

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: Fall 2018 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes

- ☒ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ Course #, different level
☐ Credit hours
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
 (attach current & proposed)
☐ General education (select one)
 Not Applicable
☐ Other (explain**)

Misc. Course Changes

- ☐ Title
☐ Description (see below, after questions)
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: ES5980 Credit hours: 3

Existing course title: N/A

Proposed course title: Queer Theory, Youth, and Education

Existing course prerequisite & co-requisite(s): N/A

Proposed course prerequisite(s) none

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) none

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites? No

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Queer Theory and Education

b. Multi-topic course: ☒ No ☐ Yesc. Repeatable for credit: ☒ No ☐ Yesd. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

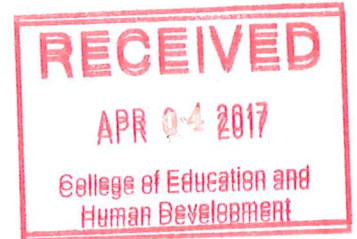
1. ☐ Lecture
 2. ☐ Lab or discussion
 3. ☒ Lecture/lab/discussion 3
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director Kevin J. [Signature] Date 4/4/17Chair, College Curriculum Committee [Signature] Date 4/25/17Dean Mark K. [Signature] Date: 5-5-17 Graduate Dean: DateCurriculum Manager: Return to dean ☐ Date Forward to: Date

Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove Chair, GSC/USC Date* ☐ Approve ☐ Disapprove Provost Date

1. Explain briefly and clearly the proposed improvement.

This proposal concerns a new course in education called "Queer Theory, Youth, and Education." This will provide students in education and across the university a high-quality learning experience in this important area. This class is an optional course in proposed MA in Youth and Community Development.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The new MA program in Youth and Community Development is grounded in an ethic of community engagement and social justice. As such, this course is a critical examination of role of queer theory in education and society. It is informed by philosophical conceptions, literary perspectives, and best pedagogical practices, and is designed for aspiring youth development professionals and educators. This course will enjoin community partners that provide powerful examples of how individuals and organizations can address social inequities and promote human flourishing.

This class is an optional course in proposed MA in Youth and Community Development.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This course was developed in consultation with faculty in the Department of Teaching, Learning, and Educational Studies and the Department of Family and Consumer Sciences (see letters of support from the chairs of TLES and FCS) as an optional course in the MA in Youth and Community Development. This course was developed because there is no course addressing this need anywhere in the college or university.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This proposed course would supplement and complement existing programs in the Department of Teaching, Learning, and Educational Studies such as the Masters in Educational Foundations, the Masters in the Practice of Teaching, and teacher education programs. This course is highly aligned with the mission of the department.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This elective will be offered every other academic year, and no scheduling conflicts are anticipated. The addition of this offering will have no effect on time to completion for students.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The anticipated audience is individuals wishing to pursue careers as youth development professionals (option in the MA in Youth and Community Development) and students in teacher education programs (elective offering). Estimated enrollment is ~20 students per class (offered every other year). According to the Bureau of Labor Statistics, there is projected market growth for youth development professionals, as well as classroom teachers:

Youth development professionals: "Employment of childcare workers is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Job opportunities for childcare workers are expected to be favorable."

The Kalamazoo Youth Development Network (KYDNET) promotes quality and capacity in youth-serving settings in Kalamazoo County. They work with 30 programs that serve 5,600 youth during the school year, and 2,422 youth during the summer months. They have identified that there are over 200 youth development professionals in the county during the school year and over 300 youth development professionals in the summer months.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This course will be offered once every other academic year. With decreasing enrollment in the Department of Teaching, Learning, and Educational Studies, this course can be included in the two-year rotation and five-year plan with no additional faculty. This would require no new investment in equipment, space, technology, advising, or library holdings. (See letter of support from the Chair of the Department of Teaching, Learning, and Educational Studies).

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.

N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

- Discuss major theoretical perspectives and competing approaches to queer theory.
- Critically discuss the meaning of queer theory, and how that theory informs their understanding educational practices in and outside of school settings.
- Understand the role of heteronormativity and homophobia within educational structures and consider ways to interrupt those forces to create more inclusive and welcoming environments for youth.
- Develop individual and group projects to forward queerly informed practice in educational settings both in and out of schools.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This proposal is informed by departmental and college assessments of enrollment. This analysis has brought attention to the need to increase enrollment through the identification of quality offerings that complement current programs, and the consideration of new areas for future growth. This decline in enrollment is reflected in the analysis of PRE assessment scores in teacher education programs.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

Catalog language:

ES 5980 – Queer Theory, Youth, and Education

‘Queer’ is a contested and contesting term. Some remember hearing the term on the playgrounds and in the hallways of our youth, yelled in derogatory ways at those who didn’t quite fit in to normed ways of expressing gender? So, what can queer mean in relation to theory? And what does that mean for education/in educational settings/for youth? These are the central questions of this course. Together, we will investigate queer theory and the experiences of lesbian, gay, bisexual, transgender, and queer people—particularly youth—as addressed in educational settings. We aim to challenge ourselves, to develop and to queer our own theoretical practices, and to consider what queer theory has to offer to our own work.

Pre-requisites: none

Co-requisites: none

Credits: 3

Queer Theory, Youth, and Education

E 5980, Fall 2018
Mondays, 530-830pm

Instructor XXXX@wmich.edu 269-387-XXXX	Classroom: Sangren Hall XXXX Office: Sangren Hall 4121 Office hours: By appointment
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Overview/Objectives

'Queer' is a contested and contesting term. Some remember hearing the term on the playgrounds and in the hallways of our youth, yelled in derogatory ways at those who didn't quite fit in to normed ways of expressing gender? So, what can queer mean in relation to theory? And what does that mean for education/in educational settings/for youth? These are the central questions of this course. Together, we will investigate queer theory and the experiences of lesbian, gay, bisexual, transgender, and queer people—particularly youth—as addressed in educational settings. We will define “educational settings” in an inclusive way, and not limit those settings to K-12 or university classrooms.

In the process, we confront questions that have occupied queer theorists for some time. Who and/or what is “queer”? How does queer theory critique heteronormative educational practices? What is the value of “performativity” to queer contestation? What does this mean for students and teachers in a variety of settings, and across a variety of ages and stages? Through this questioning, we aim to become familiar with some of the fundamental literature in queer theory through the work of Judith Butler, as well as look at how queer theory has been brought to bear on the practice of education. More generally, we aim to challenge ourselves, to develop and to queer our own theoretical practices, and to consider what queer theory has to offer to our own work.

Course objectives

Through active engagement in this course, students will be able to:

- Discuss major theoretical perspectives and competing approaches to queer theory.
- Critically discuss the meaning of queer theory, and how that theory informs their understanding educational practices in and outside of school settings.
- Understand the role of heteronormativity and homophobia within educational structures and consider ways to interrupt those forces to create more inclusive and welcoming environments for youth.
- Develop individual and group projects to forward queerly informed practice in educational settings both in and out of schools.

Course Material

Butler, J. (1990/2006). *Gender Trouble*. New York: Routledge.

Kumashiro, K. (2002). *Troubling Education*. New York: Routledge.

Talbot, S. and Steinberg, S. R. (Eds.) (2000). *Thinking Queer: Sexuality, Culture, and Education*. New York: Peter Lang.

Policies and procedures

Statement regarding academic integrity

"You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test." (Faculty Senate)

Statement regarding accommodation of special needs

Students that require accommodations to obtain access to the curriculum or activities for this class should contact the instructor as soon as possible. "The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and to high expectations for their abilities to learn and apply their learning in meaningful ways." (CEHD Diversity Statement).

Statement Regarding Professional Courtesy

As a matter of professional courtesy, you are asked to set your cell phone or pager to vibrate mode or turn it off for the duration of the class session. Also, you may use your laptop to take notes, but please refrain from playing games, surfing the web, or instant messaging as it can be distracting to others around you.

Grades:

Journal and analysis: 25%

Participation: 25%

Group Project: 25%

Individual Paper or Project: 25%

Assignment Descriptions and Scoring Rubrics

Journal

Students are asked to keep a journal to chronicle their pathway through this course. These entries may provide a reflective space to consider course readings, discussions, and activities in terms of students' personal experiences. Twice during the semester students will make their journals available for review and feedback. Each entry should be approximately one typed page (~500 words in length).

Individual project/Paper

Students should select, read, review, and prepare a reflection on an approved individual book of choice during the semester. An overview should accompany a thorough and focused analysis of this writing. Students will consider this literature in terms of course readings, discussions, and activities. Individual book essay should be ~2000 words in length.

Criteria	Needs improvement	Partially proficient	Proficient
Thesis	Author's intent is unclear. Ideas are unorganized.	Thesis clear and appropriate.	Clear and creative theme that provides structure and support for writing.
Literature review and connections	No supporting literature, or not connected to topic.	Related literature cited as support of topic.	Relevant literature reviewed in context of thesis of paper.
Analysis	Random or unrelated ideas included in paper.	Appropriate analysis incorporated into narrative.	Literature is interrogated in context of thesis.
Presentation	Unorganized with multiple grammatical errors.	Edited paper with few grammatical mistakes.	Professional presentation of paper.

Group project

Students will design, implement, and assess an applied project to forward theory and/or practice in queer theory and education. Groups are encouraged to connect with community-based partners for issues of access, impact, and sustainability.

Participation

This course depends on the quality of student engagement. Being attentive and active in class is therefore a basic requirement of this course. Engaging in class discussions, posing questions, clarifying ideas, and providing relevant examples and insights not only improve the quality of our discussions but also add value and meaning to what students may take away from this class.

Criteria	Needs improvement	Partially proficient	Proficient
Attendance	More than one absence, no arrangements made for makeup.	More than one absence, prior arrangements made to account for missed classes.	No more than one absence.
Preparation	Student attends class, but unprepared for discussions and activities.	All readings completed prior to class.	Student comes to class with questions and comments about course materials.
Class participation	Minimal or limited participation in course activities and discussions.	Student participates in activities.	Student assumes an active role in class activities.
Communication	Student fails to communicate needs ahead of time.	Student alerts instructor to class-related needs in a timely manner.	Student is proactive in communicating issues and concerns.