Preliminary DRAFT (2/24/11)
March 2, 2011 Faculty Senate Agenda
3:30 pm Willow River Room, University Center.

Call to Order:
Seating of Substitutes:
Approval of Minutes February 2, 2011 and February 17, 2011 minutes

Reports:
Chair’s Report
Vice Chair’s Report
Other Reports

Unfinished Business:
Motion from the Faculty Senate Executive Committee (James Madsen, Chair) to appoint Gretchen Link (4th Division) to chair the ad hoc committee on constitutional reform. Action was postponed at 12-1-2010 meeting

Consent agenda items:
1. Motion from Faculty Senate Executive Committee to appoint Jennifer Borup (COEPS) and Alice Reilly-Myklebust (Academic Staff) to the Strategic Planning Coordinating Group. Other members that Faculty Senate does not vote on:
   - One member of Executive Cabinet appointed by the Chancellor
   - Vice Chancellor Harbouck
   - One tenured academic administrator appointed by the Provost
   - Dean Potts, CBE
   - Faculty Senate Chair
2. Motion from AP&P to approve changes in the Art History Minor and the Sociology Major, Sociology Minor, Anthropology Minor (Documents attached)
3. Motion from AP&P to approve the creation of a Graduate Certificate Program in Sustainable Community Planning (Document attached)
4. Motion from the Academic Standards Committee on Military Absence Policy.

   Policy on Class Absence Due to Military Service

   Students shall not be penalized for class absence due to required military obligations, as long as such class absence does not exceed 10% of course contact hours. Special permission for additional time may be granted by the instructor. Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the instructor to verify the reason for the absence. The instructor is responsible for providing reasonable accommodations or opportunities to make up exams or other course
assignments that have an impact on the course grade. In all cases, the student is responsible for completing all course requirements.

**New Business:**

1. Discussion of the Master Plan Draft
2. Motion from the Academic Standards Committee on Summer/J-Term Grade Due Date Policy (Document Attached)
3. Motion from Technology Council to Reconfigure Technology Council Committee Structure, *second reading* (Document Attached.)
4. Discussion on lessons from current Living the Promise strategic plan: What worked, what didn’t work, and how can we use this information to develop the next strategic planning process?

**Miscellaneous New Business:**

**Adjournment**
Section O – Technology Council

The Technology Council is the primary advisory and decision-making group for information and instructional technology at UW-River Falls. The responsibilities for its three subcommittees—Instructional and Learning Technology, Technology Services, and University Web—are described below.

The Technology Council and its three subcommittees are all “hybrid” committees. This organizational structure is common to technology services within universities and other organizations. Each committee will deal with a range of issues, allowing for a collaborative and inclusive approach to guiding information and instructional technology. When an issue comes before any of these groups that is under the purview of a shared governance body, Technology Council will vote and make a recommendation to the appropriate governance group.

Purpose:
1. The Technology Council serves as an overall point of coordination, planning, and policy development for information and instructional technology at the University.

2. Membership (19 total):
   a. Co-Chair of Technology Council (1) (Faculty Senate Appointment)
   b. Co-Chair of Technology Council (Administrative Appointment - CIO)
   c. CEPS (1) (Faculty Senate Appointment)
   d. CAS (2) (Faculty Senate Appointment)
   e. CAFES (1) Faculty Senate Appointment
   f. CBE (1) (Faculty Senate Appointment)
   g. Faculty at-large (2) (Faculty Senate Appointment)
   h. Co-Chair of the University Web Committee (DoTS Appointment)
   i. Co-Chair of the Technology Services Committee (DoTS Appointment)
   j. Co-Chair of Instructional and Learning Technologies Committee (DoTS Appointment)
   k. Students (2) (Student Senate Appointment)
   l. Associate Vice-Chancellor for Enrollment Services or designee (Administrative Appointment)
   m. Associate Vice-Chancellor for Student Affairs or designee (Administrative Appointment)
   n. Provost and Vice Chancellor for Academic Affairs or designee (Administrative Appointment)
   o. Vice Chancellor for Administration and Finance or designee (Administrative Appointment)
   p. Staff Library (Administrative Appointment)

3. The Faculty Co-Chairs for the Instructional and Learning Technologies, Technology Services, and University Web subcommittees will be appointed through the faculty membership of the Technology Council and submitted to Faculty Senate Exec. for approval. This Co-Chair appointment will be determined prior to the year the faculty member will serve. This will ensure that faculty are familiar with the subcommittees and their duties and will assist in continuity.

4. Technology Council Faculty Co-Chair (2 year appointment): Faculty member appointed by Faculty Senate (must have at least one year experience on the council) will be selected one year prior to appointment to ensure consistency. Technology Council will recommend a Co-Chair Elect to Faculty Senate in the spring prior to the academic year of taking office.

5. Technology Council IT Co-Chair: Chief Information Officer (CIO)

6. Term of Office: Faculty term is three years with one to two new appointments each year. Student terms are one year with the option for reappointment. Terms for administrative members are determined annually by the CIO.

7. Duties:
   a. align the information technology master plan with the University strategic/operational plan
   b. support in the implementation of the Technology Services operational plan and IT Master Plan
   c. prioritize IT funding recommendations
   d. assist the campus with the prioritization of technology projects and monitor their progress
e. review and recommend University policies related to information and instructional technology
f. assist in the development and implementation of the campus long range equipment and software replacement plan
g. assist in the development (target) review performance indicators for the Division of Technology Services to support the implementation of the IT Master Plan
h. evaluate the effectiveness of the Technology Council and sub-committee structures and make appropriate recommendations for improvements
i. charge Technology Council subcommittees with University related IT initiatives and create short-term ad hoc task groups to address specific issues

8. Decisions and voting:
   a. Decisions are made by consensus or by majority vote if consensus cannot be reached or if requested by any member of the Technology Council.
   b. Faculty governance-related issues will be forwarded to Faculty Senate, student governance related topics will be forwarded to Student Senate, and administrative related topics will be forwarded to the appropriate administrator. As necessary, the Co-Chairs will consult with governance groups regarding shared governance authority.
Section O: I – Instructional and Learning Technology Committee

The primary responsibilities of the Instructional and Learning Technology Committee include issues that fall within the purview of faculty governance. ILTC will forward all shared governance issues to the Technology Council for further action and consideration.

1. Purpose: The Instructional and Learning Technology Committee facilitates the effective use of information technology in teaching, learning, and research.

2. Membership (15 total):
   a. Co-Chair of ILTC (Technology Council Appointment–faculty member)
   b. Co-Chair of ILTC (DoTS – CIO Appointment)
   c. CEPS (1) (Faculty Senate Appointment)
   d. CAS (1) (Faculty Senate Appointment)
   e. CAFES (1) (Faculty Senate Appointment)
   f. CBE (1) (Faculty Senate Appointment)
   g. Faculty at-large (2) (Faculty Senate Appointment)
   h. Student (2) (Student Senate Appointment)
   i. Provost and Vice Chancellor for Academic Affairs or designee (Administrative Appointment)
   j. Staff - Library (Administrative Appointment)
   k. Staff - DoTS (Customer Technology Services Manager Appointment)
   l. Staff--DoTS (Instructional Designer–Teaching and Learning Technologies Appointment)
   m. Staff--Learning Technology Development Council (LTDC) Representative

3. Co-Chair: Faculty member recommended by Technology Council and forwarded to Faculty Senate Executive Committee (who will also serve as a member of the Technology Council.)

4. Co-Chair: DoTS member appointed by CIO (who will also serve as a member of the Technology Council).

5. Term of Office: Faculty term is three years with one to two new appointments each year. Student terms are one year with the option for reappointment. Administrative members are determined annually by the CIO.

6. Duties:
   a. facilitate the effective use of information and instructional technology in teaching, learning, and research
   b. develop and recommend policies related to use of technology in teaching and learning
   c. evaluate the effectiveness of institutional support for teaching and learning technologies
   d. promote the use of instructional and learning technologies through communication, advocacy, faculty, and staff
   e. development and ongoing support for all users
   f. investigate emerging technologies and promote their use as appropriate
   g. assure effective teaching and the achievement of intended learning outcomes for alternative course delivery systems that utilize technology
   h. address issue including, but not limited to classroom technology, lab technology, learning management system, distance education, emerging technologies, user support, and faculty and staff development.

7. Decisions and voting:
   a. Shared Governance decisions are submitted to Technology Council for action and subsequent forwarding to appropriate governance group.
   b. Other decisions are made by consensus or by majority vote if consensus cannot be reached or if requested by any member of the subcommittee.

8. Conduit for action: Faculty governance-related issues will be forwarded to Faculty Senate, student governance related topics will be forwarded to Student Senate, and administrative related topics will be forwarded to the appropriate administrator. As necessary, the Co-Chairs will consult with governance groups regarding shared governance authority.
Section O: II – Technology Services Committee
1. Purpose: The Technology Services Committee provides coordination and oversight for information, productivity, and transaction systems used and shared by the University community. This committee also assures that the campus network and basic technology support the work of the University.

2. Membership (13 total):
   a. Co-Chair of Technology Services Committee (Technology Council Appointment – faculty member)
   b. Co-Chair of Technology Services Committee (DoTS – CIO Appointment)
   c. Faculty at-large (2) (Faculty Senate Appointment)
   d. Student Senate Appointment
   e. Vice Chancellor for Administration and Finance or designee (Administrative Appointment)
   f. Associate Vice-Chancellor for Student Affairs or designee (Administrative Appointment)
   g. Associate Vice-Chancellor for Enrollment Services or designee (Administrative Appointment)
   h. Staff Library (Administrative Appointment)
   i. Staff–DoTS (Information Systems and Services Manager Appointment)
   j. Staff–DoTS (Infrastructure and Security Technologies Manager Appointment)
   k. Staff–DoTS (Customer Technology Services Manager Appointment)
   l. Staff–DoTS (CIO Appointment – Project Management)

3. Co-Chair: Faculty member recommended by Technology Council and forwarded to Faculty Senate Executive Committee (who will also serve as a member of the Technology Council.)

4. Co-Chair: DoTS member appointed by CIO (who will also serve as a member of the Technology Council).

5. Term of Office: Faculty term is three years with staggered appointment years. Student terms are one year with the option for reappointment. Terms for administrative members are determined annually by the CIO.

6. Duties:
   a. assure the effectiveness of the infrastructure that supports the University’s use of information technology
   b. develop policies and plans related to security, disaster recovery, and access
   c. meet the basic productivity and telecommunication needs of faculty, staff, and students
   d. advise the institution on the acquisition and use of infrastructure-related software applications (e-mail, calendar, network monitoring, patching, and so on)
   e. monitor the effectiveness of the University’s desktop replacement program
   f. address technical issues including, but not limited to networking, wireless, workstations, software applications, productivity tools, file services, and telephone
   g. monitor the effectiveness of the information and transaction systems used by University faculty, staff, and students including accessibility, usability, and functionality
   h. monitor needs of campus offices in regard to information and transaction systems and recommended changes and additions
   i. develop policies related to information and transaction systems
   j. investigate new systems and recommend their consideration for implementation
   k. address issues including, but not limited to student information system, web, degree audit system, shared financial system, reporting tools, room reservation, event management system, point of sale, door security, document management system, and human resources system
   l. disseminate information to internal and external audiences

7. Decisions and voting:
   a. Shared governance decisions are submitted to Technology Council for action by the appropriate voting bloc of that group and subsequent forwarding to the appropriate governance group.
   b. Other decisions are made by consensus or by majority vote if consensus cannot be reached.

8. Conduit for action: Faculty governance-related issues will be forwarded to Faculty Senate, student governance related topics will be forwarded to Student Senate, and administrative related topics will be forwarded to the appropriate administrator. As necessary, the Co-Chairs will consult with governance groups regarding shared governance authority.
Section O: III – University Web Committee

1. Purpose: The University Web Committee provides coordination and oversight for all content, applications, and services integrated into the university’s Web site or associated with the Web site. This committee also assures that the policies and procedures regarding the university’s Web site exist, are followed, and are current.

2. Membership (18 total):
   a. Co-Chair of University Web Committee (Technology Council Appointment – faculty member)
   b. Co-Chair of University Web Committee (DoTS – CIO Appointment)
   c. CEPS (1) (Faculty Senate Appointment)
   d. CAS (1) (Faculty Senate Appointment)
   e. CAFES (1) (Faculty Senate Appointment)
   f. CBE (1) (Faculty Senate Appointment)
   g. Student (1) (Student Senate Appointment)
   h. Associate Vice-Chancellor for Enrollment Services or designee (Administrative Appointment)
   i. Associate Vice-Chancellor for Student Affairs or designee (Administrative Appointment)
   j. Provost and Vice Chancellor for Academic Affairs or designee (Administrative Appointment)
   k. Vice Chancellor for Administration and Finance or designee (Administrative Appointment)
   l. Staff--Library (Administrative Appointment)
   m. Staff--DoTS (Information Systems and Services Manager Appointment)
   n. Staff--DoTS (CIO Appointment – Project Management)
   o. Staff--DoTS (Teaching and Learning Technologies Manager Appointment-Instructional Designer)
   p. Staff--University Communications (Administrative Appointment)
   q. Staff--University Advancement (Administrative Appointment)
   r. Staff--Outreach and Graduate Studies (Administrative Appointment)

3. Co-Chair: Faculty member recommended by Technology Council and forwarded to Faculty Senate Executive Committee (who will also serve as a member of the Technology Council.)

4. Co-Chair: DoTS member appointed by CIO (who will also serve as a member of the Technology Council).

5. Term of Office: Faculty term is three years with one to two new appointments each year. Student terms are one year with the option for reappointment. Terms for administrative members are determined annually by the CIO.

6. Duties:
   a. provide coordination and oversight for all content, applications, and services integrated into the University’s Web site or associated with the Web site
   b. provide oversight and direction in the planning and implementation of the University Web site
   c. recommend and enforce University Web site policies and procedures and to assist with developing guidelines for the types of materials and information resources to be made available via the University Web site
   d. maintain the University Web site as an official publication of the University of Wisconsin-River Falls

7. Decisions and voting:
   a. Shared governance decisions are submitted to Technology Council for action by the appropriate voting bloc of that group and subsequent forwarding to the appropriate governance group.
   b. Other decisions are made by consensus or by majority vote if consensus cannot be reached.

8. Conduit for action: Faculty governance-related issues will be forwarded to Faculty Senate, student governance related topics will be forwarded to Student Senate, and administrative related topics will be forwarded to the appropriate administrator. As necessary, the Co-Chairs will consult with governance groups regarding shared governance authority.
Request for Art History Minor

Student interest and faculty support spurs the request for an Art History Minor. The proposed Art History Minor would be an academic minor degree program within the Art Department. It consists of grouping select courses that are regularly offered by the Art Department. All of the courses would be taught using existing faculty (with the exception of PHIL/ART 310), classrooms, and equipment; therefore the minor requires no additional resources. In addition, the creation of an Art History Minor would eliminate the increasingly popular practice of students building their own, Option B, minor in art history.

Specific Objectives for the Program are:

1. to acquaint students with the major achievements in the history of art in the Americas, Europe, and global cultures
2. to enable students to understand the various forms and styles in art, both past and present
3. to enable students to understand the concepts and themes of art in the past and present
4. to acquaint students with other civilizations, views of art, aesthetic values though the study of art history and theory
5. to establish a conceptual understanding of the broad relationships between art and culture
6. to teach students how to analyze and articulate responses to works of art
7. to establish a foundation for those students who wish to undertake graduate work in art, art history, or museum work

Relationship to Existing Department mission and Academic Plan:

Department

The Art History Minor would make use of existing courses within the Art Department. Through the program’s core art history courses and groupings of directed electives, the Art History Minor furnishes students with opportunities to acquire a broad foundation in the history of art while also allowing for students to engage in modern and contemporary art history and theory in upper-division courses. The Art History Minor incorporates globalized approaches to understanding art through its requirement of either ART 291 Asian Art History (GP),
or ART 392 Pre-Columbian Art History of Mesoamerica (MD). In addition, introductions to both two and three-dimensional media allow for basic familiarity of creative techniques, processes, and critique practices. The Art History Minor has the unique potential to complement all art majors.

The Art History Minor would serve Broad Area art majors by furnishing them with basic requirements for admittance to graduate programs in art history and museum studies. It would support the teaching careers of Art Education majors by preparing students for the area Praxis exam, and by equipping future teachers with knowledge and contextual information for curriculum development in their classrooms. BFA art majors would approach the process of applying to graduate school armed with a rich understanding of contemporary art and theory. This background would help students situate their work within broader art discussions and assist students in articulating the specific aims and contributions of their artwork.

**College**

The Art History Minor would complement several majors within the College of Arts and Sciences. Some major degree programs that would be especially well served by the addition of the Art History Minor include English, Communication Studies, History, Modern Language, Music, Philosophy, Political Science, Psychology, Sociology, and Theatre. Such combinations would support the pursuit of a variety of careers in arts and sciences, as well as graduate work.

**University**

The Art History Minor would offer robust support for the University Strategic Plan. Art history courses foster learning in the classroom through lectures, group discussions, projects, and original research projects (#1). Goal #3, Expand Global Literacy and Engagement, is addressed in a variety of ways across the art history curriculum. ART 291 Asian Art History (GP) and ART 392 Pre-Columbian Art of Mesoamerica (MD), for example, acquaint students with the philosophical underpinnings of art creation and reception in Asian and pre-Columbian cultures. Collaborative group projects, involving on and off-campus activities, in art history courses nurture the development of active learning (#4). For example, assignments in art history courses foster skills to utilize the UWRF library, Gallery 101, the Phipps Center for the Arts, the Minneapolis Institute of Arts, and the Walker Art Center in order to hone scholarship skills in the arts. Successful NCUR presentations and publication of UWRF student work demonstrate the advanced caliber of scholarship and original research in art history that results from the implementation of active learning strategies in art history classes. Art history courses on campus also foster a culture of inclusiveness (# 5) by creating arenas for all students to engage in open discussions wherein both students and the instructors respect the opinions of others. In addition, ART/WGST 321 Gender and Art, specifically focuses on the ways in which gender infuses art historical discourse in the past and present. This course brings the exclusionary past of art history to the fore and opens it for critical discussion. Goal #8, Enhance the Use of Technology, is
addressed through all art history courses, as each class employs D2L to promote collaboration and discussion. More specifically, ART 213 Art Since 1945: Modern and Contemporary Art History includes in its content analysis of artists that employ new media (namely digital technologies) in their work. Finally, several art history courses include assignments and projects that require students to learn and demonstrate their understanding of online research tools and presentation software. In conclusion, the Art History Minor degree program would offer vast opportunities for students to acquire important skill sets relevant to careers in any field while promoting the University’s values and goals.
Proposed Art History Minor

Total Credits: 24

REQUIRED CORE COURSES: 9 Credits
ART 211 Art to 1500 (3)
ART 212 Art since 1500 (3)
ART 213 Art since 1945: Modern and Contemporary Art History (3)

DIRECTED ART HISTORY ELECTIVES: 9 Credits
*Choose 6 Credits from Modern and Contemporary Art History Electives*
ART 308 History of Design (3)
PHIL/ART 310 Philosophy and History of Visual Art (3) (MD)
ART 321 Gender and Art (3)

*Choose 3 Credits from Global Art History Electives*
ART 291 Asian Art History (GP)* (3)
ART 392 Pre-Columbian Art History (MD) (3)

DIRECTED STUDIO ART ELECTIVES: 6 Credits
*Choose 3 Credits from 2-D Studio Electives*
ART 131 Drawing I (3)
ART 225 Introduction to Advertising Design I (3)
ART 235 Introduction to Black and White Photography (3)
ART 236 Introduction to Printmaking (3)
ART 238 Introduction to Painting (3)

*Choose 3 Credits from 3-D Studio Electives*
ART 226 Introduction to Fibers (3)
ART 227 Introduction to Clay (3)
ART 237 Introduction to Sculpture (3)
ART 229 Introduction to Glass (3)

REQUIRED SUPPORTING COURSE
ART 100 Introduction to Art (3 Credits count in General Education)

* indicates prerequisite: junior standing or higher
Kaylee
I am glad to see the minor. I think that a number of history majors could use it very
nicely. I have passed your email on to Imi Moosa, since the course is part of the
philosophy sequence. I do not think there will be a problem but will get back to you by
Friday.

Kurt

On 11/2/2010 2:53 PM, Kaylee Spencer wrote:
Dear Dr. Leichtle,

The Art Department is in the process of updating its curriculum. In response to student
interest, we are preparing to propose an Art History Minor degree program.

There is one cross-listed course (PHIL/ART 310), which is currently offered through
your department, that we would like to include as an option for a directed elective. Would
you support the inclusion of this course? I've attached the proposed sequence of courses
to this message. If you could respond with your concerns, or indicate your support for
proceeding with the development of the Art History Minor, I'd appreciate it.

Sincerely,
Kaylee

--
Kaylee Spencer, Ph.D.
Assistant Professor of Art History
University of Wisconsin-River Falls
Kaylee
Here is Imi's response to the Art History minor. So we support 310 as part of the minor and the minor in general

Kurt

---------- Original Message ----------
Subject: Re: Fwd: Art History Minor Degree Proposal
Date: Wed, 03 Nov 2010 13:41:58 -0500
From: Imtiaz Moosa <imtiaz.n.moosa@uwrf.edu>
To: Kurt E. Leichtle <kurt.e.leichtle@uwrf.edu>

Hello Kurt,
Yes, PHIL 310 would be an excellent addition to the Art History Minor. I am in complete agreement with this move. Best!
Imtiaz
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. Program title: Art History Minor
2. Department(s): Art
3. College(s): Cas
4. Proposal prepared by: Kaylee Spencer Date: 10/15/2010

5. Check all that apply:
   - [x] New program
   - [ ] Change in course name
   - [ ] Change in Major
   - [ ] Change in course content
   - [ ] Existing program
   - [ ] Change in number of credits
   - [ ] Change in Minor
   - [ ] Change in Emphasis/Option

6. Other Programs/Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1. History And Philosophy Dept.
   2. 
   3. 
   4.

7. Date of Implementation: W Semester 2011 Year

8. Have all courses in this program been approved? Yes [ ] No [x]
   If “No,” which ones? Art 213, Art 291, Art 308, Art/Wgst 321, Art 392

9. Attach Request Narrative. (Include description of program before and after proposed changes).

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

Department Chair

College Curriculum Cmnn. Chair

Dean of College

University Curriculum Cmnn. Chair

Academic Policy & Programs Cmnn. Chair

Faculty Senate Chair

Provost / Vice Chancellor

Chancellor

NOTE: The master copy of this transmittal and accompanying documents must be filed in the Provost’s office upon final approval. The Provost’s office will notify all appropriate administrative offices [Registrar, Dean(s), and Department Chair(s)] of approvals and necessary actions to implement changes.

Rev. 11/08
February 8, 2011
To: Faculty Senate
From: Academic Standards Committee, Terry Ferriss – Chair

Subject: Revision of 8.2.14 of the Faculty Handbook – policy on submission of final grades.

Background: The current policy is a problem for students that are on probation following spring semester and for the administration as they wait for the summer grades as part of the consideration as to whether or not the student should be re-admitted for the fall semester. Not being able to review the student’s grade status until late August puts the administration in a position where they are unable to inform the students of their fall enrollment status in a timely manner. Students need time to arrange for financial aid and housing, etc. if they will be re-admitted.

The delay in getting grades to students quickly after a course is completed also negatively affects teachers who need the grade reported to get a “Lane Change”, students applying for tuition reimbursement from employers and for students in general who have an expectation of knowing grades within a couple of weeks of completing a course. Currently, faculty who complete a course in mid-June or anytime during summer have until August 26 to turn in grades. Students need quicker reporting time. The Registrar’s Office and Dean’s Offices receive numerous calls during the summer from students wanting / needing to know grades sooner.

There are quite a few of summer sessions set up almost 50 sessions because of the customization of classes schedules. Discussion centered around having the grades due 5 days after the end of any particular session which would be consistent with what is done for fall and spring semesters.

A Motion to approve the following changes to the submission of grades policy was made by Tricia Davis and seconded by Brian Schultz. (Deletions to the old policy are noted by striking out, additions are noted in bold and the original policy statements in regular case) Motion passed unanimously. The committee recommends that this new policy take effect immediately, Summer 2011.

***8.2.14 Final Grades: Submission of Final Grades***

8.2.14.1 Submission of Final Grades for Fall and Spring Semesters

The class rosters with final grades recorded on them are due in the Registrar’s Office on or before the fifth working day following the last scheduled examination. The instructor is responsible for checking the accuracy of the information on each grade roster. [ FS 04/05 #19 ]

8.2.14.2 Submission of Final Grades for J-Term/Winter Sessions and Summer Sessions

The class rosters with final grades recorded on them are due in the Registrar’s Office on or before the fifth working day following the last scheduled class for that course. The instructor is responsible for checking the accuracy of the information on each grade roster.

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Proposal for Creation of a Graduate Certificate Program

Introduction

Academic units proposing a graduate level certificate program will complete the following for submission to the UW-RF Graduate Council for review and approval. Authors of a proposal must respond to all criteria in the Policies and Procedures for Graduate Certificate Programs.

Generally, for a program to be offered for the first time in the summer or fall terms this document should be completed and submitted to the Graduate Studies Office no later than October. The Graduate Council will review programs during November/December. In January new certificate program information will be submitted to the Provost, Admissions and the Registrar’s Offices as well as to the Financial Assistance Office to obtain Federal approval for student financial aid. Ideally, any new course(s) in the certificate should have been reviewed and approved by the Graduate Council prior to submission of this request.

Certificate Title: Sustainable Community Planning

Program Overview. Briefly describe the learner population to be served, needs assessment information gathered and primary educational objectives. Please comment on the possibility of impact of the graduate certificate program on any related degree program.

Learner Population. There are 43,000 planners throughout the United States. Two-thirds of planners work for local governments. The remainder work in non-profits, consulting firms, and state or federal government. Because of the breadth of their work, planners are typically the ones responsible for implementing sustainability initiatives at the community level. Communities who do plan for sustainable development assign that task to the planning department.

Sustainability has been infused in the discipline for many years, but recently has seen a marked increase in attention. At last year's National Conference, it was clearly the "buzzword" of choice. Early in 2010 a group of planning professionals formed a specialized group within the American Planning Association called the "APA Sustainable Community Planning Interest Group".

Additionally, 16,000 planners are "AICP" certified, which is the credential recognized by the planning discipline as exemplifying the highest level of professional competence. Since January of 2008, AICP certified planners have been required to complete 32-credits of Certification Maintenance credit (continuing education credits (CEUs)) every year. Weekly webinars streamed online by the American Planning Association for the purpose of Certificate Maintenance credit have regularly been attended by 500+ individuals each week. These are one and a half hour

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1 In order for the certificate program to be FA eligible the following must be done. Amend the UW-RF Program Participation Agreement to include:
   a. Name of the Program
   b. Length of the Program (must be 10 weeks or longer)
   c. Number of credits (must be at least 8 credits)
   d. Brief Description.

The program will be submitted to the North Central Association for approval. The time line for amending our Program Participation Agreement with the Dept of Education is 35 days from the time of submission.
lectures on topics such as electronic sign control, property right law, etc. A recent webinar on sustainability had over 1000 attendees. We see this is an important subset within the larger group of practicing planners.

Ohio State University has run a successful online "Planning Education at a Distance" for several years. They currently offer five courses, but no certificate or degree program and no courses in sustainable community planning. Most planning programs offer a single course in Sustainable Community Planning, but only one that we have found (Texas A&M) offers a certificate consisting of a group of classes. It is an on-campus program associated within their Master's program and not available online.

Related professions will also have some interest in the topic including landscape architects, architects, civil engineers, and public administrators.

Educational Objectives. This certificate encompasses an introductory course and three additional courses directed at specific planning activities in which sustainability is particularly relevant. These include Community Engagement, Site Planning, and Land Use Planning. The introductory course (ESM 709:History and Theories of Sustainability) provides a broad overview of the emergence of sustainability as a planning objective and the various models that have been proposed worldwide for addressing it. This course is a prerequisite for the other three courses as it defines the often-nebulous term “sustainability” in the context of community planning.

The second course in the series, ESM 715:Community Engagement for Sustainability, is concerned with new democratic practices utilized by planners to achieve a more inclusive and accepted planning outcome. It emphasizes the necessity of engaging the public in order to facilitate a better planning product and a more easily implemented plan.

The third and fourth courses deal with the primary function of planners at two different scales. The first, ESM 711:Site Planning for Sustainable Communities, looks at the process of analyzing the land’s capabilities and limitations so that development designs take advantage of the positive features and mitigate against the negative impacts. The second, Land Use Planning for Sustainable Communities, looks at the community as a whole and emphasizes the tools and techniques for implementing development that enhances and is directed at the community’s goals and objectives.

Impact on other degree programs. As can be seen in the letters of support received for ESM 709, this certificate is quite specialized and, as such, does not infringe on either the Sustainable Community Development Masters or the Masters of Business Administration. The reason this is the case is that this certificate is very narrowly defined and addresses a very specific profession in a discipline-focused manner. The content is directed at and defined by the traditional practice of community planning.

**Course Sequence:** List the courses for the certificate. Indicate which course(s) are new and the approval status of new courses.

There are four courses in the certificate. They are:

ESM 709: History and Theories of Sustainability – this course has been approved by the Plant and Earth Science Department Curriculum Committee, the Department Chair, the College of
Food, Agriculture, and Environmental Science Curriculum Committee, the College Dean, and the Graduate Council. The University Curriculum Committee is presently considering it for approval.

ESM 711: Site Planning for Sustainable Communities – This course is an adaptation of a previous course. All necessary committees and administrators have approved it.

ESM 715: Community Engagement for Sustainability – This is an existing course within the Sustainable Community Development Masters Program. It can be taught as it is currently for this certificate. No changes are necessary nor have been requested.

ESM 735: Land Use Planning for Sustainable Communities – This is a new course. All necessary committees and administrators have approved it.

**Faculty.** Indicate the source of instructors as Regular [R], Academic Instructional [AI] or Ad Hoc [A].

Two professors will teach the courses within the Certificate program. Both are Regular Faculty in the Plant and Earth Science. They are:

Dr. Eric Sanden, Professor of Land Use Planning
Dr. David Keuhl, Assistant Professor of Land Use Planning

**Schedule.** Provide a course schedule, by term for the first year of the program

To begin with the Certificate courses will only be offered during the summer semester, with students completing the certificate over the course of two summers as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cohort</th>
<th>Beginning</th>
<th>Ending</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>A</td>
<td>5/21/2012</td>
<td>7/8/2012</td>
<td>ESM715-10</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>A</td>
<td>7/9/2012</td>
<td>8/25/2012</td>
<td>ESM735-10</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>B</td>
<td>5/21/2012</td>
<td>7/8/2012</td>
<td>ESM709-10</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>B</td>
<td>7/8/2012</td>
<td>8/25/2012</td>
<td>ESM711-10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>B</td>
<td>1st 8 Weeks</td>
<td></td>
<td>ESM715-10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>B</td>
<td>2nd 8 Weeks</td>
<td></td>
<td>ESM735-10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>C</td>
<td>1st 8 Weeks</td>
<td></td>
<td>ESM709-10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>C</td>
<td>2nd 8 Weeks</td>
<td></td>
<td>ESM711-10</td>
</tr>
</tbody>
</table>

**Certificate Management.** Indicate who will coordinate the certificate program on an ongoing basis. List those individuals (minimum of three) that comprise the Advisory Committee.

Coordinator – David Keuhl
Advisory Committee - Eric Sanden, Laine Vignona, Kerry Keen, Michael Kaltenberg
The committee is composed of the professors within the Environmental Science and Management group within the Plant and Earth Science department. Each of these individuals teaches content
related to sustainability in their regular courses and are highly qualified to advise on the curriculum and administration of the certificate. They have been actively involved with the Wildlife Recreation and Nature Tourism certificate and the Sustainable Community Development Masters program.

**Budget.** Will GPR funds be required? If yes, what will be the source of GPR? If the program will be funded by Program Revenue (PR) through Outreach, work with your college Outreach Program Manager to develop and attach a brief budget summary, signed off by the Program Manager, for the first year including enrollments per class, projected revenues per class and indicate direct expenses per class for the year.

### Graduate Certificate in Sustainable Community Planning

**Revenue**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition from 12 Students Taking 12 Graduate Credits</td>
<td>$56,007.36</td>
</tr>
</tbody>
</table>

**Total Revenue**

**Expenses**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead to University (18% of Revenue)</td>
<td>$10,081.32</td>
</tr>
</tbody>
</table>

**Instructional and Coordination Costs**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (4 classes@$4500)</td>
<td>$18,000.00</td>
</tr>
<tr>
<td>Fringe - 45%</td>
<td>$8,100.00</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Misc</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Program Coordination Fringe - 45%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional & Coordination Costs**

**Outreach Support**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing/Promotion</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Outreach Support</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Total Expenses**

**Remainder/Contingency**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach Support includes program marketing, fiscal management, program management and learner services, staff salaries &amp; fringe.</td>
<td>$2,826.04</td>
</tr>
</tbody>
</table>

Prepared by Katrina Larsen 29-Nov-10
Certificates are approved for a three year period and then must undergo a review.

<table>
<thead>
<tr>
<th>Department Approval</th>
<th>Date</th>
<th>Dean of the College Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Council Approval</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A P &amp; P Approval</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conditions:**

<table>
<thead>
<tr>
<th>Provost Approval</th>
<th>Date</th>
</tr>
</thead>
</table>

Distribution: Chancellor, Provost, Admissions, Financial Assistance, Graduate School, Faculty Senate, Institutional Research, Registrar
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. Program title: Sociology Major, Sociology Minor, Anthro. Minor
2. Department(s): Sociology, Anthropology and Criminal Justice
3. College(s): College Of Arts And Sciences
4. Proposal prepared by: Tricia Davis Date: 11/26/2010

5. Check all that apply:

☐ New program
☒ Change in course name
☒ Change in Major
☐ Change in course content
☐ Existing program
☐ Change in number of credits
☐ Change in Minor
☐ Change in Emphasis/Option

6. Other Programs/Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):

1. Women And Gender Studies
2. Film Studies

7. Date of Implementation: Fall Semester 2011 Year

8. Have all courses in this program been approved? Yes ☒ No ☐
   If “No,” which ones? New Courses: Soci 231, 411, 421, 431, 441

9. Attach Request Narrative. (Include description of program before and after proposed changes).

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

Department Chair ___________________________ Signature ___________________________ Date: 10/25/10

College Curriculum Cmmt. Chair ___________________________ Signature ___________________________ Date: 11/3/10

Dean of College ___________________________ Date: 11/3/10

University Curriculum Cmmt. Chair ___________________________ Signature ___________________________ Date: 12/1/10

Academic Policy & Programs Cmmt. Chair ___________________________

Faculty Senate Chair ___________________________

Provost / Vice Chancellor ___________________________

Chancellor ___________________________

NOTE: The master copy of this transmittal and accompanying documents must be filed in the Provost’s office upon final approval. The Provost’s office will notify all appropriate administrative offices [Registrar, Dean(s), and Department Chair(s)] of approvals and necessary actions to implement changes.

Rev. 11/08
Description and Narrative for Program Changes  
Sociology Major & Minor  
Anthropology Minor

Current Sociology Major = 39 Total Credits  
Required Core Courses: 18 cr. hrs.  
SOCl 100 Introduction to Sociology or  
ANTH 100 Introduction to Anthropology (supporting course)  
SOCl 200 Sociological Inquiry 3 cr.  
SOCl 208 Sociology of Diversity or  
SOCl/ANTH 225 Sociology of Race and Ethnicity 3 cr.  
SOCl 250 Social Statistics 3 cr.  
SOCl 300 Research Methods 3 cr.  
SOCl 400 Social and Cultural Theory 3 cr.  
SOCl 480 Senior Seminar 3 cr.  
Directed Electives: 21 cr. hrs.  
15 credits must be at 300/400 level with at least 6 credits at the 400 level

New Sociology Major = 39 Total Credits  
Required Core Courses: 15 cr. Hrs.  
SOCl 100 Introduction to Sociology (supporting course)  
SOCl 200 Sociological Inquiry 3 cr.  
SOCl 201 Theories of Sociology 3 cr.  
SOCl 250 Social Statistics 3 cr.  
SOCl 300 Research Methods 3 cr.  
SOCl 480 Senior Seminar 3 cr.  
Directed Electives: 15 Credits  
Choose 3 credits from Culture and Community Emphasis: 3 cr.  
ANTH 100 Cultural Anthropology 3 cr.  
SOCl 210 Social Problems 3 cr.  
SOCl 218 Deviant Behavior 3 cr.  
SOCl/FILM 310 Sociology Through Film 3 cr.  
SOCl/ANTH 314 Faces of Culture 3 cr.  
SOCl/ANTH 316 Social and Cultural Change 3 cr.  
Choose 3 credits from Diversity and Inequality Emphasis: 3 cr.  
SOCl 220 Sociology of Diversity: Race, Class, and Gender 3 cr.  
SOCl 321 Power and Inequality 3 cr.  
SOCl/ANTH 322 Race and Ethnicity 3 cr.  
SOCl/WGST 326 Sociology of Gender Roles 3 cr.  
SOCl 328 Perspectives on Race Relations 3 cr.  
Choose 3 credits from Globalization Emphasis: 3 cr.  
SOCl 231 Sociology of Globalization 3 cr.  
SOCl/ANTH/WGST 331 Global Perspectives on Women 3 cr.  
SOCl 332 Environmental Sociology 3 cr.
SOCI/ANTH 333 Human and Cultural Origins 3 cr.
SOCI/ANTH 338 Global Perspectives on Health and Disease 3 cr.
SOCI/ANTH 395 Belize Study Tour 3 cr.

**Choose 3 credits from Life Course Emphasis:** 3 cr.
SOCI 241 Social Psychology 3 cr.
SOCI 341 Sociology of Later Life 3 cr.
SOCI/WGST 342 Sociology of the Family 3 cr.
SOCI 343 Sociology of Sport and Leisure 3 cr.

**Choose 3 credits from the following:** 3 cr.
SOCI 411 Seminar in Culture and Community 3 cr.
SOCI 421 Seminar in Diversity and Inequality 3 cr.
SOCI 431 Seminar in Globalization 3 cr.
SOCI 441 Seminar in Life Course 3 cr.

**Electives: 9 cr.**
9 credits of electives must be numbered 300 or above. Courses may come from either the directed electives listed above or the following:
SOCI 378 Semester Abroad Research 3-6 cr.
SOCI 379 Internship in Sociology 6-12 cr. (only 6 can apply in major)
SOCI 389 Special Topics in Sociology 3 cr.
SOCI 490 Readings 1-2 cr.
SOCI 499 Independent Study 1-2 cr.

The goal with the new curriculum is to have a strong methodological core along with four areas of emphasis that fit with the department’s mission and support the University’s mission and strategic plan. In terms of content, the Sociology program remains the same. The difference is structural. The sequencing, in both the required core and directed electives, is designed to develop a series of skills in students. These skills are cumulative and begin with those developed in the introductory core courses (i.e. the 200-level courses).

**Required Core Changes: 18 credits to 15 credits and sequencing**
In the old curriculum, the 18 credits included a course in diversity. Since the university has a requirement for diversity, and in our new curriculum we have an emphasis in diversity and inequality, we do not believe there is a need for 3 required diversity credits in the major; thus the change to only 15 required credits. Based on the requirements of the directed electives (see below), students will be taking at least one diversity course. The other change is with the content and sequencing of SOCI 200, 300 and 480. Previously, SOCI 200 was an introduction to modern sociological theories and techniques of research design. In order to adequately cover these areas, we recognized that the existing course had to be split into two different courses, one focusing on techniques of research design (SOCI 200) and the other on theory (SOCI 201). Thus, SOCI 200 will provide the sociology major/minor with an introduction to the concepts and tools for conducting sociological research. This includes a beginning effort to formulate a research project and writing a literature review. The next course in the methodological sequence is SOCI 300 – Research Methods. In this course, students will further develop the project they started in SOCI
200 and will learn the actual methods necessary for engaging in sociological research. At the conclusion of SOCI 300, students will have a research proposal prepared to carry out when they get to SOCI 480 – Senior Seminar. In SOCI 480, the student will then conduct the sociological research and will be required to report their results in both oral and written form.

ANTH 100 is no longer a choice in the core requirements. In the past, students who took this course, instead of SOCI 100, found it difficult to grasp the theories and concepts in SOCI 200. Thus, we have taken it out of the core. Note, however, that it is now an elective in the Culture and Community emphasis.

**Directed Electives Changes**

In the old curriculum, students were to take 15 credits at the 300/400 level with at least 6 credits at the 400 level. The issue here is that students could potentially graduate with a sociology major without ever taking a course in an area that we as a department, and as a university, want to emphasize – preparing global citizens. Thus, we believe it is important to structure the curriculum around four important themes in sociology that fit well with the department’s and university’s mission and strategic goals: culture and community, diversity and inequality, globalization, and life course. Students need to take a minimum of one course out of each area, where at least 15 credits must be at the 300/400 level and at least 3 credits at the 400 level. Furthermore, we have structured the curriculum within each of these areas in the following way:

- **200-level:** These courses lay the foundation for the 300 level. 200 level courses provide introductions to, or principles of, areas of study within sociology. Taking these courses will develop students’ basic writing skills. They may or may not have prerequisites.
- **300-level:** These courses lay the foundation for the 400 level. Courses at this level will require students to synthesize, integrate, and critically think about sociological ideas that require advanced writing skills.
- **400-level:** These are highly specialized courses and capstone seminars. Intensive writing, prerequisites, a level of readiness, and advancement within the major is required for this advanced level work.

The department seeks to provide a challenging and well-rounded education that will serve as a solid foundation for students who pursue professional or graduate studies or who embark on a career after earning their baccalaureate degree.

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**Current Sociology Minor = 24 Total Credits**

**Required Courses: 9 cr. hrs.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 100 Introduction to Sociology or</td>
<td></td>
</tr>
<tr>
<td>ANTH 100 Introduction to Anthropology</td>
<td>(supporting)</td>
</tr>
<tr>
<td>SOCI 200 Sociological Inquiry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOCI 208 Sociology of Diversity or</td>
<td></td>
</tr>
<tr>
<td>SOCI/ANTH 225 Sociology of Race and Ethnicity</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOCI 400 Social and Cultural Theory</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**General Electives in Sociology/Anthropology 15 cr. hrs.**

At least 9 credits must be at 300/400 level.
New Sociology Minor = 24 Total Credits

Required Courses: 6 cr. hrs.

SO CI 100 Introduction to Sociology (supporting course)
SO CI 200 Sociological Inquiry 3 cr.
SO CI 201 Theories of Sociology 3 cr.

General Electives in Sociology/Anthropology 18 cr. hrs.

Sociology has a great deal to offer students from other disciplines. Pre-med students, business majors, and education majors can all benefit from the insights into human behavior that come from a familiarity with sociological theory and analysis. Students choosing to minor in sociology have two required courses beyond the supporting course. SO CI 200, Sociological Inquiry, provides students with an introduction to the concepts and tools for conducting sociological research, including beginning to formulate a research project and writing a literature review. SO CI 201, Theories of Sociology, provides students with an explanation as to why a phenomenon occurs. The focus is on major social theorists and their contributions to the field as well as classical and modern theoretical schools in sociology.

ANTH 100 is no longer a choice in the required courses of the sociology minor. In the past, students who took this course, instead of SO CI 100, found it difficult to grasp the theories and concepts in SO CI 200. Thus, we have taken it out of the core. We have left the general electives open so students can choose courses based on their interests, which may possibly fit their major area of study.

Current Anthropology Minor = 24 Total Credits

Required Courses: 12 cr. hrs.

SO CI 100 Introduction to Sociology or
ANTH 100 Cultural Anthropology (supporting course)

Choose one of the following courses:
SO CI/ANTH 221 Global Perspectives on Women 3 cr.
ANTH 225 Sociology of Race and Ethnicity 3 cr.

Take the following courses:
ANTH 247 Human and Cultural Origins 3 cr.
ANTH 348 Faces of Culture 3 cr.

Choose one of the following courses:
ANTH 228 Native American Cultures 3 cr.
SO CI/ANTH 338 Global Perspectives on Health & Disease 3 cr.
SO CI/ANTH 211 Global Perspectives on Children 3 cr.

General Electives in Sociology/Anthropology 12 cr. hrs.
At least 6 credits must be at 300/400 level

New Anthropology Minor = 24 Total Credits

Required Courses: 12 cr. hrs.
ANTH 100 Cultural Anthropology  
SOCI 231 Sociology of Globalization 3 cr.  
SOCI/ANTH 314 Faces of Culture 3 cr.  
SOCI/ANTH 333 Human and Cultural Origins 3 cr.  

*Choose one of the following courses:*
SOCI 220 Sociology of Diversity: Race, Class, and Gender 3 cr.  
SOCI/ANTH 322 Race and Ethnicity 3 cr.  

**General Electives in Sociology/Anthropology 12 cr. hrs.**  
*Choose from:*
SOCI/ANTH 316 Social and Cultural Change 3 cr.  
SOCI/WGST 326 Sociology of Gender Roles 3 cr.  
SOCI/ANTH/WGST 331 Global Perspectives on Women 3 cr.  
SOCI 332 Environmental Sociology 3 cr.  
SOCI/ANTH 338 Global Perspectives on Health and Disease 3 cr.  
SOCI/WGST 342 Sociology of the Family 3 cr.  
SOCI/ANTH 395 Belize Study Tour 3 cr.  

The Anthropology minor is valuable for students who anticipate international careers or working in professional capacities that require interaction with members of non-mainstream cultural groups. The new core requirements reflect the changes being made in the department as a whole. Recent hiring in the department focused on internationalizing the curriculum, and to that end courses in globalization have been developed that address needs in both sociology and anthropology. The core requirements introduce students to the two main fields of Anthropology – cultural (ANTH 100) and biological (ANTH 333). The core also requires Sociology of Globalization (SOCI 231) so that students can recognize that issues of culture occur throughout the world, as well as a course in advanced cultural studies (ANTH 314). The last course in the minor is one of two diversity courses (SOCI 220 or SOCI/ANTH 322). The directed elective courses include those focusing on culture and community, globalization, and family. The new arrangement of the minor allows the student to examine the field of anthropology as it addresses patterns and processes of cultural change, with a focus on how people live in particular places, how they organize and govern, and how they create meaning.
TO: Tricia Davis, SACJ Curriculum Chair  
FROM: Michelle Parkinson, Women’s and Gender Studies Coordinator  
RE: Changes in Co-listed Courses  
DATE: 10/26/2010

This memo is to inform you that we approve the following changes to these co-listed courses.

- **SOCI/WGST 326: Sociology of Gender Roles**  
  - change in prerequisites. It was SOCI 100 or ANTH 100. Prerequisite is now: SOCI 100 or consent of instructor.

- **SOCI/ANTH/WGST 221: Global Perspectives on Women**  
  - has a change in number: SOCI/ANTH/WGST 331: Global Perspectives on Women

- **SOCI/WGST 323: Sociology of Family**  
  - has a change in number and change in prerequisites: SOCI/WGST 342: Sociology of Family. Prerequisites are now: SOCI 100 or consent of instructor.
October 25, 2010

The Film Studies Program at UWRF supports the changes in prerequisites for SOCI 310. The changes are:

- Change in prerequisites. OLD prerequisite: SOCI 100 or ANTH 100 or FILM 200 or consent of instructor.
- NEW prerequisite: SOCI 100 or FILM 200 or consent of instructor.

Ken Stofferahn
Director of Film Studies
UWRF