

L&S College Curriculum Committee  
AGENDA  
**Thursday, March 19, 2015 at 2:00 PM**  
**New location: LT 4012**

REMEMBER FIREFOX is the preferred browser when using the Courseleaf CIM System. You can access the CourseLeaf proposals (CL) on this agenda by doing the following:

To enter the CourseLeaf system go to: <http://www.uww.edu/acadaff/facstaff/curriculum>

Scroll down to the CoursLeaf Console and choose the “CIM Console” link. Log in.

Scroll down to the Administration heading, choose the 5<sup>th</sup> one down “Approve Pages”

In the “Your Role” dropdown and select “LS Curriculum Committee Secretary.”

You will see a list of all CourseLeaf proposals that are currently at the CCC level of workflow and listed on this agenda. Click on each proposal to view it. **PLEASE do not edit, rollback or approve any proposals!**

1. Approval of March 5, 2015 Minutes (handout at meeting)
  
2. Announcements
  
3. BIOLOGY
  - a. New Course – BIOLOGY 350- Winter Ecology & Natural History of Yellowstone National Park (withdrew 3/5/15)
  
4. COMPUTER SCIENCE
  - a. Change in Existing Course - COMPSCI 482 Web Database Development (withdrew 3/5/15)
  
5. HISTORY
  - a. Other Curricular Action- Certificate Program-Public History Certificate

6. MATH

- a. Program Change Request (CL) – Pure Mathematics Emphasis (BA/BS)
- b. Program Change Request-Mathematics Minor (CL) – Secondary Education
- c. Course Inventory Change Request (CL) – MATH 301-Introduction to Analysis
- d. Course Inventory Change Request (CL) –MATH 359 –Probability Mathematical Modeling & Statistics for Teachers (CCC approved 3/5/15)

7. POLITICAL SCIENCE

- a. Course Inventory Change Request (CL) – POLISCI 220-Introduction to Public Policy and Administration

8. SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY

- a. New Program Proposal (CL)-Applied Research Certificate
- b. Program Change Request (CL)-Sociology Global Comparative Studies Emphasis (passed CCC 3/5/15; edits resubmitted)

9. WOMEN'S & GENDER STUDIES/ANTHROPOLOGY

- a. Title Change – WOMENST 367/ANTHROPL 367-Archeology of Women
- b. Change in Women's & Gender Studies Major
- c. Change in Women's & Gender Studies Minor

10. Discussion Items

- a. Gathering feedback on new General Education Learning Outcomes

11. Old Business

12. Adjournment

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2160 (Winterim 2016)

**Subject Area - Course Number:** **BIOLOGY 350**

**Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Winter Ecology & Natural History of Yellowstone National Park

**25-Character Abbreviation:** Winter Eco & Nat His: YNP

**Sponsor(s):** Drs. George Clokey, Ellen Davis

**Department(s):** Biological Sciences

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments: Geography and Geology, Env. Sci. Program

**Programs Affected:** none

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Biology 120 or 141 or consent of instructor

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location Yellowstone NP

**College:** Letters and Sciences **Dept/Area(s):** Biological Sciences

**Instructor:** Dr. George Clokey

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement  
 Diversity  General Education Option: None

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 25 Total lecture hours: 35  
Number of credits: 2 Total contact hours: 60

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:  
No of times in degree:

No of credits in major:  
No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

**Course justification:** This is a field-oriented, extensive and intensive course exploring ecological interactions between organisms and their environment, how the stresses of winter are determined by abiotic conditions and how these factors create the selective forces for behavioral, morphological and physiological adaptation. The course is designed to give students a background in the winter ecology as found in Yellowstone National Park (YNP). It will train them in technical skills such as data collection, analysis, statistical calculation, handling of scientific equipment and scientific reasoning. The course will also ask the student to think on some of the current problems facing YNP. This course will prepare students for more advanced course in biology. It will also provide a strong field foundation for teachers of K-12 science classes. One of the goals of the course is to make it as accessible to all students as possible including those who have physical limitations. Adjustments that do not compromise the course goals will be considered.

**Relationship to program assessment objectives:** The course offers current, relevant material to undergraduates. The proposed course (Bio 350) was previously offered as travel study course (Bio 491). It was in high demand due to the subject matter and the fact that it was one of the few courses offered by the Department of Biological Sciences over Winterim. During the course, participants will acquire a basic knowledge of the principles of winter ecology, techniques of winter field research, and winter safety practices. This content is unique; no other course at the University deals with these topics in a hands-on field setting. The course is self-contained and can stand alone but it is a strong complement to the summer field courses in Yellowstone National Park, Bio/Geo 451 or Bio 651. Taking both courses, which about 40% of the participants do, gives students the opportunity to see two radically different faces of the Park's climate, ecology, animal behavior and visitor use. The instructor for the course seeks researchers and workers in the field to present material, thus keeping the course timely. The field work prepares the students for our undergraduate research program, internship opportunities, gives them an advantage for admission into highly competitive post-baccalaureate programs and aids in their employability, e.g. several students have set up internships arranged with researchers that they met during the course. Although geared toward Biology or Environmental Sciences majors, the practical field skill, winter safety guidelines, knowledge base and critical thinking skills acquired in this course prove useful to a variety of students. The course addresses the following departmental student outcomes and will be assessed as part of ongoing Departmental assessment. Although the course covers other outcomes as well, the following outcomes are emphasized in the course.

- 1) Demonstrate Knowledge of Major Biological Principles & Concepts:
  - a) Recall and apply core principles and concepts of organismal & inter-organismal biological sciences
  - b) Gain an awareness of career opportunities in field biology
- 2) Apply Intellectual & Practical Biological Science Skills:
  - a) Contribute to team/group problem solving
  - b) Perform standard techniques and use standard equipment for field research
- 3) Integrate biology with personal & social responsibility, by applying biological principles, knowledge & skills to understand biological impacts of local and global policies and actions
- 4) Integrate knowledge from multiple fields and disciplines
  - a) Synthesize physical laws with biological phenomena
  - b) Synthesize sub-organismal, organismal and super-organismal biological concepts

**Budgetary impact:** This course will be self-sustained. All costs including salary are integrated into course fees. The course is offered through the Department of Biological Sciences and administered through the Travel Study Office, Continuing Education. It is offered during the Winterim session only.

**Course description:** (50 word limit) A field course in Yellowstone National Park (YNP), exploring winter ecology, organisms' behavioral and physiological adaptations and abiotic parameters of winter. We'll also examine the natural history of YNP and locations en route. There is preparatory on-line work and lectures and labs in YNP. Students with disabilities may be accommodated.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

### 3. Self-Directed (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:** The course is designed to introduce the student to major topics in winter ecology including the biotic and abiotic components, how winter influences behavior, various morphological and physiological adaptations to winter, and the parameters that influence survival rates of organisms. Students will gain first-hand experience with ecological processes by living and working in a winter environment. They will gain foundation in the techniques of field biology in a winter environment including safety issues, traveling (snowshoe & skis) and properly equipping oneself.

Students will become familiar with the literature on winter ecology. They will also gain experience in developing and conducting experiments, properly recording observations in their field notebooks and presenting their observations and data.

Students will learn some of the natural history of the Yellowstone region; Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD. While traveling to and from the Park, discussions will be conducted in which participants will learn of some of the problems of the Park unique to winter use.

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

- 1) Allan, S. *et al.* 2012. *Atlas of Yellowstone*. University of California Press, Los Angeles, CA
- 2) Alt, D. and D. Hyndman. 1986. *Roadside Geology of Montana*. Mountain Press Pub., Missoula, MT
- 3) Baron, D. 2005. *The Beast in the Garden*. W.W. Norton & Co., New York, NY
- 4) Bates, R. and J. Jackson. 1976. *Dictionary of Geologic Terms*. 3rd ed. Anchor Press/Doubleday, Garden City, NY
- 5) Blevins, W. 1989. *Roadside History of Yellowstone Park*. Mountain Press, Missoula MT
- 6) Brock, T. 1978. *Thermophilic Microorganisms and Life at High Temperatures*. Wm. C. Brown, Dubuque, IA
- 7) Despain, D. *et al.* 1986. *Wildlife in Transition*. Roberts Rinehart Inc. Pub., Boulder, CO
- 8) Duckworth, C. (current year). *Yellowstone Resources & Issues*. National Park Service, Yellowstone National Park, Mammoth, MT
- 9) Elias, S. 1996. *The Ice-Age History of National Parks in the Rocky Mountains*. Smithsonian Institution Press, Washington, DC
- 10) Feldman, R. and R. Heimlich. 1980. *The Black Hills*. Kendall/Hunt Pub., Dubuque, IA
- 11) Fritz, W. and R. Thomas. 2011. *Roadside Geology of the Yellowstone Country*. 2ed. Mountain Press Pub., Missoula, MT
- 12) Garrott, R. *et al.* 2008. *The Ecology of Large Mammals in Central Yellowstone*. Academic Press, Burlington, MA
- 13) Gries, P. 1996. *Roadside Geology of South Dakota*. Mountain Press Pub., Missoula, MT
- 14) Halfpenny, J.C. and R. Ozanne, 1986, *Winter: an Ecological Handbook*. Johnson Publishing Co., Boulder, CO.
- 15) Halfpenny, J. 1995. *Cougar Ecology and Verification*. Naturalist World, Gardiner, MT
- 16) Halfpenny, J. 2003. *Yellowstone Wolves*. Riverbend Pub. Helena, MT
- 17) Halfpenny, J. 2007. *Yellowstone Bears*. Riverbend Pub. Helena, MT
- 18) Jones, H.G., *et al.* 2011. *Snow Ecology: An Interdisciplinary Examination of Snow-Covered Ecosystems*, Cambridge University Press, New York, NY
- 19) Keiter, R. and M. Boyce. 1991. *The Greater Yellowstone Ecosystem*. Yale Univ. Press. New Haven, CT
- 20) Knight, D. 1994. *Mountains and Plains: The Ecology of Wyoming Landscapes*. Yale University Press, New Haven, CT
- 21) Lageson, D. and D. Spearing. 1988. *Roadside Geology of Wyoming*. Mountain Press Pub. Co., Missoula, MT
- 22) Laybourn-Parry, J., A. Hodson and M. Tranter. 2012. *The Ecology of Snow and Ice Environments*. Oxford University Press, New York, NY
- 23) Marchand, P.J. 2014, *Life in the Cold: An Introduction to Winter Ecology*, 4<sup>th</sup> ed. University Press of New England, Hanover, NH.

- 24) Mech, D. and L. Boitani. 2003. *Wolves: Behavior, Ecology and Conservation*. University of Chicago Press, Chicago, IL
- 25) Parsons, W. 1978. *Middle Rockies and Yellowstone: Field Guide*. Kendall/Hunt Pub., Dubuque, IA
- 26) Peterson, R. 1961. *A Field Guide to Western Birds*. 3rd ed. Houghton Mifflin Co., Boston, MA
- 27) Robinson, C, and R. Davis. 1995. *Geology of Devils Tower National Monument*. Devils Tower Natural History Assoc., Devils Tower, WY,
- 28) Streubel, D.: 1989. *Small Mammals of the Yellowstone Ecosystem*. Robert Rinehart Pub., Boulder, CO
- 29) Terborgh, J. and J. Estes. 2010. *Trophic Cascades: Predators, Prey and Changing Dynamics of Nature*. Island Press, Washington, DC
- 30) Wuerthner, G. 1992. *Yellowstone: A Visitor's Companion*. Stackpool Press, Harrisburg, PA
- 31) Wuerthner, G. 2006. *Wildfire: A Century of Failed Forest Policy*. Foundation for Deep Ecology, Sausalito, CA
- 32) There will be a series of articles from recent scientific journals and the press on topics of interest. These will be updated yearly.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes; the “[Rights and Responsibilities](#)” section of the [Undergraduate Catalog](#); [the Academic Requirements and Policies](#) and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the “[Student Academic Disciplinary Procedures](#)” (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](#)” (UWS Chapter 17).

**Course Objectives and tentative course syllabus** with [mandatory information](#) (paste syllabus below):

Please see next page for tentative “Syllabus”

**Instructor: Dr. George Clokey**

**Office Hours and Instructor contact information:** Office hours are by appointment only. On campus contact information: Dr. Clokey, 311 Upham Hall, 262-472-5140, [clokeyg@uww.edu](mailto:clokeyg@uww.edu). During the field portion of the course you will be in contact with me, Dr. Clokey, or the Teaching Assistant (TA) at all times. When not in the field you can set up an appointment for non-urgent business or come to my room or the TAs room at any time for urgent problems (please knock) or call my cell phone 920-723-7242.

**Title:** Winter Ecology & Natural History of Yellowstone National Park

**Dept. Prefix:** BIOLOGY 350

**Prerequisites:** Biology 120 or 141 or consent of instructor.

**Registration:** To register for the course you MUST contact the travel study office at 262-472-1003 or [cetravelstudy@uww.edu](mailto:cetravelstudy@uww.edu). Students cannot add or drop the class in WINS; the travel study office will administer adds/drops.

**Course Textbook (provided):**

- 1) Halfpenny, J.C. and R. Ozanne. 1989. *Winter: an Ecological Handbook*, Johnson Publishing Co. Boulder, CO.
- 2) Marchand, P.J. 2014. *Life in the Cold: An Introduction to Winter Ecology*, 4<sup>th</sup> ed. University Press of New England, Hanover, NH.
- 3) There will be a series of papers, graphs, worksheets and supplemental files on D2L.

**Course Description:** This is a winter, field-oriented course exploring ecology and interactions between organisms and their environment in Yellowstone National Park (YNP). It involves on-line lecture, videos and work (ca. 20 hours) with additional lectures and labs at YNP and locations en route (2 weeks). Students with disabilities may be accommodated.

- 1) We'll examine how the stresses of winter influence behavioral, morphological and physiological adaptation.
- 2) The course will include experiments and field work to explore the physical parameters of snow and the snowpack. We'll conduct discussions on how these parameters impact animal and plant life.
- 3) Energy drives many ecological processes during winter. The course will study the role of solar and geothermal energy during winter.
- 4) Nutritional status of animals strongly influences survival rates and winter behavior. We'll examine how several model species prepare for winter and how they acquire food during winter. We'll also look at such abiotic factors such as snow depth influence the availability of nutrients for these species.
- 5) Participants will have a chance to utilize their bodies and experiences with winter to understand how plants and animals exist in a nival world. Students can choose to stay overnight in a quinzee in the Park.
- 6) Time will be taken to explore the geothermal feature of Yellowstone. We'll also view wildlife as opportunities present and conduct population surveys of small mammals in the Park. While traveling, we'll observe unique sites including: Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD.
- 7) We'll also examine Park management issues and their problems such as snowmobile use and *Brucellosis* in bison herds.

**Course Objectives:** The course is designed to introduce the student to major topics in winter ecology including the biotic and abiotic components, how winter influences behavior, various morphological and physiological adaptations to winter, and the parameters that influence survival rates of organisms. Students will gain first-hand experience with ecological processes by living and working in a winter environment. They will gain foundation in the techniques of field biology in a winter environment including safety issues, traveling (snowshoe & skis) and properly equipping oneself.



Students will become familiar with the literature on winter ecology. They will also gain experience in developing and conducting experiments, properly recording observations in their field notebooks and presenting their observations and data.

Students will learn some of the natural history of the Yellowstone region; Devils Tower, WY; Jewel Cave, SD and the Black Hills, SD. While traveling to and from the Park, discussions will be conducted in which participants will learn of some of the problems of the Park unique to winter use.

**Course Policies:** Attendance is mandatory at all times for all activities. Absence for illness or injury occurring during the field part of the course will be excused; there will be no absence for University sponsored events while in the field. Information regarding all aspects of the course including safety issues, rules and course policies will be presented on-line. This information must be read and signed electronically for you to participate in the course.

**Grading Policy:** Grading will be conventional letter A  $\geq$  90%, B  $\geq$  80%, C  $\geq$  70%, D  $\geq$  60%, F < 60%. No pass-fail will be offered. There will not be a curve, and there is no extra credit. Students will be graded as listed below.

Assignments	Due Dates	% of Grade
On-Line Exam	Jan. 2	40%
Exam	TBD	40%
Field notebook and data collection	TBD	5%
Completion of group research projects and presentation of projects <sup>1</sup>	TBD	15%
Class participation <sup>2</sup>	TBD	$\pm$ 5%

1) The grading policy is subject to change due to unforeseen events that may prevent completion of a project.

2) Class participation grade is at the option of the instructor. You are expected to participate in all work and discussions. If this is done in an exemplary manner you may gain up to 5%, if you do not participate you may lose up to 5%.

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**On-Line:** The on-line section of the course will begin the Monday of the 1st full week of December. There are a series of Power Point Presentations, short videos on techniques and readings, either documents or links. All assignments must be completed by Jan. 2<sup>nd</sup>, the day that the trip begins, since we frequently will not have access to the internet while traveling. You can proceed at your own pace as long as all work is completed by Jan. 2<sup>nd</sup>. On average, the presentations take about an hour to complete and there are 10. While in Yellowstone we will cover some of the topics in more detail and there will be some overlap.

On-Line Lecture Topic	Readings
Introduction to the Greater Yellowstone Ecosystem	On-line files
Introduction to winter ecology	Winter* Ch. 1
What and where is winter in Yellowstone	Winter Ch. 1 & 2

The nation's water bucket, SNOTEL	On-line files
Energy and snow	Winter Ch. 2; Life 2
Intro. to the nivean environment, snow pits	Winter Ch. 2; Life 2, 5 & 9
Animals and winter	Winter Ch. 2; Life 1, 4, 5, 6 & 7 northern Cervids
Plants and winter	Winter Ch. 3; Life 3
Insects and winter	Winter Ch. 3
Extremophiles: Life in the heat and cold	On-line files
On-Line Exam	

\* "Winter" stands for the book *Winter: an Ecological Handbook* by Halfpenny & Ozanne. "Life" stands for the book *Life in the Cold: An Introduction to Winter Ecology* by Marchand  
You will be expected to read all of the chapters listed.

**Travel Itinerary:** This "Itinerary" is tentative and is subject to change. This itinerary has 25 hrs. of lecture and 25 hrs. of lab but these times will vary due to conditions. The schedule may be changed by such factors as, but not limited to: climate, wildlife encounters, unique learning opportunities, unforeseen occurrences, illness, injury, etc. This is a travel study course and changes can be expected in the itinerary as circumstances present themselves. Please be advised that we will take as much advantage as we can of unique opportunities.

Date	Lec/Lab	Location/Travel Times
1/2	Problems of bison management vs. ranching interest, Park tourism impact on animals (Lec*, 2 hrs.)	Meet @ lot 14, Upham Hall @ 6:30 AM, leave UWW 7:00 AM: Drive to Mitchell, SD
1/3	Geology of YNP & Devils Tower National Monument (Lec, 2 hr.), Tour of DTNM (Lab, 2 hrs.)	Leave Mitchell, 7:00 AM: Drive to Sheridan, WY: Visit Devils Tower National Monument
1/4	Continue Jan. 1 topics, Park climate, course safety lecture (Lec, 4 hrs.). Fit for XC skis and snowshoes.	Leave Sheridan, 7:00 AM: Drive to Gardiner, MT. Fit for snowshoes.
1/5	Direct survey of animals, set up camera traps via snowshoes (Lab, 3 hrs.). Snow science I, nutrition and energy balance (Lec 2 hrs.).	Leave Gardiner at 7:00 am: Travel through Lamar Valley to Cooke City. Return snowshoes and pick up XC skis.
1/6	View wildlife in Lamar Valley in AM (Lab, 3 hrs.). Lecture on snow science II, the water triad, and subnivean conditions in PM (Lec, 3 hrs.)	Leave Gardiner at 7:00 am: Travel through Lamar Valley to Cooke City in AM, return to Gardiner in PM.
1/7	Snow pit analysis on Blacktail Plateau & build quinzees (Lab, 5 hrs.). Data analysis in afternoon and evening (Lec, 2 hrs.). Occupy quinzees and collect thermal data (overnight).	Leave Gardiner at 7:00 am: Travel to Blacktail Plateau in AM, return to Gardiner in PM
1/8	View wildlife in Lamar Valley (Lab, 4 hrs.). Carnivores and ungulates behavior in winter, problems facing wildlife in winter. Thermal data analysis & presentation (Lec, 2 hrs.)	Leave Gardiner at 7:00 am: Travel to Lamar Valley, Soda Butte and Cooke City in AM, return to Gardiner in PM.
1/9	Half of the group will participate in an animal tracking survey at Pebble Creek via XC skis (Lec, 2 hrs.; lab, 4 hrs.); the other half of group will take a snowcoach tour of geothermal features of various geyser basins in Yellowstone (Lec, 2 hrs.; lab, 4 hrs.).	Leave Gardiner at 7:00 am: Travel to either Park interior or Pebble Creek. Trade out snowshoes or XC skis.
1/10	See 1/9 above. Retrieve camera traps, analyze data in PM.	See 1/9 above

1/11	Free day: Visit Bozeman; Bridger Bowel Ski Area; MSU and Museum of the Rockies; or stay in Gardiner for possible XC ski, snowshoe or swim in hot spring (activity is your choice).	Optional free day, departure times will be decided.
1/12	Fossil fuel and climate change, view coal strip mine if time permits, Jewel Cave (JECA) formation (Lec, 2 hr.),	Leave Gardiner at 7:00 AM: drive to Newcastle, WY
1/13	Geology of JECA & tour of Cave (Lec, 2 hrs.). Visit Mt. Rushmore. Exam in evening	Leave Newcastle, WY, 7:00 AM: drive to Mitchell, SD, Visit JECA & Mt. Rushmore.
1/14	All assignments due by 4:00 pm	Leave Mitchell at 7:00 AM: drive to UWW

\* While in the vehicle, lectures will be given via radio. Times listed for both lecture and labs are approximate. The lectures, especially those while traveling, usually involve discussion so times may increase.

University of Wisconsin-Whitewater  
Curriculum Proposal Form #4A

**Change in an Existing Course**

Type of Action (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Course Revision ( <i>include course description &amp; former and new syllabus</i> ) | <input type="checkbox"/> Grade Basis          |
| <input type="checkbox"/> Contact Hour Change and or Credit Change   | <input type="checkbox"/> Repeatability Change |
| <input type="checkbox"/> Diversity Option   | <input type="checkbox"/> Other:               |
| <input type="checkbox"/> General Education Option<br>area: Select one: *  |   |

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term:** 2161 (Spring 2016)

**Current Course Number** (*subject area and 3-digit course number*): Compsci 482

**Current Course Title:** Web Database Development

**Sponsor(s):** Sobitha Samaranayake, Cheng Thao

**Department(s):** Computer Science

**College(s):** Letters and Sciences

**List all programs that are affected by this change:**

**Computer Science, Web Site Development and Administration**

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: ([Procedures for form #4A](#))

I. **Detailed explanation of changes** (use FROM/TO format)

Change course title

**FROM:** Web Database Development

**TO:** Advanced Web Application Development

Change course description

**FROM:**

This course will introduce students to MySQL databases and PHP3 scripting on a UNIX platform. Students will create and interact with databases via the web. Topics will include SQL; creating, accessing and updating server-side databases; a variety of database-to-web interface tools; and the PHP embedded scripting language. Transactions with other database products via PHP will also be considered.

***TO:***

This course will introduce students to popular technologies utilized in building database-driven Web applications. These include scripting languages (PHP, Ruby, JSP, .NET), Web application frameworks, Web application design patterns, Web services, databases, and security.

**II. Justification for action**

The current course description was introduced almost 15 years ago with the primary goal of using PHP as a programming language for creating web database applications. New technologies have been developed over the years, and web services have become an important part of web application development. Traditional methods have been replaced with modern web design patterns. Therefore, it is important to update the course content to provide students with knowledge needed to take advantage of the recent advances in web application development and web application frameworks.

The Computer Science department has gradually redesigned its Web Site Development and Administration curriculum. As a result, most server-side web development skills are now being taught in CompSci 382 using PHP and MySQL. The proposed changes allow the department to focus on recent advances in web application technology. Also, the course will not depend on a single programming language.

**III. Syllabus/outline** (if course revision, include former syllabus and new syllabus)

*See the following pages.*

## Old Syllabus

*Computer Science482 Course Syllabus*  
*Web Database Development*  
**Dr. Sobitha Samaranayake**

**e-mail:** [samarans@uww.edu](mailto:samarans@uww.edu)

### Course Description:

This course will introduce students to MySQL databases and PHP scripting on a Unix platform. Students will create server-side databases and interact with databases via web.

**Text:** *PHP and MySQL Web Development* by Luke Welling and Laura Thomson

### Tentative Topics List

- Fundamentals of databases
- Basic SQL
- Creating server-side databases
- Accessing and updating web server databases via Web pages using PHP
- Security issues
- Advanced SQL
- Various database-to-web interface tools

**Prerequisite:** COMPSCI 381 and COMPSCI 382, or equivalent preparation and consent of the instructor.

### Grading:

Mid-term exam:	15%
Projects	60%
Class Assignments	10%
Final Exam	15%

The final grades will be awarded on the following basis:

<b>Percentage</b>	93 - 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73 - 76%	70 - 72%	67 - 69%	63 - 66%	60 - 62%	0 - 59%
<b>Grade</b>	A	A <sup>-</sup>	B <sup>+</sup>	B	B <sup>-</sup>	C <sup>+</sup>	C	C <sup>-</sup>	D <sup>+</sup>	D	D <sup>-</sup>	F

### Attendance:

You should attend all class sessions, except in the event of illness, emergency, or to accommodate religious beliefs or an official university-sponsored event. You are responsible for the material covered in class whether you attend or not.

**UWW Policies:**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17].

## New Syllabus

### CompSci 482 Advanced Web Application Development

**Instructor:** Dr. Sobitha Samaranayake

**Office:** LT2215 **Phone:** 472-5685

**e-mail:** [samarans@uww.edu](mailto:samarans@uww.edu)

#### Course Description:

This course will introduce students to popular technologies utilized in building database-driven Web applications. These include scripting languages (PHP, Ruby, JSP, .NET), Web application frameworks, Web application design patterns, Web services, XML, database, and security.

**Text:** We will use notes posted on D2L and other online resources

#### Tentative Topics List

Weeks 1 - 2	Classes and Objects
Weeks 3 - 4	Web Design Patterns
Week 5	Building Web Applications with AJAX
Weeks 6 - 9	Content Management System Architecture and Patterns
Week 10	Working with files, uploads, and images
Weeks 11 - 12	Web Services
Week 13	Security issues
Weeks 14 - 15	Using Ruby, JSP, and .NET

**Prerequisite:** COMPSCI 381 and COMPSCI 382, or equivalent preparation and consent of the instructor.

#### Grading:

Mid-term exam:	20%
Projects & class assignments	60%
Final Exam	20%

The final grades will be awarded on the following basis:

<b>Percentage</b>	93 - 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73 - 76%	70 - 72%	67 - 69%	63 - 66%	60 - 62%	0 - 59%
<b>Grade</b>	A	A <sup>-</sup>	B <sup>+</sup>	B	B <sup>-</sup>	C <sup>+</sup>	C	C <sup>-</sup>	D <sup>+</sup>	D	D <sup>-</sup>	F



**Learning Outcomes:**

Upon completing the course, students will have learned the following:

- How to implement web design patterns
- How to design and implement web frameworks
- How to design and implement web services
- How to combine client-side and server-side techniques to optimize performance of web applications
- How to manipulate XML and JSON data
- How to create medium size web applications using concepts and technologies covered in the course

**Attendance:**

You should attend all class sessions, except in the event of illness, emergency, or to accommodate religious beliefs or an official university-sponsored event. You are responsible for the material covered in class whether you attend or not.

**Bibliography:**

PHP Objects, Patterns, and Practice by Matt Zandstra, Apress 2013

Web Application Design Patterns by Pawan Vora, Morgan Kaufmann Publishers 2009

Professional ASP.NET MVC 5 by Jon Galloway, Brad Wilson, K. Scott Allen, David Matson, Wrox 2014

Professional PHP Design Patterns by Aaron Saray, John Wiley & Sons 2009

PHP Web Services: APIs for the Modern Web by Lorna Jane Mitchell, O'Reilly 2013

Practical Object-oriented Design in Ruby by Sandi Metz, Addison-Wesley 2012

**UWW Policies:**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17].

University of Wisconsin-Whitewater  
Curriculum Proposal Form #1  
**New Degree, Major, or Submajor**

**Effective Term:** 2161 (Spring 2016)

**Degree:** Certificate program

**Program Title:** Public History Certificate

**GPA Required in the Major/Submajor:** 2.0

**Sponsor(s):** James Levy

**Department(s):** History

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)

Departments: Art and Design; MAGD; Theatre and Dance; Geography (include Geology and Env Science); Sociology, Criminology and Anthropology

*Check if:*

- New Degree: Intent to Plan \*
- New Degree: Final Proposal
- New Major: Intent to Plan \*
- New Major: Final Proposal
- New Submajor: Minor
- New Submajor: Emphasis/Track
- New Submajor: Certificate Program
- Module: Intent to Plan
- Module: Final Proposal
- Other (list):

## **New Submajors (final proposals only)**

### ❖ Catalog description of the program

The Public History Certificate is designed to prepare undergraduates from a wide range of humanities, social science, and natural science majors with basic skills required to pursue careers in public history including historical museum curation and administration, historic preservation, archival and collections management, oral and community-based history practice, electronic media production of historical content, and other applied history fields. Grantees of Public History Certificates demonstrate a thorough grasp of general professional, theoretical and practical aspects of the public history field as well as specific hard skills and tools in at least one public history sub-field.

### ❖ Student Learning Objectives of the program (what a student should know/be able to do upon completing the program)

#### **Subject Matter Objectives:**

\*Basic knowledge of origins, evolution and major debates in field of public history as well as goals and practices of major public history subfields (historical museums, historical societies, historic preservation, etc)

#### **Cognitive Development Objectives:**

\*The ability to analyze and apply interpretive historical methods to public historical documents and sources such as monuments, buildings, material culture, electronic media and other public and collective representations of the past.

\*The ability to articulate a basic understanding of the concept of collective public memory.

\*The ability to identify, interpret and critically evaluate public reception of historical documents, sources and sites.

#### **Skills Objectives:**

\*An understanding of strategies of visual display and exhibition of historical content for public audiences.

\*A grasp of editing and production skills in at least one electronic media – audio, video, or web production.

\*A grasp of production, design and/or collections management skills in one chosen sub-field.

- ❖ List of courses to be included in the program (include course titles), with a brief rationale for each course; new courses must be submitted for approval prior to or together with the final proposal for the program

15 Credits plus portfolio and skill-based certification test.

<b>Required Courses (15 CREDITS)</b>
HISTORY 200 - Methods
HISTORY 202 – Introduction to Public History
HISTORY 493 – Public History Internship
HISTORY 498 – Independent Study (in selected sub-field)
<b>Electives (3 UNITS) Select one of the following in chosen sub-field (personalization required):</b>
ARTHIST 203 – Introduction to Modern and Contemp Art
ARTHIST 317 – Modern Architecture
COMM 238 – Video Production 1
COMM 239 – Audio Production 1
COMM 285 – Social Media Optimization
MAGD 210 – Visual Design for Digital Media
MAGD 220 – Drawing for Digital Media
ARTSTDIO 213 – Intro to Digital Photography
THEATRE 120 – Introduction to Acting
JOURNLSM 237 – Reporting for News Media
ANTHROPL 220 – Introduction to Archeology
ANTHROPL 320 – Undrstndng Heritage: Frm Lndmrks to Theme Prks
GEOGRPY 270 – GIS I: Introduction to GIS and Mapping
GEOGRPY 334 – Historical Geography
LIBMEDIA 434 – Digital Tools for Learning

LIBMEDIA 451 – Organizing Information
LIBMEDIA 454 – Library Administration
ACINDP 362 – Non-Profit Arts Management

*NOTE ON SKILLS-BASED TESTING:* HISTRY 498 is an Independent Study. (The student will work with a professor or professional in a chosen sub-field to prepare for the skills-based certification test.)

## PORTFOLIO

*Portfolio to include:*

\*Internship – Completed Work (writing samples; evidence of exhibit or other event organization; Final Report; Supervisor Assessment)

\*Summaries/Critiques of at least four public history (off-campus) events, exhibits or permanent installations

\*Skills Test Assessment Report (by instructor of 498) in chosen sub-field.

### ❖ A 4-year plan of course offerings

COURSE	Fall	Sprg	Sum	Fall	Sprg	Sum	Fall	Sprg	Sum	Fall	Sprg	Sum
HISTRY 200	X	X		X	X		X	X		X	X	
HISTRY 202		X			X			X			X	
HISTRY 493	X	X	X	X	X	X	X	X	X	X	X	X
<b>ELECTIVES</b>												
ARTHIST 203	X	X	X	X	X	X	X	X	X	X	X	X
ARTHIST 317						X						X
COMM 238	X	X		X	X		X	X		X	X	
COMM 239	X	X		X	X		X	X		X	X	
COMM 285	X	X		X	X		X	X		X	X	
MAGD 210	X	X	X	X	X	X	X	X	X	X	X	X
MAGD 220	X	X		X	X		X	X		X	X	
ARTSTDIO 213	X			X			X			X		
THEATRE 120	X	X		X	X		X	X		X	X	
JOURNLSM 237	X	X		X	X		X	X		X	X	
ANTHROPL 220		X			X			X			X	
ANTHROPL 320	X			X			X			X		
GEO 270	X	X		X	X		X	X		X	X	
GEO 334	X	X		X	X		X	X		X	X	
LIBMED 434	X			X			X			X		

LIBMED 451	X			X			X			X		
LIBMED 454		X			X			X			X	
ACINDP 362	X			X			X			X		
<b>CAPSTONE*</b>												
HISTRY 498	X	X	X	X	X	X	X	X	X	X	X	X

- ❖ List of the required courses (do not include titles) in a format appropriate for the catalog and advising report

**15 CREDITS:**

1. HISTRY 200
2. HISTRY 202
3. HISTRY 493
4. HISTRY 498
5. SELECT 3 UNITS FROM: ARTHIST 203; ARTHIST 317; COMM 238; COMM 239; COMM 285; MAGD 210; MAGD 220; ARTSTDIO 213; THEATRE 120; JOURNLSM 237; ANTHROPL 220; ANTHROPL 320; GEO 270; GEO 332; LIBMEDIA 434; LIBMEDIA 451; LIBMEDIA 454; ACINDP 362

- ❖ An assessment plan for the program (**to be submitted after program approval** to the University Assessment Committee for review; not required if program assessment will be integrated into an existing departmental assessment plan)

**Not required because will be integrated into exiting History and Public History assessment plans.**

- ❖ Resources needed to support the program (staffing, equipment, library materials, etc.)

We will utilize existing resources already committed to the public history program such as the public history lab, public history-related equipment (recorders, editing software, scanners, etc.) and relationships we have built with both UWW faculty in other departments and with community organizations and professionals.

- ❖ Student need/demand for the program

In an increasingly competitive economy with university environments becoming more professionalized as they face shrinking budgets and intensifying pressure to justify humanities curricula, programs which gear students to the realities of the job market and which diversify historical skillsets for professions beyond classroom teaching are extremely valuable. The program's emphasis on training concrete skills that are transferable and applicable to non-historical professions in such fields as new media production, architecture, journalism, government, and even medical care (where community, local knowledge and narrative approaches to patient care are growing in importance) also underscores its usefulness to students of a wide range of majors, interests and intended career paths. Also given the large number of students interested in K-12 teaching but the difficulty many have achieving licensure status, the Public History Certificate provides alternate professional avenues for students after graduation.

❖ Relation of the program to other programs on campus, in the UW System, and in the region

Two University of Wisconsin campuses offer undergraduate degrees in Public History (Whitewater and Eau Claire). No other campus offers a certificate program. Nationwide, public history certificates are increasing in number but, as a relatively new trend, universal protocols and standards for such certificates have not yet been resolved. For these reasons, the Whitewater initiative will be on the cutting edge of a national effort to create such programs and opportunities for undergraduates. Certificate programs allow two things:

1. A flexibility of work and training that allows non-majors (and history majors not majoring in public history) to gain recognition and skills in public history.
2. The agile application of a concrete set of skill-based tools for use in a variety of workplace settings. Such tools will be useful not only in public history career settings (museums, historic sites, preservation, etc) but also in fields such as journalism, archeology, medicine, social work and public policy.

See #6, \$7 and #8 proposals in CourseLeaf.



University of Wisconsin-Whitewater  
Curriculum Proposal Form #4A  
**Change in an Existing Course**

Type of Action (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Course Revision ( <i>include course description &amp; former and new syllabus</i> ) | <input type="checkbox"/> Grade Basis                    |
| <input type="checkbox"/> Contact Hour Change and or Credit Change  | <input type="checkbox"/> Repeatability Change           |
| <input type="checkbox"/> Diversity Option  | <input checked="" type="checkbox"/> Other: Title Change |
| <input type="checkbox"/> General Education Option<br>area: Select one: *                                     |   |

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term:** 2161 (Spring 2016)

**Current Course Number** (*subject area and 3-digit course number*): WOMENST 367/ANTHROPL 367

**Current Course Title:** Archeology of Women

**Sponsor(s):** Jo Ellen Burkholder

**Department(s):** Women's & Gender Studies/Anthropology

**College(s):** Letters and Sciences

**List all programs that are affected by this change:**  
Women's & Gender Studies/Anthropology

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: ([Procedures for form #4A](#))

- I. **Detailed explanation of changes** (use FROM/TO format)  
**FROM: WOMENST/ANTHROPL 367 Archeology of Women**  
**TO: WOMENST/ANTHROPL 367 Origins of Gender**
- II. **Justification for action – The proposed title more accurately reflects course content and the instructor believes it will make the course more accessible to students.**
- III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus) N/A

University of Wisconsin-Whitewater  
Curriculum Proposal Form #2  
**Change in Degree, Major, or Submajor**

**Effective Term:** 2161 (Spring 2016)

**Type of Action:** Change in Major

**Degree:** BA/BS

**Program Title:** Women's & Gender Studies

**GPA Requirement for the Major/Submajor:** 2.0

**Sponsor(s):** Ellie Schemenauer

**Department(s):** Women's & Gender Studies

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)

Departments:

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**Proposal Information:**

[\*\(Procedures for Form #2\)\*](#)

**Total number of credit units in program:**

Before change 33

After change 33

**1. Exact description of request:**

Summary - These changes are being proposed so that the catalog and AR reflect actual course offerings.

Courses being added to the requirements for the major are courses that have recently been cross-listed, as follows:

- WOMENST/RELIGST 330 - Religion, Sexuality & Gender – Add to Areas 6 & 8 (WOMENST 330 will replace RELIGST 330 in Area 6).

- WOMENST/HIST 341 African Women's History – Areas 6 & 8
- WOMENST/SOC 347 – Gender & Family in Japan – Area 7 & 8

Additionally, the recently approved course WOMENST 351-Violence against Women is being added to Areas 7 & 8.

**From** (as listed in catalog and on AR)

MAJOR - 33 UNITS

1. WOMENST 100
2. WOMENST 489
3. SELECT 3 UNITS FROM COURSES WOMENST 310, WOMENST 370, WOMENST 334, ENGLISH 368, AND PHILSPHY 381
4. WOMENST 365 OR WOMENST 481, OR SUBSTITUTION APPROVED BY CHAIR
5. WOMENST 280 OR PHILSPHY 390
6. SELECT 3 UNITS FROM COURSES WOMENST 266, WOMENST 280, WOMENST 303, WOMENST 345, WOMENST 365, WOMENST 481, ENGLISH 368, ENGLISH 463, HISTRY 313, HISTRY 314, HISTRY 326, HISTRY 361, HISTRY 363, HISTRY 364, PHILSPHY 381, PHILSPHY 390, RELIGST 330, SPANISH 484, COMM 326,
7. SELECT 3 UNITS FROM COURSES WOMENST 240, WOMENST 245, WOMENST 250, WOMENST 310, WOMENST 320, WOMENST 334, WOMENST 350, WOMENST 380, WOMENST 464, WOMENST 367, POLISCI 315, PSYCH 202, SOCIOLOGY 345, SOCIOLOGY 379
8. SELECT 6 UNITS FROM COURSES WOMENST 240, WOMENST 245, WOMENST 250, WOMENST 266, WOMENST 280, WOMENST 303, WOMENST 310, WOMENST 320, WOMENST 334, WOMENST 345, WOMENST 350, WOMENST 365, WOMENST 367, WOMENST 370, WOMENST 380, WOMENST 455, WOMENST 464, WOMENST 481, WOMENST 490, WOMENST 493, WOMENST 496 AND WOMENST 498, PHILOSPHY 381, PHILOSPHY 390.
9. SELECT 6 UNITS FROM APPROVED WOMEN'S STUDIES COURSES APPROVED BY AN ADVISOR (PERSONALIZATION REQUIRED)

WRITING PROFICIENCY - 3 UNITS

1. WOMENST 489

**To** (to be listed in catalog and on AR)

MAJOR - 33 UNITS

1. WOMENST 100
2. WOMENST 489
3. SELECT 3 UNITS FROM COURSES WOMENST 310, WOMENST 370, WOMENST 334, ENGLISH 368, AND PHILSPHY 381
4. WOMENST 365 OR WOMENST 481, OR SUBSTITUTION APPROVED BY CHAIR
5. WOMENST 280 OR PHILSPHY 390
6. SELECT 3 UNITS FROM COURSES WOMENST 266, WOMENST 280, WOMENST 303, , **WOMENST 341**, WOMENST 345, WOMENST 365, WOMENST 481, ENGLISH 368, ENGLISH 463, HISTRY 313, HISTRY 314, HISTRY 326, HISTRY 361, HISTRY 363, HISTRY 364, PHILSPHY 381, PHILSPHY 390, ~~RELIGST 330~~, **WOMENST 330**, SPANISH 484, COMM 326,
7. SELECT 3 UNITS FROM COURSES WOMENST 240, WOMENST 245, WOMENST 250, WOMENST 310, WOMENST 320, WOMENST 334, **WOMENST 347**, WOMENST 350, **WOMENST 351**,

WOMENST 380, WOMENST 464, WOMENST 367, POLISCI 315, PSYCH 202, SOCIOLOGY 345,  
SOCIOLOGY 379

8. SELECT 6 UNITS FROM COURSES WOMENST 240, WOMENST 245, WOMENST 250, WOMENST 266, WOMENST 280, WOMENST 303, WOMENST 310, WOMENST 320, **WOMENST 330**, WOMENST 334, **WOMENST 341**, **WOMENST 351**, WOMENST 345, **WOMENST 347**, WOMENST 350, WOMENST 365, WOMENST 367, WOMENST 370, WOMENST 380, WOMENST 455, WOMENST 464, WOMENST 481, WOMENST 490, WOMENST 493, WOMENST 496 AND WOMENST 498, PHILOSOPHY 381, PHILOSOPHY 390.
9. SELECT 6 UNITS FROM APPROVED WOMEN'S STUDIES COURSES APPROVED BY AN ADVISOR (PERSONALIZATION REQUIRED)

WRITING PROFICIENCY - 3 UNITS

1. WOMENST 489

**2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**

Among the Women's Studies goals and objectives are the following:

- a) Majors should know about contemporary problems and issues affecting women's lives.
- b) Majors should be able to describe women's experiences from interdisciplinary, historical and cross-cultural perspectives.
- c) Majors should have knowledge of feminist theories and women's creative achievements.

Women's Studies majors will be able to accomplish these goals more effectively and efficiently with a catalog that has been brought up to date.

**3. Rationale:**

These are "housekeeping" changes. They are being proposed so that the catalog and AR reflect actual course offerings. The WOMENST prefix of three recently cross-listed courses are being added to the requirements for the major; additionally, one new WOMENST course is being added to the requirements.

**4. Cost Implications: None**

University of Wisconsin-Whitewater  
Curriculum Proposal Form #2  
**Change in Degree, Major, or Submajor**

**Effective Term:** 2161 (Spring 2016)

**Type of Action:** Change in Minor

**Degree:** BA/BS

**Program Title:** Women's & Gender Studies

**GPA Requirement for the Major/Submajor:** 2.0

**Sponsor(s):** Ellie Schemenauer

**Department(s):** Women's & Gender Studies

**College(s):** Letters and Sciences

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)

Departments:

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**Proposal Information:**

**Total number of credit units in program:**

Before change 21                      After change 21

**1. Exact description of request:**

- a. Add to area 4:
  - WOMENST 347-Gender & Family in Japan
  - WOMENST 330-Religion, Sexuality & Gender
  - WOMENST 351- Violence against Women
  - WOMENST 341- African Women's History
- b. To add an Exit Interview Milestone for graduating seniors in the minor

**From** (as listed in catalog and on AR)

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**Minor Requirements - 21 units**

<a href="#"><u>WOMENST 100</u></a>	INTRODUCTION TO WOMEN'S STUDIES (GE)	3
<a href="#"><u>WOMENST 489</u></a>	ADVANCED SEMINAR IN WOMEN'S STUDIES	3
<a href="#"><u>WOMENST 280</u></a> or <a href="#"><u>PHILSPHY 390</u></a>	FEMINIST THEORIES FEMINIST PHILOSOPHY	3
Select 3 units from the following:		3
<a href="#"><u>WOMENST 240</u></a>	WOMEN AND WORK (GE)	
<a href="#"><u>WOMENST 245</u></a>	GENDER AND GEOGRAPHY (GS)	
<a href="#"><u>WOMENST 250</u></a>	WOMEN IN AMERICAN CULTURE (GE)	
<a href="#"><u>WOMENST 266</u></a>	GENDER IN FILM	
<a href="#"><u>WOMENST 280</u></a>	FEMINIST THEORIES	
<a href="#"><u>WOMENST 303</u></a>	WOMEN'S VOICES/WOMEN'S LIVES	
<a href="#"><u>WOMENST 310</u></a>	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE	
<a href="#"><u>WOMENST 320</u></a>	LESBIAN STUDIES	
<a href="#"><u>WOMENST 334</u></a>	WOMEN AND MEN IN CROSS CULTURAL PERSPECTIVE	
<a href="#"><u>WOMENST 345</u></a>	WOMEN IN MUSIC	
<a href="#"><u>WOMENST 350</u></a>	STAGES AND TRANSITIONS IN WOMEN'S LIVES	
<a href="#"><u>WOMENST 365</u></a>	WOMEN, SCIENCE & SOCIETY	
<a href="#"><u>WOMENST 367</u></a>	ARCHAEOLOGY OF WOMEN	
<a href="#"><u>WOMENST 370</u></a>	WOMEN: RACE AND ETHNICITY (DV)(GE)	
<a href="#"><u>WOMENST 380</u></a>	GENDER LAW AND POLICY (GS)	
<a href="#"><u>WOMENST 455</u></a>	ISSUES AND TOPICS IN WOMEN AND GENDER STUDIES	
<a href="#"><u>WOMENST 464</u></a>	WOMEN IN INTERNATIONAL RELATIONS	
<a href="#"><u>PHILSPHY 381</u></a>	PHILOSOPHY OF GENDER AND RACE	
<a href="#"><u>WOMENST 481</u></a>	GENDER, ETHNICITY, AND THE ENVIROMENT	
<a href="#"><u>PHILSPHY 390</u></a>	FEMINIST PHILOSOPHY	
Select 9 units from approved Women's Studies courses approved by an advisor (personalization required)		9
<b>Total Units</b>		

**To** (to be listed in catalog and on AR)

**Minor Requirements - 21 units**

<a href="#"><u>WOMENST 100</u></a>	INTRODUCTION TO WOMEN'S STUDIES (GE)	3
<a href="#"><u>WOMENST 489</u></a>	ADVANCED SEMINAR IN WOMEN'S STUDIES	3
<a href="#"><u>WOMENST 280</u></a> or <a href="#"><u>PHILSPHY 390</u></a>	FEMINIST THEORIES FEMINIST PHILOSOPHY	3
Select 3 units from the following:		3
<a href="#"><u>WOMENST 240</u></a>	WOMEN AND WORK (GE)	
<a href="#"><u>WOMENST 245</u></a>	GENDER AND GEOGRAPHY (GS)	

<a href="#"><u>WOMENST 250</u></a>	WOMEN IN AMERICAN CULTURE (GE)
<a href="#"><u>WOMENST 266</u></a>	GENDER IN FILM
<a href="#"><u>WOMENST 280</u></a>	FEMINIST THEORIES
<a href="#"><u>WOMENST 303</u></a>	WOMEN'S VOICES/WOMEN'S LIVES
<a href="#"><u>WOMENST 310</u></a>	WOMEN AND THE SHAPING OF LATIN AMERICAN CULTURE
<a href="#"><u>WOMENST 320</u></a>	LESBIAN STUDIES
<b>WOMENST 330</b>	<b>RELIGION, SEXUALITY &amp; GENDER</b>
<a href="#"><u>WOMENST 334</u></a>	WOMEN AND MEN IN CROSS CULTURAL PERSPECTIVE
<b>WOMENST 341</b>	<b>AFRICAN WOMEN'S HISTORY</b>
<b>WOMENST 347</b>	<b>GENDER &amp; FAMILY IN JAPAN</b>
<a href="#"><u>WOMENST 345</u></a>	WOMEN IN MUSIC
<a href="#"><u>WOMENST 350</u></a>	STAGES AND TRANSITIONS IN WOMEN'S LIVES
<b>WOMENST 351</b>	<b>VIOLENCE AGAINST WOMEN</b>
<a href="#"><u>WOMENST 365</u></a>	WOMEN, SCIENCE & SOCIETY
<a href="#"><u>WOMENST 367</u></a>	ARCHAEOLOGY OF WOMEN
<a href="#"><u>WOMENST 370</u></a>	WOMEN: RACE AND ETHNICITY (DV)(GE)
<a href="#"><u>WOMENST 380</u></a>	GENDER LAW AND POLICY (GS)
<a href="#"><u>WOMENST 455</u></a>	ISSUES AND TOPICS IN WOMEN AND GENDER STUDIES
<a href="#"><u>WOMENST 464</u></a>	WOMEN IN INTERNATIONAL RELATIONS
<a href="#"><u>PHILSPHY 381</u></a>	PHILOSOPHY OF GENDER AND RACE
<a href="#"><u>WOMENST 481</u></a>	GENDER, ETHNICITY, AND THE ENVIROMENT
<a href="#"><u>PHILSPHY 390</u></a>	FEMINIST PHILOSOPHY
Select 9 units from approved Women's Studies courses approved by an advisor (personalization required)	
9	
<b>MILESTONE – exit interview for graduating Womens &amp; Gender Studies minors</b>	

- 2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** The addition of the four newly cross-listed courses into requirement 4 of the minor is a matter of “housekeeping.” These additions are being proposed so that the catalog and AR reflect actual course offerings. The purpose of the exit interview is to improve the assessment and delivery of our program. The majority of our students are minors and we wish to better assess student engagement and the level of support students from diverse backgrounds perceive in our program. This supports Strategic Plan Area I: “We will broaden accessibility to education and service through innovative and responsive curriculum...”
- 3. Rationale:** The exit interview is a standard assessment tool. It will be especially useful to Women’s & Gender Studies because our programs are interdisciplinary and our interaction

with students less predictable.

**4. Cost Implications:** none.