NORTHERN ILLINOIS UNIVERSITY
COLLEGE OF LIBERAL ARTS AND SCIENCES
CURRICULUM COMMITTEE
September 5, 2012
Approved

Present: S. Doederlein (CLAS), D. Ballantine (CHEM), W. Creamer,(ANTH), J. Groves (ECON), F. Jaeger (FL&L), M. Lenczewski (GEOL), D. Macdonald (ENGL)

A. Action on Minutes

Minutes from the #11 meeting on May 2, 2012, were approved by email.

B. Miscellaneous

Associate Dean Doederlein welcomed new and returning members to the committee and gave an overview of the CCC and its responsibilities.

Committee members were asked to explore the new VIBE system to ensure they have access to our curricular team. Once everyone is comfortable with the system, the committee will shift from a paper-driven curricular process to an online process.

Nancy Castle, Interim NGOLD Director, will join the meeting at 2:00 p.m. to discuss their curricular changes.

C. Curriculum

Department of Chemistry and Biochemistry

The committee approved a program revision for the Doctor of Philosophy in Chemistry.

Department of Economics

The committee approved changes to the Ph.D. program description and dual credit description.

Department of English

The committee approved a program revision for a change in SAL credit hour maximum and dissertation hour requirement. Also approved were two course title revisions: ENGL 628 and ENGL 630. The committee tabled a program revision with regard to clinical experiences as well as a new course proposal for ENGL 645 pending clarification and proper proposal submission.

Department of Journalism

The committee tabled a program revision to the minor in Journalism pending clarification.
NGOLD

The committee approved course revisions for: CLCE 100, CLCE 300, CLCE 400, and CLCE 499. The committee also approved a new course proposal for CLCE 429, a program revision for the required course list, creation of a minor, change in center name, and submission of CLCE 100 for general education credit.

Department of Political Science

The committee approved the submission of POLS 251 for general education credit.

Women’s Studies

The committee approved changes in the electives for the Certificate of Graduate Study in Women’s Studies. Course revisions were also approved for: WOMS 602, WOMS 332, and WOMS 390.

Tabled:

ENGL – Program revision to clinical experiences
   New course proposal for ENGL 645

JOUR – Revisions to the minor
Department of Chemistry and Biochemistry

Other Catalog Change

Doctor of Philosophy in Chemistry

Course Requirements

Graduate students working for a doctoral degree must complete at least 90 semester hours of graduate work beyond the baccalaureate degree with a minimum GPA of 3.00. This will include formal course work, independent study, research, and the dissertation, as specified on the student’s program of courses.

A minimum of eight courses (24 semester hours, excluding CHEM 615, CHEM 690, CHEM 698, CHEM 699, and CHEM 799) must be taken for graduate credit. At least 15 semester hours are to be in chemistry except for students in the interdisciplinary nanoscience specialization, for whom at least 12 semester hours must be in chemistry. At least one of these courses must be CHEM 644, CHEM 645, or CHEM 646, or an equivalent physical chemistry graduate course. A minimum of three courses must be outside the primary area of study. Further requirements for the nanoscience specialization are given in the “Interdisciplinary Academic Centers and Courses” section of the catalog under “Institute of Nanoscience, Engineering, and Technology (INSET).”

Rationale: This text is being relocated from the front matter of 2012-13 catalog and replaced with fewer required hours. In chemistry the practical need was always 90+ hours and most students accumulated 120 hours or more. Lowering the mandated minimum hours would cause students in our program to routinely exceed 150% of accumulated credit hours, which would subsequently trigger eligibility for student loans and/or requirement to start paying them back.

Department of Economics

Other Catalog Change

Doctor of Philosophy in Economics

A person who has earned the doctorate in economics is qualified both to teach economics at the university level and to do original research in academe, government, and the private sector. The doctoral program in economics features a strong core of courses in theory and econometrics and a focus on the three four applied fields of labor economics, public finance, and financial economics, and econometrics. Other fields may be approved by the department’s director of graduate studies, subject to student demand and faculty availability.

Check departmental information for any additional requirements.

The doctoral program in economics also offers a concentration in econometrics and statistics in which a student specializing in econometrics may earn an M.S. in Applied Probability and Statistics while enrolled in the Ph.D. in Economics program.
Course Requirements

In addition, each student must take two courses in each of two applied fields and must earn at least a B in each field course. Courses in the applied fields that are the primary focus of the department will be offered on a regular basis. Information about the availability of course work in other applied fields may be obtained by consulting the department’s director of graduate studies.

Rationale: This change is to reflect the recent addition of a fourth field in econometrics and the addition of a concentration in econometrics and statistics. We have since merged all the field seminar courses into a single course entitled ECON 796 leaving only two field courses for each field.

Other Catalog Change

Dual Credit for Graduate Course Work

Any other student who pursues two distinct graduate degrees at NIU, either simultaneously or consecutively, may have up to 9 semester hours of graduate course work accepted for credit in both degree programs, with the exception of students who have permission for simultaneous pursuit of the M.P.H. and M.S. program in nursing, who may apply a specified 15 semester hours of credit in those two degree programs. Exceptions to this limit will be allowed for students who have permission for simultaneous pursuit of the M.P.H. and M.S. program in nursing, who may apply a specified 15 semester hours for credit in those two degree programs. A student who pursues a master’s or Ed.S. degree at NIU after completing a graduate degree at another accredited institution may have up to 9 semester hours of graduate course work used in that other degree program accepted for credit in the NIU degree program, whether the courses were taken at NIU or at the other institution.

Rationale: In the past few years as we have piloted this concentration on a trial basis, the Dean of the Graduate School has approved exceptions to the catalog regulations regarding dual credit for graduate course work, but he requested that this be handled so that his intervention is not routinely needed when the concentration is in place. Like the M.P.H. and M.S. in Nursing programs mentioned in the catalog text above, the Ph.D. in Economics and the M.S. in Applied Probability and Statistics are highly complementary degrees. The proposed concentration in econometrics and statistics is designed such that students pursuing this concentration in the economics program will be specializing in the field of econometrics, which is the application of statistical methods to using data to analyze economics issues. While this is a very focused concentration in which a student will average 22 to 23 credits per year (while typically working as a teaching assistant), because 12 credit hours will be counted toward both degrees, it makes it possible for a student to complete both degrees in the planned five year period. Allowing 12 credit hours to count toward both degrees exceeds the current limit by only 3 credit hours (one course), but in this tightly scheduled program, this allowance is critical.
Department of English

Course Revision

628. INTERNSHIP IN TECHNICAL WRITING; OR EDITING (1-12). Job-related experience involving primarily writing or editing and supervised cooperatively by the department’s internship coordinator and by the sponsoring company or organization. May be repeated to a maximum of 12 semester hours, but only 3 semester hours may be applied toward a graduate degree in English. S/U grading. PRQ: Consent of department internship coordinator.

Rationale: The comma serves no purpose and might misleadingly suggest that the editing in question is non-technical.

Course Revision

630. THEORY AND RESEARCH IN RHETORIC AND PROFESSIONAL WRITING (3). Theories of rhetoric and composition as related to the research, teaching, and practice of written professional, technical communication. Historical and theoretical introduction to technical communication as a scholarly discipline. Objectives include understanding how theory and research can enhance the field of technical communication, becoming better readers of theory and research, and considering possibilities for new research.

Rationale: There has been some confusion among faculty and students about the content of the course and how it relates to and differs from ENGL 625, Methods of Research in Professional Writing. The proposed changes clarify the content of the course and its relationship to ENGL 625.

Other Catalog Change

Literature and Rhetoric/Composition

ENGL 630 – Theory and Research in Technical Communication (3)

Rationale: To match proposed course title change.

Other Catalog Change

Rhetoric and Professional Writing

ENGL 628 – Internship in Technical Writing, or Editing (1-12)

Rationale: Removal of comma to match proposed course title change.
Other Catalog Change  

Page 204, 2012-13 Graduate Catalog

Rhetoric and Professional Writing

ENGL 630 – Theory and Research in Rhetoric and Professional Writing (3)

Rationale: To match proposed course title change.

Other Catalog Change  

Page 203, 2012-13 Graduate Catalog

Graduate Faculty

The Department of English offers graduate programs leading to degrees at both the master’s and doctoral levels. The scores on the GRE General Test are required as admission credentials. Well prepared students with baccalaureate degrees may begin work immediately to fulfill the requirements for the doctorate. ENGL 601, Bibliography and Methods of Research, ENGL 608, Research Methods in Linguistics, or ENGL 625, Methods of Research in Professional Writing, is required of all graduate students in English, and should be taken early in a student’s program of studies. No more than 15 semester hours of transfer course work and/or credit earned as a student-at-large may be applied toward a graduate degree in English. No more than 15 semester hours of combined transfer course work and credit earned as a student-at-large may be applied toward a graduate degree in English without the consent of the Director of Graduate Studies and the Chair of the department.

Rationale: The Graduate School no longer limits student-at-large hours, and this change would allow the department to permit greater numbers of student-at-large hours to be included in programs on a case-by-case basis. Such a change would benefit students who, for example, have taken more than 15 hours of SAL classes toward teacher certification and belatedly decide to pursue an MA as well.

Other Catalog Change  

Page 205, 2012-13 Graduate Catalog

Doctor of Philosophy in English

Requirements

English Ph.D. students must normally complete a minimum of 90 semester hours. These include 60 hours of course work (30 of which may be approved M.A. course work) and 30 hours of ENGL 799, Doctoral Dissertation. Students and assigned advisers design a program to prepare students for areas of study leading to field examinations, a dissertation, and professional expertise.

Rationale: The Graduate School has changed its requirement of 30 dissertation hours to 12 dissertation hours, and the English Department has changed its requirement accordingly.
Other Catalog Change

Certificates of Graduate Study

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Technical Writing (18)

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ENGL 628 – Internship in Technical Writing, or Editing (1-12). No more than 6 semester hours of credit in ENGL 628 may be applied to the Certificate of Graduate Study in Technical Writing.

ENGL 630 – Theory and Research in Rhetoric and Professional Writing (3)

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Rationale: To match proposed course title changes for both of these courses.

NGOLD

New Course

Page 286, 2012-13 Undergraduate Catalog

CIP Code: 44.0

CLCE 429. INTERNATIONAL NGOs AND GLOBALIZATION (3). Review of the history of international nongovernmental organizations (INGOs) particularly changes since the advent of neoliberal globalization beginning in the late 1980s that heralded an “NGO boom.” Ethnographic examination of the political roles of INGOs and challenges negotiating multiple relationships with communities, governments, and social movements. PRQ: Junior standing or consent of instructor.

Rationale: One of the major planks within the new interdisciplinary CLCE major is nongovernmental organizations (NGOs), whereas the course offerings, particularly regarding international NGOs, are limited. This course offers an orientation to critically engaged scholarship on international NGOs, beginning with an analysis of the historical development of various entities that could be defined as INGOs. The latter half of the 1980s saw a shift in international donors’ funding, policies, and priorities, associated with the advent of neoliberal globalization. INGOs grew exponentially as a result of these shifts favoring them. At the same time, INGOs have been increasingly playing governance roles, in many cases displacing governments at the same time that their management has become increasingly professionalized. While these changes – the “NGO boom” – present growth opportunities for INGOs, they also represent challenges to their relationships with what is called the “grassroots,” poor and marginalized communities. Ethnographic analyses are essential to charting and theorizing how INGOs manage this delicate balancing act. This course is of particular interest to students interested in exploring a career in the still-growing nonprofit / INGO sector.

Non-Duplication of Course Content: This course is unique in that it focuses on the transnational elements of INGOs – their funding and shifts heralded by globalization and offers a scholarly history of the structure as well as ethnographic examination of a multitude of case studies discussing various political, social, and cultural phenomena in addition to development. No other department offers a parallel course.
100. INTRODUCTION TO PUBLIC SERVICE COMMUNITY LEADERSHIP AND CIVIC ENGAGEMENT (3). Introduction to the meaning of public service and avenues for community leadership and civic engagement including avenues for making contributions to community and society. Exposure to the role of volunteerism. Emphasis placed on nonprofit organizations, public service, volunteering, activism, and philanthropy in public service locally and globally.

Rationale: Changing the course title: 1) more accurately reflects the course content; 2) more adequately separates it from the Public Administration and Service emphasis area within POLS; and 3) better serves as a way for students to find the CLCE major. Changing course description: more accurately describes the content of the course.

CLCE 400 310 COMMUNITY CIVIC ENGAGEMENT (3). Application of public service and community leadership concepts through service learning. Community civic engagement activities assignments in the local community. Requires 100 hours of public service completed by the end of the semester in which the student enrolls in this course. PRQ: CLCE 100.

Rationale: Changing the course number reflects more accurately the level of skills and amount of prior knowledge required for this course. This course requires students to address a societal issue with varying levels of direct involvement with community agencies. Therefore it is numbered at the 300 level while the intensive service learning class is moved to the 400 level. Eliminating “hours’ statement: Community involvement is incorporated in CLCE classes to allow for close attention of course instructors to the nature and quality of the activity and required reflection exercises. Therefore a statement regarding 100 hours is not needed/appropriate.

CLCE 400 410. NONPROFITS AND COMMUNITY ENGAGEMENT (3). Provides practical and theoretical understanding of nonprofit sector. Includes a service learning component via student projects with community agency partners. PRQ: CLCE 100, PSPA 401, or permission of center.

Application of public service concepts through service learning assignments in the local community

Rationale: Changing the course number reflects more accurately the level of skills and amount of prior knowledge required for this course. This is a key course for the major given the service learning – community partner project which makes this an advanced course to the major. Changing course description more accurately reflects the inclusion of a community partner-service learning activity as part of the class. Changing PRQ: The information taught in Philanthropy and Volunteerism (PSPA 401) is essential as a foundation for this class, especially the community engagement aspect of the course. [NOTE: PSPA is planning to change PSPA 401 to PSPA 301 to reflect the sequencing described here.]
Course Revision

CLCE 495. CAPSTONE SEMINAR IN COMMUNITY LEADERSHIP AND CIVIC ENGAGEMENT (3). Intensive case study, research paper or other scholarly work in community leadership and civic engagement. Includes readings, regular meetings and a formal presentation of results at completion. Serves as final capstone project in the CLCE major. Majors only; must also be enrolled in, or have already completed, CLCE 490. PRQ: senior standing; CLCE majors only; CLCE 100 and consent of center.

Rationale: Changing the course number designator: CLAS has reserved the “_99” designators for Honors capstones only. The CLCE major includes a culminating capstone experience for all students. Honors students can enroll in a special section of 495 that will be set up via MyNIU to provide the transcript designation for honors work. One class allowing enrollment of sections for both is more efficient than creating a second class so that Honors students take 499 and everybody else takes 495. Deletion of CLCE 490 as required: Students are not required to enroll in CLCE 490. Students will be involved with community projects in other courses and as such CLCE 490 should not be listed as a required course as this implies. CLCE 490 is intended to be available for students who wish to participate in additional intensive work (e.g., take an internship position at the United Nations) which will be the exception, not the rule, for most majors. Adding senior status requirement: Senior standing reflects the need for students to have completed the coursework to make a capstone truly a culminating experience whereby they will draw upon information learned from a variety of courses. Note: moved “majors only” to PRQ section.

Other Catalog Change

The Center for Non-Governmental Organization Leadership and Development Center (NGOLD) (CLCE)

The Center for Non-Governmental Organization Leadership and Development (NGOLD) Center is an interdisciplinary, faculty governed center that engages in a range of activities that support leadership and development of domestic and international nongovernmental organizations (NGOs), with a particular focus on regional and global NGOs that are headquartered in northern Illinois. Faculty, staff, and students work with the NGO sector in research, education and training, and engagement to promote the professionalization of NGO management and to increase their capacities to provide services to their clients. Faculty from throughout the university participate in its activities. The Center for Non-Governmental Organization Leadership and Development Center offers both a B.A. and a B.S. degree for a major in community leadership and civic engagement that is designed primarily for students seeking a career in public affairs in government, voluntary social agencies, and public interest groups. Each student must complete the required courses of the major along with an emphasis field. Several university departments participate in the major in community leadership and civic engagement.

Rationale: This is also consistent with the other academic centers on campus (e.g., Center for Latino Studies, Center for Southeast Asian Studies). Also, over 90% of materials produced for and references to the Center have called it “Center for.” This catalog change is consistent with what has become the campus practice. Note: Name change would also occur on pp., 3, 184, 285 and 286 (across the top), 347, and 369.
Center for Non-Governmental Organization Leadership and Development (NGOLD) (CLCE)

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Major in Community Leadership and Civic Engagement (B.A. or B.S.)

Requirements in Department (24-30)

CLCE 100 - Introduction to Public Service, Community Leadership and Civic Engagement (3)
CLCE 300 - Nonprofits and Community Engagement (3), OR
CLCE 310 - Civic Engagement (3)
CLCE 350 - Community Organizations in a Digital World (3), OR CLCE 429 – International NGOs and Globalization (3)
CLCE 400 - Community Engagement (3), OR CLCE 490 – Civic Engagement Internship (1-3)
CLCE 410 - Nonprofits and Community Engagement (3)
CLCE 495 - Capstone Seminar in Community Leadership and Civic Engagement (3)

Requirements outside Department (B.A., 43-57; B.S., 50-57)

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Emphasis 1. Advocacy
Requirements outside Center (15)
Five of the following, from at least three different departments (15)

CLCE 499 - Capstone Seminar in Community Leadership and Civic Engagement (3)
COMS 300 - Speech Writing (3)

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Emphasis 2. Arts and Humanities
Requirements outside Center (15)
Five of the following, from at least four different departments

ANTH 462 - Museum Methods (3)
ART 457 - Museum Education (3)
ART 465 - Introduction to Museum Studies (3)
CLCE 499 - Capstone Seminar in Community Leadership and Civic Engagement (3)
HIST 352 - Popular Culture in Japan (3)

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Emphasis 5. Global

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Total Hours for a Major in Community Leadership and Civic Engagement: 58-75 (B.A.) OR 65-75 (B.S.)

Rationale: CLCE 100 name change: reflects revision submitted with this packet.

Changing CLCE 350 and 390: CLCE 300 (course revision changed to CLCLE 410) is a required class that is the primary class where the intensive community service learning project takes place. As no other class guarantees the service learning component, considered to be key to this major, allowing other classes to be substituted for it is problematic. Rather than allowing for CLCE 350 or CLCE 390 to be
taken in lieu of CLCE 300, it is suggested that students be required to take both CLCE 300 and then either CLCE 350 or another CLCE seminar class (CLCE 390 OR the new course created – CLCE 430 – submitted with this packet) as a way by which to develop some additional knowledge base or skill.

*Deleting CLCE 490 as a substitute for CLCE 400:* Again, CLCE 400 is integral to the major as this course is the key course where the civic engagement project (as separate from the service learning project in CLCE 300) takes place. Required readings and discussion provides for additional structure. Internship (CLCE 490) is conducted on a per-student basis and is intended to serve the extraordinary student who decides to pursue additional intensive experiences not required as part of the major.

*Addition of CLCE 495 Capstone as required class:* The capstone class (CLCE 499 changed to CLCE 495 submitted with this packet) CLCE 495 requires students to bring to bear information gleaned from previous (especially non-CLCE) courses to the development and execution of a scholarly effort with written product. This is the culmination project that can most readily be tied to program assessment. As such it should be required.

*Deletion of CLCE 499 from Advocacy and Arts and Humanities emphases areas:* correcting a random clerical error.

*Total credits updated to reflect the above changes.*

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**Other Catalog Change**

Page 286, 2012-13 Undergraduate Catalog

Center for Non-Governmental Organization Leadership and Development (NGOLD) (CLCE)

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Major in Community Leadership and Civic Engagement (B.A. or B.S.)

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Total Hours for a Major in Community Leadership and Civic Engagement: 57-75 (B.A.) OR 67-75 (B.S.)

Minor in Community Leadership and Civic Engagement (18)

**Requirements in Department (6)**

CLCE 100 - Introduction to Community Leadership and Civic Engagement (3)
CLCE 310 - Civic Engagement (3)

**Requirements outside Department (3)**

PSPA 326X - Nonprofit Management (3),
OR POLS 326 - Nonprofit Management (3)

**Three of the following from different departments (9)**

ANTH 329 - Anthropology and Contemporary World Problems (3)
CLCE 350 - Community Organizations in a Digital World (3),
CLCE 390 - Special Topics in Community Leadership and Civic Engagement (3)
CLCE 429 - International NGOs and Globalization (3)  
MGMT 217 - Legal Environment of Business (3)  
MGMT 311 - Social Entrepreneurship (3)  
MGMT 333 - Principles of Management (3)  
PSPA 201 - Public Service Leadership (3)  
PSPA 326X - Nonprofit Management (3),  
   OR POLS 326 - Nonprofit Management (3)  
PSPA 401 - Philanthropy and Volunteeringism (3)  
PSPA 402 - Resource Strategies for Non-Profit Organizations (3),  
   OR MGMT 402X - Resource Strategies for Non-Profit Organizations (3)  
SOCI 375 - Sociology of Organizations (3)  
SOCI 392 - Organizing for Social Action (3)

Certificate of Undergraduate Study Civic Engagement (12)

Rationale: A minor would best fit the needs of traditional NIU students who wish to combine their major with a way to apply it in nonprofit and other public service settings.

Note: CLCE 310 reflects the course revision submitted with this packet  
   CLCE 429 is a new course submitted with this packet
Department of Political Science

Other Catalog Change Page 32-33, 2012-13 Undergraduate Catalog

[GEC]

Humanities and the Arts (9-12)

PHIL 231. CONTEMPORARY MORAL ISSUES (3). Consideration of a number of major moral issues such as abortion, animal ethics, capital punishment, civil disobedience, economic justice, environmental ethics, euthanasia, human rights, nationalism, racial or sexual discrimination, sexual conduct, terrorism, and war.

POLS 251. INTRODUCTION TO POLITICAL PHILOSOPHY (3). Discussion of the permanent questions of importance to political life such as “What is justice?” “What is the relationship between individual and political ethics?” “What is the relationship between political theory and political practice?” Discussion will proceed by studying political thought. Representative political thinkers are Plato, Machiavelli, Locke, Marx, and Dewey.

THEA 203. INTRODUCTION TO THEATRE (3). Role of theatre as a major fine art and a communicator of ideas, human understanding, and cultural values. Contributions of playwright, actor, director, designer, technician, and audience to the theatrical production. Assessment of the principles and functions of theatre arts in its diverse performance media. Theatre attendance required. Not open to theatre arts majors or minors.

Women’s Studies

Course Revision Page 198, 2012-13 Undergraduate Catalog

WOMS 332 – GROWING UP FEMALE (3). Examination of the experience of growing up female in America from an interdisciplinary perspective, with attention to differences and similarities in ethnicity, race, class, and sexual orientation. Theories and research on female development from such disciplines as psychology, literature, biology, and sociology. Topics may include gender socialization, family relationships, education, communication and the media, sexuality and romance. PRQ: At least sophomore standing; anth 361, soci 357, WOMS 230, or WOMS 235; or consent of department.

Course Revision Page 198, 2012-13 Undergraduate Catalog

WOMS 390 – INTERNSHIP IN WOMEN’S STUDIES (1-3). Work as an intern in activities related to women’s studies. Reading and paper preparation under supervision of a faculty member. May be repeated in subsequent semesters to a maximum of 6 semester hours. S/U grading. Complete proposals must be submitted for the program director’s approval a minimum of two weeks before classes begin. Proposal forms are available from the Women’s Studies office and web site. PRQ: Junior or senior standing and consent of director.
Rationale: The deletion of “in America” in the description of WOMS 332 brings the course description into line with actual practice in the course. Instructors no longer restrict content to America. The addition of a new sentence at the beginning of the description of WOMS 390 clarifies the nature of the course.

Course Revision

WOMS 602 – INTERNSHIP IN WOMEN’S STUDIES (3-6). Work as an intern in activities related to women’s studies. Reading Scholarship and paper preparation under supervision of a faculty member. May be repeated in subsequent semesters to a maximum of 6 semester hours. S/U grading. Complete proposals must be submitted for the program director’s approval a minimum of two weeks before classes begin. Proposal forms are available from the Women’s Studies office and web site.

Rationale:
To clarify the course description and bring it into line with practice.

Other Catalog Change

Women’s Studies
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Faculty Associates
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Certificate of Graduate Study
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Requirements (12)
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Two of the following (6)
  ANTH 522 - Gender in Southeast Asia (3)
  ANTH 541 - Sex and Gender in Primates (3)
  ANTH 568 - Anthropology of Gender (3)
  ARTH 785 - Topics in Art History (3)
  (May meet the certificate requirements when substantial treatment of women’s studies is included.)
  CAHA 759 - Critical and Feminist Pedagogies in Adult and Higher Education (3)
  CAHC 592 - Special Topics in Counseling (1-3)
  (May meet the certificate requirements when substantial treatment of women’s studies is included.)
  CAHC 594 - Counseling the Lesbian, Gay, Bisexual, and Transgendered Community (3)
  CAHC 595 - Women and Careers (3)
  CAHC 766 - Human Sexuality Counseling (3)
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Rationale: The Women’s Studies Curriculum Committee has reviewed the syllabus of CAHC 594 -- Counseling the Lesbian, Gay, Bisexual, and Transgendered Community, determined that the course addresses sufficient content relevant to Women’s Studies, and recommends to the College Curriculum Committee that the course be added to the list of electives.