCH 350, 3 credits) and then the following semester, they will take the laboratory (PSYCH 351, 2 credits; this will be a new course). Pedagogically, it makes more sense to have students learn about experimental design first (PSYCH 350) and then use that information to become involved in the generation, execution, and evaluation of experimental methods (PSYCH 351).

IMPACT: None

EFFECTIVE DATE: Fall 2016

ADD: PSYCH 351 – Experimental Methods Laboratory. (2) I, II. Application of experimental design and data analysis emphasized in the psychological literature,

procedures, and reporting of research findings. Pr.: PSYCH 350. K-State 8: Ethical Reasoning and Responsibility.

K-State 8 RATIONALE: Students engage in direct experimentation. The ethics of research are heavily emphasized.

RATIONALE: We are proposing to separate the laboratory component of PSYCH 350 Experimental Methods in Psychology into its own, 2 credit hour course. Pedagogically, it makes more sense to have students learn about experimental design first (PSYCH 350) and then use that information to become involved in the generation, execution, and evaluation of experimental methods (PSYCH 351). The laboratory will meet for 1 hr 50 min, twice a week. Please see syllabus for content.

IMPACT: None

EFFECTIVE DATE: Spring 2017

## NON- EXPEDITED CURRICULUM PROPOSALS

### Undergraduate

### **American Ethnic Studies**

B.A./B.S.

FROM:

TO:

<p><b>Required Core (15 credit hours)</b></p> <hr/> <p>In addition to the general BA or BS requirements, American Ethnic Studies majors take a minimum of 36 credit hours in American ethnic studies as follows:</p> <ul style="list-style-type: none"><li>• AMETH 160 - Introduction to American Ethnic Studies <b>Credits:</b> (3)</li><li>• AMETH 450 - Comparative Ethnic Studies <b>Credits:</b> (3)</li><li>• AMETH 550 - Research Methods in American Ethnic Studies <b>Credits:</b> (3)</li><li>• AMETH 650 - Seminar in American Ethnic Studies <b>Credits:</b> (3)</li></ul> <p><b>Ethnic Specific Courses (6 credit hours)</b></p>	<p><b>Required Core (27 credit hours)</b></p> <ul style="list-style-type: none"><li>• AMETH 160 – Introduction to American Ethnic Studies <b>Credits:</b> (3)</li><li>• AMETH 351 – African American Perspectives <b>Credits:</b> (3)</li><li>• AMETH 352 – American Indian Perspectives <b>Credits:</b> (3)</li><li>• AMETH 353 – Latina/o Perspectives <b>Credits:</b> (3)</li><li>• AMETH 354 – Asian American Perspectives <b>Credits:</b> (3)</li><li>• AMETH 450 – Comparative Ethnic Studies <b>Credits:</b> (3)</li><li>• AMETH 460 – Transformative Thought <b>Credits:</b> (3)</li><li>• AMETH 550 – Popular Paths to Knowledge <b>Credits:</b> (3)</li><li>• AMETH 650 – Practicing Social Change <b>Credits:</b> (3)</li></ul> <p><u>Electives (9 credit hours)</u> <u>9 credit hours from the following list of courses. Any substitutions must be approved by the department head in consultation with the student's advisor.*</u></p> <ul style="list-style-type: none"><li>• <u>AMETH 370 – Politics of Women of Color</u> <b>Credits:</b> (3)</li></ul>
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<ul style="list-style-type: none"> <li>• AMETH 351 - African American Perspectives <b>Credits:</b> (3)</li> <li>• AMETH 352 - American Indian Perspectives <b>Credits:</b> (3)</li> <li>• AMETH 353 - Latina/o Perspectives <b>Credits:</b> (3)</li> <li>• AMETH 354 - Asian American Perspectives <b>Credits:</b> (3)</li> <li>• <del>ANTH 570 - North American Archaeology <b>Credits:</b> (3)</del></li> <li>• <del>ANTH 630 - North American Indians <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 386 - African American Literatures <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 387 - American Indian Literatures <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 388 - Asian American Literatures <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 389 - Latina/o Literatures <b>Credits:</b> (3)</del></li> <li>• <del>HIST 537 - History of the Indians of North America <b>Credits:</b> (3)</del></li> <li>• <del>HIST 539 - African American History <b>Credits:</b> (3)</del></li> <li>• <del>SOCIO 541 - Wealth, Power, and Privilege <b>Credits:</b> (3)</del></li> <li>• <del>SPAN 560 - Introduction to U.S. Latino/a Literature and Culture in Spanish <b>Credits:</b> (3)</del></li> <li>• <del>SPAN 760 - U.S. Latino/a Literature and Culture in Spanish <b>Credits:</b> (3)</del></li> </ul> <p><b>Supporting Courses (9 credit hours)</b></p>	<ul style="list-style-type: none"> <li>• AMETH 501 – Recitation Leadership <b>Credits:</b> (3)</li> <li>• AMETH 560 – Topics in American Ethnic Studies <b>Credits:</b> (3)</li> <li>• <u>ANTH 516 – Ethnomusicology <b>Credits:</b> (3)</u></li> <li>• <u>ANTH 524 – Immigrant America <b>Credits:</b> (3)</u></li> <li>• <u>ANTH 630 – North American Indians <b>Credits:</b> (3)</u></li> <li>• <u>ENGL 386 – African American Literature <b>Credits:</b> (3)</u></li> <li>• <u>ENGL 387 – American Indian Literature <b>Credits:</b> (3)</u></li> <li>• <u>ENGL 388 – Asian American Literature <b>Credits:</b> (3)</u></li> <li>• <u>ENGL 389 – Latina/o Literatures <b>Credits:</b> (3)</u></li> <li>• <u>GEOG 620 – Mexico, Central America, and Caribbean <b>Credits:</b> (3)</u></li> <li>• <u>HIST 537 – History of Indians of North America <b>Credits:</b> (3)</u></li> <li>• <u>HIST 539 – African-American History <b>Credits:</b> (3)</u></li> <li>• <u>HIST 598 – Topics in Non-Western History <b>Credits:</b> (3)</u></li> <li>• <u>MC 531 – Communication, Diversity, and Social Change <b>Credits:</b> (3)</u></li> <li>• <u>MUSIC 420 – History of Jazz <b>Credits:</b> (3)</u></li> <li>• <u>MUSIC 424 – Jazz in Kansas City and the Southwest <b>Credits:</b> (3)</u></li> <li>• <u>PHILO 380 – Philosophy and Race <b>Credits:</b> (3)</u></li> <li>• <u>POLSC 643 – Global Human Rights <b>Credits:</b> (3)</u></li> <li>• <u>SOCIO 541 – World Power and Privilege <b>Credits:</b> (3)</u></li> <li>• <u>SOCIO 570 – Race and Ethnic Relations <b>Credits:</b> (3)</u></li> <li>• <u>SOCWK 510 – Social Welfare as a Social Institution <b>Credits:</b> (3)</u></li> <li>• <u>WOMST 405 – Resistance and Movements for Social Change <b>Credits:</b> (3)</u></li> </ul> <p><u>Foreign Language for the AMETH B.A. Program – Any level 4 or above language course.</u></p> <p><u>*Because the majority of courses listed above under “Electives (9 credits)” may also satisfy basic degree requirements of the College of Arts and Sciences, please note a course may fulfill either an elective or the basic degree requirement. One course may not fulfill both requirements.</u></p>
<ul style="list-style-type: none"> <li>• <del>Any Anthropology course <b>Credits:</b> (3)</del></li> <li>• <del>ANTH 200 - Introduction to Cultural Anthropology <b>Credits:</b> (3)</del></li> <li>• <del>ANTH 204 - A General Education Introduction to Cultural Anthropology <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 285 - Introduction to American Ethnic Literatures <b>Credits:</b> (3)</del></li> <li>• <del>ENGL 385 - Selected American Ethnic Literatures <b>Credits:</b> (3)</del></li> <li>• <del>GEOG 200 - Human Geography <b>Credits:</b> (3)</del></li> <li>• <del>PHILO 380 - Philosophy and Race <b>Credits:</b> (3)</del></li> </ul>	<p><b>Total credit hours required for graduation: (120)</b></p>

- ~~SOCIO 570 – Race and Ethnic Relations in the USA Credits: (3)~~

#### American Ethnic Studies Electives (6 credit hours)

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#### American Ethnic Studies

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- AMETH 460 - Independent Reading and Research in American Ethnic Studies **Credits:** (1-3)
- AMETH 501 - Recitation Leadership **Credits:** (1-3)
- AMETH 560 - Topics in American Ethnic Studies **Credits:** (1-4)
- ~~AMETH 660 – Independent Reading and Research in American Ethnic Studies Credits: (1-3)~~

#### Economics

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- ~~ECON 505 – South Asian Civilizations Credits: (3)~~

#### Education

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- ~~EDCI 730 – Education of the Disadvantaged Credits: (3)~~
- ~~EDCI 735 – Curriculum Materials for Nonsexist Teaching Credits: (3)~~
- ~~EDCI 740 – Culture and Language in Classroom Practice Credits: (3)~~
- ~~EDCI 742 – ESL/Dual Language Assessment Credits: (3)~~
- ~~EDCI 745 – ESL/Dual Language Elementary Practicum Credits: (3)~~
- ~~EDCI 746 – ESL/Dual Language Secondary Practicum Credits: (3)~~
- ~~EDCI 755 – Multicultural Issues in Teaching Credits: (3)~~
- ~~EDEL 310 – Foundations of Education Credits: (3)~~
- ~~EDSEC 310 – Foundations of Education Credits: (3)~~



- ~~EDSEC 455 Teaching in a Multicultural Society Credits: (1)~~
- ~~LEAD 350 Culture and Context in Leadership Credits: (3)~~

#### English

- 
- ~~ENGL 285 Introduction to American Ethnic Literatures Credits: (3)~~
  - ~~ENGL 315 Cultural Studies Credits: (3)~~
  - ~~ENGL 385 Selected American Ethnic Literatures Credits: (3) (Multiethnic Literature)~~
  - ~~ENGL 450 Literature and Society Credits: (3) (Literature of the Holocaust)~~
  - ~~ENGL 580 Selected World Literature Credits: (3)~~
  - ~~ENGL 655 Readings in American Ethnic Literature Credits: (3)~~

#### Geography

- 
- ~~GEOG 100 World Regional Geography Credits: (3)~~
  - ~~GEOG 505 South Asian Civilizations Credits: (3)~~
  - ~~GEOG 620 Mexico, Central America, and Caribbean Credits: (3)~~
  - ~~GEOG 622 Geography of South America Credits: (3)~~
  - ~~GEOG 640 Geography of Europe Credits: (3)~~
  - ~~GEOG 715 World Population Patterns Credits: (3)~~
  - ~~GEOG 780 Cultural Geography Credits: (3)~~

#### History

- 
- ~~HIST 505 South Asian Civilizations Credits: (3)~~
  - ~~HIST 537 History of the Indians of North America Credits: (3)~~
  - ~~HIST 539 African American History Credits: (3)~~
  - ~~HIST 554 History of the South Credits: (3)~~
  - ~~HIST 560 Latin American Nations Credits: (3)~~

- ~~HIST 561—Colonial Hispanic America Credits: (3)~~
- ~~HIST 562—Modern Mexico Credits: (3)~~

#### **Human Ecology**

- 
- ~~FSHS 552—Families and Diversity Credits: (3)~~

#### **Journalism and Mass Communications**

- 
- ~~MC 531—Communication, Diversity, and Social Change Credits: (3)~~

#### **Kinesiology**

- 
- ~~KIN 796—Topics in Exercise Physiology Credits: (3)~~  
(Cultural Competency)

#### **Modern Languages**

- 
- ~~SPAN 430—Hispanic Readings Credits: (3)~~
  - ~~SPAN 550—Introduction to Literature in Spanish Credits: (3)~~
  - ~~SPAN 560—Introduction to U.S. Latino/a Literature and Culture in Spanish Credits: (3)~~
  - ~~SPAN 565—Spanish Civilization Credits: (3)~~
  - ~~SPAN 566—Spanish American Civilization Credits: (3)~~
  - ~~SPAN 567—Literature of Spain Credits: (3)~~
  - ~~SPAN 568—Literature of Spanish America Credits: (3)~~
  - ~~SPAN 569—Special Studies in Spanish Credits: (1-18)~~
  - ~~SPAN 760—U.S. Latino/a Literature and Culture in Spanish Credits: (3)~~
  - ~~SPAN 768—Hispanic Cinema Credits: (3)~~
  - ~~SPAN 772—Spain Today Credits: (3)~~
  - ~~SPAN 773—Spanish America Today Credits: (3)~~

- ~~SPAN 776 – History of the Spanish Language Credits: (3)~~

## **Music**

- 
- ~~MUSIC 245 – Introduction to American Music Credits: (3)~~
  - ~~MUSIC 420 – History of Jazz Credits: (3)~~
  - ~~MUSIC 421 – Salsa: Afro-Cuban Music of the Past and Present Credits: (3)~~
  - ~~MUSIC 424 – Jazz in Kansas City and the Southwest Credits: (2-3)~~
  - ~~MUSIC 425 – Topics in Jazz Credits: (1-18)~~

## **Political Science**

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- ~~POLSC 333 – World Politics Credits: (3)~~
  - ~~POLSC 135 – Introduction to Comparative Politics Credits: (3)~~
  - ~~POLSC 505 – South Asian Civilizations Credits: (3)~~
  - ~~POLSC 511 – Contemporary Chinese Politics Credits: (3)~~
  - ~~POLSC 545 – The Politics of Developing Nations Credits: (3)~~
  - ~~POLSC 621 – West European Politics Credits: (3)~~
  - ~~POLSC 622 – Latin American Politics Credits: (3)~~
  - ~~POLSC 623 – South Asian Politics Credits: (3)~~
  - ~~POLSC 624 – Middle East Politics Credits: (3)~~
  - ~~POLSC 626 – African Politics Credits: (3)~~
  - ~~POLSC 627 – Eastern and Central European Politics Credits: (3)~~
  - ~~POLSC 630 – Politics of Russia and the Former Soviet Union Credits: (3)~~
  - ~~POLSC 642 – International Conflict Credits: (3)~~

## **Sociology**

- 
- ~~SOCIO 535 – Population Dynamics Credits: (3)~~

<ul style="list-style-type: none"> <li>● <del>SOCIO 633 – Gender, Power, and International Development Credits: (3)</del></li> <li>● <del>SOCIO 670 – Diversity and Social Interaction in the Workplace Credits: (3)</del></li> <li>● <del>SOCIO 738 – International Migration Credits: (3)</del></li> <li>● <del>SOCIO 742 – Society and Change in South Asia Credits: (3)</del></li> </ul> <p><b>Communication Studies, Theatre and Dance</b></p> <hr/> <ul style="list-style-type: none"> <li>● <del>THRE 363 Integrating Cultural Diversity with Stories and Style Credits: (3)</del></li> <li>● <del>COMM 480 – Intercultural Communication Credits: (3)</del></li> <li>● <del>THRE 672 – American Ethnic Theatre Credits: (3)</del></li> </ul> <p><b>Women's Studies</b></p> <hr/> <ul style="list-style-type: none"> <li>● <del>WOMST 205 – Gender, Ethnicity, and Class Credits: (3)</del></li> <li>● <del>WOMST 700 – Advanced Topics in Women's Studies Credits: (1-3) (Politics of Women of Color)</del></li> </ul> <p><b>Total credit hours required for graduation: (120)</b></p>	
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**RATIONALE:** Revised curriculum and updated major description and requirements.

**IMPACT:** Human Ecology – Sent to Bronwyn Fees 12-29-2014. Reply – 12-30-2014. I am forwarding it to the FSHS School Director, Dr. Dorothy Durband, and the Department Chair, Dr. Craig Harms, in Kinesiology for their review. They may be in contact with you regarding these changes and any effects on their curriculum. Dr. Dorothy Durband 1-6-2015. The proposed changes will not negatively impact FSHS 552 and we have no objection. Thank you for checking in with us. Dr. Craig Harms – 1-6-2015. We do not object to the changes proposed and these changes are fine with the Department of Kinesiology.

Mary Tolar – Staley School of Leadership Studies - 1-5-2015. The Staley School of Leadership Studies has no objections to the proposed changes by the American Ethnic Studies department major and minor requirements. Please accept this as a “non-impact statement” for the curriculum committee’s consideration.

Dr. Bruce Glymour – Philosophy – 1-1-2015. Philosophy has no objection to American Ethnic Studies plan to drop PHILO 380 from its list of courses that may be taken for AMETH credit. Best wishes for a successful curriculum redesign.

Dr. Timothy Steffensmeier – Communication Studies – 12-30-2014. I am supportive of the approved changes with the condition that American Ethnic Studies does not propose a course similar to “intercultural communication” in the new curriculum.

Dr. Chuck Martin – Geography- 12-30-2014. The proposed changes to the American Ethnic Studies Department curriculum are fine from the perspective of the Geography Department. I hope you will continue to encourage students in the program to take the classes listed in your message below as they would enrich the educational background of your students.

Dr. Gary Mortenson – Music, Theatre, and Dance – 12-29-2014. I have no objection to these changes.

Dr. Michele Janette – Women’s Studies Department - 1-8-2015. Thanks for contacting Women’s Studies about this change. WOMST 205 has been removed from the catalog. I am saddened at the prospect that Am Eth students will no longer be able to count any WOMST 700 topics classes for their major or minor, since I think that these “crosslistings” have been productive for student learning and for fostering interdisciplinarity, but I understand that this is your decision, and I agree that the enrollment impact should be very small. Though we regard them with some regret, Women’s Studies does not object to these changes.

Dr. Derek Hillard – Modern Languages – 1-7-2015. Thank you for your note. We do not object to the changes. There were two comments: While most classes are not generally focused on the USA, one is (SPAN 560 – Intro to U.S. Latino/a Literature and Culture in Spanish). That course could be still relevant for you. On the other hand, if the concern is not including any courses from any other department, this may not matter. The other comment is that we hope the department will continue to welcome cross-listing of courses where it benefits students.

Dr. Karin Westman – English – 1-10-2015. I shared the updates below with our department’s undergraduate curriculum team. We agree that the proposed changes are likely to have minimal impact on our enrollment numbers, given the current number of majors and minors in American Ethnic Studies, and so we support the proposed changes. We are sorry, though, to lose the opportunity for those English courses to count toward the core program of study in American Ethnic Studies, especially since we’ve had several English majors in recent years who have added a minor or major in American Ethnic Studies because of the current curriculum structure. We are, of course, happy to have these courses listed as elective options for the major and minor in American Ethnic Studies.

Birgit Wassmuth, A.Q. Miller School of Journalism and Mass Communications – 1-13-2015. I wish we had received heads-up on this last fall so that my Executive Council could have discussed this before the end of last semester. I forwarded your request to them for feedback and input. My question is whether your department will offer a new course that would cover some or all of the content of MC 531? Personally, I am pleased to know that your department is becoming more autonomous. As we briefly discussed at the December Commencement, we need to be mindful of possible course duplication, especially with the Gender, Race and Medias class. Let’s talk about that later.

EFFECTIVE DATE:            Fall 2015

## College of Engineering (4-2-15)

# Non-Expedited Policy Proposal

## Non-Expedited Policy Change

**Proposed new policy:** A retake policy will apply to the following CIS courses:

- CIS 115
- CIS 200
- CIS 300

Any student receiving two grades of either D, F, or XF in the same course from this list will be disqualified from the following:

- Taking any CIS course on the above list.
- Taking any CIS course having one of these courses as a prerequisite, either directly or indirectly.
- Receiving a BS degree in either CS or IS, or a CIS minor.

For grades received prior to the Fall 2015 semester, at most one D/F/XF grade per course will apply to this policy. Students may petition for reconsideration by writing to the CIS Department Undergraduate Programs Director after one year has elapsed since the receipt of the last of these grades. Such petitions will be reviewed by a committee appointed by the CIS Department Head and the Undergraduate Programs Director.

**Rationale:** Our undergraduate programs, including the CIS minor, contain a significant number of students who repeat several of our courses until they can pass them. Those who start this trend in a core course tend to continue it for subsequent courses. Most of these students do not finish, and for those who do, it is doubtful whether they have actually mastered the necessary skills for the computing profession. With our current high enrollment numbers and low faculty space resources, it is difficult to justify giving seats to such students. Furthermore, our directing these students to a field of study in which they can succeed would be in their best interest. This policy would enable us to take such intervention.

**Effective:** Fall 2015

**Impact:** The following programs list one or more of the courses listed above as either required or recommended: Agricultural Economics (Quantitative Option), Applied Mathematics, Business Administration Pre-Professions Program, Computer Engineering, Industrial Engineering, Management Information Systems, Mathematics, and Statistics.

# Non-Expedited

## Course Proposals 000-599

### Computing and Information Sciences

**Change:** CIS 200 - Programming Fundamentals (4). Principles of algorithm design and their application to procedural programming: state, control structures, methods. Patterns of conditional and iterative control structure. Program testing. Introduction to arrays, classes, and objects. Programming projects.

**Requisites:**

Prerequisite: ~~MATH 100~~ and either CIS 115 OR ECE 241. Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall, Spring

**To:** CIS 200 - Programming Fundamentals (4). Principles of algorithm design and their application to procedural programming: state, control structures, methods. Patterns of conditional and iterative control structure. Program testing. Introduction to arrays, classes, and objects. Programming projects.

**Requisites:**

Prerequisite: CIS 111, CIS 115, OR ECE 241.

Prerequisite or concurrent: MATH 205 or MATH 220.

Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered:** Fall, Spring

**Rationale:** A number of non-majors take CIS 111 prior to taking CIS 200. This course provides more than enough programming background to prepare students for CIS 200. On the other hand, we are seeing more students who do poorly in CIS 200. These students are often those with weaker mathematical preparation. Requiring a calculus course as a prerequisite or concurrent course will ensure better preparation in the logical thinking needed for programming. Requiring this preparation also may be helpful for students in determining which major is best for them. Each of the programs that require or recommend CIS 200 also requires either MATH 205 or MATH 220.

**Effective:** Fall 2015.

**Impact:** The following programs list this course as either required or recommended: Agricultural Economics (Quantitative Option), Applied Mathematics, Business Administration Pre-Professions Program, Computer Engineering, Industrial Engineering, Management Information Systems, Mathematics, and Statistics.

**From:** CIS 300 - Data and Program Structures (3). A study of common data and program structures together with associated algorithms. Topics include interfaces, design patterns, arrays, stacks, queues, lists, trees, hash tables, recursion, binary search, and tree traversals. Experience with both use and

implementation of these structures and algorithms using a modern programming language.  
Discussion of tradeoffs involving performance and software maintainability.

**Note**

Six hours lab a week.

**Requisites**

Prerequisite: CIS 200.

Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered**

Fall, Spring

**To:** CIS 300 - Data and Program Structures (3). A study of common data and program structures together with associated algorithms. Topics include interfaces, design patterns, arrays, stacks, queues, lists, trees, hash tables, recursion, binary search, and tree traversals. Experience with both use and implementation of these structures and algorithms using a modern programming language.  
Discussion of tradeoffs involving performance and software maintainability.

**Note**

Six hours lab a week.

**Requisites**

Prerequisite: CIS 200 and either MATH 205 or MATH 220.

Students may enroll in CIS courses only if they have earned a grade of C or better for each prerequisite to those courses.

**When Offered**

Fall, Spring

**Rationale:** We are seeing more students who do poorly in CIS 300. These students are often those with weaker mathematical preparation. Requiring a calculus course as a prerequisite will ensure better preparation in the logical thinking needed for programming. Requiring this preparation also may be helpful for students in determining which major is best for them. Each of the programs that require or recommend CIS 300 also requires either MATH 205 or MATH 220.

**Effective:** Spring 2016

**Impact:** The following programs list this course as either required or recommended: Business Administration Pre-Professions Program, Computer Engineering, Management Information Systems, and Statistics.

**General Engineering**

**From:**

DEN 160 – Engineering Concepts

Credits: (1)



~~An introduction to engineering and engineering design. Students work in teams, practice communication skills, and apply problem-solving methods to the design, build, test process. Related topics include a review of the various fields of engineering and career opportunities. The availability of campus resources and the use of academic skills such as time management and goal setting are also emphasized.~~

**Note:** One recitation ~~and one seminar a week.~~

**Requisites:** None.

**When Offered:** Fall, ~~Summer~~

**UGE** course: No      **K-State 8:** None

**To:**

DEN 160 – Engineering Orientation      Credits: (1)

An introduction to engineering; general orientation; policies; student organizations; study skills and time management; departmental degree programs and careers.

**Note:** One recitation a week.

**Requisites:** None.

**When Offered:** Fall

**UGE** course: No      **K-State 8:** None

**Rationale:** This is a change to the title and course catalog description. They are being changed to better reflect the fact that the course is an orientation and overview for students who are interested in a College of Engineering degree program.

**Effective:** Fall 2015

**Impact:** None outside the College of Engineering and the General Engineering program.

## **New Course**

**ADD:**

DEN 161. Engineering Problem Solving (1). Introduction to application-oriented engineering problem solving skills using fundamental engineering problems specific to each discipline, teamwork, and communication skills.

**Note:** 2 hour lab a week

**Requisites:**

**Prerequisite:** MATH 100 and MATH 150 (or Prerequisite or concurrent enrollment: MATH 220 or MATH 205)

**When Offered:** Fall, Spring

**UGE course:** No      **K-State 8:** None

**Rationale:** This is a new required course, for General Engineering students, intended to introduce basic problem solving concepts and engineering problems. Retention is a key component.

**Impact:** None

**Effective Date:** Fall 2015

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## **Graduate course and curriculum changes (4-7-15)**

### **Non-Expedited New Courses**

**DMP 802. Environmental Health. (3) I.** This is a three-credit graduate-level course consisting of a 3-hour meeting per week. Students will be exposed to professional practice of environmental sciences, epidemiology, toxicology, occupational health and industrial hygiene, and consumer health and safety. Topics include the methods for defining environmental contamination; identifying contaminants, pathogens and toxins; assessing risks and causality; determining health impact; ameliorating hazards; and protecting the population through waste management, regulatory programs, environmental inspections, food and product safety, and environmental policy. Includes interaction with professionals in public health practice. There will be 3 one hour lectures each week. Participation is required. No pre-requisites.

**RATIONALE:** To recognize major public health issues for populations on a social, community, and global scale; to describe multidisciplinary and ecological public health issues and concerns; to discuss lifestyle behaviors that promote individual and population health and well-being; to apply multidisciplinary strategies and interventions in addressing public health issues; to apply concepts of planning and management in public health programs; and to integrate and apply knowledge, skills, and principles for health improvement.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

**MPH 802. Environmental Health. (3) I.** This is a three-credit graduate-level course consisting of a 3-hour meeting per week. Students will be exposed to professional practice of environmental sciences, epidemiology, toxicology, occupational health and industrial hygiene, and consumer health and safety. Topics include the methods for defining environmental contamination; identifying contaminants, pathogens and toxins; assessing risks and causality; determining health impact; ameliorating hazards; and protecting the population through waste management, regulatory programs, environmental inspections, food and product safety, and environmental policy. Includes interaction with professionals in public health practice. There will be 3 one hour lectures each week. Participation is required. No pre-requisites. Cross-listed: DMP - 802 Environmental Health

**RATIONALE:** To recognize major public health issues for populations on a social, community, and global scale; to describe multidisciplinary and ecological public health issues and concerns; to discuss lifestyle behaviors that promote individual and population health and well-being; to apply multidisciplinary strategies and interventions in addressing public health issues; to apply concepts of planning and management in public health programs; and to integrate and apply knowledge, skills, and principles for health improvement.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

### **Non-Expedited Course Changes**

FROM:

**CS 728. Theriogenology – Companion Animal Core. (2) I.** First 5 weeks, consideration of prevention, diagnosis, and

TO:

**CS 728. Theriogenology. (3) I.** Consideration of prevention, diagnosis, and treatment of disease, and maintenance of health and

treatment of disease, and maintenance of health and productivity of the genital tract of <del>all species. Second 5 weeks student review companion animal (equine, canine, and feline) content.</del> Pr.: Third-year standing in the College of Veterinary Medicine	productivity of the genital tract of <u>domestic animals. Three hours of lecture a week.</u> Pr.: Third year standing in the College of Veterinary Medicine.
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**RATIONALE:** Combining elective course with existing core course.

**IMPACT:** None.

**EFFECTIVE DATE:** Fall 2015

### **Non-Expedited Curriculum Changes**

<b>FROM:</b>	<b>TO:</b>
<b>Master of Public Health</b>  <b>Public health core (14 credit hours)</b>  MPH 754 - Introduction to Epidemiology <b>Credits: (3)</b> OR at least 3 hours of equivalent graduate or professional level epidemiology course credit (e.g., MPH 708 – Veterinary Epidemiology Credits: (2) AND MPH 854 – Intermediate Epidemiology Credits: (3))  <del>MPH 806 – Environmental Toxicology</del> <b>Credits: (2)</b>  MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b>  MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b>  MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b>	<b>Master of Public Health</b>  <b>Public health core (15 credit hours)</b>  MPH 754 - Introduction to Epidemiology <b>Credits: (3)</b> OR at least 3 hours of equivalent graduate or professional level epidemiology course credit (e.g., MPH 708 – Veterinary Epidemiology Credits: (2) AND MPH 854 – Intermediate Epidemiology Credits: (3))  <u>MPH 802 - Environmental Health <b>Credits: (3)</b></u>  MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b>  MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b>  MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b>

**RATIONALE:** Accreditation agency for MPH requires the core course that covers Environmental Health have more “breadth” than is currently taught in Environmental Toxicology (MPH/DMP 806). A DMP faculty member has designed a new course to meet the requirements of the accreditation agency (MPH/DMP 802 – Environmental Health). Program desires to use new course for degree program.

**IMPACT:** None

**EFFECTIVE TERM:** Fall 2015

**FROM:**

**Master of Public Health - Infectious Diseases and Zoonoses area of emphasis – 3<sup>rd</sup> grouping**

**3-6 credit hours from the following:**

BIOL 529 - Fundamentals of Ecology **Credits:** (3)

DMP 770 - Emerging Diseases **Credits:** (3)

DMP 801 - Toxicology **Credits:** (2)

DMP 816 - Trade and Agricultural Health **Credits:** (2)

DMP 844 - Global Health Issues **Credits:** (3)

DMP 888 - Globalization, Cooperation, & the Food Trade **Credits:** (1)

ENTOM 849 - Biology of Disease Vectors of Human and Veterinary Importance **Credits:** (3)

FDSCI 690 - Principles of HACCP **Credits:** (2)

FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security **Credits:** (2)

FDSCI 731 - Food Protection and Defense– Essential Concepts **Credits:** (2)

GEOG 508 - Geographic Information Systems I **Credits:** (4)

GEOG 608 - Geographic Information Systems II **Credits:** (3)

**TO:**

**Master of Public Health - Infectious Diseases and Zoonoses area of emphasis – 3<sup>rd</sup> grouping**

**3-6 credit hours from the following:**

BIOL 529 - Fundamentals of Ecology **Credits:** (3)

DMP 710 – Introduction to One Health  
**Credits:** (2)

DMP 770 - Emerging Diseases **Credits:** (3)

DMP 801 - Toxicology **Credits:** (2)

DMP 806 – Environmental Toxicology  
**Credits:** (2)

DMP 816 - Trade and Agricultural Health **Credits:** (2)

DMP 844 - Global Health Issues **Credits:** (3)

DMP 888 - Globalization, Cooperation, & the Food Trade **Credits:** (1)

ENTOM 849 - Biology of Disease Vectors of Human and Veterinary Importance **Credits:** (3)

FDSCI 690 - Principles of HACCP **Credits:** (2)

FDSCI 730 - A Multidisciplinary Overview of Food Safety and Security **Credits:** (2)

FDSCI 731 - Food Protection and Defense– Essential Concepts **Credits:** (2)

GEOG 508 - Geographic Information Systems I **Credits:** (4)

GEOG 608 - Geographic Information Systems II **Credits:** (3)

**RATIONALE:** Addition of elective courses to Infectious Diseases and Zoonoses curriculum (DMP 710 – Introduction to One Health and DMP 806 – Environmental Toxicology).

**IMPACT:** Interdisciplinary units that may be impacted by these changes are: College of Veterinary Medicine: Diagnostic Medicine and Pathobiology (DMP); College of Agriculture: Animal Sciences and Industry (Food Science Institute); College of Arts and Sciences: Statistics (STAT); College of Human Ecology: Human Nutrition (HN), Hospitality Management and Dietetics (HMD), Kinesiology (KIN)

**EFFECTIVE DATE:** Fall 2015

FROM:	TO:
<b>Master of Public Health - Food Safety and Biosecurity area of emphasis – 5th grouping</b>	<b>Master of Public Health - Food Safety and Biosecurity area of emphasis – 5th grouping</b>
<b>Select remaining courses needed (0-7 credit hours) from any of the courses listed above or from the following:</b>	<b>Select remaining courses needed (0-7 credit hours) from any of the courses listed above or from the following:</b>
	<u>DMP 710 – Introduction to One Health</u> <b>Credits: (2)</b>
	<u>DMP 806 – Environmental Toxicology</u> <b>Credits: (2)</b>
DMP 880 - Problems in Pathobiology (MS) <b>Credits: (1-6)</b>	DMP 880 - Problems in Pathobiology (MS) <b>Credits: (1-6)</b>
DMP 888 - Globalization, Cooperation, & the Food Trade <b>Credits: (1)</b>	DMP 888 - Globalization, Cooperation, & the Food Trade <b>Credits: (1)</b>
FDSCI 601 - Food Microbiology Lab <b>Credits: (2)</b>	FDSCI 601 - Food Microbiology Lab <b>Credits: (2)</b>
FDSCI 695 - Quality Assurance of Food Products <b>Credits: (3)</b>	FDSCI 695 - Quality Assurance of Food Products <b>Credits: (3)</b>
FDSCI 751 - Food Laws and the Regulatory Process <b>Credits: (2)</b>	FDSCI 751 - Food Laws and the Regulatory Process <b>Credits: (2)</b>
FDSCI 820 - Advanced Food Microbiology & Biotechnology <b>Credits: (2)</b>	FDSCI 820 - Advanced Food Microbiology & Biotechnology <b>Credits: (2)</b>
STAT 705 - Regression and Analysis of Variance <b>Credits: (3)</b>	STAT 705 - Regression and Analysis of Variance <b>Credits: (3)</b>

**RATIONALE:** Addition of elective courses to Food Safety and Biosecurity curriculum (DMP 710 – Introduction to One Health and DMP 806 – Environmental Toxicology)

**IMPACT:** Interdisciplinary units that may be impacted by these changes are: College of Veterinary Medicine: Diagnostic Medicine and Pathobiology (DMP); College of Agriculture: Animal Sciences and Industry (Food Science Institute); College of Arts and Sciences: Statistics (STAT); College of Human Ecology: Human Nutrition (HN), Hospitality Management and Dietetics (HMD), Kinesiology (KIN)

**EFFECTIVE DATE:** Fall 2015

<b>FROM:</b>	<b>TO:</b>
<b>Public Health Core Concepts Graduate Certificate Program</b>  <b>Required Courses (14 credit hours)</b>  MPH 754 - Introduction to Epidemiology <b>Credits: (3)</b> OR at least 3 hours of equivalent graduate or professional level epidemiology course credit (e.g., MPH 708 – Veterinary Epidemiology Credits: (2) AND MPH 854 – Intermediate Epidemiology Credits: (3))  <del>MPH 806 – Environmental Toxicology Credits: (2)</del>  MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b>  MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b>  MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b>	<b>Public Health Core Concepts Graduate Certificate Program</b>  <b>Required Courses (15 credit hours)</b>  MPH 754 - Introduction to Epidemiology <b>Credits: (3)</b> OR at least 3 hours of equivalent graduate or professional level epidemiology course credit (e.g., MPH 708 – Veterinary Epidemiology Credits: (2) AND MPH 854 – Intermediate Epidemiology Credits: (3))  <u>MPH 802 - Environmental Health <b>Credits: (3)</b></u>  MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b>  MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b>  MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b>

**RATIONALE:** Accreditation agency for MPH requires the core course that covers Environmental Health have more “breadth” than is currently taught in Environmental Toxicology (MPH/DMP 806). A DMP faculty member has designed a new course to meet the requirements of the accreditation agency (MPH/DMP 802 – Environmental Health). Program desires to use new course for certificate program so it aligns with the degree program.

**IMPACT:** Interdisciplinary units that may be impacted by these changes are: College of Veterinary Medicine: Diagnostic Medicine and Pathobiology (DMP); College of Agriculture: Animal Sciences and Industry (Food Science Institute); College of Arts and Sciences: Statistics (STAT); College of Human Ecology: Human Nutrition (HN), Hospitality Management and Dietetics (HMD), Kinesiology (KIN)

**EFFECTIVE DATE:** Fall 2015