



updated.
Sent via email
10/4/19

EPC PROPOSAL FORM

Originating Academic Unit: Women's and Gender Studies

Date Proposal Submitted: October 1, 2019

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Manager (facgov@plu.edu).

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, see '2. Flowchart of Usual Procedure for Curriculum Revision' and '5. Checklist for Developing Proposals' in the EPC Manual, found in the [Faculty Handbook](#) (Section III, Part VI).

PROPOSAL SUMMARY

Provide a summary of the proposal.

This proposal revises the Women's and Gender Studies Program to the Gender, Sexuality, and Race Studies (GSRS) Program. The GSRS program will offer a major and two minors; credit hour and staffing requirements are unchanged from the existing WMGS major and minor. If approved, the GSRS major and minors would replace the existing WMGS major and minor. The GSRS program will feature courses that synthesize the studies of gender, sexuality, and critical race theory as well as electives that focus on at least one of these topics.

TYPE OF PROPOSAL

Check all the appropriate boxes.

[] TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

[] TYPE 2: SUBSTANTIVE CHANGES *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Add GenEd Element to existing course** |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Revise curriculum** | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: _____ | |

☒ TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]*

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> New Degree** | <input checked="" type="checkbox"/> New Major** | <input checked="" type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input checked="" type="checkbox"/> Eliminate Major | <input checked="" type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | <input type="checkbox"/> Other: _____ | | |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

++ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

Revising the Women's and Gender Studies Program to incorporate the critical study of race and sexuality responds to longstanding requests from PLU students, alumni, faculty, and administrators; aligns the program with the prevailing directions in the field; deepens our commitment to the study of diversity and justice; and makes our curricular offerings more accessible to a student body that is increasingly diverse with regard to race, gender, and sexuality. Core and elective courses in this program will feature cutting-edge scholarship on gender, sexuality, and race. Students in the program will analyze the social construction of identity categories, explore the cultural production of difference across societies, and consider the impact of identity on knowledge and power.

The Gender, Sexuality, and Race Studies Program extends PLU's longstanding strengths in the study of women and gender, formalizes the increasing prominence of queer, trans, and sexuality studies in our curriculum, and adds a vital new concentration to PLU's curriculum: critical race studies. The addition of critical race studies will draw together existing faculty expertise currently housed in separate departments, and respond to perennial student demand for curriculum on the study of race. Given its focus on intersectionality, WMGS has long incorporated the study of various identity categories, including race. In recent decades, many other schools have revised their programs to bring race more explicitly to the forefront, which also reflects current changes in the discipline. The Gender, Sexuality, and Race Studies Program will connect students and faculty across various fields in a program that is aligned with PLU's mission, attuned to our students' interests, and updated for the increasingly diverse societies in which our graduates participate.

The program will offer an innovative curriculum that will prepare students to solve problems in diverse environments, one of the most important skills desired by employers. GSRS majors and minors will learn to understand privilege and oppression and to work collaboratively in our increasingly diverse classrooms. They will extend and apply their learning in a supervised internship which is part of the capstone class and drives the analysis the present in their culminating project.

The proposed GSRS program is a significant revision of the existing WMGS program, but it does not add staffing or administrative costs to the current budget. Credit hour requirements for majors and minors in the GSRS program remain unchanged from the current WMGS major and minor.

Program Learning Outcomes

- a. Understand the social construction of gender, sexuality, and race
- b. Analyze systems of privilege and oppression
- c. Assess the intersectional relationship between knowledge production and consumption, identities, and power
- d. Communicate and collaborate across social differences
- e. Practice community-engaged scholarship and coalition building
- f. Engage in critical imagining to envision alternative futures

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

At the core of the Women's and Gender Studies (WMGS) program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes, such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

The women's and gender studies major is multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in women's and gender studies requires completion of a complementary major or minor from any department or program in the University.

PLU hosts a chapter of Iota Iota Iota (Triota) Women's and Gender Studies Honor Society. Eligible students meet the following criteria: (1) completion of at least 60 semester hours, (2) a minimum 3.5 cumulative GPA at the time of initiation, and (3) a demonstrated academic interest in Women's and Gender Studies, as evidenced by being a declared major or declared minor or having completed at least three courses that meet WMGS major and minor requirements (including courses offered by WMGS and courses offered by other programs that have been approved as WMGS electives).

Bachelor of Arts Degree

Major in Women's and Gender Studies

36 semester hours, including:

- WMGS 201 (4 semester hours, offered every semester)
- WMGS 301: Feminist and Gender Theories (4 semester hours, offered every Fall Semester)
- WMGS 499: Women's and Gender Studies Senior Capstone (4 semester hours, offered every Spring Semester)
- 24 additional semester hours
 - must be selected from list of WMGS-approved courses (see list below);
 - must be selected from at least four disciplines,
 - must be selected from at least two different divisions or schools;
 - only one course may be at the 100-level; and
 - at least four of these courses must be at 300 or 400-level.
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS major. This allows the integration of women's and gender studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the women's and gender studies chair about this option before the course begins (when possible) and provide syllabi and assignments to the Women's and Gender Studies Executive Committee for approval upon completion of the course.

Minor

20 semester hours, including:

- WMGS 201 (4 semester hours, offered every semester)
- 16 additional semester hours
 - must be selected from WMGS courses or from list of WMGS-approved courses;
 - must be selected from at least two disciplines;
 - must be selected from at least two different divisions or schools;
 - only one course may be at the 100 level, and at least two courses must be at the 300- or 400-level.
 - WMGS 301: Feminist and Gender Theories strongly recommended
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS minor. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the WMGS chair about this option before the course begins (when possible) and provide syllabi and assignments to the WMGS Executive Committee for approval upon completion of the course.

WMGS Approved Courses

Division of Humanities

- ENGL 232: Women's Literature
 - ENGL 341: Feminist Approaches to Literature
 - ENGL 395: Studies in Literature, Gender, and Sexuality
-

- ENGL 213, 216, 217, 231, 233, 234, 235, 241, 251, 300, 342, 343, 345, 348, 360, 370, 380, 394, 398 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- HISP 433: Special Topics in Latin American Literature and Culture when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- NORD 363: Culture, Gender and the Wild
- PHIL 220: Philosophy and Gender
- PHIL 239: Philosophy of Love and Sex
- RELI 368: Feminist and Womanist Theologies
- RELI 226, 330, 341, 344, 351, 354, 361, 364, 390 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.

Division of Social Sciences

- ANTH 350: Women and Men in World Cultures
- ANTH 352: Anthropology and Age
- ANTH 353: Clothing and Material Culture
- HIST 359: History of Women in the U.S.
- PSYC 370: Gender and Sexuality
- PSYC 375: Psychology of Women
- SOCI 210: Gender and Society
- SOCI 494: Gender and Violence

School of Arts and Communication

- ARTD 490: Gender and Art
- COMA 303: Gender and Communication

School of Education and Kinesiology

- KINS 315: Body Image

Proposed Catalog Language: (note changes in Bold and Strikeout)

At the core of the Women's and Gender Studies (WMGS) program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes, such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

The Gender, Sexuality, and Race Studies (GSRS) program at PLU provides students with an innovative curriculum that examines how gender, sexuality and race are embedded in complex dynamics of power and resistance, offers intersectional and interdisciplinary ways to understand identities and imagine new configurations of power, and provides students with opportunities to develop skills that will prepare them to pursue social justice and work in diverse communities. Accordingly, GSRS graduates will be able to solve problems in diverse environments, work effectively across difference, and lead from an equity mindset, some of the most important skills and abilities desired by employers.

The women's and gender studies major **gender, sexuality, and race studies major** is multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in ~~women's and gender studies~~ **gender, sexuality, and race studies** requires completion of a complementary major or minor from any department or program in the University.

PLU hosts a chapter of Iota Iota Iota (Triota) ~~Women's and Gender~~ **and Sexuality** Studies Honor Society. Eligible students meet the following criteria: (1) completion of at least 60 semester hours, (2) a minimum 3.5 cumulative GPA at the time of initiation, and (3) a demonstrated academic interest in ~~Women's and Gender~~ **and Sexuality** Studies, as evidenced by being a declared **GSRS** major or declared **Gender & Sexuality Studies** minor or having completed at least three courses that meet ~~WMGS~~ **GSRS** major and **GS** minor requirements (including courses offered by ~~WMGS~~ **GSRS** and courses offered by other programs that have been approved as ~~WMGS~~ **GSRS** electives).

Bachelor of Arts Degree

Major in ~~Women's and Gender Studies~~ Gender, Sexuality, and Race Studies

36 semester hours, including:

- ~~WMGS~~ **GSRS 201** (4 semester hours, offered every semester)
- ~~WMGS~~ **GSRS 301: Feminist and Gender Theories** (4 semester hours, offered every Fall Semester)
- ~~WMGS~~ **GSRS 499: Women's and Gender Studies Senior Capstone** (4 semester hours, offered every Spring Semester)
- 24 additional semester hours
 - must be selected from list of ~~WMGS~~**GSRS**-approved courses (see list below);
 - must include at least 8 hours in the **Gender and Sexuality (GS)** distribution
 - must include at least 8 hours in the **Critical Race Studies (CR)** distribution
 - must include at least one of the following: **HGST 200, NAIS 250****
 - must be selected from at least four disciplines **departments or programs**,
 - must be selected from at least two different divisions or schools; and
 - ~~only one course may be at the 100-level; and~~
 - at least four of these courses must be at 300 or 400-level.
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, **race**, and/or sexuality may also count for the ~~WMGS~~ **GSRS** major. This allows the integration of ~~women's and gender, sexuality, and race studies~~ perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the ~~women's and gender~~ **GSRS** studies chair about this option before the course begins (when

possible) and provide syllabi and assignments to the ~~Women's and Gender Studies~~ **GSRS** Executive Committee for approval upon completion of the course.

**** If the Latino Studies program proposal is approved, we will add LTST 241 to this list of options. The catalog language would thus read: must include at least one of the following: HGST 200, NAIS 250, LTST 241. If the LTST proposal is not approved, it will not affect our ability to deliver the curriculum as currently described.**

Minor in Gender and Sexuality Studies

20 semester hours, including:

- ~~WMGS~~ **GSRS 201** (4 semester hours, offered every semester)
- **GSRS 301** (4 semester hours, offered every fall)
- ~~16~~**12** additional semester hours
 - must be selected from ~~WMGS~~ **GSRS** courses or from list of ~~WMGS~~ **GSRS** - approved courses;
 - **must include at least 8 hours in the Gender and Sexuality (GS) distribution**
 - must be selected from at least two ~~disciplines~~ **departments or programs**;
 - must be selected from at least two different divisions or schools;
 - ~~only one course may be at the 100-level, and at least two courses must be at the 300- or 400-level.~~
 - ~~WMGS 301: Feminist and Gender Theories strongly recommended~~
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the ~~WMGS~~ **Gender & Sexuality Studies** minor. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the ~~WMGS~~ **GSRS** chair about this option before the course begins (when possible) and provide syllabi and assignments to the ~~WMGS~~ **GSRS** Executive Committee for approval upon completion of the course.

Minor in Critical Race Studies

20 semester hours, including:

- **GSRS 201** (4 semester hours, offered every semester)
- **GSRS 301** (4 semester hours, offered every fall)
- **12** additional semester hours
 - must be selected from **GSRS** courses or from list of **GSRS** -approved courses;
 - **must include at least 8 hours in the Critical Race Studies (CR) distribution**
 - must be selected from at least two departments or programs;
 - must be selected from at least two different divisions or schools;
 - **at least two courses must be at the 300- or 400-level.**
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on the critical study of race may also count for the **Critical Race Studies** minor. This allows the integration of **Critical Race Studies** perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the **GSRS** chair about this option before the course begins (when possible) and provide syllabi and assignments to the **GSRS** Executive Committee for approval upon completion of the course.

Because of their shared core courses, students may not double-minor in Gender & Sexuality Studies and Critical Race Studies. Majors in Gender, Sexuality, & Race Studies may not minor in either Gender & Sexuality Studies or Critical Race Studies for the same reason.

WMGS GSRS Approved Courses – Gender & Sexuality distribution

Division of Humanities

- ENGL 232: Women's Literature
- ~~ENGL 341: Feminist Approaches to Literature~~
- ENGL 395: Studies in Literature, Gender, and Sexuality
- ENGL 213, 216, 217, 231, 233, 234, 235, 241, 251, 300, 342, 343, 345, 348, 360, 370, 380, 394, 398 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- HISP 433: Special Topics in Latin American Literature and Culture when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- NORD 363: Culture, Gender and the Wild
- PHIL 220: Philosophy and Gender
- PHIL 239: Philosophy of Love and Sex
- RELI 368: Feminist and Womanist Theologies
- RELI 226, 330, 341, 344, 351, 354, 361, 364, 390 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.

Division of Social Sciences

- ANTH 350: Women and Men in World Cultures
- ANTH 352: Anthropology and Age
- ANTH 353: Clothing and Material Culture
- HIST 359: History of Women in the U.S.
- PSYC 370: Gender and Sexuality
- PSYC 375: Psychology of Women
- SOCI 210: Gender and Society
- SOCI 494: Gender and Violence

School of Arts and Communication

- ARTD 490: Gender and Art
- COMA 303: Gender and Communication

School of Education and Kinesiology

- KINS 315: Body Image

GSRS Approved Courses – Critical Race Studies distribution**

Division of Humanities

- CLAS 241 when topic is Race & Ethnicity in the Ancient World
- ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives
- ENGL 342: American Ethnic Literatures
- ENGL 343: Post Colonial Literature and Theory
- ENGL 348: Studies in Literature, Culture, and Power
- ENGL 396: Studies in Literature, Race, and Ethnicity
- HISP 321: Civilization & Culture of Spain
- HISP 423 when the topic is Representations of the Migrant Experience in Contemporary Spain
- PHIL 227: Philosophy and Race
- RELI 230 when topic is Religion & Healing, African-American Religious Traditions, Islam in America

- RELI 354: Race and Gender in Theology

Division of Social Sciences

- ANTH 101: Introduction to Human Biological Diversity
- ANTH 104: Introduction to Language in Society
- ANTH 332: Prehistory of North America
- HIST 357: African American History
- HIST 287 when the topic is Fighting Racism in the U.S.
- POLS 365: Racial and Ethnic Politics
- POLS 388 when the topic is Latino Politics
- PSYC 335: Cultural Psychology
- SOCI 226: Delinquency and Juvenile Justice
- SOCI 332: Race & Ethnicity
- SOCI 384: Criminal Justice
- SOCI 410: Social Stratification
- SOCI 413: Crime & Society

Interdisciplinary Programs

- NAIS 230: Indigenous Creation Stories of the Americas

Note: Prefixes for all existing WMGS courses in the catalog will be changed to GSRS. We will submit a Type 2 EPC proposal to update catalog language for selected WMGS courses later in the year.

** The list of electives for the Critical Race Studies distribution is based on a Spring 2019 survey of all PLU faculty and the PLU catalog. The final list of approved electives would be based on review and approval by the WMGS/GSRS Executive Committee. If this program revision is approved by EPC, we will move forward with an internal process for creating the distribution lists for the GSRS major and minors, with a goal of having the lists finalized no later than March 2020.

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/> Yes, ? Times [If yes, the parameters must be clear in course description]	<input type="checkbox"/> No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input type="checkbox"/> Standard Letter	<input type="checkbox"/> Pass/Fail
Anticipated Enrollment:		
Course Syllabus Attached**:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☐ Yes (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear
which GenEd elements, if any, are proposed for each course.

☒ No

☐ Alternative Perspectives A

☐ Art, Music, Theatre AR

☐ Physical Activity PE

☐ Philosophy PH

- | | |
|---|--|
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

- ☒ **Yes**
☐ **No** (Indicate why the proposal is being forwarded to EPC)
-

Does this proposal impact any other academic unit?

- ☒ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)
 ENGL, HISP, HGST, NORD, PHIL, RELI, ANTH, HIST, PSYC, SOCI, ARTD, COMA, KINS, POLS, and NAIS either offer WMGS electives or may offer GSRS electives under this revision. I have contacted all the chairs of these departments with a summary of our proposal and its (minimal) impact on their program. Chairs have indicated 2/3 support in the following departments: RELI, ENGL, HGST, PHIL, ANTH, SOCI, POLS, ARTD, COMA, NAIS, KINS, HISP, and NORD. No chairs have indicated that their department does not support the revision, but a few have not gotten back to me.
☐ **No**
-

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

- ☐ **Yes** (Explain and indicate if support services have been consulted)
☒ **No**
-

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

- b. Staffing needs do not change under this proposal. We need 0.67 FTE to offer the program's core courses, along with sufficient electives in departments across campus. We draw the 0.67 FTE from various departments each year; one of our four core courses is always taught by the Dean of Inclusive Excellence.

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Core courses	GSRS 201	GSRS 201	GSRS 201	GSRS 201
	GSRS 301	GSRS 499	GSRS 301	GSRS 499
Electives*	5 GS electives	5 GS electives	5 GS electives	5 GS electives

	4 CR electives	4 CR electives	4 CR electives	4 CR electives
--	-------------------	-------------------	-------------------	-------------------

* GS = gender & sexuality distribution; CR = critical race distribution. Like all interdisciplinary programs, we do not control the scheduling or staffing of electives that count for our major & minor. Based on research about past offerings, our Spring 2019 survey of potential electives for the critical race studies concentrations, and conversations with departments that offer WMGS electives, we are confident that sufficient electives will be offered to deliver the curriculum.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☐ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☒ **No**

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Department Chair/Program Chair/Associate Dean (Date)

Dean (Date)

Provost (Date)

☐ Forwarded with Endorsement
☐ Forwarded with Reservations



Memorandum Office of the Registrar

To: Dr. Gregson, Provost

From: Kelly Gaspar Poth, Associate Registrar, x7139, gasparka@plu.edu

Date: October 7, 2019

Re: Changing WMGS to GSRS (Type 3)

New Major Code: MGSR Gender, Sexuality & Race Studies
(this is what will show on a transcript, it is limited to 30 characters)

New Minor Codes: NCRS Critical Race Studies
NGSS Gender & Sexuality Studies

New Subject Code: GSRS Gender, Sexuality & Race Studies

12/16/19 utg
10/11/19
mhm



EPC PROPOSAL FORM

Originating Academic Unit: Women's and Gender Studies

Date Proposal Submitted: October 1, 2019

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Manager (facgov@plu.edu).

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, see '2. Flowchart of Usual Procedure for Curriculum Revision' and '5. Checklist for Developing Proposals' in the EPC Manual, found in the [Faculty Handbook](#) (Section III, Part VI).

PROPOSAL SUMMARY

Provide a summary of the proposal.

This proposal revises the Women's and Gender Studies Program to the Gender, Sexuality, and Race Studies (GSRS) Program. The GSRS program will offer a major and two minors; credit hour and staffing requirements are unchanged from the existing WMGS major and minor. If approved, the GSRS major and minors would replace the existing WMGS major and minor. The GSRS program will feature courses that synthesize the studies of gender, sexuality, and critical race theory as well as electives that focus on at least one of these topics.

TYPE OF PROPOSAL

Check all the appropriate boxes.

☐ TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

☐ TYPE 2: SUBSTANTIVE CHANGES *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Add GenEd Element to existing course** |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Revise curriculum** | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: _____ | |

[X] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL [complete all sections, including signatures]

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> New Degree** | <input checked="" type="checkbox"/> New Major** | <input checked="" type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input checked="" type="checkbox"/> Eliminate Major | <input checked="" type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | <input type="checkbox"/> Other: _____ | | |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

++ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

Revising the Women's and Gender Studies Program to incorporate the critical study of race and sexuality responds to longstanding requests from PLU students, alumni, faculty, and administrators; aligns the program with the prevailing directions in the field; deepens our commitment to the study of diversity and justice; and makes our curricular offerings more accessible to a student body that is increasingly diverse with regard to race, gender, and sexuality. Core and elective courses in this program will feature cutting-edge scholarship on gender, sexuality, and race. Students in the program will analyze the social construction of identity categories, explore the cultural production of difference across societies, and consider the impact of identity on knowledge and power.

The Gender, Sexuality, and Race Studies Program extends PLU's longstanding strengths in the study of women and gender, formalizes the increasing prominence of queer, trans, and sexuality studies in our curriculum, and adds a vital new concentration to PLU's curriculum: critical race studies. The addition of critical race studies will draw together existing faculty expertise currently housed in separate departments, and respond to perennial student demand for curriculum on the study of race. Given its focus on intersectionality, WMGS has long incorporated the study of various identity categories, including race. In recent decades, many other schools have revised their programs to bring race more explicitly to the forefront, which also reflects current changes in the discipline. The Gender, Sexuality, and Race Studies Program will connect students and faculty across various fields in a program that is aligned with PLU's mission, attuned to our students' interests, and updated for the increasingly diverse societies in which our graduates participate.

The program will offer an innovative curriculum that will prepare students to solve problems in diverse environments, one of the most important skills desired by employers. GSRS majors and minors will learn to understand privilege and oppression and to work collaboratively in our increasingly diverse classrooms. They will extend and apply their learning in a supervised internship which is part of the capstone class and drives the analysis the present in their culminating project.

The proposed GSRS program is a significant revision of the existing WMGS program, but it does not add staffing or administrative costs to the current budget. Credit hour requirements for majors and minors in the GSRS program remain unchanged from the current WMGS major and minor.

Program Learning Outcomes

- a. Understand the social construction of gender, sexuality, and race
- b. Analyze systems of privilege and oppression
- c. Assess the intersectional relationship between knowledge production and consumption, identities, and power
- d. Communicate and collaborate across social differences
- e. Practice community-engaged scholarship and coalition building
- f. Engage in critical imagining to envision alternative futures

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

At the core of the Women's and Gender Studies (WMGS) program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes, such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

The women's and gender studies major is multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in women's and gender studies requires completion of a complementary major or minor from any department or program in the University.

PLU hosts a chapter of Iota Iota Iota (Triota) Women's and Gender Studies Honor Society. Eligible students meet the following criteria: (1) completion of at least 60 semester hours, (2) a minimum 3.5 cumulative GPA at the time of initiation, and (3) a demonstrated academic interest in Women's and Gender Studies, as evidenced by being a declared major or declared minor or having completed at least three courses that meet WMGS major and minor requirements (including courses offered by WMGS and courses offered by other programs that have been approved as WMGS electives).

Bachelor of Arts Degree

Major in Women's and Gender Studies

36 semester hours, including:

- WMGS 201 (4 semester hours, offered every semester)
- WMGS 301: Feminist and Gender Theories (4 semester hours, offered every Fall Semester)
- WMGS 499: Women's and Gender Studies Senior Capstone (4 semester hours, offered every Spring Semester)
- 24 additional semester hours
 - must be selected from list of WMGS-approved courses (see list below);
 - must be selected from at least four disciplines,
 - must be selected from at least two different divisions or schools;
 - only one course may be at the 100-level; and
 - at least four of these courses must be at 300 or 400-level.
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS major. This allows the integration of women's and gender studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the women's and gender studies chair about this option before the course begins (when possible) and provide syllabi and assignments to the Women's and Gender Studies Executive Committee for approval upon completion of the course.

Minor

20 semester hours, including:

- WMGS 201 (4 semester hours, offered every semester)
- 16 additional semester hours
 - must be selected from WMGS courses or from list of WMGS-approved courses;
 - must be selected from at least two disciplines;
 - must be selected from at least two different divisions or schools;
 - only one course may be at the 100 level, and at least two courses must be at the 300- or 400-level.
 - WMGS 301: Feminist and Gender Theories strongly recommended
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS minor. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the WMGS chair about this option before the course begins (when possible) and provide syllabi and assignments to the WMGS Executive Committee for approval upon completion of the course.

WMGS Approved Courses

Division of Humanities

- ENGL 232: Women's Literature
- ENGL 341: Feminist Approaches to Literature
- ENGL 395: Studies in Literature, Gender, and Sexuality

- ENGL 213, 216, 217, 231, 233, 234, 235, 241, 251, 300, 342, 343, 345, 348, 360, 370, 380, 394, 398 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- HISP 433: Special Topics in Latin American Literature and Culture when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- NORD 363: Culture, Gender and the Wild
- PHIL 220: Philosophy and Gender
- PHIL 239: Philosophy of Love and Sex
- RELI 368: Feminist and Womanist Theologies
- RELI 226, 330, 341, 344, 351, 354, 361, 364, 390 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.

Division of Social Sciences

- ANTH 350: Women and Men in World Cultures
- ANTH 352: Anthropology and Age
- ANTH 353: Clothing and Material Culture
- HIST 359: History of Women in the U.S.
- PSYC 370: Gender and Sexuality
- PSYC 375: Psychology of Women
- SOCI 210: Gender and Society
- SOCI 494: Gender and Violence

School of Arts and Communication

- ARTD 490: Gender and Art
- COMA 303: Gender and Communication

School of Education and Kinesiology

- KINS 315: Body Image

Proposed Catalog Language: (note changes in Bold and Strikeout)

At the core of the Women's and Gender Studies (WMGS) program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes, such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

The Gender, Sexuality, and Race Studies (GSRS) program at PLU provides students with an innovative curriculum that examines how gender, sexuality and race are embedded in complex dynamics of power and resistance, offers intersectional and interdisciplinary ways to understand identities and imagine new configurations of power, and provides students with opportunities to develop skills that will prepare them to pursue social justice and work in diverse communities. Accordingly, GSRS graduates will be able to solve problems in diverse environments, work effectively across difference, and lead from an equity mindset, some of the most important skills and abilities desired by employers.

The women's and gender studies major **gender, sexuality, and race studies major** is multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in **women's and gender studies gender, sexuality, and race studies** requires completion of a complementary major or minor from any department or program in the University.

PLU hosts a chapter of Iota Iota Iota (Triota) **Women's and Gender and Sexuality Studies Honor Society**. Eligible students meet the following criteria: (1) completion of at least 60 semester hours, (2) a minimum 3.5 cumulative GPA at the time of initiation, and (3) a demonstrated academic interest in **Women's and Gender and Sexuality Studies**, as evidenced by being a declared **GSRS** major or declared **Gender & Sexuality Studies** minor or having completed at least three courses that meet **WMGS GSRS** major and **GS** minor requirements (including courses offered by **WMGS GSRS** and courses offered by other programs that have been approved as **WMGS GSRS** electives).

Bachelor of Arts Degree

Major in Women's and Gender Studies Gender, Sexuality, and Race Studies

36 semester hours, including:

- **WMGS GSRS 201** (4 semester hours, offered every semester)
- **WMGS GSRS 301: Feminist and Gender Theories** (4 semester hours, offered every Fall Semester)
- **WMGS GSRS 499: Women's and Gender Studies Senior Capstone** (4 semester hours, offered every Spring Semester)
- 24 additional semester hours
 - must be selected from list of **WMGS GSRS**-approved courses (see list below);
 - must include at least 8 hours in the **Gender and Sexuality (GS)** distribution
 - must include at least 8 hours in the **Critical Race Studies (CR)** distribution
 - must include at least one of the following: **HGST 200, NAIS 250****
 - must be selected from at least four disciplines-departments or programs,
 - must be selected from at least two different divisions or schools; and
 - only one course may be at the 100-level; and
 - at least four of these courses must be at 300 or 400-level.
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, race, and/or sexuality may also count for the **WMGS GSRS** major. This allows the integration of **women's and gender, sexuality, and race studies** perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the **women's and gender GSRS studies** chair about this option before the course begins (when

possible) and provide syllabi and assignments to the Women's and Gender Studies GSRs Executive Committee for approval upon completion of the course.

** If the Latino Studies program proposal is approved, we will add LTST 241 to this list of options. The catalog language would thus read: **must include at least one of the following: HGST 200, NAIS 250, LTST 241.** If the LTST proposal is not approved, it will not affect our ability to deliver the curriculum as currently described.

Minor in Gender and Sexuality Studies

20 semester hours, including:

- WMGS GSRs 201 (4 semester hours, offered every semester)
- GSRs 301 (4 semester hours, offered every fall)
- 1612 additional semester hours
 - must be selected from WMGS GSRs courses or from list of WMGS GSRs - approved courses;
 - **must include at least 8 hours in the Gender and Sexuality (GS) distribution**
 - must be selected from at least two disciplines departments or programs;
 - must be selected from at least two different divisions or schools;
 - ~~only one course may be at the 100-level, and at least two courses must be at the 300- or 400-level.~~
 - ~~WMGS 301: Feminist and Gender Theories strongly recommended~~
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS Gender & Sexuality Studies minor. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the WMGS GSRs chair about this option before the course begins (when possible) and provide syllabi and assignments to the WMGS GSRs Executive Committee for approval upon completion of the course.

Minor in Critical Race Studies

20 semester hours, including:

- GSRs 201 (4 semester hours, offered every semester)
- GSRs 301 (4 semester hours, offered every fall)
- 12 additional semester hours
 - must be selected from GSRs courses or from list of GSRs -approved courses;
 - **must include at least 8 hours in the Critical Race Studies (CR) distribution**
 - must be selected from at least two departments or programs;
 - must be selected from at least two different divisions or schools;
 - at least two courses must be at the 300- or 400-level.
 - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on the critical study of race may also count for the Critical Race Studies minor. This allows the integration of Critical Race Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the GSRs chair about this option before the course begins (when possible) and provide syllabi and assignments to the GSRs Executive Committee for approval upon completion of the course.

Because of their shared core courses, students may not double-minor in Gender & Sexuality Studies and Critical Race Studies. Majors in Gender, Sexuality, & Race Studies may not minor in either Gender & Sexuality Studies or Critical Race Studies for the same reason.

WMGS GSRS Approved Courses – Gender & Sexuality distribution

Division of Humanities

- ENGL 232: Women's Literature
- ~~ENGL 341: Feminist Approaches to Literature~~
- ENGL 395: Studies in Literature, Gender, and Sexuality
- ENGL 213, 216, 217, 231, 233, 234, 235, 241, 251, 300, 342, 343, 345, 348, 360, 370, 380, 394, 398 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- HISP 433: Special Topics in Latin American Literature and Culture when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.
- NORD 363: Culture, Gender and the Wild
- PHIL 220: Philosophy and Gender
- PHIL 239: Philosophy of Love and Sex
- RELI 368: Feminist and Womanist Theologies
- RELI 226, 330, 341, 344, 351, 354, 361, 364, 390 when topic is related to women, gender, sexuality, and/or feminism. See chair for more information.

Division of Social Sciences

- ANTH 350: Women and Men in World Cultures
- ANTH 352: Anthropology and Age
- ANTH 353: Clothing and Material Culture
- HIST 359: History of Women in the U.S.
- PSYC 370: Gender and Sexuality
- PSYC 375: Psychology of Women
- SOCI 210: Gender and Society
- SOCI 494: Gender and Violence

School of Arts and Communication

- ARTD 490: Gender and Art
- COMA 303: Gender and Communication

School of Education and Kinesiology

- KINS 315: Body Image

GSRS Approved Courses – Critical Race Studies distribution**

Division of Humanities

- CLAS 241 when topic is Race & Ethnicity in the Ancient World
- ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives
- ENGL 342: American Ethnic Literatures
- ENGL 343: Post Colonial Literature and Theory
- ENGL 348: Studies in Literature, Culture, and Power
- ENGL 396: Studies in Literature, Race, and Ethnicity
- HISP 321: Civilization & Culture of Spain
- HISP 423 when the topic is Representations of the Migrant Experience in Contemporary Spain
- PHIL 227: Philosophy and Race
- RELI 230 when topic is Religion & Healing, African-American Religious Traditions, Islam in America

- RELI 354: Race and Gender in Theology
- Division of Social Sciences**
- ANTH 101: Introduction to Human Biological Diversity
 - ANTH 104: Introduction to Language in Society
 - ANTH 332: Prehistory of North America
 - HIST 357: African American History
 - HIST 287 when the topic is Fighting Racism in the U.S.
 - POLS 365: Racial and Ethnic Politics
 - POLS 388 when the topic is Latino Politics
 - PSYC 335: Cultural Psychology
 - SOCI 226: Delinquency and Juvenile Justice
 - SOCI 332: Race & Ethnicity
 - SOCI 384: Criminal Justice
 - SOCI 410: Social Stratification
 - SOCI 413: Crime & Society
- Interdisciplinary Programs**
- NAIS 230: Indigenous Creation Stories of the Americas

Note: Prefixes for all existing WMGS courses in the catalog will be changed to GSRS. We will submit a Type 2 EPC proposal to update catalog language for selected WMGS courses later in the year.

** The list of electives for the Critical Race Studies distribution is based on a Spring 2019 survey of all PLU faculty and the PLU catalog. The final list of approved electives would be based on review and approval by the WMGS/GSRS Executive Committee. If this program revision is approved by EPC, we will move forward with an internal process for creating the distribution lists for the GSRS major and minors, with a goal of having the lists finalized no later than March 2020.

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/> Yes,	<input type="checkbox"/> ? Times [If yes, the parameters must be clear in course description]	<input type="checkbox"/> No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input type="checkbox"/> Standard Letter	<input type="checkbox"/> Pass/Fail	
Anticipated Enrollment:			
Course Syllabus Attached ⁺⁺ :	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

⁺⁺Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☐ Yes (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ No

☐ Alternative Perspectives **A**

☐ Art, Music, Theatre **AR**

☐ Physical Activity **PE**

☐ Philosophy **PH**

- | | |
|---|--|
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

- ☒ **Yes**
☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

- ☒ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)
 ENGL, HISP, HGST, NORD, PHIL, RELI, ANTH, HIST, PSYC, SOCI, ARTD, COMA, KINS, POLS, and NAIS either offer WMGS electives or may offer GSRS electives under this revision. I have contacted all the chairs of these departments with a summary of our proposal and its (minimal) impact on their program. Chairs have indicated 2/3 support in the following departments: RELI, ENGL, HGST, PHIL, ANTH, SOCI, POLS, ARTD, COMA, NAIS, KINS, HISP, and NORD. No chairs have indicated that their department does not support the revision, but a few have not gotten back to me.
☐ **No**

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

- ☐ **Yes** (Explain and indicate if support services have been consulted)
☒ **No**

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

- b. Staffing needs do not change under this proposal. We need 0.67 FTE to offer the program's core courses, along with sufficient electives in departments across campus. We draw the 0.67 FTE from various departments each year; one of our four core courses is always taught by the Dean of Inclusive Excellence.

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Core courses	GSRS 201	GSRS 201	GSRS 201	GSRS 201
	GSRS 301	GSRS 499	GSRS 301	GSRS 499
Electives*	5 GS electives	5 GS electives	5 GS electives	5 GS electives

	4 CR electives	4 CR electives	4 CR electives	4 CR electives
--	-------------------	-------------------	-------------------	-------------------

* GS = gender & sexuality distribution; CR = critical race distribution. Like all interdisciplinary programs, we do not control the scheduling or staffing of electives that count for our major & minor. Based on research about past offerings, our Spring 2019 survey of potential electives for the critical race studies concentrations, and conversations with departments that offer WMGS electives, we are confident that sufficient electives will be offered to deliver the curriculum.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☐ Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☒ No

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES



Department Chair/Program Chair/Associate Dean

10/1/19


(Date)



Dean

10/1/19

(Date)



Provost

10/8/19

(Date)

☒ Forwarded with Endorsement
☐ Forwarded with Reservations

~~to be~~
Support from
that and PSYC
~~should~~ should be
attained!

Institutional Impact Evaluation Form

- 1. Name of Proposed Program:** Gender, Sexuality, and Race Studies
- 2. Executive Summary:** In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

This proposal revises the Women's and Gender Studies Program to the Gender, Sexuality, and Race Studies Program. Core and elective courses in this program will feature cutting-edge scholarship on gender, sexuality, and race. Students in the program will analyze the social construction of identity categories, explore the cultural production of difference across societies, and consider the impact of identity on knowledge and power.

The Gender, Sexuality, and Race Studies Program extends PLU's longstanding strengths in the study of women and gender, acknowledges the increasing prominence of queer, trans, and sexuality studies in our curriculum, and explicitly makes critical race studies central to a PLU program. The addition of critical race studies will draw together existing faculty expertise currently housed in separate departments, and respond to perennial student demand. The Gender, Sexuality, and Race Studies Program will connect students and faculty across various fields in a program that is aligned with PLU's commitment to inclusive excellence, attuned to our students' interests and their experiences on campus, and updated for the increasingly diverse societies in which our graduates participate. The program will offer an innovative curriculum that will prepare students to solve problems in diverse environments, one of the most important skills desired by employers. This revision also speaks to PLU's Diversity Statement, by calling attention to various forms of difference, including those produced by power and oppression. GSRS majors and minors will learn to understand privilege and oppression and to work collaboratively in our increasingly diverse classrooms. They will extend and apply their learning in a supervised internship, which will drive the analysis they present in their capstone.

- 3. Proposed Program Start Date:** Fall 2020

4. Program Offerings:

- a. Describe the type of program (new degree, new major, new minor, new concentration).

This program offers a revised major and 2 new minors (Gender & Sexuality studies and Critical Race studies).

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

The program will be delivered primarily face-to-face. Core courses will be taught face-to-face, which is consistent with best practices in both gender & sexuality studies and critical race studies. Electives may be offered in online or blended formats.

- c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted.

This is a revision of the existing Women's and Gender Studies major and minor, which will become the Gender, Sexuality, and Race Studies major and minor. Credit hours for the major (36) and minor (20) will not change, nor will GPA requirements for majors (WMGS classes must be completed with a C- or better, and student must have a 2.0 GPA or higher in WMGS classes).

GSRS majors will require 36 credit hours, including GSRS 201, 301, and 499, along with 24 hours of electives, at least 16 hours of which must be taken at the 300-level or above. Electives must be selected from at least four different departments and two different divisions/schools. These requirements and course numbers are identical to our existing major.

Both minors will require 20 credit hours, including GSRS 201 and 301, along with 12 hours of electives, at least 8 hours of which must be taken at the 300-level or above. Electives must be selected from at least two different departments and two different divisions/schools. The credit hour requirements are identical to our existing minor, though we are now requiring (rather than recommending) GSRS 301 for our minors.

Our electives will be divided into two distributions: Critical Race Studies electives and Gender & Sexuality electives. We expect most current WMGS electives to remain as electives in the Gender & Sexuality distribution (12 departments, 47 total courses). Electives for the Critical Race Studies concentration will be drawn from at least 12 departments. Based on review of existing courses at PLU, we expect at least 25 electives to be approved for the Critical Race Studies distribution.

Majors will be expected to take at least 2 courses in each distribution (Gender & Sexuality distribution and Critical Race Studies distribution), along with 1 of the following: NAIS 250, HGST 200, or LTST 241 (if the Latino Studies Program is approved). Each of these courses focus on the critical study of race, ethnicity,

gender, and/or sexuality and is offered yearly.

Minors will be expected to take GSRS 301 and at least 2 electives in their chosen distribution (either critical race studies or gender & sexuality studies). Because of the shared core for the two minors, students will not be allowed to double minor in critical race studies and gender & sexuality studies. For the same reason, majors may not declare a minor in critical race studies or gender & sexuality studies

- d. Provide a two-year course cycle for delivering the curriculum.

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Core courses	GSRS 201	GSRS 201	GSRS 201	GSRS 201
	GSRS 301	GSRS 499	GSRS 301	GSRS 499
Electives*	5 GS electives 4 CR electives	5 GS electives 4 CR electives	5 GS electives 4 CR electives	5 GS electives 4 CR electives

* GS = gender & sexuality distribution; CR = critical race distribution. Like all interdisciplinary programs, we do not control the scheduling or staffing of electives that count for our major & minor. Based on research about past offerings, our Spring 2019 survey of potential electives for the critical race studies concentrations, and conversations with departments that offer WMGS electives, we are confident that sufficient electives will be offered to deliver the curriculum.

- e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

Our two-year advising plan would remain similar to the one we have currently; core course prefixes would change from WMGS to GSRS, and we would have a longer list of potential electives given that new elective courses would be added to the Critical Race Studies distribution. Our two-year advising plan is available here: <https://www.plu.edu/academic-advising/wp-content/uploads/sites/152/2019/03/womens-gender-studies.pdf>.

Interdisciplinary Programs do not provide 4-year Advising Plans in PLU's current system, as we offer all required courses within our control every year, but cannot predict the exact timing of electives, which are the majority of the courses required.

- f. Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

- a. Understand the social construction of gender, sexuality, and race
- b. Analyze systems of privilege and oppression
- c. Assess the intersectional relationship between knowledge production, identities, and power
- d. Communicate and collaborate across differences
- e. Practice community-engaged scholarship and coalition building
- f. Engage in critical imagining to envision alternative futures

Learning outcomes a, b, and c ask students to do critical reflection, while outcomes c and d focus on expression. Learning outcomes d and e allow students to develop their interaction with others. Outcome f asks students to engage in valuing. All of the learning objectives contribute to students' understanding of multiple frameworks. Our learning objectives align well with the PLU Integrated Learning Objectives.

- g. Provide a plan for assessing program learning outcomes.

We will assess one learning outcome each year, focusing on student work produced by students in GSRS 201 and 301. We will also assess all 6 learning outcomes through exit surveys of our graduating majors in GSRS 499.

- h. Identify program entrance requirements, including application processes, if appropriate.

Majors and minors need to declare in a meeting with the GSRS chair. There are no other entrance requirements.

- 5. **External Authorization:** Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

No

6. Rationale:

- a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

The WMGS program began researching other women's and gender studies programs that were revised to incorporate the critical study of sexuality and/or race as early as 2015. Some of our earliest inspiration came from the following

programs:

Humboldt State University: Critical Race, Gender and Sexuality Studies

Cal-State East Bay: Gender and Sexuality in Communities of Color

Portland State School of Gender, Race, and Nations

University of Central Florida: Interdisciplinary Studies, Transnational Gender, Race, and Sexuality Studies

Connecticut College: Gender, Sexuality and Intersectionality Studies

Augsburg University: Gender, Sexuality and Women's Studies program

Our regional competitors—the University of Puget Sound, University of Washington-Tacoma, and Western Washington—all feature majors in the critical study of race, ethnicity, and/or sexuality. The program we propose differs from each of these competitors in important ways. Unlike these competitors, our program combines the study of race, sexuality, and gender into a single major, asking students to think about the ways these subjects intersect with one another. Following the longstanding tradition of Women's and Gender Studies at PLU—and responding to student demands for the practical application of the study of race, gender, and sexuality—we plan to continue requiring capstone students to complete a practicum or internship. This distinctive requirement positions PLU students in the program to connect their classroom learning with mission-driven work outside the university.

PLU students and alumni have repeatedly expressed a desire for the university to incorporate the study of sexuality and race more explicitly into our curriculum. Mellon funding supported several workshops over the last two years in which we mapped out the best way to proceed with this revision. Fall 2017 focus groups with PLU students revealed interest in a program that featured more curricular offerings on sexuality and race, as well as one that demonstrated how to apply student learning to issues of justice. A summer 2018 survey of WMGS alumni demonstrated strong support for this program revision.

b. Identify the target audience for the program.

The target audience for this program are prospective and current PLU students interested in the critical study of gender, sexuality, and race, many of whom envision careers in social work, education, health care, law, government, and nonprofit work on behalf of women, families, LGBTQ people, immigrants, communities of color, and children.

c. Explain why this is the right time for the university to add this program.

This program is overdue at PLU. We are nearly alone among our competitors in not offering a major explicitly focused on the critical study of race and ethnicity. Students expect to see the study of race and sexuality featured in our

curriculum, even if they do not intend to major or minor in the field. Revising the existing WMGS program in this way responds both to the desires of our students and alumni and names the shifts that are already happening in our WMGS classes and in the broader field. It also reflects the changing demographics of our student body. In 2019, it is impossible and irresponsible to engage in the academic study of gender without simultaneously investigating intersecting racial and sexual identities and power structures. Our program revision honors the shifts in the field and makes visible PLU's curricular commitment to inclusive excellence.

- d. Explain how this program might compete with other programs currently offered at PLU.

This program might compete with new and proposed interdisciplinary minors in Latino Studies, Holocaust and Genocide Studies, and Native American & Indigenous Studies. We intend to partner with those programs by asking GSRS majors to take one of the introductory courses in those minors. At the same time, we expect some minors in those programs to consider the GSRS major, since those programs do not offer a major.

- e. Identify which academic units might be affected by this program, and how.

The following units offer WMGS electives: ENGL, HISP, NORD, PHIL, RELI, ANTH, HIST, PSYC, SOCI, ARTD, COMA, KINS. We expect all of the current electives offered in those departments to count for the revised major, mostly in the gender and sexuality concentration. Electives for the critical race studies concentration will likely come from ENGL, HISP, NORD, PHIL, RELI, ANTH, HIST, PSYC, POLS, SOCI, COMA, and EDUC. We would ask faculty who offer courses that might count for one of the new concentrations to submit syllabi for the courses in Spring 2020. Those courses approved as electives would be featured on the GSRS website. The only effect we envision is increased demand for certain courses that count as GSRS electives.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

Approval of the GSRS major and minor would result in the termination of the WMGS major and minor. WMGS core courses and electives completed by the end of Summer 2020 will count toward GSRS majors and minors. WMGS majors and minors declared by the end of Summer 2020 will be able to complete the program under current requirements. We will work with the registrar to build CAPP reports that allow for majors and minors to count either WMGS or GSRS 201/301/499 toward the major/minor. WMGS and GSRS electives will both count, as well.

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Spring 2020 (upon EPC/Provost/Faculty Assembly approval): major website & social media announcement of new program in Gender, Sexuality, and Race Studies, hopefully to coincide with the 30th anniversary celebration of the Center for Gender Equity and the WMGS Program (founded as the Women's Center and the Women's Studies Program in 1990). Email & social media announcements to current students and alumni. Advertise program in WMGS classes and via Academic Advising. Coordinate with Marketing & Communications and Admissions to update website, brochures, emails to prospective students, and marketing materials.

Summer 2020: Consult with Academic Advising to ensure they are equipped to talk about GSRS to incoming students and advise prospective majors. Consult with Admissions to discuss how to market GSRS to prospective students.

Fall 2020: Continue advertising program via social media and GSRS classes. GSRS community event at the Center for Gender Equity.

- b. Identify longer-term plans for marketing and advertising.

Use social media and fundraising letters to raise awareness of the program among alumni and the local community.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising: We expect to ask alumni for donations to support scholarships and invited speakers for the new program on Bjug Day 2019 and at the 30th anniversary celebration of the program in Spring 2020.
- b. Grants: No plans to pursue grants at this time.
- c. Other: none at this time

9. Faculty, Staff and Administration:

- a. Describe the qualifications needed by faculty who will teach in the program.

We expect faculty members to hold a Ph.D. (or the terminal degree) in their

discipline and to possess expertise in the academic study of gender, sexuality, and/or race.

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

0.67 FTE required annually to deliver core GSRS courses. Electives are taught by faculty in their home departments.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Yes. The Dean of Inclusive Excellence will offer 0.17 FTE (1 course) to the program, as she does currently. The remaining 0.5 FTE will be drawn from existing faculty whose departments release them to teach core courses in the GSRS program. This process is identical to the current one used to staff WMGS core courses.

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

No new faculty will be required.

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required

N/A

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

The chair of the GSRS program will receive a 0.17 FTE (1 course) release and a \$2500 stipend for summer work, identical to the compensation offered to the current WMGS chair. The program chair reports to the Dean of Interdisciplinary Studies. The program does not require new administrative positions.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

None required.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

None required.

- c. Explain any special security considerations associated with the program.

None anticipated.

- d. Identify possible health and safety concerns associated with the program.

None anticipated.

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

We expect to maintain current library expenditures in the fields of gender, sexuality, and race studies. The PLU library has acquired several hundred print and electronic books in these interdisciplinary fields over the past five years, and it maintains subscriptions to relevant databases in sociology and religion, among other disciplines. Interlibrary loan costs for WMGS students are average among PLU programs. Because this is an interdisciplinary field—and because the library no longer maintains program-specific acquisition budgets—it's impossible to provide an exact figure for library support of our program. Given the amount of scholarship being produced on gender, sexuality, and race in a variety of fields, we will need to continue to acquire books and maintain current database subscriptions in order to support the program.

- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

None required.

- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

N/A

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

No additional student services expenses are anticipated.

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program¹	15 majors & 22 minors	15 majors & 20 minors	17 majors & 22 minors	17 majors & 25 minors	18 majors & 30 minors
# Faculty FTE to Deliver Program²	0.67 FTE	0.67 FTE	0.67 FTE	0.67 FTE	0.67 FTE
# New Faculty FTE to Deliver Program	0	0	0	0	0
Average Faculty Salary in unit³	0	0	0	0	0
# Administrators or Staff	0.167 FTE	0.167 FTE	0.167 FTE	0.167 FTE	0.167 FTE
# New Administrators or Staff	0	0	0	0	0
Average Administrator or Staff Salary⁴	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Services & Purchases	\$2,980	\$2,980	\$2,980	\$2,980	\$2,980
Facility and Technology	0	0	0	0	0
Library Resources					
Student Services	0	0	0	0	0
Net	\$5,480	\$5,480	\$5,480	\$5,480	\$5,480

¹ "Year Zero" is Spring, 2019. We anticipate a modest increase in major & minor enrollments given the changes made in this proposal.

² The program requires 4 designated courses, before and after the revision.

³ After consultation with the Provost's Office, we have determined that faculty salary costs should be counted as "0." All those who teach in the program have salaries budgeted fully within other academic programs and departments.

⁴ The course release for the program chair is currently not replaced. Thus, the only cost to the university for administering the program is the chair's summer stipend.

14. Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

The major risk is that student demand might not be as high as anticipated, but we don't envision this revision will cause a decrease in our current number of majors and minors.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

WMGS is scheduled for program review in 2024-25. If the program revision is approved, we will remain on that schedule. GSRS will thus undergo program review in its 5th year. Prior to that review, we will assess student learning (looking at one learning outcome each year). The 5th year review will provide a holistic assessment of our enrollment and student learning.



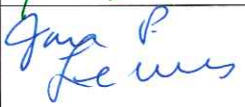

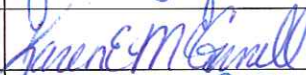
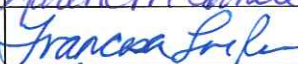
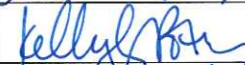
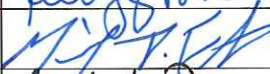


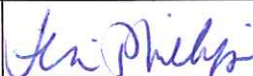
- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

If demand for the GSRS major and minor shrinks drastically, we will use the 5th year program review to make significant changes to the curriculum.

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The GSRS chair will report to the Dean of Interdisciplinary Programs, who will review enrollment on an annual basis.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> • Support • Undecided • Do not support
Chair		10/1/19	Support
Dean		9/30/19	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate		9/30/19	Support
Provost		10/1/19	Support
Accreditation Liaison Officer		9/30/19	Support
Director of the Library		10/1/19	Support
Registrar		9/30/19	Support
Student Financial Services		9/30/19	Support
Director of Admission		9/30/19	Support
Executive Director Center for Student Success		9/30/19	Support
Vice President for Administrative Services		9-30-19	Support

May 2019

Educational Policies Committee
Type 3 Curriculum Change Template

Current Courses	Current Hours	Proposed Courses	Proposed Hours
BA: Women's & Gender Studies	36 hrs	BA: Gender, Sexuality, and Race Studies	36 hrs
WMGS 201	4 hrs	GSRS 201	4 (name change)
WMGS 301	4 hrs	GSRS 301	4 (name change)
WMGS 499	4 hrs	GSRS 499	4 (name change)

August 2015

NEW PROGRAM NOTIFICATION FORM

May 2019

- 1. Name of Proposed Program:** Gender, Sexuality, and Race Studies
- 2. Sponsoring faculty/unit:** Women's and Gender Studies
- 3. Type of program** (new degree, new major, new minor, new concentration): This program offers a revised major and 2 new minors (Gender & Sexuality studies and Critical Race studies).
- 4. Delivery mode** (face-to-face, online, blended, or competency-based): The program will be delivered primarily face-to-face. Core courses will be taught face-to-face, which is consistent with best practices in both gender & sexuality studies and critical race studies. Electives may be offered in online or blended formats.
- 5. Prospective students** (who will this program attract, and why?): The target audience for this program are prospective and current PLU students interested in the critical study of gender, sexuality, and race, many of whom envision careers in social work, education, health care, law, government, and nonprofit work on behalf of women, families, LGBTQ people, immigrants, communities of color, and children.
- 6. How do the program's learning objectives align with PLU's mission and academic identity?**

Proposed Learning Outcomes

- a. Understand the social construction of gender, sexuality, and race
- b. Analyze systems of privilege and oppression
- c. Assess the intersectional relationship between knowledge production, identities, and power
- d. Communicate and collaborate across differences
- e. Practice community-engaged scholarship and coalition building
- f. Engage in critical imagining to envision alternative futures

Learning outcomes a, b, and c ask students to do critical reflection, while outcomes c and d focus on expression. Learning outcomes d and e allow students to develop their interaction with others. Outcome f asks students to engage in valuing. All of the learning objectives contribute to students' understanding of multiple frameworks. Our learning objectives align well with the PLU Integrated Learning Objectives.

The Gender, Sexuality, and Race Studies Program extends PLU's longstanding strengths in the study of women and gender, acknowledges the increasing prominence of queer, trans, and sexuality studies in our curriculum, and explicitly makes critical race studies central to a PLU program. The addition of critical race studies will draw together existing faculty expertise currently housed in separate departments, and respond to perennial student demand. The Gender, Sexuality, and Race Studies Program will connect students and faculty across various fields in a program that is aligned with PLU's commitment to inclusive excellence, attuned to our students' interests and their experiences on campus, and updated for the increasingly diverse societies in which our graduates participate. The program will offer an innovative curriculum that will prepare students to solve problems in diverse environments, one of the most important skills desired by employers. This revision also speaks to PLU's Diversity Statement, by calling attention to various forms of difference, including those produced by power and oppression. GSRS majors and minors will learn to understand privilege and oppression and to work collaboratively in our increasingly diverse classrooms. They will extend and apply their learning in a supervised internship, which will drive the analysis they present in their capstone.

Submit this form to the Office of the Provost (provost@plu.edu).