NEXT MEETING: 3:00 pm, April 30, 2007. Sinclair Auditorium
2:15 pm Refreshments in the auditorium lounge area
(Note change of time. doc to the Faculty Dinner following the meeting)

Lehigh University

MINUTES OF THE FACULTY MEETING

March 19, 2007

Presiding: Alice Gast (Sinclair Auditorium)

President Gast called the meeting to order at 4:15 PM.

President's Announcement: President Gast introduced Prof. Art King as the Interim Faculty Secretary for the remainder of the semester. This position will appear on the slate of open positions at the next faculty meeting, April 30, 2007.

1. Minutes (A URL will be posted in the future): The minutes of the March 19, 2007, meeting were corrected by President Gast who requested the following revision:

Section 4 of these minutes, which now reads "... and that a motion to LAY ON THE TABLE would not be allowed from this point forward" should be corrected to read "... and that a motion to LAY ON THE TABLE would be probably be declared out of order, because a motion to postpone or a motion to refer to committee would be more appropriate. This would also be better because the former motion is not debatable, while the latter motions are debatable."

Prof. Ed Kay, Parliamentarian, also asked for the addition of one word, 'Newly,' to the title of "Robert's Rules of Order (Newly Revised)" that was the full title of this book mentioned in the introductory comments to the meeting by President Gast.

With these corrections, the Faculty approved the minutes.

2. Committee Motions

   Educational Policy Committee – Prof. Keith Gardiner
   a. CBE undergraduate course and curriculum changes
      Prof. Frank Gunter moved that these be approved (seconded by another faculty member). Faculty needed no discussion and they were approved unanimously.

   b. CAS undergraduate course and curriculum changes
      http://www.lehigh.edu/~jrgcs/facultyminutes/0607year/CAS_CCdocument07.doc
      Prof. Gardiner moved that these be approved (seconded by another faculty member).
Prof. Bruce Thomas moved (seconded by another faculty member) to amend the proposal by separating the Urban Studies (US) program deletion component from the rest of the course changes. He explained that Prof. Amidon, long-time program director and only instructor for the US core courses, was retiring and there would be no one named to replace him. The current program faculty who teach electives wanted to discuss options for continuing the program.

Prof. Mike Raposa (and Associate Dean) confirmed that there are no plans to replace Prof. Amidon as director, but a future US program could be proposed after the current one was eliminated. If the current one stays in the catalog, students could request to major in US, which would have no one to teach critical courses. Thus, the program should be “cleaned out” of the catalog until a new program can be approved. This will lead to a clearer understanding by undergraduates of the status of the program. Also, Lehigh would not be exposed to contractual issues and liability regarding a program published in the catalog.

After brief comments supporting and opposing the motion to separate, President Gast called the question and the motion to separate passed. She then called the question on the remaining course and curriculum changes in the main motion which passed unanimously.

c. Prof. Mike Baylor moved that the US curriculum elimination proposal be postponed until the US faculty could discuss it (seconded by another faculty member). They should be given the opportunity to deliberate on the future of the program, given the current lack of core course instruction.

Prof. Linda Lowe-Krentz observed that the deadline for the next catalog text is fast approaching, and something should be done to alert students that this major will be unavailable.

Prof. Barbara Traister pointed out that the existing elective courses can still be taught but the availability and future of the major is in question.

President Gast called the question and the motion to postpone the US program elimination passed.

c. Integrated Degree in Engineering, Arts and Science (IDEAS)

http://www.lehigh.edu/~irregs/facultymotions/0507-08/IDEASShellProposal_LehP111905107.doc

Prof. Jerry Lemon (and Associate Dean) moved that the shell proposal for this new honors program be approved (seconded by another faculty member). The “shell” nature of the program was intended to indicate the faculty agreement (if passed) on the main concepts and objectives of the program, similar to that approved at the beginning of the IBE and CSB programs several years ago. Specific new course proposals would be forthcoming as needed, providing sufficient resources were available.

Prof. Sivakumar, in favor of the program, asked if the program would be accredited and if not, would this create a marketing problem for the program.

Prof. Gardiner stated that the program included 36 credits, 16 electives and was within one year (23 credits) of a second, fully accredited engineering degree.

Prof. Rick Vinci said that this program would have a similar result as the IBE program, for which some students stay a 5th year for the degree, but others are satisfied without the engineering degree.
Prof. Suchakar Neti asked if IDEAS would kill the 5-year Arts and Engineering program and how and who would decide if “enough” resources were available to offer the program.

Prof. Lennox responded that IDEAS is designed to attract net new students, primarily who want some engineering and architecture but within a 4 year context, rather than 5. In reality, A&E may lose some students.

Prof. Lowe Krentz, while in favor of the proposal, expressed concern for long-term program resources. She cited the recent situation with Biological Sciences’ Pool Scholars program to attract pre-med students at about 10-12. per year, but has recently been told that was not enough to keep financial resources coming to the program.

Dean David Wu gave an assurance of dean’s support for the new program, especially for two college specific co-directors, four new courses with faculty development time and TAs.

After several additional detailed questions about the program courses and A&E impacts, Prof. Gunter called the question; the motion to create IDEAS passed.

d. RCEAS undergraduate course and curriculum changes
http://www.lehigh.edu/~inrs/faculty/noruns/0607year/RCEASCourseandCurriChangesofDPO12_28_07.doc
Prof. Mike Kolchin moved that these be approved (seconded by another faculty member). Faculty needed no discussion and they were approved unanimously.

Graduate and Research Committee – Prof. Hugo Caram

a. Certificate Program in Women’s Studies
(http://www.lehigh.edu/~inrs/faculty/noruns/0607year/ncp/WSGraduateCertificateForm1.doc)
Prof. Roger Nagel moved that this program be approved (seconded by another faculty member). Faculty needed no discussion and it was approved unanimously.

b. CAS graduate changes to add new courses and delete two
Prof. Roger Nagel moved that these be approved (seconded by another faculty member). Faculty needed no discussion and they were approved unanimously.

c. CBE graduate changes to add new courses and delete one
(http://www.lehigh.edu/~inrs/faculty/noruns/0607year/ncp/CBE_MAC4001_proposal.doc) Prof. Roger Nagel moved that these be approved (seconded by another faculty member). Faculty needed no discussion and they were approved unanimously.

d. R&P change to section 3.27.2 Incomplete (N Grade)
(http://www.lehigh.edu/~inrs/faculty/noruns/0607year/ncp/RPRevision3272.doc) Prof. Caram explained that this proposal has arisen because of the numerous N grades remaining on some graduate student transcripts for many years and are never resolved. The Registrar has requested that R&P be revised to include a specific length of time that an N grade (without parenthetical grade) would stay indeterminate, before a final grade is assigned by the instructor or by default, as is now accomplished.
The GRC discussion resulted in the motion to revise section 3.27.2 by changing the sentence “Graduate
student incomplete course grades which are not removed remain as N grades on the student’s record”
to:

Graduate student incomplete course grades which are not removed remain as N or N(grade) on the
student record for one year. After one year, the N grade will be converted to an F and the N(grade) will
be converted to the parenthetical letter grade.”

Thus revised **section 3.27.2 Incomplete (N Grade)** would read (Boldface includes the change):

-The N grade is now defined in section 3.8.2 except that parenthetical grades are not required for thesis
or research courses and graduate students have a calendar year to remove course incomplete grades
unless an earlier deadline is specified by the instructor. Graduate student incomplete course grades
which are not removed remain as N or N(grade) on the student record for one year. After one
year, the N grade will be converted to an F and the N(grade) will be converted to the
parenthetical letter grade. Thesis or research project N grades may remain beyond one year until the
work is completed.”

Prof. Caram further stated that the GRC intended to allow for extensions of the conversion period by
student petition.

Prof. Roger Nagel moved that this change be approved (seconded by another faculty member).

Prof. Ed Shapiro opposed this motion because one year is too short a period and will result, especially
in the COE, in a large increase in the number of petitions. He asked for the GRC’s rationale, beyond
helping the Registrar to clean up old records.

Prof. Caram stated that GRC had no sympathy for extra work required of the Registrar (laughter).
However, their rationale was that course work, originally scheduled to be completed in one semester
should be expected to be completed in a finite amount of time. One year plus an additional year by
petition was considered by the GRC to be a reasonable amount of time for completing the work
originally planned for a semester period.

Prof. Shapiro responded that the incomplete designation should be the province of the instructor in
consultation with the student. Also, those courses with a “research” distinction may not be clear to the
Registrar or others outside of the COE

Prof. Mike Kolchkin supported the motion because with the 4 C’s rule, the meaning of a student’s record
of 3 C’s and one incomplete N grade is difficult to interpret for a program director’s decision on
“continuing competency,” which could result in the student’s dismissal. Also, he was not worried
about having lots of graduate petitions – at least faculty program directors could track and know what
problems there were and have a process in place to advise the “incomplete, no parentheses” students
better.

Prof. Barry Bean asked when this change would take effect and would it be retroactive? Shouldn’t the
proposal have a start date?
Prof. Caram responded that it would go into effect immediately, but GRC intended that it would not be retroactive grandfathering all existing “incomplete” grades. 

Prof. John Coulter (and Associate Dean) asked whether a petition or change of grade form be appropriate? Do we really need the parenthetical grade?

Prof. Caram confirmed that the proposal is to require a petition. This proposal does not address changing the whole parenthetical grade concept but encourages its use correctly.

Prof. Nagel suggested a new grade such as N (Y), where Y is some other letter indicating that the N grade is intentionally being left as an unlimited period of time by the instructor; otherwise the GRC proposal would be in effect.

Prof. Thornton, after a public confession of guilt as being very tardy to clean up his own ‘N mess,” suggested an “N(=Y)” (laughter) [secretary’s note: that’s an infinity sign after the N, in case some future version of Word doesn’t translate its symbols correctly]. In all seriousness, he asked with a helpful intention (penance perhaps?), how the Registrar should distinguish “research” courses from the “non-research” ones?

Prof. Barbara Traister said that quite a few graduate students, who go into candidacy with a number of N’s on their transcript but with sufficient credits to graduate without them, should have a process to clean them up. At the current system is far too sloppy and messy for Lehigh University to be sending official transcripts to colleagues on hiring committees at other schools or organizations who may look askance at such recordkeeping.

Prof. Shapiro commented that Prof. Nagel’s suggestion bears further study by the GRC to be brought back at the next University faculty meeting. Also, there should be some definition of a “research” course. He then moved to send the original proposal back to the committee (seconded by another faculty member).

Prof. Caram summarized the discussion thus far so suggestions can be known precisely for a review by GRC.

Prof. Kolchin commented that there is a noticeable lack of discipline by the faculty for use of the plain N, and added his support to Prof. Traister’s comments, having first-hand knowledge of this problem from CBE graduate student N’s that are over 10 years old.

Prof. Frank Gunter called the question, which passed by unanimous consent. Then the motion to refer the original proposal back to GRC also passed.

**R&P Subcommittee** — Prof. Ed Shapiro

Motion to clarify the appropriate edition of Robert’s Rules of Order to be used to govern university faculty meetings

http://ci.lehigh.edu/@87/5379F160E934BE2F866375CFD7373?course=1/OTHR-LPHUNIII%AC-112105/content/420475/Robert%20Rules.doc

Prof. Mike Kolchin moved that this change be approved (seconded by another faculty member).
Prof. Frank Gunter moved to amend the most current edition, which might be slightly vague, to "Robert's Rules of Order Newly Revised (10th edition)," a specific title. He mentioned that, with an expired copyright, it is updated and republished at irregular intervals. His intent would be that, when the 11th edition is published, R&P could be revised to reflect that then-current edition.

Prof. Shapiro had no objections to this change. The following amended motion about the wording of R&P 1.1.1 was passed unanimously:

1.1.1 Rules of order
The parliamentary authority for the Lehigh University faculty is "Robert's Rules of Order Newly Revised (10th edition)." A parliamentarian shall be appointed by the president from among the senior members of the faculty.

3. Unfinished Business
Prof. Chuck Smith, a faculty representative on the Middle States Accreditation committee, reported on the current progress. This accreditation review process occurs approximately every 10 years, with our Visiting Committee arriving on campus late next spring (2008). Deputy Provost Carl Moses has made presentations to all Lehigh college faculty meetings. Lehigh is now working on Part I of a self-study of Lehigh’s compliance with the Association’s 14 standards, of which 8 are primary and 6 are secondary. At the same time, there are committees working on Part II, which are Lehigh-selected topics of 3 topics, the First-Year Experience, Advancement of Student Learning, Technology to Support Learning (“information literacy”).

A draft of Part I’s Compliance Report, especially on the 8 primary standards, will be available in early April for Faculty review and comment to any member of the committee, e.g., Carl or Chuck, or via the Lehigh Faculty Blackboard web site. The comment period will be for the two months of April and May, 2007, after which the Accreditation Committee will use faculty input to revise the report. When the Visiting Committee comes to campus late next spring, they will talk with faculty members to see if they are familiar and in agreement with the report. They will be checking to confirm that the University is doing what has been reported and the level of faculty involvement and commitment.

4. New Business None

5. Committee Reports None

6. President’s Report
a. The President noted the passing of Richard Kosh, the maître d’ of the Asa Packer Dining Room. Faculty can pass their respects to his family through Lehigh’s Newman Center.

b. Linderman Library, newly renovated and re-invigorated beyond its historic glory for the next century opened to the public today. It will function as an intellectual hub for the University. Many thanks are due to Bruce Taggart (and his talented staff), Tony Corallo and Jean Farrington.

c. Lehigh’s endowment has surpassed $1 billion! The Trustees have approved the creation of a Chief Investment Officer and have formed a search committee. The plan is to have finalists on campus late this spring; the Faculty Personnel Committee will be part of their interview process.
d. Thanks to all who participated in the Campus Climate Survey. Copies will be distributed to the campus on March 30. Sue Rankin will return to campus on April 27 to discuss the report and help with developing procedures, solutions and next steps that will work best for Lehigh.

e. Attend the Inauguration events and celebration!

7. Provost's Report
a. Admissions update, while still a bit in flux, early returns look good to decrease the size of the entering class from over 1200 (past 2 years) to around 1160. Mean SATs have increased again to 1356 (among admits) vs. 1343 last year; AL has increased by 1.2 points to 213.

b. Searches for the Vice-Provost of Research and Dean of Admissions and Financial Aid are coming to a close as the President and Provost aim for a final report at our next University Faculty meeting

8. Other: None

9. Adjournment occurred at 5:27 pm

Respectfully submitted,

Prof. Art King, Interim Secretary of the Faculty
March 28, 2007

SPECIAL NOTE:

NEXT MEETING: 3:00 pm, April 30, 2007, Sinclair Auditorium

Earlier time due to the Faculty Dinner following this meeting.
March 24, 2006

DEPARTMENT OF MANAGEMENT
COURSE CATALOG REVISION

REVISIONS IN BIS 120

Proposal
BIS 120: Change of course title and description to be more generic. Modify the
prerequisites and level (from 100 level to 200 level).

Current description:
BIS 120. Business Applications of Java (4)
Business applications and programming in Java. Control structures, arrays, object-oriented
programming, string manipulation, graphics, graphical user interfaces, web-based applets.
Some previous experience with programming helpful but not required. Lectures plus one
two-hour computer lab Prerequisite: ACCT 151 previously or concurrently.

Proposed description:
BIS 015. Business Application Programming (4)
Design, coding, and testing of business applications in a high level, object-oriented
computer programming language. The course focuses on developing competence in the
computer language by writing programs to solve business focused problems. Methods,
classes, objects, control structures, arrays, string manipulation, graphics, graphical user
interfaces, and web-based applets will be covered. Some previous experience with
programming helpful but not required. Hands-on exercises will be included, taught in the
computer lab. (Note: This course may be taken to replace grades earned in BIS120).

Rationale:

There are no concepts from ACCT 151 that are required in this course. We have changed
the course description to be more generic so that we have the flexibility of teaching a
variety of computer programming languages, depending on current industry demand.
without having to change the catalog each time. In addition, there is no reason to restrict
this course to sophomores, so we are requesting that the course number be changed.

Identify any known effects of the proposed course on other programs at the
University? None.

Resource Impact Statement:
As this course is currently being taught by a faculty member, no additional resources
beyond what is currently required are necessary. There is sufficient enrollment room in this
course to handle additional capacity that may occur due to the removal of the prerequisite
restriction, as evident since the department has been routinely waiving the prerequisite
restriction as well as allowing freshmen to take this course.
March 23, 2005

DEPARTMENT OF MANAGEMENT
COURSE CATALOG REVISION

REVISIONS IN BIS 373

Proposal
BIS 373: Change course description to make work experience requirement conform to official registrar rules. Clarify that it cannot satisfy major and minor requirements, change the prerequisites to conform to the new BIS major and minors, and make grading pass/fail.

Current Description

BIS 373. Business Information Systems Internship (1-3)
Based on a student’s work experience, a sponsoring faculty member shall direct readings, projects, and other assignments—including a “capsule report.” It should be noted that the work experience, by itself, is not the basis for academic credit. The faculty-directed activity may be provided concurrent with the work or as a follow-up to the work experience. In the latter case, arrangements must be made in advance of the work experience so as to enhance the follow-up experience (keeping logs, concurrent reading assignments, etc.) Student effort is expected to be at least 40 hours per credit. Prerequisites: CSC 17, IE 224 or CSC 241. Junior standing in the College of Business and Economics.

Proposed Description

BIS 373. Business Information Systems Internship (1-3)
Based on a student’s work experience, a sponsoring faculty member shall direct readings, projects, and other assignments—including a “capsule report.” It should be noted that the work experience (at least 80 hours per credit), by itself, is not the basis for academic credit. The faculty-directed activity must be provided concurrent with the work. Course registration and related arrangements, including designating a sponsoring faculty member, must be made in advance of the work experience. This course must be taken Pass/Fail. It is not repeatable and cannot be used to satisfy BIS major or minor requirements. Prerequisites: BIS 311, declaration of a BIS major or minor, junior standing, and department approval.

Rationale
The official registrar requires internships to have 80 hours of work experience per credit, and the current course description is ambiguous in this regard. The BIS major structure was changed, the new prerequisites conform to the new major structure. The new course description makes it clear that this course will not satisfy major or minor requirements. Pass/fail grading is consistent with other internships in the college and appropriate for this course which will count as a completely free elective.

Identify any known effects of the proposed course on other programs at the University?
None.

Resource Impact Statement:
This course is currently offered on as-needed basis and handled by the BIS faculty as cases arise. The changes in the course description will not impact the resources required to handle BIS internships.
Proposal: To revise the Management Major

The Management major introduces management practices to students who may desire to work in management consulting (with specialties in supply chain processes or systems management), human resource management, and small businesses or non-profit organizations. There are four distinct tracks to the major:

- **Managing People:** This track will prepare students to work as human resource professionals or in management consulting organizations or to broaden their interpersonal skills.

- **Systems Management Consulting:** This track will prepare students to work as management consultants with a focus on information systems projects.

- **Supply Chain Process Management:** This track will prepare students to work as management consultants with a special emphasis on supply chain projects.

- **Small Business and Non Profit Management:** This track will prepare students specifically to work in small businesses including family owned businesses, non-profit organizations, startups, and in rapid growth environments.

The management major will be comprised of 5 courses (15 credits). All management majors will be required to take an Organizational Dynamics Workshop as well as a capstone Project Management course. Additionally, each track will require 3 additional courses, as indicated below:

The structure of the Management Major (15 credits) is as follows:

![Diagram of Management Major Structure]

October 5, 2006
Revised November 22, 2006; December 7, 2006; December 15: January 30
All Management majors will take the following two courses.
MGT 321  Organizational Dynamics Workshop
MGT 356  Project Management

In addition, Management majors will choose one of the following four tracks:

**Managing People**
MGT 233  Human Resource Management

Plus 2 courses chosen from the following:
FSYC 121  Social Psychology
WS/SIF 128  Race, Gender, Work
ECO 234  Labor-Management Relations
ECO 235  Labor Economics
SCM 328  Pricing Concepts and Negotiation

**Systems Management Consulting**
BIS 311  Managing Information Systems Analysis and Design
BIS 324  Business Data Management

Plus 1 from the following IS application courses:
BIS 331  Electronic Commerce
BIS 342  e-Business Enterprise Applications

**Supply Chain Processes Management**
Choose 3 from the following courses:
SCM 328  Pricing Concepts and Negotiation
SCM 342  e-Business Enterprise Applications
SCM 309  Purchasing and Supply Management
SCM 354  Integrated Logistics and Transportation Systems
SCM 3xx  Demand and Supply Chain Planning

**Small Business and Non-Profit Management**
Mgt. 311  LUMAC Management Assistance Counseling
Mgt. 306  Decision Making in Small Business and Non-Profits

Plus 1 of the following courses:
SCM 328  Pricing Concepts and Negotiation
FIN 328  Corporate Financial Policy
MGT 333  Human Resource Management
BIS 331  Electronic Commerce
MKT 319  Development and Marketing of New Products

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 15; January 30
Revisions to Existing Courses

Proposal: Revise Mgt 306 course description to incorporate emphasis on family owned businesses and non-profits rather than just startup companies. Students will be allowed to take both Mgt 306 and Mgt 301 with these changes in Mgt 306 as there is no longer a strong overlap between these two courses.

New Course Description
Mgt 306: Decision Making in Small Business and Non Profit Enterprises (3)
Formulation of strategies, policies and decisions unique to family owned businesses, non profit organizations, startup ventures, and organizations experiencing rapid growth.
Lectures and case studies Prerequisites: Fin 125; Mkt 111

Existing Course Description
Mgt 306: Entrepreneurship and Business Policy (3)
Case study of problems in creating new ventures or managing family-owned businesses. Integrates knowledge acquired in other courses and stresses development of strategic and administrative policies for particular functions and the company as a whole. Prerequisites: senior standing, completion of College of Business and economics core, and MGT 311, as well as approval of the department chair. Students may not receive credit for both MGT 301 and 306

Proposal: Revise MGT 321 to meet current needs of new management major

New Course Description
MGT 321 Organizational Dynamics Workshop (3)
Individual and group dynamics explored through role playing, problem solving, group simulations, and case analysis. Topics include decision making, communications, teams, diversity, negotiation, ethics, consensus, conflict, creativity, and leadership. Prerequisite: Mgt 243 or equivalent or consent of instructor.

Existing Course Description
MGT 321: Organizational Behavior Workshop (3)
A workshop course examining individual behavior, interpersonal transactions and behavioral processes in small work groups through motivational analysis, role-playing nonverbal interactions, problem solving and group simulations. Prerequisites: MGT 280, permission of the department chair.

Proposal: Revise title of MGT 333. Update prerequisite

New Course Description
MGT 333: Human Resource Management (3)

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 15; January 30
Analysis and resolution of personnel problems in organizations. Human resource planning, recruitment, selection, orientation, training, appraisal, compensation, and development. Prerequisite: Mgt 243 or equivalent or consent of instructor.

Existing course description

MGT 333. Personnel Management (3)
Analysis and resolution of personnel problems in organizations. Human resource planning, recruitment, selection, orientation, training, appraisal, compensation, and development. Lectures and cases. Prerequisite: MGT 280.

Proposal: Add Mgt 350 as a cross listed course with BIS 350 and make BIS 350 a general project management course with applications in IS as well as other areas.

New course description:

MGT 350/BIS 350: Project Management (3)
Key processes and tools of project management including scope, time, cost, quality, human resources, communications, risk, procurement, and integration management. Both technical and behavioral aspects of project management are applied within the context of either IS management, HR management, Supply Chain Process Management, Small Business Management. Topics include: expectations management, change management, and consulting engagement management. Introduces both software project monitoring tools and project team collaboration techniques and tools. Prerequisites: completion of all other courses in either BIS or Management major

Existing course description:

BIS 350. Project Management in Information Systems (3)
This course covers the factors necessary for successful management of information systems development, enhancement, and implementation projects. Both technical and behavioral aspects of project management are applied within the context of an information systems implementation project. The course covers managing the systems life cycle, including systems implementation, testing, quality assurance delivery, training, post implementation review, configuration management, maintenance. Topics include managing expectations of managers, clients, team members and others; staffing; cost analysis; reporting and presentation techniques; change management. Software tools for project tracking and monitoring. Team collaboration techniques and tools. Prerequisites: BIS 120 or CSE 17, BIS 324 and BIS 333.
Background: The Management department has not offered the key required courses in the old Management major (Mgt. 302 and Mgt. 321) (see attached document) for many years. Many of the students who expressed interest in Management went into the Supply Chain Management major. The Management department did not promote the major for a number of reasons:

1. Limited resources
2. Focus on the introduction of the supply chain management major
3. Obsolete requirements within the major

Last year we removed the information about the major from the catalog because we felt that this information was misleading students. We wanted to take the time to review the major to see if it could be revised and made more relevant for today.

During this time period, since we did not offer the two core classes, the students who really wanted this major worked with the Management faculty to develop customized programs.

Rationale: With the development of a strategic focus within the management department we felt that we should revisit whether a Management major makes sense for the department, students, and recruiters. A number of students have requested such a major. In addition to current students, the non-existence of a Management major has been noted as a concern for prospective Lehigh students.

Thus, we decided to take a fresh look at the major to see if we could put together a strong unique current course of study for students interested in this area primarily using existing resources. A group of faculty representing the different functional areas within the Management department came together in an effort to develop a major that would be (1) attractive to students and recruiters (2) draw upon the strengths of the management department.

We benchmarked our competitor institutions and found that every competitor had some type of program in this area as shown in Table 1. Several had different tracks available for students.

We discussed the proposal with Career Services. We found specific types of entry level positions for which such a major would be attractive including human resource management, general management, and management consulting. Donna Goldseder reported that approximately 50 jobs were posted for management majors at Lehigh this semester. She would expect that this number would be higher if in fact we actually had a major to advertise. We discussed our proposal with several recruiters involved in management consulting and human resource management.

Additionally, we have found that a number of our students will be preparing to return to family owned businesses. We felt that we could more effectively utilize the resources of

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 15: January 30
the Small Business Development Center to provide a program of study that would be specifically relevant to these students.

**Academic impact on other programs**

Students will be taking courses currently offered through the following programs:

- Finance
- Psychology
- BIS
- SCM
- Sociology

The following individuals were consulted and felt that their courses would have capacity for these students.
- Diane Hyland, Psychology
- Jackie Krassas, WS/SSP
- Rick Kish, Finance
- Cathy Ridings, BIS
- Bob Tier, SCM

**Does the proposed new program affect the University’s commitment to diversity in any way? If so, please describe below:**

The HR program does allow students to delve into diversity issues in the workplace. Moreover some of the tracks draw from courses in Arts & Sciences which will provide a more diverse offering. Additionally the Organizational Dynamics course will address this area.

**1) Library impact statement**

None

**2) Computer impact statement**

None

**3) Faculty impact statement**

We were able to develop this major without the addition of any new courses. However, we will need to offer two courses that have not been offered in many years, Mgt. 321 and Mgt. 333. With the new hire in organizational behavior/human resource management we feel that we now have the resources necessary to re-introduce this major.

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 15; January 30
4) Facilities impact statement

Classrooms will be needed for classes that have not been offered in several years.
<table>
<thead>
<tr>
<th>School</th>
<th>Concentration</th>
<th>Tracks</th>
<th># of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>U Penn</td>
<td></td>
<td>Entrepreneurial, Human Resources, Multinational, Strategic</td>
<td>4</td>
</tr>
<tr>
<td>U of Virginia</td>
<td></td>
<td>Customizable</td>
<td>3</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>Major</td>
<td>Consulting, Entrepreneurship, Family Business, Information Systems</td>
<td></td>
</tr>
<tr>
<td>Emory</td>
<td>Area Depth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU</td>
<td>Specialization</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>UNC</td>
<td>Business Electives</td>
<td></td>
<td>4 or 5</td>
</tr>
<tr>
<td>Georgetown</td>
<td>Major</td>
<td></td>
<td>5 courses</td>
</tr>
<tr>
<td>Miami University</td>
<td>Major</td>
<td>Management and Organizations</td>
<td></td>
</tr>
<tr>
<td>Carnegie Mellon</td>
<td>Track</td>
<td>Self Defined or International Mgt (to coordinate with study abroad)</td>
<td>6</td>
</tr>
</tbody>
</table>
OLD MANAGEMENT MAJOR

The Department of Management and Marketing offers an undergraduate management major. Majors may select either the Interfunctional Track (18 credit hours) or the Specialization Track (15 credit hours). Both options require an upper-level course in both quantitative methods and organizational behavior. Additional courses build on this foundation. The Management Major often includes elective courses in industrial engineering, computer science and psychology, and care is taken to assure that students are well prepared to take selected specialized courses outside the College of Business and Economics. Faculty advisors collaborate with the individual student to design a curriculum that best serves the student's professional interests.

The Interfunctional Track affords the opportunity to study general business management by taking advanced courses in functional business areas. Students will take cost accounting and corporate financial policy and choose between a marketing course in either new product planning or industrial marketing. The sixth course is an advanced course in either information systems or quality management.

The Specialization Track offers four distinct professional study programs: entrepreneurship, human resources management and supply chain management. The entrepreneurship program is attractive to students intending to start their own businesses or whose families own businesses. Human resources management prepares students for careers in personnel management or for graduate study in industrial relations or employee training and development. Supply chain management focuses on logistics and procurement. In addition to the upper level courses in quantitative methods and organizational behavior, students electing any Specialization Track may choose one of the following advanced courses: purchasing and supply chain management, field study in small business management or personnel management. The remaining two courses are chosen from among advanced courses in economics, industrial engineering, finance, marketing, accounting, and industrial psychology. Faculty advisors will tailor a program of study, drawing upon advanced course work from across the university community.

Management Program and Courses

The Department of Management and Marketing offers an undergraduate management major. Majors will select either the Specialization (15 hours) or Interfunctional (18 hours) track shown below:

**Specialization (15 hours)**

At least two of the following:

- MGT 302 Quantitative Models: Conceptual (3)
- SCM 309 Purchasing and Supply Management (3)
- MGT 311 LUMAC Management Assistance Counseling (3)
- MGT 321 Organizational Behavior Workshop (3)

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 15, January 30
MGT 333 Personnel Management (3)

Plus up to three of the following:

ECO 234 Labor-Management Relations (3)
ECO 235 Labor Economics (3)
ACCT 324 Cost Accounting (3)
ECG 333 Managerial Economics (3)
ECO 352 Advanced Statistical Methods (3)
ECO 357 Econometrics (3)
FIN 328 Corporate Financial Policy (3)
MKT 319 New Product Planning (3)
MKT 321 Business to Business Marketing (3)
IE 309 Introduction to Information Systems (3)
IE 332 Quality Control (3)
IE 334 Organizational Planning and Control (3)

Courses will be selected in consultation with the faculty advisor to comprise one of the following specialization options: entrepreneurship, human resources management, materials management, and operations management.

Interfunctional (18 hours)

Required courses:

MGT 302 Quantitative Models-Conceptual (3)
MGT 321 Organizational Behavior Workshop (3)
ACCT 324 Cost Accounting (3)
FIN 328 Corporate Financial Policy (3)
MKT 319 New Product Planning (3) or
MKT 321 Business to Business Marketing (3)

Plus one of the following:

IE 309 Introduction to Information Systems (3)
IE 332 Product Quality (3)
IE 334 Organizational Planning and Control (3)

October 6, 2006
Revised November 22, 2006; December 7, 2006; December 18; January 30
Proposed Change in BIS Minors

Name and summary of current program:
Business Information Systems Minors

Proposed program changes (as they will appear in the catalog):
Currently: There are two minors available to students:

(1) Business Information Systems Technology Minor

This minor provides an overview of the major technical functions in IS, such as databases, networks, analysis and design, and programming. This minor is available only to students with a declared major in the College of Business and Economics.

Program of Studies: The BIS Technology minor consists of 4 courses equaling 13 credit hours. These credit hours consist of the following courses:

Required Courses:
- BIS 015 Business Application Programming (4)
- or CSE 17 Structured Programming and Data Structures (4)
- BIS 311 Managing Information Systems Analysis and Design (3)
- BIS 324 Business Data Management (3)
- BIS 333 Business Data Communications (3)

(2) Business Information Systems Applications Minor

This minor provides an opportunity for CBE students in each of the majors to benefit from understanding more about the information systems that primarily support their business functions as well as other enterprise business applications that will interface with their own business disciplines. Students will be able to select from courses covering e-commerce strategies and development, enterprise business applications, strategies and technologies, financial applications of IS, accounting applications, and additional special topics that will focus on applications in other areas such as data mining for marketing or HR systems.

Program of Studies: The BIS Applications minor consists of 3 courses equaling 9 credit hours. These 9 credit hours consist of the following courses:

Required Courses: (3 courses chosen from the following)
- BIS 331 Electronic Commerce (3)
- BIS 342 E-Business Enterprise Applications (3)
- BIS 372 Special Topics in IS (3)
- ACCT 311 Accounting Information Systems (3)
Proposed: We propose to eliminate both minors and offer a single minor:

Description of proposed change(s):

**Business Information Systems Minor**

This minor provides an overview of the major technical functions in IS, such as design of systems and the development and management of databases. In addition, the student explores the applications of IS to business problems in either the e-commerce or e-business context. This minor is available only to students with a declared major in the College of Business and Economics.

Program of Studies: The BIS minor consists of 3 courses equaling 9 credit hours. These credit hours consist of the following courses:

**Required Courses.**

- BIS 311 Managing Information Systems Analysis and Design (3)
- BIS 324 Business Data Management (3)

Choice of either:

- BIS 331 Electronic Commerce (3)
- or-

- BIS 342 E-Business Enterprise Applications (3)

Rationale for proposed change(s):

Having two minors in the BIS discipline proved confusing to the students. In addition, it did not allow students who wanted to combine the technical skills of BIS 311 and BIS 324 together with the application skills of either BIS 331 or BIS 342 to minor in our area. We feel that all BIS students should have BIS 311 to have a solid understanding of IS design fundamentals. Finally, the highly technical classes (BIS 120 and BIS 333) appear to be appropriate for our majors but not minors. Therefore, we have combined appropriate classes into a single BIS minor to give students a better understanding of our area.

Academic Impact Statement:

Is this proposed program change interdisciplinary?

NO

Identify any known effects of the proposed program change on other programs at the University.

NONE

If there are known effects, individuals in charge of the affected programs must be consulted about the proposed program change and the following information provided:

NONE

Who was consulted?
Is the proposed program change acceptable to the affected programs?

Will any changes be required in the affected programs? If so, describe.
Identify any known effects of the proposed program change on the University's commitment to diversity.

NO KNOWN EFFECTS

Resource Impact Statement:
Provide each of the following:
Library impact statement  NONE
Computer impact statement  NONE
Faculty impact statement  NONE
Facilities impact statement  NONE

Provide a statement indicating who will assume financial responsibility for any new resources required: None required
Proposed Numbering Change for Economics Courses

Summary

We propose to renumber Eco 158 (Community Consulting Practicum) and Eco 159 (Athletic Complex Design) to the 200 level.

1. Proposed new course number and course description (as it will appear in course catalogue):

ECO 273. Community Consulting Practicum (3)

This course involves teams of students in community-oriented research projects. The twin purposes of the course are to provide real-world, team-oriented learning experiences and to provide a resource for local governments and community organizations that would allow them to draw upon the expertise of our students as consultants in analyzing problems and formulating policy. Either Eco 258 or Eco 259 is eligible to fulfill elective requirements for economics majors; both may be taken but only one will be allowed to count toward economics major requirements. Prerequisite: ECO 1. (SS)

ECO 259. Athletic Complex Design (3)

This course is for students to participate in cross discipline Integrated Learning Experience (ILE) research projects. The twin purposes of the course are to provide real-world, team-oriented learning experiences and to apply economic analysis in evaluating the costs and benefits of newly proposed, or renovations and expansions of existing, athletic facilities. Either Eco 258 or Eco 259 is eligible to fulfill elective requirements for economics majors; both may be taken but only one will be allowed to count toward economics major requirements. Prerequisite: ECO 105 or ECO 146. (SS)

2. Instructional mode (lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:

Student project teams meet weekly with course instructors.

3. Rationale for proposed new course:

Eco 158 and Eco 159 are two experiential learning offerings in the economics department. We propose to move them to the 200 level so that they will comprise upper level electives and hence be eligible for inclusion as part of the economics major. In making this change we propose that students may include only one of these two courses as part of their economics major program.
4. Academic impact on programs affected by new course:
   A. Is the proposed course to be cross-listed?

   NO

   B. Identify any known effects of the proposed new program on other programs at the University.

   NONE

   C. If there are known effects, individuals in charge of the affected programs must be consulted about the proposed new program and the following information provided:

   NA
   (1) Who was consulted?
   NA
   (2) Is the proposed new program acceptable to all other programs affected?
   NA
   (3) Will any changes be required in the affected programs? If so, please describe below:

   NA

   D. Does the proposed new program affect the University's commitment to diversity in any way? If so, please describe below:

   NA

5. Resource impact
   A. Provide impact statements in the four areas listed below:

      (1) Library impact statement
      NONE

      (2) Computer impact statement
      NONE

      (3) Faculty impact statement
      These courses are already offered regularly as Eco 158 and 159.
      (4) Facilities impact statement
      NONE.

   B. Provide a statement indicating who will assume financial responsibility for any new resources required:

   NA
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Africana Studies

Contact person with e-mail/phone: Jariza Laubach Tel: 6/86335

1. Courses added: AAS/ANTH 183 Peoples and Cultures of Africa

2. Courses dropped: AAS/ART 150 Africans in the New World

3. Changes in course descriptions, titles, or numbers: The course number for AAS/HIST 129 Black Political Thought in America (4) is to be changed to 179. AAS/THTR 35 Performance (2) will read as follows: Performance in a department-approved production that depicts the black experience. May be repeated for credit. Prerequisite: Department Permission

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?): Yes other departments have been consulted.
   AAS/ENG 318 Topics in African-American Literature and Culture (4)
   AAS/MUS 128 Jazz History I (3)
   AAS/MUS 129 Jazz History II (3)
   AAS/PHIL 117 Race and Philosophy (4)
   AAS/POLS 352 Civil Rights and Civil Liberties (4)
   AAS/THTR 35 Performance (2)

5. Rationales for changes: Courses dropped: The course has not been taught in several years and there is no likelihood any faculty member will be available in the near future to teach it.
   Courses added: This course is a crucial part of the core curriculum in Africana Studies and needs to be offered on a regular basis.
Other changes: The course number needs to be changed so it won’t conflict with Music 129, which is to be cross-listed as an AAS course. We have checked with Department of History to make certain the new course number doesn’t conflict with any of its 100 level courses.

Changes in Description: This small change (that depicts the black experience) will permit interested students to receive Africana Studies credit for the class when the performance features substantial depictions of the black experience.

Added Cross-Listed Courses: The purpose of these additions is to strengthen the program’s offerings in the humanities and in political science, an important field that presently receives very little attention in the AAS curriculum. The granting of Africana Studies credit for Theatre 35 would be limited to productions that substantially depict the black experience.

6. Impacts on students already in the program (that could affect their ability to complete the program): The addition of these courses expands our modest number of regularly taught courses on Africa, a key component of the AAS curriculum.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?): These additions will substantially increase the overall number of AAS courses the program can regularly offer, thus enabling the program to better serve current and prospective majors in the field.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Art and Architecture Department, November 2006
Contact person with e-mail/phone: Anthony Viscardi 8-3653, Ricardo Viera 8-3619

1. Courses added:

Art 276: Museums: Education, Communication and Organization Issues (4)
Theory and practice in contemporary museums and galleries through readings and class
discussions. Practicum in the LUAG/Museum Operation dealing with design and
installation of exhibitions; educational programming and the community; organization,
principles of management and strategic planning; museum advocacy. Students complete
a number of exercises and a research report or equivalent. Prerequisite: Art 275. Viera
(ND)

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

Changes made in course descriptions and titles for Art 175, 275, 370 and 375:

Art 175: Introduction to Museum Work (3)
Introduction to the world of museums, surveying theory and practice through readings
and class discussions in all aspects of museums (A to Z), art galleries and art/historical
management. The course combines in situ (LUAG/Museum Operation) instruction,
conversations with museum professionals and hands-on experience. Students complete
several interactive (P-B & CL) exercises/projects. Viera. (ND)

Art 275: Museums: Research, Collections & Exhibition Issues (4)
Theory and practice in contemporary museums and galleries through readings and class
discussion. Practicum at the LUAG/Museum Operation dealing with care of museum
collections, collection management, intellectual and practical tasks of preparing and
communicating through exhibitions, and the professional responsibilities of the curator
and curatorial staff. Students will complete a number of exercises and a research report
or equivalent. Prerequisite: Art 175. Viera. (ND)

Art 370: Special Topics in Museum and Curatorial Studies (1-4)
Special project and/or internship for graduate and advanced undergraduates. May be
repeated for credit. Prerequisite: Art 275/276 or equivalent course in anthropology,
public history or education technology. Viera (ND)

Art 375: Museum Internship (3)
Internship under professional supervision in all areas of museums and/or related
organizations, regionally, nationally or abroad in well established or accredited institutions. Students must initiate contact/application. A contractual agreement or letter of acceptance is required. Prerequisite: Art 275/276 or departmental permission. Viera (ND)

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:

Art 275 is repeated for credit by museum concentration/minors and art history majors due to the many areas of discipline, diversity and complex distribution in the museum field. Having 276 as a broad comprehensive and easy-to-follow sequence will be established.

6. Impacts on students already in the program (that could effect their ability to complete the program):

An easier and positive continuation for those finishing 275 the previous semester.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

No conflict expected.

8. Impacts on faculty resources in your program (including class sizes. ability to offer certain courses or their frequency. additional faculty or TA staffing needs etc):

No changes – Art 175 is taken in the spring of each year and 275 and 275 in the fall by RV. The program is sequential.

9. Impacts on faculty resources in other programs or departments (including enrollments. cross-listings. etc. Have the other departments been consulted?):

Courses are taken in situ and the LUAG galleries and Open Storage area provide classroom. Staff assist and supervise as needed.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

No changes or foreseeable conflicts expected.

A: CCC#3/RV CCC requests:
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Art & Architecture

Contact person with e-mail/phone: Anna Chupa, anc304@lehigh.edu, 758-3718

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

   ART 177: Digital Photography (3)
   Intensive work in photography as fine art using digital input and output. Lectures, demonstrations, critiques. (HU)

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

   NA

5. Rationales for changes:

   The approach to learning photography will retain a fine art focus but with "dry" media. With Art 77 and 177 students have the opportunity to learn both digital and darkroom photography. Digital SLRs will be available for loan so the expectation of high image quality will remain. At the same time students will have an intensive introduction to image editing applications and printing options.

6. Impacts on students already in the program (that could affect their ability to complete the program):

   NA - existing course
7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

No impact anticipated, this course is not required for other majors.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs etc.):

This course was taught by a Professor of Practice who retired last spring and his position was not renewed. A current tenured faculty member is teaching the course.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings etc. Have the other departments been consulted?):

The course is offered at the same frequency as it was previously.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

There are 5 SLRs available exclusively for this course for students to share. Eventually there will be issues with attrition with the cameras. By that time prices will drop and students can be expected to purchase a digital SLR.
COURSE CHANGE FORM

Submitting department/program: ASIAN STUDIES

Contact person with e-mail/phone: Constance Cook, cac8, 83091

1. Courses added:
   ASIA 170, (HIST 170) Japan’s Meiji Restoration (4)
   Explores the revolutionary character of the political upheaval in 1868 that led to the fall
   of the ruling shogun and the dissolution of the elite samurai class. Examines both the
   causes of these major political and social changes and their continuing impact upon
   Japanese culture and society. (HU)

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:
   JPNS 145 Advanced Japanese Conversation and Culture I
   JPNS 146 Advanced Japanese Conversation and Culture II

4. Cross-listings with other programs or departments added or dropped (Have the
   other departments been consulted?):
   ASIA 254, (REL 254, ES 254) Buddhism and Ecology (4)

5. Rationales for changes:
   ASIA 170, (Hist 170) Add more course offerings for Asian Studies concentration on
   Japan.
   JPNS 145, JPNS 146-Add ‘Advanced’ to title to clarify that these are advanced courses.
   ASIA 254, (REL 254, ES 254)-Requested cross-list by Environmental Studies program to
   add humanities and Asian Studies offerings.

6. Impacts on students already in the program (that could affect their ability to
   complete the program):
   None

7. Impacts on students pursuing majors or minors in other programs or departments
   who are required to take courses in your department (that could affect their ability
   to complete those programs. Have the affected departments been consulted?):
   None

8. Impacts on faculty resources in your program (including class sizes, ability to offer
   certain courses or their frequency, additional faculty or TA staffing needs etc.):
   None

9. Impacts on faculty resources in other programs or departments (including
   enrollments, cross-listings, etc. Have the other departments been consulted?):
   None

10. Impacts on other university resources (staff, facilities, library and computing
    resources etc. Have the affected units been consulted?):
    None
Biological Sciences
COURSE & CURRICULUM CHANGES: 2006-2007

1. **Courses dropped**

NONE

2. **Courses added**

**BIOS 340. Molecular Basis of Disease (3)**
Lectures and student projects on molecular mechanisms of human disease. Physiology of disease, molecular mechanisms, therapeutic approaches, ongoing research. Topics include: Neurodegenerative diseases, Cancer, Autoimmune Diseases, Infectious diseases. Prerequisites: BIOS 120 (NS)

_Rationale:_ This course represents the professional interests of Assistant Professor, Stefan Maas. The course is being taught for the second time as a provisional course in spring 07. No additional TAs or new resources are needed.

**BIOS 365. Neurobiology of Sensory Systems (3)**
The fundamental features of sensory systems in a diverse array of animals. Focus on how nervous systems detect, compute, and internally represent aspects of the environment from the single cell to whole system level. Special attention to the way sensory processing influences how we think about the biological basis of perception and possible mechanisms for consciousness. Prerequisites: BIOS 177 and 120.

_Rationale:_ This course represents the central professional interests of Dr. Michael Burger, an assistant professor in our department. The course has been taught once for graduate students and is being taught in spring 2007 under a temporary number. No additional TAs or new resources are needed.

**BIOS 380. (Cross-list with BIOE 380). Molecular and Cellular Biophysics (3)**

_Rationale:_ This course is a BIOE major elective and is being approved by the BIOE program in engineering as well as in BIOS. It has been offered twice as a provisional course. No new resources are required.

**Other changes (number, title, prerequisites, distribution designation)**

**BIOS 130. Biostatistics (4)**
Prerequisite from: BIOS 41 to BIOS 41 AND Math 52 or 22.
Rationale: Biology majors who take BIOS 130 are required to also take calculus. Most of them already do this prior to taking BIOS 130. Addition of this prerequisite will make the math background consistent for all of the students in the BIOS 130 course.

BIOS 382. Endocrinology of Behavior (3)

Prerequisite from BIOS 177: to BIOS 177 or BIOS 120.

Rationale: Biology majors without the Neuroscience core are often interested in this content. The material covered in BIOS 120 is appropriate background for entry into this course. Students with this background have been given special permission to take the course and have performed well.

3. Changes in description and credits

From:

BIOS 277. Experimental Neuroscience Laboratory (1)
This laboratory course examines the specialized properties of the neuron, which shape its function within neural networks, the development and structure of the nervous system, and the preparation of neural tissue for microscopic examination. Included are experiments and demonstrations utilizing important biochemical, cellular and molecular techniques used in modern neurobiology. Prerequisites: BIOS 177 and consent of department chair. (NS)

To:

BIOS 277. Experimental Neuroscience Laboratory (2)
Structure and function of the mammalian brain with special attention to cellular morphology and organization. Standard, cutting edge techniques to determine how the shape and function of the nervous system regulates behavior. Experimental design, hypothesis testing, statistical analysis, reading and writing of scientific papers, basic histology and imaging. Prerequisite: BIOS 177. (NS).

Rationale: Currently it is impossible to cover the basic techniques used in Neuroscience research in 1 cr. The additional credit will make it possible to cover these more effectively. Other advanced laboratory courses in the department are 2 credits and this change will more effectively provide inquiry based opportunities for Neuroscience students.

From:

BIOS 369 Comparative Physiology of Vertebrate Systems (4)
Functional analysis of energy balance in vertebrate animal models. Digestion, respiration, circulation, and excretion, across aquatic and terrestrial vertebrates. Homeostatic mechanisms of salt, water, and gas exchange. Tonic and metabotropic signal transduction. Hormonal and electrical cellular communication among muscles, glands and neurons. Sensory systems, movement and reproduction. Physiological adaptations to extreme environments. Includes one laboratory meeting per week. Prerequisite: BIOS 120. (NS)

To:
BIOS 369 Comparative Physiology of Vertebrate Systems (3-4)
Functional analysis of energy balance in vertebrate animal models. Digestion, respiration, circulation, and excretion, across aquatic and terrestrial vertebrates. Homeostatic mechanisms of salt, water, and gas exchange. Ionotropic and metabotropic signal transduction. Hormonal and electrical cellular communication among muscles, glands and neurons. Sensory systems, movement and reproduction. Physiological adaptations to extreme environments. When offered for 4 cr, the course includes one laboratory meeting per week. Prerequisite: BIOS 120 (NS)

Rationale: This course has been offered with and without lab in the past. Most students elected the course without a laboratory component. This change allows us to offer the identical course in either format.

4. Impacts of course changes

The increase in BIOS 277 credits means that the course must be taught both semesters due to facilities limitations in spring. Because of changes in the BNS program (see below) the net change in resource requirements should be zero because BS BNS majors will now take only one other advanced laboratory course instead of two and we have sufficient faculty members to teach the course both terms, if necessary (see further discussion with program change below). Other course changes should have no resource impact and provide additional options to students.

Program changes

B. Behavioral Neuroscience Program changes

Change BNS major electives:

Remove:
Chm 31

Add:
BIOS 307 Mammalian Reproductive Biology (3)
BIOS 365 Neurobiology of Sensory Systems (3)
BIOS 376 Classical and Molecular Embryology (3)
BIOS 384 Eukaryotic Signal Transduction (3)

Rationale: There are many good electives available that are directly and tangentially related to Behavioral Neuroscience so we would like to remove the one collateral course from the list of electives. We are updating the list to reflect appropriate courses available, but not on the list. BA majors will no longer be able to use Chm 31 as a major elective. Therefore BA majors that are also premed will now have to take Chm 31 as a free elective (just as they are already doing for a year of physics another premed requirement). This usage is also now consistent with the BA in Biology.

B. S. Behavioral Neuroscience Program Changes

1) Add Chm 31 to the collateral requirements for the major listing.

2) Modify the major electives as for BA BNS above
3) Integration of new neuroscience courses into the undergraduate BNS program. Two new upper level undergraduate courses are now available, Bios 385: Neurophysiology and Memory, and Bios 365: Neurobiology of Sensory Systems. Students in the BS program will now be required to take one of these 2 courses and both will still serve as major electives (if not also taken to fulfill BS requirements)

In order to make room in the BS program, students will now be required to take Either BIOS 234: Comparative Anatomy, or BIOS 377: Biochemistry Laboratory, or BIOS 368: Cell Biology Laboratory instead of taking BIOS 234 AND BIOS 377 or BIOS 368

Rationale. (See BA for items 1 and 2.) These courses now optional due to change number 3 can still be taken to fulfill major elective requirements (if not used to fulfill BS requirements) and remain good courses for these majors. Providing the students, the option of which advanced laboratory course to take and increasing by one credit the work in the Neuroscience laboratory course makes requirements for upper level laboratory courses in the BS BNS program consistent with the other BS programs in the Department rather than increasing the requirements in the program to greater than all of our other BS programs.

Resource statement. In Biological Sciences the change of 277 to 2 cr and the decrease in advanced laboratory courses other than 277 for the BS BNS students should have little if any net effect on the resource requirements. As noted in the statement following 277, we anticipate needing to teach at least one section of this course in the fall to meet student needs and not exceed resources. BIOS 234, 377 and 368 are all fall courses, so the decrease in enrollment for these courses should help to balance the increase in 277 sections in the fall. We anticipate the net resource requirement per student will not change.

The Chm 31 changes in BNS programs were approved by the Chemistry Department through Chairman Bob Flowers. The following is an analysis of why we believe there will be no impact to the Chemistry offerings based on this curriculum change. Almost all of the students in question currently take the Chm 31 course already. Looking over several years of student data in several graduating classes of BS BNS students, all of the students took Chm 31 and most BA students also took Chm 31. In one graduating year there were two BS students who hadn’t taken Chm 31 and several BA students who also didn’t take Chm 31. (Note that BA students now will not be able to use Chm 31 as an elective if this change passes.) In that year, if half of the BA students started as BS BNS students and took Chm 31 and all of the BS students who hadn’t taken Chm 31 took Chm 31 as will now be required, for that graduating class there would have been four additional students (or two each semester). However, since students can actually take that course any time during their four years and the preceding year all of the students did take Chm 31, the actual impact in a single semester is impossible to determine. Based on recent history, the number would average no more than 1 to 2 additional students/year. Given that the number of majors changes from year to year and most of the students who major in BNS take Chm 31 anyway, we anticipate that this change will be impossible to detect in Chm 31 enrollment and will be dramatically overshadowed by the increased overall number of students who are premed and the increased number of students enrolled at Lehigh. In fact many of these enrollment changes are already impacting the Chemistry enrollments without any change in our programs.
Comparisons of BS Programs in Biological Sciences

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BS Biology</th>
<th>BS BNS</th>
<th>BS MBio</th>
<th>BS Bchm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math [15 min]</td>
<td>21, 22, 23, 130</td>
<td>21, 22, 23, 130</td>
<td>21, 22, 23, 130</td>
<td>21, 22, 23, 130</td>
</tr>
<tr>
<td></td>
<td>51, 52, 43, 12</td>
<td>51, 52, 43, 12</td>
<td>51, 52, 43, 12</td>
<td>51, 52, 43, 12</td>
</tr>
<tr>
<td>Chem core [16]</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>25, 31, 51, 52, 53, 58</td>
<td>75, 76, 51, 52, 53, 58</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Physics [9 min]</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>10, 12, 13, 22 or</td>
<td>11, 12, 21, 22</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Total credits with min. math and phy</td>
<td>40 + 12 ÷ 21 + 4 = 77</td>
<td>40 + 12 ÷ 4 + 24 ÷ 5 = 85</td>
<td>40 + 12 + 30 + 4 = 86</td>
<td>40 + 7 + 12 + 12 + 7 = 78</td>
</tr>
</tbody>
</table>

*Biochemistry majors virtually always take more Biology than 3 cr. Electives.
Comparisons of BA Programs in Biological Sciences

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BA Biology</th>
<th>BA BNS</th>
<th>BA MBio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>21 and 22 or 130 51 and 52 or 12 [7 min]</td>
<td>21, 22, 130 or 51, 52, 130 [11]</td>
<td>51, 52, 43 [10]</td>
</tr>
<tr>
<td>Physics</td>
<td>None</td>
<td>none</td>
<td>10,12,13,22 [9]</td>
</tr>
<tr>
<td>Non-Bio other requirements</td>
<td>Psy 1 [4]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required major Bio lecture</td>
<td>18 credits lecture course electives</td>
<td>177, 276, 382, 6 cr electives [15]</td>
<td>345, 358, 371, one of (324, 328, 353), 6 cr. Electives [18]</td>
</tr>
<tr>
<td>Advanced labs</td>
<td>None required, limit on research</td>
<td>277 (2 cr) [2]</td>
<td>346 plus another 2 cr from 325, 368, 377 [4]</td>
</tr>
<tr>
<td>Total credits with min. math and phy</td>
<td>$19 \div 12 + 18 = 49$</td>
<td>$25 + 12 + 4 + 15 \div 2 = 56$</td>
<td>$35 + 12 + 18 + 4 = 69$</td>
</tr>
</tbody>
</table>
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Department of Chemistry

Contact person with e-mail/phone: Keith Schray, kjs0 83475

1. Courses added:

   Chm 22 Introductory Chemistry Laboratory. A laboratory course dealing with introductory chemical principles. One three-hour laboratory per week (NS)

2. Courses dropped:

   Chm 26, 1 credit

3. Changes in course descriptions, titles, or numbers:

   Chm 31 changed from a 3 credit course, 2 lecture hours and one three-hour lab to chm yyy, a 4 credit course, three lecture hours and a three hour lab.

   Chm 31 would be maintained for two years (through spring 2009) to accommodate students with a chronological gap between the two introductory semesters (see below).

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

   None

5. Rationales for changes:

   Chm 25,26 has been a three year experiment in our introductory sequence which initiated a studio laboratory format and a one-credit sidebar course focused on the biologically oriented students. The faculty believe the studio format is very successful but that the sidebar is not successful enough to merit the additional faculty load especially considering the increased faculty load created by the studio format. We will fold that Chm 26 content back into the Chm 25 to go back to a standard 3 lecture, one lab 4 credit format. The additional credit will be added to Chm yyy (formerly Chm 31) to create a 4-4 credit sequence which is nearly universally the standard in the US. This will allow some important content additions to the sequence.

   Chm 22 was removed in our earlier course revisions. We failed to anticipate that a free-standing laboratory credit will always be needed for students transferring an introductory lecture course and needing to complete a credit of laboratory. They would take the studio and receive credit for that via the Chm 22 course.
6. Impacts on students already in the program (that could affect their ability to complete the program):
   Chm 31 would be maintained for two years (through spring 2009) to accommodate students with a chronological gap between the two introductory semesters (see below).

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   The departments of Biological Sciences, Earth and Environmental Sciences, and Chemical Engineering have been consulted because those are the students who take the involved courses. Those departments are in favor of or neutral to these changes with exception of two issues.
   Biological sciences students often defer the Chm 31 course which is the second semester of their introductory chemistry requirements until junior or senior years. This switch of credits could therefore leave these transition students with 5 credits of chm 25,26 and then 4 credits of Chm 31. We propose therefore to maintain Chm 31 as a transitional course which would be a subset of the 4 credit chm yyy. That is students would register for Chm 31 and the course would be the first two thirds of the lectures of Chm yyy and the full laboratory. This would be in place for two years. Biological sciences has agreed to push them through in two years.
   The conversion of Chm 31 to 4 credits would cause the chemical engineering students to take 19 credits the first semester of their sophomore year if simply added. Chemical engineering is in favor of the restoration of the credit that was lost with the cancellation of Chm 97 and will adjust the elective of that semester to a later semester to avoid this problem.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
   This change is basically taking a lecture hour of Chm 26 and transferring it to Chm 25 and taking a credit of Chm 26 and transferring it to Chm 31 which will add a lecture hour to that class (as Chm yyy). This will reduce the faculty courses taught by one while at the same time increasing the contact hours of two courses. TA staffing will not be affected. Enrollment changes are not expected in the now Chm yyy which is replacing Chm 31 and so faculty load will not be altered.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
   None

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
    None
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Classical Studies

Contact person with e-mail/phone: Barbara Pavlock, bp01

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers: Latin 1 and 2 and Greek 1 and 2 to four credits from three. The other Latin and Greek courses will stay three credits.

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?): No.

5. Rationales for changes: The rationale is that these beginning language courses take more time for students overall now because they are so much less prepared than they used to be for studying a foreign language, especially the inflected languages such as Latin and Greek. The newer textbooks also provide more exercises (and more diverse ones). There are no other changes.

6. Impacts on students already in the program (that could affect their ability to complete the program): None.
7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?): None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.): None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): None.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): None.
CAS PROGRAM CHANGE FORM
Changes due November 15, 2006

Submitting department/program:  Computer Science and Engineering

Contact person with e-mail/phone:  Edwin J. Key, ejk0.  83623

1. Description of proposed program change (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major, or changes in requirements for completion of a major or minor):
   For the BA in Computer Science:
   No longer require CSE 302, Compiler Design, and CSE “hardware” elective (e.g. CSE 209, ECE 319, etc.). Instead require CSE 340 and CSE 216.

2. Rationale:

   Requiring CSE 302 and a “hardware” elective is more stringent than the corresponding requirements for the BS in CS (which formerly required the two courses but no longer does). The replacement courses, CSE 340 and CSE 216, are much more important to understanding Computer Science.

3. Impacts on students already in the program (that could affect their ability to complete the program):
   None. They can always opt to satisfy the old requirements.

4. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs). Have the affected departments been consulted?:
   None.

5. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs, etc.):
   Minimal. We might offer CSE 302 less often freeing up staff to teach other courses.

6. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc.). Have the other departments been consulted?:
   None.

7. Impacts on other university resources (staff, facilities, library and computing resources, etc.). Have the affected units been consulted?:
   None.
CAS PROGRAM CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Design Arts

Contact person with e-mail/phone: Anna Chupa, anc304@lehigh.edu 758-3718

1. Description of proposed program change (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major, or changes in requirements for completion of a major or minor):

History and Intellectual Context Sequence (9 credits)

Current:
  a. Choose at least one of the following courses:
     DES 66: Design History
     DES 266: History of Contemporary Design
     DES 366: Case Studies in Design History
  b. Other courses that may be used in addition to at least one of the above:
    (several listed...)

Proposed:

History and Intellectual Context Sequence (9 credits)
Select from the following in consultation with the major advisor:

 desire 2
ARCH 2 Architectural History II (3) ∩ ART 1 Art History: Ancient and Medieval
ART 2 Art History: Renaissance to Present (3) ∩ ART 120 20th-Century Art
ART 179 History of Photography (1) ∩ ART/ARCH 206 Medieval Art and
Architecture (3) ∩ ART/ARCH 207 Renaissance Art and Architecture (3) ∩ ARCH 209
Architecture and Ideas (3) ∩ ARCH 210 20th-Century Art and Architecture (3) ∩ ARTS
250 Communication: Cultures, Behaviors, Attitudes (3) ∩ CSE 252 Computers, the Internet
and Society (3) U DES 66 Design History (3)
DES/TH 129 History of Fashion and Style (4)
DES 266 History of Contemporary Design (3)
DES 366 Case Studies in Design History (3) ∩ ENGL 163 Topics in Film
Studies (4) ∩ ENGL 337 Film History, Theory and Criticism ∩ HUM 126
Professional Ethics (4) ○ IR 23 Alternative World Views (4) ○ MKT 313
Marketing Communication (3) ○ PHIL 123 Aesthetics (4) ○ PHIL 250 The
Minds of Robots and Other People (4) ○ PSYCH 140 Introduction to Linguistics (4) ○ SSP 135
Human Communication (4) ○ SSP 327 Mass Communication and Society (4)

2. Rationale:

Each design concentration is too distinct to cover under one umbrella history course. The current DES 66: Design History course is more appropriate for Product Design and Graphic Design than it is for Computer Imaging. Most of the students in the Computer Imaging concentration are studying time-based media. There are several courses available in film studies, journalism, art history, theatre, creative writing and literature that are more appropriate for animation and video students. Advising guidelines per concentration will make recommendations regarding appropriate History and Intellectual Context courses.
3. **Impacts on students already in the program** (that could affect their ability to complete the program):

   This gives students more flexibility

4. **Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department** (that could affect their ability to complete those programs. Have the affected departments been consulted?):

   DES 66, 266 and 366 are not required by other major or minor programs.

5. **Impacts on faculty resources in your program** (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs, etc.):

   DES 266 and 366 have not been offered for three years. In the event that adjunct and/or visiting artist funds become available we have decided to keep the courses in the catalog. DES 66, Design History will be offered every other year in rotation with DES 164 (Ergonomics). The rotating schedule makes it possible for existing faculty to offer other studio courses needed in the concentration.

6. **Impacts on faculty resources in other programs or departments** (including enrollments, cross-listings, etc. Have the other departments been consulted?):

   The number of possibilities for meeting the 9-credit HIC requirement should distribute the student numbers adequately. There has been an impact on ART 120, 20th--Century Art History, as this is one of the courses routinely recommended during advising. For this reason Art 120 is not currently listed as a required course. This will be a future change as faculty resources allow.

7. **Impacts on other university resources** (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

   none anticipated
CAS PROGRAM CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Design Arts

Contact person with e-mail/phone: Anna Chupa, anc304@lehigh.edu 758-3718

1. Description of proposed program change (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major, or changes in requirements for completion of a major or minor):

   Drop Web minor

2. Rationale:

   Due to faculty shortages, DES 70 and 170 have not been offered for the past 3 semesters. Web design is incorporated into other courses at the beginning (DES 5 Digital Foundations), intermediate (Art/DES 3 Graphic Design I) and advanced levels (DES 311 Portfolio). At a later date, as the program expands and faculty resources become available, a minor concentration in multimedia and interactivity design will be more appropriate (than web design) and can take advantage of existing courses in Computer Science.

3. Impacts on students already in the program (that could affect their ability to complete the program):

   There are no web minors in the program at this time.

4. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

   The Design Arts program has been given a directive from the Dean to streamline the curriculum.

5. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs, etc.):

   Already there has been an impact on existing faculty as demands for one on one training and/or frequent workshops become necessary to assist majors in portfolio creation for the web. The demands for other courses within Design Arts has increased and there is a wait list every semester for entry-level, discipline-specific courses in graphic design, animation and product design. It is hard to know how much to attribute to the loss of the DES 70 course; however, every time it was offered, the course filled. That means that at one section per semester (capped at 15), 45 students
have been displaced into other courses. At the moment we don't have the faculty resources to offer the web course.

6. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

The web courses were not cross-listed and were not required in other majors.

7. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

No impact anticipated.
To: Educational Policy Committee
From: Anna Chupa
        Director, Design Arts
Re: Revisions to Design Arts Standards for the Major

Proposal:
Add the following statements to the catalog and major requirements:
A student must achieve a 2.0 or higher in each major course.
At least two courses in the studio concentration must be at the advanced level.

Rationale:
Minimum Grade
The Department of Art and Architecture does not accept a grade below a 2.0 towards the
fulfillment of a major requirement. This minimum grade requirement is posted on
advising sheets and in the catalog. The Design Arts program should set a similar standard
for majors, encouraging students to repeat courses when they receive a grade below a 2.0.
The programs share several courses in common and the perceived rigor should be equal

Apart from perception of rigor, it is our intent to pursue accreditation from NASAD
(National Association of Schools of Art and Design). NASAD accredits degree programs,
not departments. NASAD is not the accrediting agency for architecture; however, it is the
accrediting agency for Studio Art, Art History and Design. Art and Design Arts will
pursue joint accreditation for the liberal arts degrees with majors in art and design. It will
be important for standards to be equal for both majors.

Advanced Courses
At this time the catalog leaves room for students to complete a general studies degree
without completing an advanced course. Again this requirement is designed to bring
Design Arts up to the same standard as Studio Art majors as the Design Arts major
should not be any less rigorous or professional. Advanced courses are at the 200 and 300
level

Current offerings include:
Bus/Des/Engr 211/212 Integrated Product Development I and II
Art/Des 253: Graphic Design III
Des 240: Product Design III
Des 248: Furniture Design II
Des 260: Exhibit Design
Des 268: Advanced Design Topics
Des 280: Computer Imaging III
Des/Thtr 287. Scenography Design III
Des 311: Design Portfolio
Des 370: Special Topics in Design
Des 375: Design Internship
Des 376. Design Thesis
Des/Thtr 387: Scenography 387
Earth and Environmental Sciences
COURSE & CURRICULUM CHANGES: 2006-2007

1. Courses dropped

NONE

2. Courses added

EES 386. Wetland Ecology (4) [3 for graduate registration]
An examination of the biophysical structure of wetlands and the factors controlling wetland structure and function. Emphasis on the responses and feedbacks of wetlands to natural and human-induced environmental variability. Topics include: wetland classification and delineation; the origin and development of wetlands; biotic adaptations to the wetland environment; wetland hydrology and biogeochemistry; wetland vegetation dynamics; wetland restoration; and treatment wetlands. Lectures, laboratories, and field trips. Prerequisites: EES-152 or permission of the instructor. Booth (NS)

Rationale: This course fills an important gap in our undergraduate and graduate offerings in ecology. A wetlands course was dropped from the EES course offerings several years ago because of a faculty leave, and with the arrival of Booth we can now offer a course focused on these ecologically important systems. No additional TAs or new resources are needed.

Other changes (number, title, prerequisites, distribution designation)

Title Change (only change the title):
Current title:
EES 334. Petrology of the Crust and Mantle (4) [3 for graduate registration] (old title)
Synthesis of the state of knowledge of Earth structure and long-term evolution, with emphasis on the crust and mantle, and integrating petrologic, geophysical, and geochemical perspectives. Mass and energy transfer through time among the crust, mantle, hydrosphere, biosphere, and atmosphere. Petrographic study of selected rock suites and introduction to geophysical observations of the deep structure of the solid Earth. Lectures, discussion, laboratories, field trip. Prerequisites: EES 131 or consent of instructors. Bebout and Kodama. (NS)

Proposed title:
EES 334. Geosphere Structure and Evolution (4) [3 for graduate registration]
Synthesis of the state of knowledge of Earth structure and long-term evolution, with emphasis on the crust and mantle, and integrating petrologic, geophysical, and geochemical perspectives. Mass and energy transfer through time among the crust, mantle, hydrosphere, biosphere, and atmosphere. Petrographic study of selected rock suites, and introduction to geophysical observations of the deep structure of the solid Earth. Lectures, discussion, laboratories, field trip. Prerequisites: EES 131 or consent of instructors. Bebout and Kodama. (NS)

Rationale: Fixing the title to match the description
Prerequisites Change (only prerequisite changed):

Current description:
**EES 365. Ecophysiology (4) [3 for graduate registration]**
Properties and processes of organisms for effective acquisition of energy and exchange of heat, water, minerals, and gases via atmosphere, soil, and water, including response to extreme environments. Special emphasis on the role of solar radiation and factors influencing its interactions with the organisms and the abiotic environment. Lecture, demonstration, laboratory. Prerequisite: EES 100. EES 152. Hargreaves (NS)

Proposed description:
**EES 365. Ecophysiology (4) [3 for graduate registration]**
Properties and processes of organisms for effective acquisition of energy and exchange of heat, water, minerals, and gases via atmosphere, soil, and water, including response to extreme environments. Special emphasis on the role of solar radiation and factors influencing its interactions with the organisms and the abiotic environment. Lecture, demonstration, laboratory. Prerequisite: EES 152 and either EES 200 or BIOS 120. Hargreaves. (NS)

Rationale: With prerequisites EES 200 or BIOS 120, students would have some required background in biological evolution.

---

3. Changes in description and credits

**From Current course description:**
**EES 012. Ice Age Earth (3)**
An investigation of how cold climates and the associated processes of glaciation and periglacial activity have left their imprint on the Earth. Three-day required field trip. Prerequisites: none. Evenson (NS)

**To Proposed course description:**
**EES 012. Ice Age Earth (3)**
An investigation of how cold climates and the associated processes of glaciation and periglacial activity have left their imprint on the Earth. Prerequisites: none. Evenson (NS)

Rationale: Deleting field trip requirement to reflect the course content more accurately.

---

**From Current course description:**
**EES 341. Field Geology (6) summer**
Field methods and geologic mapping projects using the diverse tectonic and geomorphic settings of the Rocky Mountains as the classroom. Major projects are completed in northwestern Wyoming and southeastern Idaho where the student is exposed to all major rock types and a range of surficial deposits, as well as compressional and extensional structures. Additional short studies are completed in the Badlands and Black Hills of South Dakota, the Grand Tetons and Devil's Tower, Wyoming and related areas. Four weeks in the field; summer session. Prerequisites: Consent of Field Camp Director Pazzaglia (students must apply through the Lehigh Field Camp Program); declared major
in EES; EES 22, and at least four EES courses at the 100-level or above. Pazzaglia (NS).

To Proposed course description:
EES 341. Field Camp in Earth and Environmental Sciences (6) summer.
Integrated, capstone, geological, hydrological, and ecological field experiences using the diverse natural settings of the Rocky Mountains as the classroom. Major projects are completed in northwestern Wyoming and southeastern Idaho where the student is challenged to synthesize field data in solving real geologic and environmental science problems. A cross country trip is used to build a common knowledge base and introduce the student to the western landscape. Focus is on specific skills that are difficult to convey in the traditional classroom setting, among them integrated GIS/GPS computer-based geologic mapping, section measuring, structural analysis field geophysics, stream hydrology, landscape ecology, limnology, and plant identification and physiology. Four weeks in the field; summer session. Prerequisites: Consent of Field Camp Director Pazzaglia (students must apply through the Lehigh Field Camp Program); declared major in EES; EES 22, and at least four EES courses at the 100-level or above. Pazzaglia (NS).

Rationale. The rationale for requesting this minor change in course description is to reflect the fact that the summer field course has broadened its curriculum to include environmental science. In doing so, the summer field camp now more closely reflects and integrates well with the new EES majors

4. Impacts of course changes

There will be no major impacts

Program changes

NONE.
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program:

Contact person with e-mail/phone:

1. Courses added: ECK 282, Independent Study (2-4)
   Directed readings for Eckardt Scholars.
   Pre-requisite: consent of program director

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes: Eckardt Scholars sometimes wish to extend their study of “great books” beyond the Eckardt Scholar seminars. This would give them the opportunity.

6. Impacts on students already in the program (that could affect their ability to complete the program): None - this will supplement the seminars but not replace them nor will it be mandatory.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   Not applicable
8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.): This will be directed by Wight Martindale – if compensation is necessary, it will come out of the program’s funds.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): None

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): None
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: English

Contact person with e-mail/phone: Carol Laub/cal0/83310

1. Courses added:

   English 122/Asia 122  Topics in Asian and Asian American Fiction (4) Literature from East Asia and South Asia, focused on revolving social issues and formal problems. Some effort is made to introduce subjects to the histories and cultures of these societies. Issues such as migration, transnational identity, and diaspora may also be explored. (HU) Singh

   English 411/WS 411  Literature of Women (3) Women’s works about women. Besides re-reading familiar feminists’ fiction, drama, and poems an introduction to contemporary and often experimental works by less famous writers. (HU) Keetley

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

   Engl. 316: Native American Literature
   In this course on literature by Native Americans, we will study the ways in which conflict over the meaning of Native identity are at the core of the Native American literary tradition. We will focus on the ways that Native American writers define and redefine what it means to be Native within and against the presence of Euro-American culture. In so doing, we will not only learn about a rich and varied literary tradition, but we will also give ourselves the opportunity to rethink our assumptions about Native Americans and to investigate the ways that those assumptions have been formed. (HU) Whitley

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

   YES

5. Rationales for changes:

   Courses added: English/Asian Studies 122  (The addition of this course is at the request of the Registrar, since we have now taught it under an experimental number several times in the last few years. At this point they ask that we give it a permanent number)
English/W5 411 (at the request of the Women’s Studies Program)

Change in descriptions: More accurately defines the classes as they are taught currently.

6. Impacts on students already in the program (that could affect their ability to complete the program):

NONE

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

NONE - other departments have been consulted

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):

NONE - These classes are already being taught (under experimental numbers)

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

NONE - Other departments were consulted

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

NONE - Everyone has been consulted
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Environmental Initiative
Contact person with e-mail/phone:

Lippi Poe
Program Coordinator
lpoe@lehigh.edu
63180

Professor Don Sahagun
Director
don.sahagun@lehigh.edu
63179

1. Courses added:

ES 093: Lehigh Earth Observatory Field/Laboratory Internship (1-4)

The Lehigh Earth Observatory (LEO) is a distributed, multidisciplinary program that focuses study on the environment with a particular emphasis on understanding the science of environmental systems and the relationship between these systems and society. LEO has a focus on environmental systems, drawing students from a variety of disciplines including policy, management, economics, journalism, business, art, and philosophy in addition to science and engineering. Field projects contribute to an overall theme of industrial land use and development in the Lehigh Valley, and may include long-term monitoring programs or individually designed projects that contribute to the overall mission that includes science, engineering, policy, communications, ethics, social dynamics, and other environmentally pertinent aspects of the region. Students work with a faculty advisor on individually designed projects. Projects may involve technical, social, educational, or other outreach activities, and NRO credits are designated as appropriate. This course is intended for first-time participants and is not repeatable for credit. For more details about LEO are available at https://www.leol.lehigh.edu. Students should contact the Environmental Initiative for departmental permission to register.

Rationale: This course has been added to provide a hands-on learning experience for ES students.

ES 122 Sustainable Development: The Costa Rican Experience (3)

Investigation of the concept of sustainable development as currently being practiced in Costa Rica. Case studies in diverse areas (e.g., agriculture, bioprospecting, ecotourism, energy, and land use) demonstrate how current approaches to sustainable development are influenced by the history and ecology of Costa Rica, as well as the structure of its political, social, and economic systems. Attention to theories of sustainable development and of consumption help to frame the Costa Rican experience. Students maintain individual "sustainability" journals based on their experiences from which they draw for team-based research and writing projects. The course is offered through Lehigh Abroad and consists of 5 evening classes during the fall semester and a required course travel to Costa Rica between the fall and winter semesters (approximately 18 days). Final course projects are due early in the spring semester. Course participation will require additional fees as described by Lehigh Abroad (airfare and program fee). Curtiss, Monter, & Wiesman (SS)

Rationale: This has been a popular course under a temporary listing (ARTS 195) which preceded the Environmental Initiative and the Environmental Studies program. It is ideally suited for environmental studies as a permanent offering. Modification of the teaching staff to include social science faculty on an ongoing basis enhances and formalizes the social science focus of the course.

ES 293: Advanced Lehigh Earth Observatory Field/Laboratory Internship (1-4)
A continuation of LEO Internship 093, this course will entail further development of supervised projects and leadership opportunities. Further projects and more details about LEO are available at http://www.leo.lehigh.edu

Students should consult the Environmental Initiative for departmental permission to register. Prerequisite: ES 093 NS SS or H

Rationale: This course has been added to provide a more in-depth, hands-on learning experience for ES students and provide leadership opportunities.

ES 339 (IR 339): Global Security and the Environment (4)

This course examines the links between international security and the environment. Topics include the effects of military actions on the environment, the environment in contributing to international conflict, environmental conditions as security issues, the relationship between public health and security, bioterrorism, ecoterrorism, and biological warfare; environmental curricula and conflict resolution. Briggs (SS)

Rationale: This course was developed and added by Professor Chad Briggs, who is a recent addition to the program. In addition, the course subject matter pertains to a topic of emerging importance.

ES 367 (TL I 367): Environmental Education (3)

Introductory environmental education course designed to prepare students to implement environmental education opportunities in formal and non-formal education settings. Topics include history and philosophy of environmental education, environmental laws and regulations, GIS, environmental issues and decision-making, curriculum integration, and environmental education teaching methodologies. This is a Web-enhanced course containing both online and fieldwork components.

Rationale: This has been a popular course under a temporary listing (TL I 394) that both programs would like to convert to a permanent course number. It is ideally suited for environmental studies as a permanent offering. The College of Education is aware of and has approved this change.

ES 402 (EES 402) Environmental Scientific Foundations for Policy Design (3)

This course explores the science behind the environmental issues that bear on the policy process at local, national and global scales. Scientific concepts will be explored with the goal of understanding ways in which they can better inform the policy process at all scales. The course delves into the science of selected environmental issues that have either arisen from anthropogenic activities, or that impact social systems. The course will consist of readings and discussions of several timely topics and one major class-wide project to be selected each semester. Sahagian (NS)

Rationale: Required course for anticipated degree program, MA Environmental Policy Design, elective offering for EES graduate programs, and ES graduate certificate, developed by new faculty member Sahagian. It will delve into the scientific literature that is most relevant to policy issues so that students can better understand the scientific basis for environmental decision making.

2. Courses dropped: None

3. Changes in course descriptions, titles, or numbers:

Change in designation:

From: ES 2 (EES 2): Introduction to Environmental Science (3) Spring, NS
To: ES 2 (EES 2): Introduction to Environmental Science (3) Spring, NS/GC

Rationale: The new designation reflects the addition of a global citizenship component. The EES department
Change in description:

From: ES 1: Introduction to Environmental Studies (4) Fall

Gateway to the field of Environmental Studies, the course surveys central issues and themes confronting humanity in the natural world on a rational and global basis. Topics include humankind's role in environmental change; society's response to the dynamics of nature; cultural evaluations of nature; population dynamics; resource availability and pollution sinks; land use patterns; sustainability and consumerism; environmental justice and ethics; policy and planning. Gilroy (SS)

To: ES 1: Introduction to Environmental Studies (4) Fall

Gateway to the field of Environmental Studies, the course surveys central issues and themes confronting humanity in the natural world on a rational and global basis. Topics include humankind's role in environmental change; society's response to the dynamics of nature; cultural evaluations of nature; population dynamics; resource availability and pollution sinks; land use patterns; sustainability and consumerism; environmental justice and ethics; policy and planning. This course fulfills a social science credit requirement (SS). Please select ES 2 to fulfill the natural science (NS) requirement. Gilroy (SS)

Rationale: The new description more accurately reflects the course content.

From: ES 106 (POL S 106): Environmental Values and Ethics (4) Spring

A broad survey of the role of values and ethics in environmental issues. How have humans perceived their relation to nature across vast spans of time and culture? Do premodern ecological views still have lessons to teach contemporary citizens? Contemporary developments such as environmental justice, deep ecology, ecofeminism, bioregionalism, campus ecology, ecotherapy and issues of ecological identity will be examined. Holland (SS)

To: ES 106 (TOLS 106): Environmental Values and Ethics (4) Spring

An introduction to the ethical perspectives and values that shape human relationships to the natural environment in contemporary society. What are the moral implications of these relationships for justice and human collective action? Given these implications, what policy responses to environmental problems are morally or politically justifiable? In answering these questions, the course explores ethical ideas developed in different schools of environmental thought, such as deep ecology and ecofeminism, in addition to ideas that emerge from social movements, such as environmental justice and bioregionalism. Holland (SS)

Rationale: The new description more accurately reflects the course content. The Political Science department is aware of and has approved of this change.

From: ES 331: U.S. Environmental Law I: Pollution & Risk Abatement (4-3)

To: ES 331: U.S. Environmental Law I: Pollution & Risk Abatement (4-3) for graduate registration

Rationale: The new description clarifies the difference in credit hours earned for undergraduate level credit vs. graduate level credit.

From: ES 333(IR 333): International Environmental Law & Policy (4-3)

Examining the basic international legal setting for the protection and management of the environment, this course focuses on how international law is made and applied, the role of international environmental regimes or institutions, enforcement strategies, and compliance mechanisms. Emphasis will be placed on human rights and the environment, the interface of free trade and environmental protection, the protection of biodiversity, North-South issues, as well as a review of various regulatory regimes for the protection of the global commons, including the history and legal sources of the Global Climate Change Convention. Gilroy (SS)
for: ES 333(IR 333): International Environmental Law & Policy (4) [3 for graduate registration]

This course examines the basic international legal setting for the protection and management of the global environment. It examines the role of international environmental regimes or institutions, enforcement strategies, and compliance mechanisms. Emphasis will be placed on a review of various regulatory regimes for the protection of the global commons, including the history and legal sources of the Global Climate Change Convention. Gilroy (SS)

Rationale: The new description more accurately reflects the course content. The new description also clarifies the difference in credit hours earned for undergraduate level credit vs graduate level credit. The Political Science Department is aware of and has approved of this change.

From: ES 433(IR 433): International Environmental Law & Policy (3)

Examining the basic international legal setting for the protection and management of the environment, this course focuses on how international law is made and applied, the role of international environmental regimes or institutions, enforcement strategies, and compliance mechanisms. Emphasis will be placed on human rights and the environment, the interface of trade and environmental protection, the protection of biodiversity, North-South issues, as well as a review of various regulatory regimes for the protection of the global commons, including the history and legal sources of the Global Climate Change Convention. Gilroy (SS)

To: ES 433(IR 433): International Environmental Law & Policy (3)

Rationale: The new description more accurately reflects the course content. The Political Science Department is aware of and has approved of this change.

Change in crosslisting:

From: EES 100 (GCP 100) Earth System Science (4)

To: EES 100 (GCP 100, EES 100) Earth System Science (4)

Rationale: This is a newly offered course that has content that would be beneficial for students and pertinent to the Environmental Studies program. The Earth and Environmental Science department and the Global Citizenship Program are aware of and have approved of this change.

From: REL 254 (ASIA 254) Buddhism and Ecology (4)

To: ES 254 (REL 254, ASIA 254) Buddhism and Ecology (4)

Rationale: The ES desired to crosslist this course to make it more visible to ES students. The Religion Studies and Asian Studies departments are aware of and have approved of this change.

From: POLS 375: Seminar: Green Polity (4)
To: ES 375 (POLS 375): Seminar: Green Politics (4)

Rationale: The ES desired to crosslist this course to make it more visible to ES students. The Political Science department is aware of and has approved of this change.

Change in course number and crosslisting:

From: ES 336: Environmental Justice & the Law (4-3)

To: ES 355 (POLS 355): Environmental Justice & the Law (4-3) [for graduate registration]

Rationale: The course is to be crosslisted to make it more visible to Political Science students. The number was changed so it can be the same for the crosslisting. The Political Science department is aware of and has approved of this change.

From: ES 336: Environmental Justice & the Law (4-3)

To: ES 455 (POLS 455): Environmental Justice & the Law (3)

Rationale: The ES desired to crosslist this course to make it more visible to Political Science students. The number was changed so it can be the same for the crosslisting. The Political Science department is aware of and has approved of this change.

Change in crosslisting and description:

From: POLS 328: U.S. Politics and the Environment (4)

An examination of contemporary American politics and policy dealing with environmental issues. Current issues in the legislative and regulatory areas will be covered to examine environmental issues and the political process. Significant portions of the course readings will be taken from government publications.

Wark (SS)

To: ES 328 (POLS 328): U.S. Politics and the Environment (4)

An examination of contemporary American politics and policy dealing with environmental issues. Current issues in the legislative and regulatory areas will be covered to examine environmental issues and the political process. Significant portions of the course readings will be taken from government publications. Prequisite: Any Political Science course Wark (SS)

Rationale: The course is to be crosslisted to make it more visible to Political Science students. The number was changed so it can be the same for the crosslisting. The Political Science department is aware of and has approved of this change.

6. Impacts on students already in the program (that could affect their ability to complete the program): All changes only assist in students' ability to complete the program.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs): None of the changes adversely affect students pursuing majors/minors in other programs.
8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.): New crosslistings may increase class sizes. New courses do not require additional faculty or staff; staffing/faculty needs for new courses were addressed during the Environmental Initiative program development.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): New crosslistings may increase class sizes and course frequencies.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): All of the resources necessary are already in place in anticipation of the growth of the Environmental Studies program.
CAS PROGRAM CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Globalization and Social Change Initiative

Contact person with e-mail/phone: Jack Lule, director, jack.lule@lehigh.edu

Proposed Revision: Major in Global Studies

Globalization – the historical and continuing integration of peoples, cultures, markets, and nations, with roots in shifting economic barriers, advances in communication, new patterns of migration and travel, technological innovation, and the evolving homogenization of culture – may be the defining characteristic of the 21st Century. Globalization has been a Janus-like force of two faces, with advantage and disadvantage surfist and suffering, as it has substantially altered social, political, economic, cultural and environmental patterns of nations and peoples. Almost every aspect of human existence has been touched in some way by the dynamic of globalization.

The major in Global Studies is a distinctive, interdisciplinary effort, founded by the Global Studies Initiative, that draws from multiple colleges, departments and programs to prepare students for work and life in this new world. The Initiative’s three main areas of focus are Global Communication, Culture and Identity, and Politics and Social Structures. Rooted in these areas of interest, the major examines how the forces of globalization shape and are shaped by communication, culture and identity, including perspectives on religion, history and language; economic networks; the environment; political systems, and other fundamental aspects of the human condition.

In many Global Studies programs, students choose from a sprawling array of courses tied together loosely by virtue only of international content. Global Studies at Lehigh directs students in a more focused manner to core courses that confront, from the perspectives of multiple disciplines, perhaps the single central force shaping the world today – globalization.

The program requires a total of 40 credits and offers other innovative features: intermediate language proficiency, a semester of study abroad, and a global studies research project undertaken as part of a capstone seminar. The program also takes advantage of Lehigh’s NGO (non-government organization) status at the United Nations and requires a United Nations workshop, which includes a seminar and visit to the UN.

Requirements

GS 010 Introduction to Global Studies (4)
Globalization and social change are studied in an emphatically interdisciplinary and historical context, which includes culture and identity, communication, religion, political systems, economic networks and the environment. (SS)
Core Courses: Students select one course from each of the following core emphases that examine, from the perspective of multiple disciplines, and at the margins of those disciplines, globalization and social change. Students should check prerequisites for some classes. Courses will continue to be developed in Global Studies (20 credits).

**Communication**
- JOUR 246 International Communication
- MLL 321 Intercultural Communication

**Culture & Identity**
- HJS 104 The Modern World: Histories of Globalization
- MLL 6 Globalization and Culture
- PSYC 365 Human Development in Cross-Cultural Perspective
- REL 148 Islam Across Cultures

**Economic Networks**
- ANTH 320 Global Capitalism
- IR 125 International Political Economy

**Environment**
- ES 10 Environment and the Consumer Society
- IR 343 Comparative Environmental Law & Policy

**Political Systems**
- POLS 3 Comparative Politics
- IR 120 Globalization and World Politics
- SSP 104 Political Sociology
- POLS 325 Nationalism in Comparative Perspective

**GS 375 Senior Seminar in Global Studies (4)**
- This course focuses on advanced research and discussion of specialized subjects in Global Studies. The course will be taught on a rotating basis by members of the Globalization and Social Change Initiative. Subject matter will vary from semester to semester and will often be geared to current international events. Students will work on individual, writing-intensive, semester-long research projects in Global Studies.

Electives: At least three courses drawn from the list below, one at the 200-level or above. Additional core courses and Global Studies seminars can be used to fulfill this requirement. (12 credits)

Drawn from three colleges, the list of electives includes coursework in African Studies, Anthropology, Asian Studies, Communication, Computer Science, Earth and Environmental Studies, Economics, English, Global Citizenship, History, International Relations, Journalism, Latin American Studies, Marketing, Modern
Languages and Literature, Philosophy, Political Science, Psychology, Religion, Russian Studies, Sociology and Social Psychology, Science, Technology and Society, Women's Studies, or other programs. Other courses can be selected with guidance of adviser.

**Internship:** An elective can be replaced by an approved, overseas internship or relevant, supervised experiential learning in the United States. The program will work to develop a network of global internships.

**Collateral Requirements:**

**Intermediate language proficiency,** (Intermediate II or equivalent) in a language taught at Lehigh or any of the LVAIC schools, other than the student's native language.

**One semester study abroad** (coursework can be substituted, with the guidance of an adviser, if student is financially or academically unable to study abroad)

**UN Workshop:** ½ day seminar and trip to United Nations

**Area Studies:** A minor in one of the University's Area Studies programs, though not required, would be an excellent complement to Global Studies and is highly encouraged.

**Minor in Global Studies**

A minor in Global Studies consists of four 4-credit courses, including GS 10 and three courses from the list of core classes or Global Studies seminars, with two classes at the 200 level or above. The UN Workshop, study abroad or Lehigh Abroad are strongly recommended.

**Electives:**

- AAS 3
- AAS 148
- ANTH 111
- ANTH/GCP 120
- ASIA 75
- ASIA 76
- CSE/STS 352
- ECO/WS 130
- ENG 120
- EES 14
- ES 333
- HIS 12
- HIS 49
- HIS 107
- HIS/REL 157
- IR 10

Introduction to African Studies
Cultural Diversity in the Caribbean
Comparative Cultures
Anthropology of Globalization
Chinese Civilization
Understanding Contemporary China
Computers, the Internet and Society
Economics of Race and Gender
Literature from Developing Nations
Lands of the Midnight Sun
International Environmental Law & Policy
Survey of Europe Since 1648
History of Latin America
Technology and World History
Europe in the Age of Reformation
Introduction to World Politics
Global Studies

1. Proposed new course

GS 010 Introduction to Global Studies (4)

This course is the foundation class for the proposed revision to the Global Studies major.

The course examines the impact of an increasingly integrated world on individuals, communities, cultures, and nations, and brings faculty and students together in innovative explorations of globalization and social change.

Students will be introduced to a breadth of historical, critical and analytical perspectives on globalization. Specifically, globalization and social change are studied in the context of communication, media technology, culture, and identity, including considerations of language and religion. Students will also consider the relationship of globalization and social change in the context of history, political systems, international relations, and power, including considerations of economic systems and the environment.
Multidisciplinary to its core, the course will feature guest lectures by a variety of faculty members from different departments, programs, and colleges, as well as international figures and dignitaries. A primary purpose of the course will be to provide students with a wide range of theories, concepts, methods, and vocabularies for the consideration of globalization. (SS)

2. Instructional Mode

Face-to-face with online elements: 3 contact hours

3. Rationale for proposed new course

As noted, this course is the foundation class for the proposed revision of the Global Studies major. The course is designed to introduce students to interdisciplinary study of globalization and social change.

4. Academic impact on programs affected by new course

a. Is the proposed course to be cross-listed?

   Yes with Global Citizenship and Communication

b. Identify any known effects of the proposed new course on other programs.

   The course will be led by the director of Global Studies and requests will be made to other faculty and outside guests for lectures.

c. If there are known effects, affected programs must be consulted.

   Who was consulted? All participating faculty, department chairs, the Global Citizenship program, and the Dean of CAS were and will be consulted. In many cases, the faculty and chairs are and will be members of the initiative. All affected departments have pledged support for the initiative and the new course.

   Is the proposed new course acceptable to all affected? Yes.

   Will any changes be required in the affected programs? No.

   Does the proposed new course affect the University's commitment to diversity?

   Yes. The course and program should enhance our diversity efforts. Global Studies should attract students to the program – and to Lehigh – who want to increase their understanding of other peoples and cultures.
5. Resource impact

a. Provide impact statements in the four areas listed below:

1. Library impact statement.

No library impact is anticipated for this course. Faculty have long been ordering library materials on globalization and social change.


3. Faculty impact statement.

As stated above, the course will be led by the director of Global Studies and requests will be made to other faculty for guest lectures.

4. Facilities impact statement.

The course will require a classroom for its meeting. That should be the only impact on facilities.

b. Provide a statement indicating who will assume financial responsibility for any new resources.

Global Studies will have a College budget line and will assume financial responsibility for any new resources.

---

Global Studies

1. Proposed new course

GS 375 Senior Seminar in Global Studies (4)

This course focuses on advanced research and discussion of specialized subjects in Global Studies. The course will be taught on a rotating basis by members of the Global Studies initiative. Subject matter will vary from semester to semester and will often be geared to current international events. Students will work on individual, writing-intensive, semester-long research projects in Global Studies. Prerequisite: senior status and major in Global Studies. (SS)

2. Instructional Mode

Face-to-face with online elements: 3 contact hours
3. Rationale for proposed new course

This course will be the senior-level capstone research class for the proposed revision of the Global Studies major. The course is designed to allow students to pursue advanced study and research of globalization and social change with special emphasis on the interdisciplinary nature of the field.

4. Academic impact on programs affected by new course

d. **Is the proposed course to be cross-listed?**

No

e. **Identify any known effects of the proposed new course on other programs.**

The course will be taught by a rotating series of members of the Global Studies initiative

f. **If there are known effects, affected programs must be consulted.**

Who was consulted? All participating faculty, department chairs and the Dean of CAS will be consulted. In many cases, the faculty and chairs are and will be members of the initiative. All affected departments have pledged support for the initiative and the new course.

Is the proposed new course acceptable to all affected?

Yes.

Will any changes be required in the affected programs?

No.

Does the proposed new course affect the University’s commitment to diversity?

Yes. The courses (and initiative) should enhance our diversity efforts. Global Studies should attract students to the program – and to Lehigh – who want to increase their understanding of other peoples and cultures.

5. Resource impact

c. **Provide impact statements in the four areas listed below:**

5. Library impact statement.
No library impact is anticipated for this course. Faculty have long been ordering library materials on globalization and social change.

6. **Computer Impact statement.**

None.

7. **Faculty Impact statement.**

As stated above, the courses will be taught by a rotating group of faculty whose departments will be notified and are supportive.

8. **Facilities Impact statement.**

The courses will require a classroom. That should be the only impact on facilities.

d. **Provide a statement indicating who will assume financial responsibility for any new resources.**

Global Studies will have a College budget line and will assume financial responsibility for any new resources.
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: History

Contact person with e-mail/phone: Gail Cooper gco05@lehigh.edu, 758-4703

1. Courses added:
   HIST 170 (ASIA 170) Japan’s Meiji Restoration (4)
   Explores the revolutionary character of the political upheaval in 1868 that led to the fall of the ruling shogun and the dissolution of the elite samurai class. Examines both the causes of these major political and social changes, and their continuing impact upon Japanese culture and society (HU)

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):
   Cross-listed with Asian Studies (ASIA 70) Asian Studies director consulted

5. Rationales for changes:
   Increases Asian courses that satisfy undergraduate history major requirement in Asia, Africa, Latin America fields. Increases Japanese history courses for Asian Studies students in one of the two major tracks. Offers background in Japanese history for students planning to take HIST340.

6. Impacts on students already in the program (that could affect their ability to complete the program):
   Positive impacts on History and Asian Studies students by offering more choice.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   Positive impact on Asian Studies students. Asian Studies director consulted.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
   Can be offered once every two years with current faculty resources.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
Other courses taught will be rotated on a different basis; ad hoc adjustments as needed. Asian Studies director consulted.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): Course is not out of the ordinary; requires nothing additional in any of the categories. There will be no noticeable impacts.

COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: History

Contact person with e-mail/phone: Michael Baylor, mb2@lehigh.edu, 758-3360

1. Courses added:

2. Courses dropped:
   Hist 347, Russia to 1855
   Hist 348, Russia since 1855

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:
   Courses have not been offered in recent years to lack of qualified instructor; resources do not exist for adding a qualified instructor. Registrar has requested such courses be dropped.

6. Impacts on students already in the program (that could affect their ability to complete the program):
   Since the courses have not been offered in recent years, their visibility to students is nil. It is not required for the major. Student interest in the courses has been nil. Hence the impacts are nil.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   Since the courses have not been offered in recent years, their visibility to students and other departments and programs is nil. Hence the impacts are nil.
8. **Impacts on faculty resources in your program** (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc): Since courses have not been offered, they have consumed no faculty resources. Their disappearance thus can affect nothing. Hence the impacts are nil.

9. **Impacts on faculty resources in other programs or departments** (including enrollments, cross-listings, etc. Have the other departments been consulted?): The courses have involved no other program or department. Thus they have consumed no faculty resources. Their disappearance thus can affect nothing. Hence the impacts are nil.

10. **Impacts on other university resources** (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): Since courses have not been offered, they have consumed no university resources. Their disappearance can thus affect nothing. Hence the impacts are nil.
CAS Program Change Proposal


Submitting department/program:

International Relations

Contact person with e-mail/phone: Henri Barkey, bj2, x3384; Rajan Menon, rm04 x3386

1. Description of proposed program change (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major or changes in requirements for completion of a major or minor)

Change in requirements for major.

Major in International Relations

The major consists of eleven courses for a total of 44 credits. The courses required are:

Introductory courses (two courses, 8 credits)

IR 10 Introduction to World Politics (4)
Eco 1 Principles of Economics (4)

Core courses (four courses, one from each functional group, 16 credits)

<table>
<thead>
<tr>
<th>Functional Group</th>
<th>Approved Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Relations Theory</td>
<td>IR 105: Theories of International Relations (4)</td>
</tr>
<tr>
<td>International Political Economy</td>
<td>IR 125: International Political Economy (4)</td>
</tr>
<tr>
<td>International Governance</td>
<td>IR 242: International Law (4) or IR 245: International Organization (4)</td>
</tr>
</tbody>
</table>

Advanced courses (two or more courses, 8 credits)

Any IR course numbered 301-399 and 393
Electives (12 credits).

Any IR courses other than IR 1[xxxx], 90, 388, or 391. Core or advanced courses beyond the minimum requirements may be counted as electives. Certain courses offered by other departments may also qualify. See the Department of International Relations for a complete list.

WE INTEND to move, as new hires or changes in faculty teaching interests permit, toward offering a choice of courses in each of the four core intermediate areas listed above - Political Economy, Security, Governance, and IR Theory - although initially we are able to offer such choice only in Governance.

ADDITIONAL CHANGE 01/15/2007: The range of numbers for advanced courses has been changed from "300 to 387" to "301 to 387." This corrects an error; we neglected the fact that Apprentice Teaching, which we do not count as an advanced course, is required to be numbered 300.

NO CHANGE in IR minor.

2. Rationale:

Changes in the world, the discipline, and in faculty resources since the last full overhaul of the major roughly 10 years ago.

3. Impacts on students already in the program (that could affect their ability to complete the program):

None. No required course now required will be eliminated.

The number of credits required of future students to complete the major will increase by 4. Consultation with current and recent students indicates that this will not likely present a problem for future IR majors, many of whom already take more than the required minimum.

4. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

None on Global Studies or Peace Studies. None that we know of on any other program.
5. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs etc.):

None. Will be staffed by current faculty plus new hire scheduled to come on board in Fall 2007. The revised major does not, however, restrict hiring options; there is no specific course that the new hire must teach in order to staff the revised major.

6. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings etc. Have the other departments been consulted?):

None.

7. Impacts on other university resources (staff, facilities, library and computing resources etc. Have the affected units been consulted?):

None.
CAS Course Change Proposal

Submitting department/program:

International Relations

Contact person with e-mail/phone:

Henri Barkey hjb2, x83384; Rajan Menon rm04, x3386.

1. Courses added:


IR 339/ES 339/439 Global Security and the Environment. This course examines the links between international security and the environment. Topics include the effects of military actions on the environment; the environment contributing to international conflict; environmental conditions as security issues; the relationship between public health and security; bioterrorism, ecoterrorism, and biological threats; environmental remediation and conflict resolution. Briggs. (4)

2. Courses dropped:

None.

3. Changes in course descriptions, titles, or numbers:


IR 334. Prospects for Peace in the 21st Century (4)
4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?)


We have consulted ES.

5. Rationales for changes:

IR 235 is needed as part of the revised International Relations major.

The numbers IR 105, IR 242, and IR 246 are intended to indicate to students preferred sequencing of courses.

IR 334 is evolving with world events and will also be altered to distinguish it further from IR 235.

IR 333 and 339 are new senior seminars made possible by new faculty (John Gillroy last year and Chad Briggs this year).

6. Impacts on students already in the program (that could affect their ability to complete the program):

None.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?)

Global Studies and Peace Studies may have to adjust course numbers in their program requirements to match our changes. Waiting on confirmation from Barkey on GS. PS
has been consulted.

8. **Impacts on faculty resources in your program** (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):

Will be taught by existing faculty. One or two courses now taught as electives may be shifted to alternate years (e.g. IR 34 or IR 36).

9. **Impacts on faculty resources in other programs or departments** (including enrollments, cross-listings, etc. Have the other departments been consulted?):

Number changes will affect Global Studies and Peace Studies catalogue copy. PS has been consulted.

10. **Impacts on other university resources** (staff, facilities, library and computing resources, etc. Have the affected units been consulted?)

None.
CAS Program Change Proposal


Submitting department/program: International Relations

Contact person with e-mail/phone: Chad Briggs, chb206@lehigh.edu/758-3388

1. Description of proposed program change (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major, or changes in requirements for completion of a major or minor):

New minor in International Environmental Politics. 20 credits, with IR 10 required and 3 electives (including one 300-level course) to be taken from a list of approved eligible courses within the Dept. of International Relations.

2. Rationale:

In collaboration with overall changes in undergraduate curriculum in International Relations, new expertise within the department (John Girroy, Chad Briggs) and other interested faculty have made available courses with an environmental focus. A new minor in international environmental politics would provide undergraduates with the ability to focus studies in this area in conjunction with an existing major.

3. Impacts on students already in the program (that could affect their ability to complete the program):

None

4. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted):

At the present time, the only other courses eligible for the minor would be taught by Brenna Holland in Political Science who has been consulted and will teach such classes in coordination with both IR and EI.

5. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs, etc.):

The minor will add small but manageable demands upon course enrollments, but such courses currently have smaller enrollments and the minor could act as a valuable incentive for participation. All eligible courses under the minor have already agreed to be taught as
part of major requirements or a future MA program. No new courses will be added for the minor.

6. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings etc. Have the other departments been consulted?):

As stated above, both the Environmental Initiative and Political Science have been consulted and involved in such considerations. If courses in other departments are later added to the list of eligible classes, such instructors and departments will be consulted on a case-by-case basis.

7. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

No other impacts anticipated.
CAS Course Change Proposal


Submitting department/program: International Relations

Contact person with e-mail/phone: Chad Briggs, chb206@lehigh.edu/758-3388

1. Courses added:
   No new courses added to the curriculum. Eligible courses are listed with the Department of International Relations.

2. Courses dropped:
   None

3. Changes in course descriptions, titles, or numbers:
   none

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:

6. Impacts on students already in the program (that could affect their ability to complete the program):

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc):

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Jewish Studies

Contact person with e-mail/phone: Carolyn Hudaack, cmh4 8-4850


2. Courses dropped: None

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:
MLL Department created new courses for Jewish Studies minor.

6. Impacts on students already in the program (that could affect their ability to complete the program): Greater course selections for Jewish Studies minors

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
COURSE CHANGE FORM

Changes due November 15, 2006 REVISED Jan. 25, 2007

Submitting department/program: Journalism and Communication

Contact person with e-mail/phone: Walter W. Trimble/ x4456/
valwy.trimble@lehigh.edu

1. Courses dropped
   None

2. Courses added

Jour. 166. Beyond Google — Internet Research: Principles and Practice (4)
Students often turn first to the Internet for research. Yet they often are unaware of
the promise and pitfalls of Internet research. This course has three objectives: 1) Students will learn methods of identifying and locating resources on the Internet,
including resources not reached by traditional search engines; 2) Students will be
introduced to steps for the assessment and evaluation of information gathered
from the Internet; 3) Students will explore issues of access, privacy and other
legal and ethical questions that arise in Internet research. Lule (SS)

Rationale: This course has been offered for several years during summer
sessions with the experimental number of 198. This change will make it a
permanent course in the catalog. It will now also be offered during the
regular academic year from time to time, as resources permit.

3. Other changes

Change in credits

From:
Jour 13. Editing (2) every semester
Study of and practice in editing and rewriting stories for newspapers and
magazines; fact-checking; headline writing; ethics. Prerequisite: Jour 11 or Jour
123 Trimble, Olson. (ND)

To:
Jour 13. Editing (2-4) every semester
Study of and practice in editing and rewriting stories for newspapers and
magazines; fact-checking; headline writing; ethics. Prerequisite: Jour 11 or Jour
123 Trimble, Olson. (ND)

Rationale: This class is an increasingly important part of our required
curriculum. Over the past two years, the content of the course and student
workload have increased significantly. We currently have difficulty
teaching the class with its format of two 50-minute sessions per week and want to increase this to three 50-minute sessions per week to allow for an additional recitation. The change in credits is justified by the increase in meeting frequency and the addition of material covered. Students in Jour 198, Jour 199, Jour 210, and Jour 211 are expected to take Jour 13 Editing for 1 credit. Graduate major and minors will have the option to take Jour 13 Editing for 2 credits in a reduced workload.

From:
**JOUR 325, Seminar in Journalism and Communication Issues (4)**
A seminar focusing on contemporary issues and problems facing the mass media. Topics vary. Prerequisite: nine hours in journalism or communication or consent of the department chair. (ND)

To:
**JOUR 325, Seminar in Journalism and Communication Issues (3-4)**
A seminar focusing on contemporary issues and problems facing the mass media. Topics vary. Taken by seniors for 4 credits and graduate students for 3 credits. Prerequisite: nine hours in journalism or communication or consent of the department chair. (ND)

**Rationale:** Graduate students occasionally request to take this seminar and there needs to be a mechanism for them to roster it for 3 credits instead of 4.

**Impacts of course changes:** There will be no impact in renumbering Jour 198 to Jour 166, or in changing the credits for Jour 325 from 4 to 3-4.

Increasing the number of credits in Jour 13 will have some effects, all of them manageable:

1. **Impacts on students already in the program:** It will increase the number of hours required for the Journalism major from 36 to 38, and for the Journalism/Science Writing major from 34 to 36. Both of these numbers are well within the range required in other majors in the college. Students who matriculate to Lehigh beginning Fall 2007 will be expected to take Jour 13 Editing for 4 credits. Grandfathered majors and minors will have the option to take Jour 13 Editing for 2 credits in a reduced workload.

2. **Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs). Have the affected departments been consulted?**: Jour 13 is not required by any programs external to our department.

3. **Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):** The change will require additional teaching resources. Three two-credit sections per year are currently being offered to service all our majors and minors, so the impact is to require an increase of six teaching credits, or 1.5
classes per year. The department has the flexibility to offset this change by shifting the frequency of other courses in its curriculum, and/or by reallocating some of its permanent adjunct funding.

4. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): No impact.

5. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): No impact

---

**CAS PROGRAM CHANGE FORM**

Changes due November 15, 2006

Submitting department/program: Journalism and Communication

Contact person with e-mail/phone: Walter W. Trimble/ x4456/ wally.trimble@lehigh.edu

Curriculum Change in Journalism Major:

FROM:

*Journalism Major*

**Core courses**

JOUR 1 Brown & White (1)
JOUR 2 Brown & White (1)
JOUR 3 Brown & White (1)
JOUR 4 Brown & White (1)
JOUR 11 News Writing (4)
JOUR 13 Editing (2)
JOUR 14 Publication Design (2)
JOUR 122 Media Ethics & Law (4)

**Advanced courses**

JOUR 211 Reporting (4) (junior writing intensive requirement)

or

JOUR 212 Feature Writing (4) (junior writing intensive requirement)

or

JOUR 218 Freelance Writing (4) (junior writing intensive requirement)

JOUR 361 Internship (4)

Senior Seminar Journalism or Communication course at 300 level (4)

**Required Electives**

Two additional Journalism or Communication courses: one of them at the 200 level or above (8)
Total credits: 36

Collateral Requirements
Students must also complete an academic minor or another major with a minimum of 16 credits

Required math course.
Understanding statistical information has become extremely important in modern society. Math 12, Basic Statistics, is required for students taking a journalism or science writing major. Students should take Math 12 to fulfill the college's distribution requirement. Eco 145, Statistical Methods, is an acceptable alternative. For journalism/science writing double majors, calculus will be considered as a substitute for statistics.

To:

*Journalism Major*

Core courses
JOUR 1 Brown & White (1)
JOUR 2 Brown & White (1)
JOUR 3 Brown & White (1)
JOUR 4 Brown & White (1)
JOUR 11 News Writing (4)
JOUR 13 Editing (4)
JOUR 14 Publication Design (2)
JOUR 122 Media Ethics & Law (4)

Advanced courses
JOUR 211 Reporting (4) (junior writing intensive requirement)
or
JOUR 212 Feature Writing (4) (junior writing intensive requirement)
or
JOUR 218 Freelance Writing (4) (junior writing intensive requirement)
JOUR 361 Internship (4)
Senior Seminar Journalism or Communication course at 300 level (4)

Required Electives
Two additional Journalism or Communication courses; one of them at the 200 level or above (8)

Total credits: 38

Collateral Requirements
Students must also complete an academic minor or another major with a minimum of 16 credits
Required math course.
Understanding statistical information has become extremely important in modern society. Math 12, Basic Statistics, is required for students taking a journalism or science writing major. Students should take Math 12 to fulfill the college's distribution requirement. Eco 145, Statistical Methods, is an acceptable alternative. For journalism/science writing double majors, calculus will be considered as a substitute for statistics.

**Rationale:** As noted above under course changes, the increase in credits for Jour 13 Editing from 2 to 4 will strengthen this important course in our curriculum.

**Impacts of course changes:** Increasing the number of credits in Jour 13 will have some effects on the Journalism major; all of them manageable:

1. **Impacts on students already in the program:** It will increase the number of hours required for the Journalism major from 36 to 38. This number is well within the range required in other majors in the college. Students who matriculate to Lehigh beginning fall 2007 will be expected to take Jour 13 Editing for 4 credits. Grandfathered majors will have the option to take Jour 13 Editing for 2 credits at a reduced workload.

2. **Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):** Jour 13 is not required by any programs external to our department.

3. **Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):** The change will require additional teaching resources. Three two-credit sections per year are currently being offered to service all our majors and minors, so the impact is to require an increase of six teaching credits, or 1.5 classes per year. The department has the flexibility to offset this change by shifting the frequency of other courses in its curriculum, and/or by reallocating some of its permanent adjunct funding.

4. **Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):** No impact.

5. **Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):** No impact.
Curriculum Change in Journalism/Science Writing Major:

From:

*Journalism/Science Writing Major*

**Core courses**
- Jour 1 Brown and White (1)
- Jour 2 Brown and White (1) or
- Jour 231 Science Writing Practicum (1)
- Jour 123 or 311 Basic Science and Technical Writing (4) or
- Jour 11 News Writing (4)
- Jour 13 Editing (2)
- Jour 14 Publication Design (2)
- Jour 211 Reporting (4)

**Advanced Courses**
- Jour/STS 124 Politics of Science (4)
- Jour/ES 125 Environment, the Public and the Mass Media (4)
- Jour/STS 323 Controversies (4) or
- Senior seminar Journalism or Communication course at 300 level (4)
- Jour 361 Internship (4)

**Required Elective**
- One additional Journalism or Communication course (4)

**Total credits:** 34

**Collateral Requirements**
Students must also complete 16 credits in science for the journalism/science writing major.

**Required science courses.** A minimum of 16 credits in the physical, biological, environmental or social sciences or engineering is required. These hours can be concentrated in any one area or distributed among all five areas, although an area concentration is recommended. Dual majors in journalism/science writing and a science are encouraged. Science courses should be chosen in consultation with the major adviser.

**Science writing field research program.** Available to science, environmental and technical writing students at the junior or senior level, this program provides practical experience in scientific research and science writing for students who work on and write about research projects directed by university scientists and engineers. Another segment of the program allows students to attend major scientific meetings as fully accredited science reporters. Students observe professional science writers in action and write their own stories about the scientific sessions and press conferences held at the meetings.
To:

Journalism/Science Writing Major

Core courses
Jour 1 Brown and White (1)
Jour 2 Brown and White (1) or
Jour 231 Science Writing Practicum (1)
Jour 123 or 311 Basic Science and Technical Writing (4) or
Jour 11 News Writing (4)
Jour 13 Editing (4)
Jour 14 Publication Design (2)
Jour 211 Reporting (4)

Advanced Courses
Jour/STS 124 Politics of Science (4)
Jour/ES 125 Environment, the Public and the Mass Media (4)
Jour/STS 323 Controversies (4) or
Senior seminar Journalism or Communication course at 300 level (4)
Jour 361 Internship (4)

Required Elective
One additional Journalism or Communication course. (4)

Total credits: 36

Collateral Requirements
Students must also complete 15-16 hours in the sciences for the Journalism/Science Writing major.

Required science courses. A minimum of 15-16 credits in the physical, biological environmental or social sciences or engineering is required. These hours can be concentrated in any one area or distributed among all five areas, although an area concentration is recommended. Dual majors in journalism/science writing and a science are encouraged. Science courses should be chosen in consultation with the major advisor.

Science writing field research program. Available to science, environmental and technical writing students at the junior or senior level, this program provides practical experience in scientific research and science writing for students who work on and write about research projects directed by university scientists and engineers. Another segment of the program allows students to attend major scientific meetings as fully accredited science reporters. Students observe professional science writers in action and write their own stories about the scientific sessions and press conferences held at the meetings.
Rationale: As noted above under course changes, the increase in credits for Jour 13 Editing from 2 to 4 will strengthen this important course in our curriculum. Students who matriculate to Lehigh beginning Fall 2007 will be expected to take Jour 13 Editing for 4 credits. Underclassmen majors will have the option to take Jour 13 Editing for 2 credits and a reduced workload. The change to require 15-16 credits of science courses as collateral requirements instead of the former 16 hours of science credits is necessary to accommodate the many new 3-credit EES courses.

Impacts of course changes: Increasing the number of credits in Jour 13 will have some effects on the Journalism/Science Writing major. All of them manageable:

1. Impacts on students already in the program: It will increase the number of hours required for the Journalism/Science Writing major from 34 to 36. This number is well within the range required in other majors in the college. Students who matriculate to Lehigh beginning Fall 2007 will be expected to take Jour 13 Editing for 4 credits. Underclassmen majors will have the option to take Jour 13 Editing for 2 credits and a reduced workload.

2. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?): Jour 13 is not required by any programs external to our department.

3. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.): The change will require additional teaching resources. Three two-credit sections per year are currently being offered to service all our majors and minors. So the impact is to require an increase of six teaching credits, or 15 classes per year. The department has the flexibility to offset this change by shifting the frequency of other courses in its curriculum, and/or by reallocating some of its permanent adjunct funding.

4. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): No impact.

5. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): No impact.
Curriculum Change for Journalism Minor

From:

Journalism Minor
Students who wish to declare a minor program in journalism must be majors in another discipline and take the following:

JOUR 1-2    Brown and White (2)
JOUR 11     News Writing (4)
JOUR 13     Editing (2)
JOUR 14     Publication Design (2)
JOUR 211    Reporting (4)

or

JOUR 212    Feature Writing (4)

Or

JOUR 218    Freelance Writing (4)

One other Journalism course at or above the 100 level (4)
Total credits: (18)

To:

Journalism Minor
Students who wish to declare a minor program in journalism must be majors in another discipline and take the following:

JOUR 1-2    Brown and White (2)
JOUR 11     News Writing (4)
JOUR 13     Editing (4)
JOUR 211    Reporting (4)

or

JOUR 212    Feature Writing (4)

Or

JOUR 218    Freelance Writing (4)

One other Journalism course at or above the 100 level (4)
Total credits: (18)

Rationale: As noted above under course changes, the increase in credits for Jour 13 Editing from 2 to 4 will strengthen this important course in our curriculum. Dropping the requirement for Jour 14 Publication Design from the minor will take some pressure off of that course and keep the number of credits for the minor at 18. Students who matriculate to Lehigh beginning Fall 2007 will be expected to take Jour 13 Editing for 4 credits and follow the new minor. Grandfathered minors will have the option to take Jour 13 Editing for 2 credits at a reduced workload, or to connect to the new minor.
**Impacts of course changes:** Increasing the number of credits in Jour 13 will have some effects, all of them manageable:

1. **Impacts on students already in the program:** Students who are entering or beginning Fall 2025 will be required to take Jour 13 offering 4 credits. Graduating students will have the following options: Take Jour 13 editing for 3 credits, take Jour 13 editing for 2 credits and transfer to the new minor.

2. **Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):** No impact. Jour 13 is not required by any programs external to our department.

3. **Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):** The change in credits for Jour 13 will require additional teaching resources. Three two-credit sections per year are currently being offered to service all our majors and minors, so the impact is to require an increase of six teaching credits, or 1.5 classes per year. The department has the flexibility to offset this change by shifting the frequency of other courses in its curriculum, and/or by reallocating some of its permanent adjunct funding.

4. **Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):** No impact.

5. **Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):** No impact.
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Mathematics

Contact person with e-mail/phone: Professor Steven H. Weintraub: X83717: shw2

1. Courses added:

Math 214 (Phil 214). Topics in Philosophical Logic (4)
The course materials are drawn from the many topics and figures in philosophical logic, widely construed, that are not covered by the other logic courses. Examples of such topics are the many systems of non-classical logic, truth theory, the impact of incompleteness and undecidability results on philosophy, and the foundational projects of many philosophers/mathematicians. The topic may also concern the work of a certain important figure in the history of philosophical logic.
Prerequisite: Permission of instructor. (MA)

Math 271. Readings (1-3) fall-spring
Study of a topic in mathematics under individual supervision. Intended for students with specific interests in areas not covered in the listed courses.
Prerequisite: Consent of the department chair. May be repeated for credit. (MA)

Math 343. Introduction to Cryptography (3-4)
Congruences, modular arithmetic, fast exponentiation, polynomials, matrices. Distinction between polynomial time (primality), Subexponential time (factoring) and fully Exponential computation (elliptic curves). Introduction to sieving and distributed Computation.
Prerequisite: Permission of instructor. (MA)

2. Courses dropped:

None

3. Changes in course descriptions, titles, or numbers:

Mathematics 51. Survey of Calculus I (4) fall
Limits. The derivative and applications to extrema, approximation, and related rates. Exponential and logarithm functions, growth and decay.
Integration. Trigonometric functions and related derivatives and integrals. (MA)

Mathematics 52. Survey of Calculus II (3) spring
Partial derivatives and extrema. Multiple integrals and applications.
Prerequisite: Math 21 or 31 or 51 (MA)

Math 303 (Phil 303). Mathematical Logic (3-4) fall
Detailed proofs are given for the basic mathematical results relating the
syntax and semantics of first-order logic (predicate logic); the Soundness and
Completeness (and Compactness) Theorems, followed by a brief exposition
of the celebrated limitative results of Gödel, Turing, and Church on
incompleteness and undecidability. The material is conceptually rigorous
and mathematically mature; the necessary background is a certain degree of
mathematical sophistication or a basic knowledge of symbolic logic.
Prerequisite: Permission of the instructor. (MA)

Math 304 (Phil 304). Axiomatic Set Theory (3-4) fall
A development of set theory from axioms; relations and functions; ordinal
and cardinal arithmetic; recursion theorem; axiom of choice; independence
questions.
Prerequisite: Permission of instructor. (MA)

Math 329 (Phil 329). Computability Theory (3-4) spring
Core development of classical computability theory: enumeration, index
and recursion theorems, various models of computation and Church's Thesis,
uncomputability results, introduction to reducibilities and their degrees (in
particular, Turing degrees, or degrees of uncomputability), computable
operators and their fixed points.
Prerequisite: Permission of instructor. (MA)

4. Cross-listings with other programs or departments added or dropped (Have the other
departments been consulted):

New cross-listings: Math 214/Phil 214 (new course),
Math 304/Phil 304,
Math 329/Phil 329

Philosophy department has been consulted.

5. Rationales for changes:

Math 51-52: This is an updated course description. Some topics have been
switched between Math 51 and Math 52 to make this sequence more closely
parallel the Math 21-22 sequence. The prerequisite for Math 51 has been dropped as the Calculus Readiness Assessment is now considered informational/diagnostic, rather than a score on this exam being a prerequisite (compare Math 21).

**Math 214/Phil 214:** This course will cover topics not treated elsewhere in the curriculum. It should be of interest to math and philosophy majors and also to students in cognitive science and theoretical computer science.

**Math 271:** The additional of this course will permit the department to offer reading courses at the junior level. This will greatly facilitate encouraging students to pursue topics that lead to undergraduate research projects.

**Math 303:** This is an updated courses description. The prerequisite has been made more appropriate.

**Math 304, 329:** The prerequisite has been made more appropriate in each case.

**Math 343:** This will diversify our offerings in algebra, number theory, and combinatorics and treat an area of great current interest in mathematics and computing and its applications.

6. **Impacts on students already in the program (that could affect their ability to complete the program):**

   No negative impacts.

   The new courses will give our majors new opportunities and add to the attractiveness of our program.

7. **Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):**

   No negative impacts.

   Departments whose majors take the Math 51-52 sequence have been consulted about the changes and they approve.

8. **Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc):**

   No significant impact.
Math 214/Phil 214 will be staffed by the philosophy department.

Math 271 will be offered on demand but will be small (as this course is individual readings)

Math 343 is applied number theory. Math 342, Number Theory, is currently offered every spring. We will offer Math 342 and Math 343 in alternate springs. (Note Math 343 is being offered as an experimental course for the second time in Spring '07.)

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

Math 214/Phil 214 is a joint proposal of the mathematics and philosophy departments, and the philosophy department has considered their resources in proposing it.

No other impacts.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

None.
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-FRENCH

Contact person with e-mail/phone:

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

FREN 302. Medieval French Stories (4)
Stories of love, death, revenge, murder, and mayhem. A selection of medieval French lais
and fabliaux, tragic and comic tales, in modern French translation. Some of the lais are
by Marie de France. Some lais and fabliaux are the source of subsequent French
romances, stories and plays, such as the Arthurian Romances. All are intriguing and are
the basis for the study of many types of characters and behaviors, themes and plots.

4. Cross-listings with other programs or departments added or dropped (Have the other
departments been consulted?):

5. Rationales for changes:
Course description change better describes course content.

6. Impacts on students already in the program (that could affect their ability to
complete the program):

None

7. Impacts on students pursuing majors or minors in other programs or departments
who are required to take courses in your department (that could affect their ability
to complete these programs. Have the affected departments been consulted?):

None

8. Impacts on faculty resources in your program (including class sizes, ability to offer
certain courses or their frequency, additional faculty or TA staffing needs, etc.):

None

9. Impacts on faculty resources in other programs or departments (including
enrollments, cross-listings, etc. Have the other departments been consulted?):

None

10. Impacts on other university resources (staff, facilities, library and computing
resources, etc. Have the affected units been consulted):

None
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-GERMAN
Contact person with e-mail/phone: Vera Stegmann, vss2, 85026

1. Courses added:

2. Courses dropped:
GERM 341. Applied Phonetics and Linguistics (4)

3. Changes in course descriptions, titles, or numbers:
GERM 320. Berlin: Transformations of a Metropolis
A literary and cultural history of Berlin from its foundation to the present. After a historical overview, we will focus on the modern period that covers the Weimar Republic, the Third Reich, the divided city of the postwar era, the fall of the wall, and the continuing process of redefining Berlin’s identity as Germany’s old and new capital.

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):
None.

5. Rationales for changes:
GERM 341. Course has not been recently taught, nor will it be taught again any time soon.
GERM 320. New title and description better describe course content.

6. Impacts on students already in the program (that could affect their ability to complete the program):
None.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
None.

10. Impacts on other university resources (staff, facilities, library and computing resources etc. Have the affected units been consulted?):
None.
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-HEBREW
Contact person with e-mail/phone: Bunnie Piltech  brp2  86065

1. Courses added:
HEBR 111 Hebrew Press I (3)
HEBR 112 Hebrew Press II (3)

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:
HEBR 111 Hebrew Press I (3)
Reading, discussion, and written reflections of Israeli culture and society from Hebrew print media and internet news sources. Taught in Hebrew. Prerequisite: Hebr 11 or 12; or advanced knowledge of Hebrew with consent of instructor. (HU)

HEBR 112 Hebrew Press II (3)
Continuation of Hebrew Press I. Reading, discussion, and written reflections of Israeli culture and society from Hebrew print media and internet news sources. Taught in Hebrew. Prerequisite: Hebrew Press I or consent of instructor

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):
None.

5. Rationales for changes:
Establish permanent course numbers.

6. Impacts on students already in the program (that could affect their ability to complete the program):
None.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
None.
10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
None
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-JAPANESE

Contact person with e-mail/phone: Kiri Lee, kj12, 84490

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:
   JPNS 145 Advanced Japanese Conversation and Culture I
   JPNS 146 Advanced Japanese Conversation and Culture II

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:
   Clarify that these are advanced courses.

6. Impacts on students already in the program (that could affect their ability to complete the program):
   None

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
   None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
   None.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
    None.
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-CHINESE
Contact person with e-mail/phone: Constance Cook, cac8, 83091

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?): Yes
Under MLL Courses and Courses Taught in English after Chinese listing:
MLL 073. (ASIA 073, GCP 073, WS 073) Film, Fiction, and Gender in Modern China (4)

5. Rationales for changes:
GCP 073. fits the course content.

6. Impacts on students already in the program (that could affect their ability to complete the program):
None

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
None.

8. Impacts on faculty resources in your program (including class sizes ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
None.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
None.
COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-MLL

Contact person with e-mail/phone: Vera Stegmann, vss2, 85026

1. Courses added:

2. Courses dropped:
   MLL 143. German Literature and Culture in Translation (4)
   MLL 320. Berlin: 1920s to the Present

3. Changes in course descriptions, titles, or numbers:

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

5. Rationales for changes:
   MLL 143. Course has not been recently taught, nor will it be taught again any time soon.
   MLL 320. Course is dropping the English component and will be taught entirely in German.

6. Impacts on students already in the program (that could affect their ability to complete the program):
   None

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete those programs. Have the affected departments been consulted?):
   None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):
   None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):
   None.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):
    None.


COURSE CHANGE FORM

Submitting department/program: MODERN LANGUAGES AND LITERATURE-Spanish

Contact person with e-mail/phone: Edurne Portela, mep8, 86064

1. Courses added:
SPAN 276. (LAS 276) Contemporary Literature of the Southern Cone (4)
This course focuses on the study of the literature of Argentina, Chile, and Uruguay from the beginning of the 20th Century to the present. The class is devoted both to analyze the works of the most important authors from the Southern Cone through different literary genres (drama, novel, short story, and poetry) as well as to study how these texts represent the cultural and historical particularities of the region. Special attention is paid to the unique contexts in which this literature is produced, particularly the periods of political instability and state violence and repression. Texts by Jorge Luis Borges, Pablo Neruda, Manuel Puig, Griselda Gambaro, Cristina Peri Rossi, and Antonio Skarmeta, among others, are studied. Also, historical and theoretical readings, films, and documentaries are used to supplement the literary texts. Portela.

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:
SPAN 211. Business Spanish (4)

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):
Yes, these courses are on the list for the LAS program and SPAN 275 and 346 are cross-listed with WS.

SPAN 275. (LAS 275, WS 275) Introduction to Hispanic Women Writers (4)
SPAN 345. (LAS 345) Testimonial Writing of the Hispanic World (4)
SPAN 346. (LAS 346, WS 346) Contemporary Hispanic Women Writers: The Novelists (4)

5. Rationales for changes:
New permanent number adopted from experimental class SPAN 297 (Fall 2006). This class reflects the area of expertise of professor teaching course.

SPAN 275, 345, and SPAN 346 are relevant for curriculum in LAS and WS

SPAN 211 "Business Spanish" better reflects course content

6. Impacts on students already in the program (that could affect their ability to complete the program):
None.
7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete these programs. Have the affected departments been consulted?): None.

8. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.): None.

9. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?): None.

10. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?): None.
COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Music

Contact person with e-mail/phone: Olga Jacoby—oj00 ext. 83835

1. Courses added: NA

2. Courses dropped: NA

3. Changes in course descriptions, titles, or numbers: Music 171 (1-2)

Rudiments of accompanying skills and practices. The course involves regular rehearsing
with an instrumentalist or vocalist, plus lessons and master classes. Various
accompanying topics will be covered, including orchestral reductions, realization of song
accompaniment plus melody, improvisation on chords, basic figured bass, as well as
differences between accompanying and chamber music skills. May be repeated for
credit. (HU)

4. Cross-listings with other programs or departments added or dropped (Have the other
departments been consulted?): NA

5. Rationales for changes: The change in description more accurately reflects the
complete content of the course. The change in credit was motivated by the experience
of teaching the course in the past. Assignments for the student accompanists in the
class vary greatly depending on their experience, facility, and time. The flexible
credit allows for that variability of commitment.