

## UNIVERSITY OF RHODE ISLAND FACULTY SENATE

October 17, 2013

### Faculty Senate Curricular Affairs Committee Five Hundred and Eighth Report

At the September 23, 2013 meeting of the Curricular Affairs Committee and by electronic communication subsequently, the following matters were considered and are now presented to the Faculty Senate.

#### SECTION I Informational Matters

##### TEMPORARY COURSES

###### 1. ARB 200X Accelerated Intermediate Arabic (6)

Follow up to ARB 100. Equivalent to ARB 103 & 104. Builds communicative skills in formal and colloquial Arabic as well as Arab culture (Lec. 6) Pre: ARB 100 or ARB 102 or permission of instructor.

###### 2. MTH 140X Calculus 1A (1)

**This course is offered during J-Term** and is designed to enhance students' understanding of MTH 141 - Introductory Calculus with Analytic Geometry. A review is given of concepts from MTH 141 that have been identified as crucial for success in MTH 142 - Intermediate Calculus with Analytic Geometry. It is designed for students who passed MTH 141 with a D or D+ and plan to take MTH 142. (Online). Pre: MTH 141, or permission.

##### COURSE CHANGES

###### 1. ELE 331, change of prerequisites

###### ELE 331 (4)

Electrical and optical properties of semiconductors. Characteristics of p-n and metal semiconductor junctions. Application to diodes, transistors and light emitting and absorbing devices. Fabrication technology is introduced. (Lec. 3, Rec. 1)  
Pre: (ELE 212 and MTH 243) or permission of instructor.

###### 2. SPA 210, change of description and removal of pre-requisites

###### SPA 210 (3)

Fundamentals of Spanish grammar, spelling, and writing designed to address the specific needs of heritage speakers with some academic background in Spanish. Note: Not open to non-native students. (Lec. 3) (FC) [D].

SECTION II  
Curricular Matters Which Require Confirmation by the Faculty Senate

**CURRICULAR CHANGES**

**1. Curriculum for the B.A in Public Relations:** replace JOR 220 with WRT 331 (Appendix A).

**2. Curriculum for the B.S. in Electrical Engineering:** drop the requirement of PHY 306; reduce the required number of credits from 123-126 to 120-123 (Appendix B).

**3. Requirements for admission to the College of Engineering (COE):** add the requirement of a minimum grade of "C-" in specified required courses.

"To be admitted to the COE, students must complete at least 24 credits (including transfer credits) with a grade point average of 2.00 or better, and must also complete the following required courses with a grade point average of 2.00 or better and a grade of "C-" or better in each course: MTH 141, MTH 142, CHM 101/102, PHY 203/273, EGR 105, EGR 106, and either PHY 204/274 or CHM 112/114." (Appendix C).

**4. Requirements for students "Wanting Engineering" versus UC Engineering:** add the requirement of a minimum grade of "C-" in specified required courses.

"To become an engineering major, Wanting Engineering students must have an overall grade point average of 2.00 or better, and complete (including transfer credits) the following required courses with a grade point average of 2.00 or better and a grade of "C-" or better in each course: MTH 141, CHM 101, 102, PHY 203, 273, and EGR 105." (Appendix C).

**5. Limitations on College of Engineering (COE) course enrollment in 300-level engineering courses:** to limit enrollment in college courses to prevent students from staying in UC until close to graduation (Appendix C).

"Enrollment in 300-level and above College of Engineering courses is restricted to students who have been admitted to a degree granting college."

**6. Limitations on College of Engineering (COE) course enrollment in 200-level engineering courses:** to control enrollment in 200-level engineering courses from the perspective of workload management (Appendix C).

"Enrollment in 200-level College of Engineering courses is restricted to engineering majors. Exceptions can be made by permission of the department chair."

**7. Offer the existing B.A. in Gender and Women's Studies at the URI Providence Campus** (Appendix D).

**Notice of Change for BA in Public Relations**

**Date: March 21, 2013**

**A. PROGRAM INFORMATION**

**1. Name of institution**

University of Rhode Island

**2. Name of department, division, school or college**

Department: Communication Studies/Public Relations

College: Arts & Sciences

**3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**

Initiation date: Fall, 2013

First degree date: Spring, 2014

**4. Intended location of the program**

Kingston, Rhode Island

**5. Summary description of proposed program (not to exceed 2 pages)**

See attached document

**6. Signature of the President**

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David M. Dooley

## **Summary of Proposed Program Change**

The Major in Public Relations has undergone significant change and development in recent years, not least of which is a sharp increase in enrollment. This increase has made two things apparent: 1. the current requirement that PR majors take Journalism 220 has had a great impact on the Journalism program in that it has delayed some Journalism majors from taking this gateway course in a timely fashion; 2. Public Relations majors enter PRS 340 without having any exposure to writing for public relations.

Therefore, in 2012, with agreement of the chairs of Writing, Communication Studies and Journalism, the Writing Department prepared and had approved a new course, WRT 331, Writing Public Relations, which is being proposed now as a new requirement for the Public Relations major. WRT 331 would replace Jor 220 as a required course for Public Relations majors. The new course would provide Public Relations majors with writing skills more pertinent to their field than Jor 220 is able to do.

This change will add a course to the Public Relations major that is more specific to this career path. It will also make it more feasible for Journalism majors to take Jor 220 as freshmen or first semester sophomores, which will facilitate their matriculation through the major curriculum in a timely fashion.

# Public Relations - BA

120 Total Credits Required  
33 Major Credits Required

Current

Fall 2009 - Spring 2012

This form is for reference only. Students should consult catalog to confirm degree requirements.

### Prerequisites to Major:

Course #	Semester	# Credits	Grade
COM 202			
COM 210			
<del>JOR 220</del>			

### Major Required Coursework:

WRT 331 → effective Jan., 2014 PRS 340			
PRS 441			
PRS 491			
COM 381			
JOR 341			
<p>6 courses (18 credits) must be completed from the following with at least one course from each category:  <b>Category A:</b> JOR 321; WRT 201, 235, 302, 303, 304, 333  <b>Category B:</b> BUS 365, 465  <b>Category C:</b> COM 302, 351, 415, 450  <b>Category D:</b> COM 415; JOR 442, 410; PSY 335  <i>PRS 442, PRS 200</i></p>			
<p>† A grade of C or better is required in JOR 220</p>			

### General Education Requirements:

Discipline	Course	Semester	Grade
<b>Fine Arts:</b> 3 Cr. (A)			
<b>Literature:</b> 3 Cr. (A)			
<b>Letters**:</b> 6 Cr. (L)			
<b>Natural Sciences**:</b> 6 Cr. (N)			
<b>Social Sciences**:</b> 6 Cr. (S)			
<b>Communication:</b> 3 Cr. (EC)			
<b>Writing:</b> 3 Cr. (ECW)			
<b>Language/Culture:</b> 6 Cr. (FC)			
<b>Mathematics:</b> 3 Cr. (MQ)			

\* For a list of courses that satisfy General Education requirements consult the Arts & Sciences (pg. 49) requirements found in the catalog from the term that the student first matriculated at URI.

\*\*\* Courses must come from different course codes.

\*\*\*\* General Education credits cannot be satisfied by courses from major course code unless student has more than one major.

Based on grade point average, only the top 25 applicants will be admitted annually. Students applying for a major in Public Relations must have a 2.50 GPA or higher in the pre-major courses. Apply in February.

### Upper-Level Courses (300+ level) All Course Codes - 42 Credits Total Necessary


\*\*\*\* Please note: Student cannot graduate unless major and cumulative GPA exceed 2.0\*\*\*\*



# Public Relations - BA

*Proposed*

120 Total Credits Required  
33 Major Credits Required

**Fall 2009 - Spring 2012**

This form is for reference only. Students should consult catalog to confirm degree requirements.

### Prerequisites to Major:

Course #	Semester	# Credits	Grade
COM 202			
COM 210			
<del>JOR 220</del>			

### Major Required Coursework:

WRT 331 PRS 340			
PRS 441			
PRS 491			
COM 381			
JOR 341 PRS 320			
<p>4 <sup>12</sup> courses (12 credits) must be completed from the following with at least one course from each category:</p> <p>Category A: JOR 321; WRT 201, 235, 302, 303, 304, 333                      Category B: BUS 365, 465, 468                      Category C: COM 302, 351, 415, 450                      Category D: COM 415; JOR 442, 410; PSY 335</p>			
	PRS 300 PRS 442	PRS 200	
<p>* A grade of C or better is required in JOR 220</p>			

### General Education Requirements:

Discipline	Course	Semester	Grade
Fine Arts: 3 Cr. (A)			
Literature: 3 Cr. (A)			
Letters**: 6 Cr. (L)			
Natural Sciences**: 6 Cr. (N)			
Social Sciences**: 6 Cr. (S)			
Communication: 3 Cr. (EC)			
Writing: 3 Cr. (ECW)			
Language/ Culture: 6 Cr. (FC)			
Mathematics: 3 Cr. (MQ)			

\* For a list of courses that satisfy General Education requirements consult the Arts & Sciences (pg. 49) requirements found in the catalog from the term that the student first matriculated at URI.

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**University of Rhode Island**

Department of Electrical, Computer, and Biomedical Engineering  
Kelley Annex, 4 East Alumni Ave, Kingston RI 02881

To: George Veyera, Assoc. Dean, COE  
From: Godi Fischer, Professor and Chair, ECBE  
Date: March 15, 2013  
Re: Changes to the ELE curriculum

A handwritten signature in black ink, appearing to be 'G. Fischer'.

At a recent ECBE faculty meeting, we approved the following change to the ELE curriculum starting for the class of 2017:

Dropping the requirement of PHY 306 Elementary Modern Physics

In response, we are asking for modifications to our catalog entry for this degree program.

The details are displayed on the following page. Specifically:

- Individual courses are listed by number only with credits appearing in parentheses
- Deletions are marked by a strike out (~~strike out~~)
- Additions are underlined
- Beyond deleting PHY 306 and updating the total credit count, we would like to simplify the description of elective choices by referring students to the departmental student handbook.

## Bachelor of Science (B.S.) degree in electrical engineering:

The major requires ~~123–126~~ 120–123 credits.

CHM 101 (3) and 102 (1)

CSC 200 (4).

ECN 201 (3)

EGR 105 (1) and EGR 106 (2)

ELE 101 (1), 201 (3), 202 (1), 205 (2), 206 (1), 212 (3), 215 (2), 313 (3), 331 (4), 338 (3), 339 (1), 301 (3), 302 (1), 314 (3), 322 (4), 343 (3), 344 (1), 400 (1), 480 (3), and 481 (3), and three electrical engineering design electives (10–12 credits – see the ECBE Student Handbook). These design electives are chosen as any three of the following: ~~ELE 401/402, 423, 427/428, 432, 435/436, 444/445, 447/448, 457, and 458/459.~~ At least one course must include its lab component. Furthermore, one must be from ~~ELE 401/402, 423, 432, 444/445, or 447/448.~~

MTH 141 (4), 142 (4), 362 (3), 243 (3), 451 (3) (or ISE 411 (3))

PHY 203 (3), 273 (1), 204 (3), 274 (1), 205 (3), 275 (1), ~~306 (3)~~

15 additional general education credits – see the ECBE Student Handbook (including at least six credits of EC/ECw with at least one course in writing, ECw)

free elective (3)

professional elective (3–4 credits – see the ECBE Student Handbook) – this is chosen from BME 462; BME/ELE 461; ELE 305, 405/406, 408/409, 437, 438, 470 or an additional electrical engineering design elective; MTH 215; or, by prior approval of the ECBE department chairperson, any junior or senior level engineering course not required by the ELE major.

## 1. REQUIREMENTS FOR ADMISSION TO THE COLLEGE OF ENGINEERING (COE)

Intent – to modify the requirements for admission to the COE; specifically, to add the requirement of a minimum grade of “C-“ in specified required courses.

### RATIONALE FOR PROPOSED CHANGE:

Main issues are:

- Instances of inadequate demonstration of the required necessary minimum skills in foundational supporting courses (MTH and PHY) before advancing through the engineering curricula.
- The need for the stronger development of these fundamental skills by students *early* in their engineering curricula.
- To address this several departments have already implemented prerequisites in sophomore and junior courses that require a specific average in a group of key supporting courses (i.e. MTH and PHY), some of which will no longer be needed with this change.

The goal of adding the “C-“ in each course to the existing “**2.00 [“C”] average**” in the group of required core courses is to better ensure that student’s have adequately mastered minimum fundamental required skills necessary to advance through the curriculum and to acquire them early.

As necessary, students would retake course(s) to earn the required grade(s), as they do now to meet the existing language for admission to the COE. The students would retake the course(s) early (perhaps using the second grade option) rather than later.

*[Note: Students are admitted to the COE, not to any specific degree program; therefore, the language (both existing and proposed) applies to all students who wish to pursue an engineering degree in the COE and its modification is a college-wide decision.]*

**EXISTING LANGUAGE:** “To be admitted to the COE, students must not only complete at least 24 credits (including transfer credits) with a grade point average of 2.00 or better, they must also have completed 20 credits from the following list of required courses with a grade point average of 2.00 or better: MTH 141, MTH 142, CHM 101/102, PHY 203/273, EGR 105, EGR 106, and either PHY 204/274 or CHM 112/114.”

**PROPOSED LANGUAGE (FOR AY 2014-2015 CATALOG):** “To be admitted to the COE, students must complete at least 24 credits (including transfer credits) with a grade point average of 2.00 or better, and must also complete the following required courses with a grade point average of 2.00 or better **and a grade of “C-“ or better in each course:** MTH 141, MTH 142, CHM 101/102, PHY 203/273, EGR 105, EGR 106, and either PHY 204/274 or CHM 112/114.”

## 2. WANTING ENGINEERING (WEGR) VERSUS UC ENGINEERING [*FOR CONSISTENCY WITH ITEM 1*]

Intent – to modify the requirements for changing from WEGR to UC Engineering; specifically, to add the requirement of a minimum grade of “C-“ in the required courses.

### **RATIONALE FOR PROPOSED CHANGE:**

For consistency in COE requirements, the proposed language follows that for admission to the COE in determining a student’s eligibility to be given an engineering major.

### ***Note:***

- *The COE Dean’s Office regularly evaluates the progress of all WEGR students and determines their eligibility to be given an engineering major code.*
- *WEGR is not a degree code; therefore, a student must have a major code and then be admitted to a degree granting college to graduate.*

**EXISTING LANGUAGE:** “*To become an engineering major, Wanting Engineering students must have an overall grade point average of 2.50 or better, and complete (including transfer credits) the following required courses with a grade point average of 2.00 or better: MTH 141, CHM 101, 102, PHY 203, 273, EGR 105.*”

**PROPOSED LANGUAGE (FOR AY 2014-2015 CATALOG):** “*To become an engineering major, Wanting Engineering students must have an overall grade point average of 2.00 or better, and complete (including transfer credits) the following required courses with a grade point average of 2.00 or better and a grade of “C-“ or better in each course: MTH 141, CHM 101, 102, PHY 203, 273, and EGR 105.*”

### 3. LIMITATIONS ON COE COURSE ENROLLMENT: 300-LEVEL ENGINEERING COURSES

Intent – to limit enrollment in college courses to stop students from staying in UC until close to graduation.

#### RATIONALE FOR PROPOSED CHANGE:

Main issues are:

- Students still in University College (UC) have been allowed to continue taking upper level engineering courses even though they have not met the COE admission requirements. These students typically put off a required fundamental course or two (i.e. CHM 101, 102; EGR 105; PHY 203, 273, 204, 274) for various reasons.
- Students are not allowed to remain in UC after completing 75 credits of coursework (*UC only allows continuations on a case-by-case basis after consultation with the COE*). Once 75 credits are completed, the student must be admitted to some degree-granting college on campus. However, other colleges *refuse* to take an engineering student knowing that they will continue to pursue their engineering degree (i.e. by the courses they take), eventually apply for admission to the COE once they meet the requirements, and then graduate from the COE instead of their college.

EXISTING LANGUAGE: *None.*

*[Note: Similar restrictions historically were in place in the COE, requiring either “junior standing” or “senior standing” as the requirement to take 300-level and above courses; however, this requirement is based on earned credits only and did not consider adequate preparation in required fundamental courses. ECBE had a similar restriction in place approximately 5 years ago. This requirement already exists in other colleges and programs on campus.]*

#### PROPOSED LANGUAGE (FOR AY 2014-2015 CATALOG):

***“Enrollment in 300-level and above College of Engineering courses is restricted to students who have been admitted to a degree granting college.”***

#### 4. LIMITATIONS ON COE COURSE ENROLLMENT: 200-LEVEL ENGINEERING COURSES

Intent – to control enrollment in 200-level engineering courses from the perspective of workload management.

##### **RATIONALE FOR PROPOSED CHANGE:**

Main issues are:

- Recently, Wanting Engineering (WEGR) students have become a larger share of our sophomore course enrollments, taxing our limited human resources.
- WEGR students often lack the required necessary minimum skills in foundational supporting courses (MTH and PHY) needed for the engineering curricula in the sophomore year.

*[Note: The COE Dean's Office regularly evaluates the progress of all WEGR students and determines their eligibility to be given an engineering major code.]*

**EXCEPTION PERMISSION:** To allow for ***non-engineering*** students to take COE courses (*i.e. as in pursuing a minor*), the proposed language allows the department chair where the course is offered to review each student on a case-by-case basis, granting permission to enroll in the course(s) if the student is eligible (*i.e. they meet the required prerequisite(s)/co-requisite(s)*).

The chair is responsible for the degree program(s) in their department; therefore, it is their responsibility to ensure compliance when making any exceptions to this requirement (*exclusive of any WEGR student*). The chair, in consultation with the instructor, would also be the individual providing consistency in allowing any exceptions.

The permission clause in the proposed language requires that each individual student exception be fully reviewed by the department chair, and that it be documented in writing in the student's file and contact logs.

If the chair is not the one granting this exception (*i.e. after consultation with the instructor, the chair delegates the decision to instructor*) after careful review of the student's record, then the responsibility will fall upon the individual instructor to do so, including documenting the exception in writing in the student's file and also contact logs.

**EXISTING LANGUAGE:** *None.*

**PROPOSED LANGUAGE (FOR AY 2014-2015 CATALOG):**

***"Enrollment in 200-level College of Engineering courses is restricted to engineering majors. Exceptions can be made by permission of the department chair."***

**A Proposal for an extension of an existing university degree program.**

**A. PROGRAM INFORMATION**

**1. Name of institution**

University of Rhode Island

**2. Name of department, division, school or college**

Gender and Women's Studies Program, College of Arts & Sciences

**3. Title of proposed program and Classification of Instructional Programs (CIP) code**

Gender and Women's Studies Program

**4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**

Initiation date: As soon as approved

First degree: date May 2013

**5. Intended location of the program**

URI Providence Campus as a new, additional location for an existing degree program in Kingston.

**6. Description of institutional review and approval process**

Approval Date

Department

College

CAC/Graduate Council

Faculty Senate

President of the University

**7. Summary description of proposed program (not to exceed 2 pages)**

According to the Board of Governors Regulations, an abbreviated proposal form is acceptable if the proposed alteration can be made redeploing existing funds, faculty, staff, equipment or facilities. An example would be a new location for an existing program, which is what Gender and Women's Studies is proposing. The proposal is not to create a new program but to make an existing and popular program in Kingston available to a student population at another campus – the Providence campus. Consequently, this program is identical to the Gender and Women's Studies (GWS) major and minor as it is described in the University of Rhode Island catalog. A reprint of that description is as follows: "This interdepartmental program provides an option for students interested in the interdisciplinary study of the culture of experiences of women and the ways gender affects social, cultural, political, and economic policies and structures locally, nationally, and globally."

As an important collaborator with URI's Academic Strategic Plan and emphasis on global and interdisciplinary studies, the Gender and Women's Studies Program offers pedagogy and content that reflect 1) the growing 21<sup>st</sup> century emphasis globally on studying and understanding gender as the primary social construct that impacts the daily lives of women and men; 2) the evolution of the discipline and scholarship of Women's Studies in a way that now richly analyzes and builds on gender as part of its dynamic theoretical and empirical tradition; 3) the emphasis in existing GWS courses that reflects this evolving tradition and specific global and interdisciplinary advances in scholarship; 4) the desire to be inclusive so as to reflect the gender, race, class, and sexual diversity of our constituents so as to continue to enhance URI's ability to attract student applications, increase enrollment, and assure retention. Currently many students at the Providence campus also take GWS courses offered in Providence and Kingston and online. Especially the demographics of Providence students, representing great diversity, life experience, and professional development inspires our interest in formalizing a Gender and Women's Studies Program in Providence.

The offering of a GWS major and minor in Providence will not alter the current function, structure, or budget of Gender and Women's Studies. Students in Providence will need the same number of credits as students in Kingston to major in GWS (30) and minor in GWS (18), and will be expected to take the same 5 required courses for the major that Kingston students (and many Providence students) currently take, and to choose from a vast array of electives offered by GWS and many other URI departments in Providence and Kingston. The required courses for the major will continue to be:

- GWS 150: Introduction to Gender and Women's Studies
- GWS 300 Field Experience or GWS 320 Feminist Thought Into Action or ITR 302/303 Internship
- GWS 310 Race, Class and Sexualities or GWS 325 International Women's Issues
- GWS 315 Feminist Theory and Methodology
- GWS 400 Capstone: Critical Issues in Feminist Scholarship

Creating a Gender and Women's Studies Program in Providence will build on what is already a strong interest and participation base in Providence, will help develop an interdisciplinary connection with Urban Studies, in which issues in gender and women's studies play a key role, and will continue to build an ongoing network and vital exchange between students in Providence and students in Kingston.

## **8. Signature of the President**

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David M. Dooley

## **9. Person to contact during the proposal review**

Name: Jody Lisberger, Director and Associate Professor

Address: 317 Roosevelt Hall, URI, Kingston

Phone: 401-874-4620

Email: GWSdir@etal.uri.edu



**10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.** None beyond the agreements already in force through the Kingston-based Program.

**B. RATIONALE: There should be a demonstrable need for the program.**

**1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

The need for a URI Gender and Women's Studies Program in Providence relates to 1) the importance today of preparing all URI students for the 21<sup>st</sup> Century and 2) the significant role the Program currently plays at URI Kingston, as it involves students from CCE, as follows:

As stated by President Dooley in his Transformational Goals for the 21<sup>st</sup> Century, today's students need to be prepared for the "21<sup>st</sup> century learning environment," the "growing magnitude, prominence and impact of research, scholarship, and creative work," the "international and global" world we and our students face and will continue to face, and "the building of community to embrace equity and diversity." These Goals are central to the pedagogy and content of the Kingston-based Gender and Women's Studies Program.

The need to extend the Program to Providence will extend to Providence students the strength of the Gender and Women's Studies Program as it currently exists in Kingston. In three years, concurrent with our growing emphasis on gender, our major has more than tripled, from 15 majors (2008) to 55 majors (2011); our minor has over 50 students (2011); we have a graduate certificate that has awarded 9 certificates and has 9 students in process; we make a substantial contribution to general education in both the social sciences and letters categories, including approximately 800 students who currently take GWS courses to fulfill upper-level and general education requirements in the following categories:

- Literature: GWS 317
- Letters: GWS 220, GWS 315, GWS 320, GWS 325
- Social Sciences: GWS 150, GWS 320

A Gender and Women's Studies Program in Providence will also add to the already more than 1,300 students per year who participate in GWS course offerings, with an emphasis on global issues and the promotion of diversity and equity. GWS learning objectives, fully supporting the URI Academic Plan, emphasize the following:

- The skills and knowledge to understand how the application of a gender lens challenges traditional historical and cultural assumptions and claims of knowledge.
- The ability to understand how gender difference is fundamental to the construction of identity and the organization of human relations.
- The encouragement and training to think across disciplines, to compare theories with experiences, and to contrast different theoretical perspectives on gender.
- The acquisition of local, national, and global knowledge about gender and women's history that enables recognizing women's contributions and potential in all disciplines.
- The opportunity for students to enhance their programs of study and career potential.

- The enhancement of undergraduate and graduate degree programs in Arts & Sciences, Environment and Life Sciences, Human Science and Services, Business Administration, Nursing, Pharmacy, Engineering, and Continuing Education by offering curriculum and opportunities pertinent and vital both to understanding and challenging gendered divisions of labor and to creating equal opportunities worldwide for women and men.

A Gender and Women's Studies Program in Providence will also address intellectual, community, and scholarship needs by offering lectures and scholarships that make visible and responsive the university's commitment to diversity, gender equality, justice, and women. A Program in Providence will extend the reach of our two endowed lectures each year, the Carlson Lecture and the Fredrika Wild Schweers lecture on Women and Health. In addition, a Program in Providence will connect students in Providence more closely to the annual Dana Shugar Colloquium that offers an opportunity for junior faculty at URI to share with students information about their areas of research. A Program in Providence will also extend the reach of our approximately \$25,000 in scholarships every year made available to GWS majors and minors. The largest proportion comes from the Eleanor M. and Oscar M. Carlson Scholarship Endowment for Single Mothers, which will be extended to consider a Providence qualified single mother. The remaining awards awarded to Gender and Women's Studies majors and minors, are derived from several endowments: the Eleanor M. Carlson Trust, the Dorothy F. Donnelly Scholarship, and the Mother Jones Scholarship, and in alternate years (with English), the Dana Shugar Memorial Scholarship. The Program will also continue to sponsor the Patricia Farnes Essay Contest for the best essay on any topic of feminist scholarship.

A GWS Program in Providence will also continue to encourage Providence students to engage more fully in several other URI programs, departments, and colleges, including these areas in which GWS students often double major and take elective credits:

- Africana Studies, Anthropology/Sociology, Art, Business, Communications, Computer Science, Economics, English, Film Media, History, Human Development and Family Studies, Math, Nursing, Philosophy, Political Science, Psychology, Science, Textiles and Design, Writing & Rhetoric.

#### **COURSES TAUGHT IN AFFILIATED DEPARTMENTS THAT WILL ALSO COUNT TOWARD THE GWS MAJOR IN PROVIDENCE**

AAF 290: African-Am Women: Service, Community and Self  
 AAF/HIS 355: Black Women in the US: Colonial Times to the Present  
 APG 310: Topics in Anthropology  
 APG 328: Gender and Culture  
 ARH 385: Women in Art  
 BUS 346: Women in Business Management  
 COM 221: Interpersonal Communication  
 COM 322: Gender and Communication  
 COM 326: Family Communication  
 COM 441: Race, Class and Gender in the Media

CPL/GEG 202: Intro Urban Geography: Understanding Cities  
 CVS 303: Service in the Community  
 ECN 386: The Economics of Race, Gender, and Class  
 ENG 260: Women and Literature  
 ENG 385: Women Writers  
 ENG 387: Foundational Texts, Modern Gay & Lesbian Culture  
 HDF 205: Family Financial Issues Across the Lifespan  
 HDF 230: Marriage and Family Relationships

HDF 291: Rose Butler Brown Peer Mentoring Program  
 HDF 298: Contemporary Issues in Student Development  
 HDF 430: Family Interaction  
 HDF 432: Perspectives on Parenting  
 HDF 433: Family Life Education  
 HDF 434: Children and Families in Poverty  
 HDF/SOC 437: Law and Families in the United States  
 HDF 505: Human Sexuality and Counseling  
 HDF 559: Gender Issues in Therapy  
 HIS 118: Women in European History  
 HIS 145: Women in the North American Colonies and the US, 1500 – 1890  
 HIS 146: Women in the United States, 1890 – Present  
 HIS 308: Between Eve and Mary: Women in the Middle Ages  
 HIS 351: Historical Perspectives on Women and Health  
 HIS 352: Topics in the History of Women and Gender  
 HIS 355: Black Women in the US: Colonial Times to the Present  
 HIS 376: Women in Muslim Societies  
 HIS 391: Directed Study or Research  
 KIN 475: Gender Issues in Sport and Physical

Culture  
 KIN 555: Women in Sport: Issues and Controversies  
 NUR 150: Human Sexuality  
 NUR 343: Nursing in Childbearing and Reproductive Health  
 NUR 459: Perspectives on Male and Female Sexuality  
 NVP 200: Nonviolence and Peace Studies Colloquium  
 PHL 210: Women and Moral Rights  
 PSC 312: Gender, Politics, and Media  
 PSC 441: Women and Politics  
 PSC 481: Enforcing Human Rights  
 PSC 482: Genocide  
 PSY 425: Peace Psychology  
 PSY/SOC 430: Intimate Relationships  
 PSY 466: Child Sexual Abuse  
 PSY 480: Psychology of Women  
 SOC 212: Families in Society  
 SOC 242: Sex and Gender  
 SOC 350: Work and Family Life  
 SOC 403: Gender, Crime, and Justice  
 SOC 413: Gender Inequality  
 SOC 420: Family Violence  
 TMD 224: Culture, Dress, and Appearance  
 WRT 645: Rhetoric and Reproduction

**C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.**

**1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution’s academic planning.**

The Gender and Women’s Studies Program’s mission is to educate students in alignment with the URI Academic Plan goals: to enhance academic quality and value, to prepare students for a changing world, to encourage research and innovation, to create global citizenry, and to ensure an equitable and inclusive campus community. To these ends, the Program mission in Providence will extend the current mission to identify, understand, and challenge ideologies and institutions that knowingly or unknowingly oppress and exploit others, or deny fundamental human rights. By necessity this education builds on commitments integral to achieving freedom from sexism, from discrimination, and from gender bias. These priorities, which we endorse in our pedagogy, scholarship, and curriculum, include a commitment to freedom from the following practices: class,

ethnic, racial, and heterosexual bias; economic exploitation; religious persecution; national chauvinism; ageism; and ableism.

A Gender and Women's Studies Program in Providence will continue to create an environment in which all students and faculty can develop to their fullest potential. We will continue to use feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge. Understanding the interrelationship between the personal and political, we will continue to support and promote connections between research, scholarship, creative activity, experience, and professional and community service. Critical thinking, the production of theory, and the assumption of community and global responsibility are integral to our mission. We remain committed to deliberative processes that promote open expression and collaboration.

The objectives for the Gender and Women's Studies Program, which align with URI's Academic Plan, will be the same for Providence as they are for Kingston:

- To use feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge.
- To recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.
- To analyze the ways in which societal institutions and power structures impact the construction of gender and the material realities of women's lives.
- To understand Gender and Women's Studies as an academic field of study, be familiar with their major concepts, history, assumptions, and theories/theorists, and recognize their epistemological and methodological diversity and character.
- To demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.
- To evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies.
- To articulate connections between global, regional, and local issues, and their relationship to gender formation, women's experiences, and human rights, with an awareness of the importance of context.

A Gender and Women's Studies Program in Providence would encourage students and faculty in Providence to benefit from an established GWS Program that aligns with the Academic Plan 2010-2015 in these ways:

Enhancing Academic Quality and Value:

- Explicit inclusion of "Gender" represents our commitment to uphold 21<sup>st</sup> century global, third wave, and inclusive shifts in the field of Gender and Women's Studies.
- Level I assessment ratings at the 100, 300, and 400 levels.
- Grant-funded all-day faculty workshops to teach successful writing and critical thinking approaches. Emphasis on curricular and pedagogic excellence and consistency.
- Focus on online best practices in faculty workshops with grant support.
- "Student Resources" button on website to show GWS rubrics (reading, discussion, writing), and provide guide for using Sakai, URI academic research engines, and MLA and APA formatting. Featured in A & S Council of Chairs, Spring 2011.

- Use of GWS learning outcome rubrics in the classroom to help students have a vocabulary for excellence and measure their academic growth.
- Updated vibrant website: <http://www.uri.edu/artsci/GWS/>
- Cross-listing and face-to-face scheduling of interdisciplinary courses, including courses with twenty-one affiliated departments and cross-listed courses with Africana Studies, Economics, English and Film Studies, History, Political Science, and Psychology. Developing liaisons with Peace and Nonviolence Studies, Leadership Minor, Sustainability Minor, new Health concentration
- Mentoring of new faculty, especially for GWS 220, GWS 310, GWS 315, and GWS 150
- Teaching Assistant Program for outstanding GWS majors (juniors and seniors) to lead recitation sections for GWS 150 with teaching pedagogy seminar, which has given our majors terrific success in graduate school admissions, fellowships, and job opportunities.
- Affiliation with the Honors Program including Spring 2011 with GWS 490H: Women Writing Their Lives, also in conjunction with the “Crossing Borders: Women Writing Their Lives” lecture series and other gender-related courses taught by affiliated faculty.
- Three lecture series that enhance the quality and value of URI’s offerings: the Carlson Lecture, the Fredrika Wild Schweers lecture on Women and Health, and the Dana Shugar Colloquium that invites junior faculty at URI to talk about their areas of research.
- Funds for approximately \$25,000 in scholarships every year, all of which enhance the learning opportunities, quality and value, for hard-working students. The largest proportion comes from the Eleanor M. and Oscar M. Carlson Scholarship Endowment for Single Mothers. The remaining awards are derived from several endowments: the Eleanor M. Carlson Trust, the Dorothy F. Donnelly Scholarship, and the Mother Jones Scholarship, and in alternate years (with English), the Dana Shugar Memorial Scholarship. We also sponsor the Patricia Farnes Essay Contest for the best essay on any topic of feminist scholarship.
- With the Department of Economics and Africana Studies, host to URI’s first Distinguished International Scholar, Dr. Bola Akanji from the Nigerian Institute of Social Economic Research. Dr. Akanji’ visited classes and lectured on Gender, Economics, Higher Education policy, Africa, and Sustainable Development.
- Option for students to enroll in GWS 305 or GWS 306 (Current Issues in Women’s Studies; Practicum in Women’s Studies) in conjunction with upper-level GWS courses to do extended projects and research, such as a roundtable summit on Global Issues and RI with Governor Chafee (GWS 400, Critical Issues in Feminist Scholarship, Spring 2011), an all-day conference at Harvard on “Women Making Democracy: The Arab Spring (2012), or readings by four world-renown writers and developing portfolios (GWS 490H, Women Writing Their Lives, Spring 2011).
- Women scientists, active in the field, to teach GWS 220: Women and Natural Science and a practicing M.D. with special focus on women’s and underrepresented groups’ health issues to teach GWS 350: Women and Health.

#### Preparing Students for a Changing World

- Take on ongoing assessment and updating of our courses, including GWS 150, 220, 313, 320, and 325, in accordance with the University’s plan to “reinvigorate the general education program” and strive for global foci.

- Add and enhance use of interdisciplinary methods and contemporary, global materials in almost all of our courses.
- Continue to approve of 21 courses from other disciplines as electives for our majors and minors as a recognition of a 21<sup>st</sup> century multi-disciplinary approaches. Cross-listed new courses with Africana Studies, Economics, English and Film Studies, History, Political Science, and Psychology.
- Promote experiential learning: Students in GWS 150 complete an “Action Project”; multiple GWS courses assign projects that require students to interview professionals in careers related to the course material; majors must complete an internship or to take GWS 320: Feminist Thought Into Action.
- Offer with Film Studies a Women and Documentary class that includes using contemporary technology and cameras to create a documentary
- Continue to choose outstanding speakers for our annual Schweers lecture on Women’s Health so as to expose students to “challenges and opportunities related to health and wellness.”
- Offer a new course course GWS 350: Women and the Environment.
- Continue to engage in initiatives that address the environment and sustainability, such as sponsoring the 2010 Eleanor M. and Oscar M. Carlson Women’s Studies Lecture “Green the Ghetto and How Much It Won’t Cost Us,” given by Majora Carter, and offering courses included in the sustainability minor.
- Upgrade the Capstone class (GWS 400: Critical Issues in Feminist Scholarship) for Women’s Studies majors to have a major and contemporary focus on global women’s issues. In 2010, under the guidance of Donna Hughes, students presented in Galanti Lounge an open forum on “Women’s Freedom Movements.” Each student did a short PowerPoint presentation to an audience of about 70 students. In 2011, the 15 Capstone students ran a Round-table summit for Governor Chafee, who came to the class and heard four groups of students present on a global women’s issue and its connection both to feminist theory and to a similar problem in Rhode Island, with the goal of presenting strategies for success for the Governor to adopt.
- Continue to train faculty for Online and face-to-face class use of technology, including the use of “clickers.”
- Concentrate on explicit training for students on how to read and interpret media and technology, and how to use the library’s latest research engines.
- GWS 325 (International Women’s Issues) as an option for a major requirement.
- Hired, with Political Science, a temporary lecturer to teach Gender, Politics, and the Mass Media and courses on International Tribunals and Genocide, with a strong gender component.
- Added courses in Women in Islam, Women and War, Women and Judaism, all taught by a professor who uses contemporary source materials and theory to help students learn about the problems of the world that will be up to them to solve in the future.
- Continue to create opportunities in all of our courses to investigate and give students the tools and knowledge to address current problems in social, racial, sexual, and gender discrimination.
- Continue to upgrade and thereby attract many women and men into our Women’s Professional Development and Leadership class (GWS 301).

- Hired two outstanding MBA graduates and career experts to teach this class.
- Organized and sponsored in the Spring of 2011, along with several other departments, URI Career Services, and the Women's Development Council a now YouTube lecture by Aimee Phelps Lee (MBA) called "Negotiating Starting Salaries for Women: Getting Paid What You're Worth." Over 125 people present. YouTube has enabled its ongoing use in classes and for URI students and alums.
- Encourage a shift away from textbooks in GWS 150 (Introduction), with an emphasis on articles and Sakai use to feature recent articles about today's and tomorrow's worlds.
- Approved, in 2009, a new course called The Female Cyborg in Disability Studies and Feminist Science Fiction (GWS 350).

### Research and Innovation

- Donna Hughes, Professor and Eleanor M. and Oscar M. Carlson Endowed Chair of Women's Studies, is a leading international researcher on trafficking of women and children. She has a Ph.D. in Genetics (Penn State 1990), an M.S. in Animal Industries (Penn State 1977) and a B.S. in Animal Science (Penn State 1975). She has done extensive research on the trafficking of women and girls for sexual exploitation in the United States, Russia, Ukraine, and Korea and is an expert on women's international rights and human trafficking. In addition to many accolades, most recently, in December 2010, she was named the winner of the Josephine Butler Abolitionist Award for Policy for her work as founder of DIGNITY and her work in Rhode Island to criminalize prostitution. In 2010, she also won the URI Award for Excellence in Scholarship.
- Jody Lisberger, Director of the Women's Studies Program, has a Ph.D. in English (Boston University, 1991), with a specialty in feminist narrative theory. She also has an M.F.A. in Writing (Vermont College, 1999), and a B. A. in anthropology (Smith College, 1975). Her essay, "DES and Diflucan: Pharmaceutical Marketing Choices-- Why Women Should Take Heed," was published in *(Re)Interpretations: The Shapes of Justice in Women's Experience* (2009). Her stories have been published in *Michigan Quarterly Review*, *Fugue*, *Confrontation*, *Thema*, and the *Louisville Review*. She also has a critically acclaimed story collection, *Remember Love*, published by Fleur-de-Lis Press, 2008, which was nominated for a National Book Award. She has an essay forthcoming in *Wagadu, Journal of Transnational Women's and Gender Studies*, titled, "The Politics of Data: Gender Bias and Border Mentality in the EEOC Job Category Compliance Chart and How Transnational Gender Mainstreaming Can Offer Best Practices for Change." Her research has helped catalyze efforts in the Equity Council and President's Commission on the Status of Women to research data on salary and hiring equity at URI, specifically relying on contemporary third-wave and global approaches. In addition, her invited 75-minute presentations (2010, 2011) on the craft of fiction and feminist theory ("Writing Down the Body: Honing Fiction Craft, Making the Invisible Visible, the Silent Spoken") and the craft of nonfiction and feminist theory ("From Hickeys to House-Burning, or Breaking the Patterns of the Master Narrative: Honing Nonfiction Craft") at the National Women's Studies Annual Conference, along with her presentations at several additional conferences—"Mothering, Violence, Militarism, War and Social Justice," (Toronto, 2008), "Succeeding as Women in Higher Education" (SUNY 2009), "Girlhood Reimagined" (SUNY 2010)—have contributed to URI's professional reach and reputation for excellence.

- Karen Stein, Professor in Women's Studies and English, has a Ph.D. in English (UConn 1982), an M.A. in English and History (Penn State 1966), an MLIS (URI 2004), and a B.A. in English (Brooklyn College 1962). She has written two books: *Margaret Atwood Revisited*, published by Twayne in 1999, and *Reading, Learning, Teaching Toni Morrison*, published by Peter Lang in 2009. Her most recent publications are: "It's About Time: Temporal Dimensions in Margaret Atwood's Life Before Man" in *Once Upon a Time: Myth, Fairy Tales and Legends in Margaret Atwood's Writings*, edited by Sarah Appleton, Cambridge Scholars Press 2008, pp. 95-113. "The Cleavage Commotion: How the Press Covered Senator Hillary Clinton's Campaign," in *Cracked but Not Shattered: Hillary Rodham Clinton's Unsuccessful Campaign for the Presidency* ed. Ted Sheckels, Rowman and Littlefield, 2009, pp. 173-187. In Press: "Problematic Paradise: Margaret Atwood's *Oryx and Crake*," in *Margaret Atwood: The Robber Bride, The Blind Assassin and Oryx and Crake*, ed J. Brooks Bouson, Continuum Press. On two occasions, Karen Stein, Professor of English and Women's Studies and former Director of the Women's Studies Program, has been honored with the Woman of the Year award: in 1993 from the URI Association of Professional and Academic Women, and in 2007 from the Rhode Island Commission on Women. Karen currently has a book contract for a new book on Rachel Carson and has accepted the position of Associate Executive Director of the New England Modern Language Association (NEMLA).
- Several of our affiliated and part-time faculty members have recently published new work, presented at significant conferences, and won prizes and fellowships in their fields. Several of our affiliated faculty members, based on their research, expertise, and innovation, have been asked to direct new URI initiatives and/or Departments/Colleges. Several of our Women's Studies Graduate Certificate Students have gone on to publish, be recognized for their scholarship, and get accepted in additional graduate programs.

#### Global Citizenry

- Explicit inclusion of "Gender" in our proposed department name to uphold 21<sup>st</sup> century global shifts in learning and scholarship in the fields of Gender and Women's Studies.
- Continue to emphasize collaborative and global learning through workshops and curricular revisions that support interdisciplinary methods and contemporary global issues, leading the way for students to bridge disciplines and discover new ideas and solutions key to being a global citizen of the 21<sup>st</sup> century.
- Made GWS 325, International Women's Issues, a requirement for our majors and a General Education option (2010). Added "Latin American Women's Lives Through Their Eyes" (HIS 393) and "Latin America Seen Through Film (HIS 387X) in 2009.
- Hired, with Political Science, a temporary lecturer to teach Genocide, International Tribunals, and Terrorism in relation to gender issues.
- Partnered with Political Science to hire a new tenure track joint appointment for 2012 with a specialty in Asia and Women's and Gender Issues.
- Added new courses in Women in Islam, Women and War, in addition to running Women and Judaism.
- Won the Distinguished International Scholar Grant, with Economics and Africana Studies, in 2009 to host Dr. Bola Akanji, a full research professor from the Nigerian Institute of Social and Economic Research. In addition to the public lectures, "Gender



Inequality and Human Development: A Comparative Global Perspective” and “Gender: The Missing Link in Africa’s Growth and Development,” Dr. Akanji taught GWS 490: Gender, Africa, and Sustainable Development and ENC 386: The Economics of Race, Gender, and Class.

- Supported the 2011 Fall International Distinguished Scholar Proposal for Graham Young, landscape architect from South Africa, and included him and his research in the Advanced Feminist Theory class and curriculum.
- Sponsored and won a RICH grant to run a lecture series, “Crossing Borders: Women Writing Their Lives” (Spring 2011) deliberately structured to include writers from and/or writing about Australia, Nigeria, China, and Vietnam. This series took place March 8 (International Women’s Day) with Jill Ker Conway (*The Road From Coorain*), March 15 with Nigerian Elaine Orr (*Gods of Noonday*), March 29 with Pushcart-winning prize writer Nancy McCabe (*Meeting Sophie* and *Across the Blue Willow Bridge: A Journey to My Daughter's Birthplace in China*), and April 12 with Beth Taylor (*The Plain Language of Love and Loss*) and included North Kingstown High School students, Osher Life-Long Learning Institute students, URI students and faculty, and RI residents.
- Organized and sponsored with Hillel (2010) presentations by writer Joan Leegant, called “”Religious Extremism: Attractions and Personal Costs Seen Through the Lens of a Jewish Fiction Writer” and “*Wherever You Go: A Jewish Novelist’s Challenge in Writing About Contemporary Israel.*”

#### Ensuring an Equitable and Inclusive Campus Community

- Awarded, as a result of the work of Dr. Jody Lisberger, the 2011 Diversity Award winner for Faculty Excellence, honoring her leadership in “stabilizing and enhancing the identity of the Women’s Studies Program at URI, and in promoting a campus environment that is welcoming, supportive, and inclusive of cultural diversity.”
- Continue to stress among faculty and in workshops pedagogy and content that represents all groups, approaches, and beliefs, encouraging students to develop the critical thinking skills that allow them to assess where exclusion and inequity have created embedded patterns of discrimination and disadvantage locally, nationally, and globally.
- Made GWS 310: Race, Class, and Sexuality, a face-to-face class and added a course called The Female Cyborg in Disability Studies and Feminist Science Fiction (GWS 350).
- Sponsor since 2008 “Out of Diversity We Speak,” a popular, standing-room only, Diversity Week event that invites faculty and students to share their personal stories of how diversity and multiculturalism have shaped their life experiences.
- Hired several new part-time faculty of color.
- Select diverse undergraduate TAs.
- Continue to be a major participant of the Talent Development Summer Program, with three Introduction to Women’s Studies courses and the involvement of our graduate TA who provides the week-long training session for TD students on the use of Sakai, helping to guarantee the success of TD students.
- Continue to maintain a GWS website and Sakai sites that represent and invite students to exchange information and discussion and to make visible our diversity.

- Support and participate in GLBTIQQ events and conferences, including the film “It Gets Better.”
- Continue to create classes that analyze problems of discrimination, gendered divisions of labor, class, ethnic, racial, and heterosexual bias, economic exploitation, religious persecution, national chauvinism, ageism, and ableism, globally, nationally, and locally.
- Continue to participate in the Equity Council, the President’s Commission on the Status of Women, The Women’s Development Council, the GLBT Center.
- Continue to partner with the Women’s Center Programs on Violence Prevention, Peer Advocates, Women’s Leadership, and WOWW.
- Continue to initiate and respond to conversations with the President, Provost, Deans, Honors Program, Multicultural Center, and Hillel Center where we see a need to address a lack of equity and diversity in the invitation of speakers and the design of events.

### Institutional Effectiveness

- In 2009, 12 GWS faculty members participated in workshops on the “best practices of online teaching” to design courses that spark student incentive and creativity while demanding accountability. The project was supported by a \$5,000 National Education Association Learning and Leadership grant, the first NEA grant to be won in R.I. since 2001. The workshop culminated with GWS faculty leading a workshop on teaching with Sakai that was open to the URI community.
- In 2009 and 2010, the Director of Women’s Studies designed GWS faculty workshops to teach specific writing and reading approaches to enhance overall excellence in the program. By scheduling meetings to include large numbers of GWS faculty, and by using time efficiently, facilitating, and supporting faculty excellence, the Director has dramatically increased the cohesion, excellence, and effectiveness of the GWS program.
- GWS progression through the state-mandated assessment process has generated a series of workshops and outcomes that have helped several programs at URI move along and benefit from the assessment process. This serious engagement with the assessment process and the follow-through in the redesign of courses and rubrics has encouraged other Departments to capitalize in similar ways.
- GWS has built itself to be a key contributor and catalyst for events and discussions on gender and women. The increased use of the media, website, announcements to faculty, attractive posters, press releases, video, YouTube, and direct communication with faculty and Deans continues to create a very strong base, model, and series of opportunities in URI’s striving for excellence.
- In 2010, with the full support of the Provost’s Office, Roosevelt 311, the program’s conference room, was updated with a flat-screen television and new mini-MAC computer technology. Since then, it has become not only a classroom and meeting space for our program, but other departments and organizations who rely on the sophisticated technology and professional set-up to develop their work.
- GWS purchased a top-quality scanner (2009) and a new Xerox machine (2011) that scans and creates PDFs, thereby encouraging and supporting faculty and student use of the most contemporary scholarly and newsworthy articles, to be posted on Sakai and support URI’s sustainability priorities. We have also trained our workstudy students to scan and create PDF’s, thereby further encouraging this use of scanning and Sakai-posting techniques.

- Since 2008, the GWS newsletter has evolved into an 8 to 12-page sophisticated InDesign format with student editors, writers, and photographers delivering online an historically significant record of GWS events, activism, and faculty research. Posted on the GWS website, this newsletter is accessible to all students, faculty, applicants, and other Women’s Studies Programs worldwide. Student editors train subsequent editors how to use InDesign, passing along important technology knowledge for student professional development.

**D. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors’ *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [[www.ribghe.org/publicreg.htm](http://www.ribghe.org/publicreg.htm)] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)**

- 1. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.**

Offering a major and minor in Gender and Women’s Studies at the URI Providence campus will create no areas of overlap with other public higher education institutions in Rhode Island.

- 2. Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* which can be found at [www.ribghe.org/publicreg.htm](http://www.ribghe.org/publicreg.htm).)**

Provisions for transfer students (into and out of the program) adhere to the format prescribed by the RIOHE. No new or independent agreements will be necessary. Students changing majors or colleges within the university will continue to utilize existing university procedures for this process.

URI	CCRI	RIC
HIS 145: Women in N. Am. Colonies 1500 -1890	HIS 2010: Women in North America	
HIS 146: Women in the U.S. 1890-Present	HIS 2015: Women in the U.S.	
GWS 150: Intro to Women’s Studies	PSYC 1070: Psychology of Women (3)	GWST 200: Women in Society (3)
GWS 220: Women and the Natural Sciences	Free Elective (3)	GWST 200-level Elective (3)
GWS 300: Field Experience in GWS	Free Elective (3-6)	GWST 300: Field Experience in GWS
GWS 310: Race, Class, and Sexuality	Free Elective (3)	GWS 300-level Elective (3)
GWS 315: Fem. Theory and Methodology	Free Elective	GWS 200-level Elective (3)
GWS 350: Spec Topics in GWS (1-3 credits)	Free Elective (1-3)	GWS 300-level Elective (3)

GWS 351: Spec Topics in GWS (1-3 credits)	Free Elective (1-3)	
GWS 400: Critical Issues & Fem. Scholarship (3)	Free Elective (3)	GWS 300-level Elective (3)
GWS 450: Independent Study (3)	Free Elective (3)	
GWS 490: Adv Topics in GWS (1-3 credits)	Free Elective (1-3)	

**3. Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

No new agreements will be necessary as the intention of the proposal is merely to extend an existing Program offering to another campus. All existing cooperative arrangements will continue to be honored.

**4. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**

None required.

**5. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

Yes.

**E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

**1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

- a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.**

**Undergraduate Offerings - one program cycle: number of sections**

<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
GWS 150: 20	GWS 150: 13	GWS 150: 6
GWS 300: 3	GWS 220: 1	GWS 301: 1
GWS 301: 3	GWS 300: 3	GWS 315: 1
GWS 305: 1	GWS 301: 2	GWS 320: 1
GWS 310: 1	GWS 305: 1	GWS 350: 2

GWS 315: 1	GWS 310: 1	GWS 360: 1
GWS 325: 1	GWS 315: 1	GWS 365: 1
GWS 350: 5	GWS 317: 1	GWS 370: 1
GWS 351: 2	GWS 320: 1	
GWS 360: 1	GWS 325: 1	
GWS 365: 1	GWS 350: 7	
GWS 401: 1	GWS 351: 3	
GWS 450: 1	GWS 360: 1	
GWS 500: 1	GWS 370: 1	
	GWS 400: 1	
	GWS 402: 1	
	GWS 450: 1	
	GWS 490: 1	

**a. Names of courses and catalog numbers, and brief course descriptions as currently stands in The Gender and Women's Studies Program**

**GWS 150: Introduction to Gender and Women's Studies** (I or II, 3) Images of women in American culture, the theories and processes of socialization, historical perspectives, and implications for social change. (Lec. 3) (S) [D]

**GWS 220: Women and Natural Science** (II, 3) An interdisciplinary perspective on women as practitioners and subjects of the natural sciences; history of women in science; science as a gendered discourse. (Lec. 3) (L) [D]

**GWS 300: Field Experience in Women's Studies** (2-6 crs.) Supervised field work allowing students to learn through direct personal experience about the background, problems, and concerns of particular populations of women. (Practicum) Service Learning. Pre: GWS 150 or HPR 110 or GWS 315 or permission of instructor. May be taken or repeated for a maximum of 6 credits.

**GWS 301: Women's Professional Development and Leadership** Theory, data and skill development for career building and leadership. Gender issues in organizational settings, developing professional skills and responses to challenges in the workplace, and strategies for positive change. (Lec. 3)

**GWS 305: Current Issues in Women's Studies** Research and analysis of one issue such as job discrimination or sex trafficking. Class plans a project addressing the issue. (Lec. 1) Pre: GWS 150. May be repeated once if topic changes.

**GWS 306: Practicum in Women's Studies** (1) Practicum. Students work alone or in groups to conduct a project developed in 305. May be repeated once if topic changes. (Lec. 1) Pre: GWS 305.

**GWS 310: Race, Class and Sexuality** (I or II, 3) Interconnections among race, ethnicity, class, and sexuality and the impact of sexism, racism, classism, and heterosexism on women's lives are investigated. Alliance building among women is explored. (Lec. 3) Pre: GWS 150 or HPR 110 or GWS 210 or permission of instructor.

**GWS 315: Introduction to Feminist Theory and Methodology** (3 crs.) (GWS 210) Development of feminist thought, exploration of contemporary feminist theories and research methods, including African-American, lesbian, Western and non-Western perspectives, and the future role of feminist theories and methodologies. (Lec. 3) Pre: GWS 150 or permission of instructor. (L) [D]

**GWS 317: Contemporary Women Novelists of the Americas** (3 crs.) Novels by contemporary women writers from the American continents. Topics include construction of the female body, sexuality and desire, motherhood, exile and immigration, women and work. (Lec. 3) (A) (L) [D]

**GWS 320: Feminist Thought into Action** (3 crs.) Analysis and discussion of how feminist thought has been transformed into action for social change. Women's civil and human rights. Political thought, analysis and activism in campaigns for women's rights. Pre: GWS 150 or permission of instructor. (L) [D]

**GWS 325: International Women's Issues** (3 crs.) Focuses on women's rights in a global context, ideologies and practices that deny women equal status in society, including violence against women, freedom and democracy movements and women's rights. (Lec. 3) (L) Pre: GWS 150 or permission of instructor.

**GWS 350: Special Topics in Women's Studies I** (3 crs.) Selected areas of study pertinent to women's studies. Instruction may be offered in class seminar or tutorial environments according to specific needs and purposes. (Lec.3/Online) Topics include: "Media Images of Women," "Narratives of the Witch," "Women and Aging," "Women and Health," "Women and the Law," "Women and Music," "Women and Religion," "Women and War," "Women and Islam," "Women and Business Culture." Some topics may be offered online. May be repeated with different topic.

**GWS 351: Special Topics in Women's Studies II (3 crs.)** Selected areas of study pertinent to women's studies. Instruction may be offered in class seminar or tutorial environments according to specific needs and purposes. (Lec.3/Online) Topics include: "Ecofeminism," "Latin American Women," "Native American Women," "Women and Film," "Women, Violence and Non-violence," "Women and Mental Health," "Violence Prevention Training." Some topics may be offered online. May be repeated with different topic.

**GWS 360: Men and Masculinities** (3 crs.) Examines from a feminist perspective, the values, beliefs, myths, realities, research and writings about men and masculinities in contemporary United States life. (Seminar) Pre: GWS 150

**GWS 361: Women's Lives in New England, 1790-1930** (3 crs.) Social, political and literary history of women in New England with an emphasis on women's work and how that work shaped gender relations. Theoretical approaches from women's studies, race and gender studies will inform that treatment of women's history and the history of material culture in New England. (Lec. 3) Pre: junior standing or permission of the instructor.

**GWS 365: Sexual Victimization (3 crs.)** Analysis of range of victimizations, based on gender and sexualities. Consideration of heterosexist and homophobic reactions through such acts as bullying,

harassment, abuse and assault; intersections with age, race and gender. (Seminar) Pre: GWS 150 or permission of instructor.

**GWS 370: Sex Trafficking** (3 crs.) Focuses on the commercial sexual exploitation and slavery of women and girls and the impact on their health, rights, and status in society. (Lec. 3/Online) Pre: GWS 150 or permission of instructor.

**GWS 385: Women Writers** (4 crs.) Analysis of the poetry, drama, or fiction of women writers. Emphasis on 18th-century, 19th-century, 20th-century, or contemporary authors. Course may be repeated for credit when taken with different emphasis. (Lec. 3, Project 3)

**GWS 386: The Economics of Race, Gender, and Class** (3 crs.) An economic examination of the historical interrelations of race, class, and gender issues. (Lec. 3) Pre: ECN 100 or 201 or permission of instructor.

**GWS 387: Latin American History at the Movies** (3 crs.) Latin Americans see themselves very differently than how they are perceived by North Americans. Their self-portrayal, in literature and film, is the key to understanding their history and conflicts. (Lec. 3) Pre: HIS 180 is suggested by not required.

**GWS 400: Critical Issues And Feminist Scholarship** (3 crs.) Theoretical and value questions in women's studies; impact of feminist scholarship on traditional disciplines; feminist theory and research methods in selected fields; the future of feminism. (Seminar) Pre: GWS 310 or 315 or 320 and senior standing or permission of instructor.

**GWS 401: Human Trafficking and Contemporary Slavery** (3 crs.) Focuses on contemporary human trafficking and slavery, including sex trafficking, bonded labor, forced labor, child soldiers, and domestic servant slavery. (Lec. 3) Pre: junior standing or permission of the instructor. Not for graduate credit.

**GWS 402: Campaigns and Services for Victims of Trafficking and Slavery** (3 crs.) Focuses on historical and contemporary campaigns for ending human trafficking and slavery and on providing services to contemporary victims of human trafficking and slavery. (Lec. 3) Pre: Junior standing or permission of instructor. Not for graduate credit.

**GWS 410: Portfolio in Women's Studies** (1 cr.) Portfolio of student papers and projects as culmination of Women's Studies course work. (Lec. 1) Pre: GWS majors and minors in senior year. Not for graduate credit.

**GWS 430: Women and Human Rights Policy** (3 crs.) Focus on women and human rights around the world and human rights policy in the U.S. The human rights movement from the 1970s to the present will be discussed. (Lec. 3/online) Pre: junior standing.

**GWS 450: Independent Study** (I and II, 3) Advanced work in women's studies under the direction of a faculty member affiliated with the women's studies program. (Independent Study) Pre: junior or senior standing. May be repeated for a maximum of 6 credits.

**GWS 490: Advanced Topics In Women's Studies (1-3 crs.)** Advanced study in topics of special interest in Women's Studies. This course will be conducted as a seminar for juniors, seniors and graduate students. Pre: GWS 310 or 315 or 320 and senior standing or permission of instructor. (Seminar) May be repeated with different topic.

**GWS 490H: Honors Section of GWS 490: Advanced Topics in Women's Studies (1-3 crs.)** Honors Section of GWS 490: Advanced Topics in Women's Studies. (Seminar) Pre: GWS 315 or 310 or 320, and senior standing, and 3.3 or better overall gpa, or permission of instructor.

**GWS 500: Colloquium in Women's Studies (2-3 crs.)** Discussion of research methods in women's studies; presentations on current research and issues relevant to women's and gender studies. (Seminar)

**GWS 501: Human Trafficking and Contemporary Slavery (3 crs.)** This course focuses on contemporary human trafficking and slavery, including sex trafficking, bonded labor, forced labor, child soldiers, and domestic servant slavery. (Lec. 3) Pre: Graduate standing or permission of instructor.

**GWS 502: Campaigns and Services for Victims of Trafficking and Slavery (3 crs.)** This course will focus on historical and contemporary campaigns for ending human trafficking and slavery and on providing services to contemporary victims of human trafficking and slavery. (Lec. 3) Pre: GWS 501 or permission of instructor.

**b. Required courses in area of specialization and options, if any.**

**COURSE REQUIREMENTS FOR THE MAJOR:**

**GWS 150:** Introduction to Women's Studies

**GWS 315:** Feminist Theory and Methodology

**GWS 300:** Field Experience in Women's Studies **OR GWS 320:** Feminist Thought Into Action **OR ITR 301/302**

**GWS 310:** Race, Class, and Sexuality in Women's Lives **OR GWS 325:** International Women's Issues

**GWS 400:** Critical Issues in Feminist Scholarship

**ADDITIONAL MAJOR REQUIREMENTS:**

In addition to the courses listed above, students majoring in Gender and Women's Studies must take an additional 5 courses (15 credits). At least 3 credits must be in a course offered by the GWS department. The additional 4 courses (12 credits) may be courses offered by the GWS Program or from the GWS list of approved courses taught in affiliated departments. Please see the reverse side of this sheet for a complete list of GWS courses and approved affiliated courses.

**COURSE REQUIREMENTS FOR THE MINOR:**

**GWS 150:** Introduction to Women's Studies

**GWS 315:** Feminist Theory and Methodology

**ADDITIONAL MINOR REQUIREMENTS:**



In addition to the courses listed above, students minoring in Gender and Women's Studies must take an additional 4 courses (12 credits). At least 3 credits must be in a course offered by the GWS department. The additional 3 courses (9 credits) may be courses offered by the Gender and Women's Studies Program or from the GWS list of approved courses taught in affiliated departments.

**c. Course distribution requirements, if any, within the program and general education requirements.**

Students must fulfill 30 credits for the major and 120 total credits for the Bachelor of Arts. Students complete the 29 credits of general education requirements set by the College of Arts and Sciences.

**d. Total number of free electives available after specialization and general education requirements are satisfied.**

Elective credit available: 51 credits

**e. Total number of credits required for the completion of the program or for graduation.**

Credits required for graduation: 120 credits

**f. Identify any courses that will be delivered or received by way of distance learning**

The following courses are currently available online through distance learning for students: GWS 150, 301, 315, 320, 325, 350, 360, 365, 370, 430, 501.

2. **Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.** NA
3. **Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**
  - Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.
  - Analyze the ways in which societal institutions and power structures impact the construction of gender and the material realities of women's lives.
  - Understand Gender and Women's Studies as an academic field of study, be familiar with their major concepts, history, assumptions, and theories/theorists, and recognize their epistemological and methodological diversity and character.
  - Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.
  - Evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies.

- Articulate connections between global, regional, and local issues, and their relationship to gender formation, women’s experiences, and human rights, with an awareness of the importance of context.

**4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**

**Program Expectations - Classroom Discussions**

<b>CRITERIA</b>	<b>100-Level</b>	<b>300-Level</b>	<b>400-Level</b>
<b>EXPLANATION AND DISCUSSION OF ISSUES</b>	Student states and describes issue/problem to be considered, and begins to define and clarify terms, ambiguities, undetermined boundaries, and/or background information.	Student states, describes, and clarifies issue/problem to be considered and focuses on the need to define and explain terms, ambiguities, undetermined boundaries, and/or background information.	Student clearly states and comprehensively describes issue/problem to be considered critically, including focused attention on clarifying and defining terms, ambiguities, undetermined boundaries, and/or background information, making sure to explain all relevant information necessary for full understanding.
<b>DEMONSTRATION OF EVIDENCE</b>	Student takes information from source(s) and shows the beginning stages of interpretation/evaluation of the evidence. Although student might take viewpoints of experts as mostly fact, student begins to question authorial assumptions and bias.	Student takes information from source(s) and interprets and evaluates evidence to develop a coherent analysis or synthesis. Student questions viewpoints of experts.	Student takes information from source(s) and interprets and evaluates evidence in order to develop a comprehensive analysis or synthesis. Student thoroughly questions and analyzes viewpoints of experts.
<b>INFLUENCE OF CONTEXT AND ASSUMPTIONS</b>	Student questions some assumptions and identifies several relevant contexts when presenting a position. Student may be more aware of others’ assumptions than one’s own (or vice versa).	Student identifies own and others’ assumptions and several relevant contexts when presenting a position.	Student thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>STUDENT'S POSITION</b>	Student’s specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Student’s specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Student acknowledges others’ points of view within her/his position (perspective, thesis/hypothesis).	Student’s specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Student acknowledges limits of position (perspective, thesis/hypothesis). Student synthesizes others’ points of view within position (perspective, thesis/hypothesis)
<b>CONCLUSIONS</b>	Student ties conclusions logically to information; student identifies clearly some related outcomes (consequences and implications).	Student ties conclusions logically to a range of information, including opposing viewpoints; student identifies clearly related outcomes (consequences and implications).	Student ties conclusions and related outcomes logically to a range of information (consequences and implications); conclusions reflect student’s informed evaluation and ability to prioritize new ideas, evidence, and perspectives.

### Program Expectations - Reading Expectations

CRITERIA	100-Level	300-Level	400-Level
<b>READING COMPREHENSION</b>	Student evaluates how features of a text (language, syntax, structure, tone, etc.) contribute to the author’s argument; student draws basic inferences about the context** and purpose of a text.	Student uses the text, general background knowledge, and/or specific knowledge of the author’s context to draw complex inferences about the author’s ideas and attitude.	Student recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author’s explicit message (ex: might recognize broader issues at play, or might pose challenges to the author’s message and presentation).
<b>RELATIONSHIPS TO TEXT: <i>Locating texts within specific contexts</i></b>	Student engages texts with the intention and expectation of building topical and world knowledge.	Student uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions and original ideas.	Student evaluates texts for scholarly significance and relevance within GWS and across various disciplines, evaluating them according to their contributions and consequences.
<b>TEXTUAL ANALYSIS: <i>Interacting with texts in parts and wholes</i></b>	Student recognizes relations among parts or aspects of a text, such as effective or ineffective arguments, use and/or omission of evidence, in considering how these contribute to a basic understanding of the text as a whole.	Student identifies relations among ideas, text structure, and/or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Student develops strategies for relating and interrogating ideas, text structure, and/or other textual features in order to build knowledge and insight within and across texts and disciplines.
<b>TEXTUAL INTERPRETATION</b>	Student demonstrates that s/he can read purposefully, choosing among interpretive strategies (synthesis, analysis, comparison, contrast, argument) depending on the purpose of the reading.	Student articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one’s discipline(s) or in a given community of readers.	Student provides evidence not only that s/he can read by using an appropriate epistemological lens* but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers through the understanding and articulation of the complexity of issues.

### Program Expectations - Writing Expectations

CRITERIA	100-Level	300-Level	400-Level
<b>CONTEXT AND PURPOSE OF WRITING</b>	Student demonstrates awareness of context**, audience, and purpose as they relate to the assigned task.	Student demonstrates consideration and a clear focus on how context**, audience, and purpose relate to the assigned task.	Student demonstrates a thorough and critical understanding of how context**, audience, and purpose relate to the assigned task and incorporates this consideration into an argument that addresses the assigned task.
<b>TOPIC SELECTION</b>	Student identifies a topic that relates to the assigned task.	Student identifies a focused and manageable topic that appropriately addresses relevant aspects of the assigned task.	Student identifies a focused and manageable topic that addresses potentially significant and previously less-explored areas or arguments as related to the assigned task.
<b>RESEARCH AND CONTENT DEVELOPMENT</b>	Student demonstrates the use of appropriate, credible, and relevant sources to develop	Student demonstrates consistent use of appropriate, credible, and relevant sources to explore and support	Student demonstrates skillful use of high-quality, credible, relevant sources to develop ideas and illustrate mastery of the

	content and explore ideas throughout the work.	compelling argument, ideas, or content throughout the work.	subject, conveying the student's understanding of the topic and shaping the whole work.
<b>INFORMATION PROCESSING</b>	Student organizes evidence and develops an argument in a logical and consistent manner that leads to a logical conclusion.	Student organizes and analyzes evidence in a logical and consistent manner that reveals important patterns, differences, or similarities, leading to a relevant, clear, and supported conclusion.	Student organizes, analyzes, and synthesizes evidence in a logical and consistent manner that reveals insightful and original patterns, differences, or similarities, leading to a focused, clear, potentially nuanced, and original conclusion.
<b>WRITING MECHANICS</b>	Student uses language that clearly conveys meaning to readers; grammar, punctuation, and spelling are mostly without error.	Student uses fresh and clear language to convey meaning to readers; grammar, punctuation, and spelling are without error.	Student uses clear, compelling, fluid, and graceful language that skillfully communicates meaning to readers; grammar, punctuation, and spelling are without error.

F. **FACULTY AND STAFF:** The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

The Gender and Women's Studies Program currently has one tenured faculty (Dr. Donna Hughes), one Appendix-F associate professor (Dr. Jody Lisberger, currently the Director), one joint assistant professor (Dr. Ping Xu), one temporary lecturer (Dr. Alana Bibeau), ten part-time faculty, one graduate student teaching assistant, one part-time administrative assistant, and 18 faculty members from 11 departments who hold joint appointments in Women's Studies under terms defined in the University Manual and approved by their departments, deans, and the Provost. No new faculty positions will be required.

G. **STUDENTS:** The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

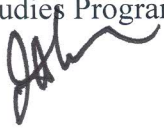
As suggested earlier, many contemporary students, male and female, interested in gender issues will find the Gender and Women's Studies particularly appealing since the focus on gender, race, class, and sexualities in the contemporary world explicitly addresses contemporary and global approaches to the world and useful cites of study for those moving forward in all areas of life.

L. **EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.**

- 1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.**

GWS will keep track of increases in our Program as a result of a new Providence major and ask students from Providence for feedback about their experience via our exit surveys upon graduation. In addition, the director of Gender and Women's Studies files a report with the Dean of Arts & Sciences on the activities and status of the program at the end of each academic year. Additionally, the Program is subject to the normal review and assessment processes of the University.



Memo to: Jody Lisberger, Director, Gender and Women's Studies Program  
From: Dr. John McCray, Vice Provost for Urban Affairs   
Date: December 7, 2012  
Re: Gender and Women's Studies Major at Feinstein Providence Campus

We are pleased to welcome the addition of the Gender and Women's Studies major at the Feinstein Providence Campus, as a Bachelor of Arts degree program in the College of Continuing Education. We anticipate a strong response from our students, and hope to provide this popular major in addition to our already strong GWS minor.

Students enrolling in this program will be assigned a code indicating enrollment through the Feinstein College of Continuing Education. All degree requirements, including any restrictions on completing a GWS major, will be honored by the College.

The Feinstein College of Continuing Education will provide the following to ensure success of this program:

1. *Equipment.* We will purchase, maintain and upgrade software and equipment through laboratory fees from GWS courses, where relevant.
2. *Program Coordinator.* We will provide office space and support for a program coordinator, Adria Evans, who will be expected to provide advising to GWS majors, serve as a resource for and liaison between instructors and the GWS program, attend academic programs meetings at FCCE and coordinate with other advisors, and perform other duties to ensure the success of GWS, as assigned by the GWS department chair in consultation with the FCCE Associate Dean.
3. *Instructional Support.* Working with the GWS program director and the coordinator, we will offer a sufficient number and range of GWS courses in Providence or online to ensure that the degree can be achieved in a reasonable period of time, while respecting budgetary limits. (This has been successfully achieved in the other majors offered in Providence.)
4. *Student Support.* Students attending classes on the Providence campus have access to the following services: peer mentoring, academic support (tutoring, writing consultants), disability services, library, computer laboratories, and study space.

We look forward to working with you.

annjoyce 

To: urifacsen@gmail.com

A&amp;S GWS BA/CCE Proposal

September 13, 2013 3:44 PM

[Details](#)

Hi Nancy,

Attached is the approved GWS proposal from the September 9, 2013 meeting of the A&S Curriculum Committee. Sandy Ketrow didn't sign it because there wasn't a signature line for her. I was unable to type on the form, so I couldn't to type in the Approval Date for the College on p. 1. If you need anything else, email me or give me a call.

Best,  
Ann

Ann C. Joyce  
Dean's Office  
Arts & Sciences  
257 Chafee  
Ext. 4-4104


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