



Sample of a well-written, comprehensive New Course Proposal form.

Note: **Maroon = verbiage from form.** **Black = information from faculty.**

El Camino College **PROPOSAL FOR NEW COURSE**

Originator: Melissa Fujiwara

1. COURSE SPECIFICATIONS

Division: Behavioral and Social Sciences

Department: Sociology

Subject: Sociology

Discipline(s): Sociology

Course Information

Title and Number: Sociology 113

Descriptive Title: Gender and Society

Catalog Description (written in complete sentences):

Through this course, students will explore the concepts of sex and gender from a sociological perspective. Course content will examine shifts in attitudes, the social construction, and the importance of gender, both femininities and masculinities, in our everyday lives. Students will examine the methods sociologists use to study gender as well as how gender shapes and is shaped by the family, work, education, politics, media, the criminal justice system, health, religion, interaction, and performance. This course also analyzes the interlocking nature of gender with other major organizing principles of life such as race, class, age, and sexuality.

Prerequisite, Corequisite, Recommended Preparation, Enrollment Limitation (specify):

Course Recommended Preparation: SOCI 101

Non-Course Recommended Preparation: Eligibility for English 1A

Justification: Students who have college-level reading skills will understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. Students who demonstrate college-level research and writing skills will have better success with the written assignments in this course.

Grading Method: Letter

Degree Status: Associate Degree Credit

Course Units, Hours, and Offerings Credit Units: 3.0

Hours Lecture: 3.00 Hours

Laboratory: 0

Activity Lab: No

Maximum Semesters of Credit: 1 Maximum Credit Units: 3.00

Course Length: Full Term or Weeks:

Class Size: 50

Number of sections: Fall: 1 Spring: Summer: Winter

Total enrollment per year: 50

Instructor Load: 0.2 WSCH/FTE Ratio: 750

Apportionment: Weekly Census

Transfer and General Education

Proposed Transfer Articulation: UC Transfer CSU Transfer

Proposed GE Patterns

El Camino College:

2C – Social and Behavioral Sciences – General

CSU GE:

D10 - Sociology and Criminology Proposed

D4 - Gender Studies Proposed

IGETC:

4D - Gender Studies Proposed

4J - Sociology & Criminology Proposed

2. PURPOSE OF COURSE

Course is designed for: Transfer

How widespread and established is this course at post-secondary institutions?

Course is well-established and widely offered at many post-secondary institutions.

Examples of parallel courses at both California Community Colleges and CSUs or UCs. List the institution, the title and number of the parallel course, and the number of units. For each parallel course, attach copies of the appropriate pages of that college's or university's catalog. If the course is proposed for transfer, lower division status must be evident in the CSU or UC courses.

Santa Barbara College - Sociology 113: Sociology of Sex and Gender (3 units)

Irvine Valley College - Sociology 19: The Sociology of Sex and Gender (3 units)

Santa Monica College - Sociology 33: Sociology of Sex and Gender (3 units)

Foothill College - Sociology 28: Sociology of Gender (4 units)

CSU Chico - Sociology 230: Women in Contemporary Societies (3 units)

3. JUSTIFICATION FOR THE COURSE

Explain how the course relates to the mission and goals of the College☺

Our college's mission statement emphasizes making a positive difference in people's lives while encouraging student learning. This is the primary reason our department wants to add this course to our course offerings. Students have approached faculty in search of a class on the sociology of gender and show deep interest in the subject in other sociology classes. To that end, this class would positively contribute to our students' lives through course content that they can relate to and engage in an impactful way. In fact, recent student surveys indicate that 50% of students registered in Spring 2016 classes (n=563), expressed strong interest in taking a course on gender from a sociological perspective.

Further, expressed student interest, leads the department to anticipate that the addition of this course would assist us in our efforts to increase enrollment and attract additional students to our

department. Anecdotally, it has been communicated that the Sociology course on gender is one of the most popular courses at Santa Barbara Community College; thus we anticipate similar success with this course at El Camino College.

All faculty in the sociology department agree that this course is needed. Additionally, we have received faculty and dean requests for this course in order to meet the needs of the recently proposed interdisciplinary major in Women's, Gender, and Sexuality Studies as well as the Social Justice Studies AA-T.

Likewise, this course would benefit the department and college in their strategic initiatives for 2015-2020 including: student learning, student success and support, institutional effectiveness and modernization.

Explain how the course strengthens and relates to existing curriculum: Sociology is a discipline that investigates all areas of social life; gender is one of the primary social forces that is addressed in nearly every sociology course; thus, should be represented in sociology with a specific course. Likewise, this is a pretty standard course offered across the California Community College System, so adding it to our course offerings will keep ECC's curriculum current with other community colleges. This course will also augment elective course offerings for students transferring to four-year colleges. Additionally, Gender and Society will support the Women's, Gender, and Sexuality Studies Major that will soon be offered to students as well as the Social Justice Studies AA-T which is currently in the beginning stages of development.

4. COURSE DEVELOPMENT INFORMATION

The following have been consulted in the development of the course.

Faculty:

All ECC Sociology faculty were consulted: Stacey Allen, Sue Dowden, and Kassia Wosick. Human Development Professor and Academic Senate President, Kristie Daniel Di-Grigorio also offered input.

Counselor(s):

The week of September 17, 2016, Cheryl Kroll provided minor editorial changes. All edits were incorporated. Cheryl accepted the course outline of record, indicating that it "looks great."

Also, on October 26, 2016, Cheryl Kroll, Brian Mims, and Rousana Miranda were sent an electronic copy of the course outline for Sociology 113 requesting feedback. Suggestions from Cheryl Kroll were included in the outline.

Students:

Many students of faculty have asked if we offer this course. Our two largest courses cover issues related to gender, which command a high degree of student interest. Gender is something that relates in a very clear way to every person's life experience and students want to learn more about it from a sociological and academic perspective. In recent student surveys, 50% of students surveyed (n=563), expressed strong interest in taking a course on gender in sociology. Gender and Society will be able to transfer this class as an elective course.

Advisory Committee(s):

The Division Curriculum Committee received the course outline for Sociology 113, Sociology of Sex and Gender on September 9th for review prior to DCC meeting on September 15, 2016. Approved for submission at meeting, suggest title change to Gender and Society

Other:

Dr. Lyles and Dr. Bunting were sent an electronic copy of the course outline for Sociology 113 on October 26, 2016. Compton Education Center Curriculum representative, Hoa Pham forwarded the course outline for distribution.

Is the course similar to an existing course at El Camino College?

Yes

If yes, identify the similar course(s) and explain why this proposed course should be part of the El Camino College curriculum.

Currently, Women's Studies 1- An Introduction to Women's Studies is taught through the Women's Studies Department. This class is very different than the proposed class in two important ways:

1) The women's studies class focuses specifically on women's studies. The Women's Studies class introduces students to the field of women's studies and focuses more specifically on the experience of women in the U.S. While a discussion of women's experiences will be discussed in the proposed class, Gender and Society focuses on the concept of gender more broadly, as opposed to the study of women. For example, the proposed class will study men and masculinities, the production of gender across time and space, and the interlocking nature of gender with other organizing principles of life (race, class, sexuality).

2) The Women's Studies class is highly interdisciplinary. The primary theoretical lenses in the proposed class will be sociological. Indeed, the purpose of the proposed class is to introduce students to the theoretical perspectives, methods, and lens of analysis used by sociologists examining the structural and interactional nature of gender.

Ultimately, the proposed course would complement and contribute to current course offerings while enhancing student learning and institutional effectiveness strategic initiatives.

If the similar course exists in a different department, the proposed course must be submitted to that department for review. Record the comments below.

Comments from Stacey Allen who teaches Women's Studies 1 after reviewing course outline for Sociology 113, Gender and Society.

While both courses examine how gender shapes and is shaped by social institutions such as the family, education, and media, Gender and Society will do so exclusively from a sociological perspective. WSTU 1 is an interdisciplinary course which analyzes the social construction of sex, gender, and sexuality, the representation of women in American society, and the role of women in American institutions from theoretical perspectives of various academic disciplines, including sociology, history, psychology, political science, literature and art.

5. COURSE RESOURCE REQUIREMENTS

Library/Media Resources have been reviewed and determined to be adequate. Indicate the Library/Media Resources personnel consulted and provide the date of the consultation:

According to Mary McMillan (Librarian and Behavioral and Social Science Liaison) and Claudia Striepe (Librarian and Curriculum Representative, ECC's library collection is "adequate for immediate needs."

09/09/2016

Is the present faculty and staff adequate to support the offering of the course?

Yes

If no, specify proposed additions with anticipated cost and budget allocation.

Are facilities for teaching the course available?

Yes

If no, what plans have been made for accommodation?

Are special equipment and/or supplies necessary for teaching the course?

No

If yes, list, estimate cost, and provide budget allocation.

Are other special resources necessary?

No

If yes, list, estimate cost, and provide budget allocation.

6. METHODS FOR EVALUATING EFFECTIVENESS OF PROPOSED COURSE

1. Faculty/department review
2. Student success/failure analysis
3. Student surveys

7. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AND INSTRUCTIONAL DELIVERY

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 - Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).