COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES
Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2015

American Indian Studies

1. Change the following course:

   AIST 420 Native American Law (3 cr)
   See Law 949. Graded Pass/Fail.

Note: This change has the approval of the College of Law

Rationale: The change will help in strengthening the AIST minor and fulfilling the MOU for AIST with five universities and colleges by changing AIST 420 Native American Law (cross-listed with Law 949 Native American Law) from a pass/fail course to a graded course. For the AIST minor to eventually become a major and attract more American Indian students, we need to offer graded core AIST courses. The University of Idaho has the only law school of the five MOU universities and colleges. Therefore, the law courses offered through AIST provide unique substantive topics that no other university or college can offer.

English

1. Add the following courses:

   Engl 318 Science Writing (3 cr)
   Principles and practice of making scientific concepts and work accessible to the lay public through newspaper articles, essays, and advocacy campaigns; also examines the ways in which media communication about scientific issues shapes public opinion and policy.
   Prereq: Engl 102 or Equivalent; and sophomore standing

   Rationale:
   Science Writing is intended to round out our current selection of 300-level offerings, which include Engl 309 (Advanced Prose), Engl 313 (Business Writing), Engl 316 (Environmental Writing), and Engl 317 (Technical Writing). The distinction between Business, Technical, Environmental, and Science Writing is detailed below:
   • Business Writing emerged from the communication needs of commerce, so it has a focus on interpersonal communication (both from within and without an organization) and business ethics. Students who take this course tend to be business, finance, and accounting majors.
   • Technical Writing emerged from the communication needs of inventing and using technology, so it has a user-centered design focus. Students who take this course tend to be engineering and technology majors.
   • Environmental Writing emerged from the need to express our relationship to our environment and to understand how language shapes this relationship both personally and in terms of public policy. Students who take this course tend to be majoring in environmental science, natural resources, and wildlife management.
   • Science Writing emerged from the need to communicate the results of scientific research, so it has a focus of disseminating those results to both expert and lay audiences. Students who would take this course may be majoring in biology, chemistry, food science, plant science, animal science, and geological science.

   Science Writing (Engl 318) will be offered on a rotating basis with Environmental Writing (Engl 316), once every other year. It will be taught by English faculty in the Composition Program.

   Learning Outcomes:
   This course proposal supports the following UI Undergraduate Learning Outcomes:
   1. Learn and integrate—students will be learning various science concepts and will be writing about them to a variety of audiences.
   2. Think and create—students will be thinking about contemporary scientific issues, and will be tasked with writing about these concepts in real-world settings.
   3. Communicate—this course emphasizes writing to a variety of audiences for a variety of purposes.
   4. Clarify purpose and perspective—students will explore how science concepts are presented in a variety of settings, and they will explore the impact such writing has on the way science and technology shape our society.

   Assessment:
   The assessment of these learning outcomes will occur through a variety of assignments. Student will write such assignments as a press release, a rhetorical analysis of a review of a gadget, website, or technology; a research-based critical science/technology essay. Assessment of their work will be done via portfolio and will also include a reflective essay that asks the student to discuss the course objectives in relation to the course assignments.
Engl 531: Traditions – Fiction (3 cr)
An in-depth study of the short story as a literary genre, offering fiction writers a deeper historical context in which to position their own work, as well as intensive practice in the critical analysis of fiction writing craft.
Prereq: Graduate standing in the Department of English; or permission

Rationale: This course will be offered in rotation with two other Foundations courses in Nonfiction and in Prosody & Forms. No such historical course on the development of the short story as a genre is currently offered. Such a course is deemed essential to the training of our fiction MFAs, and extremely beneficial in broadening the literary expertise of our MA students as well. The course can be taught by current faculty. No additional faculty or overload required. Having this course in the catalog formalizes and clarifies the curriculum for current and prospective students.

Students will learn about the history of the genre as it has developed over time, placing additional focus on its contemporary literary relevance. Such study of the historical canon and its established writers will compel students to identify and understand the continuities of literary tradition as it emerges in the contemporary moment. Through engagement with the historical and contemporary texts, writers will gain practice in critical insight and mastery of their own composition process within the genre.
Attention will also be paid to ethical, real-world approaches of writers working in this tradition, which addresses the department’s and university’s learning outcomes. Students will be assessed on their knowledge and practice of these objectives based on their own writings and analytical papers.

Engl 532: Traditions – Nonfiction (3 cr)
An in-depth study of the essay as a literary genre, offering nonfiction writers a deeper historical context in which to position their own work, as well as intensive practice in critical analysis of essay writing craft.
Prereq: Graduate standing in the Department of English; or permission

Rationale: This course will be offered in rotation with two other Foundations courses in Fiction and in Prosody & Forms. No such historical course on the development of the essay as a genre is currently offered. Such a course is deemed essential to the training of our nonfiction MFAs, and extremely beneficial in broadening the literary expertise of our MA students as well. The course has been offered very effectively three times, as a special topic, with current faculty. No additional faculty or overload required. Having this course in the catalog formalizes and clarifies the curriculum for current and prospective students.

Students will learn about the history of the genre as it has developed over time, placing additional focus on its contemporary literary relevance. Such study of the historical canon and its established writers will compel students to identify and understand the continuities of literary tradition as it emerges in the contemporary moment. Through engagement with the historical and contemporary texts, writers will gain practice in critical insight and mastery of their own composition process within the genre.
Attention will also be paid to ethical, real-world approaches of writers working in this tradition, which addresses the department’s and university’s learning outcomes. Students will be assessed on their knowledge and practice of these objectives based on their own writings and analytical papers.

Engl 533: Traditions – Prosody & Forms (3 cr)
An in-depth study of historical and traditional prosodies and poetic forms in English, offering poets and students of poetry a better understanding of the mechanical workings of poetry, and intensive practice in critical analysis of poetic forms.
Prereq: Graduate standing in the Department of English; or permission

Rationale: This course will be offered in rotation with two other Foundations courses in Fiction and in Nonfiction. A graduate degree in creative writing, with a specialty in poetry, is—without such a course as this—suspect. This course will be extremely beneficial in broadening the literary expertise of our MA students as well. The course has been offered very effectively three times, as a special topic, with current faculty. No additional faculty or overload required. Having this course in the catalog formalizes and clarifies the curriculum for current and prospective students.

Students will learn about the history of the genre as it has developed over time, placing additional focus on its contemporary literary relevance. Such study of the historical canon and its established writers will compel students to identify and understand the continuities of literary tradition as it emerges in the contemporary moment. Through engagement with the historical and contemporary texts, writers will gain practice in critical insight and mastery of their own composition process within the genre.
Attention will also be paid to ethical, real-world approaches of writers working in this tradition, which addresses the department’s and university’s learning outcomes. Students will be assessed on their knowledge and practice of these objectives based on their own writings and analytical papers.

2. Change the following courses:

Engl 309: Advanced Prose Writing – Rhetorical Style (3 cr)
Analyze how style varies according to rhetorical genre and purpose; practice composing in multiple genres and styles. Theory and practice in writing prose, many assignments in expression, explanation, and persuasion.
Prereq: Engl 102 and Sophomore Standing or Equivalent

Rationale:
The title and content of English 309 has been updated to better reflect the revised rhetorical focus of the Composition Program in general and the Professional Writing Emphasis in particular. In the course, students analyze and practice composing with different rhetorical styles. They will learn that “good” style varies according to rhetorical purpose, genre, and audience. They investigate how style works by producing written and/or multimodal
compositions about a topic in various rhetorical genres, sampling from professional, personal, and persuasive genres. Students submit a final portfolio of revised work.

**Learning objectives:**
By the end of the course, students should be able to...
- Recognize, compose, and revise a wide range of prose genres for various audiences and purposes;
- Produce compositions that are rhetorically and stylistically sound;
- Learn how to do advanced research using primary and secondary sources;
- Use research to support sound arguments for various rhetorical purposes;
Give and receive feedback, and use that feedback to support the revision process.

**Engl 440 (s) Reading, Writing, and RhetoricClient-Based Writing (3 cr)**
A capstone course in which students work with clients to practice writing in professional genres. Required of students in the professional emphasis and writing minor. (Spring only)

**Prereq:** Engl 102; and Senior standing or 24 credits of English courses

Rationale: The change of course description was approved for Engl 440 several years ago; the name change to Client-Based Writing simply more correctly describes the content of the course and distinguishes it from courses that are currently being planned (e.g. Introduction to Rhetorical History and Theory).

**Engl 511 (s) Studies in Critical TheoryLiterary Criticism (3 cr, max 12)**
Various schools of critical theory, normally offered in historical survey or by theoretical perspective History of criticism; various schools of literary criticism. (Alt/yrs)

**Prereq:** Permission

Rationale: The former title, “Literary Criticism,” is an outmoded phrase. “Critical Theory” is the current way of talking about the subject matter of this course. The proposed title change reflects this shift in discourse and updates the course accordingly. Since our MA students have a “theory” requirement, having the word “theory” in the course title also clarifies that this course fulfills that requirement. Our new course description expands the options for how the course may be taught and will allow for more faculty to potentially teach the course, according to their various areas of expertise. No additional faculty resources will be required to offer this course; it can be taught by current faculty.

**Engl 515 ESL Teaching Practicum (3 cr)**
Organization and teaching of an ESL course under direction of practicum instructor. (Spring only)

**Prereq:** Engl 241 or Permission

Rationale:
1) Since the course places our students in a student-teaching-like setting, we would like more discretion in approving their enrollment in the practicum.

2) We now offer the course every spring.

3. Change the curricular requirements of English (B.A.):

Where specific courses are listed with the area requirements, the department may approve equivalencies. Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and one of the following emphases:

...  

**C. Professional Emphasis**
The professional Professional Emphasis is an individualized program for students wishing to stress preparation careers in technical writing, editing, publishing, law, government service, and business for professions such as law, writing and editing, government service, and business.

**Foundations (3 cr)**
Engl 215 Introduction to English Studies (3 cr)

**Literary History (9-6 cr)**
Engl 257-258 Literature of Western Civilization (3 cr)

**Engl 258**

**Engl 341 Survey of British Literature (3 cr)**

**Engl 342 Survey of British Literature (3 cr)**

**Engl 343 Survey of American Literature (3 cr)**

**Engl 344 Survey of American Literature (3 cr)**

Two courses from the following (6 cr):

**Engl 341 Survey of British Literature (3 cr)**

**Engl 342 Survey of British Literature (3 cr)**

**Engl 343 Survey of American Literature (3 cr)**
Writing (9-18 cr)
Two courses from the following (6 cr):
- **Engl 202** Introduction to Professional Writing (3 cr)
- **Engl 207** Persuasive Writing (3 cr)
- **Engl 208** Personal and Exploratory Writing (3 cr)
- **Engl 293** Beginning Nonfiction Writing (3 cr)
- **Engl 309** Advanced Prose Writing (3 cr)

**One Four courses** from the following (4-12 cr):
- **Engl 309** Advanced Prose Writing (3 cr)
- **Engl 313** Business Writing (3 cr)
- **Engl 316** Environmental Writing (3 cr)
- **Engl 317** Technical Writing (3 cr)
- **Engl 318** Science Writing (3 cr)
- **Engl 393** Intermediate Nonfiction Writing (3 cr)

Cultural Diversity (One course in non-canonical or underrepresented literatures) (3 cr)
- **AIST 320** The Celluloid Indian: American Indians in Popular Film (3 cr)
- **Engl 380** Introduction to U.S. Ethnic Literatures (3 cr)
- **Engl 481** Women's Literature (3 cr)
- **Engl 483** African American Literature (3 cr)
- **Engl 484** American Indian Literature (3 cr)
- **Engl 485** Global Literatures in English (3 cr)

Or an adviser-approved special topics or extra-departmental course (3 cr)

**Linguistics (3 cr)**
- **Engl 241** Introduction to the Study of Language (3 cr)

**Electives (9 cr)**
Nine credits from the following (9 cr)
- **Art 216** Digital Tools (3 cr)
- **Comm 335** Intercultural Communication (3 cr)
- **Hist 382** History of Biology: Conflicts and Controversies (3 cr)
- **JAMM 325** Publications Editing (3 cr)
- **JAMM 350** Public Relations Writing and Production (3 cr)
- **PolS 364** Politics of the Environment (3 cr)
- **Psych 320** Introduction to Social Psychology (3 cr)

Any English course numbered 200 or above that has not been taken to satisfy one of the above requirements

**Note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements in the Professional Emphasis.**

One 400 level linguistics course (3 cr)
One 400 level English course (3 cr)
Two English courses (6 cr)

**Note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements in the Professional Emphasis.**

Capstone (3 cr)
- **Engl 440** Reading, Writing, and Rhetoric (3 cr)

Courses to total 120 credits for this degree

... Rationale:
As of fall 2012, the Professional Emphasis is the least populated emphasis within the English major. Internal assessments both at the advising and curricular level have indicated a need to revise the Professional Emphasis curriculum to include courses that better meet the needs of a broad undergraduate student population—including returning professionals, international students, students interested in moving on to graduate school, and students who plan to become professional (non-creative) writers as a career choice. We seek to provide students with a rhetorical education in writing, reading, and critical inquiry, while helping them build a professional writing portfolio that demonstrates their facility with a wide range of writing genres and technologies.

The broad-reaching implications for students enrolled in this updated English degree emphasis include experiences that prepare them for professional writing opportunities and graduate education, and also opportunities to engage in citizenship, civil service, advocacy, activism, and entrepreneurship. Such an emphasis is a worthy enactment of the College of Liberal Arts and Social Sciences’ strategic signature area of human communities. Likewise, this updated curriculum supports the University of Idaho’s broader undergraduate student learning outcomes: Learn and Integrate; Think and Create; Communicate; Clarify Purpose and Perspective; and Practice Citizenship.

Objectives:
1. Revise the curriculum and course offerings to reflect best practices in preparation for professional writing careers and/or graduate study.
2. Update the number of credit hours to match those of the other English major emphases.
3. Change the name from Professional Emphasis to Professional Writing Emphasis to reflect our updated curriculum.
Journalism and Mass Media

1. Drop the following courses:

   **JAMM 201 Practicum (1 cr, max 3)**
   Graded P/F.
   Recommended Equivalent Course: None

   Rationale: JAMM 201 was originally envisioned as a way to offer experiential credit to lower-division students working in Student Media, such as the Argonaut or KUOI-FM. It was not required for any JAMM degree and would have provided elective credits. This Practicum has never been offered. JAMM students have other opportunities to earn elective credits through JAMM 403, 498 and 499.

   **JAMM 351 Alumni Newsletter Production (1-3 cr)**
   Concept development, interviewing, writing and editing for the School of Journalism and Mass Media’s twice-yearly newsletter for students, alumni and other audiences; emphasis on multi-media content, including photographs, audio and video.
   **Prereq:** JAMM 100 with a grade of ‘C’ or better and JAMM 121 with a grade of ‘C’ or better; and JAMM 350 or Permission
   Recommended Equivalent Course: None

   Rationale: JAMM 351 was originally envisioned as a companion course to JAMM 350: Public Relations Writing and Production. However, student demand has been insufficient to offer JAMM 351, which has never been taught. Public Relations students have found newsletter production opportunities through internships or directed-studies. This course was not required for any JAMM degree and was intended only as an elective.

2. Add the following course:

   **JAMM 471 Foundations of Screenwriting (3 cr)**
   See The J441/J541.

   Rationale: A Screenwriting course is currently being taught by Theatre faculty and is of interest to JAMM majors introduced in developing scripts for documentaries and entertainment films. Giving this course a JAMM number would allow students in Broadcasting and Digital Media the opportunity to take it as a JAMM course. This course works towards all five university and the current JAMM learning outcomes, and will be evaluated by the department assessment plans currently in place.

3. Change the following course:

   **JAMM 341 Mass Media Ethics (3 cr)**
   A critical examination of ethical issues confronting journalists and other media practitioners. Includes moral analysis, argument and decision-making by media organizations. Case studies drawn from journalism, broadcasting, advertising, public relations and digital media.
   **Prereq:** JAMM 100 with a grade of ‘C’ or better and JAMM 121 with a grade of ‘C’ or better and Junior Standing and a Major in the School of Journalism and Mass Media

   Rationale: JAMM 341 is a conceptual course that requires students to think critically about significant moral and ethical issues confronting media professionals. Familiarity with media practices taught in the school’s lower-division professional and skills courses prepares upper-division JAMM students for the rigorous consideration of real-world ethical challenges. Sophomores who have completed the 200-level course in their major may still be admitted with permission of the instructor. Assessment reference: JAMM learning outcome (from ACEJMC Values and Competencies): “All graduates ... should be able to demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.”

Modern Languages & Cultures

1. Add the following course:

   **Span 421 Bilingual and Bicultural Literature (3 cr)**
   The course consists of literary works, theoretical readings, films and documentaries concerned with the complexity of Bilingual and Bicultural concepts. Some of the pressing topics covered in this course will respond to interrogatives such as: What is Bilingual/Bicultural? How does this state affect the development of an identity within the context of Americanness as it is reflected in the Latino/Hispanic Experience in the U.S.? The course will also focus on negotiation of Latin@ Identity (Mexican/Chicano, Dominican, PuertoRican/Newyorican, and Cuban/American experiences); Concepts of Race; Immigration, Politics of Identity, Language, Gender and the importance of family to these issues. This course also refines research skills and helps the students reach a higher oral and written Spanish proficiency level.
   **Prereq:** Span 301 and Span 302; or Instructor Permission
Recommended Short Course Title: Bilignual & Bicultural Lit

Rationale: This course has been taught twice by MLC Latino Studies Specialist and now needs to have a permanent number. MLC Spanish Section needs a more ample selection of 400-level Spanish courses for the Spanish major. There is no extra cost to MLC to add this course. SPAN 421 works towards all five university and the three MLC learning outcomes, and will be evaluated by the department assessment plans currently in place. Through focus on cross-cultural phenomenon, a variety of communicative and analytical class activities, and the presentation of material from various sources, students will acquire not only knowledge but also the ability to think critically and communicate their ideas as global citizens.

2. Change the curricular requirements of French (B.A.):

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and:

An international experience (eight week minimum) and the course work listed below are required of students. This international experience requirement will be fulfilled by completing a MLC approved study abroad program or international internship or faculty-led experience or a combination of all. This experience (completed in French) should take place after the student has finished language study through the intermediate (200) level. The study abroad program or the internship must receive prior approval from the student's MLC advisor and/or MLC Validation Committee appointed by MLC chair. Shorter international experiences exceptions can be considered by MLC Validation Committee in case of extraordinary financial or family circumstances.

The French Major consists of a minimum of 39 upper-division credits which must include the following:

- At least 9 Fren credits must be at the 400-level (9 cr)
- At least 9 credits of these required upper-division courses in the Fren must be completed on campus
- A maximum of 9 FLEN credits out of the total 39 may be applied towards the major.

A second foreign language (elem & interm or equivalent) (16 cr)*

Additionally, all majors must complete a 1-credit MLC capstone course based on their international experience and take the Avant's STAMP (STAndards-based Measurement of Proficiency) exit exam before applying for graduation.

*Note: This requirement is waived for students with a double major (MLC plus another major)

An international experience and the course work listed below is required of students. This requirement will normally be fulfilled by completing a program of studies abroad which takes place after the student has finished language study through the intermediate (200) level. The specific program must receive prior approval from the student’s MLC advisor and must be one that lasts a minimum of 12-15 weeks. The classes taken must earn a minimum of 12 upper-division (300/400 level) academic credits, be in subjects pertinent to the student's language option, and offered in that language. Such credits may be obtained by two consecutive summer programs.

8-9 FLEN credits, of which a minimum of 5-6 FLEN credits is outside of one's language option (8-9 cr)

| FLEN 313 | Modern French Literature in Translation (3 cr) |
| Fren 101, Fren 101L | Elementary French I and Lab (5 cr) |
| Fren 102, Fren 102L | Elementary French II and Lab (5 cr)  |
| Fren 201, Fren 201L | Intermediate French I and Lab (5 cr) |
| Fren 202 | Intermediate French II (4 cr) |

One of the following (3 cr)

| Fren 407 | French & Francophone Literatures (3 cr) |
| Fren 408 | French and Francophone Culture and Institutions (3 cr) |
| Fren 410 | French and Francophone Arts (3 cr) |

300-level French courses (20 cr)

Additional electives in upper division French or related fields approved by the chair (9 cr)

A second foreign language (elem & interm or equivalent), waived for students with a double major (FL plus another major) or a 30-credit pre-professional emphasis approved by the department chair (16-30 cr)

Courses to total 120 credits for this degree

Rationale: These changes will standardize, simplify and clarify the requirements for the B.A. Spanish major and the B.A. French major offered in the department. The changes to the international experience requirement make the degree easier to complete for first generation college-bound and non-traditional students. There will no extra cost to the department or changes in the number of MLC faculty needed to offer courses to complete the degree, but there will be a $20 fee charged to the MLC senior to take the STAMP exit exam. This also serves as MLC assessment data.

3. Change the curricular requirements of Spanish (B.A.):

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and:
An international experience (eight week minimum) and the course work listed below are required of students. This international experience requirement will be fulfilled by completing a MLC approved study abroad program or international internship or faculty-led experience or a combination of all. This experience (completed in Spanish) should take place after the student has finished language study through the intermediate (200) level. The study abroad program or the internship must receive prior approval from the student’s MLC advisor and/or MLC Validation Committee appointed by MLC chair. Shorter international experiences exceptions can be considered by MLC Validation Committee in case of extraordinary financial or family circumstances.

The Spanish major consists of a minimum of 39 upper-division credits, which must include the following:
- Span 301, Span 302, Span 305, and Span 306
- At least 9 Span credits must be at the 400-level (9 cr)
- At least 9 credits of these required upper-division courses in Span must be completed on campus
- A maximum of 9 FLEN credits out of the total 39 may be applied towards the major.

A second foreign language (elem & interm or equivalent) (16 cr)*

Additionally, all majors must complete a 1-credit MLC capstone course based on their international experience and take the Avant’s STAMP (STAndards-based Measurement of Proficiency) exit exam before applying for graduation.

*Note: This requirement is waived for students with a double major (MLC plus another major)

An international experience and the course work listed below is required of students. This requirement will normally be fulfilled by completing a program of studies abroad which takes place after the student has finished language study through the intermediate (200) level. The specific program must receive prior approval from the student’s MLC advisor and must be one that lasts a minimum of 12-15 weeks. The classes taken must earn a minimum of 12 upper-division (300/400 level) academic credits, be in subjects pertinent to the student’s language option, and offered in that language. Such credits may be obtained by two consecutive summer programs.

8-9 FLEN credits, of which a minimum of 5-6 FLEN credits is outside of one’s language option (8-9 cr)

Span 101, Span 101L Elementary Spanish I and Lab (5 cr)
Span 102, Span 102L Elementary Spanish II and Lab (5 cr)
Span 201, Span 201L Intermediate Spanish I and Lab (5 cr)
Span 202, Span 202L Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 305 Culture & Institutions of Spain (3 cr)
Span 306 Culture & Institutions of Latin America (3 cr)
Upper-division courses in Spanish language (9 credits must be 400-level) (12 cr)

Additional electives in upper-division Spanish or related fields approved by the department chair (6 cr)

A second foreign language (elem & interm or equivalent), waived for students with a double major (FL plus another major) or a 30-credit pre-professional emphasis approved by the department chair (10-30 cr)

Courses to total 120 credits for this degree

Rationale: These changes will standardize, simplify and clarify the requirements for the B.A. Spanish major and the B.A. French major offered in the department. The changes to the international experience requirement make the degree easier to complete for first generation college-bound and non-traditional students. There will no extra cost to the department or changes in the number of MLC faculty needed to offer courses to complete the degree, but there will be a $20 fee charged to the MLC senior to take the STAMP exit exam. This also serves as MLC assessment data.

Organization Sciences

1. Add the following courses:

OrgS 221 Workplace Motivation (1 cr)
A review of the issues that affect worker motivation. Evidence and practical implications of forces such as workplace incentives, social and physical environment, organizational structure and tasks, external factors, and individual differences will be considered.

Rationale: This will be a university course, so the emphasis will be on evidence-based practices and recommendations. The goal of the course is to have students think broadly, and more complexly, about why employee performance can be so variable. This will be a 1-credit online course, and it is expected to produce sufficient revenue to sustain itself. It is currently being tested as ORGS 204, with some success. This course addresses the department’s and the university’s learning outcomes by promoting improved critical thinking, and enhanced communication skills, both oral and written. These learning outcomes are assessed as part of overall program assessment efforts each year.

OrgS 222 Workplace Soft Skills (1 cr)
Overall organizational performance often depends as much on soft skills (worker social skills and emotional intelligence, communication abilities, and worker professionalism) as it does on hard skills (abilities with the immediate tasks). This course reviews the evidence on the impact of soft skills.

Rationale: The failure of entrants to the workforce to understand the importance of soft skills is a drag on an organization's productivity. This course will review the evidence for this, and discuss remedies that have been successful. This is a 1-credit online class and is expected to generate sufficient revenue to sustain itself. It is currently being tested as ORGS 204. Enrollment is light, but student interest and comments (thus far) have been positive. This course addresses the department’s and the university’s learning outcomes by promoting improved critical thinking, and enhanced communication skills, both oral and written. These learning outcomes are assessed as part of overall program assessment efforts each year.

**OrgS J441/J541 Human Relations in the Workplace (3 cr)**
See Psyc J441/J541.

Editor’s Note: This change was added by the editor to match the new cross-listing with of Psyc J441/J541.

2. **Change the curricular requirements of Organizational Sciences (B.A. or B.S.):**

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

- **OrgS 210** Introduction to Organizational Sciences (1 cr)
- **OrgS 221** Workplace Motivation (1 cr)
- **OrgS 222** Workplace Soft Skills (1 cr)
- **OrgS 220** Budgeting for Small Organizations (1 cr)
- **OrgS 410** Capstone Project in Organizational Sciences (1-6 cr)
- **OrgS 444** Methods and Analysis in Organizational Science (4 cr)

Complete one of the following courses (1-3 cr):
- **OrgS 110** Governance in Small Organizations (3 cr)
- **OrgS 210** Introduction to Organizational Sciences (1 cr)

Complete three of the following courses (9 cr):
- **Anth 100** Introduction to Anthropology (3 cr)
- **Bus 101** Introduction to Business Enterprises (3 cr)
- **Comm 111** Introduction to Communication Studies (3 cr)
- **JAMM 100** Media and Society (3 cr)
- **OrgS 110** Governance in Small Organizations (3 cr)
- **OrgS 155** Financial Literacy (3 cr)
- **PoIS 101** Introduction to Political Science and American Government (3 cr)
- **Psyc 101** Introduction to Psychology (3 cr)
- **Soc 101** Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas:

**Organizational Communication**

Select 6 courses from Comm and 2 from other disciplines for this specialization. Student may not pursue both this specialization and a minor in Communication Studies (24 cr):
- **Comm 233** Interpersonal Communication (3 cr)
- **Comm 235** Organizational Communication (3 cr)
- **Comm 332** Communication and the Small Group (3 cr)
- **Comm 335** Intercultural Communication (3 cr)
- **Comm 347** Persuasion (3 cr)
- **Comm 400** Seminar (3 cr)
- **Comm 410** Conflict Management (3 cr)
- **Comm 421** Nonverbal Communication (3 cr)
- **Comm 431** Applied Business and Professional Communication (3 cr)
- **Comm 432** Gender and Communication (3 cr)
- **Comm 433** Organizational Communication Theory, Research, and Application (3 cr)
- **Comm 456 or JAMM 456** Nonprofit Fundraising (3 cr)
- **Engl 207** Persuasive Writing (3 cr)
- **JAMM 265** Principles of Advertising (3 cr)
- **JAMM 440** Critical Issues in Mass Media (3 cr)
- **JAMM 444** Mass Media and Public Opinion (3 cr)
- **OrgS 305** Nonprofit Organizations (3 cr)
- **OrgS 317** Explore Mentoring & Leadership (3 cr)
- **OrgS 400** Seminar (1-3 cr)
- **OrgS 407** Advanced Nonprofit Organizations (3 cr)
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<td>Psyc 345</td>
<td>Group Dynamics (3 cr)</td>
</tr>
<tr>
<td>Psyc 441</td>
<td>Human Relations in the Workplace/Psychology in the Workplace (3 cr)</td>
</tr>
</tbody>
</table>

**Organizations and Communities**

Select 7 courses from the following (21 cr); at least 2 different disciplines from the courses listed for this specialization (18 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 311</td>
<td>Introduction to Management (3 cr)</td>
</tr>
<tr>
<td>Bus 413</td>
<td>Organizational Behavior (3 cr)</td>
</tr>
<tr>
<td>Bus 414</td>
<td>Entrepreneurship (3 cr)</td>
</tr>
<tr>
<td>Comm 235</td>
<td>Organizational Communication (3 cr)</td>
</tr>
<tr>
<td>Comm 332</td>
<td>Communication and the Small Group (3 cr)</td>
</tr>
<tr>
<td>Comm 335</td>
<td>Intercultural Communication (3 cr)</td>
</tr>
<tr>
<td>Comm 347</td>
<td>Persuasion (3 cr)</td>
</tr>
<tr>
<td>Comm 410</td>
<td>Conflict Management (3 cr)</td>
</tr>
<tr>
<td>Comm 431</td>
<td>Applied Business and Professional Communication (3 cr)</td>
</tr>
<tr>
<td>Comm 433</td>
<td>Organizational Communication Theory, Research, and Application (3 cr)</td>
</tr>
<tr>
<td>Comm 456</td>
<td>Nonprofit Fundraising (3 cr)</td>
</tr>
<tr>
<td>JAMM 465 or</td>
<td></td>
</tr>
<tr>
<td>JAMM 482</td>
<td>Dark Side of Communication (3 cr)</td>
</tr>
<tr>
<td>FCS 449</td>
<td>Consumer Economics Issues (3 cr)</td>
</tr>
<tr>
<td>Hist 425</td>
<td>Immigration and Ethnicity in the United States (3 cr)</td>
</tr>
<tr>
<td>JAMM 252</td>
<td>Introduction to Public Relations (3 cr)</td>
</tr>
<tr>
<td>JAMM 325</td>
<td>Publications Editing (3 cr)</td>
</tr>
<tr>
<td>JAMM 350</td>
<td>Public Relations Writing and Production (3 cr)</td>
</tr>
<tr>
<td>JAMM 444</td>
<td>Mass Media and Public Opinion (3 cr)</td>
</tr>
<tr>
<td>JAMM 452</td>
<td>Public Relations Campaign Design (3 cr)</td>
</tr>
<tr>
<td>OrgS 305</td>
<td>Nonprofit Organizations (3 cr)</td>
</tr>
<tr>
<td>OrgS 317</td>
<td>Explore Mentoring &amp; Leadership (3 cr)</td>
</tr>
<tr>
<td>OrgS 400</td>
<td>Seminar (1-3 cr)</td>
</tr>
<tr>
<td>OrgS 404</td>
<td>Special Topics (3 cr)*</td>
</tr>
<tr>
<td>OrgS 407</td>
<td>Advanced Nonprofit Organizations (3 cr)</td>
</tr>
<tr>
<td>OrgS 415</td>
<td>Planning Professional Conferences and Events (3 cr)</td>
</tr>
<tr>
<td>OrgS 416</td>
<td>Planning Professional Conferences and Events Laboratory (1 cr)</td>
</tr>
<tr>
<td>OrgS 435 or</td>
<td>Personnel (3 cr)</td>
</tr>
<tr>
<td>Psyc 435</td>
<td>Training and Performance Support (3 cr)</td>
</tr>
<tr>
<td>OrgS 450 or</td>
<td></td>
</tr>
<tr>
<td>Psyc 450</td>
<td>Training and Performance Support (3 cr)</td>
</tr>
<tr>
<td>PolS 451</td>
<td>Public Administration (3 cr)</td>
</tr>
<tr>
<td>PolS 452</td>
<td>Administrative Law and Regulation (2 cr)</td>
</tr>
<tr>
<td>Psyc 320</td>
<td>Introduction to Social Psychology (3 cr)</td>
</tr>
<tr>
<td>Psyc 345</td>
<td>Group Dynamics (3 cr)</td>
</tr>
<tr>
<td>Psyc 404</td>
<td>Special Topics (3 cr)**</td>
</tr>
<tr>
<td>Psyc 441</td>
<td>Human Relations in the Workplace/Social Psychology in the Workplace (3 cr)</td>
</tr>
<tr>
<td>Psyc 470</td>
<td>Introduction to Chemical Addictions (3 cr)</td>
</tr>
<tr>
<td>Soc 250</td>
<td>Social Conflict (3 cr)</td>
</tr>
<tr>
<td>Soc 301 or</td>
<td>Introduction to Diversity and Stratification (3 cr)</td>
</tr>
<tr>
<td>Anth 301</td>
<td></td>
</tr>
<tr>
<td>Soc 313</td>
<td>Collective Behavior (3 cr)</td>
</tr>
<tr>
<td>Soc 423</td>
<td>Social Class &amp; Stratification (3 cr)</td>
</tr>
<tr>
<td>Soc 424</td>
<td>Sociology of Gender (3 cr)</td>
</tr>
</tbody>
</table>

*Note: a maximum of 3 credits of OrgS 404 may be used towards the completion of this major.

**Note: a maximum of 3 credits of Psyc 404 may be used towards the completion of this major.

A second major, an academic minor, an academic certificate, or a CLASS approved emphasis*

Courses to total 120 credits for this degree

*Note: If a second major or an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.

Rationale:
1. Many courses in the current curriculum are not regularly available, or they have complex prerequisite structures that make them practically unavailable to our students. That has led students to speak with their feet and not choose those courses. This proposal thins the curriculum by eliminating those choices.
2. Our goal is to eventually have the degree available online as well as “live”. The thinning referred to above also takes into consideration online availability. New courses and course changes (title, cross-listing) are also accounted for. The addition of
courses in Psychology do not meaningfully impact enrollment in those courses as those courses are routinely substituted to meet requirements for the Org. Sciences degree.

Philosophy

1. Add the following courses:

   **Phil 208 Business Ethics (3 cr)**
   Introduction to philosophical reasoning through historical study of Western moral thought, with specific application to ethical issues related to business practice and corporate social responsibility.

   Rationale: This course is being developed as a collaborative venture between the Department of Philosophy and the College of Business and Economics (CBE). For many years, the CBE has required all of its students to take Phil 103 (Ethics). As a result of inter-college faculty discussions, review of student course evaluations, and assessment considerations, we have concluded that developing a companion course to Phil 103 - an introductory ethics course that includes specific application of ethical principles and reasoning to business practice, corporate leadership, and social responsibility – is in the best interests of our students. While CBE majors will be advised to take this course instead of Phil 103 to fulfill their CBE ethics requirement, this course (Phil 208) will be open to students from any major or college, and not restricted to CBE majors. The course will not increase the workload responsibilities within the Department of Philosophy, since most students taking Phil 208 would otherwise take Phil 103. The Phil 208 course addresses the department’s and the university’s learning outcomes by promoting (i) ethical reflection on important social issues, (ii) improved critical thinking, (iii) enhanced communication skills, both oral and written, and (iv) good citizenship by applying principles of ethical leadership, collaborative engagement, socially responsible behavior, and respect for diversity in the increasingly interdependent world of business, commerce, and economics. These learning outcomes will be assessed through a variety of assignments.

   **Phil 469 the Judicial Process (3 cr)**
   See PolS J469/J569.

   Rationale: We are adding this course in the Martin School which will be taught by existing faculty. At each offering, this course will be taught cross-listed between Philosophy and Political Science. This course addresses the department’s and the university’s learning outcomes by promoting (i) normative reflection on important social issues and critical, normative analysis of legal institutions and practices, (ii) improved critical thinking, and (iii) enhanced communication skills, both oral and written. These learning outcomes will be evaluated by the department assessment plans currently in place.

Political Science

1. Change the following courses:

   **PolS J469/J569 The Judicial Process (3 cr)**
   Same as Phil 469. Judicial and legal processes, court structure, procedures; judicial behavior and decision-making; selection of judges. Additional projects/assignments required for graduate credit.

   Editor’s Note: This change was added by the editor to match the creation of Phil 469 in this item and to complete the cross-listing of the courses.

Psychology and Communication Studies

1. Change the following courses:

   **Psyj J441/J541 Social Psychology in the WorkplaceHuman Relations in the Workplace (3 cr)**
   Same as OrgS J441/J541. Overview of the general theory and methods of organizational psychology: focus on how individual or group behavior is affected by the organizational environment; includes topics such as work motivation, leadership, teams, culture/climate, and job attitudes. Additional assignments/projects required for graduate credit. Psyc 541 is a cooperative course available to WSU degree-seeking students.

   **Prereq:** Psyc 101 and Permission

   Recommended Short Course Title: Human Relations in Workplace

   Rationale:
   1. The change in title reflects the way the course has been taught, and how it relates to student audiences, for the last several years. Both have been broadening. The course draws students from many disciplines and we wanted the title to reflect that.
   2. This is also the title of the two major texts in the field, one of which has been used in the course for several years.
   3. The change in description from "psychology" to "effectiveness" also reflects the breadth of the course; and it captures the emphasis on assessment and measurement that is embedded in the course.
3. Cross-listing with ORGS adds simplification. The course is already listed as a choice in the ORGS major under the PSYC prefix. This will help us guarantee seats for those majors.

**Psyc J450/J550 Training and Performance Support (3 cr)**
Same as OrgS J450/J550. Review of applicable theory and methods for developing organizational training programs and performance support systems; emphasis will be on conducting needs analyses, development of systems and training programs to serve needs, and evaluation of program outcomes. Additional project/assignments reqd for grad cr. Recommended Preparation: Psyc 325.

**Prereq:** Psyc 101

**Rationale:**
A. The recommendation that students take PSYC 325 (Cognitive Psychology) was made at a time when this course was being slanted to appeal to Human Factors Psychology graduate students. Current students come from many backgrounds, and the 325 recommendation sends an incorrect message about the content of 450/550.
B. The proposed course description change removes some jargon and offers a simple, quickly and easily understood description of content.

2. Change the curricular requirements of **Organizational Dynamics** (GR-Level Academic Certificate):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOLL 410</td>
<td>Foundations of Human Resource Development (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Bus 413</td>
<td>Organizational Behavior (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Comm 410</td>
<td>Conflict Management (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Comm 456 or</td>
<td>Nonprofit Fundraising (3 cr)</td>
<td></td>
</tr>
<tr>
<td>JAMM 456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OrgS 305</td>
<td>Nonprofit Organizations (3 cr)</td>
<td></td>
</tr>
<tr>
<td>OrgS 407</td>
<td>Advanced Nonprofit Organizations (3 cr)</td>
<td></td>
</tr>
<tr>
<td>PolS 451</td>
<td>Public Administration (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Psy 441 or</td>
<td>Human Relations in the Workplace/Social Psychology in the Workplace (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Psy 541</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended:**
OrgS 210 Introduction to Organizational Sciences (1 cr)

**Note:** Only two courses can apply to both the Organizations Sciences major and the Organizational Dynamics Academic Certificate

**Courses to total 12 credits for this certificate**

**Rationale:**
The certificate has been essentially dormant until revisions could be made. The biggest issues have been course levels (410 and 541) and lack of choice (only 4 courses). This revision fixes those problems.
- AOLL 410 is no longer offered at the undergraduate level, so is removed.
- ORGS 305 is a new course, has capacity, and is well suited to the certificate.
- PSYC 541 did not have an undergraduate number when the certificate was first developed. 441 is available now, but 541 is retained for those who may have started the certificate some time ago, or who may wish to take 541.
- ORGS 407 (Advanced Nonprofit Orgs.) is now available.
- COMM 410, 456 (same as JAMM 456) are added to offer more choices; both fit well.

Finally, this certificate could be done without additional challenges within the ORGS major, so we have added language that guarantees that ORGS students must take at least two additional courses if they are ORGS majors and want this certificate.

**Theatre Arts**

1. Change the following courses:

**The J441/J541 Foundations of Screenwriting (3 cr)**
Same as JAMM 471. Introduction to the fundamental elements of screenwriting: techniques of developing story lines and advancing a narrative in a visual way using the industry standard of a tightly structured long-form feature film. Additional projects/assignments required for graduate credit.

**Prereq:** Permission

Editor’s Note: This change was added by the editor to match the creation of JAMM 471 in this item and to complete the cross-listing of the courses.