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88-89

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS-45  
Action \_\_\_\_\_  
Date \_\_\_\_\_

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Crime And Justice Systems (CR 101)  
DEPARTMENT Criminology  
CONTACT PERSON Robert J. Mutchnick

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Department Curriculum Committee  
Mark McNabb

Department Chairperson  
Robert J. Mutchnick

College Curriculum Committee

College Dean\*

[Signature]  
Director of Liberal Studies  
(where applicable)

Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented Fall 89

Date to be published  
in Catalog Fall 89

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes       no**

**If so, which General Education course(s)?** CR 101

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	<u>XXXX</u>
2. Literacy--writing, reading, speaking, listening	_____	<u>XXXX</u>
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	<u>XXXX</u>
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	<u>XXXX</u>	_____
7. Aesthetic mode of thinking	_____	_____
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<u>XXXX</u>	_____
<b>C. Understanding the Physical Nature of Human Beings</b>	_____	_____
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	_____	<u>XXXX</u>
2. Use of computing technology	_____	_____

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.**

See page 1, III., A., of attached

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

See page 1, III., B., of attached

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

See page 1, III., C., of attached

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

See page 1, III., D., of attached

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

- XXX 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- XXX 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- XXX 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- XXX 4. Recognize creativity and engage in creative thinking.
- XXX 5. Continue learning even after the completion of their formal education.
- XXX 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

## **CHECK LIST -- SOCIAL SCIENCES**

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### **Knowledge Area Criteria which the course must meet:**

- XXX Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- XXX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- XXX Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- XXX Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### **Social Science criteria which the course must meet:**

- XXX Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- XXX Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- XXX Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

### **Additional Social Science criteria which the course should meet:**

- XXX Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- XXX Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

## Crime and Justice Systems

### Part II Which Liberal Studies Goals Will Your Course Meet?

The Crime And Justice Systems course will promote intellectual skills such as inquiry, abstract logical thinking, critical analysis and synthesis while developing a body of knowledge essential to an educated person. Goals A6 and B are primary for this course with Goals A1, A2, A4 and D1 as secondary goals. Most sections of this course will include the other goals in a limited way.

#### Primary Goals

##### A. Intellectual Skills and Modes of Thinking:

###### 6. Values (ethical mode of thinking or application of ethical perception).

The values of the individuals involved in the operation of the justice system play an important role in the function of the system. Implicit in the incorporation of the need for ethical standards. Part of the need to develop and maintain an ethical mode of thinking will be explored from a discussion of the dysfunction of corruption and the ability of one to judge others if one does not maintain an appropriate standard of ethics.

##### B. Acquiring a Body of knowledge or Understanding Essential to an Educated Person

Within the context of our global society there is the need for each citizen to have an understanding of how social justice both operates and affects him or her. Statistics have adequately demonstrated that every individual is touched in some way during his/her lifetime by justice related issues either as a victim, perpetrator, witness, or employee. For example, the complex changes in the Supreme Court of the United States have the ability to affect the lives of all of us in ways we are yet to imagine. For an educated individual to be able to adequately function in society it is necessary to have an understanding of justice both formal and informal at the local, state, national, and international levels.

#### Secondary Goals

##### A. Intellectual Skills and Modes of Thinking:

###### 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.

While one of the responsibilities of the Crime and Justice Systems course is to inform the student it is also necessary and important for the student to critically analyze the underlying reasons for the way the different components of the justice make decisions. For example, there exists a body of theoretical knowledge that attempts to explain the basis for decision making in the justice system. Included in this course will be a critical analysis of some of the competing explanations.

2. Literacy -- writing, reading, speaking, listening.

The course is designed to include a required writing exercise in the form of a properly cited term paper that uses a minimum of ten bibliographic sources from appropriate monographs and scholarly, refereed journals.

4. Historical consciousness.

The understanding of the justice system and approaches to crime is something that is best understood in an historical context. The roots of our present justice system can be traced back without difficulty primarily to the development of the English system of justice and secondarily to the systems of justice in Spain, Italy, and France. The need for the student to understand the heritage of our justice system is an important concern of the class.

D. Certain Collateral Skills:

1. Use of the library.

The use of the library by students in Crime and Justice Systems is an important and integral aspect of the class. The Department of Criminology has assisted in the acquisition of a substantial number of journals and monographs that are directly related to the materials to be covered in this class. The students will need, because of the requirement of a term paper, to use the facilities of the library, including the reference section, open stacks, and government documents section. The requirement that a student include a minimum of ten bibliographic sources in their paper is intended in part to generate a working knowledge of the resources of the library.



## Crime and Justice Systems

### Part III Does Your Course Meet the General Criteria for Liberal Studies?

- A. Crime and Justice Systems is a multiple-section, multiple-instructor course. To insure basic equivalency periodic review of syllabi by the Undergraduate Curriculum Committee will be undertaken. Also, meetings with the instructors will be conducted to discuss course content, course methodologies, texts, supplemental reading and goal accomplishment.
- B. The discussion of the principles of behavior regulation in social, political, and cultural contexts involves significant consideration of various groups within society. Concepts of equality, justice and discretion focus upon the impact on our racial and ethnic groups, women, minorities, and other subgroups from the perspectives of the regulated and the regulators. Throughout this course these themes will be repeated in each section.
- C. The primary book for this course will typically be a text such as Criminology by Larry J. Siegal, or Crime and Criminology by Sue Titus Reid. It will be incumbent upon the instructors to select supplemental readings, including at least one book-length work, and to provide lectures addressing topics not treated in the primary text in order to meet the liberal studies goals for this course. Supplemental readings will be drawn from a list of readings such as the one attached.
- D. Crime and Justice Systems is intended as an introductory course to meet the needs of students who are not likely to take another criminology course. Due to the overview nature of the course, it will not negatively impact on other majors courses.

### Part III Section E

Crime and Justice Systems will contribute to students' abilities in the six ways outlined in this section.

1. All members of a society are affected by and have a responsibility regarding crime. From this perspective students will be confronted with the ethical issues of behavior regulation and crime control and are called upon to explore the issues. Also, they are moved toward informed responsible formulations of attitudes to govern their actions.
2. The inquiry process will be illustrated by examination of issues and problems associated with crime control and the Criminal Justice System. Students will gain greater understanding of the techniques utilized in studying these and other societal phenomena:
3. Extensive discussion of issues is encouraged. In some sections small group exercises, student reports and written reaction statements will be employed to further students' communication skills.
4. Conventional ideas of the students about crime, crime control, and criminal justice will be regularly challenged. The often emotional views regarding this subject will be examined to encourage students to develop more sophisticated foundation for their views.
5. The notion that crime and crime control is a responsibility of all members of society will be developed during the course. This notion encourages students to be informed and maintain an informed perspective about crime and its consequences.
6. The relationship between what is studied and current issues, thoughts, events and institutions is obvious. Students will be exposed to crime related activity and discussion on a regular basis outside of class. Refinement of their understanding will be a natural activity for instructors of this course.

#### Social Sciences Check List

#### Knowledge Area Criteria Which the Course Must Meet

Concepts, themes, and events related to crime and crime control will be treated from various perspectives. Historically, the evolution and cycles of the various responses to crime will be examined. The social, political, and economic contexts will be used to better understand historical events and activities to regular behavior. Theoretical explanations of crime and crime control will be explored and linked to the development of criminal laws and criminal justice systems. Political dimensions and power differentials in society will be considered when examining the impacts of definitions of crime and crime control measures. The social aspects of behavior control and the evaluation of norms will be discussed. Throughout the development of these perspectives the various intellectual questions and areas of exploration of the field are examined

critically. The end result will be a realization that crime and crime control is a highly complex matter with few absolutes. Students will learn basic vocabulary of the field that will serve them in being a more discerning citizen in this regard.

#### Social Science Criteria Which the Course Must Meet

As mentioned in the knowledge area discussion, students will gain an appreciation for the critical thinking and analytical skills employed by criminologists to explain criminal behavior and its possible control measures. Methods of study such as statistical analysis, cohort studies, self report surveys, victim report analysis, individual case studies, participant observation etc., will be introduced. Examples of research that influence crime control policy will be employed to demonstrate the impact of and necessity for research. Often these examples will be drawn from comparative perspectives such as race, gender, culture, age, and economic status differences.

#### Additional Social Science Criteria Which the Course Should Meet

Criminology, in some ways, draws from all other social science disciplines. Major social theorists and psychologists have sought to explain human behavior. The human behavior defined as crime is basically a special category of behaviors examined by these theorists. Criminology is a relatively young and emerging discipline. It is obvious that it currently is intertwined with other disciplines and uses concepts developed by other disciplines. As previously mentioned, central to the study of criminology is the understanding of individual and group influenced behaviors in the various contexts outlined in previous discussions.

CRIME AND JUSTICE SYSTEMS  
Syllabus

The objective of this course is to introduce the student to the field of Criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students will learn the terminology of the field, gain an awareness of the methods of inquiry utilized in the field, and have the opportunity to examine personal attitudes and values regarding crime and responses to crime.

The following texts represent a sampling of the types of texts available for this course. Each of these texts contains sufficient material to provide the student with an appropriate grounding in the subject matter.

1. Criminology, Larry Siegel, St. Paul, MN: West Publishing Co., 2nd edition, 1986
2. Crime and Criminology, Sue Titus Reid, New York, NY: Holt, Rinehart and Winston, 3rd edition, 1982
3. Introduction to Criminology: Theories, Methods, and Criminal Behavior, Frank E. Hagan, Chicago, IL: Nelson-Hall Publishers Inc., 1986.

Requirements:

1. Examinations (100 pts each)  
During the course of the semester there will be three examinations, at least one of which will be objective, consisting of essay questions. The essay exam will be designed to ascertain the student's ability to understand and apply the concepts discussed in class to explain specific situations. Applications to life experiences will be incorporated.
2. Paper (100 pts)  
During the course of the class each student will be required to complete a paper that details a contemporary situation in terms of the specific material presented in class. A minimum of ten bibliographic sources will be required from scholarly, refereed journals.

Grading:

The final grade for each student will be based on the following formula:

Total possible pts. = 400

A = 90.0% or greater = 360 pts.

B = 80.0 - 89.0% = 320 - 359 pts.

C = 70.0 - 79.0% = 280 - 310 pts.

D = 60.0 - 69.0% = 240 - 279 pts.

F = 59.0% or less = 239 pts. or less

## Topic Outline

### Week 1:

Introduction  
What is Criminology?  
-the interdisciplinary nature of criminology  
Criminology and Deviance  
Crime and Criminology

### Week 2:

Criminology and Criminal Justice  
Ethical Issues in Criminology

### Week 3:

Criminal Law and Its Processes  
Measuring Criminal Behavior  
-crime statistics  
-self report studies  
-victimization studies

### Week 4:

Social Class and Crime  
Age and Crime  
Gender and Crime

### Week 5:

Race and Crime  
Career Criminals

### Week 6:

Classical and Neoclassical Theories  
-punishment, deterrence, incapacitation

### Week 7:

Biological and Psychological Theories

### Week 8:

Sociological Approaches  
-Social Structure Theories  
-Social Process Theories  
-Social Conflict Theory

### Week 9:

Violent Crime  
-the social context of violence

### Week 10:

Economic Crime: Street Crime  
Organizational Criminality  
White Collar Crime

Week 11:

Public Order Crime

-drugs and sex

Overview of the Criminal Justice System

-the concept of Justice

Week 12:

The Police

-discretion

Week 13:

The Adjudication Process

-sentencing

Week 14:

Correctons

-institutions

-community based corrections

The Future of Criminology and Criminal Justice

Addendum  
Crime and the Justice System

Alternative Syllabus Summary

This course introduces the student to the nature, types and extent of crime, the responses of individual and groups to crime and the processes of agencies of government and the community.

Course Outline

1. What is crime? The Law and Other Orientation
2. How much crime is there? How is it measured?
3. The causes of crime, biological, psychological, social
4. Crime as typologies
5. The Government's response to crime - The Criminal Justice System:
  - a) Police
  - b) Prosecution
  - c) Courts
  - d) Probation
  - e) Corrections
  - f) Parole
6. The treatment of criminals
7. The victims of crime
8. The prevention of crime
  - a) Individual
  - b) Group
  - c) Community
9. The juvenile offender
10. Is the product of the criminal justice system justice?
11. Ethics, values, and the future of criminal justice in a free society

Supplemental Readings List  
Liberal Studies

- Jonathan Casper. American Criminal Justice: The Defendant's Perspective Spectrum Books, 1972
- Jeffrey H. Reiman. The Rich Get Richer and the Poor Get Prison (2nd Ed) Wiley, 1984
- Samuel Walker. Sense and Nonsense About Crime: A Policy Guide (2nd Ed) Brooks-Cole, 1989
- Leo Carroll. Hacks, Blacks, and Cons: Race Relations in a Maximum Security Prison. Prospect Heights, IL: Waveland Press (Resissued of 1974 publication by D.C. Heath). 1988
- John Irwin. The Jail: Managing the Underclass in American Society University of California Press, 1985
- Patricia Alder. Wheeling and Dealing: An Ethnography of an Upper-Level Drug Dealing and Smuggling Community Columbia Univ. Press, 1985
- William Wilbanks. The Myth of a Racist Criminal Justice System Brooks-Cole, 1987
- Michael Charles. "The Performance and Socialization of Female Recruits in the Michigan State Police Training Academy." Journal of Police Science and Administration 9: 206-223. 1981
- Jocelyn M. Pollock-Byrne. Ethics in Crime and Justice: Dilemmas and Decisions Brooks-Cole 1989
- Morton Hunt. The Mugging Signet, 1972
- Debra A. Curran. "Judicial Discretion and Defendant's Sex." Criminology 21: 41-58. 1983
- Robert Johnson. Hard Time: Understanding & Reforming the Prison Brooks-Cole, 1987
- Roger Hood & Richard Sparks. Key Issues in Criminology McGraw-Hill, 1970
- Clarice Feinman. Women in the Criminal Justice System. New York: Praeger, 1986
- Leslie T. Wilkins. Evaluation of Penal Measures Random House, 1969
- Gwynn Nettler. Explaining Crime McGraw-Hill, 1974.



Gary Becker, 1968. "Crime and Punishment: An Economic Approach." Journal of Political Economy. 76: 169-217.

Ronald Barri Flowers. Minorities and Criminality. New York: Greenwood Press. 1988

R.H. Beattie, 1955. "Problems of Criminal Statistics in the United States." Journal of Criminal Law, Criminology and Police Science. 46: 178-186

Donald J. Black, 1970. "Production of Crime Rates." American Sociological Review. 35: 733-748.

Rose Gialombardo, 1966. Society of Women: A Study of a Women's Prison. New York: John Wiley

John Irwin, 1980. Prisons in Turmoil. Boston: Little, Brown & Co.

Herbert Packer. 1968. The Limits of Criminal Sanction. Stanford, CA: Stanford University Press.

Marvin D. Krohn, et.al., 1983. "Is Chivalry Dead? An Analysis of Changes in Police Dispositions of Males and Females." Criminology 21: 417-437.

James P. Levine, 1976. "The Potential for Overreporting in Criminal Victimization Surveys." Criminology, 14 (November): 307-330

Michael Hindelang, Travis Hirschi, and Joseph Weis. 1979. "Correlates of Delinquency: The Illusion of Discrepancy Between Self-Report and Official Date." American Sociological Review 44: 95-110

Austin Turk. 1982. Political Criminality: The Defiance and Defense of Authority. Beverly Hills, CA: Sage Publications

Imogene L. Moyer. 1982. "Police Responses to Women Offenders in a Southeastern City." Journal of Police Science and Administration 10: 376-383.

James Q. Wilson 1983. Thinking About Crime, New York, NY: Basic Books

Imogene L. Moyer. 1985. The Changing Roles of Women in the Criminal Justice System: Offenders, Victims, and Professionals. Prospect Heights, IL: Waveland Press

Leon Radzinowicz, 1966. Ideology and Crime, New York, NY: Columbia University Press

Roi Townsey, 1982. "Black Women in American Policing." Journal of Criminal Justice. 10: 455-468

- Anthony Platt. 1969. The Child Savers: The Invention of Delinquency, Chicago, IL: University of Chicago Press
- James Finckenauer. 1984. Juvenile Delinquency and Correction: The Gap Between Theory and Practice, Orlando, FL: Academic Press
- Edward Latessa, and Harry Allen. 1982. "Halfway Houses and Parole." Journal of Criminal Justice. 10: 156
- Belinda McCarthy and Bernard McCarthy. 1983. Community-Based Corrections Pacific Grove, CA: Brooks/Cole
- John Irwin. 1980. Prisons in Turmoil, Boston, MA: Little Brown.
- Christy Visher, 1983. "Gender, Police Arrest Decisions, and Notions of Chivalry." Criminology 21: 5-28
- Erving Goffman. 1961. Asylums, Garden City, NY: Anchor Books
- David J. Rothman. 1971. The Discovery of the Asylum: Social Order and Disorder in the New Republic, Boston, MA: Little Brown
- Malcolm M. Feely. 1983. Court Reform on Trial, New York, NY: Basic Books
- Lynn E. Zimmer. 1988. Women Guarding Men. Chicago: University of Chicago Press.
- Paul B. Wice. 1985. Chaos in the Courthouse, New York, NY: Praeger
- Thomas Barker and David Carter. 1986. Police Deviance. Cincinnati, OH: Anderson Publishing Company.
- James Q. Wilson 1968. Varieties of Police Behavior. Cambridge, MA: Harvard University Press

## ADJUSTMENTS TO MAJOR PROGRAMS

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College of Business: [previously passed by UWUCC, but still in need of Senate action.]

Slight Change: BS Accounting  
BS Office Administration  
BS Management  
BS Human Resource Management  
BS Marketing  
BS Finance  
BS in Management Information Systems  
BS in Business/Pre-Law

Move EC 122 Principles of Economics from Business Core to Liberal Studies Electives and increase free elctives by 3.

College of Education:

Routine: BS Communications Media

College of Humanities and Social Sciences:

Routine: BA German  
BA German for International Trade  
BS in Ed Secondary German Education  
BA Geography  
BS Regional Planning  
BS in Ed Social Science/Geography concentration

College of Human Ecology and Health Sciences:

Slight: BS Physical Education and Sport  
BS in Ed Health and Physical Education

Require FN 140 Nutrition and Wellness in the Liberal Studies Health and Wellness category

Final Report on Curriculum Adjustments:

The only programs for which the UWUCC has not approved adjustments are those housed in the departments of Art and Art Education, Music, and Professional Studies in Education. These departments are undertaking more substantial revisions to their programs and have been told to submit proposals directly to the UWUCC. Therefore, this is the final report of the Juliette/Duntley/Cashdollar ad-hoc committee on adjustments to major programs.

Juliette  
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COURSES APPROVED FOR LIBERAL STUDIES (MARCH 1989 SENATE)

Approved Courses (Regular): For UWUCC Action 2/21

DROP

*GE 103 Intro to Human Georgraphy	Soc Sci
*GE 104 Geog of Non-Western World	Soc Sci; Non-West
* <del>FL 121 Intro to Literature</del>	Hum:Lit
*FR 301 Portraits of Women in Fr. Novel	Elect
**CR 101 Crime & Justice Syst	Soc Sci
MA 101 Found of Math	Skill Math
MA 102 Finite Math	Skill Math
MA 110 Elem Functions	Skill Math
MA 121 Calculus I	Skill Math; Elect
MA 122 Calculus II	Elect
MA 123 Calculus I	Skill Math; Elect
MA 124 Calculus II	Elect
MA 127 Calculus I	Skill Math
MA 151 Math Elem Tchr I	Skill Math
MA 152 Math Elem Tchr II	Elect
MA 214 Prob & Stat	Elect
MA 216 Prob & Stat	Elect
MA 217 Prob & Stat	Skill Math; Elect
+EN 101 College Writing	Skill
+EN 202 Research Writing	Skill
+EN 121 Intro to Lit	Hum: Lit
SP 363 Dev. Sp-Am Lit & Cult	Elect
SP 364 Dev. Sp-Am Lit & Cult	Elect; Non-West
CH 111-112 General Chemistry	Lab Sci

Pending additional information

Approved Courses (Provisional): For Information

FN 140 Nutrition & Wellness	H&W
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Notes: \* New or Revised Course previously approved by UWUCC  
 \*\* Course Revision for UWUCC action 2/21  
 [Proposals for all other courses are on file at Stapleton Reserve Desk.]  
 + Course Number and/or Title Change for UWUCC info 2/21

For the Record: These courses were passed by LSC pending the submission of additional materials that have not arrived:

FR 251/252 French III & IV	Elect
GM 251/252 German III & IV	Elect
SP 251/252 Spanish III & IV	Elect

For the Record: This course is passed by LSC, but it is a new course and will need additional action by the UWUCC before it goes to the Senate:

FN 145 Intro to Nutrition	Elect
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