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**College of Human Ecology (3-15-15)**

**Non-expedited Undergraduate Curriculum Change Proposal**

**Department of Kinesiology**

<b>CHANGE FROM:</b>	<b>CHANGE TO:</b>
<b>Kinesiology (B.S)</b>	<b>Kinesiology (B.S.)</b>
<b>General Requirements (49-53 credit hours) Communications (8-9 credit hours)</b>	<b>General Requirements (49-53 credit hours) Communications (8-9 credit hours)</b>
<ul style="list-style-type: none"> <li>ENGL 100 - Expository Writing I <b>Credits: (3)</b></li> <li>ENGL 200 - Expository Writing II <b>Credits: (3)</b></li> <li><i>One of the following courses</i></li> <li>COMM 105 - Public Speaking IA <b>Credits: (2)</b></li> <li>or</li> <li>COMM 106 - Public Speaking I <b>Credits: (3)</b></li> </ul>	<ul style="list-style-type: none"> <li>ENGL 100 - Expository Writing I <b>Credits: (3)</b></li> <li>ENGL 200 - Expository Writing II <b>Credits: (3)</b></li> <li><i>One of the following courses</i></li> <li>COMM 105 - Public Speaking IA <b>Credits: (2)</b></li> <li>or</li> <li>COMM 106 - Public Speaking I <b>Credits: (3)</b></li> </ul>
<b>Humanities (6 credit hours)</b>	<b>Humanities (6 credit hours)</b>
<i>Only courses of 3 credits or more will apply.</i>	<i>Only courses of 3 credits or more will apply.</i>
<b>Social Sciences (9 credit hours)</b>	<b>Social Sciences (9 credit hours)</b>
<ul style="list-style-type: none"> <li>ECON 110 - Principles of Macroeconomics <b>Credits: (3)</b></li> <li>PSYCH 110 - General Psychology <b>Credits: (3)</b></li> <li>SOCIO 211 - Introduction to Sociology <b>Credits: (3)</b></li> </ul>	<ul style="list-style-type: none"> <li>ECON 110 - Principles of Macroeconomics <b>Credits: (3)</b></li> <li>PSYCH 110 - General Psychology <b>Credits: (3)</b></li> <li>SOCIO 211 - Introduction to Sociology <b>Credits: (3)</b></li> </ul>
<b>Natural and Physical Sciences (16-17 credit hours)</b>	<b>Natural and Physical Sciences (16-17 credit hours)</b>
<ul style="list-style-type: none"> <li>BIOL 198 - Principles of Biology <b>Credits: (4)</b></li> <li>BIOL 340 - Structure and Function of the Human Body <b>Credits: (8)</b></li> <li>or</li> <li>KIN 360 - Anatomy and Physiology <b>Credits: (8)</b></li> <li>Students must complete one of the following:</li> <li>BIOCH 265 - Introductory Organic and Biochemistry <b>Credits: (5)</b></li> <li>Chemistry - any course with lab</li> <li>Physics- any course with lab</li> </ul>	<ul style="list-style-type: none"> <li>BIOL 198 - Principles of Biology <b>Credits: (4)</b></li> <li>BIOL 340 - Structure and Function of the Human Body <b>Credits: (8)</b></li> <li>or</li> <li>KIN 360 - Anatomy and Physiology <b>Credits: (8)</b></li> <li>Students must complete one of the following:</li> <li>BIOCH 265 - Introductory Organic and Biochemistry <b>Credits: (5)</b></li> <li>Chemistry - any course with lab</li> <li>Physics- any course with lab</li> </ul>
<b>Quantitative Studies (9-11 credit hours)</b>	<b>Quantitative Studies (9-11 credit hours)</b>
<ul style="list-style-type: none"> <li>MATH 100 - College Algebra <b>Credits: (3)</b></li> <li>or</li> <li>MATH 220 - Analytic Geometry and Calculus I <b>Credits: (4)</b></li> </ul>	<ul style="list-style-type: none"> <li>MATH 100 - College Algebra <b>Credits: (3)</b></li> <li>Or</li> <li><b>MATH 150 – Plane Trigonometry Credits: (3)</b></li> <li>Or</li> </ul>

- *One of the following statistics courses*
- STAT 325 - Introduction to Statistics **Credits:** (3)
- STAT 340 - Biometrics I **Credits:** (3)
- CIS 101 - Introduction to Computing Systems **Credits:** (1)
- and
- CIS 102 - Introduction to Spreadsheet Applications **Credits:** (1)
- and
- CIS 103 - Introduction to Database Applications **Credits:** (1)
- and
- CIS 104 - Introduction to Word Processing Applications **Credits:** (1)
- or
- CIS 111 - Introduction to Computer Programming **Credits:** (3)

### **Integrative Human Ecology Course (1 credit hour)**

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

### **Professional Studies (38 credit hours)**

*Grades of "C" or higher required.*

### **Kinesiology (35 credit hours)**

### **Lower-level core (17 credits hours)**

- KIN 220 - Biobehavioral Bases of Physical Activity **Credits:** (4)
- KIN 310 - Measurement and Research Techniques in Kinesiology **Credits:** (3)
- KIN 335 - Physiology of Exercise **Credits:** (4)
- KIN 336 - Physiology of Exercise Lab **Credits:** (1)
- Kin 345- ~~Public Health Physical Activity~~ **Credits:** (5)

### **Kinesiology Upper-level Emphasis (12 credit hours)**

- MATH 220 - Analytic Geometry and Calculus I **Credits:** (4)
- *One of the following statistics courses*
- STAT 325 - Introduction to Statistics **Credits:** (3)
- STAT 340 - Biometrics I **Credits:** (3)
- CIS 101 - Introduction to Computing Systems **Credits:** (1)
- and
- CIS 102 - Introduction to Spreadsheet Applications **Credits:** (1)
- and
- CIS 103 - Introduction to Database Applications **Credits:** (1)
- and
- CIS 104 - Introduction to Word Processing Applications **Credits:** (1)
- or
- CIS 111 - Introduction to Computer Programming **Credits:** (3)

### **Integrative Human Ecology Course (1 credit hour)**

- GNHE 210 - Foundations of Human Ecology **Credits:** (1)

### **Professional Studies (39 credit hours)**

*Grades of "C" or higher required.*

### **Kinesiology Core (36 credit hours)**

### **Lower-level core (18 credits hours)**

- KIN 220 - Biobehavioral Bases of Physical Activity **Credits:** (4)
- KIN 310 - Measurement and Research Techniques in Kinesiology **Credits:** (4)
- KIN 335 - Physiology of Exercise **Credits:** (4)
- KIN 336 - Physiology of Exercise Lab **Credits:** (1)
- KIN 345 – ~~Public Health Physical Activity~~ **Credits:** (5)

### **Kinesiology Upper-level Core (18 credit hours)**

Choose one course from each of the following

Select an emphasis in Exercise Physiology or Public Health Physical Activity Behavior.

### Exercise Physiology Emphasis (12 credit hours)

Select one course (3 credit hours) from the biological basis of human movement.

- KIN 601 - Cardiorespiratory Exercise Physiology **Credits:** (3)
- KIN 603 - Cardiovascular Exercise Physiology **Credits:** (3)
- KIN 607 - Muscle Exercise Physiology **Credits:** (3)

Select three courses from the following (9 credit hours)

- KIN 601 - Cardiorespiratory Exercise Physiology **Credits:** (3)
- KIN 603 - Cardiovascular Exercise Physiology **Credits:** (3)
- KIN 605 - Topics in the Biological Basis of Kinesiology **Credits:** (1-3)
- KIN 607 - Muscle Exercise Physiology **Credits:** (3)
- KIN 609 - Environmental Physiology **Credits:** (3)
- KIN 635 - Nutrition and Exercise **Credits:** (3)
- KIN 657 - Therapeutic Use of Exercise in the Treatment of Disease **Credits:** (3)
- KIN 796 - Topics in Exercise Physiology **Credits:** (3)

### Public Health Physical Activity Behavior Emphasis (12 credit hours)

Select three courses from the following (9 credit hours)

- KIN 600 - Interpersonal Aspects of Physical Activity **Credits:** (3)
- KIN 602 - Social Structural Determinants of Physical Activity **Credits:** (3)
- KIN 612 - Policy, Built Environment and Physical Activity **Credits:** (3)
- KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers **Credits:** (3)
- KIN 655 - Individual Physical Activity Promotion **Credits:** (3)

Select one course from the following (3 credit hours)

### Exercise Physiology (3 credit hours)

Select one course (3 credit hours) from the following.

- KIN 601 - Cardiorespiratory Exercise Physiology **Credits:** (3)
- KIN 603 - Cardiovascular Exercise Physiology **Credits:** (3)
- KIN 607 - Muscle Exercise Physiology **Credits:** (3)

### Exercise Behavioral Science (3 credit hours)

Select one course (3 credit hours) from the following.

- KIN 600 - Interpersonal Aspects of Physical Activity **Credits:** (3)
- KIN 602 - Social Structural Determinants of Physical Activity **Credits:** (3)
- KIN 612 - Policy, Built Environment and Physical Activity **Credits:** (3)
- KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers **Credits:** (3)
- KIN 655 - Individual Physical Activity Promotion **Credits:** (3)

<ul style="list-style-type: none"> <li>• <del>KIN 594 Sport and Exercise Psychology Credits: (3)</del></li> <li>• <del>KIN 606 Topics in the Behavioral Basis of Kinesiology Credits: (1-3)</del></li> <li>• <del>KIN 610 Program Planning and Evaluation Credits: (3)</del></li> <li>• <del>KIN 797 Topics in Public Health Physical Activity Behavior Credits: (3)</del></li> </ul> <p><b>Kinesiology Electives (6 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• 300 level or above</li> </ul> <p><b>Human Nutrition (3 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 132 - Basic Nutrition Credits: (3)</li> </ul> <p><b>Unrestricted electives (29-33 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• 300 level or above (&gt;3 hours)</li> </ul> <p><b>Total hours required for graduation (120 credit hours)</b></p> <hr/>	<p><b>Kinesiology Elective Courses 300 level or higher (12 credit hours)</b></p> <hr/> <p>Select 12 credit hours of additional upper level KIN courses. At least one elective must be at 600 level or higher (12 hrs.)</p> <p><b>Human Nutrition (3 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 132 - Basic Nutrition Credits: (3)</li> </ul> <p><b>Unrestricted electives (28-32 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• 300 level or above (&gt;2 hours)</li> </ul> <p><b>Total hours required for graduation (120 credit hours)</b></p> <hr/>
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**Rationale:** The kinesiology major has streamlined the core by combining the emphasis areas, thus allowing students more flexibility in the major. Also, Math 150 has been added as an option for part of the quantitative requirement for students who would benefit from this course.

**Impact:** Math. Department Head Andrew Bennett was contacted 12/2/2014 with no response given on the addition of the Trig requirement. Human Nutrition. Kathy Grunewald and Mark Haub were emailed the proposed changes on 2/2/2015 and no objections were raised.

**Effective:** Fall 2015

## College of Human Ecology (3-25-15)

### Non-Expedited Undergraduate curriculum change

#### Department of Human Nutrition/Kinesiology

<b>CHANGE FROM:</b>	<b>CHANGE TO:</b>
<p>-----</p> <p>Dual Degree: B.S. in Human Nutrition B.S. in Kinesiology</p> <p>Nutrition and Kinesiology is a dual degree program. Students complete a total of <b>128-132</b> credit hours and earn two degrees, one from the Department of Human Nutrition and the second from the Department of Kinesiology. Graduates of this program may pursue careers in health programs offered by hospitals, industries, wellness centers, public and private clinics, fitness camps, and athletic clubs.</p>	<p>-----</p> <p>Dual Degree: B.S. in Human Nutrition B.S. in Kinesiology</p> <p>Nutrition and Kinesiology is a dual degree program. Students complete a total of <b>130-134</b> credit hours and earn two degrees, one from the Department of Human Nutrition and the second from the Department of Kinesiology. Graduates of this program may pursue careers in health programs offered by hospitals, industries, wellness centers, public and private clinics, fitness camps, and athletic clubs.</p>
<p><b>General Requirements (65-69 credit hours)</b></p> <p>-----</p>	<p><b>General Requirements (65-69) credit hours)</b></p> <p>-----</p>
<p><b>Communications (11-12 credit hours)</b></p> <p>-----</p> <ul style="list-style-type: none"><li>• COMM 105 – Public Speaking 1A Credits: (2) or</li><li>• COMM 106 – Public Speaking I Credits: (3)</li><li>• ENGL 100 – Expository Writing I Credits: (3)</li><li>• ENGL 200 – Expository Writing II Credits: (3)</li><li>• ENGL 417 – Written Communication for the Workplace Credits: (3) or</li><li>• ENGL 516 – Written Communication for the Sciences Credits: (3) or</li><li>• HMD 643 – Food Writing Credits: (3)</li></ul> <p>-----</p>	<p><b>Communications (11-12 credit hours)</b></p> <p>-----</p> <ul style="list-style-type: none"><li>• COMM 105 – Public Speaking 1A Credits: (2) or</li><li>• COMM 106 – Public Speaking I Credits: (3)</li><li>• ENGL 100 – Expository Writing I Credits: (3)</li><li>• ENGL 200 – Expository Writing II Credits: (3)</li><li>• ENGL 417 – Written Communication for the Workplace Credits: (3) or</li><li>• ENGL 516 – Written Communication for the Sciences Credits: (3) or</li><li>• HMD 643 – Food Writing Credits: (3)</li></ul> <p>-----</p>
<p><b>Humanities (6 credit hours)</b></p> <p>-----</p> <p><i>(Only courses of 3 credits or more will apply.)</i></p> <p>-----</p>	<p><b>Humanities (6 credit hours)</b></p> <p>-----</p> <p><i>(Only courses of 3 credits or more will apply.)</i></p> <p>-----</p>
<p><b>Social Science (9 credit hours)</b></p> <p>-----</p> <ul style="list-style-type: none"><li>• ECON 110 – Principles of Macroeconomics Credits: (3)</li><li>• PSYCH 110 – General Psychology Credits: (3)</li><li>• SOCIO 211 – Introduction to Sociology Credits: (3)</li></ul> <p>-----</p>	<p><b>Social Science (9 credit hours)</b></p> <p>-----</p> <ul style="list-style-type: none"><li>• ECON 110 – Principles of Macroeconomics Credits: (3)</li><li>• PSYCH 110 – General Psychology Credits: (3)</li><li>• SOCIO 211 – Introduction to Sociology Credits: (3)</li></ul> <p>-----</p>

<p><b>Integrative studies (1 credit hour)</b></p>	<p><b>Integrative studies (1 credit hour)</b></p>
<ul style="list-style-type: none"> <li>GNHE 210 – Foundations of Human Ecology Credits: (1)</li> </ul>	<ul style="list-style-type: none"> <li>GNHE 210 – Foundations of Human Ecology Credits: (1)</li> </ul>
<p><b>Natural and Physical Sciences (29-30-credit hours)</b></p>	<p><b>Natural and Physical Sciences (29-30 credit hours)</b></p>
<p><b>Biological Sciences (15-16 credit hours)</b></p> <ul style="list-style-type: none"> <li>BIOL 198 – Principles of Biology Credits: (4) BIOL 340 – Structure and Function of the Human Body Credits: (8) or</li> <li>KIN 360 – Anatomy and Physiology Credits: (8)</li> <li>BIOL 455 – General Microbiology Credits: (4)</li> <li>or</li> <li>HMD 220 – Environmental Issues in Hospitality Credits: (3)</li> </ul>	<p><b>Biological Sciences (15-16 credit hours)</b></p> <ul style="list-style-type: none"> <li>BIOL 198 – Principles of Biology Credits: (4)</li> <li>BIOL 340 – Structure and Function of the Human Body Credits: (8) or</li> <li>KIN 360 – Anatomy and Physiology Credits: (8)</li> <li>BIOL 455 – General Microbiology Credits: (4)</li> <li>or</li> <li>HMD 220 – Environmental Issues in Hospitality Credits: (3)</li> </ul>
<p><b>Physical Sciences (14 credit hours)</b></p> <ul style="list-style-type: none"> <li>BIOCH 521 – General Biochemistry Credits: (3)</li> <li>CHM 210 – Chemistry I Credits: (4)</li> <li>CHM 230 – Chemistry II Credits: (4)</li> <li>CHM 350 – General Organic Chemistry Credits: (3)</li> </ul>	<p><b>Physical Sciences (14 credit hours)</b></p> <ul style="list-style-type: none"> <li>BIOCH 521 – General Biochemistry Credits: (3)</li> <li>CHM 210 – Chemistry I Credits: (4)</li> <li>CHM 230 – Chemistry II Credits: (4)</li> <li>CHM 350 – General Organic Chemistry Credits: (3)</li> </ul>
<p><b>Quantitative Studies (9-11 credit hours)</b></p> <ul style="list-style-type: none"> <li>MATH 220 – Analytic Geometry and Calculus I Credits: (4) or</li> <li>MATH 100 – College Algebra Credits: (3)</li> </ul> <p>STAT 325 – Introduction to Statistics Credits: (3) or STAT 340 – Biometrics I Credits: (3)</p> <ul style="list-style-type: none"> <li>CIS 111 – Introduction to Computer Programming Credits: (3) or</li> <li>CIS 101 – Introduction to Computing Systems, Information Search, and Security Credits: (1) and</li> <li>CIS 102 – Introduction to Spreadsheet Applications Credits: (1) and</li> </ul>	<p><b>Quantitative Studies (9-11 credit hours)</b></p> <ul style="list-style-type: none"> <li>MATH 220 – Analytic Geometry and Calculus I Credits: (4) or</li> <li>MATH 100 – College Algebra Credits: (3) or</li> <li><b>MATH 150 – Plane Trigonometry Credits: (3)</b></li> </ul> <ul style="list-style-type: none"> <li>STAT 325 – Introduction to Statistics Credits: (3) or STAT 340 – Biometrics I Credits: (3)</li> <li>CIS 111 – Introduction to Computer Programming Credits: (3) or</li> <li>CIS 101 – Introduction to Computing Systems, Information Search, and Security Credits: (1) and</li> <li>CIS 102 – Introduction to Spreadsheet Applications Credits: (1) and</li> </ul>

<ul style="list-style-type: none"> <li>• CIS 103 – Introduction to Database Applications Credits: (1) and</li> <li>• CIS 104 – Introduction to Word Processing Applications Credits: (1)</li> </ul> <hr/> <p><b>Professional Studies (63 credit hours)</b></p> <hr/> <p><i>(Grades of C or higher required.)</i></p> <p><b>Nutrition Sciences (28 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 132 – Basic Nutrition Credits: (3)</li> <li>• HN 400 – Human Nutrition Credits: (3)</li> <li>• HN 413 – Science of Food Credits: (4)</li> <li>• HN 450 – Nutritional Assessment Credits: (2)</li> <li>• HN 510 – Life Span Nutrition Credits: (3)</li> <li>• HN 535 – Energy Balance Credits: (2)</li> <li>• HN 600 – Public Health Nutrition Credits: (3)</li> <li>• HN 620 – Nutrient Metabolism Credits: (3)</li> <li>• HN 631 – Clinical Nutrition I Credits: (2)</li> <li>• HN 632 – Clinical Nutrition II Credits: (3)</li> </ul> <hr/> <p><b>Nutrition or Kinesiology (3 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 635 – Nutrition and Exercise Credits: (3) or</li> <li>• KIN 635 – Nutrition and Exercise Credits: (3)</li> </ul> <hr/> <p><b>Kinesiology (32 credit hours)</b></p> <hr/> <p>Nutrition and kinesiology majors must take a minimum of 32 kinesiology hours that include 17 hours from the lower-level core, 12 hours in an emphasis area, and 3 hours from other elective kinesiology courses at the 300 level or above.</p> <p>A minimum grade of C is required on all prerequisites for kinesiology courses. A minimum grade of C and GPA of 2.2 are required for all kinesiology courses meeting degree requirements.</p> <hr/> <p><b>Lower Level Core Courses (17 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 220 - Biobehavioral Bases of Physical Activity Credits: (4)</li> <li>• KIN 310 - Measurement and Research Techniques in Kinesiology Credits: (3)</li> </ul>	<ul style="list-style-type: none"> <li>• CIS 103 – Introduction to Database Applications Credits: (1) and</li> <li>• CIS 104 – Introduction to Word Processing Applications Credits: (1)</li> </ul> <hr/> <p><b>Professional Studies (65 credit hours)</b></p> <hr/> <p><i>(Grades of C or higher required.)</i></p> <p><b>Nutrition Sciences (29 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 132 – Basic Nutrition Credits: (3)</li> <li>• HN 400 – Human Nutrition Credits: (3)</li> <li>• HN 413 – Science of Food Credits: (4)</li> <li>• HN 450 – Nutritional Assessment Credits: (2)</li> <li>• HN 510 – Life Span Nutrition Credits: (3)</li> <li>• HN 535 – Energy Balance Credits: (2)</li> <li>• HN 600 – Public Health Nutrition Credits: (3)</li> <li>• HN 620 – Nutrient Metabolism Credits: (3)</li> <li>• HN 631 – Clinical Nutrition I Credits: (3)</li> <li>• HN 632 – Clinical Nutrition II Credits: (3)</li> </ul> <hr/> <p><b>Nutrition or Kinesiology (3 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• HN 635 – Nutrition and Exercise Credits: (3) or</li> <li>• KIN 635 – Nutrition and Exercise Credits: (3)</li> </ul> <hr/> <p><b>Kinesiology (33 credit hours)</b></p> <hr/> <p>Nutrition and kinesiology majors must take a minimum of 33 kinesiology hours that include 18 hours from the lower-level core, and 15 hours from the upper level core.</p> <p>A minimum grade of C is required on all prerequisites for kinesiology courses. A minimum grade of C and GPA of 2.2 are required for all kinesiology courses meeting degree requirements.</p> <hr/> <p><b>Lower Level Core Courses (18 credit hours)</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 220 - Biobehavioral Bases of Physical Activity Credits: (4)</li> <li>• KIN 310 - Measurement and Research Techniques in Kinesiology Credits: (4)</li> </ul>
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- KIN 335 - Physiology of Exercise Credits: (4)
- KIN 336 - Physiology of Exercise Laboratory Credits: (1)
- **KIN 345 – Public Health Physical Activity Credits: (5)**

**Kinesiology Upper-level Emphasis (12 credit hours)**

Select an emphasis in Exercise Physiology or Public Health Physical Activity Behavior

**Exercise Physiology Emphasis (12 credit hours)**

Select one course from the following (3 credit hours):

- KIN 601 - Cardiorespiratory Exercise Physiology Credits: (3)
- KIN 603 - Cardiovascular Exercise Physiology Credits: (3)
- KIN 607 - Muscle Exercise Physiology Credits: (3)

Select three courses from the following (9 credit hours):

- KIN 601 - Cardiorespiratory Exercise Physiology Credits: (3)
- KIN 603 - Cardiovascular Exercise Physiology Credits: (3)
- KIN 605 - Topics in the Biological Basis of Kinesiology Credits: (3)
- KIN 607 - Muscle Exercise Physiology Credits: (3)
- KIN 609 - Environmental Physiology
- KIN 657 - Therapeutic Use of Exercise in the Treatment of Disease Credits: (3)
- KIN 796 - Topics in Exercise Physiology Credits: (3)

**Public Health Physical Activity Behavior Emphasis (12 credit hours)**

- KIN 600 – Interpersonal Aspects of Physical Activity Credits: (3)
- KIN 602 – Social Structural Determinants of Physical Activity Credits: (3)
- KIN 612 – Policy, Built Environment and Physical Activity Credits: (3)
- KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers Credits (3)
- KIN 655 – Individual Physical Activity Promotion Credits: (3)

- KIN 335 - Physiology of Exercise Credits: (4)
- KIN 336 - Physiology of Exercise Laboratory Credits: (1)
- **KIN 345 – Exercise Behavioral Science Credits: (5)**

**Kinesiology Upper-level Core Courses (15 credit hours)**

Choose one course from each of the following:

**Exercise Physiology (3 credit hours)**

Select one course from the following (3 credit hours):

- KIN 601 - Cardiorespiratory Exercise Physiology Credits: (3)
- KIN 603 - Cardiovascular Exercise Physiology Credits: (3)
- KIN 607 - Muscle Exercise Physiology Credits: (3)

**Exercise Behavioral Science (3 credit hours)**

Select one course from the following (3 credit hours):

- KIN 600 – Interpersonal Aspects of Physical Activity Credits: (3)
- KIN 602 – Social Structural Determinants of Physical Activity Credits: (3)
- KIN 612 – Policy, Built Environment and Physical Activity Credits: (3)
- KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers Credits (3)
- KIN 655 – Individual Physical Activity Promotion Credits: (3)

<p>Select one course from the following (3 credit hours)</p> <ul style="list-style-type: none"> <li>• KIN 594 Sport and Exercise Psychology Credits: (3)</li> <li>• KIN 600 – Interpersonal Aspects of Physical Activity Credits: (3)</li> <li>• KIN 602 – Social Structural Determinants of Physical Activity Credits: (3)</li> <li>• KIN 606 – Topics in the Behavioral Basis of Kinesiology Credits: (1-3)</li> <li>• KIN 610 – Program Planning and Evaluation Credits: (3)</li> <li>• KIN 612 – Policy, Built Environment and Physical Activity Credits: (3)</li> <li>• KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers Credits (3)</li> <li>• KIN 655 – Individual Physical Activity Promotion Credits: (3)</li> <li>• KIN 797 – Topics in Public Health Physical Activity Behavior Credits: (3)</li> </ul> <p>-----</p> <p>Kinesiology Elective course (3 credit hours)</p> <p>-----</p> <p>300 level or above</p> <p>Total credit hours required for graduation (128-132)</p>	<p>Kinesiology Elective Courses 300 level or higher (9 credit hours)</p> <p>-----</p> <p>Select 9 credit hours of additional upper level KIN courses.</p> <p>Total credit hours required for graduation (130-134)</p>
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**Rationale:** Nutrition and Kinesiology is a dual-degree curriculum between the Department of Human Nutrition and the Department of Kinesiology. The Department of Kinesiology has proposed the following course changes that affect the Nutrition and Kinesiology curriculum:

“The Kinesiology major has streamlined the core by combining the emphasis areas, thus allowing students more flexibility in the major. Also, Math 150 has been added as an option for part of the quantitative requirement for students who would benefit from this course.”

Additionally, changes in credit hours for HN 631 and KIN 310 shown in this new NUKIN curriculum were previously approved in the Human Ecology Academic Affairs meetings on 11.21.14 and 10.24.14, respectively.

**Impact:** Department of Kinesiology. Response was received from Craig Harms, Department Head, on February 11, 2015. No objections to proposed changes. Note: Department of Kinesiology contacted Math Department Head, Andrew Bennett 12/22/14 regarding the addition of Math 150. A response was not received at that time.

**Effective:** Fall 2015

## 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

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

### 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:	TO:
<b>CS 728. <u>Theriogenology – Companion Animal Core.</u> (2) I. First 5 weeks, consideration of prevention, diagnosis, and</b>	<b>CS 728. <u>Theriogenology.</u> (3) I. Consideration of prevention, diagnosis, and treatment of disease, and maintenance of health and</b>

<p>treatment of disease, and maintenance of health and productivity of the genital tract of all species. <del>Second 5 weeks student review companion animal (equine, canine, and feline) content.</del> Pr.: Third-year standing in the College of Veterinary Medicine</p>	<p>productivity of the genital tract of <u>domestic animals</u>. <u>Three hours of lecture a week</u>. Pr.: Third year standing in the College of Veterinary Medicine.</p>
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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>
<p><b>Master of Public Health</b></p> <p><b>Public health core (14 credit hours)</b></p> <p>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))</p> <p><del>MPH 806 – Environmental Toxicology</del> <del><b>Credits: (2)</b></del></p> <p>MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b></p> <p>MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b></p> <p>MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b></p>	<p><b>Master of Public Health</b></p> <p><b>Public health core (15 credit hours)</b></p> <p>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))</p> <p><u>MPH 802 - Environmental Health <b>Credits: (3)</b></u></p> <p>MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b></p> <p>MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b></p> <p>MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b></p>

**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:**

**Master of Public Health - Food Safety and Biosecurity area of emphasis – 5th grouping**

**Select remaining courses needed (0-7 credit hours) from any of the courses listed above or from the following:**

DMP 880 - Problems in Pathobiology (MS)  
**Credits:** (1-6)

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

FDSCI 601 - Food Microbiology Lab **Credits:** (2)

FDSCI 695 - Quality Assurance of Food Products **Credits:** (3)

FDSCI 751 - Food Laws and the Regulatory Process **Credits:** (2)

FDSCI 820 - Advanced Food Microbiology & Biotechnology **Credits:** (2)

STAT 705 - Regression and Analysis of Variance **Credits:** (3)

**TO:**

**Master of Public Health - Food Safety and Biosecurity area of emphasis – 5th grouping**

**Select remaining courses needed (0-7 credit hours) from any of the courses listed above or from the following:**

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

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

DMP 880 - Problems in Pathobiology (MS)  
**Credits:** (1-6)

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

FDSCI 601 - Food Microbiology Lab **Credits:** (2)

FDSCI 695 - Quality Assurance of Food Products **Credits:** (3)

FDSCI 751 - Food Laws and the Regulatory Process **Credits:** (2)

FDSCI 820 - Advanced Food Microbiology & Biotechnology **Credits:** (2)

STAT 705 - Regression and Analysis of Variance **Credits:** (3)

**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>
<p><b>Public Health Core Concepts Graduate Certificate Program</b></p> <p><b>Required Courses (14 credit hours)</b></p> <p>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))</p> <p><del>MPH 806 – Environmental Toxicology <b>Credits: (2)</b></del></p> <p>MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b></p> <p>MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b></p> <p>MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b></p>	<p><b>Public Health Core Concepts Graduate Certificate Program</b></p> <p><b>Required Courses (15 credit hours)</b></p> <p>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))</p> <p><u>MPH 802 - Environmental Health <b>Credits: (3)</b></u></p> <p>MPH 720 - Administration of Health Care Organizations <b>Credits: (3)</b></p> <p>MPH 818 - Social and Behavioral Bases of Public Health <b>Credits: (3)</b></p> <p>MPH 701 - Fundamental Methods of Biostatistics <b>Credits: (3)</b></p>

**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