### PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF AN UNDERGRADUATE COURSE
(19000-40000 LEVEL)

#### DEPARTMENT: Arts & Sciences
EFFECTIVE SESSION: Fall 2013

#### INSTRUCTIONS: Please check the items below which describe the purpose of this request.

<table>
<thead>
<tr>
<th>PROPOSED:</th>
<th>EXISTING:</th>
<th>TERMS OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Abbreviation</td>
<td>LGBT</td>
<td>Subject Abbreviation</td>
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<tr>
<td>Course Number</td>
<td>40000</td>
<td>Course Number</td>
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<tr>
<td>Long Title</td>
<td>Capstone Independent Study on Lesbian, Gay, Bisexual, and Transgender Issues</td>
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<tr>
<td>Short Title</td>
<td>Capstone on LGBT Issues</td>
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Abbreviated title will be entered by the Office of the Registrar if omitted. (50 CHARACTERS ONLY)

#### CREDIT TYPE
1. Fixed Credit: Cr. Hrs.
2. Variable Credit Range: Minimum Cr. Hrs.
3. Equivalent Credit: Yes [ ] No [ ]

#### CREDIT VERSIONS
1. Fall
2. Spring
3. Summer

#### CAMPUS(ES) INVOLVED
- Calumet
- Cont Ed
- Ft. Wayne
- Tech Statewide
- Indianapolis
- W. Lafayette

#### COURSE ATTRIBUTES: Check All That Apply
- Pass/No Pass Only
- Satisfactory/Insatisfactory Only
- Repeatable
- Maximum Repeatable Credit:
- Credit by Examination:
- Feas. [ ] Coop [ ] Lab [ ] Rate Request
- Include comment to explain fee

#### CROSS-LISTED COURSES:

#### COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):
The course provides the opportunity to demonstrate that a student has achieved the learning goals established for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Certificate Program. This involves individualized work on one major project (e.g., empirical study, scholarly paper, creative project). Prerequisites are LGBT 20000; one of the following courses: (a) an LGBT course beyond LGBT 20000, (b) a GNDR course focusing on an LGBT topic, or (c) an independent study course from any academic department focusing on an LGBT topic; the two sexuality area courses and one gender area course required for the certificate, and the supervising instructor's permission.

#### COURSE LEARNING OUTCOMES:
1. Demonstrate knowledge of specific LGBT issues; 2. Demonstrate knowledge of the major theoretical frameworks employed for the project to understand specific LGBT issues; 3. Identify and apply the most appropriate methods of inquiry, issue formulation, data collection, analysis, and interpretation to examine specific issues relevant to LGBT individuals; 4. Produce an outcome that is developed through a project employing the selected theoretical frameworks and methods; 5. Communicate knowledge of all aspects of the project effectively to others.

#### SIGNATURES:
- Calumet Department Head
- Calumet School Dean
- Fort Wayne Department Head
- Fort Wayne School Dean
- Indianapolis Department Head
- Indianapolis School Dean
- North Central Faculty Senate Chair
- Vice Chancellor for Academic Affairs
- West Lafayette Department Head
- West Lafayette College/School Dean
- West Lafayette Registrar

OFFICE OF THE REGISTRAR
LGBT 40000
Capstone Independent Study on LGBT Issues

[Note: This syllabus is a template. Each instructor who supervises a student for this course may modify the specific criteria employed to evaluate student performance, as well as the proportion of maximum points available for each criterion.]

Classroom: to be determined

| Instructor: | to be determined | Phone Number: | to be determined |
| Office: | to be determined | e-mail address: | to be determined |

Blackboard: http://clearning.ipfw.edu

Purpose: The course provides a student with the opportunity to demonstrate that he or she has achieved the learning goals established for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Certificate Program. This is accomplished through individualized work on one major project, such as an empirical study, a scholarly paper, or a creative project. The course is designed such that a student advances through the project in stages, allowing the supervising faculty to oversee and assist the student in developing and revising his or her work. Outcomes for the project may be both written and oral, based on the most appropriate means for the student to demonstrate knowledge and skills relevant to LGBT issues.

The project for this course may employ theory and method associated with one particular discipline, as long as the project demonstrates achievement of the learning goals established for the certificate program. On the other hand, the project may incorporate an interdisciplinary approach, employing and comparing theory and methods from more than one discipline.

Objectives:

1. Demonstrate knowledge of specific LGBT issues, and communicate this knowledge effectively to others

2. Demonstrate knowledge of the major theoretical frameworks employed for the project to understand specific LGBT issues, and communicate this knowledge effectively to others

3. Identify and apply the most appropriate methods of inquiry, issue formulation, data collection, analysis, and interpretation to examine specific issues relevant to LGBT individuals

4. Produce an outcome that is developed through a project employing the selected (continues on next page)
theoretical frameworks and methods (examples of the outcome are a manuscript based on an empirical study, a theoretical or conceptual analysis, a literary work, a scholarly artistic product)

Class Format:

The course will involve regular meetings of the student with the instructor. The frequency and scheduling of these meetings will be negotiated between the instructor and the student.

A plan of action for carrying out the project will be developed at the beginning of the semester by the student under the supervision of the instructor. The first phase of the project will consist of investigating the theoretical frameworks offered by the focal discipline or disciplines to develop a conceptual foundation for the project. This involves written documentation of the important conceptual framework that is the basis for addressing the issue, and that will guide the next phase of carrying out the project. The document provides the justification for the hypotheses created in advance of conducting an empirical study, or the theses that organize the analysis of issues in a project that does not involve collecting empirical data. The outcome will serve as the precursor for the introduction section of the paper that documents the project.

The second phase will involve constructing a methodological design to carry out the project. For an empirical study, this phase involves establishing the methodology for testing the hypothesis or hypotheses guiding the research: documenting the number and type of participants that will be included, the instruments that will be employed for collecting data, the procedure for executing the study and collecting data, and the plan for analyses. For theoretical or conceptual projects, this phase involves establishing the types of sources that will be sought, and the method and criteria that will be employed to evaluate them.

The third phase will involve carrying out the project (e.g., conducting a study and writing a paper based on the outcomes, writing a theoretical or conceptual analysis, writing a literary work, creating an artistic piece). This step involves, for example, the actual execution of the empirical study, or collecting the source material that forms the basis for a review type of paper. Evaluation of this aspect includes the extent to which a student is responsible and professional in conducting research sessions for an empirical study, or in searching for and examining sources. The major outcome of this phase is a typed paper documenting the project according to professional standards of the primary discipline or disciplines.

The fourth phase will comprise writing a short paper (no more than four typed, double-spaced pages) reflecting on knowledge gained in carrying out the project, as well as placing this knowledge in the context of other understanding developed in earlier courses

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that contributed to the student’s LGBT certificate program.

Grades:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Plan of action for the project</td>
<td>10</td>
</tr>
<tr>
<td>Theoretical or conceptual foundation</td>
<td>10</td>
</tr>
<tr>
<td>Carrying out the project</td>
<td>10</td>
</tr>
<tr>
<td>Project paper</td>
<td>60</td>
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<tr>
<td>Short reflection paper</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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