University of Idaho
2013-2014 FACULTY SENATE AGENDA

Meeting #17

3:30 p.m. - Tuesday, February 18, 2014
Brink Hall Faculty-Staff Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2013-14 Faculty Senate Meeting #16, February 11, 2014 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Enrollment Update (Dodge)
   • Google campaign (Murray, Cooney, Bales)

VI. Committee Reports.

   University Curriculum Committees:
   FS-14-026 (UCC-14-051): Regulation J-3 (Frey/Prorak) (vote)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Trish Hartzell, Chair 2013-2014, Faculty Senate

Attachments: Minutes of 2013-2014 FS Meeting #16
Handouts – enrollment & google
FS-14-026
A quorum being present, Senate Chair Hartzell called the meeting to order at 3:31pm.

Minutes: It was moved and seconded (Murphy, Wolf) to approve the minutes of meeting #15, with one clarification to a senator’s comments on page 4, third bulleted item: add “(CAA)” after “College of Art & Architecture” and replace the next occurrence of “architecture” with “CAA.” Motion carried.

Chair’s Report. The Chair reported on the following items:

- Senate Bill 1254, regarding firearms regulations on Idaho college and university campuses, will be voted on this week:
  - Chair Hartzell has received some detailed letters from faculty and staff, all in opposition to the bill.
  - Student body groups at UI, ISU and BSU oppose SB 1254.
  - UI will argue that this is a local control issue and individual universities should be allowed to define campus policy.
  - The results of senate’s email “vote” on the faculty senate resolution pertaining to SB 1254 are as follows: 19 yes, 1 no, 1 abstention.
  - Gail Eckwright, faculty secretary, determined that the Faculty-Staff Handbook does not mention email voting and specifically requires a hand vote. For this reason, the resolution is on the agenda for today’s meeting.
  - Kent Nelson, UI general counsel, has agreed to present the senate resolution to the Idaho Senate State Affairs Committee on Wednesday, February 12, 2014.
  - Senator Cobb added that when the bill was first introduced, UI President Burnett, UI president-designee Staben, Provost Aiken, ASUI President Max Cowan and Senator Cobb (Graduate and Professional Students Association president) met on this issue and agreed on what UI would be presenting to the legislature.

- Smoking Taskforce, composed of faculty, staff and students, met again today and continued to discuss many issues relating to smoking on the UI-Moscow campus. The taskforce gave the faculty secretary a red-lined version of current UI smoking regulations as found in APM 35.28, with proposed changes based, in part, on language from other institutions including University of South Dakota and BSU. The taskforce plans to invite Molly Reece, a Seattle-based representative of the U.S. Department of Health and Human Services, to visit the Moscow campus in March to discuss best practices. Proposed changes to APM 35.28 will be available on BBlearn. Please send comments to Chair Hartzell: hartzell@uidaho.edu.

- Chair Hartzell, Ann Thompson, assistant to the faculty secretary and Gail Eckwright have been working closely with Guilherme (“G”) Costa, associate general counsel and Craig Chatriand, associate dean of students, on disciplinary procedures, sanctions and remaining student code
policies. Chair Hartzell plans to post the working documents on the Faculty Senate BBlearn page if General Counsel and Dean of Students offices are agreeable.

- There has been some discussion about changing the name of University Judicial Council (UJC) to University Disciplinary Council, but both President Burnett and Senate Vice Chair Marty Ytreberg have raised concerns about the term “disciplinary”. We are open to suggestions for renaming the UJC.
- Plus/minus grading was mentioned as a potential topic for senate this year at the retreat in August 2013. Plus/minus grading was approved by the faculty some years ago, but it was vetoed by then-president Tim White. Chair Hartzell has contacted Professor David Sigler, chair of the teaching and advising committee, to ask the committee to discuss other options than the letter grade scale, for example, the use of percentages.

**Provost’s Report.** In Provost Aiken’s absence Vice Provost Stevenson reported on the following items:

- Brenda Helbling, executive assistant to the provost, was offered and has accepted the position of executive assistant to the president. The provost’s office will miss her. Be sure to congratulate her.
- At the recent memorial service for Terry Armstrong, UI professor emeritus, it was mentioned that the College of Education plans to name the science area of its soon-to-be-renovated building in his honor. You may want to consider this if you are interested in providing a memorial in his memory.
- Lionel Hampton Jazz Festival will be held next week, February 19-22.
- The President’s Office continues to work on their presentation regarding SB 1254.

**FS-14-025:** Resolution on SB1254. It was moved and seconded (Bird, Awwad-Rafferty) to adopt the senate resolution as presented in the agenda packet and distributed to members. Senator Bird then explained that he and Senator Flores were charged with putting together this resolution which is based on a 2011 senate resolution. The current resolution focuses on local control and the view that our administration and Board of Regents are in the best position to determine appropriate firearms policy for UI throughout the state. Motion carried with 20 in favor, 0 against and an abstention by Senator Smith.

**Tuition Discount vs. Scholarship.** Chair Hartzell next invited Keith Ickes, executive director for planning and budget, and Dan Davenport, director of student financial aid, to speak about tuition discounts and scholarships. Mr. Ickes’ handouts provided examples of university income for resident students with either external or internal scholarships; and for nonresident students with internal waivers. A senator inquired whether there is a middle ground for getting enough students to campus to pay operational expenses but not giving them as deep a discount? Mr. Ickes replied that this is exactly the strategy that enrollment management and his staff have been working on. They work with an outside firm, Target Enrollment Group, to develop two models for UI: predictive modeling that attempts to predict which students are more likely to enroll; and a financial aid model to determine how to use financial aid to drive enrollment and revenue. We are trying to understand what the dynamics are that shape decisions, which has to do with getting students here and keeping them here. A second question has to do with “Is it easy for them to stay here?” One of the single highest rates of attendance is among students who are below a 3.0 GPA and have substantial financial need, around $10,000. We give them no scholarships – nothing below 3.0 – and they do not get need-based scholarships, either. Are we making it easy? No. But the financial models show, over and over, that if we make it easier we would not have more of these students.
Mr. Davenport said that changing from the WUE (Western Undergraduate Exchange) to what now is the Discover scholarship has given UI much more flexibility, since WUEs are a set amount but Discover funding varies, depending upon students’ academic ability, need and so on. There are many factors that determine whether students go to UI and finances are just one piece of that. We need to decide what we want as an institution – what type of students and how many – and we need to find a balance. Also, it is important to note that UI funds students with scholarships “to degree”; it is not fair to students or families to provide a one-year scholarship and then drop them. We need to fund them for four years (not six) to get their degrees. Mr. Ickes added that funding “to degree” is not the model at all institutions and many of our peers fund for one or two years, then expect the students to find other resources.

Mr. Davenport and Mr. Ickes responded as follows to senators’ questions and comments:

- **Does UI award scholarships based upon academic performance for maintaining a certain GPA?**
  Yes, 2.8 is the minimum GPA for some institutional scholarships, although others require higher GPAs. Some of these are need-based, too.

- **Is a 2.8 GPA the cut-off for need-based scholarships and some scholarships require a higher GPA?**
  Correct.

- **Is there financial aid for graduate students?**
  Yes. The biggest question we face is that unlike most of our peers we still charge resident tuition to teaching assistants. Grant-funded students have their tuition covered by the grant, but if we want to grow a strong, non-funded graduate research program we have to figure this out – and it is approximately a $1.8 million problem.

- **How does the faculty-staff tuition benefit factor-in [Dependent Educational Tuition and Fee Reduction]?**
  This is a waiver and it is a loss of revenue. Board policy allowed us to do it specifically as a waiver and those students now bring 50% of resident tuition. One of the things we have been looking in the past years is being able to provide access, particularly for Idaho students. The average income for Idaho families is about $46,000. Mr. Davenport will continue to push for financial access for quality students from low-income families.

- **Was the “platinum” level added for new scholarships this year?**
  Yes. We are now correlating test scores and GPA. The model suggests that nationally many institutions compete for students with 3.8 GPA and above; and at the scholarship levels that we are offering, the model does not predict high success in getting these students although our ability to draw them is enhanced over the past.

**Linear Tuition Model.** Mr. Ickes then explained the linear tuition model, which he presented at the request of Chair Hartzell. Some institutions use the linear model; others like UI use the plateaued model. In a linear tuition model, students pay for each credit hour which may work well for institutions with a high volume of part-time students, e.g., BSU. At UI 95-97% of undergraduate students take 12 credits or more per semester. UI caps the plateaued model at 21 credit hours. If we were to move to a linear tuition model and maintain current credit hour rates ($267.50/credit hour) this would result in a 77% increase in tuition for students carrying 15 credits per semester. The board would never approve a 77% increase in tuition for 95-97% of our students. Another linear tuition model option would be to reset the part-time credit hour rate to a lower level and then take it on a linear fashion. Non-resident rates would also increase substantially under the linear tuition model. BSU went to a linear tuition model last year and they argued that “on average” it was only a 4-5% tuition increase. They slightly adjusted the rates and since more than 50% of their students are part-time – it was a reduction in rate for those individuals. BSU used this to calculate an offset to the tuition increase for their full-time students, which amounted to 20% for those who go from 10 credit hours to 12 credit hours. When comparing UI to an institution with a linear rate, Mr. Ickes compares at the 15 credit hours level as we expect our students to take 15 credits per
semester on the 4-year-model. Peer averages are fairly high and UI is still 47th among flagship institutions nationwide. Mr. Ickes said he is not a real fan of the linear model. The linear model brings with it a host of issues that need to be addressed and it is a rocky transition from plateaued to linear.

Mr. Ickes and Mr. Davenport responded as follows to senators’ questions about linear tuition model:

- The cost of 10 credit hours at UI looks like a really good deal. Why not stay with the current model and go with 12 credit hours as is the case at most places? The board would let us go to 12 credit hours if we took our 10 credit hours tuition and moved it up to 12. They are not in favor of us taking our current credit hour rate times 12.
- If we went to the linear tuition model would it make sense to use the current per credit hour tuition rate? It seems that we would want to ask what students currently are paying, on average, for tuition and then tack on slightly more to that and normalize it and come up with a per credit hour rate. There could be a potential academic benefit to the linear model because students could complete their degree in 3, 4 or 5 years and they would pay roughly the same amount. A student who may be struggling might feel more comfortable with taking 3 classes per semester, for example, instead of 4 or 5 classes. Students who take only 3 classes per semester will not qualify for some programs in federal financial aid or their aid is reduced. Also, if you look at the increase in the middle option of the linear tuition model, the vast majority of students would not see an increase in financial aid to pay additional costs because they are at their maximum financial aid benefit at this time. Under our current model students can pay for 8 semesters/80 hours and graduate with 120 credits.
- Is there currently an overload fee for a full-time student who exceeds 21 credits? Yes, they then pay per credit hour. The overload fee is not reflected in the “Linear Tuition Scenario” chart.
- Why does tuition go down from $2407.50 to $2267.15 on the “Current Tuition” part of the chart? Our board, in making policy decisions about tuition, make a public vote only on the full-time rate, not the credit-hour rate. As a result our per-credit rate takes us to $2407 at 9 credits and then there is a reduction in rate to $2267 at 10 credits.

Additional comments from senators:

- Going with a linear tuition model is a real disincentive – we want our students to take art, band and so on.
- Linear tuition model would work against students in UI colleges who need to take coursework in a particular sequence. Students taking fewer credit hours could not complete school in 4 years and this would also adversely affect enrollment.
- Students who take fewer credits each semester will pay more for food and housing over the course of their degree programs because of their additional semesters at school.
- At the University of Oregon the linear tuition model has not helped the performing arts programs and in some ways has really gutted those programs. As the residential campus in Idaho we should invest in and promote liberal arts education not provide a piecemeal, “a la carte” degree.
- The linear model punishes those programs that exceed 120 credits due to state department of education requirements.

Chair Hartzell thanked Mr. Ickes and reminded senators that this is a question some faculty have been asking and “Mr. Ickes is innocent”, i.e., he has not suggested moving to a linear tuition model.

**Online Fee Distribution.** Mr. Ickes then updated senators on the on-line fee distribution changes made last year. We are not seeing any clear patterns of change at the university-level. Summer 2013 enrollment
was down but summer enrollment was excluded from this policy and it continues to be revenue attribution based on credit hours – the more credit hours, the more revenue. Jeanne Stevenson, vice provost for academic affairs, and Mr. Ickes have met with 3-4 groups on campus interested in putting together online degrees as opposed to online courses. There is one UI master’s degree underway in the sciences. The state board has agreed with the UI plan to price these programs at market and not at resident tuition rates.

Mr. Ickes responded to senators’ questions and comments as follows:

- *If the price for these courses increases does every student who takes a course pay the additional fee?* No, at this time any of our students who are here on a regular basis pays 10 hours. If they take an online course they pay the $35.00 web fee but they do not pay additional tuition.
- *How do the dedicated student fees work with the online only degrees?* In the past, students who were considered “outreach” – Boise, Coeur d’Alene, Idaho Falls, Twin Falls, Kansas, India and so on – all paid a pro-rated fee at a lower level because they could not participate in the full set of services. I think it would stay the same – we would look at a tuition model for truly distance students (not students on a UI campus or at a UI center).
- *Does money from online courses return to the faculty that developed the program? How does a graduate faculty member encumber fees to develop online courses?* We use MOUs. A unit brings forward via the dean a proposal to offer an online degree. Then we develop a funding structure for it. For example, we may provide X dollars to develop the coursework and Y dollars for advertising the program and for marketing assistance. The unit comes back to us with an operating budget explaining how much it will cost to run the program. We would look at that operating budget relative to the tuition revenue and we would fund the operating budget so that it is fully funded on a cost-recovery basis. This model is a shift from one-off courses to finding ways to package online degrees.
- *How does this fit with the 5-year-plan?* [Vice Provost Stevenson responded to this question] We would have to follow state board policy. I am not involved in this work, but Mary Stout would be a good resource for this.
- *What is the status of the search for a director of Distance and Extended Education (DEE)?* [Vice Provost Stevenson responded to this question] We have elected not to move forward with the search at this time until president-designee Staben is able to tell us what his interests are because the nature of the model that we use will determine the skills and background that we seek from the new director.

**FS-14-024:** FSH 1640.86 – Teacher Education Coordinating Committee (TECC). Vice Chair Ytreberg briefly explained that changes to TECC were instigated by members of TECC who felt that the existing description did not accurately reflect the committee’s structure and function. This item comes as a seconded motion from the Committee on Committees. Motion carried unanimously.

Senator Bird then asked senators to sign a thank you card for former president Duane Nellis, thanking him for his support for the remodel of the Brink Lounge.

**Adjournment:** It was moved and seconded (Bird, Pendegraft) to adjourn at 4:53pm. Motion carried.

Respectfully submitted,

Gail Z. Eckwright, Secretary to Faculty Senate and Faculty Secretary
### Fall 2014 Undergraduate Admissions Composition

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## New Students

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## Totals

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### Notes
- Effective with end of open enrollment fall 2015, year-to-date comparisons are comprised of the same populations as the SBOE Census enrollment reports.
- Beginning with the fall 2016 report graduates unclassified students are included in the non-degree totals.
TO: University Curriculum Committee

FROM: University Committee for General Education

RE: Regulation J-3 - Updated lists of Humanities, Social Sciences, American Diversity, International, and Senior Experience courses

DATE: February 03, 2014

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr) D
Art 100 World Art and Culture (3 cr) D
Art 205 Visual Culture (3 cr) D
Art 213 History and Theory of Modern Design I (3 cr) D
Art 302 Modern Art and Theory (3 cr) D
Art 382 History of Photography (3 cr) D
Art 407 New Media (3 cr) D
Dan 100 Dance in Society (3 cr) D
Engl 175 Introduction to Literary Genres (3 cr) D
Engl 221 History of World Cinema I (3 cr) D
Engl 222 History of World Cinema II (3 cr) D
Engl 257 Literature of Western Civilization (3 cr) D
Engl 258 Literature of Western Civilization (3 cr) I
Engl 341 Survey of British Literature (3 cr) D
Engl 342 Survey of British Literature (3 cr) D
Engl 343 Survey of American Literature (3 cr) D
Engl 344 Survey of American Literature (3 cr) D
Engl 345 Shakespeare (3 cr) D
Engl 375 The Bible as Literature (3 cr) D
Engl 481 Women's Literature (3 cr) D
Engl 484 or AIST 484 American Indian Literature (3 cr) D
FLEN 210 Introduction to Classical Mythology (3 cr) D
FLEN 270 Introduction to Greek and Roman Civilization (3 cr) D
FLEN 313 Modern French Literature in Translation (3 cr) D
FLEN 324 German Literature in Translation (3 cr) D
FLEN 331 Japanese Anime (3 cr) D
FLEN 391 Hispanic Film (3 cr) D
FLEN 393 Spanish Literature in Translation (3 cr) D
FLEN 394 Latin American Literature in Translation (3 cr) D
Hist 350 European Cultural History, 1600-1800 (3 cr) D
Hist 357 Women in Pre-Modern European History (3 cr) D
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) D
Hist 422 The Medieval Church: Europe in the Early and High Middle Ages (3 cr) D
Hist 443 or RelS 447 The Medieval State: Europe in the High and Late Middle Ages (3 cr) D
Hist 447 or RelS 448 The Renaissance (3 cr) D
Hist 448 or RelS 449 The Reformation (3 cr) D
IS 370 Africa's Calling: The Culture of Ghana (3 cr) D
MusH 101 Survey of Music (3 cr) D
MusH 111 Introduction to Music Literature (3 cr) D
MusH 201 History of Rock and Roll (3 cr) D
Phil 103 Ethics (3 cr) D
Phil 201 Critical Thinking (3 cr) D
Phil 240 Belief and Reality (3 cr) D
Phil 351 Philosophy of Science (3 cr) D
Phil 361 Professional Ethics (3 cr) D
The 101 Introduction to the Theatre (3 cr) D
The 468 Theatre History I (3 cr) D
The 469 Theatre History II (3 cr) D
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr) D
Anth 220 Peoples of the World (3 cr) D

Anth 261 Language and Culture (3 cr) D
Anth 329 North American Indians (3 cr) D
Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
Anth 462 Human Issues in International Development (3 cr) D
Comm 233 Interpersonal Communication (3 cr) D
Comm 335 Intercultural Communication (3 cr) D
Comm 410 Conflict Management (3 cr) D
CSS 235 or For 235 Society and Natural Resources (3 cr) D
Econ 201 Principles of Macroeconomics (3 cr) D
Econ 202 Principles of Microeconomics (3 cr) D
Econ 272 Foundations of Economic Analysis (4 cr) D
EDCI 301 Learning, Development, and Assessment (3 cr) D
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr) D
FLEN 307 The European Union (3 cr) D
FLEN 308: European Immigration and Integration (3 cr) D
Geog 165 Human Geography (3 cr) D
Geog 200 World Regional Geography (3 cr) D
Geog 365 Political Geography (3 cr) D
Hist 101 History of Civilization (3 cr) D
Hist 102 History of Civilization (3 cr) D
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 350 Disease and Culture: History of Western Medicine (3 cr) D
IS 325 The Contemporary Muslim World (3 cr) D
IS 326 Africa Today (3 cr) D
IS 350 Sport and International Affairs (3 cr) D
PolS 101 Introduction to Political Science and American Government (3 cr) D
PolS 205 Introduction to Comparative Politics (3 cr) D
PolS 237 International Politics (3 cr) D
PolS 275 American State and Local Government (3 cr) D
PolS 311 American Political Parties and Elections (3 cr) D
PolS 332 American Congress (3 cr) D
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) D
PolS 360 Law and Society (3 cr) D
PolS 391 Western European Politics (3 cr) D
Psyc 101 Introduction to Psychology (3 cr) D
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 250 Social Conflict (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 323 Political Economy (3 cr) D
Soc 336 Comparative Criminal Justice Systems (3 cr) D
Soc 340 Social Change & Globalization (3 cr) D
Soc 343 Political Sociology (3 cr) D
Soc 422 or RelS 423 Religion, Culture & Society (3 cr) D
Soc 423 Social Class & Stratification (3 cr) D
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 440 Post-Colonialism (3 cr) D
Soc 450 Dynamics of Social Protest (3 cr) D
The 386 Documentary Film (3 cr) D

Approved International Courses:
AgEc 481 Agricultural Markets in a Global Economy (3 cr) D
Hist 455 Modern Europe (3 cr)  
Hist 451 French Revolution and Napoleonic Era (3 cr)  
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)  
Hist 439 or LAS 439 Modern Latin America (3 cr)  
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)  
Hist 421 Pirates of the Caribbean and Beyond (3 cr)  
Hist 414 History and Film (3 cr, max 6)  
Hist 404 or LAS 404 Comparative African-American Cultures (3 cr)  
Hist 403 Contemporay Art and Theory (3 cr)  
Hist 315 or LAS 315 History and Theory of Modern Design II (3 cr)  
Comm 335 Intercultural Communication (3 cr)  
CSS 493 International Land Preservation and Conservation Systems (3 cr)  
Econ 446 International Economics (3 cr)  
Econ 447 Economics of Developing Countries (3 cr)  
Engl 221 History of World Cinema I (3 cr)  
Engl 222 History of World Cinema II (3 cr)  
Engl 435 Global Literatures in English (3 cr)  
FCS 411 Global Nutrition (2 cr)  
FCS 419 Dress and Culture (3 cr)  
FLEN 307 The European Union (3 cr)  
FLEN 308 European Immigration and Integration (3 cr)  
FLEN 313 French/Francophone Literature in Translation (3 cr)  
FLEN 324 German Literature in Translation (3 cr)  
FLEN 331 Japanese Anime (3 cr)  
FLEN 391 Hispanic Film (3 cr)  
FLEN 393 Spanish Literature in Translation (3 cr)  
FLEN 394 Latin American Literature in Translation (3 cr)  
Fren 101 Elementary French I (4 cr)  
Fren 102 Elementary French II (4 cr)  
Fren 201 Intermediate French I (4 cr)  
Fren 202 Intermediate French II (4 cr)  
Fren 301 Advanced French Grammar (3 cr)  
Fren 302 Advanced French Writing Skills (3 cr)  
Fren 304 Connecting French Language and Culture (4 cr)  
Fren 307 French Phonetics (4 cr)  
Fren 308 Advanced French Conversation (3 cr)  
Fren 407 French & Francophone Literatures (3 cr, max 9)  
Fren 408 French and Francophone Culture and Institutions (3 cr, max 9)  
Fren 410 French and Francophone Arts (3 cr)  
Geog 165 Human Geography (3 cr)  
Geog 200 World Regional Geography (3 cr)  
Geog 350 Geography of Development (3-4 cr)  
Geog 360 Population Dynamics and Distribution (3-4 cr)  
Geog 365 Political Geography (3 cr)  
Germ 101 Elementary German I (4 cr)  
Germ 102 Elementary German II (4 cr)  
Germ 201 Intermediate German I (4 cr)  
Germ 202 Intermediate German II (4 cr)  
Germ 301 Advanced German Grammar (3 cr)  
Germ 302 Advanced German Speaking and Writing (3 cr)  
Germ 306 Introduction to German Literature (3 cr)  
Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)  
Germ 440 German Media through the Internet (3 cr)  
Hist 101 History of Civilization (3 cr)  
Hist 102 History of Civilization (3 cr)  
Hist 180 Introduction to East Asian History (3 cr)  
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)  
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr)  
Hist 372 History of England (3 cr)  
Hist 414 History and Film (3 cr, max 6)  
Hist 421 Pirates of the Caribbean and Beyond (3 cr)  
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)  
Hist 439 or LAS 439 Modern Latin America (3 cr)  
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)  
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)  
Hist 451 French Revolution and Napoleonic Era (3 cr)  
Hist 455 Modern Europe (3 cr)  
Hist 456 Anti-Semitism and the Holocaust (3 cr)  
Hist 457 History of the Middle East (3 cr)  
Hist 466 Eastern Europe Since 1774 (3 cr)  
Hist 467 Russia to 1894 (3 cr)  
Hist 468 Russia and Soviet Union Since 1894 (3 cr)  
Hist 469 Modern France, 1815-present (3 cr)  
Hist 481 America's Wars in Asia (3 cr)  
Hist 482 Japan, 1600 to Present (3 cr)  
Hist 484 Modern China, 1840s to Present (3 cr)  
Hist 485 Chinese Social and Cultural History (3 cr)  
IS 325 The Contemporary Muslim World (3 cr)  
IS 326 Africa Today (3 cr)  
IS 326A Canada Today (3 cr)  
IS 350 Sport and International Affairs (3 cr)  
IS 370 Africa’s Calling: The Culture of Ghana (3 cr)  
JAMM 490 Global Media (3 cr)  
Japn 101 Elementary Japanese I (4 cr)  
Japn 102 Elementary Japanese II (4 cr)  
Japn 201 Intermediate Japanese I (4 cr)  
Japn 202 Intermediate Japanese II (4 cr)  
Japn 301 Japanese Reading (3 cr)  
Japn 302 Japanese Writing (3 cr)  
Japn 303 Japanese Speaking (3 cr)  
LArc 390 Italian Hill Towns and Urban Centers (3 cr)  
MusH 420 Studies in World Music (3 cr)  
PolS 205 Introduction to Comparative Politics (3 cr)  
PolS 237 International Politics (3 cr)  
PolS 343 Global & Comparative Politics (3 cr)  
PolS 381 Western European Politics (3 cr)  
PolS 420 Introduction to Asian Politics (3 cr)  
PolS 449 World Politics and War (3 cr)  
PolS 480 Politics of Development (3 cr)  
PolS 487 Political Violence and Revolution (3 cr)  
Soc 232 Political Economy (3 cr)  
Soc 336 Comparative Criminal Justice Systems (3 cr)  
Soc 340 Social Change & Globalization (3 cr)  
Soc 343 Political Sociology (3 cr)  
Soc 367 or Phil 367 Global Justice (3 cr, max arr)  
Soc 440 Post-Colonialism (3 cr)  
Span 101 Elementary Spanish I (4 cr)  
Span 102 Elementary Spanish II (4 cr)  
Span 104 Elementary Spanish Transition (4 cr)  
Span 201 Intermediate Spanish I (4 cr)  
Span 202 Intermediate Spanish II (4 cr)  
Span 301 Advanced Spanish Grammar (3 cr)  
Span 302 Advanced Spanish Composition (3 cr)  
Span 305 Culture and Institutions of Spain (3 cr)  
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)  
Span 308 Proficiency in Reading (3 cr)  
Span 310 Spanish for Professions (3 cr)  
Span 401 or LAS 401 Readings: Spanish Literature (3 cr)  
Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)  
Span 411 Chicano and Latino Literature (3 cr)  
Span 412 Spanish Short Fiction (3 cr)  
Span 413 Spanish American Short Fiction (3 cr)  
Span 419 Latin America Theatre Through Literature (3 cr)  
Span 420 Modern Spanish Theatre Through Literature (3 cr)  
The 221 History of World Cinema I (3 cr)  
The 222 History of World Cinema II (3 cr)  
The 467 Asian Theatre History (3 cr)  
The 468 Theatre History I (3 cr)  
The 469 Theatre History II (3 cr)  
Approved American Diversity Courses:  
AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)  
AIST 401 Contemporary American Indian Issues (3 cr)  
AIST 420 Native American Law (3 cr)  
AIST 422, Anth 422, or RelS 422 Plateau Indians (3 cr)  
AIST 478 Tribal Nation Economics and Law (3 cr)  
AIST 484 or Eng 484 American Indian Literature (3 cr)
FS-14-026
UCC-14-051

AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Engl 491 Women’s Literature (3 cr)
Engl 493 African American Literature (3 cr)
FCS 414 Idaho’s Journey Toward Diversity and Human Rights (1 cr, max 3)
FLEN 391 or LAS 391 Hispanic Film (3 cr)
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 411 Colonial North America, 1492-1763 (3 cr)
Hist 415 Civil War and Reconstruction, 1828-1877 (3 cr)
Hist 417 United States, 1919-1960 (3 cr)
Hist 418 Recent America, 1960-Present (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 423 Idaho and the Pacific Northwest (3 cr)
Hist 425 Immigration and Ethnicity in the United States (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 428 History of the American West (3 cr)
Hist 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
ID 443 Universal Design (3 cr)
JAMM 340 Cultural Diversity and the Media (3 cr)
JAMM 445 History of Mass Media (3 cr)
MusH 410 Studies in Jazz History (3 cr)
PoIS 101 Introduction to Political Science and American Government (3 cr)
PoIS 333 American Political Culture (3 cr)
PoIS 335 American Interest Groups & Social Movements (3 cr)
PoIS 360 Law and Society (3 cr)
PoIS 468 Civil Liberties (3 cr)
Psyc 315 Psychology of Women (3 cr)
Psyc 419 Adult Development and Aging (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 250 Social Conflict (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 422 or ReIS 423 Religion, Culture & Society (3 cr)
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 433 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
WmSt 201 Introduction to Women’s Studies (3 cr)

Approved Senior Experience Courses:
AgEc 478 Advanced Agribusiness Management (3 cr)
Art 490 BFA Art/Design Studio (6 cr, max 12)
Art 491 Information Design (3 cr, max 9)
Art 495 BFA Senior Thesis (2 cr, max 4)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr, Max 8)
Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411 Senior Capstone (2 cr)
Biol 495 Research in Molec/Cell/Dev Biology (cr arr)
Biol 496 Research in Ecology and Evolution (cr arr)
Biol 497 Research in Anatomy and Physiology (cr arr)
Bus 490 Strategic Management (3 cr)
CE 494 Senior Design Project (3 cr)
ChE 452 Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)
Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Reading, Writing, and Rhetoric (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EnvS 497 Senior Research (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geo 490 Field Geology II (3 cr)
Hist 401 Special Topics (cr arr)
Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
LArc 480 The Emerging Landscape (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 Practicum in Teaching (2 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
REM 456 Integrated Rangeland Management (3 cr)
RMat 495 Product and Process Development and Commercialization (3 cr)
The 483 Senior Capstone Project (1 cr)
WLF 492 Wildlife Management (4 cr)