

COLLEGE OF ARTS AND SCIENCES  
COURSE AND CURRICULUM CHANGES  
Approved at the College Faculty Meeting

November 7, 2013  
Eisenhower 015

4:00 p.m.

Undergraduate/Graduate  
Expedited and Non-Expedited

Contact Person: Yasmin Patell  
532-6900  
e-mail: [solt@ksu.edu](mailto:solt@ksu.edu)

Units outside the College of Arts and Sciences affected:  
Engineering; Graduate School

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

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

FROM: THTRE 080 – (0) I, II. Special topics presentations for theatre majors.  
Note: ~~Students are required to enroll for 4 semesters.~~

TO: THTRE 080 – (0) I, II. Special topics presentations for theatre majors.  
Note: Students are required to enroll for 2 semesters.

RATIONALE: Theatre Forum was created as an orientation course for students entering the department either as a freshman or transfer student who will be a theatre major. Currently Theatre Forum is required for 4 semesters. Faculty has decided that two semesters provides enough of an orientation into the art form of theatre.

EFFECTIVE DATE: Spring 2014

# NON-EXPEDITED COURSE PROPOSALS

## Courses Numbered 000-599

### **Biology**

ADD: BIOL 504 – Plant Ecology. (3) I. Study of the diversity and distribution of vegetation, relationships of plants to their physical environment, plant-animal-microbe interactions, population structure and dynamics, and plant community structure diversity, and succession. Field exercises focusing on methods of grassland and forest vegetation sampling and analysis. Pr.: BIOL 198 and BIOL 201 or equivalent. K-State 8: Natural and Physical Sciences.

RATIONALE: The addition of an undergraduate course in Plant Ecology will significantly increase course options focusing on plant biology for Biology majors. Currently there are only two undergraduate courses in the area of botany (Plant Physiology and Plant Taxonomy). Secondly, the addition of Plant Ecology will meet a need for additionally field experience for undergraduates by providing a biology elective with a strong field component. Thirdly, this course will provide valuable background in botany and vegetation ecology for undergraduate students in wildlife and conservation biology. Finally, it will provide an additional relevant elective botanical course for students in Agriculture (range management, agronomy, weed science, forestry, and horticulture).

K-STATE 8 RATIONALE: Plant Ecology (The study of relationships between plants and their natural environment) is an important sub-discipline of the Natural Sciences. This course in Plant Ecology will enhance students' understanding and appreciation of patterns and processes in the natural world and will introduce them to key concepts and theories in Biology at the levels of organisms through ecosystems.

IMPACT: None

EFFECTIVE DATE: Fall 2014

### **Communication Studies**

ADD: COMM 465 – Communication and Conflict. (3) S. Winter Intersession. Theoretical and applied research in communication and conflictual situations. K-State 8: Ethical Reasoning and Responsibility.

**K-STATE 8 RATIONALE:** Conflict inherently involves making ethical decisions in response to perceived or actual incompatible goals. This course is carefully designed to help students understand factors that influence communication in conflict interactions and how communication decisions impact others. Assignments involve careful analysis of actual student conflict communication to encourage deeper understanding, perspective taking, and greater self-awareness. The final assignment requires students to deescalate conflict in their daily activities to practice more ethical behavior. Focus on ethical standards of communication competence include how effective (meeting individual's goals) and appropriate (meeting others goals) specific communication behaviors are in conflict interactions.

**RATIONALE:** Effective use of communication skills and strategies can enhance relationships, resolve conflicts, and improve communities. This class focuses on a strategic model of conflict communication, identifying multiple points where individuals can use communication choices to make conflict interactions more productive.

**EFFECTIVE DATE:** Spring 2014

## **Dean of Arts and Sciences**

**ADD:** DAS 155 – Business Communications for Non-Native Speakers. (3) I, II. Introduces non-native English speakers to key US business terminology, norms for written and oral communication, and business culture in the US. Note: Students in this course must be enrolled in a degree program in the College of Business Administration. They must be non-native English speakers. Students must have completed or achieved part-time status in the English Language Program.  
K-State 8: Human Diversity within the US

**K-STATE 8 RATIONALE:** In discussing appropriate communication styles, business cultural norms and teamwork strategies, this course will address the importance of recognizing diverse opinions as well as gender norms. The focus of the course will be effective communication, recognizing the diverse cultural perspective present in the business environment.

**RATIONALE:** A large number of non-native speaking students are entering the CBA curriculum. While the English language Program prepares them for general academic purposes, students often struggle with common business terminology and adjusting to business communication expectations and business cultural norms. This course will help non-native speakers to more effectively prepare to excel in courses in the CBA by increasing knowledge of common business

vocabulary, general expectations for business communications (both written and oral) and business culture in the US, including expectations for teamwork.

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

EFFECTIVE DATE: Fall 2014

ADD: DAS 400 – Undergraduate Research in Arts & Sciences. (0-3) I, II, S. Independent mentored research project. Pr.: Enrollment in an Arts & Sciences degree program. Students must apply to the Arts & Sciences Undergraduate Research Program and receive an award before enrolling.

RATIONALE: Arts & Sciences has developed a College-wide undergraduate research program. We are creating a zero/variable credit offering as a way to 1) track students receiving scholarships through the program; and 2) offer credit for their research experience if they desire it.

EFFECTIVE DATE: Summer 2014

## English

FROM: ENGL 287 – Great Books. (3) I, II, S. Introduction to world classics from past to present. K-State 8: Aesthetic Experience and Interpretive Understanding.

TO: ENGL 287 – Great Books. (3) I, II, S. Introduction to world classics from past to present. K-State 8: Aesthetic Experience and Interpretive Understanding; Historical Perspectives.

K-STATE 8 RATIONALE: In Spring 2012 our general education committee completes SLOs for our 200-level general education courses. Included in our description of ENGL 287 Great Books is the expectation of historical context being discussed. We would like to add the K-State 8 tag “historical perspectives” to the course.

IMPACT: None

EFFECTIVE DATE: Spring 2014

## Modern Languages

ADD: ITAL 333 – Italian 5. (4) I, II. Continuation of Italian language at an upper-intermediate level. Comprehension and production of spoken and written Italian at the low-advanced level. Pr.: ITAL 231, 331 (or intermediate proficiency in Italian)  
K-State 8: Global Issues and Perspectives; Historical Perspectives

RATIONALE: Continuation of Italian 332. Low advanced-level conversation, reading and composition with special emphasis on more complex grammatical structures as determined by the National Standards in Foreign Languages established by the American Council on the Teaching of Foreign Languages.

EFFECTIVE DATE: Spring 2014

## Physics

FROM: PHYS 115 – Descriptive Physics. (5) I, II. A one-semester course in physics covering mechanics, electricity, heat, light, sound, and atomic theory. It presents a survey of the major fields of physics with a concentration on how physicists work to understand and describe physical phenomena. Note: ~~Three hours lecture, one hour quiz, one hour recitation and two hours lab a week.~~ Pr.: High school algebra.

TO: PHYS 115 – Descriptive Physics. (5) II. Covers mechanics, electricity, heat, light, sound, and atomic theory. Surveys of the major fields of physics concentrating on how physicists work to understand and describe physical phenomena. Note: Two hours lecture, one hour quiz, and four hours studio a week. Pr.: High school algebra.

RATIONALE: We request that two inaccuracies in the course catalog regarding the description of PHYS 115 be corrected. 1. The catalog currently states that PHYS 115 is offered in both Fall and Spring. This is not true. PHYS 115 is only offered in the spring. Therefore, we request the catalog be changed to reflect this fact. 2. The catalog currently states that Descriptive Physics is taught by the traditional lecture-recitation approach consisting of three hours lecture, one hour quiz, one hour recitation, and two hours lab a week. This is incorrect. Four years ago, PHYS 115 was changed to the studio format. Therefore, we request that the catalog be modified to reflect this change by stating that PHYS 115 consists of two hours lecture, one hour quiz, four hours studio per week.

IMPACT: None

EFFECTIVE DATE: Spring 2014

FROM: PHYS 213 – Engineering Physics I. (5) I, II. Mechanics and heat; for students of sciences and engineering. Note: Two hours lecture, one hour quiz, four hours studio a week. Pr.: ~~MATH 221~~. Co-r: ~~MATH 221~~.

TO: PHYS 213 – Engineering Physics I. (5) I, II. Mechanics and heat; for students of sciences and engineering. Note: Two hours lecture, one hour quiz, four hours studio a week. Pr.: MATH 220 or concurrent enrollment in MATH 220.

RATIONALE: We request that the prerequisites for PHYS 213 should be either MATH 220 or concurrent enrollment in MATH 220. Our rationale is that students taking PHYS 213 need only be concurrently enrolled in MATH 220 rather than have completed MATH 220 in order to have the proper math background for PHYS 213. Furthermore, the requisites for PHYS 223, which is in essence the same class as PHYS 213, do not require the prerequisite of MATH 220, only concurrent enrollment. Finally, the current requisite prevents freshman engineering students from taking PHYS 213 unless a flag is lifted by the Dean's office. This situation discourages freshman engineering students from taking PHYS 213.

IMPACT: Engineering

EFFECTIVE DATE: Spring 2014

FROM: PHYS 214 – Engineering Physics II. (5) I, II. Sound, electricity, magnetism, light, and modern physics; for students of science and engineering. Note: Two hours lecture, one hour quiz, four hours studio a week. Pr.: PHYS 213, ~~MATH 221~~.

TO: PHYS 214 – Engineering Physics II. (5) I, II. Sound, electricity, magnetism, light, and modern physics; for students of science and engineering. Note: Two hours lecture, one hour quiz, four hours studio a week. Pr.: PHYS 213. Co-Requisite: MATH 221.

RATIONALE: We request that the prerequisite for PHYS 214 should become PHYS 213 and either MATH 221 or concurrent enrollment in MATH 221. Our rationale is that if the requested changes to the PHYS 213 prerequisites are granted, then it is logical to make the analogous change to PHYS 214, which is the next course in the sequence. That is, students concurrently enrolled in MATH 221 can reasonably be expected to have sufficient math background to succeed in PHYS 214. Furthermore, the requisites for PHYS 224, which is in essence the same class as PHYS 214, do not require the prerequisite of MATH 221, only concurrent enrollment.

IMPACT: Engineering

EFFECTIVE DATE: Spring 2014

## **Women's Studies**

ADD: WOMST 325 –Queer Studies: Concepts, History, and Politics. (3) I. Examines the origins of Queer Studies and introduces core concepts, foundational histories, and critical frameworks that will prepare students for further study. K-State 8: Human Diversity within the US; Historical Perspectives.

K-STATE 8 RATIONALE: D- This course assists students in developing an awareness of how different historical constructions of gender and sexuality shape their sense of self in relation to diverse others using scholarly study, research and personal interaction. H- This course helps centers historical and cultural perspectives of peoples who challenge normative constructs of heterosexuality and thus helps students realize the need to understand historical movements for social change that inform contemporary debates and agendas for achieving inclusive paradigms for social justice.

RATIONALE: This course is being added as the required introductory course to the newly developed Queer Studies curriculum. It provides Queer Studies minors with an introduction to the histories, theories, and discourses and concepts central to the field.

IMPACT: None

EFFECTIVE DATE: Spring 2014

ADD: WOMST 460 – Coming Out and Sexual Identity. (3) I. Examines how narratives of coming out and the organization of National Coming Out Day impact personal freedom, policies and attitudes toward sexual orientation. K-State 8: Human Diversity within the US; Ethical Reasoning and Responsibility.

K-STATE 8 RATIONALE: D – This course assists students in developing an awareness of how sexuality shape their sense of self in relation to diverse others using scholarly study, research and personal interaction. E – This course assists students in learning how to think through ethical dilemmas and make sound decisions when facing real-life situations like supporting people who come out as LGBT or challenging homophobic acts.



RATIONALE: This course is being added to increase Women's Studies curricular offerings on sexuality as it intersects with race, gender, culture and other social constructs that shape the everyday lives of diverse people. This course also expands the curricular offerings for the Queer Studies minor.

IMPACT: None

EFFECTIVE DATE: Spring 2014

# NON-EXPEDITED COURSE PROPOSALS

## Courses Numbered 600-999

### **Art**

ADD: ART 614 – Italian Renaissance Architecture: Patronage and Construction. (3) I, II, S. Renaissance architecture of central Italy. A case-study approach with a focus on aesthetics, construction, function, and patronage. Pr.: Art 195 or Art 196. K-State 8: Aesthetic Experience and Interpretive Understanding; Historical Perspectives.

K-STATE 8 RATIONALE: History of Italian Renaissance Architecture.

RATIONALE: Increases art history course offerings; stabilizes topics course.

IMPACT: No impact. We checked with The College of Architecture and they support our desire to add this course to our course offerings in the Department of Art.

EFFECTIVE DATE: Fall 2014

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

ADD: MUSIC 676 – Arranging Choral Music. (2) S. Examination of basic compositional issues. Application of compositional techniques. Scoring and arranging for various choral ensembles.

RATIONALE: We have offered this course as a MUSIC 799 course in the past but since it will be reoccurring, this will facilitate enrollment and graduate school program of study planning.

IMPACT: Graduate School

EFFECTIVE DATE: Summer 2014

ADD: THTRE 670 – Playback Theatre. (3) I, II, S, Intersession. Improvisational theater forms in which actors listen to stories told by audience and improvisationally act the story out. Students will learn playback acting forms and how to conduct a session. Playback is often used as a technique by drama therapists in performance and in therapy sessions. K-State 8: Aesthetic Interpretation.

**RATIONALE:** This course has been offered four times before as a topics number and it has been very valuable and popular class for the students who have taken it. Since we will want to offer it on an ongoing basis, I think it is time to make it a permanent course.

**K-STATE 8 RATIONALE:** While managers in the theatre are involved in business practices, they must also be very aware and sensitive to the artistic product they are promoting and facilitating, as well as ways to translate the artists' message and communicate it to the public.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2014

## **Sociology, Anthropology, and Social Work**

**ADD:** ANTH 790 - Writing Cultures: Ethnographic Methods. (3) II. An introduction to qualitative field methods and research ethics in cultural anthropology. Students will examine issues of truth, representation, and reflexivity in ethnographic writing. Pr.: ANTH 200, 204, or 210. K-State 8: Human Diversity within the US, Ethical Reasoning and Responsibility.

**RATIONALE:** This upper-level undergraduate course adds to the anthropology program's methods offerings. This course, which has been taught twice, previously as ANTH 522, teaches classic ethnographic methods in data-collection, interviewing and writing-up.

**K-STATE 8 RATIONALE:** This course teaches a specific methodology in the social sciences, and works to teach ethical research practices. The students read and produce ethnographies about diverse subcultures in the United States (mosques, churches, social clubs, and e.g.)

**EFFECTIVE DATE:** Spring 2014

# NON-EXPEDITED CURRICULUM PROPOSALS

## **Psychological Sciences**

### Occupational Health Psychology Graduate Certificate

#### DROP:

This certificate program is offered through the Psychological Sciences graduate program. The four three-credit hour courses that are required for the completion of the certificate are offered on-line in a distance format. Students can enroll for each class at their convenience and will be granted the certificate upon completion of the four course sequence. This involves a pro-seminar survey of the field, a seminar on key topics, a review of relevant research methods, and a practicum/internship in OHP. Students with prior course work in social science research methods may be granted credit for that requirement. The program has been designed for individuals from a wide variety of social science, psychology, and health related academic backgrounds. Students must have completed a bachelor degree to enroll in the certificate program. All four courses have been approved by the American Psychological Association for continuing education credits (45 credits for each course). Students who meet the requirements can enroll in any OHP course without enrolling in the certificate program.

#### **Required Courses:**

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- Proseminar in Occupational Health (3 credits)
  - Occupational Health Methodology (3 credits)
  - Occupational Health Behaviors (3 credits)
  - Practicum in Occupational Health Psychology (3 credits)

**RATIONALE:** The OHP Certificate was created in 2000 using a grant from the American Psychological Association and has been directed by Dr. Ron Downey. Since its inception, the program has typically enrolled one to two students in any particular year and no more than five students in any one year (2005). The certificate-specific courses have been taught by Dr. Downey, who retired in spring, 2013, or adjunct faculty whose only teaching responsibility is to the courses supporting the program. As a result, in fall, 2012, the Head of Psychological Sciences initiated a discussion regarding the viability of the program. Discussions with DCE were not promising, there was little support in the department for the program's continuation, and the faculty member recently hired to replace the retiring Dr. Downey is not interested in taking on the burden

of running the program for so few students. Therefore, the Department of Psychological Sciences is recommending discontinuation of this graduate certificate.

IMPACT: There is not foreseeable impact on other units.

EFFECTIVE DATE: Spring 2014

## **Women's Studies**

ADD: Queer Studies Minor

15 hours required for the minor.

Required Course:

WOMST 325: Queer Studies: Concepts, History, and Politics Credits: (3)

Elective Courses (12 Credit Hours)

Students may choose electives from approved list that will evolve as the KSU curriculum changes. Currently:

WOMST 460: Coming Out and Sexual Identity Credits: (3)

WOMST 700: when Queer of Color Critique

WOMST 500: when Love and Sex in India

WOMST 700: when Sexuality Studies

WOMST 700: when Global Sexual Identities

AMETH 560: when The Intersection of Race, Ethnicity, Gender and Sexual Orientation For LGB Students

COMM 450: when Communication and Sexuality

ENGL 680: when Queer Native Literature and Theory

ENGL 740: when Queer Theory

HIST 559: Aztec, Inca, Maya

LEAD 350: Culture and Context in Leadership

LEAD 502: when Queer Leadership

SOCIO 500: when Sociology of Sexuality

RATIONALE: This proposal establishes a Minor in Queer Studies. 15 credit hours.

In his 2013 inauguration speech, President Obama pronounced gay and lesbian rights as national goals: "Our journey is not complete until our gay brothers and sisters are treated like anyone else under the law." This proclamation epitomizes the contemporary prominence of LGBT people and queer rights activism in contemporary American culture. The number of declared same-sex households has been shown in the last two censuses to be on the rise. Simultaneously, Queer Studies has blossomed as an academic field in the last decades, supporting social policy debates and providing theoretical tools with which to

better understand diverse populations and cultures. The definition of “diversity” is changing to include sexual identity. This minor will bring together the growing number of courses that K-State is offering in this area, and will reflect the growing visibility and importance of sexual identity within current discussions of diversity. A minor in Queer Studies will help K-State fulfill its K-State 2025 plans, which include curricular and community focus on diversity, and also include becoming competitive with cutting edge research institutions around the nation. Currently, over 50 colleges and universities have a major or minor in Queer/LGBTQ/Sexuality Studies, including such prestigious institutions as Stanford, Cornell, and the University of Michigan, as well as our regional rival KU. The Queer Studies minor at KSU will put us in with the leading cadre of universities in the nation. IT will support and promote an important new field of scholarly and social inquiry. It will benefit both to queer-identified individuals and all members of the society who wish to function effectively in our increasingly diverse culture and workforce. It will provide a curricular counterpart to and support for the community work done by such campus organizations as the LGBT Resource Center and Gamma Rho Lambda.

The queer studies minor would:

1. Prepare our students for the reality of the growing diversity of 21<sup>st</sup> century global societies.
2. Augment and make visible the commitment to diversity at the level of curriculum, as promoted in the K-State 2025 plan.

### **Student Learning Outcomes**

Upon completion of the queer studies minor, students will be able to:

1. Understand that sexuality is a social construction and that heterosexuality is a normative construct.
2. Articulate the diversities of cultures and perspectives of lesbian, gay, bisexual, transgender, intersexed, and queer people and communities, and understand how ethnicity/race, gender and socioeconomic class shape these diversities.
3. Apply queer lenses of critique in reading texts.

These outcomes will be assessed in the one required course for the minor: WOMST 325. The outcomes will be assessed in rotation, with one outcome being assessed each year, through written exams, papers, class projects, and class activities.

This minor would be housed in and administered by the Women’s Studies Department. The core required courses would be offered by the Women’s Studies Department, with electives offered by an array of disciplines across campus. (In this way, it would function along the same model as the existing Women’s Studies Major and Minor.) Students may complete the Queer Studies minor along with the Women’s Studies major or minor (or with any other disciplinary major or minor), as long as they fulfill the elective requirements with separate classes. No more than 1 course may be counted toward both a Queer Studies Minor and a Women’s Studies Minor.

IMPACT: The Queer Studies minor will benefit other departments who offer electives in this area, as it will help publicize these courses across disciplines. It may also lead to interdisciplinary projects and research collaborations among both students and faculty who discover these curricular links and campus resources.

EFFECTIVE DATE: Spring 2014