REPORT

of the

SENATE COMMITTEE ON CURRICULA

13 February 2013

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Submitted to the Senate for its approval:

I. NEW COURSES

**College of Arts & Sciences**

PSC 759  Crisis Management (3)

Leadership, cooperation, and conflict in times of crisis. Key dynamics that influence the way decision makers perceive and respond to crisis and the processes that facilitate constructive crisis management.

PSC 788  Political Leadership (3)

The relationship between what political leaders are like, the behavior of the institutions or governments they lead, and the effects of leaders and leadership on politics.

**College of Engineering and Computer Science**

MAE 430   Introduction to Design Optimization (3)

Theory and use of numerical design optimization methods. Problem formulation, practical application, and result analysis. Unconstrained nonlinear problems, constrained linear and nonlinear problems, and multiobjective optimization. Extensive use of MATLAB functions and programming. Prereq: MAT 397; MAT 414

**School of Public Communications**

ADV 201  Best Advertisements in the Universe (3)

Exploration of ads from all around the world analyzing their content, style and effectiveness across cultures. Learn how award-winning ads are developed, produced and their impact. For non-majors.

COM 337  Real News, Fake News: Literacy for the Information Age (3)

Critical-thinking skills to distinguish news from other information, such as commentary and propaganda, and to judge quality of news and sources. For non-journalism majors.

COM 427  Social Media for Public Communicators (3)

Course examines strategic use of digital and social media platforms and tools for professional communication purposes, with emphasis on hands-on experience and skill. Students learn to analyze social media for communication industries.

MPD 361  Visual News Reporting (3)

Explore ways of telling compelling stories by utilizing various forms of digital media, combining audio, still images and motion to advance narratives beyond the printed page. Prereq: NEW 205; COM 117

PRL 607  Advanced Public Diplomacy (3)

International public relations and public diplomacy, global media systems, international organizations and the intersection between strategic government communication, mass media and global public opinion. Prereq: PRL 602
PRL 608  Public Relations Writing (3)

Written communication expected of entry-level public relations/public diplomacy professionals, along with the basic understanding of how the media researches, writes, and reports the news.

II. COURSES CHANGED

College of Arts and Sciences

From: ANT 101  Introduction to Anthropology

An introduction to the sub-disciplines of anthropology in holistic perspective.

To: [descr. change]

An introduction to anthropology in holistic perspective, including the discipline’s cultural, archaeological, biological, linguistic and applied sub-fields.

Maxwell School of Citizenship and Public Affairs

From: PAI 895  Mid-career Training Group (3) credits

To: [credit change/max times taken] (1-3) credits- # of times allowed to be taken (2)

School of Public Communications

From: BDJ 330  Selected Topics in Specialized Reporting I

To: [title change] Topics in Specialized Reporting I

From: BDJ 530  Selected Topics in Specialized Reporting II

To: [title change] Topics in Specialized Reporting II

From: COM 740  Selected Topics in Research Communication

To: [title change] Topics in Research Communication

From: NEW 530  Selected Topics in Specialized Reporting

To: [title change] Topics in Specialized Reporting

From: PHO 530  Selected Topics in Photography

To: [title change] Topics in Photography
III. NEW MINORS

College of Visual and Performing Arts

Minor in Jazz Studies
Setnor School of Music

Description:
The College of Visual and Performing Arts (CVPA) Minor in Jazz Studies presents an opportunity for students across the entire Syracuse University community to avail themselves of the diverse and rich performance culture offered by the Setnor School of Music (SOM). The minor consists of eighteen credits, functioning as a jazz studies-based minor intended to engage students in degree programs in all schools and colleges at Syracuse University. The minor provides students pursuing a degree in music and outside of music a customizable music track that is simultaneously geared toward their talents and interests, structured to encourage interdisciplinary music making. The Minor in Jazz Studies is open to all Syracuse University undergraduate students.

The Minor in Jazz Studies is designed for students with the requisite musical ability and interest to apply and further their previous training and experience in instrumental and vocal music. This program draws from the entire array of the jazz offerings, running the gamut from jazz performing ensembles, jazz history, jazz arranging and theory, jazz applied lessons and jazz education.

Requirements for Admission
Meet with School of Music advisor prior to beginning the program. 3.0 GPA in at least one jazz performing ensemble. Positive recommendation from the Director of Jazz Studies. Fill out Declaration of Minor Form, available from any Dean’s office.

Total Credits
A total of 18 credits minimum of coursework within the jazz curriculum, 11 of which are from the core requirements. The remaining 7 credits are selected through advisement.

The Minor in Jazz Studies is housed in the Setnor School of Music, located in Crouse College. The advisor will serve a term of no less than two years. The first advisor beginning Fall semester 2013 is Professor Joe Riposo, Director of Jazz Studies.

Curriculum Requirements
The Minor in Jazz Studies requires eighteen credits of coursework within the jazz curriculum. This will be monitored by careful advising. Other music courses as they appear each semester may be taken by permission of the advisor.

Core Requirements:
4 Ensemble credits (ENI 520, ENV 520, ENC 540, or ENC 560)
4 Jazz Improvisation credits (MTC 555, MTC 556, MTC 557, or MTC 558)
3 Jazz History credits (MHL 466, MHL 500, or MHL 566)
7 Elective credits from the preliminary list of courses below:
• Music Theory:
  - MTC 125: Introduction to Music Theory*
  - MTC 225: Sightsinging for Non-Music Majors*
  - MTC 145, 146, 147, 148, 245, 246, 247, 248: Music Major level theory classes*
  - MTC 100/200/300/400: Jazz Piano
  - MTC 100/200/300/400: Jazz Double Bass
  - MTC 100/200/300/400: Jazz Saxophone
  - MTC 555: Jazz Improvisation I
  - MTC 556: Jazz Improvisation II
  - MTC 557: Jazz Improvisation III
  - MTC 558: Jazz Improvisation IV
  - MTC 551: Songwriting
  - MTC 552: Studio Arranging
  - MTC 554: Jazz Composing and Arranging

• Music History and Literature:
  - MHL 466: History of Jazz
  - MHL 500: Jazz topics vary from semester to semester
  - MHL 566: Jazz topics vary from semester to semester
  - Any HOM Jazz History class (different offerings each semester)

• Music Industry
  - MUI 205: Music Industry I**
  - MUI 206: Music Industry II**

• Ensembles
  - ENI 520: Jazz Ensemble
  - ENI 520: Jazz Combo
  - ENC 540: Super Sax Ensemble
  - ENV 520: Vocal Jazz Ensemble
  - ENC 560: Brazilian Ensemble

• Music Education
  - MUE 415: Jazz Ensemble Techniques

**Restrictions**
Students within the SOM and outside of the SOM are eligible for this minor.
Music Education Majors may use the required Jazz Elective as part of this minor.

*These classes will only apply to students outside of the SOM.

**These classes will not count toward the Minor in Jazz Studies if a student is enrolled in the Bachelor of Music Industry or Bandier program.
College of Arts & Sciences

Minor in Classical Civilization
Department of Languages, Literatures, and Linguistics

Requirements for admission:
Being an undergraduate student at Syracuse University in a college that awards minors in Arts and Sciences subject areas.

Requirements for minor:
The Minor in Classical Civilization requires 18 credits chosen from the following list of courses. At least 12 credits must come from courses numbered 300 and above; in addition, at least two courses must come from among the courses taught within the Classics program (those with the prefixes LAT, GRE, and LIT). Other courses related to the ancient world may be substituted with the approval of the program director.

GREEK
GRE 101 Ancient Greek I
GRE 102 Ancient Greek II
GRE 201 Ancient Greek III
GRE 310 Greek Prose Authors
GRE 320 Readings from Greek Poets
GRE 410 Advanced Greek Prose
GRE 420 Advanced Greek Poetry

LATIN
LAT 101 Latin I
LAT 102 Latin II
LAT 201 Latin III
LAT 310 Latin Prose Authors
LAT 320 Latin Poets
LAT 410 Advanced Latin Prose
LAT 420 Advanced Latin Poetry

LIT (Literature in Translation)
LIT 101 Introduction to Classical Literature (Greek)
LIT 102 Introduction to Classical Literature (Latin)
LIT 203 Greek and roman Epic in English Translation
LIT 211 Greek and Roman Drama in English Translation
LIT 300.2 A Greek Odyssey (offered in Florence)
LIT/REL 421 Classical Mythology (offered in Florence)

ANTHROPOLOGY
ANT 141 Introduction to Archaeology and Prehistory
ANT 145 Introduction to Historical Archeology
ANT 346 Gender Through the Ages
ANT 348 History of Archaeology

HISTORY
HST 210 The Ancient World
HST 310 Early Medieval Europe
HST 352 History of Ancient Greece
HST 353 History of Ancient Rome
HST 401 Roman Imperialism
Rationale and need for proposing minor:
As with most minors, this is a somewhat reduced version of a major, one which in this case is also undergoing a proposed revision. The revised program in Classical Civilization promises to provide students with a true interdisciplinary experience, allowing them to study the cultures of the Ancient Mediterranean from perspectives including history, language, art history and archeology, and religion. For students who cannot commit to a full 27-credit major, the 18-credit minor will still offer a valuable course of study, and can be seen as a complement to the recently instituted Medieval and Renaissance Studies minor.

Letters/memos/ or emails from the departments stating that the courses included are offered regularly and will be available:
I have contacted the departments of Anthropology, History, History of Art, Linguistics, Philosophy, and Religion and have been assured that the courses listed for the minor will be offered regularly.
IV. NEW PROGRAMS

College of Arts and Sciences

New Dual B.A. Program in
Spanish Education 7-12
Department of Languages, Literatures, and Linguistics
School of Education – Teaching and Leadership Programs

Syracuse University currently prepares teachers for grades 7-12 in all academic areas except foreign languages. Previous programs were eliminated in the early 1990s; however, student interest continues.

We are proposing to register a new program to prepare Spanish teachers for grades 7-12.

**Plan Title:** Spanish Education 7-12

**Required second plan/major:** Spanish (existing major)

**Colleges of enrollment:**
- Primary College: College of Arts and Sciences
- Dual College: School of Education

**New York State Certificate**

**Titles and Types:**
- Initial certification, Spanish 7-12

**Degree granted:** B.A.

**Total minimum credits:** 123

**Liberal Arts Core:** New York State guidelines for teacher certification programs require liberal arts study that aligns with the Regents Standards for 7-12 schools (artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. Therefore, students in this program will be required to complete, either as part of or in addition to the Liberal Arts Core, the following courses which are not required of other Arts and Sciences students. These courses may overlap with appropriate SPA courses.

1. One art or music history course
2. One history course (Students will often take this under a SPA number, but may petition to have appropriate courses count as social sciences.)
3. One social science that isn’t history or psychology
4. One mathematics course

Communication Skills requirement, This program will prepare students to communicate in and teach Spanish by providing courses that sharpen their reading, writing, speaking, and listening skills in both Spanish and English. In accordance with the American Council on the Teaching of Foreign Languages Standards, course work and student teaching are designed to improve students interpersonal, interpretive, and presentational communication skills.

Information Retrieval requirement: Information retrieval skills are part of many University courses in the College of Arts and Sciences and in the School of Education, and something that must be practiced by students in order to be successful in college.

**Content Core:** To meet the State’s content core requirement, students will complete the full major in Spanish. It is anticipated that in order to fit requirements in within 4 years, students will need to begin with the 201 or higher level of SPA in their first semester, or use appropriate summer study to “catch up.” Spanish Education 7-12 majors will be required to include the following specific SPA courses within their program that are not required of other SPA majors:

- SPA 302 – Advanced Language Usage
SPA 321 – Introduction to Spanish Literature
SPA 322 – Introduction to Latin American Literature
SPA 435 – Spanish Phonetics and Phonology
SPA 436 – Structure of Spanish
SPA 4xx – course specifically on Latin America
SPA 4xx – course specifically on Spain

SPA 403 Advanced Methods of Teaching Spanish, although required and taught in Spanish, will not be counted toward the minimum 27 credits.

Spanish Education 7-12 majors must undergo a Simulated Oral Proficiency Interview in SPA 302 and attain at least the intermediate level. In addition, just prior to the Candidacy Semester and entry into SPA 403 (Advanced Methods of Teaching Spanish), students will be required to take an ACTFL Oral Proficiency Interview, on which they must attain a minimum rating of Advanced-mid. By the end of the Spanish Education 7-12 program, majors must obtain and maintain an advanced level of Spanish language proficiency.

**Pedagogical (Professional) Core:**
- EDU 204 Principles of Learning in Inclusive Classrooms (4 cr. - includes 25 hour classroom field placement)
- EDU 304 Study of Teaching (4 cr. - includes 25 hour classroom field placement)
- RED 326 Literacy Across the Curriculum (4 cr. - includes 25-30 hours tutoring/classroom field experience)
- EDU 310 The American School (3 cr. – counts are A&S credit)
- A workshop covering topics such as identifying and reporting child abuse; alcohol, tobacco and drug use; and safety issues (non-credit)
- Professional Portfolio. Each student begins to develop a professional portfolio during the EDU 204 semester. This portfolio describes accomplishments related to teaching, and is updated regularly. Students present their portfolios 2-3 times during the program, and may use a revised version as part of their employment search.

Students who have earned a minimum 3.0 cumulative average, 3.0 in required education courses and a 3.0 in SPA major courses; and who have successfully completed prerequisite education courses and the number of subject major courses required; who have successfully met the program’s proficiency requirements in both language and education and shown appropriate professional behaviors in field placements and in courses; and have had a successful presentation and review of their portfolio may enter the candidacy semester.

**Candidacy semester (spring only – junior year).** Students also take other courses during this semester.
- LIN 421 Introduction to Methodology of Teaching Languages (3 credits)
- SPE 412 Adapting Instruction for Diverse Student Needs (3 credits)
- EDU 508 Student Teaching (3 credits) This first, shorter student teaching is at the 7-9 level or the 10-12 level, with the level of least interest usually chosen. A few early visits are followed by 6 weeks of classroom experience (two instructional periods and one planning period).

**Standard Student Teaching Semester (fall only – senior year).** Students are encouraged to restrict enrollment to the following 12 credits, but with permission may take another, evening course.
- EDU 508 Student Teaching (9 credits). Full day for a minimum of 10 weeks, in grades 7-9 or grades 10-12 (whichever was not completed during Candidacy semester).
- SPA 403 Advanced Methods for Teaching Spanish (3 credits)
New M.S. in Biomedical Forensic Sciences

A 34 credit M.S. is being created from a track in the current M.S. in Forensic Science.

The M.S. in Forensic Science currently has four tracks. The Biomedical Sciences Track is quite different than the other tracks, in both its requirements and target population. While students aimed more toward bioforensic careers may find this track attractive, we believe that most students will be those looking for a practical Post-Bac program to help them to enhance their academic record in order to qualify for medical school. Due to the differences noted, as well as different plans for accreditation, we wish to separate this track into its own degree program.

The proposed requirements for this degree are essentially unchanged from the current requirements of the Biomedical Sciences Track with the only substantive changes being the addition of eight elective choices (seven FSC, one LIN), the removal of ERE 585, which is no longer an active course, and the removal of MAT 521 as an option to meet the Quantitative Skills requirement, now allowing only for FSC 631. (MAT 521 is a more theoretical course, and the more applied FSC 631 better suits the need for this program.) In a simple change, the permanent number IST 602 has replaced the temporary number IST 600.

<table>
<thead>
<tr>
<th>Proposed Requirements for the M.S. Biomedical Forensic Sciences – 34 credits</th>
<th>Current track within the M.S. Forensic Science: Biomedical Sciences Track - 34 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. GATEWAY COURSES – 15 credits required</td>
<td>I. GATEWAY COURSES – 15-16 Credits Required</td>
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<tr>
<td>FSC 606 Advanced Forensic Science 3 cr.</td>
<td>FSC 606 Advanced Forensic Science</td>
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<tr>
<td>FSC 631 Statistics for the Forensic Sciences 3 cr.</td>
<td>FSC 640 Forensic Biochemical Analysis</td>
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<tr>
<td>FSC 640 Forensic Biochemical Analysis 3 cr.</td>
<td>FSC 651 Forensic Pathology</td>
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<tr>
<td>FSC 651 Forensic Pathology 3 cr.</td>
<td>FSC 653 Forensic Toxicology</td>
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<tr>
<td>FSC 653 Forensic Toxicology 3 cr.</td>
<td>One course from among BIO 663, 665, 675, or CHE/BCM 677</td>
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<tr>
<td>II. ELECTIVE COURSES – 19 credits required</td>
<td>II. QUANTITATIVE SKILLS – 3 Credits Required</td>
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<tr>
<td>At least one * course required</td>
<td>(requirement may be waived if student took a suitable UG statistics course, but credit not counted toward 34-credit total)</td>
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<tr>
<td>ANT 600 Reading the Body 3 cr.</td>
<td>MAT 521 Introduction to Probability &amp; Statistics or</td>
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<td>ANT 633 Advanced Human Osteology 3 cr.</td>
<td>FSC 631 Statistics for the Forensic Sciences</td>
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<td>ANT 634 Anthropology of Death 3 cr.</td>
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<td>ANT 636 Forensic Anthropology 3 cr.</td>
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<tr>
<td>BIO 575 Biochemistry I 13 cr.</td>
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<tr>
<td>BIO 576 Biochemistry II 3 cr.</td>
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<td>BIO 631 Population Genetics 3 cr.</td>
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<tr>
<td>BIO 662 Molecular Genetics 3 cr.</td>
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<tr>
<td>BIO 663 Molecular Biotechnology* 3 cr.</td>
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<tr>
<td>BIO 665 Molecular Biology Laboratory* 3 cr.</td>
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<tr>
<td>BIO 675 Biochemistry Laboratory* 3 cr.</td>
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<td>CHE 575 Organic</td>
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<tr>
<td>Current track within the M.S. Forensic Science: Biomedical Sciences Track - 34 credits</td>
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<tr>
<td>M.S. Forensic Science</td>
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<tr>
<td>Biomedical Sciences Track - 34 credits</td>
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<td>I. GATEWAY COURSES – 15-16 Credits Required</td>
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<td>FSC 606 Advanced Forensic Science</td>
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<td>FSC 640 Forensic Biochemical Analysis</td>
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<td>One course from among BIO 663, 665, 675, or CHE/BCM 677</td>
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<td>FSC 631 Statistics for the Forensic Sciences</td>
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<td>III. ELECTIVES – 12-13 Credits Required</td>
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<tr>
<td>SCIENCE ELECTIVES</td>
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<tr>
<td>BIO 575 Biochemistry I</td>
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<tr>
<td>BIO 576 Biochemistry II</td>
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<tr>
<td>BIO 631 Population Genetics</td>
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<td>BIO 663 Molecular Biotechnology</td>
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<td>BIO 665 Molecular Biology Laboratory</td>
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<td>BIO 675 Biochemistry Laboratory</td>
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<td>CHE 575 Organic Spectroscopy</td>
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<td>CHE/BCM 677 Prep &amp; Analysis of Proteins &amp; Nucleic Acids</td>
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<tr>
<td>ERE 585 Microscopy &amp; Photomicrography (SUNY ESF)</td>
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</tbody>
</table>
Post-Bac programs for pre-med students have become very popular, and there is strong demand from students who wish to improve their chances for admission. The Association of American Medical Colleges (AAMC) lists 140 Post-Bac programs, each designated in one or more of four categories: career changers, academic record enhancers, groups underrepresented in medicine, and economically or educationally disadvantaged students. Of the 140 programs, most have multiple designations and 85 carry the "academic record enhancers" designation, but none have any connection to the forensic sciences. We believe that our program, targeted for the academic record enhancers, will be attractive and useful for many pre-med students. Students interested in forensic pathology, a forensic science career path that requires an M.D. degree, may be particularly drawn to our program. Those interested in forensic toxicology, a field that is practiced by professionals both with and without M.D. degrees in close association with forensic pathologists, will also find great advantage in our M.S. program. Even students who are unsure of their desired paths in medicine but who consider forensic science as a desirable second-choice career path will likely see our program as a practical choice.

This curricular program offers great flexibility to students with differing needs and career goals. Students whose main focus is compiling an impressive portfolio of medically relevant science courses will be able to do that. Students who wish to improve their record while preparing also for potential alternative careers in forensic science will be able to do that. Students who wish to prepare specifically for forensic pathology or forensic toxicology paths will be able to do that.

To be clear, this program is not a suitable Post-Bac program for all pre-med students. It is not intended to fill in required pre-med courses that a student is missing, such as organic chemistry or physics. It is not intended as a remedial program to prepare students for the MCAT (though taking some of the courses could have the effect of improving their scoring ability). But for students with interest in both forensic science and medicine, it may be the best choice.
New Arts Leadership/Administration Certificate of Advanced Studies

The Arts Leadership/Administration Certificate Program is a 15-credit hour program for recent college graduates and experienced practitioners.

Students will be required to take nine credits in three core courses:

ALP 601 Entrepreneurship and Leadership in the Arts
ALP 603 Technology and the Arts
ALP 612 Arts, Entertainment, and the Law

and select the remaining six credits from a list of electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBC 607 Understanding Financial Statements</td>
<td>1.5</td>
</tr>
<tr>
<td>MBC 609 Accounting for Managerial Decisions</td>
<td>1.5</td>
</tr>
<tr>
<td>MBC 603 Creating Customer Value</td>
<td>1.5</td>
</tr>
<tr>
<td>MBC 604 Managing the Marketing Mix</td>
<td>1.5</td>
</tr>
<tr>
<td>PRL 605 Organizational Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PAI 767 Fund Development for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MBC 639 Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ALP 615 Arts Immersion in a Global Market</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates acquire core skills to develop additional career options in allied fields or advance their careers in cultural leadership of for-profit or non-profit arts organizations in the visual and performing arts. The curriculum encompasses coursework in entrepreneurship and leadership; marketing and public relations; financial accounting and budgetary planning; operations; strategic planning and analysis; financial and audience development; education and outreach; and legal, ethical, and public policy issues in the arts.

Applicants must have a bachelor's degree from a regionally accredited college or university, possess strong GRE test scores, and demonstrate knowledge of the arts or business management or both.

Limited financial support may be available for qualified applicants.

Students must maintain a Graduate School required minimum GPA of 3.0.

*****
V. REVISED PROGRAMS

College of Arts and Sciences

B.A. in Classical Civilization

- The revised requirements keep the same number of hours (27), but
- Permits up to 9 lower-division credits, allowing students to come into the major earlier in their college careers.
- The course list is revised and reflects what is actually available to students throughout the entire College (including courses taught at SU Abroad centers), making this a more thoroughly interdisciplinary program than ever before.
- Now requires courses from within the Classics program which will ensure that students’ study of the ancient world is more centered and more easily supervised: in previous years we have acted primarily as advisers for a program in which almost all teaching is done elsewhere.
- No more than 9 credits may be selected from any one subject, and no more than 18 credits may be selected from any one department. This way a student who was interested in taking several language courses would still get credit for them, along with any appropriate LIT courses, but would still have to branch out and take 9 credits from other departments.

<table>
<thead>
<tr>
<th>Old Requirements for the Classical Civilization Major:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
</tr>
<tr>
<td>The major in Classical Civilization requires 27 credits and chosen from the following upper-division courses. No more than 9 credits may be selected from any one department. Other related courses may be substituted by petition to the faculty.</td>
</tr>
<tr>
<td>Students may focus on one or two elements, such as art, history, literature, philosophy, religion, or politics. Courses are given in English and require no knowledge of Greek or Latin. However, students are encouraged to satisfy the Language Skills requirement by taking one of these languages. In addition, students are encouraged to take any of LIT 101, LIT 102, LIT 203 and LIT 211 during their first and sophomore years.</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>ETS 325 History and Varieties of English Fine Arts</td>
</tr>
<tr>
<td>FIA 321 Greek Art and Architecture</td>
</tr>
<tr>
<td>FIA 331 Early Christian and Byzantine Architecture</td>
</tr>
<tr>
<td>FIA 421 Origins of Western Art</td>
</tr>
<tr>
<td>FIA 423 Roman Art and Architecture</td>
</tr>
<tr>
<td>FIA 426 Italian Medieval Art</td>
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<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td>HST 310 Early Medieval Europe</td>
</tr>
<tr>
<td>HST 311 Medieval Civilization</td>
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<tr>
<td>GRE 310 Greek Prose Authors</td>
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<tr>
<td>GRE 320 Readings from Greek Poets</td>
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<tr>
<td>GRE 410 Advanced Greek Prose</td>
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<td>GRE 420 Advanced Greek Poetry</td>
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<tr>
<td><strong>LATIN</strong></td>
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<tr>
<td>LAT 101 Latin I</td>
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<td>LAT 102 Latin II</td>
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<td>LAT 201 Latin III</td>
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<tr>
<td>LAT 310 Latin Prose Authors</td>
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<td>LAT 320 Latin Poets</td>
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<tr>
<td>LAT 410 Advanced Latin Prose</td>
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<tr>
<td>LAT 420 Advanced Latin Poetry</td>
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<tr>
<td><strong>LIT (Literature in Translation)</strong></td>
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<tr>
<td>LIT 101 Introduction to Classical Literature (Greek)</td>
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<td>LIT 102 Introduction to Classical Literature (Latin)</td>
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<tr>
<td>LIT 203 Greek and Roman Epic in English Translation</td>
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<tr>
<td>LIT 211 Greek and Roman Drama in English Translation</td>
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<tr>
<td>LIT 300.2 A Greek Odyssey (offered in Florence)</td>
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<td>Course Code</td>
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<td>HST 317</td>
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<td>HST 319</td>
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<td>LIT/REL 421</td>
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Certificate of Advanced Studies in Language Teaching

We are proposing to expand the list of elective courses and to organize electives thematically in areas related to language teaching. Students will continue to choose one elective in the 12-credit CAS in Language Teaching: TESOL/TLOTE.

We have now graduated 21 students from the CAS in Language Teaching: TESOL/TLOTE, with a strong cohort again for 2012-2013. Exit data indicate that students intend to use their CAS for a variety of purposes, including language teaching, program management, international student advising, and materials design. We propose an expansion and thematic organization of the list of electives (from which students will choose one course) in order to reflect student interests and goals, and to give graduates a competitive edge on the job market. Note that no changes are proposed to the current three required courses: LIN 601 (Intro Ling Analysis), LIN 621 (Intro to Methods for Language Teaching), and LIN 622 (Advanced Methods for Language Teaching), since these courses still reflect the foundational knowledge needed in order to embark on a career in language teaching. The changes proposed for the CAS are also tied to similar changes proposed for our MA in Linguistic Studies with a concentration in Language Teaching.

Side-by-Side Comparison

Proposed New Electives for CAS Language Teaching: TESOL/TLOTE

<table>
<thead>
<tr>
<th>CURRENT required courses</th>
<th>PROPOSED required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 601 Introductory Linguistic Analysis</td>
<td>No change</td>
</tr>
<tr>
<td>LIN 621 Introduction to Methods for Language</td>
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<tr>
<td>Teaching</td>
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<tr>
<td>LIN 622 Advanced Methods for Language Teaching</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT elective courses (students choose one course)</th>
<th>PROPOSED elective courses (students choose one course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 655 Education Tests and Measurements</td>
<td>Assessment (program and student)</td>
</tr>
<tr>
<td>ELL 615 Linguistics for Teachers of English Language Learners</td>
<td>EDU 655 Education Tests and Measurements</td>
</tr>
<tr>
<td>ELL 625 Methods of Teaching Literacy to English Language Learners</td>
<td>IDE 641 Techniques in Educational Evaluation</td>
</tr>
<tr>
<td>ELL 635 Methods of Literacy Across the Curriculum for English Language Learners</td>
<td>IDE 741 Concepts and Issues in Educational Evaluation</td>
</tr>
<tr>
<td>ELL 645 Issues in Educating English Language Learners</td>
<td>Culture &amp; Society</td>
</tr>
<tr>
<td>LIN 571 Topics in Sociolinguistics</td>
<td>ANT 672 Language, Culture, and Society</td>
</tr>
<tr>
<td>LIN 591 Second Language Acquisition</td>
<td>CFE 640 Inequality and Intergroup Relations in Education</td>
</tr>
<tr>
<td>LIN 631 Phonological Analysis</td>
<td>CRS 630 Intercultural Communication</td>
</tr>
<tr>
<td>LIN 641 Syntactic Analysis</td>
<td>LIN 571 Topics in Sociolinguistics</td>
</tr>
<tr>
<td>LIN 671 Dimensions of Bilingualism and Multiculturalism</td>
<td>LIN 673 Language Variation and Change (being regularized)</td>
</tr>
<tr>
<td>LIN 681 Global Communication Through World Englishes</td>
<td>LIN 681 Global Communication Through World Englishes</td>
</tr>
<tr>
<td>LIN 691 Universal Grammar and Second Language Acquisition</td>
<td>Language Acquisition</td>
</tr>
<tr>
<td>RED 601 Literacy Across the Life Span</td>
<td>CSD 622 Development of Speech and Language</td>
</tr>
<tr>
<td>RED 607 Issues in Multicultural Literacy</td>
<td>LIN 591 Second Language Acquisition</td>
</tr>
<tr>
<td>SPA 636 The Structure of Spanish</td>
<td>LIN 671 Dimension of Bilingualism and Multiculturalism</td>
</tr>
</tbody>
</table>

Language Structure

<p>| LIN 611 Semantics of Human Languages                |
| LIN 612 Pragmatics: Meaning and Context             |
| LIN 626 Structure of Standard Arabic (being regularized) |
| LIN 631 Phonological Analysis                      |</p>
<table>
<thead>
<tr>
<th>LIN 641 Syntactic Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 651 Morphological Analysis</td>
</tr>
<tr>
<td>LIN 661 Introduction to Historical Linguistics</td>
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<tr>
<td>PHI 651 Logic and Language</td>
</tr>
<tr>
<td>PHI 565 Philosophy of Language</td>
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<tr>
<td>SPA 635 Spanish Phonetics and Phonology</td>
</tr>
<tr>
<td>SPA 636 Structure of Spanish</td>
</tr>
</tbody>
</table>

**Learning Populations**
- CSD 616 Introduction to Applied Phonetics
- CSD 636 Cultural and Linguistic Issues in Communication Sciences and Disorders
- EDU 607 Principles of Learning in Inclusive Classrooms
- ELL 615 Linguistics for Teachers of English Language Learners
- ELL 645 Issues in Educating English Language Learners
- HED 605 The American College and University
- HED 712 Research on the College Student
- IDE 652 Assistive Technologies for Integrating Students with Special Needs
- IDE 771 Methods and Techniques for Teaching and Training Adults
- RED 626 Early Intervention for Children's Reading Problems

**Literacy**
- ELL 625 Methods of Teaching Literacy to English Language Learners
- ELL 635 Methods of Literacy Across the Curriculum for English Language Learners
- RED 601 Literacy Across the Life Span
- RED 602 Comprehending and Composing I
- RED 607 Issues in Multicultural Literacies
- RED 746 Perspectives on Literacy and Technology

**Materials Design**
- IDE 611 Technologies for Instructional Settings
- IDE 621 Principles of Instruction and Learning
- IDE 631 Instructional Design and Development I
- IDE 656 Computers as Critical Thinking Tools
- IDE 736 Motivation in Learning and Instruction

**Program Management**
- HED 621 Principles and Practices of Student Affairs Administration
- IDE 761 Strategies in Educational Project Management
**M.A. Linguistic Studies**

We are proposing two changes: a change within the concentration in Language Teaching and a revision to the Foreign Language Requirement under the Linguistic Theory concentration.

A change to the MA in Linguistic Studies with a concentration in Language Teaching, specifically to expand the list of elective courses and to organize electives thematically in areas related to language teaching. Students choose four electives in the MA in Linguistic Studies under this concentration.

We propose to revise the list of electives for the MA in Linguistic Studies (with a concentration in Language Teaching) to include new courses that have become available, to give students more options of courses related to language teaching, and to provide students with a rubric for course listings in the form of a thematic organization. We feel that the change will reflect student interests and goals and give graduates a competitive edge on the job market. Note that no changes are proposed to the current six required courses for the MA: LIN 601 Intro Ling Analysis, LIN 631 Phonological Analysis, LIN 641 Syntactic Analysis, LIN 671 Sociolinguistics, LIN 621 Intro to Methods for Language Teaching, and LIN 622 Advanced Methods for Language Teaching, since these courses still reflect the foundational knowledge in language, linguistics, and teaching methods needed for a career in language teaching. These changes do not affect other concentration areas in the MA program, but are tied to similar changes proposed for our CAS in Language Teaching.

**Proposed New Electives for MA in Linguistic Studies (with a concentration in Language Teaching)**

**CURRENT** required courses
- LIN 571 Topics in Sociolinguistics
- LIN 601 Linguistic Analysis
- LIN 621 Introduction to Methodology of Language Teaching
- LIN 622 Advanced Methods for Language Teaching
- LIN 631 Phonological Analysis
- LIN 641 Syntactic Analysis

**PROPOSED** required courses
- No change

**CURRENT Elective List A (students choose two courses)**
- EDU 614 Developing Writing Competence: The Composing Process
- EDU 655 Education Tests and Measurements
- LIN 591 Second Language Acquisition
- LIN 671 Dimensions of Bilingualism
- LIN 691 Universal Grammar and Second Language Acquisition
- RED 601 Literacy Across the Life Span
- RED 602 Comprehending and Composing I
- RED 603 Comprehending and Composing II

**PROPOSED Elective List A (students choose two courses)**

**Assessment (program and student)**
- EDU 655 Education Tests and Measurements
- IDE 641 Techniques in Educational Evaluation
- IDE 741 Concepts and Issues in Educational Evaluation

**Language Acquisition**
- CSD 622 Development of Speech and Language
- LIN 591 Second Language Acquisition
- LIN 671 Dimension of Bilingualism and Multiculturalism
- LIN 691 Universal Grammar and Second Language Acquisition

**Learning Populations**
- CSD 616 Introduction to Applied Phonetics
• CSD 623 Language Disorders of Early Childhood
• CSD 636 Cultural and Linguistic Issues in Communication Sciences and Disorders
• CSD 731 Language Disorders of School-Age Children
• EDU 607 Principles of Learning in Inclusive Classrooms
• ELL 645 Issues in Educating English Language Learners
• HED 605 The American College and University
• HED 712 Research on the College Student
• IDE 652 Assistive Technologies for Integrating Students with Special Needs
• IDE 771 Methods and Techniques for Teaching and Training Adults
• RED 626 Early Intervention for Children's Reading Problems

Literacy
• ELL 625 Methods of Teaching Literacy to English Language Learners
• ELL 635 Methods of Literacy Across the Curriculum for English Language Learners
• RED 601 Literacy Across the Life Span
• RED 602 Comprehending and Composing I
• RED 603 Comprehending and Composing II
• RED 607 Issues in Multicultural Literacies
• RED 746 Perspectives on Literacy and Technology

Materials Design
• IDE 611 Technologies for Instructional Settings
• IDE 621 Principles of Instruction and Learning
• IDE 631 Instructional Design and Development I
• IDE 632 Instructional Design and Development II
• IDE 656 Computers as Critical Thinking Tools
• IDE 736 Motivation in Learning and Instruction

Program Management
• HED 621 Principles and Practices of Student Affairs Administration
• IDE 761 Strategies in Educational Project Management

CURRENT Elective List B (students choose two courses)
• ANT 672 Language, Culture, and Society
• CSD 622 Development of Speech and Language
• CSD 731 Language Disorders of School Age Children
• CRS 514 Language and Meaning
• CRS 630 Intercultural Speech Communication
• LIN 651 Morphological Analysis
• LIN 661 Introduction to Diachronic Linguistics
• LIN 681 Global Communication
• LIN 741 Advanced Syntax
• PHI 565 Philosophy of Language
• PHI 665 Problems in Philosophy of Language

PROPOSED Elective List B (students choose two courses)

Language & Society
• ANT 672 Language, Culture, and Society
• CFE 640 Inequality and Intergroup Relations in Education
• CRS 630 Intercultural Communication
• LIN 673 Language Variation and Change (being regularized)
• LIN 681 Global Communication Through World Englishes

Language Structure
• LIN 611 Semantics of Human Languages
• LIN 612 Pragmatics: Meaning and Context
• LIN 626 Structure of Standard Arabic (being regularized)
• LIN 651 Morphological Analysis
• LIN 661 Introduction to Historical Linguistics
Proposal to revise the Foreign Language Requirement under the Linguistic Theory concentration:

Currently: Foreign Language Requirement (3 Credits)
Practicum in a non-Western language (Hindi, Hebrew, Chinese), e.g., HIN 520 Advanced Hindi or HIN 690 Independent study in Hindi. Graduate credit for introductory and/or intermediate work in Hindi may be obtained by enrolling in HIN 690 and completing a project in the analysis of Hindi under the supervision of an appropriate faculty member. This requirement may be fulfilled in other non-Western languages through similar arrangements.

Proposed: To fulfill the Foreign Language Requirement, a student in the Linguistic Theory concentration must enroll in a language class other than her/his native language or English designated as [LANGUAGE DESIGNATION]620. The language must be selected in consultation with the concentration advisor and cannot be a language the student has significant familiarity with. The student must fulfill all the requirements of the course, will receive a grade in that course, and will earn 3 credits toward her/his degree. In addition, to completing the requirement, the student must write two papers (of approximately 15 pages each) one on the phonology and one on the syntax of the particular language. These papers are graded by the concentration advisor or other faculty to be designated by the concentration advisor. Successful completion of the language course and the two papers completes the foreign language requirement. The student will enroll in the relevant language course by his/her third semester in the MA program.

Rationale: The new formulation of a previous requirement makes sure that the student has no familiarity with the language to be studied. In the current formulation, speakers of a non-Western language are not required to learn about a new and unfamiliar language. This was not a great issue when the rule was created over 25 years ago, because at that time there were fewer international students in our program than there are now. Recently, students have simply been using their own native non-Western language to fulfill the requirement, and that greatly diminished the value of the requirement. It further ensures that the knowledge gained is in-depth, and that the student is able to combine his or her knowledge of the language studied with his/her knowledge of linguistic analysis, by requiring two 15-page papers in the two core areas of the language, i.e. syntax and phonology. Furthermore, this formulation ensures that the student takes the relevant language course in time for him or her to write the papers in question and to get appropriate feedback from the concentration advisor and/or other faculty members.

Comparison

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>This program provides the student with intensive and advanced education in linguistics and language-related study. The student works with the concentration advisor in one of six concentration areas:</td>
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</tr>
<tr>
<td>1. Information Representation and Retrieval;</td>
<td>1. Information Representation and Retrieval;</td>
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<tr>
<td>2. Language Acquisition;</td>
<td>2. Language Acquisition;</td>
</tr>
</tbody>
</table>
| 4. Linguistic Theory;      | 4. Linguistic Theory; }
Foreign Language Requirement (3 Credits)
Practicum in a non-Western language (Hindi, Hebrew, Chinese), e.g., HIN 520 Advanced Hindi or HIN 690 Independent study in Hindi. Graduate credit for introductory and/or intermediate work in Hindi may be obtained by enrolling in HIN 690 and completing a project in the analysis of Hindi under the supervision of an appropriate faculty member. This requirement may be fulfilled in other non-Western languages through similar arrangements.

5. Logic and Language; and
6. Teaching languages (English Language Teaching/Foreign Language Teaching);

Required courses
• LIN 571 Topics in Sociolinguistics
• LIN 601 Linguistic Analysis
• LIN 621 Introduction to Methodology of Language Teaching
• LIN 622 Advanced Methods for Language Teaching
• LIN 631 Phonological Analysis
• LIN 641 Syntactic Analysis

Elective List A (students choose two courses)
• EDU 614 Developing Writing Competence: The Composing Process
• EDU 655 Education Tests and Measurements
• LIN 591 Second Language Acquisition
• LIN 671 Dimensions of Bilingualism
• LIN 691 Universal Grammar and Second Language Acquisition
• RED 601 Literacy Across the Life Span
• RED 602 Comprehending and Composing I
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A student in the Linguistic Theory concentration must enroll in a language class other than her/his native language or English designated as [LANGUAGE DESIGNATION]620. The language must be selected in consultation with the concentration advisor and cannot be a language the student has significant familiarity with. The student must fulfill all the requirements of the course, will receive a grade in that course, and will earn 3 credits toward her/his degree. In addition, to completing the requirement, the student must write two papers (of approximately 15 pages each) one on the phonology and one on the syntax of the particular language. These papers are graded by the concentration advisor or other faculty to be designated by the concentration advisor. Successful completion of the language course and the two papers completes the foreign language requirement. The student will enroll in the relevant language course by his/her third semester in the MA program.

5. Logic and Language; and
6. Teaching languages (English Language Teaching/Foreign Language Teaching);

Required courses
• LIN 571 Topics in Sociolinguistics
• LIN 601 Linguistic Analysis
• LIN 621 Introduction to Methodology of Language Teaching
• LIN 622 Advanced Methods for Language Teaching
• LIN 631 Phonological Analysis
• LIN 641 Syntactic Analysis

Elective List A (students choose two courses)
Assessment (program and student)
• EDU 655 Education Tests and Measurements
• IDE 641 Techniques in Educational Evaluation
• IDE 741 Concepts and Issues in Educational Evaluation
Language Acquisition
• CSD 622 Development of Speech and Language
• LIN 591 Second Language Acquisition
• LIN 671 Dimension of Bilingualism and Multiculturalism
• LIN 691 Universal Grammar and Second Language Acquisition
Learning Populations
• CSD 616 Introduction to Applied Phonetics
• CSD 623 Language Disorders of Early Childhood
• CSD 636 Cultural and Linguistic Issues in
Elective List B (students choose two courses)
- ANT 672 Language, Culture, and Society
- CSD 622 Development of Speech and Language
- CSD 731 Language Disorders of School Age Children
- CRS 514 Language and Meaning
- CRS 630 Intercultural Speech Communication
- LIN 651 Morphological Analysis
- LIN 661 Introduction to Diachronic Linguistics
- LIN 681 Global Communication
- LIN 741 Advanced Syntax
- PHI 565 Philosophy of Language
- PHI 665 Problems in Philosophy of Language

Communication Sciences and Disorders
- CSD 731 Language Disorders of School-Age Children
- EDU 607 Principles of Learning in Inclusive Classrooms
- ELL 645 Issues in Educating English Language Learners
- HED 605 The American College and University
- HED 712 Research on the College Student
- IDE 652 Assistive Technologies for Integrating Students with Special Needs
- IDE 771 Methods and Techniques for Teaching and Training Adults
- RED 626 Early Intervention for Children's Reading Problems

Literacy
- ELL 625 Methods of Teaching Literacy to English Language Learners
- ELL 635 Methods of Literacy Across the Curriculum for English Language Learners
- RED 601 Literacy Across the Life Span
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- RED 603 Comprehending and Composing II
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- IDE 621 Principles of Instruction and Learning
- IDE 631 Instructional Design and Development I
- IDE 632 Instructional Design and Development II
- IDE 656 Computers as Critical Thinking Tools
- IDE 736 Motivation in Learning and Instruction

Program Management
- HED 621 Principles and Practices of Student Affairs Administration
- IDE 761 Strategies in Educational Project Management

Elective List B (students choose two courses)
Language & Society
- ANT 672 Language, Culture, and Society
- CFE 640 Inequality and Intergroup Relations in Education
- CRS 630 Intercultural Communication
- LIN 673 Language Variation and Change (being regularized)
- LIN 681 Global Communication Through Communication Sciences and Disorders
### Program Requirements

The M.A. degree requires 30 credits of graduate coursework. 12 credits come from the following Core courses: LIN 601 (Introductory Linguistic Analysis), LIN 631 (Phonological Analysis), LIN 641 (Syntactic Analysis), LIN 571 (Topics in Sociolinguistics). The remaining 18 credits come from one of the six concentration areas with the approval of the advisor for that concentration area. All four Core courses and all required courses within a student's concentration area must be completed with a grade of B or better; all other courses must be completed with a grade of B- or better. A thesis may be substituted for 6 credits of course work subject to the approval of the concentration advisor. All students must successfully complete three comprehensive examinations; one in Syntax, one in Phonology, and one in Sociolinguistics. All students must also either successfully complete a comprehensive examination in their concentration area, or successfully write and defend a thesis in their concentration area.

### World Englishes
- **Language Structure**
  - LIN 611 Semantics of Human Languages
  - LIN 612 Pragmatics: Meaning and Context
  - LIN 626 Structure of Standard Arabic (being regularized)
  - LIN 651 Morphological Analysis
  - LIN 661 Introduction to Historical Linguistics
  - PHI 565 Philosophy of Language
  - PHI 651 Logic and Language
  - SPA 635 Spanish Phonetics and Phonology
  - SPA 636 Structure of Spanish

### Program Requirements

The M.A. degree requires 30 credits of graduate coursework. 12 credits come from the following Core courses: LIN 601 (Introductory Linguistic Analysis), LIN 631 (Phonological Analysis), LIN 641 (Syntactic Analysis), LIN 571 (Topics in Sociolinguistics). The remaining 18 credits come from one of the six concentration areas with the approval of the advisor for that concentration area. All four Core courses and all required courses within a student's concentration area must be completed with a grade of B or better; all other courses must be completed with a grade of B- or better. A thesis may be substituted for 6 credits of course work subject to the approval of the concentration advisor. All students must successfully complete three comprehensive examinations; one in Syntax, one in Phonology, and one in Sociolinguistics. All students must also either successfully complete a comprehensive examination in their concentration area, or successfully write and defend a thesis in their concentration area.
Ph.D. in Physics

Reduce total credit requirements for PhD to **48** (from 51).
Reduction in total credit required for PhD is consistent with other SU Science and Engineering PhD programs. The rationale for these latter changes is that they will help students make a more rapid transition into doing research in a laboratory. The PhD is primarily a degree awarded for original research and this change should allow students to start research at an earlier point in their graduate career and to have more time to complete that research and write a thesis. It will not affect the total amount of time needed to obtain the PhD degree.

Drop one required class (PHY 885 or PHY 831) and 1 additional elective advanced class.

**Proposed requirements:**

Fall of first year:
- PHY 581: Methods of Theoretical Physics
- PHY 621: Classical Mechanics
- PHY 661: Quantum Mechanics I

Spring of first year:
- PHY 641: Advanced electromagnetism
- PHY 662: Quantum Mechanics II
- PHY 731: Thermodynamics and Statistical Mechanics

End of first year students take Qualifying Exam

One (currently is two) more required class (taken generally in second year): PHY 614: Graduate Laboratory or PHY 651: Modern Instrumentation (currently is ‘and PHY 885 Quantum Field Theory I or PHY 831 Statistical Mechanics of Fields and the Renormalization Group)

After these classes students must take at least 3 (currently is four) more advanced classes. Oral examination on topic of thesis taken generally in 3rd year.

48 credits required including 18 dissertation credits.

Thesis examination: generally in years 5 or 6.
Current Requirements:

**Fall of first year:**
PHY 581: Methods of Theoretical Physics  
PHY 621: Classical Mechanics  
PHY 661: Quantum Mechanics I

**Spring of first year:**
PHY 641: Advanced electromagnetism  
PHY 662: Quantum Mechanics II  
PHY 731: Thermodynamics and Statistical Mechanics

End of first year students take Qualifying Exam

Two more required classes (taken generally in second year):

PHY 614: Graduate Laboratory  
or  
PHY 651: Modern Instrumentation

PHY 885: Quantum Field Theory I  
or  
PHY 831: Statistical Mechanics of Fields and the Renormalization Group

After these classes students must take at least 4 more advanced classes

Oral examination on topic of thesis taken generally in 3rd year.

51 credits required including dissertation credit

Thesis examination: generally in years 5 or 6.

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Proposed Requirements:

**Fall of first year:**
PHY 581: Methods of Theoretical Physics  
PHY 621: Classical Mechanics  
PHY 661: Quantum Mechanics I

**Spring of first year:**
PHY 641: Advanced electromagnetism  
PHY 662: Quantum Mechanics II  
PHY 731: Thermodynamics and Statistical Mechanics

End of first year students take Qualifying Exam

One more required class (taken generally in second year):

PHY 614: Graduate Laboratory  
or  
PHY 651: Modern Instrumentation

After these classes students must take at least 3 more advanced classes

Oral examination on topic of thesis taken generally in 3rd year.

48 credits required including dissertation credit

Thesis examination: generally in years 5 or 6.
**College of Engineering and Computer Science**

**B.S. in Aerospace Engineering**

**CURRENT**
There are a total of 24 elective credits in the B.S. AEE program, at least 6 of which must be chosen from the social sciences or humanities (SS/H). The remaining 18 credits allow program customization for each student, and can be distributed in any of three different ways:

1. completion of a non-technical University minor;
2. 15 credits toward a technical minor and 3 credits of SS/H, or
3. a distribution of electives:
   a. 6 credits of SS/H
   b. 6 credits of technical electives
   c. 6 credits of free electives

**Recommended Technical Electives**
- AEE 490 Independent Study
- AEE 527 Helicopter Dynamics
- AEE 542 Hypersonic/High Temperature Gas Dynamics
- MAE 355 Fundamentals of Heat and Mass Transfer
- MAE 536 Composite Materials
- MAE 571 Application of Computational Fluid Dynamics
- MAE 585 Principles of Turbo machines
- MAE 588 Principles of Wind Turbines

**PROPOSED NEW, STARTING FALL 2013**
There are a total of 24 elective credits in the B.S. AEE program. These credits may be distributed in one of the following two ways:

1. A student may complete any University minor that requires at least 12 credit hours beyond the core AEE curriculum. In addition to, or as part of, this minor, at least 9 credit hours must be taken from the social sciences or humanities (SS/H). Excluding those courses that count towards the minor, a maximum of 6 credit hours that are neither SS/H nor technical electives may be taken as part of the 24 elective credits.

2. A student who does not complete a University minor must take at least 9 credits from the social sciences or humanities (SS/H), at least 6 credits of technical electives, and a maximum of 6 credit hours that are neither SS/H nor technical electives.

Technical electives consist of all 300 level and above courses offered by any department within the college of engineering and computer science or by the math or physics departments, except for ECS 391, ECS 392 and "XXX 500" courses, where "XXX" is any designation other than AEE or MAE. However, in some instances, "XXX 500" courses may be approved by petition. In addition, no more than 3 credit hours of technical electives may be taken outside of the MAE department.

Note that the above essentially agrees with the current policy, except that we are proposing
(a) what we believe is a better and less ambiguous definition,
(b) that students who choose the "distribution option" only be required to take 9 SS/H credits - this is the same as when a minor is taken, and is intended to encourage the taking of additional TEs, and
(c) that only one TE in the program may be taken outside of the dept.
### Aerospace Curriculum Prior to Fall 2012

1. Aerospace engineering students must complete at least 6 credit hours in the Social Science/Humanities, and complete one of the following options for a total of seven electives (24 credit hours):

   **Option 1:** Complete a non-technical minor of at least 18 credits.

   **Option 2:** Complete 3 additional credits in the social sciences/humanities and at least 15 credits towards a technical minor.

   **Option 3:** Complete at least 6 additional credits in the social sciences/humanities and 6 credits of free electives and 6 credits of technical electives.

2. Technical electives must be taken within the Mechanical and Aerospace Engineering (MAE) Department.

3. Many technical electives in the MAE Department are scheduled on a 2-year rotation, so students should make themselves aware of technical elective offerings starting in their third year.

4. Students seeking to complete a mathematics minor by taking an additional math course (usually MAT 517) can use this course as a free elective but must still complete one of the 3 options listed above.

### Proposed Changes

1. There are a total of 24 elective credits in the B.S. AEE program. These credits may be distributed in one of the following two ways:

   **Option 1:** A student may complete any University minor that requires at least 12 credit hours beyond the core AEE curriculum. In addition to, or as part of, this minor, at least 9 credit hours must be taken from the social sciences or humanities (SS/H). Excluding those courses that count towards the minor, a maximum of 6 credit hours that are neither SS/H nor technical electives may be taken as part of the 24 elective credits.

   **Option 2:** A student who does not complete a University minor must take at least 9 credits from the social sciences or humanities (SS/H), at least 6 credits of technical electives, and a maximum of 6 credit hours that are neither SS/H nor technical electives.

2. Technical electives consist of all 300 level and above courses offered by any department within the college of engineering and computer science or by the math or physics departments, except for ECS 391, ECS 392 and any course numbered 300, 400 or 500 that is offered outside of the MAE department. However, in some instances, these courses may be approved by petition. In addition, no more than 3 credit hours of technical electives may be taken outside of the MAE department.

3. Many technical electives in the MAE Department are scheduled on a 2-year rotation, so students should make themselves aware of technical elective offerings starting in their third year.

4. Students who take an additional math course (usually MAT 517) in order to obtain a mathematics minor can use this course towards fulfillment of the 24 elective credit hours if their overall distribution of courses meets the above requirements.
Maxwell School of Citizenship and Public Affairs

M.A. in International Relations

The goal of the Maxwell School's MAIR program is to prepare students for international careers in organizations ranging from governments, international organizations, nongovernmental organizations and corporations.

The global environment encompasses a spectrum from increasingly rapid and complex transnational transactions, to remote villages where modern technology is juxtaposed with centuries-old traditions and infrastructure. Maxwell School students may shape their careers to address many points along this spectrum, ranging from international finance to rural public health; from transnational security threats to community development.

We believe that international professionals need to learn not only management and leadership skills, but also substantive knowledge across a range of academic disciplines in order to engage effectively with the world in which they will work. Maxwell's MAIR degree is therefore deliberately interdisciplinary in focus, drawing on both the management expertise of the Department of Public Administration and International Affairs, and the global expertise of the Maxwell School's diverse social science departments. We seek to train students who will be not only proficient, but perceptive about their contributions to, and impact on, the diverse global communities in which they will work.

The revisions proposed here strengthen the core requirements for the degree, including the addition of a foundational international relations course, the revision of the existing core requirements in economics and evaluation, and the addition of an international management class, drawing on the management & leadership expertise of the department. The proposed revisions expand the range of Maxwell’s signature course offerings, emphasizing the interdisciplinary nature of the field of International Relations. At the same time, the interdisciplinary distribution requirements that allow students to develop specialized career tracks have been streamlined and strengthened by requiring the selection of a single track with thematically related coursework. The capstone, internship and language requirements of this professional degree have remained unchanged and the degree itself is still a 40-credit program which can be completed over 16 months.

The following discussion is broken into two parts: an overview of recommendations for revising the IR curriculum; and a side-by-side comparison of the existing and newly modified programs (see Appendix B).

SUMMARY OF REVISIONS TO THE IR CURRICULUM

I. COURSE REQUIREMENTS

A: Core Courses:

CREDITS: 15 (Previous Core: 9 credits)

The Task Force proposes that the current IR core be expanded to include five courses:

1) PAI 702: International Actors and Issues. NEW

The goal of this course is to enable students to understand how social science theories help explain developments in the international arena, and their contributions and limitations regarding policy choices. It is intended to provide students with tools for analysis of current international problems and policies. A draft syllabus for such a course has been developed by Renée de Nevers.

2) Economics.
The Task Force recommends allowing two alternative courses to fulfill this requirement.

-- PAI 723: Economics for Public Decisions NEW TITLE
This is a micro-economics course. This is likely sufficient for the majority of IR students.

-- PAI 720: Principles of Economics. NEW
This would be a course that covers both micro and macro-economics from a more policy analysis perspective, modeled on the course currently offered for Maxwell's EMPA students. This would be a terminal economics option. It is not intended for students who require or want additional economics courses for their career tracks.

3) Statistics.

The Task Force recommends allowing two alternative courses to fulfill this requirement.

-- PAI 721: Introduction to Statistics.
This is the first semester in a year-long sequence of quantitative analysis techniques. Basic topics in descriptive statistics, probability theory and statistical inference are covered. Specific topics include; descriptive analysis of data; analysis of comparisons and associations; probability theory; sampling; point and interval estimation; and hypothesis testing.

-- PAI 704: Quantitative Skills in International Relations.
This course aims to help train IR professionals in tools needed to better develop and implement programs and policies using diverse sources and methods.

4) PAI 705: Research Design for IR Practitioners. REVISION

The course will provide an overview of how social science research is conducted and how it can be used in policy-making in international affairs. It is based on the assumption that good policy-making and program design should be evidence-based, and that those designing, implementing, and evaluating these policies should have a grounding in how social scientific research is conducted, and what separates good research from bad research, to ensure that students can be intelligent consumers of research on international affairs.

5) PAI 703: Challenges of International Management and Leadership. NEW

The core should include a management component. Given the diverse interests of students in the program, such a course would be an overview that incorporates the following issues: ethics, IO management; NGO management; public sector management; negotiation; leadership; and cultural issues. Strategic planning, monitoring and evaluation should also be included in this course or in “Research Design for IR Practitioners.” The course would help students identify other issues and courses they may want to take on these topics.

B: Interdisciplinary Distribution Requirement

One of the hallmarks of Maxwell's International Relations degree is its strong interdisciplinary character. The distribution requirement complements both the interdisciplinary core and the specialized career tracks by giving students a choice of several courses across a range of Maxwell's social science departments as a means of enriching their knowledge of international relations.

Students will be required to take one of the following courses. They may choose one that they perceive to be aligned with their preferred career track, or one that they are interested in because it provides important
1) HST 645: History of International Relations. (Osamah Khalil, History)

NEW OPTION

2) ANT 707/ PAI 707: Culture and World Affairs. (Rebecca Peters, PAIA, Robert Rubinstein, Anthropology, Peter Castro, Anthropology)

3) PAI 716/ ECN 610: Economic Dimensions of Global Power. (Stuart Brown, PAIA)

4) PSC 783: Comparative Foreign Policy. (Peg Hermann and Matt Bonham, Political Science)

5) GEO 606: Development and Sustainability (Farhana Sultana, Geography)

NEW OPTION

II. CAREER TRACKS

CREDITS: 15

The purpose of the career tracks is to help students identify substantive areas of expertise within the broad field of international relations. By focusing in one of these areas, students will gain deeper knowledge that will better position them for a range of careers in a particular field. No career track is aimed at a particular type of institution or organization. Each career track encompasses many subfields. While we list several courses as "recommended" within each career track, students will have the flexibility to determine which courses within that track will best prepare them for their career aims.

We propose that students be required to choose one concentration of study from among the following:

1) International Economics, Finance, and Trade

2) Peace, Security and Conflict

3) Governance, Diplomacy and International Organizations

4) Democracy, Development and Humanitarian Assistance

5) Regional Concentration

See Appendix A for career track descriptions and sample course offerings.

See Appendix B for a side-by-side comparison table of the existing and newly modified MAIR program requirements.

APPENDIX A: IR CAREER TRACK LANGUAGE

The purpose of the career tracks is to help students identify substantive areas of expertise within the broad field of international relations. By focusing in one of these areas, students will gain deeper knowledge that will better position them for a range of careers in a particular field. Each career track encompasses many subfields. While we list several courses as "recommended" within each career track, students will have the flexibility to determine which courses within that track will best prepare them for their career aims.
International Economics, Finance and Trade

This career track will help you obtain the skills necessary to understand the workings (or failures) of international markets. As businesses and banks globalize their services and emerging markets influence developed financial markets, it is critical to obtain an understanding of how internationalization affects interest rates, the value of currency and securities, and the economies of nation states as well as localities. The track focuses on economics but it is also essential to understand the political factors that influence international finance and trade. Thus, the track provides opportunities to learn more about the political economy of international trade and business as well as legal aspects of international markets. The track also provides the opportunity to understand the linkages between private-sector capital concerns and broader based political and social issues.

The track will prepare you for an array of different types of jobs linked to international economics including international business, international banking and finance, international trade and commerce, public finance, and general international economic policy. Students who have recently concentrated in this track have taken jobs as analysts in the private sector, e.g., banks, consulting firms, and think tanks as well as in the public sector. Among the latter are positions in the U.S. Government Accountability Office, budget offices in state or local governments, and analytical jobs in various ministries of economy or finance outside the U.S.

This track is particularly well suited for students in the MAIR/MA ECON dual degree program. Students may also wish to pursue a certificate in advance study in Econometrics.

The following courses are a sample of those students can take toward this track:

ECN 566: “International Macroeconomics and Finance”
ECN 665: “International Economics”
PAI 730: “Business and Government in the Global Economy”
PSC 753: “International Political Economy”

Students with strong interests in developing countries are encouraged to enroll in PAI 757 “Economics of development” (cross listed with ECN 661)

Students could also take PAI 716: “Economic Dimensions of Global Power” prior to ECN 566 and ECN 665.

Governance, Diplomacy and International Organizations

This career track provides students with the skills and training needed to become effective leaders of organizations working in the global environment. The courses in this track draw on the Maxwell School’s distinguished history of training prominent leaders in government, the international, and NGO sectors. Students will acquire skills and competencies essential to managing international organizations and government agencies, including negotiation and conflict resolution, diplomacy, cultural awareness, political leadership, and organizational and human resource management. Important components of this track are diplomacy and foreign policy – the delicate communications handled by national representatives that define the relationships between nation states.

Students who select this career track are well-positioned for careers managing international and non-governmental organizations or working in varied career paths focusing on international relations, conflict resolution, and negotiations, communication and management. This is also a valuable career path for students seeking careers in the Foreign Service and foreign affairs ministries. Students in this track may also be interested in satisfying the
requirements for the certificates in *Leadership of International and Non-Governmental Organizations, Advanced Study in Civil Society Organizations, Post Conflict Reconstruction, Security Studies,* or *Conflict Resolution.*

Sample courses for students pursuing this track include:

- PAI 632: International Public and NGO Management
- PSC 783: Comparative Foreign Policy
- PAI 601: Fundamentals of Conflict Studies
- PSC 700: Political Leadership
- PSC 700: Governance and Global Civil Society
- PAI 718: U.S. National Security and Foreign Policy
- PSC 700: Crisis Management
- PAI 730-21: Managing Interpersonal, Group, and Systemic Conflict

**Peace, Security and Conflict**

War and conflict often dominate the news. But security - national, international, and individual - can be difficult to ensure without a broad understanding of the causes of war, the challenges confronting peace efforts, and the sources of insecurity in different regions. New security concerns can emerge at a rapid pace while chronic tensions endure, and state and non-state actors adapt their strategies and exploit new technologies in seeking both to promote peace and to undermine stability and security. It is critical for those interested in careers related to security or the promotion of peace to understand how these diverse and complex challenges affect the changing international environment and the policy choices open to states, international organizations, and citizens seeking to enhance peace and security. Coursework in this track encompasses a broad range of topics, including national security, causes of war, international security, post conflict reconstruction and spoilers of peace, peace-keeping, civil-military relations, citizen participation, human security, conflict analysis and intervention, international cooperation, intelligence and homeland security, military operations and strategy, and transnational threats.

This career track will be of interest to students seeking a range of jobs in government, nongovernmental organizations, the private sector, and international organizations related to national and international security.

Students interested in this area can also work toward completion of several certificates, as further indication of their expertise in sub-fields. These include certificates in *Conflict Resolution,* *Post Conflict Reconstruction,* and *Security Studies.*

Students choosing this track could select any of the following sample courses:

- PAI 601: Fundamentals of Conflict Studies
- PPA 704: International Security
- PAI 718: U.S. National Security and Foreign Policy
- PSC 754: International Conflict and Peace
- LAW 700: National Security Law

**Development and Humanitarian Assistance**

This track is for students who would like a career working for organizations devoted to improving well-being and alleviating suffering in an international context, and to improving state capacity to address societal needs. The broad range of course offerings provides special focus on health, education, environmental sustainability, state-building and democratization, economic growth, humanitarian assistance, and the political and cultural context of international development and humanitarian work. Students who follow this career track leave the program not only knowing how things are done in the fields of development and humanitarian assistance, but with the background to understand why it is things are done this way and an ability to question whether there are new approaches that merit consideration. Students leave this program with the skills needed to be effective managers
and innovative leaders who are catalysts for change in organizations that seek to help people improve their own lives.

Students following this career track have gone on to both policy making roles at international organizations in the donor countries and to field office positions where development and humanitarian programs are implemented. Students in this track may also choose to complete the certificate in *Post Conflict Reconstruction*.

The following sample courses in this track include:

- **ECN 661**: Economics of Development
- **PSC 700**: Political Economy of Development
- **PAI 719**: Post Conflict Reconstruction
- **PAI 765**: Humanitarian Action
- **PAI 665**: Global Health Policy
- **PSC 681**: State-Society Relations
- **PSC 787**: Democracy and Democratization

**Regional Track**

The regional track represents an attractive alternative to the topical career tracks for students for whom the study of a particular world region can best serve their intellectual interests and professional goals. Regional concentrations are generally available for Europe (including Russia/Eurasia), Asia, the Middle East, Africa, and Latin America. Students interested in regions can also work toward completion of several certificates, including *European Union and Contemporary Europe, Latin American and Caribbean Studies, Middle Eastern Affairs, and South Asian Studies*.

Regional specialization usually requires proficiency in a language other than English, so students pursuing this option may count six hours of graduate language study toward the track. Maxwell’s Global Programs, which provide off-campus opportunities at a range of partner institutions around the globe, can often be an important part of a regional career track. Sample courses associated with the regional tracks:

<table>
<thead>
<tr>
<th>Africa</th>
<th>Asia</th>
<th>Europe</th>
<th>Latin America</th>
<th>Middle East</th>
</tr>
</thead>
</table>
### APPENDIX B: Side-by-side Comparison Table of the Existing & Modified MAIR Degree:

<table>
<thead>
<tr>
<th>Master of Arts in International Relations</th>
<th>Master of Arts in International Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2012</td>
<td>2013-2015</td>
</tr>
</tbody>
</table>

#### CORE: 9 credits

- **Statistics:**
  - PAI 704 OR PAI 721

- **Economics:**
  - PAI 723

#### Strategic Planning, Implementation & Evaluation in International Affairs:

- PAI 705

#### Signature Course:

- PAI 707, PAI 716 or PSC 783

#### CAREER TRACK: 15 credits

- **Primary Career Track:**
  - Career track concentrations include the following areas of study:
    - Global Markets
    - Global Development
    - Foreign Policy
    - Negotiation & Conflict Resolution
    - Global Security
    - Transnational Organizations & Leadership

- **Secondary Career Track:**
  - Career track concentrations include the following areas of study:
    - Global Markets
    - Global Development
    - Foreign Policy
    - Negotiation & Conflict Resolution
    - Global Security
    - Transnational Organizations & Leadership

#### ELECTIVES: 12 credits

- IR Capstone Seminar:
  - PAI 706

<table>
<thead>
<tr>
<th>TOTAL:</th>
<th>40</th>
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<tbody>
<tr>
<td>+Internship &amp; language requirement.</td>
<td>+Internship &amp; language requirement.</td>
</tr>
</tbody>
</table>

#### Master of Arts in International Relations

- **Statistics:**
  - PAI 704 OR PAI 721

- **Economics:**
  - PAI 723 OR PAI 720 *(new)*

- **Research Design for IR Practitioners:**
  - PAI 705 *(revised)*

- **Int’l Management & Leadership:**
  - PAI 703 *(new)*

- **International Actors and Issues:**
  - PAI 702 *(new)*

- **Signature Course:**
  - PAI 707, PAI 716, PSC 783, HST 645 *(new)* or GEO 606 *(new)*

- **Career Track Coursework:**
  - Students select 4 additional courses related to a single concentration from the following areas *(new)*:
    - International Economics, Finance, and Trade
    - Peace, Security and Conflict
    - Governance, Diplomacy and International Organizations
    - Democracy, Development and Humanitarian Assistance
    - Regional Concentration

- **ELECTIVES: 9 credits**

- **IR Capstone Seminar:**
  - PAI 706

<table>
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<tr>
<th>TOTAL:</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>+Internship &amp; language requirement.</td>
<td>+Internship &amp; language requirement.</td>
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</tbody>
</table>
School of Public Communications

MA in Documentary Film and History

The Documentary Film and History Program (begun in 2007) is a joint program with the History department. The curriculum is designed to introduce students to both filmmaking and history while helping to foster a sense of the collaborative nature of documentary film production. This is a one-year program with approximately 10-12 students in each cohort.

The proposed changes are to update our program and make it more viable for our students.

In summary, the changes are:

1. Remove ANT 682 as a course option as it is no longer regularly offered.

2. Update the HST 615 requirement to reflect the change in prefix and number to DFH/HST 693.

3. Change TRF 669, Advanced Production Practicum, from a requirement to an elective.
   a. Rationale: (1) Students perform advanced production work on their thesis in the DFH 610 Seminar, (2) Not all DFH students benefit from an additional production course in the spring semester.

4. Change TRF 650 Special Projects from a Summer Session II course to a Maymester course.
   a. Rationale: (1) TRF 650 is a course in post-production. Students will have the benefit of the Newhouse post-production facilities in the Maymester. They will benefit from a more disciplined routine than the current system of working on their own during their internship. We are convinced that thesis productions will be of a higher quality and that students will learn more with this revised order.

5. Change TRF 600 to DFH 670 and decrease it from three credits to two credits.
   a. Rationale: This change will make the DFH program more economical without sacrificing the quality of the program. (For example, the Television, Radio and Film Department currently offers its internship with a variable credit option (1-3), and its program is 36 credits total.)

6. Reduce the required credits in the program from 39 to 38 credits.
<table>
<thead>
<tr>
<th>DOCUMENTARY FILM AND HISTORY MASTER’S PROGRAM</th>
<th>DOCUMENTARY FILM AND HISTORY MASTER’S PROGRAM</th>
<th>PROPOSED 2013-2014</th>
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</thead>
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<tr>
<td><strong>2012-2013</strong></td>
<td><strong>PROPOSED 2013-2014</strong></td>
<td><strong>PROPOSED 2013-2014</strong></td>
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<tr>
<td><strong>Second Summer Session (7 credits):</strong></td>
<td><strong>Second Summer Session (7 credits):</strong></td>
<td><strong>Second Summer Session (7 credits):</strong></td>
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<tr>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
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<tr>
<td>HST 802 Modes of Analysis in History</td>
<td>HST 802 Modes of Analysis in History</td>
<td>HST 802 Modes of Analysis in History</td>
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<tr>
<td>TRF 655 Screenwriting and Production Workshop</td>
<td>TRF 655 Screenwriting and Production Workshop</td>
<td>TRF 655 Screenwriting and Production Workshop</td>
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<tr>
<td><strong>Fall Semester (13 credits):</strong></td>
<td><strong>Fall Semester (13 credits):</strong></td>
<td><strong>Fall Semester (13 credits):</strong></td>
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<tr>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
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<td>TRF 659 Documentary Production</td>
<td>TRF 659 Documentary Production</td>
<td>TRF 659 Documentary Production</td>
</tr>
<tr>
<td>TRF 611 Dramatic Writing for Television and Film</td>
<td>TRF 611 Dramatic Writing for TV &amp; Film</td>
<td>TRF 611 Dramatic Writing for TV &amp; Film</td>
</tr>
<tr>
<td>OR HST 615 Graduate Preparation: Oral History Workshop</td>
<td>OR HST Elective</td>
<td>OR HST Elective</td>
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<tr>
<td>History Elective (HST 500 – 997)</td>
<td>OR *Approval of faculty advisor required</td>
<td>OR *Approval of faculty advisor required</td>
</tr>
<tr>
<td><strong>Spring Semester (13 credits):</strong></td>
<td><strong>Spring Semester (13 credits):</strong></td>
<td><strong>Spring Semester (13 credits):</strong></td>
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<tr>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
<td>DFH 610 Documentary Production Research</td>
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<tr>
<td>DFH/HST 695 Historical Narratives</td>
<td>DFH/HST 695 Historical Narratives &amp; Interpretations</td>
<td>DFH/HST 695 Historical Narratives &amp; Interpretations</td>
</tr>
<tr>
<td>TRF 669 Advanced Practice: Filmmaking</td>
<td>TRF 637 Telecommunications Law &amp; Policy</td>
<td>TRF 637 Telecommunications Law &amp; Policy</td>
</tr>
<tr>
<td>TRF 637 Telecommunications Law and Policy 3</td>
<td>TRF Elective</td>
<td>TRF Elective</td>
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<tr>
<td>History Elective (HST 500 – 997) 3</td>
<td>*Approval of faculty advisor required</td>
<td>*Approval of faculty advisor required</td>
</tr>
<tr>
<td><strong>First Summer Session (6 credits):</strong></td>
<td><strong>First Summer Session (2 credits):</strong></td>
<td><strong>First Summer Session (2 credits):</strong></td>
</tr>
<tr>
<td>TRF 600 Industry Practicum</td>
<td>TRF 670 Internship</td>
<td>TRF 670 Internship</td>
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<tr>
<td>TRF 650 Advanced Practice: Special Projects</td>
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<tr>
<td><strong>Total Credits in Program:</strong></td>
<td><strong>Total Credits in Program:</strong></td>
<td><strong>Total Credits in Program:</strong></td>
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<td>39</td>
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</table>
BS in Newspaper and Online Journalism

The proposed change to this undergraduate major addresses an emerging need for our students. Visuals are becoming increasingly important for NOJ majors and MPD 361 will provide students more than just basic skills in visual journalism and photography.

In summary, the changes are:
2. Change the required number of major credits from 35 to 38.
For Graduating Class of 2014 and 2015
NEWSPAPER AND ONLINE JOURNALISM
MAJOR

Please note: Some of the courses listed below are alphabetically restricted by last name. You must take them in the semester noted.

First Year: Credits
► COM 101 Practical Grammar for Public Communications
► COM 107 Communications and Society
► COM 117 Multimedia Storytelling

First or Second Year:
► NEW 205 News Writing (See note #7.)
(A-K spring semester; L-Z fall semester)

Second Year:
► GRA 217 Introduction to the Graphic Design
► GRA 218 Introductory Graphics Laboratory
(A-K fall semester; L-Z spring semester)

Second or Third Year:
► NEW 305 Reporting (See note #5)
Prereq: NEW 205

Third Year:
► COM 344 Diversity and Media Issues
(See note #2) Prerequisites: COM 107 and COM 117
► Arts and Sciences Diversity course _______
► NEW 345 Critical Perspectives on News Prereq: COM 107 (A-K fall semester; L-Z spring semester)
► NEW 496 Senior Portfolio (See note #8.)

Third or Fourth Year:
► Global Experience (See note #3.) ___________
► Collaborative Intensive Experience (See note #4.)

► NEW 405 Advanced Reporting
Prerequisite: NEW 305
► NEW 508 Newspaper Editing
Prereqs: NEW 205 and GRA 217

Fourth Year:
► COM 505 Communications Law for Journalists
(A-K fall semester; L-Z spring semester)
► Capstone Requirement: Choose ONE
NEW 509 Advanced Newspaper Editing
Prereq: NEW 508
NEW 530 Specialized Reporting (variable title)
Prereq: NEW 305

P...
NEW 535 Newspaper and Magazine Practicum  
Prereq: NEW 305

Any Semester after First Year  
► Newhouse Elective any Newhouse course

MINIMUM TOTAL  
3 35

Notes:
1. Students graduating from Newhouse may devote no more than 38 of the 122 credits required for graduation to courses in the Newhouse School. Any courses above the 38-credit hour limit will increase the total hours required for graduation.
2. Students may fulfill the Diversity Requirement by taking COM 344 (1 credit) AND one course from the approved list of Arts and Sciences courses on diversity available in the Newhouse Fact Book. OR students may fulfill the Diversity Requirement by taking COM 346: Race Gender and the Media (3 credits) without the Arts and Sciences course. Since COM 346 is a three-credit Newhouse course, the additional Newhouse hours will be added to the 122 credits needed for graduation if the student has reached the 38 Newhouse-credit maximum.
3. The Global Experience may be fulfilled by studying abroad or by taking an approved class. A list of courses that fulfill this requirement can be found in the Newhouse Fact Book. If a student chooses to take a Newhouse class to fulfill this requirement, the additional Newhouse hours will be added to the 122 credits needed for graduation if the student has reached the 38 Newhouse-credit maximum.
4. The information on the Collaborative Intensive Experience requirement will be available before registration for junior year. If you have any questions, please consult with your Department chairperson or the Newhouse Records Office. If a student chooses to take a Newhouse class to fulfill this requirement, the additional Newhouse hours will be added to the 122 credits needed for graduation if the student has reached the 38 Newhouse-credit maximum.
5. NEW 305 must be taken no later than the first semester of the senior year.

NEW 535 Newspaper and Magazine Practicum  
Prereq: NEW 305

Any Semester after First Year  
► Newhouse Elective any Newhouse course

MINIMUM TOTAL  
3 38

Notes:
1. Students graduating from Newhouse may devote no more than 38 of the 122 credits required for graduation to courses in the Newhouse School. Any courses above the 38-credit hour limit will increase the total hours required for graduation.
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5. NEW 305 and MPD must be taken one after the other, in any order, and should be taken in successive semesters (no break).
6. Newspaper and Online Journalism students are limited to six credits of internship in communications out of the 122 credits required for graduation. Three of those credits must be NEW 535; the remaining three credits may be individual experience credit, COM 470. Students are encouraged to take NEW 535 in the fall semester. Singly enrolled Newhouse students are not permitted to enroll in non-communications experience credit without special petition. Only juniors and seniors may receive credit for internship experiences.
7. Students who change their majors to Newspaper and Online Journalism may petition to use BDJ 204: News in a Multimedia World as a substitute for NEW 205.
8. Passing the senior portfolio is a graduation requirement. Students may take more than one semester to fulfill this requirement. Ideally students should register for NEW 496 after completing NEW 305:
   Reporting. Students continue to work on their portfolio until they receive a passing grade.
after completing NEW 305: Reporting. Students continue to work on their portfolio until they receive a passing grade.
The Public Diplomacy Program (founded in 2007) is a joint-degree program. Students receive two degrees – one in public relations from the Newhouse School and one in International Relations from Maxwell. This is a two-year program with approximately 15 students in each cohort. The proposed changes are being made to incorporate the curriculum changes and adjustments made in both schools since the program’s inception.

In summary, the changes are:

1. Incorporate the curriculum changes that the Maxwell School is making to its International Relations program, and adjust the timing of course offerings to more evenly offer classes from each school.

2. Replace NEW 605 News Writing and Reporting with PRL 607 Advanced Public Diplomacy.
   Rationale: For the past few years we have been teaching an Advanced Public Diplomacy class under the selected topics number PRL 600 in place of NEW 605 News Writing and Reporting. The Advanced Public Diplomacy class was developed in response to student feedback and their desire for more PD offerings.

3. Regularize our Selected Topics Public Relations Writing course (PRL 600) to PRL 608 Public Relations Writing.
   Rationale: This writing course started off as an all-purpose writing course for both Public Diplomacy students and our traditional Public Relations Master’s students. We decided to expand the writing requirement into a two-part sequence for our traditional PR Master’s students during the school’s curriculum review. However, we continued to teach this course to our PD students under a selected topic number. We want to regularize it now with a new number (PRL 608).
<table>
<thead>
<tr>
<th>Second Summer Session (6 credits):</th>
<th>PUBLIC DIPLOMACY MASTER'S PROGRAM 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW 605 News Writing and Reporting</td>
<td>3</td>
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<tr>
<td>PRL 602 Introduction to Public Diplomacy and Communications</td>
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<tr>
<td><strong>Fall Semester (12 credits):</strong></td>
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<tr>
<td>PAI 645 History of International Relations</td>
<td>3</td>
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<tr>
<td>PAI 704 Quantitative Skills in International Relations</td>
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<tr>
<td>PRL 600 ST: Public Relations Writing</td>
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<tr>
<td>PRL 605 Organizational Public Relations</td>
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<tr>
<td><strong>Spring Semester (12 credits):</strong></td>
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<tr>
<td>COM 698 Media Law</td>
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<tr>
<td>ECN 601 Survey Microeconomic Theory</td>
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<tr>
<td>PAI 705 Strategic Planning, Implementation and Evaluation in International Affairs</td>
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<tr>
<td>PRL 611 Public Relations Research</td>
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<tr>
<td><strong>Maymester (1 credit):</strong></td>
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<tr>
<td>PAI 706 International Relations Capstone Seminar</td>
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<td><strong>Summer Session (6 credits):</strong></td>
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<td>Summer off-campus internship program</td>
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<tr>
<td><strong>Fall Semester (12 credits):</strong></td>
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<tr>
<td>GRA 617 Visual Communication Theory and Practice</td>
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<tr>
<td>PRL 602 Introduction to Public Diplomacy and Communications</td>
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<tr>
<td><strong>Spring Semester (9 credits):</strong></td>
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<tr>
<td>PAI 708 Issues for 21st Century Public Diplomacy (DC PD Program)</td>
<td>3</td>
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<tr>
<td>IRP 709 Public Organizations and Management (DC PD Program)</td>
<td>3</td>
</tr>
<tr>
<td>PRL 735 Public Relations Practicum (DC Public Diplomacy Program Internship)</td>
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<table>
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<tr>
<th>PROPOSED PUBLIC DIPLOMACY MASTER'S PROGRAM 2013-2015</th>
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<tbody>
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<td><strong>Second Summer Session (6 credits):</strong></td>
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<td>GRA 617 Visual Communication Theory and Practice</td>
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<tr>
<td>PRL 602 Introduction to Public Diplomacy and Communications</td>
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<tr>
<td><strong>Fall Semester (12 credits):</strong></td>
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<tr>
<td>PAI 702 International Actors &amp; Issues</td>
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<tr>
<td>PAI 720 Fundamentals of Economics</td>
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<tr>
<td>PRL 605 Public Relations Theory</td>
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<tr>
<td>PRL 608 Public Relations Writing (REGULARIZE)</td>
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<td><strong>Spring Semester (12 credits):</strong></td>
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<tr>
<td>PAI 704 Quantitative Skills in International Relations</td>
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<tr>
<td>PRL 607 Advanced Public Diplomacy (REGULARIZE)</td>
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<td>PRL 611 Public Relations Research</td>
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<tr>
<td><strong>Maymester (1 credit):</strong></td>
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<tr>
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<tr>
<td><strong>Summer Session (6 credits):</strong></td>
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<tr>
<td>Summer off-campus internship program (&amp; career track)</td>
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<td><strong>Fall Semester (12 credits):</strong></td>
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<tr>
<td>IR Signature Course*</td>
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<tr>
<td>Career Track Course</td>
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<tr>
<td>PRL 615 PR Campaign Planning &amp; Execution</td>
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<tr>
<td>PRL 725 Public Relations Management</td>
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<tr>
<td><strong>Spring Semester (9 credits):</strong></td>
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<tr>
<td>PAI 709 Research Consultancy in Public Diplomacy (DC PD Program)</td>
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<tr>
<td>PRL 735 Public Relations Practicum (DC Public Diplomacy Program Internship)</td>
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</tbody>
</table>

| Total Credits for Program: | 58 |

Notes:
PAI708 and PAI709 count towards the students Career Track courses.

*IR Signature Courses are: ANT707/PAI707, ECN610/PAI716, GEO606, HST645, and PSC783.
BS in Television, Radio and Film

The proposed changes to the Television, Radio and Film undergraduate major are part of the adjustments being made since our curriculum review (implemented Fall 2010). These changes increase the options for our students in the new curriculum and update course offerings to more accurately reflect their purpose and place in the major.

In summary, the changes are:

1. Update TRF 345 to TRF 340 *Topics in Critical & Historical Perspectives* to reflect curricular changes made the previous year.

2. Add HRN/TRF 499 *Honors Thesis* to the TRF Capstone *Critical Reflection and Synthesis* course list.
   
   RATIONALE – If a Newhouse student is engaged in an Honors Capstone, having them do a separate Newhouse Capstone is redundant and unnecessary.

3. Add TRF 400/600 *Human-Computer Interaction* to the Capstone *Mastery of Practice* course list.

   RATIONALE – This class experience is truly interdisciplinary in the manner in which students from broad disciplinary perspectives are brought together for the challenge of interpreting emerging trends in media practices, particularly through the lens of user interface.

4. Add TRF 462 *Advanced Television Production* to the Capstone *Mastery of Practice* course list.
   
   RATIONALE – In the past five years as TRF 452 *Television Production*, this course has become an advanced practice course taken by seniors and graduate students with experience in television production. The course will be amended to the TRF 462 number and title to reflect this change.

5. Remove TRF 465/665 *Production Practicum: Television* from the current TRF Capstone list. This course will be an intermediate offering, and number and title will change in line with that TRF 442 *Television Production Workshop*.

   RATIONALE – In the past five years, this course has become a more intermediate course, with small group production projects that exercise intermediate learning outcomes and experimentation in production practices using the Orange Television Network as a laboratory.

6. Amend the titles for TRF 468 from *Advanced Practice Audio* to *Advanced Audio* and TRF 469 from *Advanced Practice Filmmaking* to *Advanced Filmmaking*.

   RATIONALE – The title changes make the Capstone offerings more consistent. There is no real need for the "practice" line in the title of either course.
7. Add TRF 500 *Entertainment Industry Capstone* to the TRF *Capstone Critical Reflection and Synthesis* course list.
   RATIONALE – As the LA program has blossomed, we have found that it makes more sense for TRF students to participate in the program later in their academic careers, encouraging them to enroll as seniors. With that, we feel it is important to provide a Capstone Course opportunity in the LA Course list. Students would semester utilize their professional experience to create an original case study or life history covering a topic approved by the instructor of the course. This course would first be offered as an experimental course as we work out and enhance the course structure through experience.

8. Change the required credit total for TRF electives from 10 to 12 credits making the TRF undergraduate degree a 38-credit major.
   RATIONALE – Electives are a very important part of TRF students giving their TRF degrees emphasis and specialty. Given the vast nature of the entertainment industry, TRF majors must focus by necessity because the entire industry cannot be covered in an academic experience. Right now we require 10 credits of electives for students to mark their emphasis, but given the fact that students can still enroll in and count 12 credits toward their undergraduate degree and graduate with 38 Newhouse credits, we’d like to incorporate this into the elective experience by requiring an additional 2 credits of TRF elective coursework.
### For Graduating Class of 2014 and 2015

**TELEVISION, RADIO AND FILM MAJOR**

**Please note:** Some of the courses listed below are alphabetically restricted by last name. You must take them in the semester noted.

#### First Year and Second Years Credits

<table>
<thead>
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<tbody>
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</tr>
<tr>
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<td>3</td>
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<td>COM 117 Multimedia Storytelling</td>
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<td>TRF 211 Screenwriting</td>
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#### Third Year and Fourth Years:

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<td>Collaborative Intensive Experience</td>
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<tr>
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<td>COM 506 Communications Law for Television, Radio and Film</td>
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<tr>
<td>Global Experience</td>
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<td>PHI 293 Ethics in the Media Professions</td>
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</tr>
<tr>
<td>TRF 345 Critical Perspectives: Electronic Media, Film</td>
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</tr>
</tbody>
</table>

#### Directed Newhouse Electives

Any TRF course numbered 300 or higher (except TRF 345) and COM 470 Experience Credit (internship) are approved by petition.

#### Capstone Requirement: Senior standing

Choose ONE:

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<tr>
<td>TRF 461 Advanced Management Seminar</td>
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</tr>
<tr>
<td>TRF 465 Production Practicum—Television</td>
<td>3</td>
</tr>
<tr>
<td>TRF 467 Screenwriting Master Class</td>
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<td>TRF 468 Advanced Practice Audio</td>
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<tr>
<td>HNR/TRF499 Honors Thesis</td>
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<tr>
<td>TRF400/600 Human Computer Interaction</td>
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</tr>
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<tr>
<td>TRF 467 Screenwriting Master Class</td>
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</tbody>
</table>
Prerequisites: TRF 451 or 452 or 453 or 454 or 456 or 457 or 458 or 459
TRF 469 Advanced Practice Filmmaking
Prerequisites: TRF 451 or 452 or 453 or 454 or 456 or 457 or 458 or 459

TOTAL

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6. PHI 293 is an Arts and Sciences class and will count toward the 65 credits of Arts and Sciences needed for the degree.
7. No more than two lower-division (100- or 200-level) courses may be petitioned as electives within the TRF major.
8. Independent studies in TRF are strongly discouraged as TRF students have an especially large and diverse array of courses to choose from. Independent studies in TRF are very rare, but may be undertaken in exceptional circumstances. Students must demonstrate a convincing case to the Department that existing course work cannot meet their specific needs.

TRF 468 Advanced Audio
Prerequisites: TRF 451 or 452 or 453 or 454 or 456 or 457 or 458 or 459
TRF 469 Advanced Filmmaking
Prerequisites: TRF 451 or 452 or 453 or 454 or 456 or 457 or 458 or 459
TRF500 Entertainment Industry Capstone (LA)

TOTAL

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