

WMST P-2
change to WGSS

For Academic Programs Office Use Only
R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Women's, Gender, and Sexuality Studies
Gender, and Sexuality Studies

Discipline Women's,

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Women's, Gender, and Sexuality Studies

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes ___ X ___ No If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____	_____	<input type="checkbox"/>	_____	_____	_____	_____	Support	Oppose
Discipline/Unit	Signature		Date					
_____	_____	<input type="checkbox"/>	_____	_____	_____	_____	Support	Oppose
Discipline/Unit	Signature		Date					
_____	_____	<input type="checkbox"/>	_____	_____	_____	_____	Support	Oppose
Discipline/Unit	Signature		Date					
_____	_____	<input type="checkbox"/>	_____	_____	_____	_____	Support	Oppose
Discipline/Unit	Signature		Date					

1. JODIE LAWSTON and VERONICA ANOVER
Originators (Please Print)

10/25/17
Date

2. Veronica Anover
Program/ Department - Director/Chair

10/25/17
Date

APPROVAL PROCESS

3. 
College Curriculum Committee^ 2/21/18
Date

4. 
College Dean (or Designee)* 2/21/18
Date

5a. _____ _____
University Curriculum Committee^ Date

5b. _____ _____
Budget and Long-Range Planning Committee (if applicable)^ Date

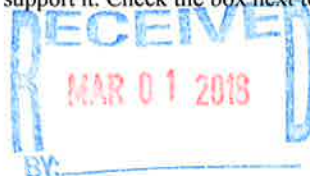
6. _____
Academic Senate Date

7. _____
Provost (or Designee) Date

8. _____
President Date

9. _____
Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.



^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

Brief Summary of Purpose of Name Change Proposal: Women's, Gender, and Sexuality Studies (WGSS)

Women's, Gender, and Sexuality Studies is an academic approach that has contributed to university education since the 1990s. It may best be understood as an evolution of Women's Studies into broader areas of academic concern, particularly in relation to social and cultural studies of the body, men and masculinities, LGBTQA Studies, and queer theory.

Based on our research, since 2005 more than 100 university programs adopted the change to Women's, Gender, and Sexuality Studies. Currently, most universities in the nation have changed their Women's Studies department name into "Women's, Gender, and Sexuality Studies." Our move from Women's Studies to Women's, Gender, and Sexuality Studies signals more comprehensive attention to the social construction of gender and sexuality in its many and diversified forms, in addition to continuing focus on the experiences, contributions, histories, and practices of women and girls.

Changing our name meets the mission of the department, which is to, "Fully explore ideas about women, gender, and sexuality, as well as to address social problems and issues that specifically confront those who are subordinated according to their gender, sexuality, race, ethnicity, nationality, immigration status, age, ability, and other variables of difference. Equally important to our mission is a commitment to the creation of student engagement and a participatory learning environment that fosters cooperative learning, critical thinking, openness to ideas and discussion, and respect for others." Changing our name also meets the student learning outcomes, which are attached.



P-2 Form Catalogue Description

Women's, Gender, and Sexuality Studies (WGSS)

The field of Women's, Gender, and Sexuality Studies has become an important part of university education in the last four decades. Women's, Gender, and Sexuality Studies focuses on the social construction of gender and sexuality and explores the roles and contributions of women and men in societies around the world, past and present.

Women's, Gender, and Sexuality Studies also seeks to understand how gender and sexuality are related to other aspects of social identity and stratification, including race, ethnicity, culture, social class, nationality, religion, ability, and other factors that have dramatically shaped women's and men's lives.

Women's, Gender, and Sexuality Studies students receive a quality liberal arts education. They learn about a wide range of academic approaches that have emerged in such diverse areas as literature, psychology, economics, the sciences, sociology, history, anthropology, the arts, communication, and many others.

Women's, Gender, and Sexuality Studies students develop important skills in:

- Leadership
- Analytical thinking and problem solving
- Writing proficiency and expertise
- Applied learning
- Community involvement
- Public speaking
- Collaborative work with others
- A deeper understanding of diverse perspectives and cultural backgrounds

Women's, Gender, and Sexuality Studies majors pursue careers or graduate education in many different fields, including the law, education, social services, business, counseling, the arts, public administration, and medicine.

Please see attached SLOs.

Students who graduate with a B.A. in Women's, Gender, and Sexuality Studies will be able to:

WGSS Program Student Learning Outcomes:

- 1) Analyze critically the historical and present day construction of gender and sexuality.

- 2) Recognize and explain women's role in and contribution to the economy, politics, the arts, culture, and society in the United States and around the world.
- 3) Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into explanations of women, gender and power relations in the contemporary world.

Special Conditions for the Bachelor of Arts in Women's, Gender, and Sexuality Studies

All courses counted toward the Minor and the Major, including Preparation for the Major, must be completed with a grade of C (2.0) or better.

Bachelor of Arts in Women's, Gender, and Sexuality Studies Comprehensive Assessment Plan

<i>ULO</i> s	<i>PSLO</i> s	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ Findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>
1, 2, 3	1) Analyze critically the historical and present day construction of gender and sexuality.	301 Gender & Sexuality in Contemporary Societies	Exam measuring students' abilities to identify women's contributions and analyze historical/present day gender construction	Final exam	Biennial – Every odd fall semester	Exam scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semester following assessment activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
3) Recognize and explain women's role in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world.									
1, 2, 3, 4	2) Develop research and critical thinking skills to analyze issues related to women, gender, and sexuality as represented in the social world.	345 Gender & Violence	Culminating project requiring students to research and analyze a variety of world-wide relations and develop an argument to present	Project rubric	Biennial – Every even fall semester	Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs	Course instructor, program faculty	Semester following assessment activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
4) Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into explanations of women, gender and power relations in the contemporary world.									

Undergraduate Learning Outcomes (ULOs)

Students graduating with a Bachelor's degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

- 1) Knowledgeable in their field of study. Students will be able to:**
 - a. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work
- 2) Comprehensive and critical thinkers. Students will be able to:**
 - a. Identify key concepts and develop a foundation for future inquiry
 - b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
 - c. Construct well-reasoned arguments based on evidence
- 3) Globally and culturally intelligent. Students will be able to:**
 - a. Apply multiple perspectives to address local, regional, global, and cultural issues.
 - b. Demonstrate an intermediate proficiency in a language other than English
- 4) Skilled communicators. Students will be able to:**
 - a. Communicate clearly and effectively in both written and oral forms
 - b. Tailor communication to audience and context

**BA Women's, Gender, and Sexuality Studies
Curriculum Map**

PSLO		Core Courses			
		Upper Division Core			
101	205	301	345	490	
1. Analyze critically the historical and present day construction of gender and sexuality.	I/R	R	R/A	A	
2. Develop research and critical thinking skills to analyze issues related to women, gender, and sexuality as represented in the social world.	I/R	R	R/A	A	
3. Recognize and explain women's role in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world	I/R	R	R	A	
4. Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into explanations of women, gender and power relations in the contemporary world.	I/R	R	R/A	A	

I = Introduced; R = Reinforced; A = Advanced level application



Angela Baggett

From: Veronica Anover
Sent: Wednesday, February 28, 2018 3:54 PM
To: Angela Baggett
Cc: Veronica Anover
Subject: RE: one last thing for WGSS P-2 et. all

Hi Angie,

Yes, of course! As department chair, I have reviewed the WGSS P2 form and all accompanying course forms and I approve all the changes and edits made.

Please Angie, use this email as my electronic signature for approval.

Let me if you need anything else, OK?

And thank you again for all your help 😊. I could not have done it with you 😊.

Veronica

Dr. Veronica Anover
Professor, French and Spanish / Modern Language Studies Department
Chair / Women Studies Department
Interim Faculty Director / Office of Service Learning / Division of Community Engagement
Markstein Hall 224
California State University San Marcos
San Marcos, CA 92096

Tel: (760) 750-4143
Fax: (760) 750-3120
<http://www.csusm.edu/modernlanguages/>

“When I let go of what I am, I become what I might be.” – [Lao Tzu](#)

Please consider making a tax deductible contribution to help students study abroad by donating to our recently endowed foundation, “The Lucas Dunn Memorial Scholarship”: www.csusm.edu/donation Or you may contact me directly vanover@csusm.edu and I will assist you with your donation. Thank you very much. (For additional information, you may like to read these articles about the scholarship: <http://news.csusm.edu/memory-of-lucas-dunn-lives-on-in-french-study-abroad-scholarship/> and <http://csusmchronicle.com/15108/features/living-a-life-to-remember/>)

From: Angela Baggett
Sent: Wednesday, February 28, 2018 2:14 PM
To: Veronica Anover <vanover@csusm.edu>
Subject: one last thing for WGSS P-2 et. all

Veronica,



Thank you for sending and approving and fielding all of CAPC's requests and recommendations regarding the review of the WGSS P-2 for and all of its accompanying forms. One last thing- with the updates, not all of the forms still have your signature as the department chair. Would you mind responding to this email with a statement that you have reviewed and approved the P-2 and the curricular forms associated with it as WMST Dept. Chair and to please accept this email as your electronic signature approving the forms in lieu of a wet signature on each form?

Thank you!

Angela Baggett

Angela Baggett
Curriculum and Academic Programs Coordinator
College of Humanities, Arts, Behavioral and Social Sciences
Office SBSB 4115H
Phone 760-750-8025
abaggett@csusm.edu



"It's up to us to create the world we want to live in. And we all have the power to do it if we set our minds to it."
-Richard Branson

"If not us, who? If not now, when?"
- John F. Kennedy