



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V.4 and 5 Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Social and Behavioral Sciences Undergraduate
 Department: Women's Studies Graduate
 Program: N/A CIP # _____

Proposal # 68
 Effective Date of Change: _____
 Academic Year 06-07
 (For Office Use Only)

Type of Change: COURSE PROPOSALS
 Proposed: Change in Credits

Course Designator and Number	Number of Credits
WOST 110	3
WOST 110	4

(if applicable)

Title Current: Introduction to Women's Studies
 Title Proposed: Introduction to Women's Studies
 24-Char. Abbrev: Intro to Women's Studies

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 The goal of this course is to familiarize students with Women's Studies scholarship. Focus is on the social construction of gender, race, class, and sexual identity.

Rationale or Justification for change:
 The course is increasing from 3 to 4 credits with the addition of an active learning lab requirement.

For General Education or Cultural Diversity Courses Only

GE Category #	GE Category Name (Maximum of 3 Categories)
5	History and the Social and Behavioral Sciences
7	Human Diversity
N/A	

General Education Course:

Cultural Diversity Course:
 (Please check one.)
 Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
 Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

7 For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 7 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply:)

Course is an elective.
 Course is required for program
 Pre- or Co-requisites:
 Other courses are being changed or eliminated. (Explain.) _____

Instructional Type: Lecture
 Grading Format: Grade P/N
B.S., Women's Studies; B.A., Women's Studies

Course will be offered:
 Fall Semester
 Spring Semester
 Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes.
 c. A list of resources required to offer and support this course.
 d. A description of how teaching this course will affect department staffing.
 e. If 400/500 level course, an explanation of added expectations of graduate students.



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*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ↗ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ↗ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ↗ Change in program name.
 - ↗ Change in program CIP #.
 - ↗ Change in TOTAL program credits.
 - ↗ Change in degree award. For example, changing a B.A. to B.S.
 - ↗ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



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Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 10/19/06
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] Ph.D. UESW 10/25/06
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 11/2/06
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4-12-07
General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3-1-07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/12/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/13/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

**a. Introduction to Women's Studies
Women's Studies 110
Minnesota State University, Mankato**

Course Description:

The goal of this class is to familiarize students with Women's Studies scholarship. Focus is on the social construction of gender, race, class, and sexual identity. The class requires three hours of class meetings as well as an additional one-hour lab each week. Lab times, locations, and activities vary from week to week.

Course Goals:

1. To gain a knowledge of, the history of Women's Studies, and its contemporary state.
2. To be able to read, analyze, and critically examine theoretical perspectives on sex/gender, race/ethnicity, social class, and sexuality. This will be done through participation in class discussions and interactions along with written discourse.
3. To promote awareness and personal reflection on the significance of how we view sex/gender, class, sexuality, and race/ethnicity in ourselves and others.
4. To understand the relationships between the social constructs of sex/gender, race/ethnicity, sexuality, and social class.
5. To be open and hopefully increase our awareness and respect of individuals, groups, perspectives, and experiences that may differ from our own.

Required Texts:

- Ore, Tracy E. 2006. *The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality*. 3rd Edition. New York: McGraw Hill.
- Fudge, Rachel. (Ed.). 2006. *Bitch: Feminist Response to Pop Culture*.
- Cicero, Michael (Ed.) 2006. *Ms Magazine*.

Student Evaluation:

Add lab requirement

1.4 Article Review Assignments: (25 points each. 100 points total).

Format: List the name of the article, the author, 4-5 main points of the article, any scholarly literature or evidence the author uses to support their main points, assumptions of the author/literature/evidence, the literature and evidence used in the article to support the main points, how it relates to the ideas/concepts of the session we are covering, and any questions/critiques/concerns it raised to you.

After finishing the assignment, you will post your analysis on D2L. The second aspect of this assignment is participation in a mediated chat room discussion about the ideas in the article. Students will sign up for one of four designated "live" mediated chat rooms. Students will have between 30 minutes to an hour to engage in dialogue, critique and questions about the reading for the session.

2. Participant Observation Paper or TV Assignment (50 points each) .You will have the choice of **one (1)** of the following assignments either do a content analysis of a television show for course themes or look for gender, race, and class in an environment that you are familiar, but have not formally analyzed. Whatever assignment you choose will be due the last day of class in the D2L Drop box.

3 Midterm Exam. (50 points) An in-class mid-term exam will be given approximately at the mid-term of the semester. The mid-term will assess your comprehension of course concepts and ideas.

4. Campus/community Diversity Paper or Letter to the Editor project (50 points) You will have the choice of **one (1)** of the following assignments. Either pick a current edition of a feminist magazine and write a letter to the editor or attend **three (3)** cultural diversity events on campus or the community..

5. Active class participation: (150 points) (10 points weekly-both attendance and "PP"). Besides attending class and actively participating in class discussion, you are required to post once a week to an area in the D2L Discussion area labeled "personal posts" or "PP."

6. *Group Project: (200 points)*. On the last 2 weeks of class your group will present a short presentation on a specific comedian, a genre of comedy, a comic strip, or other source of humor. Besides identifying concepts and themes in the resources/research materials as they relate to class, you will compile resource list that may assist others in finding more information. Lab time will be set aside for group meetings, library instruction and research, consultation with course facilitator(s), and viewing of humor sources. This assignment (presentation and comedy resource guide) will be due at the time listed on the syllabus for your final.

7. *Lab Activities: (75 points)* We experience and learn about our world through our senses. Therefore, during the course of the semester you will have opportunities to acquire information about course themes through a variety of text forms. Ranging from exploring feminist websites, watching documentary/feature films, participating in mediated chat rooms, or getting library instruction for hands on activities in the class project, you will be asked to either answer a question (posted on the D2L) content page, or briefly describe your experience.

Outline

Week 1: Introduction to Women's Studies

Required Reading:

Bitch and *Ms.* magazines

Week 1 Lab: Visit feministing.com website. Post your response in the area indicated on the D2L Discussion board

Week 2: Feminist Theories, History, and Practice (oh my!)

Required Readings

Various D2L/E-reserves

Week 2 Lab: View Film: *A Passion for Justice. 21st Century Feminism* and post response

Weeks 3-4: What is Sex, What is Gender?

In-class movie: *Ma Vie en Rose*

Required Reading for Session 3-Ore textbook

Ore, Lorber, Fausto-Sterling, Boswell, and Kimmel

Various D2L/E-Reserves:

Week 3 Lab: View film: *Trans-Generation* and post response

Week 4 Lab: Participation in mediated chat room discussion

Weeks 5-6: What is Sexuality?

Required Reading for Session 4-Ore textbook

Katz, Hubbard, Rust, Bornstein, Stacey

Week 5 Lab: View film: *The Education of Shelby Knox* and post response

Week 6 Lab: Participation in mediated chat room discussion

Week 7: Midterm Exam

Review Study Guide and take mid-term exam

Week 7 Lab: Meet with assigned comedy group. Begin topic selection process

Weeks 8, 9, 10: What is Race/Ethnicity?

In class movie: *Ethnic Notions*.

Required Readings for Session 5

Omi, and Winant, Waters, Ibish, Broadkin, Kirschenaman and Neckerman, Eitzen and Baca Zinn.

Various D2L Readings:

Lab Week 8: View film: *The "N" Word* and post response in area indicated on the D2L Discussion Board

Lab Week 9: Internet learning activity on the social construction of race. Post your response in the area indicated on the D2L Discussion board and Participation in mediated chat room discussion

Lab Week 10: Library instruction session for comedy project

Weeks 11 and 12: What is Social Class and Social Stratification?

In-class film: *People Like Us*

Required Reading for Session 6-Ore textbook

Ore, Kozol, Cookson and Persell, Tracy.

Lab Week 11: Visit : <http://www.nytimes.com/pages/national/class/> website. Post your response in the area indicated on the D2L Discussion Board and participate in mediated chat room discussion

Lab Week 12: Meet with group to research topic and view materials

Weeks 13-14: Interlocking Oppressions

In-class film: *What's Cooking*

Required Readings for Session 7-Ore textbook

Rubin, Cole, Reskin, Zia, Wildman and Davis, Uehara-Carter, Ochs

Lab Week 13: Participation in mediated chat room discussion

Lab Week 14: Continue work on comedy group project

Week 15: Revisit the Question: What is Women's Studies, What Have I learned in this Class, and what can I do with my knowledge?

Required Readings for Session 8-Ore textbook

Ore, Hill Collins, Le Espiritu, Finn, Martinez

Lab Week 15: Participation in mediated chat room discussion

b. Student Learning Outcomes

1. To gain a knowledge of, the history of Women's Studies, and its contemporary state. Corresponds to outcomes in general education category 5
2. To be able to read, analyze, and critically examine theoretical perspectives on sex/gender, race/ethnicity, social class, and sexuality. This will be done through participation in class discussions and interactions along with written discourse. Corresponds to outcomes in general education category 5 and 7
3. To promote awareness and personal reflection on the significance of how we view sex/gender, class, sexuality, and race/ethnicity in ourselves and others. Corresponds to outcomes in general education category 5 and 7 and CD-core
4. To understand the relationships between the social constructs of sex/gender, race/ethnicity, sexuality, and social class. Corresponds to outcomes in general education category 5 and 7 CD-core
5. To be open and hopefully increase our awareness and respect of individuals, groups, perspectives, and experiences that may differ from our own. Corresponds to outcomes in general education category 5 and 7

c. Resources required to offer and support this course: No additional resources required

d. Description of how teaching this course will affect departmental staffing

This course is taught by existing departmental faculty with expertise in the field

e. N/A

General Education Course: Proposed Categories

Category 5: History and the Social and Behavioral Sciences

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and

ideas. To challenge students to examine the implications of this knowledge and its interconnection with action and living an informed life.

Objectives/Outcomes:

Following the Completion of Category 5 of the General Education Program, students can:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

- This course requires students to engage in research methods (content analysis, ethnography/participant observation) to gather data to either support or refute the concepts and ideas presented in course materials
- The TV assignment/participant observation paper and the group project will assess student learning in this objective

2. Examine social institutions and processes across a range of historical periods and cultures.

- Course texts and lecture materials will compare social institutions and socially constructed concepts across time and culture
- The midterm and the article review assignment will assess student learning in this objective

3. Use and critique alternative explanatory systems or theories.

- This course introduces students to the major theories in feminist thought. As feminist thought developed in dialogue and response to prevailing social theory, students not only become familiar with traditional and alternative social theory, but are introduced to prevailing critiques
- The midterm and the article review assignments will assess student learning in this objective

4. Develop and communicate alternative explanations or solutions for contemporary social issues.

- This course requires students to engage in cultural diversity and activism activities to become exposed to differing ideas and groups and to reflect on ways to address oppression
- The letter to the editor/campus/community diversity paper will assess student learning in this objective

Category 7: Human Diversity

Goal: To increase students' understandings of individual and group differences, of the contributions of pluralism to United States society and culture, and of the historical and contemporary responses of the United States to group differences.

Objectives/Outcomes:

Following the Completion of Category 7 of the General Education Program, students can:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.

- Course texts and lecture materials will present the development and changing meaning of gender, race/ethnicity, social class, and sexual identities in the United States.
- The midterm and the article review assignment will assess student learning in this objective

2. Demonstrate an awareness of the individual and institution dynamics of unequal power relations between groups in contemporary society.

- Course texts and lecture materials will compare social institutions, and the concepts of privilege and oppression between and among groups across time and culture
- The midterm, active class participation (personal posts), group project, and the article review assignment will assess student learning in this objective

3. Analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.

- A significant portion of this class is devoted to fostering student awareness and growth in the ability to tolerate and value difference from selves and family of origin in relation to institutional oppression and prejudice
- The midterm, active class participation (personal posts), and the article review assignment will assess student learning in this objective

4. Describe and discuss the experience and contributions of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion.

- The majority of this course will be devoted to examining the impact of interlocking oppression, based on race, gender, sexuality, and social class, on socially stratified populations
- The midterm, active class participation (personal posts), the group project, and the article review assignment will assess student learning in this objective

5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

- This course requires students to demonstrate a variety of communication skills, ranging from relatively informal on-line posts and in class discussion to more rigorous analytical skills as exemplified through written and oral presentations. As students are expected to dialogue with one another both virtually and face to face, they will learn techniques to work effectively with diverse populations
- Active class participation, the group paper and presentation, lab activities, and the article review assignments will assess student learning in this objective

Cultural Diversity Core Course

- Because 100% of this course (must be at least 75%) will be devoted to topics of race, gender, sexuality, and social class, as they occur in the United States, this course fulfills the requirement for a Cultural Diversity course;
- All writing, oral presentation, exam assignments (lab assignments, mid-term, participant observation/TV assignment, activism assignment, and group project) and class participation requirements will address the interrelated topics of gender, race, sexuality, and class and will be used to assess student learning of these topics.

Clarification of instructor-supervised lab requirement

Proposal #507 (change in credits), WOST 110, Intro to Women's Studies

The main purpose of the "lab" is to develop active learning and critical thinking skills under the guidance of your course instructor. During the semester students will have opportunities to meet either face to face (in such locations as the Educational Resource Center in library) or on-line through instructor-moderated chat to acquire the skills associated with becoming "media literate." In addition to instructional sessions, the course instructor (and other guest "experts") will offer discussion sessions about the various media sources viewed in order to assist students in applying the critical thinking skills they have acquired. Also, as students are required to develop and present a group presentation, there will be several lab sessions dedicated to assisting students in developing their research, writing, and presentation skills. Students should expect approximately one hour of instructor-guided lab activity per week, which will count directly toward 10 percent of their overall course grade.

Week 1 Lab: Reading Websites. Students will participate in an hour-long computer lab session led by the instructor and offered at two different times during the week. Students will work at individual computers to explore the website *feministing.com*, answering questions about reading websites and *feministing.com* based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. Two hours in-person instructor contact.

Week 2 Lab: Reading Films. Students will participate in an hour-long lab session led by the instructor and offered at two different times during the week. Students will answer questions about reading films based on the instructional presentation and from clips shown during the lab. Following the session, students will share their individual responses in an instructor-moderated discussion. Two hours in-person instructor contact.

Week 3 Lab: View Film: *A Passion for Justice. 21st Century Feminism.* (34 minutes) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from the first lab session. Following the session, students will share their individual responses in an instructor-moderated discussion and will hand their worksheets to their instructor at the end of lab. Two hours in-person instructor contact.

Week 4 Lab: View film: *Trans-Generation* (103 min.) Students will view the film collectively in a session led by the instructor. Following the session, students will share their individual responses in an instructor-moderated D2L discussion. Students unable to attend the session will have opportunities to view the film independently. Two and a half hours in-person instructor contact.

Week 5 Lab: Resources on-campus. Supervised field trip to MSU Women's Center, Writing Center, and LGBT Center. Students will sign up in advance for one of several group visits to campus resource offices. Students will answer questions about the organizations/resources based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated D2L discussion. Two and a half hours in-person instructor contact.

Week 6 Lab: View film: *The Education of Shelby Knox.* (76 min.) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from course readings and from other lab sessions. Following the session, students will share their individual responses in an instructor-moderated D2L discussion. Three hours in-person/online instructor contact.

Week 7 Lab: Mediated chat with reproductive health professional. Students will sign up for one of two small group chats with a local reproductive health professional. Students will pre-post questions to the instructor, which will be forwarded to the health professional, about issues dealing with sexuality and reproductive health. Students will answer questions about the presentation on an instructor prepared handout. Two hours online instructor/ "guest expert" contact.

Week 8 Lab: Meet with assigned comedy group. Begin topic selection process. Students will assemble with their groups to begin the process of determining a comedian to analyze according to course themes of gender, race, class, and sexuality. One person from the group (there will be approximately 10 groups in a class of 40) will report the group's short list of possible subjects on D2L. Instructor involvement will be in supervising the selection process for subjects, verifying group members' participation, and responding to and making suggestions about resources. One to two hours online instructor contact.

Week 9 Lab: View film: *The "N" Word*. (86 min.) Students will view the film collectively in a session led by the instructor and offered at two different times during the week. Students will answer questions about the film based on an instructor-prepared handout. Students will also be asked to link the information from the film with the information gained from course readings and from other lab sessions. Following the session, students will share their individual responses in an instructor-moderated discussion. Four hours in-person instructor contact.

Week 10 Lab: Visit rent-a-negro and www.bigbadchinesemama.com websites*. Students will participate in an hour-long computer lab session led by the instructor and offered at two different times during the week. Students will work at individual computers to explore the websites, answering questions based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. Students will hand in their worksheets to the instructor. Two hours in-person instructor contact.

Week 11 Lab: Library instruction session for comedy project. Students will sign up in advance with their groups for one of two library instructional sessions. Students will answer questions about finding resources, plagiarism, and citing sources based on an instructor-prepared handout. Two hours in-person instructor/ "guest expert" contact.

Week 12 Lab: Visit <http://www.nytimes.com/pages/national/class/> website. Students will participate in an hour-long computer lab session led by the instructor and offered at two different times during the week. Students will work at individual computers to explore the website, answering questions based on an instructor-prepared handout. Following the session, students will share their individual responses in an instructor-moderated discussion. Students will hand in their worksheets to the instructor. Two hours in-person instructor contact.

Week 13: Lab Work on Comedy Group Project: Examine existing study guides. Students will assemble with their groups. Students will view study guide material available at the Educational Resource Center (ERC). One person from each group will report on D2L what existing guides they found useful as models for their comedy group project. Instructor involvement will be in verifying group members' participation, and responding to and making suggestions about resources and other models for completing the project. Two hours online instructor contact.

Week 14 Lab: Presentation skills and the Comedy Group Project. Students will assemble with their groups at one of two designated times. Instructor will lead a demonstration and discussion about presentation skills, including PowerPoint presentations, the use of video clips, and effective speech communication skills. Students will then discuss as a group the format, style, and division of labor for the presentation. Two hours in-person instructor contact.

Week 15 Lab: Participation in a guided discussion. Students will evaluate the existing labs and participate in a guided discussion about what has been learned in lab and recommendations for future courses in a session offered at two different times during the week. Students will share their individual responses in an instructor-moderated discussion and will hand in an instructor prepared worksheets at the end of lab. Two hours in-person instructor contact.



April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women's Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with "justification" for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee's initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit

documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

Proposal Number	Department	Course Number	Course Name
68	Women's Studies	WOST 110	Introduction to Women's Studies
70	Women's Studies	WOST 220	Global Perspectives on Women and Change
71	Women's Studies	WOST 225	Introduction to Lesbian, Gay, Bisexual and Transgender Studies
72	Women's Studies	WOST 251	Coming of Age: Gender & Culture
77	Anthropology	ANTH 240	Language and Culture
80	Anthropology	ANTH 230	People: An Anthropological Perspective

The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

cc: John Alessio, Dean, College of Social and Behavioral Sciences
 Susan Freeman, Chair, Department of Women's Studies
 Paul Brown, Chair, Department of Anthropology
 Dan Cronn-Mills, Chair, UCAP
 Gen Ed Committee Members
 Kim Pederson, Administrative Assistant, Academic Affairs