

COLLEGE OF ARTS AND SCIENCES
COURSE AND CURRICULUM CHANGES

To be considered at the College Course and Curriculum Meeting

October 20, 2011
Eisenhower 212

3:00 p.m.

Undergraduate/Graduate
Expedited

Contact Person: Yasmin Patell
532-6900
e-mail: yasmin@ksu.edu

No units outside the college will be affected

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

EXPEDITED COURSE PROPOSALS

Courses Numbered 000-599

Art

DROP: ART 201 – Visual Communication Foundation. (2) I, II, S. Introduction and studio practice in the area of visual communication. Emphasis is placed on advanced foundation design concepts relating to the organization of space. Typographic design concepts, color usage, image development, idea development, and creative problem solving will be emphasized in 2D and 3D problems. Pr.: Art Major, Art 100.

RATIONALE: This was deleted by the faculty two years ago and hasn't been taught since, but the paper work was lost.

IMPACT: None

EFFECTIVE DATE: Spring 2012

FROM: ART 230 – Sculpture I. (3) I, II. An introduction to the problems of sculptural form; fundamental techniques and theory in woodcarving, clay modeling, mold making, casting, oxy/acetylene welding, and metal casting. Pr.: Art 200.

TO: ART 230 – Sculpture I. (3) I, II, S. An introduction to the problems of sculptural form; fundamental techniques and theory in woodcarving, clay modeling, mold making, casting, oxy/acetylene welding, and metal casting. Pr.: Art 200 or instructor permission.

RATIONALE: To be able to open class to non-art students who can't get into the pre-req.

EFFECTIVE DATE: Spring 2012

FROM: ART 575 – ~~Graphic Design and Illustration. (3-4) I, II. Problems in layout design and illustration for newspapers, magazines, and general advertising. Pr.: ART 205.~~

TO: ART 575 - Interaction Design. (3) I, II. Introduction to Interactive and User Experience Design principles. Topics include the planning, prototyping and construction of web and interaction design projects. Pr.: ART 290.

RATIONALE: Changes in the title and description of the course to update it with current practices or terminology, and change the course pre-requisites.

EFFECTIVE DATE: Spring 2012

Kinesiology

FROM: KIN 335 – Physiology of Exercise. (4) I, II. The responses of the human body to exercise. Emphasis will be placed on understanding the structure-function relationships of the respiratory, cardiovascular, and muscular systems and how their function is integrated to support the dynamics of muscular contraction. Limitations to exercise performance will be examined in health and disease and the adaptability of the human body to physiological (i.e., exercise training) and environmental (e.g., hypoxia) stressors will be examined. Note: Four hours lecture per week. Pr.: BIOL 340.

TO: KIN 335 – Physiology of Exercise. (4) I, II. The responses of the human body to exercise. Emphasis will be placed on understanding the structure-function relationships of the respiratory, cardiovascular, and muscular systems and how their function is integrated to support the dynamics of muscular contraction. Limitations to exercise performance will be examined in health and disease and the adaptability of the human body to physiological (i.e., exercise training) and environmental (e.g., hypoxia) stressors will be examined. Note: Four hours lecture per week. Pr.: BIOL 340 or KIN 360.

RATIONALE: Kin 360 has been approved as an alternative prerequisite for KIN 335.

EFFECTIVE DATE: Spring 2012

Modern Languages

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

TO: SPAN 161 – Spanish 1. (5) I, II, S. For students with no previous Spanish experience. Develops basic languages skills and cultural awareness to function in everyday situations in Spanish-speaking communities. Conducted in Spanish with practice in speaking, listening, reading, and writing. Note: Heritage speakers of Spanish see SPAN 365. Pr.: Less than 1-year previous Spanish study, or permission from Spanish Coordination Office.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 162 – Spanish II. (5) I, II, S. Continuation of Spanish I, devoted to Spanish language and Hispanic culture. Listening, speaking, reading, and writing. For students with fewer than two years of high school Spanish. Includes 1 hour per week in language laboratory or other language opportunities outside of class time.~~

Note: Heritage speakers of Spanish see SPAN 365.

TO: SPAN 162 – Spanish 2. (5) I, II, S. Continuation of Spanish 1. Develops basic language skills and cultural awareness to function in everyday situations in Spanish –speaking communities. Conducted in Spanish with practice in speaking, listening, reading and writing. Note: Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 161, 1-2 years high school, or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

DROP: ~~SPAN 165 – Accelerated Beginning Spanish. (5) Course covering material from Spanish 1 and 2 in one semester. Listening, Speaking, reading, and writing. For students with one or two years of previous Spanish instruction or advanced learners of other languages who desire a faster pace. Not open to heritage speakers see SPAN 365. Note: Includes one hour per week in language laboratory or other language opportunities outside of class time.~~

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

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 261 – Spanish III. (5) I, II, S. Continuation of Spanish sequence, devoted to Spanish language and Hispanic culture. Listening, speaking, reading, writing, and review of language structures. Heritage speakers of Spanish see SPAN 365. Note: Includes one hour per week on language laboratory or other language opportunities outside of class time. Pr.: SPAN 162 or 165 or equivalent.~~

TO: SPAN 261 – Spanish 3. (5) I, II, S. Enhances skills in reading and analysis to develop intermediate proficiency in Spanish. Grammatical structures presented in context through literary and informational texts, media, and other to promote cultural awareness. Conducted in Spanish. Note: Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 162, 3-4 years high school, or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 262 – Elementary Spanish Conversation IIIA. (2) I, II. ~~Beginning conversational Spanish. Emphasis on oral communication.~~ Pr.: SPAN 162 or 165 or equivalent.

TO: SPAN 262 - Elementary Spanish Conversation IIIA. (2) I, II. Improves oral proficiency in communicative situations in Spanish-speaking communities. Class activities are related to SPAN 261 course materials and offer additional practice at the intermediate level. Pr.: SPAN 162 or 165 or equivalent. Recommended with SPAN 261.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 361 – ~~Spanish IV. (4) I, II, S. Culmination of intermediate Spanish sequence and bridge to upper level classes. Application of listening, speaking, reading, and writing skills to cultural and literary topics. Heritage speakers of Spanish see SPAN 365. Note: Includes one hour per week of language opportunities outside of class time.~~ Pr.: SPAN 261 or equivalent.

TO: SPAN 361 – Spanish 4. (4) I, II, S. Bridges to more advanced language, culture, and literature courses. Instruction of grammatical structure in context through literary and informational materials. Conducted in Spanish. Practice in researching and presenting the history and cultures of Spanish-speaking countries. Notes: This course applies toward major or minor requirements. Heritage speakers of Spanish see SPAN 365. Pr.: SPAN 261, 4-5 years high school, or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 362 – ~~Intermediate Spanish Conversation IVA. (2) I, II. Practice in conversational Spanish. Emphasis on oral communication.~~ Pr.: SPAN 261 or equivalent.

TO: SPAN 362 – Spanish Conversation IVA. (2) I, II. Improves oral proficiency in communicative situations in Spanish-speaking communities. Class activities are related to SPAN 361 course materials and offer additional practice at the

intermediate level. Note: This course does NOT fulfill major or minor requirements. Pr.: SPAN 261 or equivalent. Recommended with SPAN 361.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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

TO: SPAN 365 – Spanish for Heritage Speakers. (4) I. For bilingual students who learn Spanish at home and wish to reactivate their use of the Spanish language, while expanding their academic Spanish language skills and cultural knowledge. Emphasis on speaking, reading, writing and listening comprehension, in response to students' specific needs. Note: This course is equivalent to SPAN 361, and applies toward major or minor requirements.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 410 – Spanish Composition and Grammar. (3) I, II, S. ~~The grammar and syntax of modern Spanish. Note: Course not open to those students whose primary language is Spanish and whose competency has been demonstrated in the language at this level. Pr.: SPAN 362 or 365 or equivalent faculty as determined by modern languages faculty.~~

TO: SPAN 410 – Spanish Composition and Grammar. (3) I, II, S. Writing-intensive course with targeted grammar review to develop written communication abilities in Spanish. Composing and revising various types of essays, honing usage of grammar and vocabulary, developing research techniques, using MLA style. Note: Course not open to students whose writing competence has been demonstrated in the language at this level. Pr.: SPAN 361 or 365 or equivalent. CoR: SPAN 408.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 420 – Advanced Spanish Conversation. (3) I, II, S. ~~Intensive practice in conversation. Note: Course not open to those students whose Primary language is Spanish and whose competence has been demonstrated at this level. Pr.: SPAN 361 or 365 or equivalent facility as determined by modern languages faculty.~~

TO: SPAN 420 – Spanish Conversation. (3) I, II, S. Intensive practice in conversation to develop listening and speaking skills, expand vocabulary, and review grammatical structures. Course materials include culturally sensitive readings and other media. Notes: May be taken with SPAN 410. Course not open to those students whose primary language is Spanish and whose competence has been demonstrated in the language at this level. Pr.: SPAN 361 or 365 or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

DROP: SPAN 505 – Spanish Literature in Translation. (3) Selected readings in English from the works of such major Spanish and Latin American authors as Garcia Lorca, Borges, Neruda, and Garcia Marquez.

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

EFFECTIVE DATE: Spring 2012

FROM: SPAN 510 – ~~Structure of the Spanish Language~~. (3) I, II, S. ~~Introductory description of the grammatical structure of Spanish, with its main components: phonological, morphological, syntactic and semantic. Spanish pronunciation, dialectal variation and some other aspects are analyzed in contrast. Note: Required of all Spanish majors. Pr.: SPAN 410 or equivalent facility as determined by modern languages faculty.~~

TO: SPAN 408 – Intermediate Spanish Grammar. (3) I, II, S. Review of the verbal system (subjunctive mood, conditional, perfect tenses, aspectual contrast of preterit and imperfect) and other features of written and spoken Spanish. Note: Offered for students who do not meet grammar requirements for enrollment in 400 and 500-level courses. May be taken with SPAN 410. Pr.: SPAN 410.

RATIONALE: Description and number update to reflect current practices, terminology, and level within the Spanish sequence.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 520 – Hispanic Readings. (3) I, II, S. ~~Practice in reading a variety of literary, journalistic, and specialized texts. Pr.: SPAN 361 or 365 or equivalent facility as determined by modern languages faculty.~~

TO: SPAN 430 – Hispanic Readings. (3) I, II, S. Focus on reading skills to develop critical and analytical thinking in Spanish, while learning about the cultures of the Spanish-speaking world. Content-based assignments and class exercises equip students to express views about cultural and literary topics effectively. Note: Recommended as Literature requirement for Minors. Pr.: SPAN 410 or equivalent.

RATIONALE: Description and number update to reflect current practices, terminology, and level within the Spanish sequence.

EFFECTIVE DATE: Spring 2012

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

TO: SPAN 530 – Professional Spanish: Business. (3) I. Develops culturally appropriate oral and written communication skills in business-related professions. Specialized content and vocabulary, and experience in professional writing and translation. Pr.: SPAN 410 or 420 or equivalent.

RATIONALE: Description and title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 550 – Introduction to Literature in Spanish. (3) I, II, S. ~~An introduction to literary terminology and its practical application for analyzing and interpreting texts from Spain and Spanish America. Strongly recommended for students planning to take SPAN 567 or SPAN 568. Pr.: SPAN 410 or equivalent.~~

TO: SPAN 550 – Introduction to Literature in Spanish. (3) I, II, S. Develops critical thinking, reading, and analytical skills applied to Spanish language literary texts. Different literary genres and literary terminology in critical analysis. Language skill development through reports, presentations and papers, to acquire the formal conventions of literary research. Note: Recommended for Majors before taking SPAN 567 or 568. Pr.: SPAN 410 or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 560 – U.S. Latino/a Literature and Culture in Spanish. (3) I, II, S. This course explores the development of literature and the wide variety of aesthetic expressions that represent the experience of Latinos/as in the United States.~~

TO: SPAN 560 – Introduction to U.S. Latino/a Literature and Culture in Spanish. (3) I, II, S. Explores the development of literature and other media representing the experience of Latinos/as in the United States and their contributions to North American culture since the Mexican-American War. Note: Taught in Spanish, may include some texts in English. Spanish 550 strongly recommended. Pr.: SPAN 550 or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 565 – Spanish Civilization. (3) I, II, S. Survey of Spanish culture and civilization from its beginnings to the present; emphasis on Spanish contributions over the centuries in the humanities.—Pr.: SPAN 410 or equivalent facility as determined by modern languages faculty.~~

TO: SPAN 565 – Spanish Civilization. (3) I, II, S. Develop critical understanding of the historical, political, economic, social and cultural forces that have shaped the Iberian Peninsula. Explores the complexity of Spain through readings and selected media, group discussions, and individual projects. Pr.: SPAN 410 or equivalent.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 566 – Hispanic American Civilization. (3) I, II, S. Survey of Spanish-American culture and civilization from 1492 to the present. Pr.: SPAN 410 or equivalent facility as determined by modern languages faculty.~~

TO: SPAN 566 – Spanish American Civilization. (3) I, II, S. Develop critical understanding of the historical, political, economic, social and cultural forces that have shaped Spanish America from pre-Columbian times to the present. Explores

the complexity of Spanish America through readings and selected media, group discussions, and individual projects. Pr.: SPAN 410 or equivalent.

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 567 – ~~Introduction to the Literature of Spain. (3) I, II, S. Readings and analysis of representative works of Spanish literature from its beginnings to the present.~~

TO: SPAN 567 – Literature of Spain. (3) I, II, S. Analysis of representative works of Spanish literature from the Middle Ages to the present. Develops an understanding of the periods, genres and contexts of course readings and the relationship among texts. Note: SPAN 550 and 565 strongly recommended. Pr.: SPAN 550 and 565.

RATIONALE: Description and name update to reflect current practices, terminology, and a new Spanish major sequence.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 568 – ~~Literature of Spanish America. (3) I, II, S. Reading and analysis of representative works of Spanish American literature from the pre-Columbian period to the present. Pr.: Minimum or 3 hours at the 500 level or equivalent background as determined by modern languages faculty. Spanish 550 strongly recommended.~~

TO: SPAN 568 – Literature of Spanish America. (3) I, II, S. Analysis of representative works of Spanish American literature from the per-Columbian period to the present. Develops an understanding of historical and cultural context by reading critical articles and/or writing an original study, within the framework of Spanish American literary criticism. Note: SPAN 550 and 566 strongly recommended. Pr.: SPAN 550 and 566.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

DROP: SPAN 572 – Mexican Film. (3) Survey of the history of film in Mexico covering social, political, economic topics. National identity and motions of race, gender, class, and sexual orientation are analyzed.

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

EFFECTIVE DATE: Spring 2012

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

TO: SPAN 575 – Spanish ⇔ English Translation: Concepts and Practices. (3) I. Introduction to concepts of translation, including aspects of history, theory, and professional ethics. Practice in bi-directional translation [Spanish-English-Spanish] of a variety of texts in different genres including literature. Pr.: Minimum of 3 hours at the 500 level or equivalent.

RATIONALE: Description and Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

Physics

DROP: PHYS 472 – Mathematical Physics. (3) On sufficient demand. An introduction to the application of mathematical methods to the study of physical systems. Topics include the use of ordinary differential equations in physics, the application of Fourier's methods to waves, vectors and matrices, applications of vector calculus, partial differential equations.

RATIONALE: No longer taught. The course-content is covered in other courses that are required for a physics bachelors degree: PHYS 522 – Mechanics and PHYS 532 – Electromagnetic Fields I.

IMPACT: None

EFFECTIVE DATE: Spring 2012

DROP: PHYS 553 – Introduction to the Physics of Lasers. (3) I. A study of the physics of lasers. Survey of current laser systems. Technological applications.

RATIONALE: This course has not been taught since the 1970s as there is little need for a low-level introduction to laser physics that is too rudimentary to prepare graduate students for research in this area.

IMPACT: None

EFFECTIVE DATE: Spring 2012

EXPEDITED COURSE PROPOSALS

Courses Numbered 600-999

Kinesiology

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, 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.

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 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

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

Math

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 is currently being created.

EFFECTIVE DATE: Fall 2012

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.~~

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.

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.

EFFECTIVE DATE: Spring 2013

Modern Languages

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.~~

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. Evaluation of progress through group work, oral proficiency interviews and writing exercises. Pr.: Span 410 or equivalent.

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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 Celestina, studied within the historical and cultural context of each. Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.~~

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. Incorporates manuscripts and oral traditions. Reading- and writing-intensive class; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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, Garcilaso, 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: thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 734 – Eighteenth and Nineteenth-Century Spanish Literature. (3) I, II. ~~Drama, essay, novel, poetry, and short story. Such authors as Larra, Zorrilla, el Duque de Rivas, Espronceda, Tamayo y Baus, Echegaray, Becquer, and Perez Galdos will be discussed.~~ Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.

TO: SPAN 734 – Eighteenth and Nineteenth-Century Spanish Literature. (3) I, II. Relevant literary and non-literary texts combined with media. Neo-Classicism, Romanticism and Realism. Reading- and writing intensive class; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 735 – Twentieth-Century Spanish Literature. (3) I, II. ~~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, Lorea, Cela, Buero Vallejo, and Delibes.~~ Pr.: SPAN 567 and 568 or equivalent facility as determined by modern languages faculty.

TO: SPAN 735 - Twentieth-Century Spanish Literature. (3) I, II. Relevant literary and nonliterary texts combined with media. Modernismo, Avant-garde, Social Realism and Postmodernism. Reading- and writing-intensive class; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 736 – Spanish Poetry. (3) I, II. 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.~~

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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 750 – Spanish American Literature from its Origins to the Nineteenth Century. (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.~~

TO: SPAN 750 – Spanish American Narrative: Origins to the Nineteenth Century. (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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 751 – Spanish American Literature Late Nineteenth Century to Early Twentieth Century. (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.~~

TO: SPAN 751 – Spanish-American Narrative: Early Twentieth Century. (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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: ~~SPAN 752 – Contemporary Spanish-American Narrative. (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 facility as determined by modern languages faculty.~~

TO: SPAN 752 – Spanish-American Narrative: Contemporary. (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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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.~~

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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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.~~

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; thorough student preparation and substantial class participation expected. Pr.: SPAN 567 or 568. (SPAN 565 recommended)

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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.~~

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; thorough student preparation and substantial class participation expected. Pr.: SPAN 550 or 567 or 568.

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

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: Spring 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: Spring 2012

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.~~

TO: SPAN 771 – Advanced Spanish Translation. (3) II, S. Analysis and practice in translating 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: Spring 2012

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

TO: SPAN 772 – Spain Today. (3) II. Explores key issues of contemporary Spain including the Spanish Civil War. Relevant literary and non-literary texts combined with media. Reading- and writing-intensive class; thorough student preparation and substantial class participation expected. Pr.: SPAN 565 or 567.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 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; thorough student preparation and substantial class participation expected. Pr.: SPAN 566 or 568.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 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; thorough student preparation and substantial class participation expected. Pr.: SPAN 565 or 566 or 567 or 568.

RATIONALE: Description update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

FROM: SPAN 777 – ~~Spanish and Spanish-American Culture and Literature in Second Language Learning.~~ (3) I, II. ~~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.

TO: SPAN 777 – Hispanic Cultures 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; thorough student preparation and substantial class participation expected. Pr.: SPAN 565 or 566 or 567 or 568.

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

DROP: SPAN 778 – Spanish and Spanish-American Culture and Literature in Second-Language Learning I. (3) Analysis, interpretation and pedagogical implications of cultural and literary texts from Spanish speaking countries. Emphasis on texts for intermediate and advanced level classes.

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

EFFECTIVE DATE: Spring 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; thorough student preparation and substantial class participation expected. Pr.: SPAN 565 or 566 or 567 or 568.

RATIONALE: Description/Title update to reflect current practices and terminology.

EFFECTIVE DATE: Spring 2012

Physics

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.

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.

IMPACT: None

EFFECTIVE DATE: Spring 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

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~~.

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.

RATIONALE: The current pre-requisite is PHYS 472 – Mathematical Physics which is no longer taught. The pre-requisite should be changed to 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

CURRICULUM CHANGES

Undergraduate (Expedited)

Art BFA

FROM:

TO:

<p>Basic requirements (45 credit hours)</p> <p>Social sciences – two courses Humanities – three courses Philosophy or mathematics – one course Natural sciences – two courses, one with a lab General electives – 11-19 credit hours</p> <p>Art courses (75 credit hours)</p> <p>Core – 39 credit hours Major – 21 credit hours</p>	<p>Basic requirements (46 credit hours)</p> <p>Social sciences – <u>6 hours</u> Humanities – <u>9 hours</u> Philosophy or mathematics – <u>3 hours</u> <u>2 Sciences, one with lab – 7-9 hours</u> General electives – <u>13-14 hours</u></p> <p>Art courses (78 credit hours)</p> <p>Core – <u>40 credit hours</u> Major – <u>23 credit hours</u></p>
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RATIONALE: Correcting mistakes so online catalogue describes actual practice. Note 124 Credit hours for graduation is listed, but the numbers don't add up to 124. This comes under Programs, ART BFA.

EFFECTIVE DATE: Spring 2012

CURRICULUM CHANGES

Graduate (Expedited)

Graduate Certificate in Applied Statistics

FROM:

TO:

<p>Graduate Certificate in Applied Statistics: 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: STAT 702 or STAT 703, or STAT 706, (STAT 704 and STAT 705) or Stat 713, STAT 710, STAT 716, STAT 720, STAT 722, STAT 725, STAT 726, STAT 730, STAT 736, STAT 745, STAT 870.</p> <p>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.</p>	<p>Graduate Certificate in Applied Statistics: 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: <u>STAT 701</u> or STAT 702 or STAT 703, or STAT 706, (STAT 704 and STAT 705) or Stat 713, STAT 710, STAT 716, STAT 720, STAT 722, STAT 725, STAT 726, STAT 730, STAT 736, STAT 745, STAT 870.</p> <p>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.</p>
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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