

# COMMITTEE ON CURRICULUM

April 24, 2014

254 Baker

## Meeting Minutes

**Voting members present at meeting:** Chatterjee, Daley, Hassett, Shannon (for President Wheeler), Vanucchi, Verostek, Wagner, Whitmore

**Non-Voting members and guests present at meeting:** Chandler, Newman, Sanford, Selfa

1. The meeting was called to order at 12:03 pm.
2. Approval of Minutes of March 26<sup>th</sup> meeting. The minutes from the March 26, 2014 meeting were approved unanimously as posted.
3. Announcements
  - a. There were no proposals currently posted for CoC and Faculty review
  - b. There are no proposals submitted for CoC completeness review. An overall comment was that there were fewer proposals this year, and those that came in were not slowed down by either the new process or faculty/committee review. If faculty wish to submit proposals over the summer they are free to do so, but since the Committee is not in a position to respond over the summer, review and approval will commence again in the Fall. Hassett noted that Chemistry may be submitting some proposals over the summer
  - c. Updates from the Dean are contained in section 4, below.
4. Old Business
  - a. Report on the process of aligning the ESF General Education course listings with that of SUNY. This item is a work in progress, and so remains on the agenda. Shannon stated that the ESF listing on the Provost's web page is up to date. He noted that the new SUNY dashboard system is cumbersome, and not accessible by all. Advisors in the Fall should know where to look for current information on General Education courses.
  - b. Report on the progress of compiling Special Topics descriptions. Daley distributed a draft of a proposed course description for \*296 that he and Chatterjee had been working on. The source for this work was an amalgam of descriptions put together by Shannon. Daley has been fine-tuning Shannon's document so as to provide a generic listing, to be used uniformly across all programs. He specifically added Summer as an option for offering a class. Wagner noted that since there is no reason why a 296 couldn't have a lab or field component, the blanket "X" responses under Health and Safety Considerations do not make sense. Daley pointed out that there is an instruction the form that health and safety considerations should be included on the course syllabus, but agreed that "TBD" should be entered on the generic form in the "Yes/No" columns in the section on Health and Safety Considerations. Hassett stated that for these generic courses, the format and methods should be consistent with the SUNY policy for credit/contact hours. Daley explained that the plan is to use the \*296 prototype to develop a \*496 course description, and then to expand this to

the graduate-level Special Topics course descriptions, which would include appropriate language for outcomes, etc. at the graduate level. Wagner asked if there will be specific Special Topics shared resource course descriptions (396/595, 496/796, etc.) He mentioned that, philosophically, 496/696 splits should never occur. Hassett pointed out that somewhere in the Committee minutes or approved policies there is a policy that all shared resource offerings of Special Topics courses should be approved by faculty. Newman was asked to look for this in the records. Discussion on this item will continue at a future date. A copy of the draft XXX296 course description, with revisions per the above discussion, is attached to these minutes.

- c. Progress on the establishment a college-wide study abroad special topics class. Shannon stated that this is still in progress
- d. Report on the revision of the Minor Enrollment Form to include the faculty contact for the minor. Shannon stated that this is still in progress.

## 5. New Business

### a. Proposals for Action (All)

- i. ENS 470 *Environmental Risk Assessment*, a new course. Chatterjee noted that the word "Fall" should be added at the end of the catalog description. General consensus was that the words "2 hrs office" should be deleted from section 3.1.6. Wagner had a concern that a statistics course was not included in the list of prerequisites, even though statistics is mentioned in the course content. Shannon noted that statistics is essential to the study of risk assessment and queried whether the students should have a statistics background. Daley thought that it may be that there is enough statistics covered within the course to render a statistics prerequisite unnecessary. On the other hand, if statistics is an ENS program requirement, the proposer may be assuming that this is covered. However, since the course is open to all students it should be made explicit that statistics is a prerequisite, if necessary. With regard to the prerequisites as submitted in this proposal, it was agreed that the list was too long and needs to be pared down, at least to the highest level in the prerequisite course sequence. In addition the listed prerequisites (section 3.1.7 of the proposal) should match those in the catalog description (section 3.6). With no further discussion, it was decided to return this proposal to the proposer to clarify the issue of the statistics prerequisite and to pare down the list of remaining prerequisites.
- ii. FOR 458/658 *Advanced GIS*, a new course. Some typos were noted and Newman was asked to revise the catalog description with these in mind. Even so, the catalog description was too long, especially for the graduate option of the course (FOR 658). With no further discussion, the course was provisionally accepted (unanimously) for approval with a request to the proposer to streamline the catalog description.

- iii. ERE 488 *Engineering Project Management*, a new course (new). Whitmore noted that this course demanded a lot for one credit. Daley stated that the course was constructed so as to spend 2-3 weeks on each topic. The material is currently covered in ERE 489, a 4-credit course, and the plan is to split off the material covered in ERE 488, revising ERE 489 to a 3-credit course. Chatterjee asked why the course is only open to ERE students, and Daley explained that the main focus is to prepare for ERE 489. Chatterjee asked that the wording "After successfully completing this course" be included in the preamble to the course outcomes. Approved unanimously without further discussion.
- iv. ERE 489 *Environmental Resources Engineering Planning and Design*, a course revision. Wagner expressed concern that this course, which has a lab component, has no health and safety considerations. Daley, while explaining that this is a design lab, agreed to a friendly amendment stating that computers will be the only equipment used. He will provide Newman with wording to cover this and possible field activities. Chatterjee had a question about institutional impact, and was assured that since this is a course revision, only the impact of the revision on institutional resources is required, and in this case there are none. Approved (with above changes) unanimously without further discussion.
- v. ERE 545 *Environmental Soil Physics*, a new course. Comments had been received by the proposer and noted. Wagner noted that the use of hand tools is covered appropriately by the section on Health and Safety Considerations. With no further discussion, the course was unanimously approved.
- vi. ERE 640 *Water Pollution Engineering*, a course revision. There was some concern that the Health and Safety Considerations section was not completed correctly. Daley explained that, since this is a course revision, the form would note any considerations invoked by the revision. Wagner asked if there is a difference between ERE 640 and ERE 440, and was assured by Daley that there was. Chatterjee noted that the complete course history was not included. Daley agreed to ask Tao to update the complete proposal, so that health and safety considerations, as well as the course history, would be explicit. The Committee agreed that in future a course revision should include the complete course. Approved unanimously with minor updates to the H&S and history sections.
- vii. ERE Curriculum Revision. Daley explained that this revision is to bring General Education requirement satisfaction into conformance with SUNY policy, to approve ERE 545 as an elective, and to ERE 488 as a new course. Unanimously recommended to be forwarded for Faculty Governance approval.
- viii. Environmental Studies Curriculum Revision. Whitmore noted some minor revisions. Newman was asked to make these changes before final

posting. With no further discussion, this proposal was unanimously recommended to be forwarded for Faculty Governance approval.

b. Other Action Items

- i Foreign Language General Education Requirement satisfaction. Daley had provided a list of current Syracuse University foreign language courses to be approved as satisfying ESF's General Education requirements. This had been posted for faculty review. No comments had been received from faculty. It was noted that any introductory foreign language course will satisfy General Education requirements. Chandler asked if it were necessary to add this as a category to the plan sheets, and, if so, does the plan sheet revision need to come through the committee. FNRM and ERE have both addressed this by curriculum revisions approved by the Committee. EFB has made plan sheet revisions without coming to the Committee. Daley explained that plan sheets need to be revised for all students, not just new students, and that amendments to plan sheets do not need to come through the committee. Sanford noted that Admissions will have to go through the records of all the transfer students to see if they have a foreign language credit and mark it off as a GenEd category. Some students have transferred and their foreign language credit was not transferred in. The Registrar stated that she will do this for current students if they ask. Sanford asked if advanced foreign language courses also qualify as General Education courses. Shannon confirmed this. The motion approving the attached listing of SU foreign language courses as satisfying General Education requirements was approved unanimously. A copy of this policy and the accompanying list of SU classes is attached to these minutes.

The meeting was adjourned at 1:13 pm. There will be no further meetings of the Committee on Curriculum during AY 2013-2014.

Summary of action items:

- Shannon will continue to work on aligning the ESF listing of General Education courses with that of SUNY.
- Newman will examine CoC/Col records for mention of the requirement that Special Topics shared resource classes be approved by faculty.
- Shannon will continue to work on the establishment a college-wide study abroad special topics class.
- Shannon will continue to work on the revision of the Minor Enrollment Form to include the faculty contact for the minor.
- Newman was asked to correct typos in FOR 458/658, ERE 488.
- Daley is to provide Newman with additional wording for ERE 489 and ask Tao for additional information for ERE 640.

## DETAILED COURSE DESCRIPTION

**COURSE:** XXX 296 – SPECIAL TOPICS IN (fill in the Approved Program Name)  
1-6 Credit Hours – Fall, Spring or Summer  
Variable format

### SCOPE:

*1. Level of Instruction:*

XXX 296 may address a variety of lower division undergraduate topics

*2. Content:*

This course is intended to serve as a vehicle for the development of new courses, or to provide limited offerings of contemporary topics. It provides faculty and students the opportunity to engage topics of current interest not covered by other existing or normalized course offerings.

*3. Relation to curriculum or to other ESF or Syracuse University courses:*

XXX 296 is typically an elective course, though it may fulfill curricular requirements on a limited basis and with permission of a program chair. This course is typically open to all disciplines at ESF and SU. A course syllabus will be developed and submitted in accordance with the SUNY ESF Grading Policy. The syllabus will contain the information required by the policy and will define the credit hours, level of instruction, content, learning objectives and methods. XXX 296 Special Topics for a particular subject will be offered a limited number of times in accordance with College academic policy.

### OBJECTIVES:

Learning objectives and outcomes will vary depending upon the topic. Learning outcomes will typically be associated with students' acquisition of lower division (i.e., introductory) knowledge and skills related to appropriate topical matter. Learning objectives will consider three domains of learning (cognitive, affective and psychomotor). Statements of learning objectives may be based on Bloom (1956) or similar taxonomy. Outcomes of XXX296 courses will generally correlate to Knowledge, Comprehension and Application.

### INSTRUCTIONAL FORMAT AND METHODS:

The format and methods will vary with the specific topic and contact time. It is expected that the format and methods will be consistent with the designation as a lower division course. Credit load and contact hours will be consistent with SUNY policy.

### INSTITUTIONAL RESOURCES REQUIRED (INSTITUTIONAL IMPACT):

Institutional impact of any particular incarnation of XXX 296 is unknown. Program or department chairs will be responsible for ensuring that resources are made available to support the course prior to its delivery. As the rationale for using the special topics course designation is to assess the need for and impact of new coursework, long-term institutional impacts will be identified in a formal course proposal if one is warranted.

**HEALTH AND SAFETY CONSIDERATIONS:**

**Health and Safety Considerations to be determined prior to implementation**

**Are these conditions or situations associated with the course? YES NO**

**1. Will substances with any of the following properties be used during instruction:**

flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?

**2. Will any physical hazards be present during instruction?**

(e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).

**3. Will any biological hazards be present during instruction?**

(e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).

**4. Will any radiation hazards be present during instruction?**

(e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).

**5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction?**

(Give considerable thought to electrical use outdoors, or any potentially wet location.).

**6. Will there be any personal safety issues related to the class?**

(e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).

**7. Will any students be driving official State or research sponsored land or water vehicles during any class or instructional exercise?**

**8. Will any type of personal protective equipment be necessary during class exercises?**

(e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)

*Health and Safety Considerations will be identified and addressed in the course syllabus for courses involving transportation, or laboratory or field-based instruction.*

**CATALOG DESCRIPTION:**

**XXX 296 – Special Topics in XXXXX**

**1-6 credit hours**

Variable format and number of hours per week. Various special topics of current interest to lower division undergraduate students in XXXXX and related fields. Offered irregularly in Fall, Spring or Summer

**COURSE HISTORY:**

This course is a new course listing. Approved by Faculty Action xx/xx/14.

**From:** Doug Daley  
Chair, Committee on Curriculum  
**Date:** April 11, 2014  
**Re:** Satisfaction of GER requirements – Foreign Language

The Committee on Curriculum is reviewing a proposal to increase the number of opportunities for ESF students to satisfy General Education Requirements (GER). Under current SUNY policy, students must complete 30 credit hours of course work in seven of ten general education areas. Foreign Language is one of those ten areas. Since SUNY ESF does not offer any foreign language courses, the proposal seeks to recognize foreign language courses at Syracuse University as meeting the GER. Since the College has an Accessory Instruction policy to limit the number of Syracuse University credits that a student can take, this approach provides a balance amongst the SUNY GER, program needs and student demand for an expanded repertoire of General Education elective courses. Additionally, recognition of foreign language courses improves student transferability amongst SUNY institutions and reduces paperwork associated with petitions.

The courses in the attached file were identified based on the SUNY GER for Foreign Language (follows). A review of offerings at other SUNY institutions revealed similar offerings have been approved.

#### 9. FOREIGN LANGUAGE

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

*The first college semester, or above, of a foreign language constitutes an approvable course in this category.*

*It is acknowledged that campuses have widely differing practices and available resources for the assessment of foreign language preparation. Previously acquired language competence may be determined by a standard measure selected or developed by the relevant faculty and should demonstrate the student's readiness to enter the second college semester of foreign language study. In the case of the Regents Exam, this would mean passing Checkpoint B with a score of 85 or above. Use of the Regents Exam for this purpose is at the discretion of the campus. Many campuses have, and are encouraged to have, language requirements that go beyond the minimum established by the Board resolution.*

*American Sign Language may be used to satisfy this category only by students in the following programs:*

- *programs leading to certification in elementary and secondary education;*
- *programs leading to careers where there is likely to be significant contact with the hearing impaired.*

# Syracuse University Foreign Language offerings

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## Arabic course descriptions:

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### **ARB 101: Arabic I (4 Credits) Offered fall semester every year**

Proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Arabic.

### **ARB 102: Arabic II (4 Credits) Offered spring semester every year**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Arabic.

*PREREQ: ARB 101 or instructor's approval*

### **ARB 201: Arabic III (4 Credits) Offered fall semester every year**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Arabic.

*PREREQ: ARB 102 or instructor's approval*

### **ARB 202: Arabic IV (4 Credits) Offered spring semester every year**

Continuing proficiency-based course, which further refines and expands linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. Conducted in Arabic.

*PREREQ: ARB 201 or instructor's approval*

### **ARB 301: Arabic V (3 Credits) Offered fall semester every year**

Continuing proficiency-based Arabic language course which focuses on more advanced levels of proficiency in reading, speaking, writing, and listening. Conducted in Arabic.

*PREREQ: ARB 202 or instructor's approval*

### **ARB 302: Arabic VI (3 Credits) Offered spring semester every year**

Continuing proficiency-based Arabic language course which focuses on more advanced levels of proficiency in reading, speaking, writing, and listening. Conducted in Arabic.

*PREREQ: ARB 301 or instructor's approval*

## Chinese Course Descriptions

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### **CHI 101: Chinese I (4 credits) fall semester only**

Introductory proficiency course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Chinese. For students with no prior experience in Chinese.

### **CHI 102: Chinese II (4 credits) spring semester only**

Continuing proficiency-based course which develops communicative speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Chinese. Prereq: CHI 101 or admission by placement testing.



### **CHI 200 Conversation Practice (1 credit) fall and spring semesters**

### **CHI 201 Chinese III (4 credits) fall semester only**

Continuing proficiency-based course which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Chinese. Prereq: CHI 102 or admission by placement testing.

### **CHI 202 Chinese IV (4 credits) spring semester only**

Continuing proficiency-based course which further refines and expands linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as bases for the expression and interpretation of meaning. Conducted in Chinese. Prereq: CHI 201 or admission by placement testing.

### **CHI 300 Reading Practice Section (1 credit) fall and spring**

### **CHI 300 Writing Practice Section (1 credit) fall and spring**

### **CHI 300 Chinese for Heritage Speakers (4 credits) fall and spring**

This course is for students that are comfortable with Chinese in speaking and listening, but have little background in writing and reading, and who also want a more formal and complete knowledge of Chinese. This course is accordingly taught mostly in Chinese, and covers the written language, grammar, and literature; as well as Chinese culture and customs. Prereq: permission of Instructor.

### **CHI 301 Chinese V (3 credits) fall semester only**

Fifth in the sequence of continuing proficiency-based courses that refine and expand previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Chinese. Prerequisite: CHI 202 or admission by placement testing.

### **CHI 302 Chinese VI (3 credits) spring semester only**

Sixth in the sequence of continuing proficiency-based courses that refine and expand previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Chinese. Prerequisite: CHI 301 or admission by placement testing.

## **French Course Descriptions**

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### **FRE 101 French I (4 credits) Offered every year**

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in French. No prior experience or admission by placement testing.

### **FRE 102 French II (4 credits) Offered each semester**

Continuing proficiency-based course which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in French. Prereq: FRE 101 or admission by placement testing.

### **FRE 201 French III (4 credits) Offered each semester**

Continuing proficiency-based course which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in French. Prereq: FRE 102 or admission by placement testing.

### **FRE 202 French IV (4 credits) Offered each semester**

Continuing proficiency-based course which focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in French. Prereq: FRE 201 or admission by placement testing

**. FRE 210 Intermediate Oral Practice (1 credit each) Offered each semester**

Additional practice for students in FRE 201 or above. Attention confined to the spoken language. Weekly discussion of a variety of topics in French. Prereq: FRE 102 or equivalent. Repeatability: R.

**FRE 301 French Grammar and Composition (3 credits) Offered Spring 2012**

The goal of Grammar and Composition is two-fold: to provide students with a revision of grammatical structures and usages, with special emphasis on complex grammatical concepts; and to put this grammar into practice through a variety of oral and written exercises. Prerequisite: French 202 or equivalent.

**FRE 302 French Phonetics and Conversation (3 credits)**

Study of French pronunciation, the phonetic alphabet, and phonology. Conversational practice based upon selected aspects of French life and culture. Conducted in French. Prereq: FRE 202 or equivalent.

## **German Course Descriptions**

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**GER 101 German I (4 credits) (fall semester only)**

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in German. No prior experience or admission by placement testing.

**GER 102 German II (4 credits) (spring semester only)**

Continuing proficiency-based course which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in German. Prereq: GER 101 or admission by placement testing.

**GER 201 German III (4 credits) (fall semester only)**

Continuing proficiency-based course which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in German. Prereq: GER 102 or admission by placement testing.

**GER 202 German IV (4 credits) (spring semester only)**

Continuing proficiency-based course which focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in German. Prereq: GER 201 or admission by placement testing.

## **Greek Course Descriptions**

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**GRE 101 Ancient Greek I (4 credits) fall semester only, every year**

Introductory reading-based course, in which students will learn the basics of Ancient Greek word formation and syntax, with the goal of reading and understanding authentic Ancient Greek texts. Activities are conducted primarily in English. No prior knowledge of Greek required.

**GRE 102 Ancient Greek II (4 credits) spring semester only, every year**

Continuing reading-based course, which further develops students' knowledge of Ancient Greek word formation and syntax, with the goal of reading and understanding authentic Ancient Greek texts. Activities are conducted primarily in English. Prereq.: GRE 101 or permission of the instructor.

**GRE 201 Greek III (4 credits) fall semester only, every year**

Continuing reading-based course, in which students will complete their study of word formation and syntax and begin more extensive reading of authentic Ancient Greek texts. Activities are conducted primarily in English. Prereq: GRE 102 or permission of the instructor.

## Hebrew Course Descriptions

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### **HEB 101: Hebrew I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Hebrew. No prior knowledge of Hebrew required.

### **HEB 102: Hebrew II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Hebrew. Prereq.: HEB 101 or placement testing.

### **HEB 201 Hebrew III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Hebrew. Prereq.: HEB 102 or placement testing.

### **HEB 202 Hebrew IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. Conducted in Hebrew. Prereq.: HEB 201 or placement testing.

### **HEB 301: Advanced Hebrew I (3 credits) offered every fall**

Hebrew literature in the original, ranging from the Bible to contemporary fiction, including 19th-century works such as Hasidic tales and Enlightenment satires.

*Repeatable 1 time, 6 credits maximum*

### **HEB 303: Advanced Hebrew II (3 credits) offered in odd years**

Continuation of HEB 301, using more advanced texts

## Hindi Course Descriptions

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### **HIN 101: Hindi-Urdu I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Hindi. No prior knowledge needed

### **HIN 102: Hindi-Urdu II (4 credits) spring semester only;**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Hindi. Prereq.: HIN 101

### **HIN 201 Hindi-Urdu III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Hindi. Prereq.: HIN 102

### **HIN 202 Hindi-Urdu IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing in culturally authentic contexts.

## **Italian Course Descriptions**

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### **ITA 101 Italian I (4Y)**

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Italian. No prior experience or admission by placement testing.

### **ITA 102 Italian II (4Y)**

Continuing proficiency-based course which develops communicative abilities in speaking, listening, reading,

### **ITA 200 Selected Topics in Italian (1-3IR)**

Oral proficiency-based courses on varied topics.

### **ITA 201 Italian III (4Y)**

Continuing proficiency-based course which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Italian. Prereq: ITA 102 or admission by placement testing.

### **ITA 202 Italian IV (4Y)**

Continuing proficiency-based course which focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in Italian. Prereq: ITA 201 or admission by placement testing.

### **ITA 325 Advanced Language Usage (3Y)**

Furtheres the mastery of Italian through selected readings, targeted discussion, and weekly compositions. Prereq: ITA 202.

### **ITA 326 Advanced Language Usage (3Y)**

Continuation of ITA 325, emphasizing literary texts and films. Prereq: ITA 202, 325.

## **Japanese Course Descriptions**

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### **JPS 101: Japanese I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Japanese. No prior experience or admission by placement testing.

### **JPS 102: Japanese II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Japanese. Prereq: JPS 101 or admission by placement testing.

### **JPS 201 Japanese III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Japanese. Prereq.: JPS 102 or admission by placement testing.

### **JPS 202 (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Japanese. Prereq.: JPS 201 or admission by placement testing.

### **JPS 301 Japanese V (3 credits) fall semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Japanese. Prereq.: JPS 202 or admission by placement testing.

### **JPS 302 Japanese VI (3 credits) spring semester only**

Work in reading, comprehension, oral, and written composition, structure and usage at the intermediate level. Prereq.: RUS 301 or permission of the instructor.

## **Korean Course Descriptions**

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### **KOR 101 Korean I (4 credits) fall semester only, every other year**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. No prior knowledge of Korean required.

### **KOR 102 Korean II (4 credits) spring semester only, every other year**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Prereq.: KOR 101 or permission of the instructor.

### **KOR 201 Korean III (4 credits) fall semester only, every other year**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Korean. Prereq.: KOR 102 or permission of the instructor.

### **KOR 202 Korean IV (4 credits) spring semester only, every other year**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing. Prereq.: KOR 201 or permission of the instructor.

## **Latin Course Descriptions**

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### **LAT 101 Latin I (4 Credits) - Offered every year**

Introductory course which prepares students to acquire a reading knowledge of classical Latin, focusing on morphology and syntax, and its role in the culture and literature of ancient Roman society. Students cannot enroll in LAT 101 after successfully completing LAT 102, LAT 201, or LAT 202 or higher.

### **LAT 102 Latin II (4 Credits) - Offered every year**

Continuing course with emphasis on morphology and syntax. Introduction to examples of unsimplified Latin prose of the Republic and Empire, read and interpreted within the cultural context of Greco-Roman society. Students cannot enroll in LAT 102 after successfully completing LAT 201, LAT 202 or higher.  
PREREQ: LAT 101

### **LAT 201 Latin III (4 Credits) - Offered every year**

Continuing course with review of morphology and syntax and further study of idioms, rhetorical figures, and syntactic peculiarities. Reading and study of representative prose authors. Students cannot enroll in LAT 201 after successfully completing LAT 202 or higher.

*PREREQ:* [LAT 102](#)

## Persian Course Descriptions

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### **PRS 101 Persian I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Persian. No prior knowledge of Persian required.

### **PRS 102 Persian II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Persian. Prereq.: PRS 101 or permission of the instructor.

### **PRS 201 Persian III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Persian. Prereq.: PRS 102 or permission of the instructor.

### **PRS 202 Persian IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing. Prereq.: PRS 201 or permission of the instructor.

## Polish Course Descriptions

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### **POL 101: Polish I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Polish.

### **POL 102: Polish II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts.

### **POL 201 Polish III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Polish.

### **POL 202 Polish IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing.

## Portuguese Course Descriptions

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### **POR 101 Portuguese I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Portuguese. No prior knowledge of Portuguese required.

### **POR 102 Portuguese II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Portuguese. Prereq.: POR 101 or permission of the instructor.

### **POR 201 Portuguese III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Portuguese. Prereq.: POR 102 or permission of the instructor.

### **POR 202 Portuguese IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing. Prereq.: POR 201 or permission of the instructor.

## Russian Course Descriptions

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### **RUS 101: Russian I (4 credits) fall semester only**

Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Russian. No prior experience required.

### **RUS 102: Russian II (4 credits) spring semester only**

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Russian. Prereq.: RUS 101 or placement testing.

### **RUS 201 Russian III (4 credits) fall semester only**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Russian. Prereq.: RUS 102 or placement testing.

### **RUS 202 Russian IV (4 credits) spring semester only**

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. Conducted in Russian. Prereq.: RUS 201 or placement testing.

### **RUS 301 Reading and Composition (3 credits) fall semester only**

Work on reading, comprehension, oral and written composition, structure and usage at the advanced intermediate level. Prereq.: RUS 202 or permission of the instructor.

### **RUS 302 Reading and Composition (3 credits) spring semester only**

Continued work in reading, comprehension, oral, and written composition, structure and usage at the advanced

intermediate level. Prereq.: RUS 202 or permission of the instructor.

#### **RUS 412 Political Russian (3 credits) spring semester only**

Advanced grammar and writing through the context of political topics and vocabulary. Prereq.: RUS 302 or permission of the instructor.

#### **RUS 422 Business Russian (3 credits) fall semester only**

Advanced grammar and writing through the context of business topics and vocabulary. Prereq.: RUS 302 or permission of the instructor.

## **Spanish Course Descriptions**

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#### **SPA 101: Spanish I (4 credits) fall and spring semesters**

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Spanish. No prior experience or admission by placement testing.

#### **SPA 102: Spanish II (4 credits) fall and spring semester**

Continuing proficiency-based course which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Spanish. Prereq: SPA 101 or admission by placement testing.

#### **SPA 201 Spanish III (4 credits) fall and spring semester**

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Spanish. Prereq.:

#### **SPA 202 Spanish IV (4 credits) (3 credits count toward major or minor) fall and spring semester**

Continuing proficiency based course which focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in Spanish. Prereq: SPA 201 or admission by placement testing.

#### **SPA 211 Spanish Intermediate Oral Practice (1 credit) fall and spring semesters**

Additional practice for students in SPA 201 or 202. Attention confined to the spoken language. May be repeated for credit.

#### **SPA 212 Intermediate Oral practice (1 credit) fall and spring semesters**

Additional practice for students in SPA 201 or 202. Attention confined to the spoken language. May be repeated for credit.

#### **SPA 301 Approaches to Reading Texts (3 credits) fall and spring semesters**

Introduction to reading and analyzing texts written in Spanish. Prereq: SPA 202 or equivalent. Required for all SPA majors and minors

#### **SPA 302 Advanced Language Usage (3 credits) fall and spring semester**

Combines readings of popular texts and writings of small essays. Grammatical knowledge will be gained through practice.

## **Turkish Course Descriptions**

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**TRK 101 Turkish I** (4 credits) fall semester only, every other year



Introductory proficiency-based course, which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Turkish. No prior knowledge of Turkish required.

**TRK 102 Turkish II** (4 credits) spring semester only, every other year

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Turkish. Prereq.: TRK 101 or permission of the instructor.

**TRK 201 Turkish III** (4 credits) fall semester only, every other year

Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Turkish. Prereq.: TRK 102 or permission of the instructor.

**TRK 202 Turkish IV** (4 credits) spring semester only, every other year

Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and writing. Prereq.: TRK 201 or permission of the instructor.