



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5 Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal # <u>67</u>	
College:	<u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:	
Department:	<u>Women's Studies</u>	<input type="checkbox"/> Graduate		Academic Year <u>06-07</u>	
Program:	<u>BS, Women's Studies; BA, Women's Studies</u>	CIP # _____		(For Office Use Only)	
Type of Change	<u>PROGRAM PROPOSALS</u>			Course Designator and Number	
Proposed:	<u>Change in Requirements-Course(s) Deleted</u>				Number of Credits
Title Current:	_____			_____	
Title Proposed:	_____			_____	
24-Char. Abbrev:	_____			(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 The Department of Women's Studies exposes students to interdisciplinary feminist perspectives through coursework, internships, research, and activism. Students learn to examine the historical, social, psychological, political, economic, and cultural dimensions of gender, while gaining a more complex understanding of the construction of gender and its intersection with other categories of difference, power, and inequality. By understanding how interlocking systems of oppression function locally and internationally, students will be better situated to apply their critical thinking skills as they work toward social justice in a global society.

Rationale or Justification for change:
 See attached

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<u>N/A</u>	_____	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
<u>N/A</u>	_____	<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
<u>N/A</u>	_____	
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

For New Courses

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	_____	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	_____	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.		



Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

See attached

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ↗ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ↗ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ↗ Change in program name.
 - ↗ Change in program CIP #.
 - ↗ Change in TOTAL program credits.
 - ↗ Change in degree award. For example, changing a B.A. to B.S.
 - ↗ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Department Chair *Mark Bauer* Date *10/19/06*
 Comments:

College Curriculum Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Committee Chair *Christina PhD, LICSW* Date *10/25/06*
 Comments:

College Dean
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Dean *John C. Belin* Date *11/2/06*
 Comments:

General Education Subcommittee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair _____ Date _____
 Comments:

Undergraduate Curriculum and Academic Policy Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 UCAAP Faculty Chair *[Signature]* Date *3/20/07*
 Comments:

Faculty Association Graduate Committee
 Recommended
 Not Recommended

 Faculty Association Graduate Chair _____ Date _____
 Comments:

Graduate Dean
 Recommended
 Not Recommended

 Graduate Dean _____ Date _____
 Comments:

Academic Affairs Council
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Assistant Vice President *Dana Janning* Date *3/28/07*
 Comments:

Senior Vice President and Vice President for Academic Affairs
 Approved (Category/ies _____)
 Not Approved (Category/ies _____)

 Sr. Vice President / Vice Pres. Academic Affairs *[Signature]* Date *3/28/07*
 Comments:

Department of Women's Studies
WOST BS/BA
Proposal for 4-credit model to replace 3-credit model
Rationale

The Department of Women's Studies proposes to convert our undergraduate program from a mainly 3-credit course model to a mainly 4-credit course model.

The purpose for this proposal is based on a major trend within our discipline. More and more, Women's Studies departments and programs are incorporating community-based learning (or CBL, once known as service learning), active learning, and hands-on learning activities into courses. Our approach is captured by the statement, "the world is your classroom." We see a natural affinity between the goals and practice of Women's Studies and the embrace of active and community-based learning in higher education. For example, practitioners of feminist pedagogy often place women's lived experience at the center of academic inquiry. Women's Studies classes ask students think critically about the interaction between academic inquiry—books, lessons, syllabi—and the world around them, including their own experiences.

We propose to enrich our existing courses with greater opportunities for students to engage the world around them through CBL, writing labs, active learning groups, films, moderated online discussions and chats, and projects employing greater than average use of technology. These enrichments will be employed in addition to the readings, assignments, and lectures already in use in our courses. We already use many projects such as these in our classes, squeezing them into tightly packed syllabi and course objectives. Our proposal would give us greater flexibility to make these practices a priority and give students the appropriate credit for their extra work.

As a department, we are painfully aware of the shortage of classroom space in our college and university. We do not propose to undertake this 3- to 4-credit conversion by requiring additional classroom time. Depending on the course, the 4th credit would be earned through active learning projects, such as those listed above. Instructor contact will take place online, through moderated chat, or in small groups.

We are not proposing to add to the total number of credits for the BS, BA, or minor. Instead, we propose to reduce the total number of elective credits students must take. The core courses will increase by one credit each, so the total required elective credits will be lower.

10/11/06

Assessment Plan
 Department of Women's Studies
 B.S./B.A. Program

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
1. Students will demonstrate knowledge of the significance of gender in society	1a, 1c	2, 5	Research presentation, exit interview	WOST 330, graduating seniors	April or May	Depends on assessment tool; satisfactory or above average achievement	That students are meeting the standard of mastery indicated by the assessment tool; curriculum will be revised or improved as indicated
2. Students will demonstrate critical thinking skills informed by feminist theory	1a	2, 5	Research presentation, survey	WOST 330, graduating seniors	April	Depends on assessment tool; satisfactory or above average achievement	That students are meeting the standard of mastery indicated by the assessment tool; curriculum will be revised or improved as indicated
3. Students will employ or demonstrate knowledge of core concepts and issues in feminist research	1 a, 1c	2, 5	Research paper, exit interview	WOST 330, graduating seniors	April	Depends on assessment tool; satisfactory or above average achievement	That students are meeting the standard of mastery indicated by the assessment tool; curriculum will be revised or improved as indicated

4. Students will demonstrate an understanding of feminist activism	1b, 1d	2, 5	Internship evaluations	WOST 497 and 498 students	December and May	Satisfactory completion of internship, as assessed by supervisor and internship coordinator	That students are meeting the standard of mastery indicated by the assessment tool; curriculum will be revised or improved as indicated
5. Students will be able to articulate an understanding of interlocking systems of oppression, locally and globally	1a, 1b, 1c, 1d, 1f	2, 5	Research paper, exit interview	WOST 330, graduating seniors	April	Depends on assessment tool; satisfactory or above average achievement	That students are meeting the standard of mastery indicated by the assessment tool; curriculum will be revised or improved as indicated
6. Students will demonstrate critical speaking and writing skills	1a, 1b	2, 5	Research presentation	WOST 330	April	Depends on assessment tool; satisfactory or above average achievement	

*What will department or program do with results of information?

The department will revisit, revise, and improve B.S./B.A. curriculum as necessary to ensure that learning outcomes are met.

Women's Studies Department Retreat Minutes
August 24, 2006

Attendance: M. Bevacqua, S. Freeman, C. Metz, C. Radeloff, C. Veldhuisen.

9:00-9:15 Coffee and muffins

9:15-9:45 Discuss items from chairs' retreat

- **space issues:** no resolution coming anytime soon
- **article 22, criterion 2:** greater attn to research and publication
- **study abroad (Susan's report):** Dean sees it as a priority; Susan described her proposal
- **graduate programs:** new doctorates beginning next year
- **diversity:** high priority for dean, department

9:45-11:15 Discuss graduate program

- **Thesis/APP advising this year:** discussed students
- **How to help students with research and writing:** need for greater resources
- **Learning portfolio as assessment**—keep. Set due date, fall & spring
- **Courses this year**—discussed core aspects
- **GAs this year**—discussed assignments
- **NWSA participation**
- **Recruitment, applications, admissions:** discussed procedure

11:15-11:45 • Planning for spring semester

11:45-12:45 Lunch break

12:45-2:15 Discuss undergraduate program

- **Curriculum—4-credit model, other possible changes (adding courses, gen ed)**
Do we want to go to a four credit model for our courses? Consensus was yes. The dean has concerns about what would happen with classroom scheduling. Additional hour will be in lab activities or online, not classroom. Timeline: curriculum changes need to be submitted by the end of October for the following year. We will set aside time in each faculty meeting to discuss procedures.

- **Courses this year—core aspects**
- **Assessment**

Portfolio for our graduate program and research conference for undergrads, possibly other assessment tools.

- **Triota**
- **NWSA participation**

2:15-3 Other business

- **sharing the work—committee appointments, departmental service**
- **preparing for spring:** Maria sabbatical
- **set banquet date**

3:00 Adjourn

Department of Women's Studies
WOST BS/BA
Current Program

BS/BA, 33 credits

Required for major, core, 15 credits:

WOST 110, Introduction to Women's Studies (3)
WOST 220, Global Perspectives on Women and Change (3)
WOST 310, Feminist Thought (3)
WOST 330, Feminist Research & Action (3)
WOST 340, Undergraduate Seminar (3)

Required for BS:

WOST 497, Internship: Teaching (3) **OR** WOST 498, Internship: Community (3)

Required for BA:

Language (8)

Required for major, electives, 15 credits (BS) or 18 credits (BA):

WOST 120W, Violence & Gender (3)
WOST 225, Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (3)
WOST 251, Coming of Age: Gender & Culture (3)
WOST 260, Topics (1-6)
WOST 277, Individual Study (1-6)
WOST 290, Workshop (1-4)
WOST 440, Feminist Pedagogy (3)
WOST 460, Topics (1-6)
WOST 490, Workshop (1-4)
WOST 497, Internship: Teaching (1-6)
WOST 498, Internship: Community (1-6)
ANTH 433, Anthropology of Gender (3)
ART 419, Gender in Art (3)
BIOL 102, Biology of Women (3)
CORR 444, Women in the Criminal Justice System (3)
ENG 402, Gender in Literature (2-4)
ETHN 470, Women of Color (3)
ETHN 480, Social Justice in Ethnicity & Gender (3)
HIST 487, United States Women's History (3)
HLTH 400, Women's Health (3)
LAW 235, Women in Law Enforcement (3)
PHIL 445, Feminist Philosophy (3)
PSYC 460, Psychology of Women (3)
SOWK 420, Women's Issues in Social Work (3)

SOWK 427, Social Work and Domestic Violence (3)
SOC 307, Sex and Gender in Contemporary Society (3)
SOC 409, Family Violence (3)

Minor, 21 credits

Required for minor, core, 12 credits:

WOST 110, Introduction to Women's Studies (3) OR
WOST 220, Global Perspectives on Women and Change (3) **AND**
WOST 310, Feminist Thought (3)
WOST 330, Feminist Research & Action (3)
WOST 340, Undergraduate Seminar (3)

Required for minor, electives, 9 credits

WOST 120W, Violence & Gender (3)
WOST 225, Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (3)
WOST 251, Coming of Age: Gender & Culture (3)
WOST 260, Topics (1-6)
WOST 277, Individual Study (1-6)
WOST 290, Workshop (1-4)
WOST 440, Feminist Pedagogy (3)
WOST 460, Topics (1-6)
WOST 490, Workshop (1-4)
WOST 497, Internship: Teaching (1-6)
WOST 498, Internship: Community (1-6)
ANTH 433, Anthropology of Gender (3)
ART 419, Gender in Art (3)
BIOL 102, Biology of Women (3)
CORR 444, Women in the Criminal Justice System (3)
ENG 402, Gender in Literature (2-4)
ETHN 470, Women of Color (3)
ETHN 480, Social Justice in Ethnicity & Gender (3)
HIST 487, United States Women's History (3)
HLTH 400, Women's Health (3)
LAW 235, Women in Law Enforcement (3)
PHIL 445, Feminist Philosophy (3)
PSYC 460, Psychology of Women (3)
SOWK 420, Women's Issues in Social Work (3)
SOWK 427, Social Work and Domestic Violence (3)
SOC 307, Sex and Gender in Contemporary Society (3)
SOC 409, Family Violence (3)

Department of Women's Studies
WOST BS/BA
Proposal for 4-credit model to replace 3-credit model

BS/BA, 33 credits

Required for major, core, 20 credits:

WOST 110, Introduction to Women's Studies (4)
WOST 220, Global Perspectives on Women and Change (4)
WOST 310, Feminist Thought (4)
WOST 330, Feminist Research & Action (4)
WOST 340, Undergraduate Seminar (4)

Required for BS:

WOST 497, Internship: Teaching (4) **OR**
WOST 498, Internship: Community (4)

Required for BA:

Language (8)

Required for major, electives, 9 credits (BS) or 13 credits (BA):

WOST 120W, Violence & Gender (4)
WOST 225, Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (4)
WOST 251, Coming of Age: Gender & Culture (4)
WOST 260, Topics (1-6)
WOST 277, Individual Study (1-6)
WOST 290, Workshop (1-4)
WOST 440, Feminist Pedagogy (3)
WOST 460, Topics (1-8)
WOST 490, Workshop (1-4)
WOST 497, Internship: Teaching (1-6)
WOST 498, Internship: Community (1-6)
ANTH 433, Anthropology of Gender (3)
ART 419, Gender in Art (3)
BIOL 102, Biology of Women (3)
CORR 444, Women in the Criminal Justice System (3)
ENG 402, Gender in Literature (2-4)
ETHN 470, Women of Color (3)
ETHN 480, Social Justice in Ethnicity & Gender (3)
HIST 487, United States Women's History (3)
HLTH 400, Women's Health (3)
LAW 235, Women in Law Enforcement (3)
PHIL 445, Feminist Philosophy (3)
PSYC 460, Psychology of Women (3)

SOWK 420, Women's Issues in Social Work (3)
SOWK 427, Social Work and Domestic Violence (3)
SOC 307, Sex and Gender in Contemporary Society (3)
SOC 409, Family Violence (3)

Minor, 21 credits

Required for minor, core, 16 credits:

WOST 110, Introduction to Women's Studies (4) **OR**
WOST 220, Global Perspectives on Women and Change (4) **AND**
WOST 310, Feminist Thought (4)
WOST 330, Feminist Research & Action (4)
WOST 340, Undergraduate Seminar (4)

Required for minor, electives, 5 credits

WOST 120W, Violence & Gender (4)
WOST 225, Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (4)
WOST 251, Coming of Age: Gender & Culture (4)
WOST 260, Topics (1-6)
WOST 277, Individual Study (1-6)
WOST 290, Workshop (1-4)
WOST 440, Feminist Pedagogy (4)
WOST 460, Topics (1-6)
WOST 490, Workshop (1-4)
WOST 497, Internship: Teaching (1-6)
WOST 498, Internship: Community (1-6)
ANTH 433, Anthropology of Gender (3)
ART 419, Gender in Art (3)
BIOL 102, Biology of Women (3)
CORR 444, Women in the Criminal Justice System (3)
ENG 402, Gender in Literature (2-4)
ETHN 470, Women of Color (3)
ETHN 480, Social Justice in Ethnicity & Gender (3)
HIST 487, United States Women's History (3)
HLTH 400, Women's Health (3)
LAW 235, Women in Law Enforcement (3)
PHIL 445, Feminist Philosophy (3)
PSYC 460, Psychology of Women (3)
SOWK 420, Women's Issues in Social Work (3)
SOWK 427, Social Work and Domestic Violence (3)
SOC 307, Sex and Gender in Contemporary Society (3)
SOC 409, Family Violence (3)

List of resources required to offer and support this program:

None—resources already exist

A description of how offering this program will affect department staffing:

Program is already offered; proposal is for a restructuring of the credit distribution. Staffing will not be affected.

A list of library holdings required for this program:

Library holdings are currently adequate. No additional holdings needed.