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| FORM E -- RESTATEMENT OF MAJOR/MINOR/EMPHASIS/CERTIFICATE |
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DEPT/SCHOOL: Women's and Gender Studies

COLLEGE: CSBS/CHAS

1. Catalog Page:
Present Program Title: **M.A. in Women's and Gender Studies**

2. Proposed restatement of the program as it should appear in the Catalog
 - **No advisory statements** are permitted.
 - Include the **complete** program with changes identified by **bold** type.
 - If the program **title** is to be changed and if it is longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar.
 - **Liberal Arts Core courses** should be underlined.
 - **All prerequisites** to courses required in the program must appear in the program listing, including any "hidden" prerequisites.
 - All courses in the program must be listed with their **credit hours** shown in parentheses ().
 - All courses in each part of the program (i.e. required components, elective groups) must be **categorized** by departments in **alphabetical order** (i.e. accounting, economics, mathematics).
 - The **hours** (or range of hours) in each part of the program (i.e. required components, elective groups) and the **total hours** (or range of hours) for the program must be identified, including **all** prerequisites and Liberal Arts Core courses.
 - An **Extended program** (major or emphasis area) must be clearly labeled as such ("Extended Program" or "Extended Emphasis").
 - For the purpose of determining whether the length of the major (or emphasis) meets the requirements of a Standard Program or is an Extended program, the hours from some Liberal Arts Core courses may be double-counted. Double-counting is permitted for any courses from the required categories and up to three courses from elective categories.
 - Excluding any allowable double-counting of Liberal Arts Core courses, the maximum hours allowed for a major in the Standard Program is: 62 hours for the B.A. and B.L.S. degrees, 68 hours for the B.S. degree, 80 hours for the B.F.A. and B. Music degrees, and 80 hours for the B.A. - Teaching degree (including an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major).
 - When a major (or emphasis) has a range of hours, if the minimum hours in the range meets the requirement for a Standard program, the major (or emphasis) is considered to be a Standard program, even though the maximum hours may exceed the requirement for a Standard program.

Students interested in this program must submit a completed Application for Admission to Graduate Study. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission/default.aspx. Admission to the program is competitive. Detailed information on admission requirements and procedures may be obtained from the Women's and Gender Studies office.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

The Women's and Gender Studies curriculum is designed to meet the needs of students who strive for analytic clarity and rigor in gender-focused research. Students may employ the skills in reflective and critical analysis as well as the broad base of knowledge that they obtain in the

program to 1) prepare for a Ph.D. program with a disciplinary or interdisciplinary focus on gender or, 2) prepare for a career in the public or private sector **in the areas of women's health, gender and violence prevention, or another area based on student interest** or, 3) satisfy strong intellectual interests and curiosity while pursuing advanced education in the liberal arts.

Through core courses and selected electives, students enrolled in the Master of Arts in Women's and Gender Studies will accomplish several objectives: examine theories concerning the social and historical constructions of gender; explore how gender defines relationships among women, among men, and between men and women; recognize that women's lives have been under-represented in traditional disciplines and investigate previously neglected materials in order to identify women's as well as men's roles in cultural or social endeavors; study, compare, and evaluate an array of disciplinary perspectives on gender, including, but not limited to, cross-cultural, economic, sociological, historical, and literary perspectives; identify intersections of gender with race, class, age, sexual identity, and ethnicity, both locally and globally, both in the present and in the past; and employ new methodological and critical approaches to materials customarily treated in other ways, revising the content and assumptions of particular disciplines to address gender and related issues more effectively.

The M.A. in Women's and Gender Studies has **2 tracks: thesis and applied. The thesis track requires a minimum of 31 semester hours of study; the applied track requires 32 hours; 15 hours of 6000-level course work is required for the thesis option; 12 hours of 6000-level course work is required for the applied option.** Additional non-program hours may be required if courses on a student's program of study have prerequisites which instructors choose not to waive.

Successful completion of a written comprehensive examination is **required for both tracks. The Applied Track also requires a culminating project supervised by 2 WGS faculty members. The project may take a wide variety of forms, but it should meet the following 3 requirements: 1) shows evidence of theoretically informed and self-reflexive praxis; 2) shows evidence of knowledge and research skills appropriate to the project; and 3) is related to the student's focus area.**

Common core (13 hours – required for all students):

WGS 6289. Graduate Seminar in Women's and Gender Studies: Comparative Feminist Theories - 3 hrs.

Analysis of identities and oppressions from national and international feminist perspectives. (Offered Fall)

WGS 6291. Graduate Pro-Seminar in Women's and Gender Studies -- 1hr.

Provides graduate students with overview of Women's and Gender Studies. Explores meanings of interdisciplinarity, assists students in understanding the rigors of graduate work, and examines career options available to those with an MA in Women's and Gender Studies. (Offered Fall)

Feminist Theories in the Social Sciences and Humanities (3 hours)

SOC 5071. Feminist Theories in the Social Sciences -- 3 hrs.

Survey of theoretical approaches to study of sex and gender. Classical, structural, neo-Freudian, Marxist feminist, and radical approaches. Topics include work, family, religion, and sexuality. Prerequisite(s): SOC SCI 1020 or SOC 1000 or ANTH 1002. (Offered Spring)

OR

ENGLISH 6120. Feminist Literary Theories and Practice -- 3 hrs.
Examination of how writers transform society's beliefs about the nature and function of women into literary plots, images, and themes, and how, in turn, these influence society's attitudes toward women. Emphasis on socio-historical approaches prevalent in the United States; attention to British political and French psychoanalytic critics. Prerequisite(s) or corequisite(s): ENGLISH 6100 or WGS 6289 or consent of instructor. (Variable)

OR

PHIL 6010. Critical Perspectives on Gender -- 3 hrs.
Consideration of two traditions that have influenced feminist theories in the last two decades - poststructuralism and psychoanalysis. Readings in primary texts (e.g., Foucault, Derrida, Freud, and Lacan) and explorations of feminist elaborations and critiques of these texts revealing the tenacity, centrality, and power in human lives of a sense of gendered existence. (*Same as RELS 6010*) (Offered Even Springs)

OR

COMM 5346. Gender Issues in Communication — 3 hrs.
Examination of construction and performance of gender identities through verbal and non-verbal communication. Critical analysis of biological, sociological, and patriarchal explanations for presumed gender differences in communication. (Offered Fall)

History Course (3 hours):

HISUS 5260 United States Women's History -- 3 hrs.
Survey of social, cultural, and economic roles of women in the United States from founding to present, with some comparative analysis of women's roles in other areas of the world. (Offered Fall)

OR

HISEUB 5690. Modern European Women's History -- 3 hrs.
Examination of the political, social, intellectual, and economic history of women and gender relations in Europe from the Enlightenment to the present. Attention to women's rights movements and the social construction of gender. (Offered Spring)

Research Methodology – 3 hrs. (one of the following, or another research methods course approved by advisor)

INTDEPED 7305. Qualitative Methods in Educational Research -- 3 hrs.
Study of the techniques of direct observation and analysis of human behavior in ongoing, naturalistic settings. Focus on problems associated with the two main approaches used in

qualitative research -- participant observation and in-depth interviewing. Prerequisite(s): INTDEPED 7303. (Variable)

MEASRES 7301. Advanced Experimental Research in Education -- 3 hrs.
Relationships between scientific research, theory construction and ethical principles; true-experimental and quasi-experimental designs; univariate, factorial, and multivariate analyses with appropriate computer applications; critical review of experimental literature and preparation of research manuscripts. Prerequisite(s): MEASRES 4180/MEASRES 5180; MEASRES 6205; MEASRES 6281; or consent of department. (Variable)

PSYCH 6002. Research Design — 3 hrs.

Covers the planning and execution of psychological research. Topics include research design, measurement, ethical issues, sources of artifact and bias, data evaluation, and interpretation. Prerequisite(s): PSYCH 6001; graduate standing in psychology or consent of instructor. (Offered Spring)

ENGLISH 5120. Images of Women in Literature — 3 hrs.

Images, symbols, and myths of women in literature; feminist criticism. Prerequisite(s): ENGLISH 2120 or consent of instructor. (Variable)

ENGLISH 5140. Literary Criticism -- 3 hrs.

Important modern and traditional critical positions and their application to imaginative literature. Prerequisite(s): ENGLISH 2120 or consent of instructor. (Variable)

ENGLISH 6100. Introduction to Graduate Study in English -- 3 hrs.

Introduction to problems, techniques, and tools of graduate-level study and research in English; to be completed before 9 hours earned in the M.A. program. Prerequisite(s): written consent of English Graduate Coordinator. (Offered Fall)

HIST 6050. Historical Methods -- 3 hrs.

Investigation of problems confronting the historian and analysis of methods and techniques employed. (Offered Fall)

COMMGRAD 6022-01. Quantitative Methods – 3 hrs.

Introduction to the quantitative methods employed in the study of communication, including experimental and survey techniques. (Offered Fall, Spring)

COMMGRAD 6022-02. Qualitative Methods – 3 hrs.

Introduction to the qualitative research methods employed in the study of communication, including interpretive and ethnographic techniques. (Offered Fall, Spring)

COMMGRAD 6022-03. Critical Methods – 3 hrs.

Introduction to the elements of critical, rhetorical, and performance methods, as well as alternative methods of textual criticism, and analysis and preparation of examples of textual criticism. (Offered Fall, Spring)

SOC 5015 Qualitative Research Methods -- 3 hrs.

Development and application of qualitative descriptive and analytic methods used in social science research. Prerequisite(s): SOC 1000 or ANTH 1002. (Same ANTH 5015) (Offered Fall)

ANTH 5015 Qualitative Research Methods -- 3 hrs.
Development and application of the qualitative descriptive and analytic methods used in social science research. Prerequisite(s): SOC 1000 or ANTH 1002. (Same as SOC 5015) (Offered Fall)

HPELS 6210. Quantitative Methods in HPELS — 3 hrs.

Practical statistical applications commonly used in athletic training, health promotion and education, physical education, and leisure, youth and human services with a focus on the analysis and interpretation of data through the use of computer software packages. (Offered Fall, Spring)

HPELS 6215. Qualitative Methods — 3 hrs.

Application of qualitative methods of data collection and analysis to topics in athletic training, health promotion and education, physical education, and leisure, youth and human services. Prerequisite(s): SPED 6293 or equivalent (Variable)

LYHS 6410. Evaluation, Research and Accountability — 3 hrs.

Survey of advanced nonprofit organization research methods. Research in the area selected by student. Preparation and presentation of research proposal or major paper. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program or consent of instructor. (Variable)

Thesis Track:

Common Core - 13 hrs.

Thesis Research WGS:6299 – 6 hrs.

Electives related to Thesis Topic – 12 hrs.

Total Hours: 31

Applied Track:

Common Core – 13 Hrs.

WGS 6195 Internship – 4 hrs.

LYHS 6406 Fundraising and Grant Writing for Nonprofit Agencies — 3 hrs.
Comprehensive study of various funding sources and the methodology of nonprofit organizations to secure resources. (Fall)

Electives in Focus Area – 12 hrs.

Total Hours: 32

Focus Areas:

1) Women's Health

REQUIRED: CHOOSE ONE COURSE FROM THE FOLLOWING (3 hrs):

HPE 5162. Introduction to Women's Health — 3 hrs.

Survey of contemporary issues in women's health providing an understanding of women's personal health status, needs, and resources; awareness of women's health issues worldwide and the political, cultural, economic, and psychosocial factors which affect the health of women. (Fall)

OR

HPE 5328. Selected Topics in Women's Health — 3 hrs.

In-depth development and exploration of selected themes and topics in women's health. Focus on health issues that disproportionately affect women and examination of health issues, prevention programs, and strategies for health advocacy surrounding adolescent and adult unintended pregnancy, violence, substance abuse, and disordered eating through a feminist developmental perspective. (Spring)

ELECTIVES: CHOOSE 9 HRS. FROM THE FOLLOWING COURSES:

HPE 5162. Introduction to Women's Health — 3 hrs.

Survey of contemporary issues in women's health providing an understanding of women's personal health status, needs, and resources; awareness of women's health issues worldwide and the political, cultural, economic, and psychosocial factors which affect the health of women. (Fall)

HPE 5328. Selected Topics in Women's Health — 3 hrs.

In-depth development and exploration of selected themes and topics in women's health. Focus on health issues that disproportionately affect women and examination of health issues, prevention programs, and strategies for health advocacy surrounding adolescent and adult unintended pregnancy, violence, substance abuse, and disordered eating through a feminist developmental perspective. (Spring)

HPE 5161. Global Health Mission — 3 hrs.

Intensive immersion opportunity to plan, implement, and evaluate a large-scale health promotion program on-site with an underserved community in the U.S. or abroad. Under faculty supervision, students will travel, live, and work among the target population. Offered credit/no credit basis only. May be repeated. Prerequisite(s): HPE 4167/5167 . (Variable)

HPE 5167. Cultural Competency for the Helping Professions — 1 hr.

Overview of the changing demographics in the United States, and discussion of how culturally competent health care can improve the wellbeing of underserved populations. Provides in-depth training in working in a culturally appropriate manner with multiple diverse populations in Iowa and the United States. (Fall, Spring)

HPE 5247. Minority Health — 2 hrs.

Exploration of public health issues and problems faced by members of minority populations. Includes public health field trips and cultural competency development experiences. (Variable)

HPE 5256 . Implementing Public Health and Health Promotion Programs — 3 hrs.

Methods, techniques, and resources used in implementing public health and health promotion programs. Requires field-based work. Prerequisite(s): HPE 5353; HPE 5376. (Fall, Spring)

Note: This course to be combined with Health Advocacy...to 4 hours – need new course number & title

HPE 5353. Public Health Theory and Application — 3 hrs.

Selected learning and behavior change theories and ethical principles that serve as the foundation for effective public health, health promotion, and health education practice; emphasis on the practical application of these theories and principles in public health program delivery. (Fall, Spring)

HPE 5438. International Health — 2 hrs.

Exploration of widely-different disease patterns found between developed and developing countries, and investigation of the complex factors that contribute to poor community health status. Discussion of wellness strategies for populations in developing countries, as well as for minorities, immigrants, low income persons, and other underserved groups within the United States. (Variable)

HPE 7214. Health Disparities — 3 hrs.

Overview of the description, occurrence, and determinants of health disparities in the U.S., and discussion of strategies to promote health equity for all. (Variable)

2) Gender and Violence Prevention: (12 hours from the following)

FAM SERV 5145. Violence in Intimate Relationships — 3 hrs.

Exploration of theoretical models of violence in intimate and family relationships and examination of the impact of violence on secondary victims. Empirical and programmatic implications for prevention and intervention models are reviewed. Prerequisite(s): junior standing. (Variable)

COMM 5447. Performance and Social Change — 3 hrs.

Study of creation and theory of interactive performances as a method to create dialog and promote civic engagement related to social justice issues. Prerequisite(s): junior standing. (Spring)

COMM 5346. Gender Issues in Communication — 3 hrs.

Examination of construction and performance of gender identities through verbal and non-verbal communication. Critical analysis of biological, sociological, and patriarchal explanations for presumed gender differences in communication. Prerequisite(s): junior standing. (Fall)

SOC 5050. Men and Masculinities — 3 hrs.

Examination of men's lives from boys to men in such roles as friends, lovers, co-workers, family members, students, athletes, consumers, and soldiers. Consideration of diversities of male experiences through such categories as race, ethnicity, religion, class, sexual orientation, age, physical ability, and appearance. Prerequisite(s): junior standing. (Variable)

CRIM 5319. Victimology — 3 hrs.

Sociological investigation of institutional, economic, family, and personal victimization in American society with special attention to causes and processes of exploitation. Prerequisite(s): junior standing. (Fall)

CRIM 5331. Women, Crime and Society — 3 hrs.

Sociological analysis of women as victims, offenders, practitioners, and professionals in the criminal justice system. Examination of changing perceptions and behaviors of women in United States and other countries in relation to role expectations of women in criminal justice system. Prerequisite(s): SOC 1000; SOC 2010; junior standing. (Fall)

WGS 6297. Practicum -- 1-3 hrs. (students must choose violence prevention topic)

3) Individualized (12 hours of electives tailored to student interests, with permission of advisor)

3. When was the last time a change was made to this program? **2010**
4. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard programs allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.] **N/A**
5. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department. **No direct impact anticipated, but as WGS MA student numbers increase, some of the core courses could have higher enrollments.**
6. Explanation and justification.

The WGS MA program was required to undergo restructuring last spring. The changes currently proposed to the WGS MA program constitute the WGS restructuring plan. WGS faculty created this plan after close examination of other WGS programs with higher enrollments around the country, our SOA data, student exit surveys, alumni surveys, consultation with our external advisory boards about the needs/interests of the local population, and the external reviewers report of our last program review.

These changes include the following:

a) The creation of a new "applied" or professional (non-thesis) track with specific focus areas in women's health and gender and violence prevention.

Specifically we found that students and alumni felt that creating more clear career paths in the program for MA students who are not interested in going on to Ph.D. programs would make the program more attractive to a larger pool of students. This was also confirmed by data from WGS MA programs elsewhere with higher enrollments: virtually all of these

programs offered a non-thesis professional or applied track, as well as the thesis option. WGS faculty looked for ways to implement an applied track using existing resources and building on UNI's strengths. To make the change manageable, we decided to start with two focus areas. After some research and discussion, two areas seemed like obvious places to start: women's health (which our external advisory board also mentioned would be appealing to the local community) and gender and violence prevention. The University has a strong curricular foundation in both of these areas. In addition, the existence of the Global Health Corps, the Center for Violence Prevention and the SAVE Forum Actors on UNI's campus provide key co-curricular resources for the program, including resources for internships and practicum opportunities.

b) A revised set of core courses that will provide a framework in feminist theory for students on the thesis and applied tracks. More course options have been added to the feminist theory offerings, so that the core is flexible enough to serve the needs of students in both tracks, while ensuring that all have a strong foundation in feminist theory.

c) The addition of a 1 credit WGS graduate proseminar. This course is a replacement for the 1 credit introduction to graduate research course in WGS. This course needed to be replaced because a) some of the material is already covered in the required methods class all WGS must take; b) in the past, WGS funneled its graduate students into the Sociology Graduate Proseminar to get some of this material, but as Sociology no longer has an MA program this is no longer possible; c) with the addition of an applied option to the WGS MA program, a broader course is needed to introduce students to the program and; and d) In our examination of student exit surveys and conversations with WGS students and faculty, it has become clear that WGS students need a more explicit introduction to what it means to work in an interdisciplinary program.

d) The addition of a new 6000 level 4 credit internship for students in the applied track. WGS currently offers a 1-3 credit 5000 level graduate internship, but a 4 credit internship with a more extensive and sophisticated written component is more suitable for applied track students, who will need to complete a culminating project to graduate. This new 4 credit internship and the written work that is produced in it, will serve as the foundation of this final project.

e) Minor revisions were made to the list of research methods courses available to WGS MA students. 3 new methods courses were added to reflect the addition of the applied track and other options were updated based on input from WGS faculty from the disciplines in which the particular methods courses are housed.

7. Describe how this change will affect the usage of computer resources and facilities. **Should not affect these.**
8. Summarize the needs for additional Library resources and services that this change will require. **No new needs anticipated.**

9. Consultation summary: check [] appropriate response(s).
 [Must consult with all those identified in #5 and #7 above]. **NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed.) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).**

For Department and LACC (Form J) consultations:

| Departments Contacted For Consultation | No Impact | Has Impact - No Objections | Has Impact -Has Objections | Requests Further Consultation | Resolution Not Possible | No Response |
|--|-----------|----------------------------|----------------------------|-------------------------------|-------------------------|-------------|
| Comm Studies | | x | | | | |
| Lang and Lit | | x | | | | |
| Phil & Religion | | x | | | | |
| SAC | | x | | | | |
| Applied Human Sci | | x | | | | |
| HPELS | | x | | | | |
| Psychology | | x | | | | |

For Library (Form J-L) Consultations:

- No further consultation needed
 No further immediate consultation needed
 Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
 Further consultation needed with Office of Teacher Ed.
 Further consultation needed with Council on Teacher Ed.
 After further consultation, it appears there can be no resolution of this concern at this time

10. Will this proposed new program increase the total budgetary requirements of the Department?

No
 Yes

- a. If NO, explain why not. The program is almost completely built on existing courses, and the 2 new courses are either taught by the director or offered as individualized instruction.

- b. If YES, identify the **total costs**.

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| (1) Staff | \$ _____ |
| (2) Additional facilities | \$ _____ |
| (3) Equipment | \$ _____ |
| (4) Support personnel | \$ _____ |
| (5) Library requirements | \$ _____ |
| (6) Computer service | \$ _____ |
| (7) Educational technology | \$ _____ |
| (8) Other services (identify) | \$ _____ |
| _____ | \$ _____ |
| TOTAL COSTS | \$ _____ |

FORM D -- NEW COURSE PROPOSAL

DEPT/SCHOOL: Women's and Gender Studies

COLLEGE: CSBS/CHAS

1. New Course Information.
 - a. Proposed Course Number **WGS 6195**
 - b. Proposed Course Title **Graduate Internship in Women's and Gender Studies**
(If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar)
 - c. Proposed Credit Hours **1-4. May be repeated up to 4 credit hours.**
 - d. Proposed Description: **Field experience for students enrolled in the Applied Track of the Women's and Gender Studies MA program**
(Limited to 280 characters, including spaces and prerequisites)
 - e. Proposed Prerequisites, including any "hidden" prerequisites
(Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement: "Junior Standing") **Must be admitted to WGS MA program and have consent of WGS director.**

2. Justification for the addition of this course.
 - a. Identify the relationship of the proposed course to other planning processes (i.e. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation/re-accreditation requirements).

This course was created as part of the WGS MA restructuring plan. The restructuring plan was created after close examination of other WGS programs with higher enrollments around the country, our SOA data, student exit surveys and alumni surveys, consultation with our external advisory boards about the needs/interests of the local population, and the external reviewers report of our last program review. Specifically, this course is designed to meet the needs of students in the new applied track of the WGS MA program. WGS currently offers a 1-3 credit 5000 level graduate internship, but a 4 credit internship with a more extensive and sophisticated written component is more suitable for applied track students, who will need to complete a culminating project as part of their thesis. This new 4 credit internship and the written work that is produced in it, will serve as the foundation of this final project.

 - b. Identify whether the proposed course is part of any new or existing program (as either a required or elective course in a major, minor, emphasis, or certificate).
 - Integral to a proposed new program (specify program)
 - Modifies an existing program (specify program) **WGS MA**
 - Not integral to an existing or proposed new program

 - c. Identify the type of students likely to take the course.
(i.e. graduate students, seniors, majors, minors). **WGS MA students, applied track**

 - d. Identify the expected frequency with which the course is to be offered (i.e. once each year, every semester). **Fall, spring and summer**

 - e. List the names of any prospective instructors, if possible. **All WGS affiliated faculty (50+) could supervise these internships**

 - f. List any other courses with similar content or title which are offered by another department. **Several other departments have 6000 level internships, including**

Public Policy, Communications Studies, Communication Sciences and Disorders, Accounting and Health Promotion and Education, and others.

3. For 100g, 200 and 300-level courses:
 - a. Explain why the course is appropriate for graduate credit.
 - b. Identify the differences in requirements and expectations for undergraduate and graduate students enrolled in the proposed course.
 - c. Have the departmental graduate faculty approved this proposal?
Yes No
4. Identify the semester(s) during which the proposed course has been taught on an experimental basis and the student enrollment each time it has been taught. **N/A. Internship has been taught many times, but never as a formal course**
5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy. If the course has been taught before, please include a syllabus, if possible.

This internship will require 120 hours of field experience in the students focus area.

It will also include the following written requirements:

- 1) The intern must write a brief essay summarizing the work done for the internship and give her/his reactions to the internship experience.**
- 2) The intern must complete a distinct project for the employer, addressing an issue in the student's focus area. This project will include a written report.**
- 3) The intern must also complete a Role Analysis of someone working at the agency at which the internship is done.**

6. Describe how students in this proposed course will use computer resources and facilities. **No different than current internships.**

FORM D -- NEW COURSE PROPOSAL, continued

7. Summarize the needs for additional Library resources and services that the proposed new course will require. [NOTE: Library consultation on new courses is required.] **No additional services expected.**
8. Consultation summaries: check [] appropriate response(s). [Must consult with all those identified in #2f and #6 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted.

For Department and LACC (Form J) consultations:

| Departments Contacted For Consultation | No Impact | Has Impact - No Objections | Has Impact -Has Objections | Requests Further Consultation | Resolution Not Possible | No Response |
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For Library (Form J-L) Consultations:

- No further consultation needed
 No further immediate consultation needed
 Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
 Further consultation needed with Office of Teacher Ed.
 Further consultation needed with Council on Teacher Ed.
 After further consultation, it appears there can be no resolution of this concern at this time

9. Will this proposed new course increase the total budgetary requirements of the Department?
 No
 Yes

a. If NO, explain why not.

b. If YES, identify the total costs.

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|-------------------------------|-----------------|
| (1) Staff | \$ _____ |
| (2) Additional facilities | \$ _____ |
| (3) Equipment | \$ _____ |
| (4) Support personnel | \$ _____ |
| (5) Library requirements | \$ _____ |
| (6) Computer service | \$ _____ |
| (7) Educational technology | \$ _____ |
| (8) Other services (identify) | \$ _____ |
| _____ | \$ _____ |
| TOTAL COSTS | \$ _____ |

FORM D -- NEW COURSE PROPOSAL

DEPT/SCHOOL: Women's and Gender Studies

COLLEGE: CSBS/CHAS

1. New Course Information.
 - a. Proposed Course Number **WGS 6291**
 - b. Proposed Course Title **Graduate Proseminar in Women's and Gender Studies**
(If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar)
 - c. Proposed Credit Hours: **1**
 - d. Proposed Description: **Provides graduate students with overview of Women's and Gender Studies. Explores meanings of interdisciplinarity, assists students in understanding the rigors of graduate work, and examines career options available to those with an MA in Women's and Gender Studies.**
(Limited to 280 characters, including spaces and prerequisites)
 - e. Proposed Prerequisites, including any "hidden" prerequisites
(Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement: "Junior Standing")

2. Justification for the addition of this course.
 - a. Identify the relationship of the proposed course to other planning processes (i.e. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation/re-accreditation requirements).

This course was created as part of the WGS MA restructuring plan. The restructuring plan was created after close examination of other WGS programs with higher enrollments around the country, our SOA data, student exit surveys and alumni surveys, consultation with our external advisory boards about the needs/interests of the local population, and the external reviewers report of our last program review. Specifically, this course is a replacement for the of the one credit introduction to graduate research course in WGS. This course needed to be replaced because 1) some of the material is already covered in the required methods class all WGS must take; 2) in the past, WGS funneled its graduate students into the Sociology Graduate Proseminar to get some of this material, but as Sociology no longer has an MA program this is no longer possible; 3) with the addition of an applied option to the WGS MA program, a broader course is needed to introduce students to the program and; 4) In our examination of student exit surveys and conversations with WGS students and faculty, it has become clear that WGS students need a more explicit introduction to what it means to work in an interdisciplinary program.

 - b. Identify whether the proposed course is part of any new or existing program (as either a required or elective course in a major, minor, emphasis, or certificate).
 - Integral to a proposed new program (specify program)
 - x Modifies an existing program (specify program) **WGS MA**
 - Not integral to an existing or proposed new program

 - c. Identify the type of students likely to take the course.
(i.e. graduate students, seniors, majors, minors). **WGS MA students**

- d. Identify the expected frequency with which the course is to be offered (i.e. once each year, every semester). **Every fall**
 - e. List the names of any prospective instructors, if possible. **This course will be taught by the Director of the WGS program. It is built into that person's teaching assignment.**
 - f. List any other courses with similar content or title which are offered by another department. **While there are other departments with graduate proseminars, they focus on specific disciplines**
3. For 100g, 200 and 300-level courses:
 - a. Explain why the course is appropriate for graduate credit.
 - b. Identify the differences in requirements and expectations for undergraduate and graduate students enrolled in the proposed course.
 - c. Have the departmental graduate faculty approved this proposal?

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| Yes | No |
|-----|----|
 4. Identify the semester(s) during which the proposed course has been taught on an experimental basis and the student enrollment each time it has been taught. **Has not been taught.**
 5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy. If the course has been taught before, please include a syllabus, if possible.

This class will provide graduate students an overview of Women's and Gender Studies. It will explore the differences between interdisciplinary programs and those based within a single discipline and give students tools to recognize and address tensions between disciplines that may occur in and out of the classroom. It will assist students in understanding the rigors of graduate work, discuss strategies for how to better approach, understand, and succeed in graduate school, explore the wide variety of career options available to those with a Women's and Gender Studies MA degree, and prepare students for the job market or future work in academia.

Topics:

Understanding the Graduate School Experience

Understanding the nuances of an interdisciplinary program (dealing with a variety of methods, citation styles, and ways of thinking across the disciplines)

Library Orientation

Preparing for writing a thesis or completing a professional project

Guest Presentations: Faculty Research Presentations and Alumni Career presentations

Job Shadowing

Overview of professional organizations and conference participation

Creating CV/resumes

Preparing for the job search: cover letters and interviews

Careers in Women's and Gender Studies

Possible Reading List:

Michele Tracy Berger and Cheryl Radeloff, *Transforming Scholarship: Why Women's and Gender Studies Students are Changing Themselves and the World* (New York: Routledge, 2011).

Heather Krasna, *Jobs that Matter* (Indianapolis: JIST Publishing, 2010)

Olivia C. Smith, ed., *NWSA Guide to Graduate Work in Women's and Gender Studies*
(National Women's Studies Association Website:
<http://www.nwsa.org/content.asp?pl=17&contentid=17>)

6. Describe how students in this proposed course will use computer resources and facilities. **This should create no new needs.**

7. Summarize the needs for additional Library resources and services that the proposed new course will require. [NOTE: Library consultation on new courses is required.] **It will require some library resources, but certainly no more than the course it is replacing.**

8. Consultation summaries: check [] appropriate response(s). [Must consult with all those identified in #2f and #6 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted.

For Department and LACC (Form J) consultations:

| Departments Contacted For Consultation | No Impact | Has Impact - No Objections | Has Impact -Has Objections | Requests Further Consultation | Resolution Not Possible | No Response |
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For Library (Form J-L) Consultations:

- No further consultation needed
 No further immediate consultation needed
 Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
 Further consultation needed with Office of Teacher Ed.
 Further consultation needed with Council on Teacher Ed.
 After further consultation, it appears there can be no resolution of this concern at this time

9. Will this proposed new course increase the total budgetary requirements of the Department?
 No
 Yes

a. If NO, explain why not. **Teaching this course is built into the director's position.**

- b. If YES, identify the total costs.
- (1) Staff \$ _____
 - (2) Additional facilities \$ _____
 - (3) Equipment \$ _____
 - (4) Support personnel \$ _____

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|-------------------------------|----------|
| (5) Library requirements | \$ _____ |
| (6) Computer service | \$ _____ |
| (7) Educational technology | \$ _____ |
| (8) Other services (identify) | \$ _____ |
| _____ | \$ _____ |
| TOTAL COSTS | \$ _____ |

FORM B-1 -- DROPPED COURSE
(Drop Initiated by Department)

DEPT/SCHOOL: Women's and Gender Studies

COLLEGE: CSBS/CHAS

1. Catalog Page:

Course Number: WGS 6290

Course Title: Introduction to Graduate Research in Women's and Gender Studies

Semester Course Was Last Offered: Fall 2011

2. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department. No impact.

3. Explanation and justification. This course is being replaced by a one credit graduate proseminar in women's and gender studies. This course needed to be replaced because a) some of the material is already covered in the required methods class all WGS must take; b) in the past, WGS funneled its graduate students into the Sociology Graduate Proseminar to get some of this material, but as Sociology no longer has an MA program this is no longer possible; c) with the addition of an applied option to the WGS MA program, a broader course is needed to introduce students to the program and; d) In our examination of student exit surveys and conversations with WGS students and faculty, it has become clear that WGS students need a more explicit introduction to what it means to work in an interdisciplinary program.

4. Consultation summaries: check [] appropriate response(s).
[Must consult with all departments identified in #2 above].

For Department and LACC (Form J) consultations:

| Departments Contacted For Consultation | No Impact | Has Impact - No Objections | Has Impact -Has Objections | Requests Further Consultation | Resolution Not Possible | No Response |
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For Library (Form J-L) Consultations:

- No further consultation needed
- No further immediate consultation needed
- Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
- Further consultation needed with Office of Teacher Ed.
- Further consultation needed with Council on Teacher Ed.
- After further consultation, it appears there can be no resolution of this concern at this time