COLLEGE OF LETTERS, ARTS AND SOCIAL SCIENCES
Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2015

English

1. Add the following course:

Engl 596  MFA Long Form Nonfiction Workshop (3 cr, max 6)
A two-semester intensive seminar/workshop on the craft of book-length nonfiction writing, which includes directed writing, individual conferencing, critical analysis of exemplary texts, as well as critical response to peer work. Students will make substantial progress toward the completion of a book of publishable quality.
Prereq: Graduate standing and a major in Creative Writing; or permission of the instructor

Recommended Short Course Title: Long Form Nonfiction

Rationale: This course has been taught twice under a special topics number and can be taught by current faculty. Few graduate programs in creative writing offer such a course, and this one is proving to be very attractive to students considering the University of Idaho. Students will learn about the history of narrative nonfiction as they develop their own writing skills and awareness of craft, including use of reflection, research, form and structure, characterization, description, diction, lyricism, detail, tense, dialogue, and point-of-view. Students will also read with increasing sophistication the work of established writers and the work of their peers in search of techniques they may adapt to their own purpose. The course addresses the department’s and the university’s learning outcomes by asking students to master the genre of nonfiction writing; to engage with and empathically understand others’ written work; to articulate how their views are positioned in relation to literary and scholarly conversations about nonfiction; to reflect honestly and critically on their own lives; to communicate thoughtfully and considerately in writing workshops; and to judge the ethical responsibility of memoirists and other nonfiction writers in diverse historical and geographic contexts.

2. Change the following course:

Engl 505  Composition Pedagogy and PracticeEnglish Studies Professional Development (1-3 cr, max 6)
May be Graded P/F. Coursework designed to enhance pedagogical skills in teaching writing and literature. Introduction to composition theory with emphasis on pedagogical concepts and practices essential to teaching college-level writing.
Prereq: Permission

Recommended Short Course Title: Engl Studies Prof Development

Rationale: The English department for many years has used its Professional Development course solely to train teaching assistants in their first semester. We have created a new course for this purpose: Engl 509 (see accompanying Add Course proposal). We will continue to use Engl 505 as an ongoing 1-credit PD course for all TAs, in which they will engage in periodic review of course assignments, attend several colloquia sessions related to first year composition teaching, participate in end of program assessment of student writing, and participate in an annual observation of their classroom teaching. Additionally, we will begin to use the PD number for summer courses aimed at in-service secondary teachers. We have offered these for many years, but currently, we list them through Curriculum & Instruction because our Engl 505 number has been unavailable. It will streamline summer scheduling to be able to offer all courses under our own departmental designation.

Modern Languages and Cultures

1. Reactivate and Change the following course:

FLEN 315 French/ Francophone Cinema in Translation (3 cr)
Representative works of French and Francophone cinema studied and discussed in English translation: knowledge of French is not required. (Spring, alt/yrs. Same as The 314.) Genre, structure, style of representation fiction and non-fiction films of France and the Francophone world.

Recommended Short Course Title: French/ Francoph Cinema in Tran

Rationale: This proposal is part of a restructuring of the French curriculum which began before the Focus for the Future process, and which the FFF recommendations subsequently called for as well. We are proposing a total of 3 new courses, all of which address areas of student interest and are expected to draw strong enrollment numbers:

- FREN 316 French-English Translation Skills (3 cr.)
- FREN 419 French & Francophone Cinema (3 cr.)
• **FLEN 315 French & Francophone Cinema in Translation (3 cr.)** [FLEN means “Foreign Language in English.” FLEN courses cover content (cinema, literature, culture) that was produced in a language other than English, but it is taught in English translation in the FLEN course.]

There is no extra cost associated with offering these new courses. They will be added into the regular rotation of UD French and French-content FLEN courses. FREN 316 will be taught in alternate fall semesters; FLEN 315 will be taught in alternate spring semesters; and FREN 419 will be taught every third spring semester. None of the new courses is specifically required for the B.A. in French, but they are all electives that count toward the degree.

FLEN 315 contributes to the assessment program for the French degree by promoting students’ progress toward two of the three MLC learning outcomes (Linguistic proficiency; Content knowledge; Critical thinking). Students in FLEN 315 strengthen their knowledge of French and Francophone cultural production, history, and society; and they also practice critical thinking skills in their discussion and writing for the course. Furthermore, this course adds to the MLC offerings in FLEN, which are popular courses with B.A. students in a range of disciplines, since they can be used in a few different ways to satisfy graduation requirements.

2. Add the following courses:

**Fren 316 French-English Translation Skills (3 cr)**
Theory and practice of translation, French-English and English-French, using a variety of types of text. Recommended Preparation: Fren 202. (Fall, alt/yr.)

Recommended Short Course Title: French-English Translation

Rationale:
This proposal is part of a restructuring of the French curriculum which began before the Focus for the Future process, and which the FFF recommendations subsequently called for as well. We are proposing a total of 3 new courses, all of which address areas of student interest and are expected to draw strong enrollment numbers:

• FREN 316 French-English Translation Skills (3 cr.)
• FREN 419 French & Francophone Cinema (3 cr.)
• FLEN 315 French & Francophone Cinema in Translation (3 cr.) [FLEN means “Foreign Language in English.” FLEN courses cover content (cinema, literature, culture) that was produced in a language other than English, but it is taught in English translation in the FLEN course.]

There is no extra cost associated with offering these new courses. They will be added into the regular rotation of UD French and French-content FLEN courses. FREN 316 will be taught in alternate fall semesters; FLEN 315 will be taught in alternate spring semesters; and FREN 419 will be taught every third spring semester. None of the new courses is specifically required for the B.A. in French, but they are all electives that count toward the degree.

FREN 316 contributes to the assessment program for the French degree by promoting students’ attainment of all three MLC learning outcomes (Linguistic proficiency; Content knowledge; Critical thinking), and particularly Linguistic proficiency. Furthermore, it is expected to form part of the curriculum for a future certificate, minor, or degree option in Languages for the Professions, under consideration by MLC at this time.

**Fren 419 French & Francophone Cinema (3 cr)**
For advanced students; representative works from French and Francophone cinema. Recommended Preparation: Two 300-level French courses. (Spring, every 3 yrs.)

Rationale:
This proposal is part of a restructuring of the French curriculum which began before the Focus for the Future process, and which the FFF recommendations subsequently called for as well. We are proposing a total of 3 new courses, all of which address areas of student interest and are expected to draw strong enrollment numbers:

• FREN 316 French-English Translation Skills (3 cr.)
• FREN 419 French & Francophone Cinema (3 cr.)
• FLEN 315 French & Francophone Cinema in Translation (3 cr.) [FLEN means “Foreign Language in English.” FLEN courses cover content (cinema, literature, culture) that was produced in a language other than English, but it is taught in English translation in the FLEN course.]

There is no extra cost associated with offering these new courses. They will be added into the regular rotation of UD French and French-content FLEN courses. FREN 316 will be taught in alternate fall semesters; FLEN 315 will be taught in alternate spring semesters; and FREN 419 will be taught every third spring semester. None of the new courses is specifically required for the B.A. in French, but they are all electives that count toward the degree.
FREN 419 contributes to the assessment program for the French degree by promoting students’ progress toward all three MLC learning outcomes (Linguistic proficiency; Content knowledge; Critical thinking). Students in FREN 419 strengthen their knowledge of French and Francophone literary production, history, and society. They also refine their spoken and written French and practice critical thinking skills in their reading, discussion, and writing for the course.

3. Change the following courses:

**Fren 304 Connecting French Language and Culture (4-3 cr)**
Practice of linguistic proficiencies within simulated cultural frames. Recommended Preparation: Fren 202. (Spring, alt/yrs.)

**Rationale:** This proposal is part of a restructuring of the French curriculum which began before the Focus for the Future process, and which the FFF recommendations subsequently called for as well.

In the past, we have offered two 5-credit 300-level French courses:

- FREN 304 Connecting French Language & Culture (4 cr.), which was taken in combination with the lab course FREN 309 Practicum in Advanced Language Skills I (1 cr.), for a total of 5 credits
- FREN 307 French Phonetics (4 cr.), which was taken in combination with the lab course FREN 310 Practicum in Advanced Language Skills II (1 cr.), for a total of 5 credits

These courses were created before the requirement of study abroad was instituted for MLC majors; this was one way for French majors who did not study abroad to be able to take sufficient numbers of UD French credits per semester so that they could complete the degree in a timely manner.

However, study abroad is now a degree requirement, so it is less difficult for students to get enough UD French credits to complete the degree in a timely way. Now there is not the same need for these “extra-large” classes, and we are finding it preferable to pare them down from 5-credit courses to typical 3-credit courses. We propose to change FREN 304 and FREN 307 to 3-credit courses, and to drop the accompanying lab credits. The content of each of the courses will be adjusted in accordance with the change in credit value.

There is no cost associated with this proposed change.

**Fren 307 French Phonetics (4-3 cr)**
Contrastive analysis; acquisition and corrective practice of sounds and intonation patterns; phonetic description and transcription. Recommended Preparation: Fren 202. (Spring, alt/yrs)

**Rationale:** This proposal is part of a restructuring of the French curriculum which began before the Focus for the Future process, and which the FFF recommendations subsequently called for as well.

In the past, we have offered two 5-credit 300-level French courses:

- FREN 304 Connecting French Language & Culture (4 cr.), which was taken in combination with the lab course FREN 309 Practicum in Advanced Language Skills I (1 cr.), for a total of 5 credits
- FREN 307 French Phonetics (4 cr.), which was taken in combination with the lab course FREN 310 Practicum in Advanced Language Skills II (1 cr.), for a total of 5 credits

These courses were created before the requirement of study abroad was instituted for MLC majors; this was one way for French majors who did not study abroad to be able to take sufficient numbers of UD French credits per semester so that they could complete the degree in a timely manner.

However, study abroad is now a degree requirement, so it is less difficult for students to get enough UD French credits to complete the degree in a timely way. Now there is not the same need for these “extra-large” classes, and we are finding it preferable to pare them down from 5-credit courses to typical 3-credit courses. We propose to change FREN 304 and FREN 307 to 3-credit courses, and to drop the accompanying lab credits. The content of each of the courses will be adjusted in accordance with the change in credit value.

There is no cost associated with this proposed change.
Music

1. Change the following course:

   **MusX 140 Convocation Recital Attendance (0 cr)**

   *Students will attend five Lionel Hampton School of Music (LHSOM) Convocations, five faculty/guest recitals, and five other music performances. Required of all music majors for seven semesters and music minors for two semesters (minimum of 10 recitals a semester). Graded P/F.*

   Rationale: The new title and course description better reflect the content of the course. Students frequently confuse “Convocation” (a weekly LHSOM event that is a portion of the course) and “Convocation” (the class, which requires students to attend a total of 15 performances). The event is only a portion of the course requirement so confusion abounds.

2. Change the curricular requirements of **Music Education: Vocal (B.Mus.)**:

   Required course work includes the university requirements (see regulation J-3) and the specific requirements in one of the two sections below:

   **A. Voice**

   ...  

   **B. Keyboard**

   Comm 101  Fundamentals of Public Speaking (2 cr)
   EDCI 201  Contexts of Education (2 cr)
   EDCI 301  Learning, Development, and Assessment (3 cr)
   EDCI 453  Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
   EDCI 463  Literacy Methods for Content Learning (3 cr)
   EDS 300  Educating for Exceptionalities (2 cr)
   MusA 114  Studio Instruction: Voice (5-6 cr)*
   MusA 115  Studio Instruction (2 cr)
   MusA 124  Studio Instruction: Piano (6 cr)
   **MusA 147 Voice Class (1 cr)**
   MusA 246  Piano Class for Music Majors/Minors (1 cr)
   MusA 315  Collaborative Piano (2 cr)
   MusA 324  Studio Instruction: Piano (6 cr)
   MusA 380  Opera/Musical Theatre Studio (1 cr)
   MusA 387, MusA 487 Conducting I, II (4 cr)
   MusA 490  Half Recital (0 cr)
   MusC 139, MusC 140, MusC 239, MusC 240  Aural Skills (6 cr)
   MusC 141, MusC 142, MusC 241, MusC 242  Theory of Music (10 cr)
   MusC 328  Instrumental and Choral Arranging (3 cr)
   MusH 111  Introduction to Music Literature (3 cr)
   MusH 321, MusH 322, MusH 323  Music in Western Civilization (9 cr)
   MusT 382  General Music Methods (3 cr)
   MusT 383  Principles of Music Teaching (3 cr)
   MusT 385  Choral Music in the Secondary School (3 cr)
   MusT 432  Practicum: Music Teaching (14 cr)
   MusT 435  Pedagogy and Materials: Voice (2 cr)
   MusT 445  Proseminar in Music Teaching (1 cr)
   MusX 101  Orientation for Music Majors (0 cr)
   MusX 140  Convocation (seven semesters) (0 cr)
   MusX 283, MusX 284  Diction for Singers (4 cr)
   Psyc 101  Introduction to Psychology (3 cr)

   Major ensemble (six different semesters chosen from MusA 116/316 Concert Choir - Vandaleers, MusA 117/317 University Chorus) (6 cr)

   Other ensemble (one semester chosen from MusA 116/316 Concert Choir - Vandaleers, MusA 117/317 University Chorus, MusA 118/318 Jazz Choir, MusA 365 Chamber Ensemble, MusA 380 Opera/Musical Theatre Studio) (1 cr)

   *Keyboard majors must register for voice class before enrolling in applied voice instruction.*
Rationale: This new course is required by the College of Education for certification. It was added to the other three Music Education degree requirements last year (approved Fall 2013). It appears that the addition was omitted from this degree option. This solves a certification problem for students in this major. We have not offered MusA 147 Voice Class for a number of years due to low enrollments and schedule conflicts. We hope to remove the requirement for MusA 147 and add one additional semester of MusA 114 Studio Ins: Voice (increase to 6 cr) in its place. MusA 114 (private lessons) offers the same material but benefits the student by giving them one-on-one instruction.

3. Change the curricular requirements of **Music: Instrumental Performance** (B.Mus.):

Required course work includes the university requirements (see regulation J-3) and the specific requirements in one of the two sections below. It is strongly recommended and in some cases required that instrumentalists elect pedagogy courses appropriate to their major fields.

**A. Keyboard**

**B. Orchestral Instruments or Guitar**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MusA 115</td>
<td>Studio Instruction (2 cr)</td>
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<td>MusA 134</td>
<td>Studio Instruction (9 cr)</td>
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<td>MusA 145</td>
<td>Piano Class for Music Majors/Minors (2 cr)</td>
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<td>MusA 245</td>
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<td>MusA 146</td>
<td>Piano Class for Music Majors/Minors (2 cr)</td>
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<td>MusA 246</td>
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<td>MusA 334</td>
<td>Studio Instruction (12 cr)</td>
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<td>MusA 387</td>
<td>Conducting I (2 cr)</td>
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<td>MusA 490</td>
<td>Half Recital (0 cr)</td>
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<td>MusA 491</td>
<td>Recital (0 cr)</td>
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<tr>
<td>MusC 139</td>
<td>Aural Skills (6 cr)</td>
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<td>Theory of Music (10 cr)</td>
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<td>MusC 242</td>
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<tr>
<td>MusC 331</td>
<td>Counterpoint (3 cr)</td>
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<td>MusC 442</td>
<td>Musical Analysis (2 cr)</td>
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<tr>
<td>MusH 111</td>
<td>Introduction to Music Literature (3 cr)</td>
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<td>MusH 321</td>
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<td>MusH 323</td>
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<tr>
<td>MusX 101</td>
<td>Orientation for Music Majors (0 cr)</td>
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<tr>
<td>MusX 140</td>
<td>Convocation (seven semesters) (0 cr)</td>
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One of the following (2 cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MusH 450</td>
<td>Orchestral Literature (2 cr)</td>
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<tr>
<td>MusH 451</td>
<td>Repertoire (2 cr)</td>
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MusH elective at the 400-level (3 cr)

Major ensemble (eight different semesters chosen from MusA 121/321 Concert Band, MusA 122/322 Orchestra, MusA 320 Wind Ensemble.) (4 cr in four different semesters reqd for guitar majors, who may also choose from MusA 116/316 Concert Choir - Vandaleers, MusA 117/317 University Chorus, MusA 119/319 Marching Band) (8 cr)

Chamber music (two different semesters chosen from MusA 323 Jazz Ensemble, MusA 365 Chamber Ensemble, MusA 366 Orchestral Repertoire (maximum of one semester) (4 cr in four different semesters of MusA 365: Guitar Ensemble, reqd for guitar majors) (2 cr)

Music electives to complete 84 cr in music (5-7 cr)

**Courses to total 128 credits for this degree**

Students may also complete an optional Emphasis in Jazz Performance by completing the following course work (15 cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MusA 210</td>
<td>Jazz Improvisation (2 cr)</td>
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<tr>
<td>MusC 329</td>
<td>Theoretical Basis of Jazz (2 cr)</td>
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<tr>
<td>MusH 410</td>
<td>Studies in Jazz History (3 cr)</td>
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Electives in ensembles, combos, or applied study (8 cr)

Note: **MusT 435, Pedagogy and Materials: Guitar (2 cr) and MusH 451 Repertoire: Guitar (2 cr) are required of guitar majors. All other orchestral instrument majors are required to take MusH 450 Orchestral Literature. Saxophone majors may take MusH 410 History of Jazz in place of MusH 450.**

Rationale: Guitar students no longer need to take a pedagogy course. This was beyond the requirements for other instruments and the material is covered sufficiently in eight semesters of private guitar instruction. MusH 451 will continue to be offered and required. Once this requirement is removed (MusT 435), the second sentence above ("All other orchestral instrument majors...") is irrelevant.
4. Change the curricular requirements of Music Education: Instrumental-Vocal (B.Mus.):

Required course work includes the university requirements (see regulation J-3) and:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>Comm 101</td>
<td>Fundamentals of Public Speaking (2 cr)</td>
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<tr>
<td>EDCI 201</td>
<td>Contexts of Education (2 cr)</td>
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<tr>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment (3 cr)</td>
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<tr>
<td>EDCI 453</td>
<td>Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)</td>
<td></td>
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<tr>
<td>EDCI 463</td>
<td>Literacy Methods for Content Learning (3 cr)</td>
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<tr>
<td>EDS 300</td>
<td>Educating for Exceptionalities (2 cr)</td>
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<tr>
<td>MusA 114</td>
<td>Studio Instruction (voice) (3 cr)</td>
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<tr>
<td>MusA 115</td>
<td>Studio Instruction (2 cr)</td>
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<tr>
<td>MusA 124</td>
<td>Studio Instruction (instrumental) (6 cr)</td>
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<tr>
<td>MusA 145</td>
<td>Piano Class for Music Majors/Minors (2 cr)</td>
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<td>MusA 245</td>
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<td>MusA 146</td>
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<td>MusA 247</td>
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<td>MusA 324</td>
<td>Studio Instruction (6 cr)</td>
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<td>MusA 387, 487</td>
<td>Conducting I, II (4 cr)</td>
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<tr>
<td>MusA 490</td>
<td>Half Recital (0 cr)</td>
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Rationale: We have not offered MusA 147 Voice Class for a number of years due to low enrollments and schedule conflicts. We hope to remove the requirement for MusA 147 and add one additional semester of MusA 114 Studio Ins: Voice (increase to 4 cr) in its place. MusA 114 (private lessons) offers the same material but benefits the student by giving them one-on-one instruction.

5. Change the curricular requirements of Multiple Music Majors (Various):

Music: Applied Music (B.A. or B.S.):

Students may also complete an optional Emphasis in Jazz Performance by completing the following course work (12 cr):
- MusA 210 Jazz Improvisation (2 cr)
- MusC 329 Theoretical Basis of Jazz (2 cr)
- MusH 410 Studies in Jazz History (3 cr)
- Electives in ensembles, combos, or applied study (5 cr)

Music: History and Literature (B.A. or B.S.):

Students may also complete an optional Emphasis in Jazz History by completing the following course work (12 cr):
- MusA 210 Jazz Improvisation (2 cr)
- MusC 329 Theoretical Basis of Jazz (2 cr)
- MusH 410 Studies in Jazz History (3 cr)
- Electives in history, ensembles, combos, or applied study (2 cr)

Music: Instrumental Performance (B.Mus.):

Students may also complete an optional Emphasis in Jazz Performance by completing the following course work (15 cr):
- MusA 210 Jazz Improvisation (2 cr)
- MusC 329 Theoretical Basis of Jazz (2 cr)
- MusH 410 Studies in Jazz History (3 cr)
- Electives in ensembles, combos, or applied study (8 cr)

Music: Composition (B.Mus.):

Students may also complete an optional Emphasis in Jazz Composition/Arranging by completing the following course work (15 cr):
- MusA 210 Jazz Improvisation (2 cr)
- MusC 304 Special Topics: Jazz Arranging (2 cr)
- MusC 329 Theoretical Basis of Jazz (2 cr)
- MusH 410 Studies in Jazz History (3 cr)
- Electives in composition, arranging, ensembles, or combos (6 cr)

Music Education: Instrumental (B.Mus.):

Students may also complete an optional Emphasis in Jazz Education by completing the following course work (15 cr):
- MusA 210 Jazz Improvisation (2 cr)
Philosophy

1. Reactivate and change the following course:

**Phil 460 Ethical Theory (3 cr)**
Critical analysis of classical consequentialist and deontic views as well as one or more recent theories such as emotivism and prescriptivism, feminist ethics, communitarianism, or virtue ethics.

*Rationale: This course has become dormant. We wish to revive it. We had not taught it over the past handful of years because of transition in our faculty. The course was taught in Sp 2014 as a 404 by one member of our faculty who is committed to offering it at least once every other year henceforth. The primary goal of the course is to provide students an opportunity to engage in an in-depth investigation into contemporary ethical approaches and issues. The course addresses the department’s and the university’s learning outcomes by promoting (i) ethical reflection on important social issues, (ii) improved critical thinking, and (iii) solid communication skills, both oral and written.*

2. Add the following course:

**Phil 553 Ethical Practice in Natural Resource and Environmental Science (3 cr)**
This course will investigate some of the ethical dimensions of a life in professional science. While it is open to non-scientists, the course is part of the University of Idaho's Professional Science Master's Program, so it will be addressed directly to professional scientists. As its title indicates, its specific focus will be on natural resource and environmental sciences.

*Recommended Short Course Title: Ethics in Nat Res Env Science*

*Rationale: This course has been taught three times in the last four years as a 504. It is a requirement for the Professional Science Master’s Program. It will be taught at least biennially going forward. The course investigates some of the ethical dimensions of a life in professional science. While it is open to non-scientists, it is addressed directly to professional scientists. As its title indicates, its specific focus is on natural resource and environmental sciences. The primary goals of this course are as follows: to encourage a distinctly ethical sort of self-reflection, to encourage a distinctly ethical sort of perception, and to examine the idea that developing these skills of ethical self-reflection and perception can help one be a better scientist. The course addresses the department’s and the university’s learning outcomes by promoting critical thinking, improved communication, and ethical reflection on important social issues.*

Political Science

1. Add the following courses:

**PolS 474 Public Opinion and Political Behavior (3 cr)**
From this course, you will understand the measurement, structure, and dynamics of public opinion, both what influences it, as well as how it shapes other aspects of politics and public life, including: the character of political attitudes, party identification, turnout and participation, and the vote decision. You will also understand different modes of political participation including conventional and non-conventional and their correlates.

*Recommended Short Course Title: Public Opinion Pol Behavior*

*Rationale: This course is being added to meet a fundamental shortcoming in our curriculum. Public opinion and political behavior are primary subfields in the discipline. Will be taught by existing faculty member. The department has developed a new assessment program for the undergraduate political science degree. The program is based on the ETS Advanced Placement Test in Political Science, which will include questions on public opinion and political behavior.*

**PolS 558 Research Methods for Local Government and Community Administration (3 cr)**
This course will provide research tools to students interested in local and community administration. Topics will include research design, inferential statistics, regression analysis, binary dependent variable modeling with application to policy analysis and performance measurement, and program evaluation.
Recommended Short Course Title: Research Methods for Local Adm

Rationale: This course will support the MPA program and will be offered in lieu of the current research methods requirement. This course will be designed specifically for local government administration. Existing faculty will teach this course. This course will be assessed according to NASPAA guidelines. An assessment program has been developed and is available for review on request. The program includes an assessment plan, course map, and MPA logic model.

**PolS 559 Field Based Research (3 cr)**

This course gives in-service MPA graduate students the opportunity to conduct applied research under faculty supervision. Research projects will be selected according to the needs of the agency, student interest, and with faculty approval.

Rationale: NASPAA accredited MPA programs with multiple concentrations must be constructed on curriculums with equal credit hour requirements. In our case, we would waive the internship requirement for in-service students and replace those hours with the field-based research requirement. This course will be assessed according to NASPAA guidelines. An assessment program has been developed and is available for review on request. The program includes an assessment plan, course map, and MPA logic model.

**PolS 560 Public Administration Practicum (1 cr, max 3)**

This course provides students with practical information and skills that are needed to support careers in local government administration. Topics will include professionalism, computer skills, resume writing, interview and presentation skills. Students may retake the course three times.

Rationale: After meetings with city supervisors, we have decided that students need opportunities to receive practical training in the profession of public administration. This course will be delivered over an academic year and will be managed by a single faculty member but team-taught. There will be various topics from a session in which the city supervisor will talk with students about professionalism, to resume and cover letter writing, to how to find a position with a local government, to computer skills, etc. This course will be assessed according to NASPAA guidelines. An assessment program has been developed and is available for review on request. The program includes an assessment plan, course map, and MPA logic model.

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**Theatre Arts**

1. **Drop the following course:**

   **The 473 Senior Capstone Seminar (1 cr)**

   The first part of a year-long capstone class for graduating theatre majors that requires students to synthesize their experiences in dramatic theory, literature, theatre performance, and production. Seminar students prepare a service learning project and a portfolio presentation that summarizes their experience and their current vision of the theatre. The class also includes a component in resume preparation and professional presentation.

   Recommended Equivalent Course: None

   Rationale: Based on student feedback and our experience teaching the course for a number of years, we determined that the course would be more effective taught in one semester, two credit class rather than the two semester 1 credit class model we started with. Easier for students to schedule and to effectively maximize the capstone experience. Therefore we propose eliminating Theatre 473 and changing the credits for Theatre 483 to 2.

2. **Change the following courses:**

   **The J472/ J572 Directing (3 cr)**

   Staging and interpretation of a play; developing a production concept; coaching actors. Additional projects/assignments required for graduate credit. Three lec and one hr of lab a wk. Recommended Preparation: Upper-division acting course at 300/400 level.

   *Prereq: The 471*

   Rationale: The class is a year-long sequence – somehow when the course was input in the system the department omitted adding 471 as a prerequisite for 472. The information and assignments from 471 prepare students to take 472. We’ve had to manually ask students to not take 472 without the first semester course. This change standardizes departmental practice.

   **The 483 Senior Capstone Project (1-2 cr)**

   The second part of a year-long capstone class for graduating theatre majors that requires students to synthesize their experiences in dramatic theory, literature, theatre performance, and production. Seminar students prepare a service learning project and a portfolio presentation that summarizes their experience and their current vision of the theatre. The class also includes a component in resume preparation and professional presentation.

   Rationale: Based on student feedback and our experience teaching the course for a number of years, we determined that the course would be more effective taught in one semester, two credit class rather than the two semester 1 credit class model we started with. Easier for students to schedule and to effectively maximize the capstone experience. Therefore we propose eliminating Theatre 473 and changing the credits for Theatre 483 to 2.
3. Change the curricular requirements of **Theatre Arts** (B.A. and B.S.):

To be eligible for graduation, theatre arts students taking B.A./B.S. options in theatre must achieve a minimum grade of C in all theatre courses required by their major. To participate in departmental productions, a student must maintain a minimum 2.50 overall GPA.

Required course work for students pursuing the B.A. in theatre arts includes (1) the university requirements (see regulation J-3), (2) the general CLASS core requirements, and (3) the theatre arts core courses listed below.

Required course work for students pursuing the B.S. in theatre arts includes (1) the university requirements (see regulation J-3), (2) the general CLASS core, an established minor, or courses in a related field approved by the Theatre Arts Department (20 cr), and (3) the theatre arts core courses listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 101</td>
<td>Introduction to the Theatre</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 103, The 104</td>
<td>Theatre Technology I, II (6-3 cr)</td>
<td></td>
</tr>
<tr>
<td>The 105, The 106</td>
<td>Basics of Performance (6-3 cr)</td>
<td></td>
</tr>
<tr>
<td>The 190</td>
<td>Theatre Practice</td>
<td>1 cr</td>
</tr>
<tr>
<td>The 201</td>
<td>Scene Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 202</td>
<td>Costume Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 205</td>
<td>Lighting Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 206</td>
<td>Theatrical Makeup</td>
<td>1 cr</td>
</tr>
<tr>
<td>The 371</td>
<td>Play Analysis</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 390</td>
<td>Theatre Practice II (at least 1 cr in 3-4 different semesters)</td>
<td>4 cr</td>
</tr>
<tr>
<td>The 468</td>
<td>Theatre History I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 469</td>
<td>Theatre History II</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 471</td>
<td>Senior Capstone Seminar</td>
<td>1 cr</td>
</tr>
<tr>
<td>The 483</td>
<td>Senior Capstone Project</td>
<td>1-2 cr</td>
</tr>
</tbody>
</table>

**Electives in design/production (3 cr)**

Rationale: Changes reflect consolidated and deleted courses as well as an attempt to better accommodate the new 120 credit graduation policy and open up more room for further departmental elective coursework.

4. Change the curricular requirements of **Technical Theatre** (Minor):

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The 103, The 104</td>
<td>Theatre Technology I, II (6-3 cr)</td>
<td></td>
</tr>
<tr>
<td>The 104</td>
<td>Theatre Technology II</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 190</td>
<td>Theatre Practice</td>
<td>1 cr</td>
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<td>The 201</td>
<td>Scene Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 202</td>
<td>Costume Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 205</td>
<td>Lighting Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 307</td>
<td>Advanced Theatrical Makeup</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Two of the following (6 cr):

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 201</td>
<td>Scene Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 202</td>
<td>Costume Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 205</td>
<td>Lighting Design I</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Upper-division technical theatre course work (3-6 cr)

Courses to total 19-20 credits for this minor

Rationale: The curriculum changes better aligns with departmental need and the two distinct areas of concentration best suited for a minor concentration by students not majoring in theatre but wishing to supplement their individual focus.

5. Change the curricular requirements of **Theatre Arts** (Minor):

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>The 103, The 104</td>
<td>Theatre Technology I, II (6 cr)</td>
<td></td>
</tr>
<tr>
<td>The 105, The 106</td>
<td>Basics of Performance (6-3 cr)</td>
<td></td>
</tr>
<tr>
<td>The 106</td>
<td>Basics of Performance</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 305</td>
<td>Intermediate Acting</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 306</td>
<td>Intermediate Acting</td>
<td>3 cr</td>
</tr>
<tr>
<td>The 471</td>
<td>Directing</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Upper-Division Elective (3 cr)**

Rationale: Changes reflect consolidated and deleted courses as well as an attempt to better accommodate the new 120 credit graduation policy and open up more room for further departmental elective coursework.
Courses to total 20_18 credits for this minor

Rationale: The curriculum changes better aligns with departmental need and the two distinct areas of concentration best suited for a minor concentration by students not majoring in theatre but wishing to supplement their individual focus.

Women’s Studies

1. Change the following course:

   WmSt 498 (s) Internship in Women’s and Gender Studies (1-6 cr, max arr)
   Directed student internship in approved setting relevant to women’s and gender studies with campus, local, national, or international organizations or offices. Graded pass/fail. Various credits depending on the length and type of internship.
   **Prereq:** Permission of the Coordinator of Women’s Studies

Rationale: Internship in Women’s Studies

Rationale: I simply forgot to add to make the internships subtitle-able and repeatable when I submitted the form to create this course last year.