

COLORADO COLLEGE

FACULTY AGENDA

Monday, March 12, 2012
Gates Common Room
Meeting begins at 3:30 p.m.
(Coffee served at 3:00 p.m.)

- I. Approval of the minutes of the February 13, 2012 faculty meeting.
- II. President's Report.
- III. Dean's Report.
- IV. Report of the Chair, Faculty Executive Committee, Professor Jonathan Lee.
 - A. The Faculty Executive Committee moves that Part Three, Section I, of the *Faculty Handbook*, be amended as follows:

In the third paragraph on page 42, where administrators that have the right to vote at regular faculty meetings are listed, add 'the Director of the Colket Student Learning Center'.

The relevant portion of the sentence in question would then read:

“. . .the Associate Dean of the Faculty, the Library Director, **the Director of the Colket Student Learning Center**, the Registrar”

Rationale: On the recommendation of the Learning Commons Committee (Jane Hilberry, Chair), the FEC brings this motion to the faculty for a vote. The Director of the Colket Center is a new full-time position in the Colket Center for which the College is currently interviewing candidates. The Director will oversee the Writing Center, the Quantitative Reasoning Center, the Reading, Rhetoric and First-Year Programs Specialist, and provide support for the advising program. They must have a PhD (or equivalent terminal degree), and teaching experience and research in student learning are expected. The FEC agrees with the Learning Commons Committee that the person in this position should have the type of faculty status acknowledged by this list in the *Faculty Handbook*.

- V. Report of the Committee on Instruction.
 - A. The Committee on Instruction recommends approval of the following course additions, deletions, and revisions (Consent Agenda Items: V, A, 1- 44.)
 1. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **AR 101-Elementary Arabic**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: AR 101-Elementary Arabic. Introduces the students to the fundamental concepts of Modern Standard Arabic as well as the cultures of the Arabic speaking countries. In the first block, the students will be introduced to the Arabic alphabet and sound system and oral production. Students will learn to produce words and culturally appropriate phrases and simple sentences that will facilitate the entry into the Arabic culture. The second block is designed to further develop and strengthen knowledge acquired in the first block. The course will also introduce new and more complex concepts of the Arabic language. In class, students will build their vocabulary corpus and learn how to use them in more appropriate cultural settings. The teaching methodology will remain immersive and communicative within simulated cultural context. Usage of language acquisition technologies will be stressed to facilitate proficiency and address differences in learning styles among students. 2 units-El-Sherif.

Revised course description: AR 101-Elementary Arabic. Basic skills in oral comprehension, speaking, reading, and writing Arabic. Also covers the basics of Arabic morphology and grammar. Designed to serve the needs of daily conversation in any part of the Arab world, and also to serve the needs of the prospective scholar. No prior knowledge of Arabic required. 2 units-El Sherif.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

2. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **AR 201-Intermediate Arabic** (first block), with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current title and course description: AR 201-Intermediate Arabic (first block). This course is the next sequence after AR101. It is designed to further develop and strengthen knowledge acquired in Arabic 101. The course will also introduce new and more complex concepts of the Arabic language. In class, students will continue building their vocabulary corpus and learn how to use it in more appropriate cultural settings. 1 unit-El Sherif.

Revised course title and description: AR 201-Intermediate Arabic. Development of skills in oral comprehension, speaking, reading, and writing Arabic. Builds on the basics of Arabic morphology, syntax, and grammar. Expansion of knowledge of Arabic grammar and development of more advanced reading and writing skills. Vocabulary serves the needs of daily conversation in any part of the Arab world. Attention to the rules of morphology, syntax, and grammar also serves the needs of the prospective scholar. *Prerequisite:* AR 101. 1 unit-El Sherif.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

3. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **AR 202-Intermediate Arabic** (second block), with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: AR 202-Intermediate Arabic (second block). This course is the next in the sequence after Arabic 201. It is designed to further develop and strengthen knowledge acquired in AR 201. The course will also introduce new and more complex concepts of the Arabic language. In class, students will continue building their vocabulary corpus and learn how to use them in more appropriate cultural settings. 1 unit.

Revised course title and description: AR 202-Intermediate Arabic. Further develops and strengthens knowledge acquired in Arabic 201. *Prerequisite:* AR 201. 1 unit-El Sherif.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

4. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **AR 304-Cultural Context and Oral Practice**, with approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: AR 304-Cultural Context and Oral Practice. Students develop higher levels of listening comprehension, oral competence, and communicative proficiency, and acquire oral strategies of expression, through the study of written and recorded cultural material which deals with a variety of aspects, issues, and realities of the Arabic speaking world. *Prerequisite:* AR 202 or equivalent. 1 unit-El Sherif.

Revised description: AR 304-Cultural Context and Oral Practice. Develops skills in reading, writing, listening, and oral practice. Course builds on intermediate knowledge of Arabic morphology, syntax, and grammar. Further knowledge of Arabic grammar and reading and writing skills. Expansion of presentation abilities, and a brief exposure to the Egyptian dialect through media. *Prerequisite:* AR 202. 1 unit-El Sherif.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

5. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **AR 320-Topics on Arabic Language and Culture**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: AR 320-Topics on Arabic Language and Culture.

Topics in the literature and culture of Arabic speaking societies in the Middle East and North Africa. The structure of the course is determined by the topic and the preference of the instructor. *Prerequisite:* COI. Taught in English. 1 unit-El Sherif.

Revised course title and description: AR 320-Topics in Arabic Culture and Literature.

Offers students the chance to engage intellectually with representations of Arab culture through literature, film, and popular culture. Taught in English. (This course fulfills the Critical Perspectives: Diverse Cultures and Critiques credit.) 1 unit-El Sherif.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

6. The Department of Francophone and Mediterranean Studies proposes revising the course number, title and description of **AR 141-Review of Elementary Arabic**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title and description: AR 141-Review of Elementary Arabic. A review of the Arabic language, including vocabulary, grammar, and syntax, with emphasis on reading articles from contemporary sources in modern standard Arabic and developing skills in a local dialect. 0.25 units. Department.

Revised course number, title and description: AR 103-Elementary Arabic Review.

Review course that drills students in basic vocabulary and grammar acquired in AR101. Trains students for efficient reading in Arabic. Highly recommended for students who have completed AR101. *Prerequisite:* AR 101. 0.25 units. Department.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

7. The Department of Francophone and Mediterranean Studies proposes revising the course number, title and description of **AR 142-Review of Elementary Arabic**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title and description: AR 142-Review of Elementary Arabic. A continued review of the Arabic language, including vocabulary, grammar and syntax, with emphasis on reading articles from contemporary sources in modern standard Arabic and developing skills in a local dialect. 0.25 units. Department.

Revised course number, title and description: AR 104-Elementary Arabic Review.

Drills students in basic vocabulary and grammar skills acquired in AR101. Highly recommended for students who have completed AR101. *Prerequisite:* AR 101. 0.25 units-Department.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

8. The Department of Francophone and Mediterranean Studies proposes revising the course number, title and description of **AR 241-Arabic Adjunct**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title and description: AR 241-Adjunct Arabic. A review of the Arabic language, including vocabulary, grammar and syntax, with emphasis on reading, writing, listening and speaking skills, including discussions of texts in Arabic. Also, a cultural review for study in the Middle East/North Africa. 0.25 units-Department.

Revised course number, title and description: AR 203-Intermediate Arabic Review. Drills students in the vocabulary and grammar acquired in AR 201. Trains students in speed reading and translation in Arabic. Highly recommended for students who finished AR 201. *Prerequisite:* AR 201. 0.25 units. Department.

Rationale: “This description is updated and fits better with the new Arabic program.”

Library Impact: None.

9. The Department of Francophone and Mediterranean Studies proposes revising the course number, title, and description of **AR 242-Arabic Adjunct**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title and description: AR 242-Adjunct Arabic. A review of the Arabic language, including vocabulary, grammar, and syntax, with emphasis on reading, writing, listening and speaking skills, including the discussions of texts in Arabic. Also a cultural preview for study abroad in the Middle East/North Africa. 0.25 units-Department.

Revised course number, title and description: AR 204-Intermediate Arabic Review. Drills students in the vocabulary and grammar skills acquired in AR202. Also trains students in speed reading and translation in Arabic. Highly recommended for students who have completed AR 202. *Prerequisite:* AR 202. 0.25 units-Department.

Rationale: This description is updated and fits better with the new Arabic program.

Library Impact: None.

10. The Department of Francophone and Mediterranean Studies proposes revising the course description of **FR 101-Elementary French**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: FR 101 - Elementary French. Grammar, with tapes, reading

and oral practice. 2 units-Department.

Revised course description: FR 101-Elementary French. An introduction to the language and cultures of the French-speaking (Francophone) regions of the world. Emphasis on the acquisition of basic communication skills such as describing people, places, and objects; recounting events from the past; making predictions about the future and asking for information. No prerequisite. 2 units-Department.

Rationale: “New description better describes what we have been doing.”

Library impact: None.

11. The Department of Francophone and Mediterranean Studies proposes revising the course description of **FR 201-Intermediate French**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: FR 201-Intermediate French. Readings in French literature and civilization: oral work based on texts read; review of grammar. Laboratory. *Prerequisite:* French 101 or equivalent. 2 units-Department.

Revised course description: FR 201-Intermediate French. Goals include improving communication skills acquired in elementary courses. Focus on reading, writing, and speaking in French, as well as increasing understanding of French/Francophone cultures. Encourages students to practice more of their speaking skills while improving their writing and listening aptitudes within a simulated immersive environment. Pedagogical materials include French/Francophone texts, films, selected Internet activities, audio recordings, special projects. *Prerequisite:* FR 101 or equivalent. 2 units-Department.

Rationale: “The existing descriptions of both courses have become obsolete and do not describe comprehensively the ways in which these two courses are being taught in our department.”

Library impact: Minimal.

12. The Department of Francophone and Mediterranean Studies proposes a new course, **FR 290-Advanced Language Study**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

FR 290-Advanced Language Study. Intensive study and review of basic concepts of French grammar in context: sentence structure, syntax, and syntagma. Further development of overall linguistic skills, with the goal of improving writing and speaking skills. Materials include grammar-focused materials on French/Francophone cultures, literary texts, films, and the Internet. *Prerequisite:* French 201 or equivalent. 1 unit-Department.

Rationale: “The Department of Francophone and Mediterranean Studies requests approval for its new course, French 290. After a careful and exhaustive evaluation of performances (written and oral) from students in our major and minor programs, we have determined that offering a higher level of language structure study would help to consolidate and strengthen our students’ mastery of the French language. Students will further develop language skills learned in earlier courses while acquiring expertise in more complex structural aspects of the language, through studies of grammatical concepts and their application in literary and cultural contexts.”

Library Impact: Minimal.

13. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **FR 309-Advanced Language Study**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: FR 309-Advanced Language Study. Combines the study of grammar at an advanced level with an introduction to the techniques of translation. Particular attention will be given to questions of style and social register, as well as to the systematic differences between French and English usage. *Prerequisite:* French 305 or equivalent. 1 unit-Department.

Revised course title and description: FR 309-Translation Practice French/English/French. Introduction to theories of translation and a focus on techniques of translating technical, commercial, scientific, and literary texts from English into French and vice versa. Seeks to increase students’ international communication skills while building up their cultural competence in French and Francophone worlds. *Prerequisite:* FR290, FR305, or equivalent. 1 unit-Department.

Rationale: “The existing descriptions of both courses have become obsolete and do not describe comprehensively the ways in which these two courses are being taught in our department.”

Library impact: Minimal.

14. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **FR 318-Genres in French Literature: Drama**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: FR 318-Genres in French Literature: Drama. Examines the nature and evolution of drama through the study of plays by major representatives of the French theatre from the 17th-century to the present, such as Corneille, Diderot, Hugo, Jarry, Artaud. The history and aesthetics of the 'mise en scene' will also be taken into consideration. *Prerequisite:* French 306, or 307, or 308 or consent of instructor. 1 unit-Department.

Revised course title and description: FR 318-Theatre and Performance in French.

Explores theatre as a literary genre and as a form of communication. Students study texts by major French and Francophone playwrights such as Racine, Molière and Ionesco and (when possible) adapt them for a campus performance in French. *Prerequisite:* FR 306 or consent of instructor. 1 unit-Department.

Rationale: “New title and description better reflects how the course has recently been taught and will be taught in the future.”

Library impact: None.

15. The Department of Francophone and Mediterranean Studies proposes revising the course title and description of **FR 321-Themes in French Literature**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: FR 321-Themes in French Literature. Themes may include gender and politics, French women writers, autobiography, "voyage et exotisme," the Arthurian tradition, "le mal du siècle" from Baudelaire to the present, etc. The structure and content of the course will depend on the theme and the preference of the instructor. *Prerequisite:* French 306 or consent of instructor. 1 unit-Department.

Revised course title and description: FR 321-Identity and Revolution. Examines the questions of identity and revolution in French and Francophone cultures. Topics may include the French Revolution, anti-colonial struggle, feminist theory, philosophical issues in relation to French/Francophone culture. Questions of individual, collective, and national identity examined through film, literature, new media and other sources. *Prerequisite:* French 306 or consent of instructor. 1 unit-Department

Rationale: “This course will replace FR 321 Themes in French Literature. The new course will enable students to examine a wider range of issues and themes in French and Francophone cultures.”

Library Impact: None.

16. The Department of Francophone and Mediterranean Studies proposes a new half-block course, **FR 208-Great Authors in Translation**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: FR 208-Great Authors in Translation. For students who do not have time to develop the French skills necessary to take advanced literature courses, but still want to study and become familiar with well-known works from the French and Francophone literary tradition. Emphasis on historical and literary context, identifying major themes, and close readings of key passages. Authors may include: Molière, Voltaire, Alexandre Dumas, Victor Hugo,

Émile Zola, Marguerite Duras, Ousmane Sembène, and Albert Camus. No prerequisites. 0.5 units-Department.

Rationale: “We in the languages rarely have the chance to teach our areas of specialization in English to the greater student population beyond those who develop enough proficiency to read literary works in the target language. Further, with the demands of a major (or double majors) and minor(s) plus the Critical Perspectives requirements, many students find it difficult to take literature courses during the regular semesters. This half block course would allow them to round out their liberal arts education by encountering significant literary works written in French.”

Topic for January 2013: Alexandre Dumas.

Library impact: None.

17. The Department of Francophone and Mediterranean Studies proposes revising the course description of **IT 101-Elementary Italian**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: IT 101-Elementary Italian. Basic grammatical structures and patterns, with oral drills, tapes, readings, and written exercises. 2 units-Department.

Revised course description: IT 101-Elementary Italian. Introduction to Italian language and culture, with emphasis on the acquisition of basic oral and written proficiency in order to communicate effectively and accurately in everyday life situations. 2 units-Department.

Rationale: “To update and clarify the previous description.”

Library Impact: None.

18. The Department of Francophone and Mediterranean Studies proposes revising the course description of **IT 201-Intermediate Italian**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: IT 201-Intermediate Italian. Review of fundamentals of Italian oral grammar and study of additional grammatical patterns. Written and oral composition. **Prerequisite:** Italian 101 or equivalent. 2 units-Department.

Revised course description: IT 201-Intermediate Italian. Immersion in Italian language, culture, and society with a review of fundamentals of Italian linguistic structures and an expansion of additional patterns. Written and oral compositions. *Prerequisite:* IT101 or equivalent. 2 units-Department.

Rationale: “To update and expand the content included in the previous course description”

Library Impact: None.

19. The Department of Francophone and Mediterranean Studies proposes a new course, **IT 321-Italian Critical Thought**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: IT 321-Italian Critical Thought. Explores the intellectual contributions of Italian thinkers to the analysis of societal transformations. Includes a variety of theoretical approaches and thematic focuses such as: philosophy, Marxism, feminism, psychoanalysis, postcolonial studies, and the history of social movements. Taught in English, with work in Italian for interested students. 1 unit-Department.

Rationale: “This course broadens our academic offerings to students in the study of the Italian language, and also for others who begin with an interest in theory, cultural studies, or feminist and gender studies.”

Library Impact: None.

20. The Department of Francophone and Mediterranean Studies proposes to change its name to the Department of French, Italian, and Arabic. This proposed change is intended to reflect more accurately its curriculum and to ensure that students can be more readily directed toward the proper advising department. This proposal does not require the approval of the faculty and is presented for information purposes, especially with regard to advising.
21. The Department of Music proposes revising the course description of **MU 435–Senior Project**, with the approval of the Humanities Executive Committee and the Committee on Instruction. In addition, we propose to convert this course from either a block *or* an extended format course taken by students individually as independent studies to a year-long extended format course taken by senior music majors together as a seminar.

Current course description: MU 435–Senior Project. Advanced work on the senior project in music, such as a written thesis, a senior recital, or a major composition. This course may be taken by any music major of senior standing with the consent of the department. Only seniors who have completed the senior project will be considered for departmental honors upon graduation. Overall performance in course work and the quality of the senior project will be used to determine honors status. (Offered as a block or extended format.) *Prerequisite:* Consent of department. 1 unit-Department.

Revised course description: MU 435–Senior Seminar. Planning and preparation for the senior capstone project in music. Research proposal, design, and bibliography for capstone project, incremental presentations of work in progress, and final departmental presentation in a colloquium format. Required of all music majors in their senior year. Year-long extended format. *Prerequisite:* Senior Majors. 1 unit-Department.

Rationale: “The Music Department now requires every senior music major to complete a capstone project; it is no longer optional. Capstone projects in music may take one of several forms. Depending upon individual students’ interests and focus within the field of music, they may conduct original research and write a thesis in ethnomusicology, music history, or music theory; they may compose or arrange a large-scale piece of music (accompanied by an analytical/reflective paper); or they may perform an hour-long recital (accompanied by an analytical/historical paper and program notes). Until now, music majors have completed the capstone project through individual work with the most appropriate faculty member as an independent study. While this has produced some good results, without a unified approach and general oversight of the process, a lack of consistency has emerged among the projects. After careful consideration, including informal discussion with music majors, we have determined that a senior seminar would greatly enhance students’ preparation for and successful completion of an advanced, integrative project in the field of music. In the seminar, students will identify and propose a topic, design a research methodology, develop a bibliography, and present their work to the group in increments for peer review. After the project has been completed, students in the seminar will deliver twenty-minute oral presentations in a departmental colloquium. Each student will still work individually with the most appropriate faculty member on the capstone project, but the seminar director will regularize the integrative experience for all senior majors by providing a unified methodology, maintaining consistency, supervising the departmental colloquium, and overseeing final revisions and submission of all capstone written materials during blocks seven and eight.”

Library Impact: Minimal.

22. The Department of Music proposes dropping **MU 294-Latino Musics of the United States**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Drop: MU 294-Latino Musics of the United States. Explores the role of music in the expressions of ethnicity and ethnic identity among Latino peoples of the United States. Various musical styles and genres performed by New Mexicans, Texas-Mexicans, Native Americans, Puerto Rican Americans and Cuban Americans are considered. Traditional and popular Latino music is examined within their cultural and historical contexts. This course meets the ethnomusicology requirement for the music minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques.) 1 unit-Department.

Rationale: “This course has not been taught since 2003. The Music Department continues to offer a wide variety of ethnomusicology courses, including MU221 Music of Cuba, which cover much of the same course material.”

Library Impact: None.

23. The Department of Music proposes a change in course title for **MU 227-Topics in Music: Musicals in American Culture**, with the approval of the Humanities Executive Committee

and the Committee on Instruction.

Current course title: MU 227-Topics in Music: Musicals in American Culture. Musicals stood at the center of American culture for much of the twentieth century. They not only generated tunes and tales that became the hits of their day, but also commented on the ever-shifting social and political landscape. Rather than offer a comprehensive survey, this course explores the musical artistry and cultural resonances of the American musical through a cluster of shows that confront issues of race and ethnicity. Musical styles are analyzed alongside cultural themes such as politics, immigration, and globalization. In addition to a focus on critical listening and analysis skills we will spend part of each class singing and/or reading scenes from the particular show under consideration. Also listed as DR200, ES200. 1 unit-Department.

Revised course title: MU 227- Topics in Music: Race and Ethnicity in the American Musical. No change in course description.

Rationale: “As indicated in the course description, this class examines the American Musical through the lens of race and ethnicity. It is appropriate for the Diverse Cultures and Critiques designation because it considers marginalized communities as portrayed by performers, writers, and composers that belong to the majority (the opera *Porgy and Bess*, for example) as well as representations of non-Western traditions by western authors (Stephen Sondheim’s *Pacific Overtures*, for example). Both modes of inquiry encourage students to critique the performance and historical exploration of the Western tradition of musical theatre in America.”

Library Impact: Minimal.

24. The Department of Music proposes a new course number for the FYE course (taught previously as a topics course) and a change in the course description for the second block of the FYE course **MU 227-Topics in Music: Emotion and Meaning in Music** with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: MU 227-Topics in Music: Emotion and Meaning in Music. Have you ever wondered why you like a piece of music? Does it affect your emotions or do you just like how the music is put together? Have you ever wondered to yourself, “I like this music but don’t know why”? During the history of classical music in Western culture, some composers have focused primarily on the expression of feelings while others have sought to create beauty in the intrinsic meaning of the music itself. In fact, music history is often seen as the swing of a pendulum from periods of intense personal romanticism to ones which exhibit a classical balance between artistic form and expression. (Meets the Critical Perspectives: The West in Time requirement.) *Prerequisite:* First-Year Experience course; first years only. Must take Block 1 for credit. 1 unit – Department.

Revised course number and description: MU 182-Emotion and Meaning in Music.

What do listeners find appealing in music? Some cite the way that music affects their emotions, while others point to its formal structure of composition. The history of music includes ages of unbridled romanticism and others that are marked by a more methodical approach. This course explores such trends in music from Bach to the Beatles. (Meets the Critical Perspectives: The West in Time requirement.) *Prerequisite:* First-Year Experience course; first years only. Must take both blocks for credit. 2 units-Department.

Rationale: “This successful two-block FYE course has been offered for three years and needs a permanent course number. The title of the \course will remain the same: Emotion and Meaning in Music, but it will have a new course number. The Block I description will remain the same, but the second block of the course will have a slightly different emphasis and should have an updated description.”

Library Impact: Minimal.

25. The Department of Music proposes a change in the course description for **MU 205-Introduction to Jazz** with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: MU 205-Introduction to Jazz. An introduction to the history, theory and literature of American jazz music. Jazz as a primarily Afro-American cultural expression. Traditional African music and its relation to ragtime and blues. The evolution of jazz from its New Orleans origins to the present, as traced in the recorded legacy of such key innovators as Armstrong, Ellington, Parker, Davis, Monk and Coltrane. Guided listening and collective improvisation. (Meets the Critical Perspectives: Diverse Cultures and Critiques.) 1 unit-Department.

Revised course description: MU 205-Introduction to Jazz. Musicians, critics, and historians have struggled to define jazz for a hundred years. This introduction to the history of jazz focuses on the musical processes and cultural concerns that have come to define this genre. Emphasis on the ways that social issues such as racial segregation, discrimination, and the African-American struggle for civil rights have contributed to the aesthetics and political power of jazz music. No previous experience required. Writing in the Discipline. (Meets the Critical Perspectives: Diverse Cultures and Critiques.) Also listed as ES 200. 1 unit-Department.

Rationale: “This course considers the development and maintenance of the jazz tradition within the United States. It has previously held the Diverse Cultures and Critiques designation. We seek to maintain this designation since the course description has been revised recently. The class now has an even greater emphasis on how social issues such as racial segregation, discrimination, and the African American struggle for civil rights. In the process, students gain an understanding of how music history has been understood within the Western tradition, and ways to critique that process with respect to jazz.”

Library Impact: Minimal.

26. The Department of Music proposes a change to the course title and description for **MU 201-American Music: From Plymouth Rock to Rock**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: MU 201-American Music: From Plymouth Rock to Rock. Survey of music in the United States from the colonial era to present. Both popular and classical music traditions will be examined with special attention given to the social and political contexts in which they developed. The emergence of innovative U.S. musical traditions in the 18th and 19th centuries will be seen as the foundations for the subsequent schools of jazz, musical theater, the nationalistic works of Ives, Copland, and others, the avant-garde of the mid 20th century, and the evolution of pop to rock during the 1950s, 60s, and 70s. Finally, attention will be given to recent developments by living composers. No musical background is required. (Not offered in 2011–12.) 1 unit-Department.

Revised course title and description: MU 201-American Music History. Overview of classical and popular traditions in American music. Draws out this music's relevance to audiences of the past and of the present. Assigned listening and readings paired with source materials (such as correspondence, diary entries, and historical reviews) selected to increase understanding of a given work or historical figure. Writing in the Discipline. *Prerequisite:* MU 199 or COI. 1 unit-Department.

Rationale: "The course description change integrates current approaches to the field of American Music studies to a greater extent. It also clarifies the emphasis on the exploration and construction of history through a variety of sources. The change in title allows for a greater degree of flexibility in the coverage of the course, allowing the instructor to shift the emphasis from year to year and to incorporate the most recent research findings available."

Library Impact: Minimal.

27. The Department of Music proposes a change in the course title and description for the following instrument instruction courses, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title: MU 122-Guitar .25 unit.

Revised course title: MU 122-Bluegrass Guitar .25 unit.

Current course title: MU 123-String Bass .25 unit.

Revised course title: MU 123-Tuba .25 unit.

Current course title: MU 128-String Bass .25 unit.

Revised course title: MU 128-Double Bass .25 unit.

Current course title: MU 137-Classical Guitar (1st year) .25 unit.
Revised course title: MU 137-Classical Guitar .25 unit.

Current course title: MU 146-Instrumental Ensemble: Method .25 unit.
Revised course title: MU 146-Guitar Ensemble .25 unit.

Current course title: MU 155-Viola (1st year) .25 unit.
Revised course title: MU 155-Viola .25 unit.

Current course title: MU 157-Vocal Ensemble .25 unit.
Revised course title: MU 157-Chamber Chorus .25 unit.

Current course title: MU 161-Wind Instruments: Clarinet .25 unit.
Revised course title: MU 161-Clarinet .25 unit.

Current course title: MU 162-Wind Instruments: Bassoon .25 unit.
Revised course title: MU 162-Bassoon .25 unit.

Current course title: MU 163-Wind Instruments: French Horn .25 unit.
Revised course title: MU 163-French Horn .25 unit.

Current course title: MU 164-Wind Instruments: Flute .25 unit.
Revised course title: MU 164-Flute .25 unit.

Current course title: MU 165-Wind Instruments: Oboe .25 unit.
Revised course title: MU 165-Oboe .25 unit.

Current course title: MU167-Wind Instruments: Trombone .25 unit.
Revised course title: MU167- Trombone .25 unit.

Current course title: MU163- Wind Instruments: Trumpet .25 unit.
Revised course title: MU 163-Trumpet .25 unit.

Rationale: “These changes correct mistakes such as listing trombone as a wind instrument, update to current names of courses, and improve accuracy and consistency”.

Library Impact: None.

28. The Music Department proposes the elimination of the following **duplicate** course numbers with the approval of the Humanities Executive Committee and the Committee on Instruction.

MU108-Percussion, MU112-Recorder, MU114-Harp, MU116-Banjo, MU119-Piano, MU134-Violin, MU135 Electric Guitar, MU136 Electric Guitar, MU138 Classical

Guitar, MU140-Cello, MU152-Voice, MU153-Class Piano Instruction, MU154-Class Piano Instruction, MU156-Viola (1st year), MU160-College Choir, MU158-Myriad Chamber Chorus, MU170 –Double Bass, MU172-Organ, MU176-Collegium Musicum.

Rationale: “Currently many, but not all, courses have two course numbers assigned, one of which denotes fall semester and the other spring semester. For simplicity and consistency, the department wishes to have only one course number assigned to every instrument. The course numbers the department is asking to eliminate are presently assigned to spring semester. The course numbers now used for fall semester would be used for both semesters.”

Library Impact: None.

29. The Department of Music proposes the addition of two adjunct courses with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: MU 166-Baritone .25 unit

Add: MU 174-Tabla .25 unit

Rationale: “These two instruments currently do not have a course number.”

Library Impact: None.

30. The Department of Spanish proposes adding a new half-block course, **PG 299-Accelerated Portuguese**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: PG 299: Accelerated Portuguese. Offers Romance Language speaking students the opportunity to study Portuguese language at an accelerated pace. Emphasizes the development of speaking, listening, reading and writing skills beyond the elementary level and incorporates readings and discussion on topics in Lusophone cultures. *Prerequisite:* PG 101, Spanish, French or Italian 305 or COI. .50 unit-Wood.

Rationale: “Portuguese for Spanish-speakers (PG 299) is designed to reach students who have a high proficiency in Spanish and/or have taken PG 101. This is an addition to the Portuguese language curriculum and helps mediate the discrepancy among true beginners of Portuguese and Spanish-speakers, the latter having a great advantage in language learning.”

31. The Department of Spanish proposes revising the course description of **PG 101-Elementary Portuguese**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: PG 101-Elementary Portuguese. Introduces students to basic grammatical structures of spoken and written Brazilian Portuguese. Communicative approach to language and culture. 2 units-Wood.

Revised course description: PG 101-Elementary Portuguese. Introduces students to basic grammar structures and communication in the Portuguese language, with a focus on Brazilian culture and pronunciation. Develops proficiency in speaking, listening, reading, and writing. 2 units-Wood.

Rationale: “The revised description of PG 101 more accurately and fully describes the goals and design of the course.”

32. The Feminist and Gender Studies Program proposes a new course, **FG 315-French Feminist Theory**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: FG 315-French Feminist Theory. An exploration of the writings of several important feminist theorists often labeled collectively as “French feminism,” including Beauvoir, Irigaray, Cixous and Kristeva. Focus on the key concepts of the Other, feminist interpretations of Lacanian psychoanalysis, language and gender, difference and the body, and also on critiques of these ways of understanding gender. *Prerequisite:* FG 110 or consent of instructor. 1 unit-Tallent.

Rationale: “This course, if approved, will be taught in English, and will serve FGS majors looking to fulfill the theory requirement, as well as any interested students who meet the prerequisites. Students will be able to read all of the primary texts in the original French or in English. In addition to deciphering the often murky and abstract language of these texts, students will recognize their place in a specific historical and geographic context (for example as the descendants of Olympe de Gouges on one side; of Freud, Lacan, and Lévi-Strauss on another).

We will address the disconnect between this kind of theory and the political activism that defines much of Anglo-American feminism, while also recognizing that “French feminism” is a label imposed upon this group of texts by Anglo-American feminist scholars. We will explore criticism of this kind of French feminist thought, including its exclusion of feminists of color and the concerns of global feminism.

Students will be engaged in a variety of activities from simple summary and interpretation (i.e., What is Irigaray saying?) to complex critiques and analysis. One project I envision would be to write a critique of, say, a music video or commercial in the voice of one of these writers. I hope to show that abstract theories can provide a valuable tool for understanding and identifying the subtler forms of gender discrimination in our world today.”

Library Impact: minimal. (Department will consult with Humanities librarian.)

33. The Department of Psychology proposes a new half-block course, **PY 183-Psychology of Environmental Conservation**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

ADD: PY 183-Psychology of Environmental Conservation. Introduction to how psychological processes influence behaviors that help or hurt the environment, and how psychology can help encourage environmental conservation. Readings will be drawn from all areas of psychology. Investigates psychological theories relevant to environmental conservation and how to design research-based interventions to promote conservation. 0.5 unit-Chan

Rationale: “The course was last taught 5 years ago as the second block of an FYE as a psychology topics course. The half-block course, offered at the 100 level, is an introduction to how psychology can be applied to environmental conservation and the promotion of sustainability. The course, guided by the textbook, will give an overview of the field of conservation psychology. The daily discussions of primary research articles will expose students to new research, and also introduce students to the research method in psychology and quantitative reasoning. Students will write a paper for the end of the course—they will either propose an empirically-driven intervention for increasing sustainable behavior, or they can propose a new research project.”

Library Impact: None. The library already has access to the databases from which the full-text research articles will be drawn.

34. The Department of Psychology proposes adding a new course, **PY 409-Social Cognition** and dropping **PY 402-The Psychology of Stereotyping, Prejudice and Discrimination**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Add: PY409-Social Cognition. An examination of three important areas of social cognition: (1) basic cognitive processes such as automatic perception, and schematic versus controlled thinking; (2) stereotyping and prejudice from the perceivers’ and targets’ perspectives; (3) social cognitive processes related to culture, power, and well-being. *Prerequisites:* PY202 and either PY209 or PY344 or COI. 1 unit-Chan.

Rationale: “This course has been offered as PY408 Topical Seminar regularly and needs to be listed as a regular course. It is one of the options among the 400-level psychology courses that fulfill the psychology major requirement”

Library impact: None.

Drop: PY402-The Psychology of Stereotyping, Prejudice, and Discrimination. This advanced seminar examines racism, sexism, and other forms of prejudice and people's response to them from a social psychological perspective. This will be accomplished through an extensive survey of primary research articles. The course examines the basic cognitive processes that make stereotyping a functional aspect of everyday cognition, and then turns toward examining emotional, motivational, and personality differences that affect one's level of prejudice. Finally the course examines the role of social forces in transmitting prejudice

and the impact of societal prejudice on those who are targets of prejudice. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Chan.

Rationale: “This course has been replaced by PY408 (now proposed to be PY409) Social Cognition.”

Library impact: None.

35. The Department of Psychology proposes a new course, **PY 300-Topical Issues in Psychology**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Add: PY 300-Topical Issues in Psychology: Provides students with the opportunity to explore topical areas of psychology in depth, study the current literature, and conduct empirical research. May be taught as 0.5 - 1 unit as a regular block or in extended format. May be repeated multiple times for credit. *Prerequisites:* PY202. 0.5 or 1- unit-Department.

Rationale: “This course provides the Psychology Department the option of offering a topical course at the 300-level for majors after the completion of PY202, Research Design. The department currently only has a topics course at the 100-level (PY178-Topics in Psychology), which provides an introduction to a topic. Our current offering of PY251-Psychological Investigations is reserved for independent study in the format of a research apprenticeship.”

Library impact: None.

36. The Environmental Program proposes a new half-block course, **EV 109-Winter Ecology**, with a class size limit of 15, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Add: EV 109-Winter Ecology. An introduction to winter-specific processes on the level of ecosystems, populations, and physiological adaptations of individual organisms. Includes hands-on field investigative projects for each of these three areas in snow-covered montane and high alpine environments. Topics include snow pack dynamics, vegetation-atmosphere-snowpack coupling, habitat use by non-hibernating animals via animal tracking, winter-specific plant adaptations, and aquatic ecosystem ecology under ice. Emphasis on how winter-specific processes constrain dynamics during the growing season. 0.5 unit-Kummel.

Rationale: “Winter ecology was taught regularly as a popular course in the biology department, but was unfortunately discontinued several years ago. We propose to bring the course back as a half-block course at a 100 level. The main motivation for the course is to provide the students with winter-specific view of the local montane and alpine environments, as a complement to the traditional ecology courses that emphasize the ecological dynamics during the growing season. The course will consist of extensive fieldwork in the Pikes Peak

area, as well as in-class lectures and discussions. Readings include Peter Marchand's *Life in the Cold: An Introduction to Winter Ecology*, as well as articles from primary literature. Student learning will be assessed based on quizzes, and a substantial research paper."

Library Impact: None. The library already has access to the databases from which the full-text research articles will be drawn.

Proposed Course Limit. "We propose to limit the course to 15 students. The rationale for the course limit is student safety in the high country in winter. The danger of loss of visibility and hypothermia warrants much closer supervision of the students in the field. We feel that limiting the course to 15 students will adequately address the risks associated with winter fieldwork."

37. The Department of Physics proposes adding a new course, **PC 333-Solid State Physics**, with the approval of the Natural Science Executive Committee and the Committee on Instruction. Note: The Department is not seeking lab or divisional credit for this course.

Add: PC 333-Solid State Physics. Explores the nature of condensed matter and the geometrical arrangement of atoms in a crystal and how that arrangement affects the electronic structure of that material. Understanding of the different band structures of metals, semiconductors, and insulators, and how these govern the interactions of each material with photons and electrons and lead to the very different roles of these materials in the objects we create and use. Particular subjects are likely to include semiconductor devices, alloys, and the effect of dislocations and impurities on material properties. *Prerequisite:* PC 251. 1 unit-Department.

Rationale: "Solid state physics, or condensed matter physics, is a large and active subfield of physics – the annual meeting of the Division of Condensed Matter Physics of the American Physical Society draws thousands of physicists. We would like to make it easier for our students to be introduced to the subject.

This course's approach to understanding the nature and properties of solids is a complement to the chemical approach to those ideas. This strengthens the connections between physics and chemistry, two areas that too often seem isolated from each other.

This course naturally forms part of the preparation for students interested in electrical engineering, materials science, and of course, basic condensed matter physics.

Physics always embraces the ideal of a fundamental understanding of phenomena. This course allows students to understand the basic physical processes going on in the diodes and transistors with which they have worked in Electronics.

While we have been offering this course occasionally as a Topics course, external reviewers strongly suggested that we make Solid State Physics a regular offering."

Library and technology impact: None.

38. The Department of Sociology proposes changing the course number, title and description of **SO 160-Sociology of Everyday Life**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course number, title and description: SO 160-Sociology of Everyday Life.

Examines approaches to everyday life, demonstrating that aspects of our daily lives that we define and treat as 'natural' are, in fact, the product of social interaction. Particular attention to the processes of perception and categorization; the historical, political, and interactional regulation of the human body, sex and gender, and emotions; the interactional accomplishment of self and identity; and the nature, structure, and norms of social interaction. 1 unit-Pascoe.

Revised course number, title and description: SO 260-Symbolic Interaction. An examination of the major principles and arguments of symbolic interactionism, an approach to the social world that privileges micro-level phenomena. Particular attention to interactional accomplishments of self and identity; the nature, structure, and norms of social interaction; processes of perception and categorization; and interactional regulation of bodies and emotions. *Prerequisite:* Any 100 level sociology course or consent of instructor. 1 unit-Pascoe.

Rationale: “After having taught this course at the 100 level over the course of several semesters it has become increasingly clear that the content of the class is suited to students who have had more extensive exposure to sociology. Moving it to a 200 level course, re-titling it with a name that more accurately represents the type of sociology under examination and requiring a prerequisite for the course will ensure that students are more adequately equipped to deal with the subject matter of the class.”

Library and technology impact: “The library impact will remain unchanged. There will be no technology impact.”

39. The Department of Sociology proposes adding a new course, **SO 451-Senior Seminar** and dropping **SO 207-Insubordination, Violence and Political Change**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: SO 451-Senior Seminar. Advanced study of a topic of sociological significance. *Prerequisite:* SO 450. 1 unit-Department.

Rationale: “We have found that after completing their senior thesis projects (no later than the end of Block 7 of their senior year), many of our students feel somewhat let down returning to a lower-level classroom experience. The senior seminar is designed to give those who want it the option of continuing high-level sociological work. Our intention is that

this will be work on the graduate level and will begin the transition for our students from college to graduate school. The class would be offered every year in Block 8 and would rotate through a variety of topics (chosen each year by the professor, who would also rotate through the department faculty.) It will be student run and student organized with the students doing original sociological research on various aspects of each year's topic. Students will investigate the topic on the high level expected of those who have completed their thesis projects. Completion of the senior thesis is a pre-requisite for the class. The class is not required of majors, but would be an option for those who want it and could begin to prepare students for graduate work."

Library impact: "We expect students to use the resources already available in the library. We believe the current library databases are adequate."

Technology impact: minimal

Drop: SO 207-Insubordination, Violence and Political Change.

Rationale: "To abide by the Curran Rule, we would like to drop SO 207 which we no longer teach."

40. The Department of Education proposes revising the course description and course credit for **ED 300-Integrating Educational Technology**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: ED 300-Integrating Educational Technology. Integrating Educational Technology emphasizes the practical and efficient ways to integrate technology resources and technology-based pedagogical and assessment methods into curriculum-specific practices. Students build upon their own technological competencies and integrate technology into teaching. Students examine best practice use of educational technology in course-specific subject areas and provide a critical review of software through the development of curriculum-specific teaching project. *Prerequisite:* Consent of department or enrolled in the MAT program. 0.5 units-Taber (currently offered blocks 1-4).

Revised course description: ED 300-Integrating Educational Technology. Emphasizes practical and efficient ways to integrate technology resources and technology-based pedagogical and assessment methods into curriculum-specific teaching practices. During student teaching, students build upon their own technological competencies and integrate technology into teaching. Students also examine best practice use of educational technology in teaching specific subject areas. *Prerequisite:* Consent of department or enrolled in the MAT program. No academic credit-Taber (offered blocks 1-8).

Rationale: "Recently, the Colorado Department of Education (CDE) changed their standards with regards to teacher competencies. Now CDE educational technology competencies are described within the content integration, lesson planning and assessment. The education

department no longer requires a credit-based course to meet the new competencies. The department does value having the ED300 appear on a student's transcript, and thus would like to change the units from 0.5 to 0."

41. The Department of Education proposes revising the course description of **ED 506-Internship in Elementary School Teaching** and **ED 507-Internship in Secondary/ K-12 School Teaching**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course descriptions: ED 506-Internship in Elementary School Teaching

Internship teaching in an elementary classroom in Colorado Springs and vicinity. Each intern-teacher assumes full responsibility for teaching one semester. No credit. *Prerequisite:* MAT Candidates Only-Mendoza.

ED 507-Internship in Secondary/K-12 School Teaching Internship teaching in a secondary classroom in Colorado Springs and vicinity. Each intern-teacher assumes full responsibility for teaching one semester. No credit. *Prerequisite:* MAT Candidates Only-Taber.

Revised course description: ED 506-Internship in Elementary School Teaching

Internship teaching in an elementary classroom in Colorado Springs and vicinity. Each intern-teacher teaches full time in the spring semester. No credit. *Prerequisite:* MAT Candidates Only-Mendoza.

ED 507-Internship in Secondary/K-12 School Teaching Internship teaching in a secondary classroom in Colorado Springs and vicinity. Each intern-teacher teaches full time in the spring semester. No credit. *Prerequisite:* MAT Candidates Only-Taber.

Rationale: "The proposed change in language for ED 506 and 507 reflect a "clean up" to the catalogue, as the courses have traditionally only been offered to MAT students in the spring semester."

42. The Department of Education proposes adding a new course, **ED 508-Internship in International Teaching**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: ED 508 Internship in International Teaching. Each intern-teacher teaches in either international schools or host-country schools after completing approximately one-half of an internship in Colorado Springs and vicinity. International teaching assignments are adapted to the needs and plans of individual students. Advising, on-going assignments, and debriefing occur at Colorado College. Placements and supervision are arranged in cooperation with established international teaching programs. No credit. *Prerequisite:* ED506 or ED 507 and MAT Candidates Only-Mendoza.

Rationale: “The new ED508 Internship in International Teaching presents an option to M.A.T. Candidates that allows them to experience international teaching, which is already an option provided for the undergraduate programs. Placements would occur through the already approved study abroad program. ED508 offers an alternative, global experience to the current program, potentially attracting new graduate students. Intern-teachers would follow spring break in their Colorado schools by spending 6-8 weeks abroad.”

Library and technology impact: “There are no library or Information Management impacts with this change”

43. The Southwest Studies Program proposes changing the course title and description of **SW 395-Senior Seminar**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course title and description: SW 395-Senior Seminar. Taught in an extended format and designed to bring majors and minors together to assess issues in the Southwest, theoretical and methodological approaches to regional studies and Senior projects in process. *Prerequisites:* Majors and Minors only. 0.5 unit-Meyer.

Revised course title and description: SW 395-Junior Research Seminar. A seminar for third-year students, organized around a common set of Southwest readings with coverage of inter-disciplinary research methods, and designed so that majors can complete a research proposal to carry out in their senior capstone project. Special attention to regional or area studies as an organizing principle for the course. *Prerequisite:* Southwest Studies major (or minor), junior standing, or consent of instructor. 1 unit-Program faculty.

Rationale: “For several years, the Southwest Studies Faculty Advisory Committee has contemplated a change to the Southwest Studies major (and minor). This re-titled, re-designated course, should help our majors better prepare for their final capstone projects completed during their senior year. It is intended for juniors, and most likely will be taught in the spring semester. This new course, along with the new major that requires two separate methods courses, and a re-organized set of elective requirements, should better serve student needs in Southwest Studies.”

Library Impact: “Little to none, as we have a rich resource collection of both methodological works across the social and natural sciences and good collections on the Southwest region. We will be integrating our library liaison, Lisa Lister, to help students during the process of research topic formulation and during their eventual and later project.”

Staffing impact: “The Director may teach this or draw upon Southwest Studies faculty personnel on an as-needed basis.”

44. The Southwest Studies Program and faculty propose revising the Major and Minor in Southwest Studies. This change does not require a vote of the faculty and is being presented for the information of the faculty, especially with regard to advising.

a) **Current Southwest Studies Major:**

A major in Southwest Studies requires a minimum of 13.5 units:

Geography “core” course: (1 unit) SW 272-Nature, Region and Society of the Southwest.

Interdisciplinary study “core” course: (1 unit) SW 273-Southwestern Arts and Cultures.

Language Requirement: (2 units) Spanish 201 or equivalent **Appropriate**

Methods/Theory Course: (1 unit) Many of these have prerequisites: AN215, CO300, CO391, EN250, EV222, EV228, FG311, HY399, MU393, PS321, SO229, SW301.

Six (6) Units of Electives from Approved List: a major must include one course from each of the three major concentrations (See Program Advisors for Current List).

Senior Capstone Project: SW400-401-Senior Capstone Project; *Prerequisite:* COI. 6 units in the major and approved methods course -2 units (1 unit for SW400 and 1 unit for SW401).

Senior Seminar: SW 395-Senior Seminar; *Prerequisite:* COI. 0.5 unit

Revised Southwest Studies Major:

A major in Southwest Studies requires a minimum of 13.0 units and a maximum of 15 units

Geography “core” course: (1 unit) SW 272-Nature, Region and Society of the Southwest.

Language: (2 units or 4 units) Spanish 201 or equivalent.

Two appropriate methods/theory courses: (2 units) (many of these have prerequisites), AN215; CO300; CO391; EN250; EV222; EV228; FG311; HY399; MU393; PS321; SO229; SW301 or others by petition.

Five (5) units of electives from approved list: A student should choose electives that prepare them for their senior project. (See Program Advisors for Current List.)

Junior Research Seminar: SW 395 *Prerequisite:* Southwest Studies major (or minor), junior standing, or consent of instructor. 1 unit.

[**Senior Capstone Project:** SW 400-401-Senior Capstone Project. *Prerequisite:* COI. 6 units in the major and approved methods course - 2 units (1 unit for SW 400 and 1 unit for SW401).]

b) **Current Minor in Southwest Studies:**

A minor in Southwest Studies requires 5.5 units including:

FYE/SW 175-The American Southwest: An Introduction or SW 102-Place, Space and the Southwest and SW 272-Nature, Region and Society of the Southwest or SW 273-

Southwestern Arts and Cultures OR SW 272 and 273 (2 units)
SW 395-Junior Research Seminar, *Prerequisite:* COI. 0.5 unit (Integrative Experience for minors to be completed in this course).
Three (3) units of electives from Approved List (See Program Advisors for Current List).

Revised Minor in Southwest Studies:

A minor in Southwest Studies requires a minimum of 7 or a maximum of 8 units including:

FYE/SW175-The American Southwest: An Introduction or SW 272-Nature, Region, and Society of the Southwest.
Spanish 101 or equivalent (2 units).
Four (4) units of electives from Approved List (See Program Advisors for Current List).

Rationale: We are proposing changes to both the major and the minor based on four issues:

- (1) We can no longer staff SW273.
- (2) Students taking SW273 feel it is redundant and covers similar topics and skills to those covered in SW272.
- (3) We want our majors and minors to put more effort into choosing their electives to match their interests and long-term goals.
- (4) We want majors to put more thought into the appropriate methods/courses necessary to execute their senior projects. Therefore we have added a second methods course.

VI. Questions for administrator and committee chairs.

VII. New Business.

VIII. Announcements.

Respectfully submitted,

Susan Ashley,
Dear of the Faculty
Dean of the College