

## **The Learning Outcomes for the Feminist Studies Undergraduate**

### **MAJOR**

Students who complete the Feminist Studies major should emerge with the following skills, competencies, and knowledge:

#### **Outcome 1: Feminist Epistemology**

Develop a substantive understanding of feminist theories  
Develop the ability to form epistemological questions in a variety of contexts  
Be able to place divergent epistemological frameworks in dialogue

#### **Outcome 2: Writing, Reading, and Critical Thought**

Develop writing skills and proficiency  
Perform close reading of texts  
Develop an ability to formulate and defend arguments  
Develop a critical understanding of inequities, ethics, racial and gender formations, and social justice issues

**Outcome 3: Scope and Thematics:** Develop a concentration in one of the areas listed below

Disciplinary formations and the politics of knowledge  
Culture, power and representation  
Law, Politics, and Social Change  
Science and Technology  
Sexuality Studies

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**Outcome 4: Feminist Methods** (The lower division classes focus on “understanding” and the upper division courses, especially the senior seminars, focus on “application”)

Develop an understanding of feminist interdisciplinary methodology  
Apply interdisciplinary methodology to Research and Writing

**\* Learning Outcomes Assessment \***

Feminist Studies conducts “learning outcomes assessment” by requiring each major to take a senior seminar and pass this capstone course. Each faculty has developed their own seminar, though each seminar shares a similar set of learning objectives. The department of Feminist Studies also assesses outcomes in each course through examinations, class assignments, research and writing assignments, including the production of substantive research essays and senior theses.

**Map of Learning Outcomes in Feminist Studies**

<b>I: Introduced</b> <b>P: Practiced</b> <b>D: Demonstrated</b>	Course #	Feminist Epistemology	Writing, Reading and Critical Thought	Scope and Thematics	Feminist Methods
Core Requirements	1	I		I	I
	100	I		I	I
Lower Division	10	I		I	I
	11			I	
	20	I		I	
	21	I		I	
	30	I		I	
	40	I		I	
	41	I		I	
	80S			I	I
Upper Division					
	112	P		P	P
	115	P		P	P
	120	P		P	P
	123	P		P	P
	124	P		P	P
	126			P	P
	132	P		P	P
	133	P		P	P
	135	P		P	P
	139	P		P	P

145	P				P				P					P
148	P				P				P					
150	P				P				P					
175	P				P				P					P
193					P									P
194A	D				D				D					D
194D	D				D				D					D
194E	D				D				D					D
194F	D				D				D					
194G	D				D				D					
194H	D				D				D					D
194I	D				D				D					D
194M	D				D				D					
194O					D				D					D
194P					D				D					
194Q	D				D				D					D
194T	D				D				D					D
198									D					D

Feminist Studies Undergraduate Major Assessment Plan  
12/13/13

<b><i>PLO 1: Feminist Epistemology</i></b>	Type of Evidence and its source	Population	Data Collection Plan & Tools	Timeline for evidence collection	Analysis, reports, recommendations
	Direct Evidence 1) <i>FMST 194</i> 2) Final Seminar Paper	All undergraduate students	Faculty will articulate standards on assessment form	Winter 2014 through Winter 2015	Fall 2015
Learning Outcome Standards	The final paper demonstrates an ability to understand and use feminist theory	Student demonstrates an ability to formulate an epistemological question related to their research	Student demonstrates an ability to place epistemological frameworks in dialogue with each other		
Assessment Rubrics	1) EE: Exceeds Expectations	2) ME: Meets Expectations	3) AM: Almost Meets Expectations	4) NM: Does Not Meet Expectations	

Feminist Studies Undergraduate Major Assessment Form

Student's name \_\_\_\_\_

<b><i>PLO 1: Feminist Epistemology</i></b>	Standards that are evaluated	Does Not Meet Expectations: NM	Almost Meets Expectations: AM	Meets Expectations: ME	Exceeds Expectations: EE
	The final paper demonstrates an ability to understand and use feminist theory				
	Student demonstrates an ability to formulate an epistemological question related to their research				
	Student demonstrates an ability to place epistemological frameworks in dialogue				

Comments (attach separate sheet if necessary)

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Faculty signature \_\_\_\_\_ date \_\_\_\_\_