New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2017-08-28

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to an associate and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

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NOTE: Please update this Table of Contents automatically after the form has been completed. *To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.*

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[1] Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a

registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

[2]This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
a) Institutional Information	*Date of Proposal:*	4/11/2022
	Institution's 6-digit SED Code:	234000
	Institution's Name:	SUNY College at Old Westbury
	Address:	P.O. Box 210, Old Westbury, NY 11568
	Dept of Labor/Regent's Region:	Long Island
b) Program Locations	*List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):* Old Westbury 234000	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, ***or check here*** [X] ***if not applicable****:*	
c) Proposed Program Information	*Program Title:*	Women's, Gender, and Sexuality Studies
	Award(s) (e.g., A.A., B.S.):	B.A.
	Number of Required Credits:	*Minimum* [120] *If tracks or options, largest minimum [ ]*
	Proposed HEGIS Code:	4903
	Proposed 6-digit CIP 2010 Code:	05.0207
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s)[3] to which the program leads:	
d) Campus Contact	*Name and title:* Dr. Duncan Quarless, Provost and Senior VP for Academic Affairs *Telephone:* *E-mail:*	
e) Chief Executive or Chief Academic Officer Approval	***Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.*** *Name and title:* Dr. Duncan Quarless, Provost and Senior VP for Academic Affairs *Signature and date:*	
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for <u>each</u> institution:	

	Partner institution's name and 6-digit SED Code: N/A *Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):*

[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.
[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[5]

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

[5] The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

a) Format(s): [ ]Day [ ]Evening [ ]Weekend [ ]Evening/Weekend [ ]Not Full-Time

b) Modes: [ ]Standard [ ]Independent Study [ ]External [ ]Accelerated [ ]Distance Education
NOTE: *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and* ***append*** *a Distance Education Format Proposal.*

c) Other: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: *This section is not applicable to a program leading to an associate's or a bachelor's degree.*

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The undergraduate degree in Women's, Gender, and Sexuality Studies will provide students with an interdisciplinary program that examines the creation, reconstruction, and perpetuation of asymmetrical gender, sex, and sexuality systems and their connections to other operations of power and inequities. Explorations of how gender, sex, and sexuality intersect with race, ethnicity, class, and disability will be extended to the imperial and globalizing contexts shaping these systems of power.

Considering historical, contemporary, and transnational perspectives, the program investigates and critiques how ideologies of gender, sex, and sexuality have influenced and been influenced by social and cultural systems; literature and the arts; economic and political systems; law and public policy; and health, medicine, science, and technology. The program's critical, intersectional lens closes gaps in traditional higher education resulting from the historic exclusion of marginalized groups from many fields of study.

In this 120 credit degree, students take three core courses (12 credits): Introduction to Women's, Gender, and Sexuality Studies (WGSS); Feminisms, Bodies, Power, a feminist theories and methods course; and a Practicum. Introduction to WGSS and Feminisms provide a grounding in feminist theory, research, and activism. The Practicum serves as an applied learning experience for majors in the junior or senior year. Students must also select an additional 28 credits from a series of electives organized around the following interdisciplinary categories: Historical and Political Contexts, Cultural Productions and Representations, and Intersectionality. Students must take a course in each of the three categories; four must be upper-division courses.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? ***NOTE:*** *SLOs are defined by the Middle States Commission on Higher Education in*

the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."

Aligned with SUNY OW's mission, this program engages with social justice, empowering students through intersectional feminist and queer theories, research, and methodologies. This program enables students to investigate how gender and sexuality shape politics, economics, society, and culture, in the past and today, and how gender and sexuality shape students' own lives and sense of identity. Additionally, students explore how active social and political engagement has dismantled oppressive social structures.

Student Learning Outcomes:

Students will be able to

- SLO #1: Identify key issues and debates in the field of Women's, Gender, and Sexuality Studies.
- SLO #2: Demonstrate knowledge of intersectional diversity in both US and global contexts.
- SLO #3: Identify major influences within key historic feminist movements.
- SLO #4: Evaluate and utilize interdisciplinary feminist methodologies, modes of analysis, or theoretical perspectives in a paper, oral presentation, or research project.
- SLO #5: Connect feminist theory to practice through an applied learning or internship experience.

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

SUNY College at Old Westbury was founded by the Board of Trustees in the mid-1960s as an innovative experiment in education, and students' activism pushed the College to enlarge its student body to democratize higher education. Hence, since 1970, Old Westbury has been the most diverse campus of SUNY. Our growth in the numbers of Hispanic/Latinx students (an increase of almost 35% since 2016) enabled us, in 2019, to be recognized as a Hispanic-Serving Institution with a significant African American student body, and hence a Minority Serving Institution. The College also serves a high proportion of first-generation students (typically around 40% of each incoming first-year class), and our EOP students occasionally lead our retention and graduation metrics. It is also worth noting that 60.5% of our students are women. Additionally, Old Westbury's faculty are the most diverse within our statewide system. The College's historic mission shapes its long-range planning, and the BA in Women's, Gender, and Sexuality Studies aligns with our institution's Strategic Plan. (Statistics culled from the College's Self-Study for Middle States 2021.)

In its Strategic Plan, the College highlights Liberal Education and Social Justice as two of its guiding principles:

- "Old Westbury promotes rigorous intellectual inquiry, grounded in ethical and civic values, that connects learning in the classroom with engagement in the community. Through an integrative curriculum, innovative pedagogy, and small classes we provide a transformative educational experience that fosters the capacity for life-long intellectual and personal growth."

- "Old Westbury promotes social justice and equality in living and learning through its historic commitment to educational empowerment, diversity, access, equity, self-determination, community activism and responsible global citizenship." The proposed program in WGSS supports both of these guiding principles through its focus on

The Women's, Gender, and Sexuality Studies major fulfills the College's mission of weaving "community engagement, and global citizenship into the fabric of its academic programs and campus life," as the major sustains curricular and extracurricular programming addressing women, gender, and sexuality in national and international contexts; internships additionally develop students' community engagement, sustaining their "passion for learning and a commitment to building a more just and sustainable world." Our institution is concurrently developing majors in Environmental Studies and Black Studies, drawing on interdisciplinary strengths in multiple School of Arts and Sciences departments.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

The proposed new program in WGSS is the product of extensive conversations among affiliate faculty from multiple departments. A Program Committee comprising four affiliate faculty and the Director of the Women's and Gender Studies Program was formed in Fall 2020 to develop the Program Announcement. Feedback was solicited from affiliate faculty and they were asked to vote to approve the Program Announcement. The eight departments in the School of Arts and Sciences that contribute to the extent WGS minor—American Studies; English; History and Philosophy; Modern Languages; Politics, Economics, and Law; Psychology; Public Health; and Sociology—agreed to support the proposed new program and voted to approve it. Further discussion occurred through the appropriate faculty governance channels, with the resulting Program Announcement being approved by the College's Curriculum and Academic Planning Committee and by the Faculty Senate.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, **append** a completed form at the end of this document.

Not applicable.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Anticipated enrollments were determined by demand and modest projections based on student interest and enrollment in key courses in the proposed major. Enrollment in the Women's, Gender, and Sexuality Studies minor is steady, and WS1000: Introduction to Women's, Gender, and Sexuality Studies, the required introductory course for the proposed major and enrollment in several key electives, including AS3462: History of Women in the U.S.; EL2222: Women's Voices; and PY2720: Psychology of Gender, is consistently high.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	2	7	6
2	12	4	16	14
3	22	6	27	25
4	30	6	35	33
5	40	6	45	43

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Course Title	Credits
Core Courses	
WS1000/AS1512 Introduction to Women's, Gender, and Sexuality Studies	4
WS3000 Feminisms, Bodies, Power	4
WS4900 Practicum in Women's, Gender, and Sexuality Studies	4
TOTAL	**12**
Students must complete seven electives; four must be upper-division courses. Students will choose at least one elective from each of the three categories below.	
Group A Historical and Political Contexts	
AS2252 U.S. Social Movements	4
AS3412 African American Women's History	4
AS3462 History of Women in the US	4
AS4432 History of the Women's Movement	4
HI4420 Women and Witchcraft	4
HI4850 Domesticity in 19th- and 20th-C. India	4
TOTAL	**4-20**
Group B Cultural Productions and Representations	
AS3745 Film and Gender	4
AS3852 Women and the Media	4
EL2222 Women's Voices	4
EL4030 Women and Narrative	4
EL4040 Black Women Writers	4
EL4050 Lesbian and Gay Literature	4
EL4080 Extraordinary Bodies: Disability in Literature	4
ML4450 Hispanic Women Writers	4
PE1650 The Politics of Comics	4
TOTAL	**4-32**

Course Title	Credits
Group C Intersectionality	
AS3622 Sports and Society	4
AS4435 Women of Color Feminisms	4
CR3117 Policing Bodies	4
CR4000 Gender, Crime, and Justice	4
IR3330 Women, Minorities, and the Workplace	4
PE4450 Politics of Gender and Sexuality	4
PH3600 Introduction to the Social Determinants of Health	4
PH4450 Human Sexuality	4
PH4610 Women's Health	4
PY2720 Psychology of Gender	4
PY3720 Feminist Psychology	4
PY4760 Sexual Identities and LGBTQ + Psychology	4
SY2222 The Work of Caring	4
SY2800 Race, Class, Gender, & Sexuality	4
SY3700 Family and Society	4
SY4830 Gender and Society	4
TOTAL	**4-64**
Total for Major	**40**
Other General Education Courses	**24-36**
Additional College Requirements	**44-56**
Total Required Credits for BA Degree	**120**

h) Program Impact on SUNY and New York State

h)(1) ***Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

SUNY Old Westbury serves the increasingly diverse suburban populations of Long Island and the greater New York City region. While educational opportunities within this area are varied, Old Westbury is clearly established as an affordable option for public, liberal arts education. This is particularly true for first-time-to-college students and students of color. Expanding the breadth of offerings for such communities is a pressing need for the region and the SUNY system at large. Recent SUNY-wide initiatives such as the Excelsior Scholarship have underscored the importance of providing expanded options for students who would have not attended college otherwise.

To date, Stony Brook is the only university in the SUNY system located on Long Island to offer a bachelor's degree in Women's, Gender, and Sexuality Studies (WGSS). Old Westbury serves a population composed of nearly 60% women, many of them the first in their families to attend college. Moreover, as indicated earlier, our student population, unlike that of most other private and public colleges on Long Island, is highly diverse. The degree's intersectional emphasis, the College's diverse faculty, and its focus on social justice allow our unique student body access to pioneering scholarship and applied learning opportunities that can be critical tools for Old Westbury students.

Given the student interest in our Women's and Gender Studies minor and the courses that contribute to it, our proposed program will meet the needs of students who seek an interdisciplinary liberal arts education founded on feminist scholarship and activism. With its interdisciplinary course offerings, Old Westbury's proposed program will enable students to pursue varied interests and explore issues and topics from multiple perspectives. Liberal arts programs like ours that break down disciplinary silos and provide students with the knowledge and skills they need in the workplace are considered important for student success and future earning potential, as noted in a recent article in the *Chronicle of Higher Education*. Furthermore, as noted in a recent report by the Association of American Colleges and Universities, the skills employers rate highest are the ability to work in teams, to think critically, analyze and interpret data, and apply knowledge/skills to real-world settings. Students who major in WGSS will develop expertise in these and other areas that will make them competitive for careers in multiple fields. ("When It Comes to Future Earnings, Liberal-Arts Grads Might Get the Last Laugh," https://www.chronicle.com/article/when-it-comes-to-future-earnings-liberal-arts-grads-might-get-the-last-laugh/?cid=gen_sign_in and "What Employers Want," https://www.insidehighered.com/news/2021/04/06/aacu-survey-finds-employers-want-candidates-liberal-arts-skills-cite-preparedness)

h)(2) ***Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

	Need: Projected positions

Employer	In initial year	In fifth year

h)(3) ***Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. ***NOTE:*** *Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED's Inventory of Registered Programs.*

Institution	Program Title	Degree	Enrollment
Stony Brook University	Women's, Gender, and Sexuality Studies	BA	23
SUNY New Paltz	Women's, Gender & Sexuality Studies	BA	14
SUNY Oneonta	Women's and Gender Studies	BA	6

h)(4) **C*ollaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

The program did not benefit from consultation with other SUNY campuses.

h)(5) ***Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns and/or objections were raised by other SUNY campuses.

h)(6) ***Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under SUNY's student mobility policy, **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

See Section 9.b.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's
minimum admissions requirements and explain why they differ.

There are no special admission requirements for this program beyond the College's normal admission requirements.

b) What is the process for evaluating exceptions to those requirements?

The evaluation of exceptions to the admissions requirements will follow the same process as that used by the College generally.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Since its creation in 1965 SUNY OW has been a minority serving institution; more than 50% of the student population belongs to underrepresented minority groups (URMs) in higher education. The College is committed to inclusiveness and diversity as reflected in its mission statement and its commitment to social justice, and to building a more just and sustainable world. *U.S. News & World Report* has named Old Westbury as fourth in campus ethnic diversity among National Liberal Arts Colleges in the United States. It is the 15th consecutive year the College has ranked among the top colleges where students are most likely to encounter undergraduates from different racial or ethnic groups. ("SUNY-College at Old Westbury's 2020 rankings," https://www.usnews.com/best-colleges/suny-old-westbury-7109)

In 2018, 2019, 2020, and 2021 the College received the Higher Education Excellence in Diversity (HEED) Award. The HEED Award is the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus. This is also captured in Old Westbury's *2018-2023 Strategic Plan* vision statement: "Old Westbury, SUNY's most diverse campus, is a regional academic leader that fosters personal growth and prepares students to embrace the social and environmental responsibilities of our 21st century global community."
In addition, several of the major contributing departments to the proposed BA in Women's, Gender, and Sexuality Studies, including American Studies, English, and Sociology, serve a substantial number of students from historically marginalized groups.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

SUNY Old Westbury has various advising and support services available to all students. Students in the Women's, Gender, and Sexuality Studies (WGSS) Program will be advised directly by the Director and other affiliate faculty with expertise in gender and sexuality studies. Advising for these students is crucial, since they must choose relevant courses from among several groups of electives according to their interests to make the most of the flexible structure of the program. Members of the WGSS Steering Committee and affiliate faculty will be responsible for advising students.

Students will also be able to access the Women's, Gender, and Sexuality Resource Center (WGSRC), a resource and safe space. It has three main goals:

- To provide resources, education, and advocacy for gender and sexual equity
- To raise awareness of and to reduce gender and sexual discrimination and violence
- To champion diversity, to build community, and to promote social justice

The WGSRC, in connection with the Women's, Gender, and Sexuality Studies Program, sponsors programming and provides a resource library on a wide range of topics related to our mission. The Center also offers opportunities for student internships, service learning, volunteering, and work study.

Aligned with SUNY OW's mission, the Center works closely with Student Affairs, Counseling and Psychological Wellness Services, Career Planning and Development, Student Health Services, the First-Year Experience Program, Residential Life, University Police and community organizations to engage with social justice, empowering students, faculty, and staff to address inequities on campus and in the community.

Additional resources include the Tutoring Center, Writing Center, Math Center, and free online tutoring through

Smarthinking, among others. Furthermore, the College has created an academic early warning program using EAB Navigate. The Information Technology Services (ITS) department provides technological support to students in hardware, software, and learning management systems.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. ***NOTE:*** *The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

In line with SUNY-wide policies, SUNY Old Westbury performs a periodic review of all academic programs on a five-year cycle, including the use of an external reviewer. Under this policy, the proposed Women's, Gender, and Sexuality Studies Program will be assessed as a whole every five years. The five Program Student Learning Outcomes (PSLOs) will each be assessed at least once within the five-year cycle as follows: In Year 2 after initial rollout, PSLOs 1 and 2 will be assessed. Over the following three years, PSLOs 3, 4 and 5 will be assessed (one each year). Thereafter, the cycle will repeat with one learning outcome assessed each year of the five-year cycle.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found here. Rows for terms that are not required can be deleted.

NOTES: *The* ***Undergraduate Schedule*** *must show* ***all curricular requirements*** *and demonstrate that the program conforms to SUNY's and SED's policies.*

- *It must show how a student can complete all program requirements within SUNY credit limits, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in approved SUNY GER courses in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
- *It must show how students can complete Liberal Arts and Sciences (LAS) credits appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the Transfer Path Requirement Summary within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy and MTP 2013-03.*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a Waiver Request –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Prerequisite(s)**
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:

- *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying*

options cannot be tracks; they must be separate programs.

- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program.* ***NOTE:*** *Form 3A, Changes to an Existing Program, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.*
- *SUNY policy governs the awarding of two degrees at the same level.*
- *Minors require neither SUNY approval nor SED registration.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? ***NOTE:*** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

Not applicable.

b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document**.**

See Appendix 2 for course descriptions.

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with *SUNY policy on credit/contact hours*), general course requirements, and expected student learning outcomes.

Not applicable.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed External Instruction form at the end of this document.

Not applicable.

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

Program/Track Title and Award: Women's, Gender, and Sexuality Studies, B.A.

- Indicate **academic calendar type**: [X] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path, if one exists: _____See Transfer Path Requirement Summary for details**
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1:	See KEY.						
Course Number & Title	**Cr**	**GE R**	**LA S**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
WS1000/AS1512: Introduction to Women's, Gender, and Sexuality Studies	4		4	4			
EL1000: English Composition I	4	4	4				
FY1000: Ethics of Engagement	4	4	4				
MA1020: College Algebra	4	4	4				
Term Credit Totals	16	12	16	4	0		

Term 2:	See KEY.						
Course Number & Title	**Cr**	**GE R**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
EL22xx: English Composition II	4		4	0-4			
CL2000: Community Learning	2		2				
XXxxxx: American Experience	4	4	4				
XXxxxx: Social Sciences	4	4	4				
XXxxxx: Elective (1)	4	0-4	0-4				
Term Credit Totals	18	8-12	14-18	0-4	0		

Term 3:	See KEY.						
Course Number & Title	**Cr**	**GE R**	**LA S**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
WS3000: Feminisms: Gender, Sexuality, and Power	4		4	4			
XXxx: Major Elective (1)	4	0-4	4	4			
MLxxx: Foreign Language	4	4	4				
XXxx: Western Traditions	4	4	4				
Term Credit Totals	16	8-12	16	8	0		

Term 4:	See KEY.						
Course Number & Title	**Cr**	**GE R**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
XXxxxx: Major Elective (2)	4	0-4	4	4			
XXxxxx: Major Cultures	4	4	4				
XXxxxx: Creativity & the Arts	4	4	4				
XXxxxx: Liberal Arts Elective (2)	4	0-4	4				
Term Credit Totals	16	8-12	16	4	0		

Term 5:	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
XXxx: Major Elective (3)	4		4	4			
BS/CPxxxx: Natural Sciences	4	4	4				
XXxxxx: Elective (3)	4		0-4				
XXxxxx: Elective (4)	4		0-4				
Term Credit Totals	16	4	8-16	4	0		

Term 6:	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
XXxx: Major Elective (4)	4		4	4			
XXxxxx: Elective (5)	4		0-4				
XXxxxx: Elective (6)	4		0-4				
XXxxxx: Elective (7)	2-4		0-4				
Term Credit Totals	14-16		4-16	4	0		

Term 7:	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
XXxx: Major Elective (5)	4		4	4			
XXxx: Major Elective (6)	4		4	4			
XXxxxx: Elective (8)	4		0-4				
Term Credit Totals	12	0	8-12	8	0		

Term 8:	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
XXxx: Major Elective (7)	4		4	4			
WS4900: Practicum in WGSS	4		4	4			
XXxxxx: Elective (9)	4		0-4				
Term Credit Totals	12	0	8-12	8	0		

Program Totals (in credits):	**Total Credits: 120**	**SUNY GER: 24-36**	**LAS: 90+**	**Major: 40**	**Elective & Other: 80**	**Upper Division: 45**	**Upper Division Major: 24**	**Number of SUNY GER Categories: 10**

KEY Cr: credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path

Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category** SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC), plus college Diversity requirement (D)

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects.* *New York State's requirements for faculty qualifications are in Regulation 52.2* *http://www.highered.nysed.gov/ocue/lrp/rules.htm*.

c) What is the institution's definition of "full-time" faculty?

Full-time tenured/tenure-track faculty carry a teaching load of three (3) courses per semester and have service and scholarship obligations.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to this Program**	**Program Courses Which May Be Taught**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List certifications, licenses, and professional experience in the field.**
PART 1. Full-Time Faculty					
Jermaine Archer, Associate Professor, American Studies		AS3412: African American Women's History	Ph.D., UC Irvine	History	
Sonia Assa, Associate Professor, Modern Languages		ML4450: Hispanic Women Writers	Ph.D., New York University	French Literature	
Carolyn Cocca, Professor, Politics, Economics, & Law		PE1650: The Politics of Comics PE4450: Politics of Gender and Sexuality	Ph.D., New York University	Political Science	
Jillian Crocker, Assistant Professor, Sociology		CR3117: Policing Bodies SY2222: The Work of Caring SY2800: Race, Class, Gender, Sexuality SY3700: Family and Society SY4830: Gender and Society	Ph.D. University of Massachusetts, Amherst; Graduate Certificate, University of Massachusetts	Sociology and Advanced Feminist Studies	
*Jacqueline Emery, Associate Professor, English		EL2222: Women's Voices EL4030:Women and Narrative WS4900: Practicum in Women's, Gender, and Sexuality Studies	Ph.D., Temple University; M.A. and Graduate Certificate in Women's Studies, University of Pennsylvania	English and Women's Studies	
Amanda Frisken, Professor, American Studies		AS2252: US Social Movements AS3462: History of Women in the US AS3852: Women and the Media	Ph.D. Stony Brook Advanced Certificate	History Women's Studies	
Keisha Goode, Assistant Professor, Sociology		WS3000: Feminisms, Bodies, Power	Ph.D., CUNY Graduate Center	Sociology	Public Member, of Board of Directors, National Association of Certified Midwives
Chris Hartmann, Assistant Professor, Public Health		PH3600: Intro to the Social Determinants of Health	Ph.D., M.A., Ohio State University	Geography	Co-Chair, Board of Directors, Sure We Can, Brooklyn, NY

Christopher Hobson, Professor, English		EL4050: Lesbian and Gay Literature	Ph.D., CUNY Graduate Center	English	Activism in various LGBTQ organizations and forums, 1970-1990s, plus associated journalism.
Rachel Kalish, Assistant Professor, Sociology		WS1000: Intro to Women's, Gender, and Sexuality Studies CR4000: Gender, Crime, and Justice	Ph.D., Stony Brook University	Sociology	
Melissa Kiner, Lecturer, Psychology		PY2720: Psychology of Gender PY4760: Sexual Identity and LGBTQ+ Psychology	Psy.D., Hofstra University	Psychology	
Martha Livingston, Professor, Public Health		PH3600: Intro to the Social Determinants of Health PH 4450: Human Sexuality PH 4610: Women's Health	Ph.D., SUNY Stony Brook	Social/Health Psychology	Certified Childbirth Educator
Jasmine Mitchell, Associate Professor, American Studies		AS3412: African American Women's History AS3622: Sports and Society AS4435: Women of Color Feminisms	Ph.D., University of Minnesota	American Studies with graduate minors in Feminist, Gender, and Sexuality Studies and African Diaspora Studies	
Orquidea Morales, Assistant Professor, American Studies		AS3745: Film and Gender AS3852: Women and the Media WS1000: Intro to WGSS	Ph.D. University of Michigan	American Studies	
Nicholas Powers, Associate Professor, English		EL4040: Black Women Writers	Ph.D., CUNY Graduate Center	English	
Carol Quirke, Professor, American Studies		AS3462: History of Women in the US AS4432: History of the Women's Movement WS1000: Intro to WGSS	Ph.D., CUNY Graduate Center	American History	Non-profit Executive Director and community organizer
Elizabeth Schmermund, Lecturer, English		EL2222: Women's Voices EL4030: Women & Narrative	ABD, Stony Brook University	English	
Nicole Sieben, Assistant Professor, English Education		EL2222: Women's Voices	Ed.D., Hofstra University	Education	M.A. in English Education, Adelphi University
Chelsea Shields-Más, Assistant Professor, History & Philosophy		HI4420: Women and Witchcraft	Ph.D., University of York (UK)	History	
Sarah Smith, Assistant Professor, Public Health		PH3600: Intro to the Social Determinants of Health PH4450: Human Sexuality PH4610: Women's Health	Ph.D., University of South Florida	Applied Anthropology	MPH Focus on Women's Health

Erin Toolis, Assistant Professor, Psychology		PY3720: Feminist Psychology	Ph.D., University of California, Santa Cruz	Social Psychology	
Margaret Rose Torrell, Associate Professor, English		EL2222: Women's Voices EL4030: Women & Narrative EL4080: Extraordinary Bodies	D.A., St. John's University	English	
Judith Walsh, Professor, History & Philosophy		HI4850: Domesticity in the Late 19th and Early 20th Centuries	Ph.D., Columbia University	History	
Lisa Whitten, Associate Professor, Psychology		PY2720: Psychology of Gender	Ph.D. Adelphi University Derner Institute of Psychology	Clinical Psychology	Licensed psychologist, small practice for 27 years (now retired from the practice), 40 years of involvement in the Association of Black Psychologists and the New York Association of Black Psychologists
Jessica Williams, Assistant, English		EL2222: Women's Voices EL4030: Women & Narrative	D.A., St. John's University	English	
Gilda Zwerman, Professor, Sociology		CR4000: Gender, Crime, and Justice	Ph.D., New York University	Sociology	Post-Doc Training in Psychoanalysis
PART 2. Part-Time Faculty					
Annessa Babic, American Studies		WS1000/AS1512: Intro to Women's, Gender, and Sexuality Studies	Ph.D., Stony Brook University	History	
Elyse Derman, Politics, Economics, and Law		IR3330: Women, Minorities, and the Workplace	B.A., CW Post College	History and Criminal Justice	Has served 25+ years on NY State American Postal Workers Union Executive Board
Part 3. Faculty to be hired	N/A				

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The program only requires one new course, WS3000: Feminisms: Gender, Sexuality, and Power. All other courses are already being offered by the College.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table
(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Before start	Year 1	Year 2	Year 3	Year 4	Year 5
(a) Personnel (including faculty and all others)		$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
(b) Library		0	0	0	0	0
(c) Equipment & Software		0	0	0	0	0
(d) Laboratories		0	0	0	0	0
(e) Supplies		0	0	0	0	0
(f) Capital Expenses		0	0	0	0	0
(g) Other (Specify): Field trips		0	0	0	0	0
Total		$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00

*Adjunct faculty member to cover full-time faculty teaching required WGSS courses.

Section 6. Library Resources

a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The library provides access to full-text major academic journals via searchable databases available to students both on and off campus; these include, among others, Academic Search Complete, Gender Studies, ProQuest Central, and Women and Social Movements in the United States. If there is an item that is not in the Old Westbury library collection, an inter-library loan request may be placed to obtain the requested item. The

library's catalog is available online and most electronic resources are available from any web browser. The Director of the Library makes a substantial commitment to funding those resources required for specific programs and makes every effort to make new acquisitions at the request of faculty.

b) Describe the institution's response to identified collection needs and its plan for library development.

While current library resources are deemed sufficient for the needs of this program and its students, the library uses patron-driven acquisitions to determine future collection needs. In addition to librarian generated purchases, under patron-driven acquisitions, faculty and students serve as drivers to grow the library collection as needs dictate and funds allow.

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [ ] No [X] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report.* ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

See Appendix 4, in separate file, for Evaluators' Reports.

Evaluator #1	**Evaluator #2**
Dr. Lee Ann Westman Director, Honors College, Rutgers-Camden Associate Teaching Professor, Rutgers-Camden	Dr. Barbara Winslow Professor Emerita, Brooklyn College

Section 8. Institutional Response to External Evaluator Reports

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation Reports.*

See Appendix 5, in a separate file, for Institutional Response.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the facilitation of transfer.

a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY

baccalaureate programs and complete them within two additional years of full-time study, per SUNY policy, by listing the transfer institutions below and **appending** at the end of this document**:**

- two completed *SUNY Transfer Course Equivalency Tables*, one for each transfer institution; and
- a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

b) For a **proposed baccalaureate program,** document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY Transfer Course Equivalency Tables* and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Nassau Community College	01310 – Liberal Arts and Sciences – Humanities and Social Sciences	A.A
Suffolk County Community College	93203 - Liberal Arts and Sciences – General Studies	A.A.

No transfer path exists.

NOTE: *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs here.*

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [X] No [ ] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [X] No [ ] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.

[X] No [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [ ] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. *Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

List of Appended and/or Accompanying Items

a) Appended Items: If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
N/A	*For multi-institution programs*, a letter of approval from partner institution(s)	Section 1, Item (e)
N/A	*For programs leading to professional licensure*, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commi ss i oner' s Regulations for the Profession, or other applicable external standards	Section 2.3, Item €
N/A	*For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form*, a completed version of that form	Section 2.3, Item €
N/A	*OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	*For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
2	*For all programs*, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
N/A	*For all programs with new courses in the major*, syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
N/A	*For programs requiring external instruction*, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
N/A	*For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
3	*For all A.A. and A.S. programs*, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student*	Section 9

	enrollment, documentation of seamless transfer with at least two SUNY two-year programs	
4 –see separate file	*External Evaluator Reports*	Section 7
5 – see separate file	*Institutional Response to External Evaluator Reports*	Section 8
N/A	*For programs designed to enable students to complete at least 50% of the course requirements at a distance*, a *Distance Education Format Proposal*	Section 10
N/A	*For programs requiring an MPA*, a *Master Plan Amendment Form*	Section MPA-1

b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to *program.review@suny.edu* that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

See Appendix 4 (for Section 7) and Appendix 5 (for Section 8) under separate file name:

Old Westbury-WGSS-BA-ExEval-to SUNY

Appendix 1

B.A. in Women's, Gender, and Sexuality Studies: Curriculum Map

P=Practiced A=Assessed	**SLO 1** Identify key issues and debates in the field of Women's, Gender, and Sexuality Studies.	**SLO 2** Demonstrate knowledge of intersectional diversity in both US and global contexts.	**SLO 3** Identify major influences within key historic feminist movements.	**SLO 4** Evaluate and utilize interdisciplinary feminist methodologies, modes of analysis, or theoretical perspectives in a paper, oral presentation, or research project.	**SLO 5** Connect feminist theory to practice through an applied learning or internship experience.
WS1000: Intro to WGSS	P	P/A	P/A		
WS3000: Feminisms: Gender, Sexuality, and Power	P/A	P	P	P/A	

WS4900: Practicum in WGSS	P	P	P	P	P/A
WGSS Elective 1	P*	P*	P*	P*	
WGSS Elective 2	P*	P*	P*	P*	
WGSS Elective 3	P*	P*	P*	P*	
WGSS Elective 4	P*	P*	P*		
WGSS Elective 5	P*	P*	P*		
WGSS Elective 6	P*	P*	P*		
WGSS Elective 7	P*	P*	P*		

* Specific practice contingent on choice of elective.

Appendix 2
Course Descriptions

CORE REQUIREMENTS

WS1000/AS1512 Introduction to Women's, Gender, and Sexuality Studies (4 cr.)
Explores the development of women's lives, from childhood through adolescence to maturity. Focuses on the family, school, sexuality, career options, and how these experiences and choices are affected by race, class, religion, ethnic origin, and gender. Readings include: fiction; autobiography; history; and social science.

WS3000 Feminisms, Bodies, Power (4 cr.)
Introduces contemporary issues in feminist theory and their historical origins for comprehensive study of feminist epistemologies and methods. Students will read both primary and secondary theoretical texts to study various feminisms which may include: liberalism; radical-liberalism; Marxist-socialist; psychoanalytic; care; sex and pleasure; multicultural, global and postcolonial; and, postmodern. This course is grounded in an intersectional perspective, introducing Black, Indigenous, women of color, queer and disability feminisms.

WS4900 Practicum in Women's, Gender, and Sexuality Studies (4 cr.)
Internships in Women's, Gender, and Sexuality Studies offer an opportunity to apply what a student has learned in Women's Studies courses to "real life" situations, to help organizations and companies working on women's issues, and to gain valuable experience and contacts that can help in finding meaningful full-time employment.

WGSS ELECTIVE REQUIREMENTS

Group A Historical and Political Contexts (4 cr.)

AS2252 U.S. Social Movements (4 cr.)
This course explores the casual conditions, nature, and impact of progressive social movements in America. Varying sets of activist biographies and social movement histories related either by period or theme will be selected for study. Possible topics include the abolition, temperance, feminist, peace, labor, civil rights, reproductive rights, and environmental movements.

AS3412 African American Women's History (4 cr.)
This course focuses on the distinct experiences of African-American women in the 19th and 20th Centuries. The course includes the experience of women in slavery, social movements, abolition, anti-lynching, suffrage, civil rights and Black Power, as well as the writings and lives of the major figures**.**

AS3462 History of Women in the US (4 cr.)
This course surveys women's experience from 1620 to the present. The course analyzes women's connection to key aspects of American history such as the American Revolution, slavery and the 20th century development of the welfare state. This course posits women as agents of change in American history but the course also examines how the study of women over time raises questions about traditional chronologies of American history. Students will be introduced to well-known and little known women and their individual and collective attempts to reshape American society through examination of diaries, autobiographies, fiction, government hearings, and film.

AS4432 History of the Women's Movement (4 cr.)
This course explores the Women's Movement across three distinct centuries. It examines both the first wave: 19th Century modern women's rights and suffrage movement, the second wave: the 20th Century modern women's liberation movement, along with the multiple forms of feminism that have followed. How did the movements arise, who were their constituents and enemies, how were their goals met? What strategy, ideology, and tactics were used? Readings will consist of historical and theoretical documents, poems, autobiographies, oral histories, film and pro-feminism and anti-feminism ephemera.

HI4420 Women and Witchcraft (4 cr.)
While the term "witchcraft" most commonly evokes images of the Salem witch trials and the early modern European witch persecutions, witchcraft has much earlier roots, in Hebrew and other ancient Near Eastern cultures and Celtic and Germanic religion and tradition. Although the witch hunts that plagued Europe for several centuries began in the late Middle Ages, it is clear that witchcraft accusations could be leveled at women – in some cases those who were powerful and/or influential – from a much earlier date. Despite the fact that both the sorcerer and the witch could be either male or female, there was a preponderance of women accused, tried and executed for witchcraft. This course will trace the history of witchcraft in Europe from late antiquity to the early modern period, with a focus on its association with women. As this course examines the history and development of witchcraft, it will incorporate case studies on women such as Queen Ælfthryth, Dame Alice Kyteler, Joan of Arc and Queen Anne Boleyn.

HI4850 Domesticity in 19th- and 20th-Century India (4 cr.)
"A place for everything and everything in its place." This trans-regional history course explores the spread of European, middle-class ideas about home and family life-- global domesticity--throughout the 19th century world, with special focus on origins in England and development in and impact on America, India, and Africa. What relationship should exist between a husband and wife, how a mother should raise her children, even how kitchen spices should be arranged on a storeroom wall--all became issues for debate and contestation. We look at these debates and conflicts through domestic manuals produced in these countries and through the life stories of people (mostly women) who wrote and/or read these materials.

Group B Cultural Productions and Representations

AS3745 Film and Gender (4 cr.)
The course is designed to help students understand a spectrum of representations when it comes to gender, sex, and sexuality. As such, it was determined the course title should reflect that, rather than perpetuate a male/female binary.

AS3852 Women and the Media (4 cr.)
This course explores the ways women are depicted by the mass media and how that depiction has changed over time. It also investigates the role of women in the media profession.

EL2222 Women's Voices (4 cr.)
This lecture/discussion course focuses on developing students' abilities to understand, analyze, and write about literature by women writers. Texts studied include essays, poems, stories, and novels by Emily O'Connor , Gwendolyn Brooks, Toni Morrison, Alice Walker, June Jordan, and Maxine Hong Kingston. Students are required to write a reading journal, analytical essays, and a research paper. Most writing is done outside of class.

EL4030 Women and Narrative (4 cr.)
This course examines novels, stories, letters, journals, poems, essays, and autobiographies by such women as Dorothy Wordsworth, Emily Dickinson, Charlotte Forten, Virginia Woolf, Nella Larsen, Alice Walker, Gloria Anzaldua, and Maxine Hong Kingston. Each student will select the work of one writer for a research paper.

EL4040 Black Women Writers (4 cr.)
African-American Women introduces students to the themes of social justice that are specific to this literary tradition. course alternates between reading primary texts and providing the needed historical backdrop. Of the many Special attention will be paid to the artistic and social/political obstacles women waged to find their own voices during the Harlem Renaissance and to the creation of the "New Negro Woman."

EL4050 Lesbian and Gay Literature (4 cr.)
This course primarily focuses on the emergence of gay, lesbian, and transgender literature and culture from the mid-twentieth century to today. Students will read works from various genres, including novels, stories, drama, poetry, and memoirs, and will also watch documentaries. Topics covered include homophobia, coming out, the gay rights movement, lesbian feminism, AIDS, and transgender. Authors may include James Baldwin, Audre Lorde, Adrienne Rich, Essex Hemphill, Tony Kushner, Jeanette Winterson, Leslie Feinberg, and others.

EL4080 Extraordinary Bodies: Disability in Literature (4 cr.)
This course will examine how the depiction of bodily difference in literature leads to crucial questions about normative experience, language, and identity. The course will study the representation of extraordinary bodies in several literary genres - autobiography, poetry, fiction, and drama. While some attention will be given to constructions of disability throughout literary history, the particular focus will be on more recent texts written by writers with disabilities who take up the project of identifying themselves outside of "ableist" terms.

ML4450 Hispanic Women Writers (4 cr.)

Taught in Spanish. A close reading and analysis of major works of fiction and poetry by Hispanic women. Students will be introduced to significant pre-20th century authors; however, the main focus of the course will be on contemporary texts. Selected writers from different areas, such as Emelia Pardo Bazan, Maria Luisa Bomba, Julia de Burgos, Rosario Ferre, Elena Poniatowska, Gabriela Mistral, Isabel Allende, et al., will give students a sense of the diversity and range of Hispanic women's writing. We will examine these writers' response to "machismo" and the limited role of women in traditional societies. Questions concerning the feminine literary tradition, such as how the female experience is represented in texts written by women, and whether there is a specifically "female" writing will also be discussed.

PE1650 The Politics of Comics (4 cr.)
This course explores the art form and the politics of comics in terms of how they are produced and by whom, as well as the texts themselves and how they are received. It encompasses comics of various genres of fiction (superhero, horror, slice-of-life, humor, science fiction, etc.) as well as nonfiction. Topics include immigration and religion, sex discrimination and feminist movements, racial discrimination and civil rights movements, war and post-traumatic stress, disability and monstrousness, class and privilege and vigilantism, sexuality and gender, and adolescence and identity.

Group C Intersectionality
AS3622 Sports and Society (4 cr.)
Explore the prominent place of sports in the United States and other societies. What is the relationship of sports to larger questions of identity, politics, economics, and history? The course illuminates how class, race, gender, sexuality, and nation interplay in our understanding of sports and culture.

AS4435 Women of Color Feminisms (4 cr.)
This interdisciplinary course examines women of color feminism and its historical, intellectual, cultural and political formation. We will consider theoretical contributions of women of color feminisms such as "intersectionality", "hybridity" expressed as borderlands, and "coalition through difference" as well as women of color feminism's critiques and strategies of resistance to oppressive forces. Exploring these theoretical contributions through writings, first-person narratives, fiction, film, spoken word, and music, this course explores issues of identity, representation, rights, policy and the significance of interesting categories of race, gender, class, ethnicity, sexuality, and nation in the lives of women of color historically and in contemporary society. While the course focuses on relationships across and within the United States, the nature of these identities, alliances, and texts transcends the borders of the United States.

CR3117 Policing Bodies (4 cr.)
This course will examine the formal and informal ways in which sexual practices and identities are policed and produced. Drawing on historical and contemporary examples, we will explore definitions of acceptable sex, the perceived significance and evaluation of sexual behaviors and identities, and the processes through which institutions and interactions shape (and are shaped by) our most intimate choices. Central to our analyses will be an interact with race, ethnicity, class, and gender in the construction and maintenance of systems of social control.

CR4000 Gender, Crime, and Justice (4 cr.)
This course will examine the role of gender in the criminal legal system. It will cover the relative status of women and men from the late 19th century to the present, and the process of becoming full and equal participants in society. The course will use major sociological theories of gender difference to understand

offenders and defendants; prisoners; law enforcement professionals; and victims of this system. Current programs for community based justice and the tension between theories of gender difference, practices and programs for women in the legal system, and conservative and feminist political views regarding the abilities and disabilities of women will also be included.

IR3330 Women, Minorities, and the Workplace (4 cr.)
Women, minority workers, and part-time employees make up more than one-half of the labor force today. This course focuses on their historical relationships to the labor market and their positions today. It studies issues of race, gender, and national origin as they impact on compensation and employment opportunities. Traces history of efforts to achieve equal treatment from employers and labor unions. Advantages of multi-cultural perspectives for employers.

PE4450 Politics of Gender and Sexuality (4 cr.)
This course examines constructions of gender and sexuality as well as gender and sexual hierarchies in the United States. The particular definitions of "gender" and "sexuality" that we sometimes take for granted today have been produced and contested over time; they are not necessarily stable and can be re-produced and re-contested. We will examine these historical contestations while also taking into account that these terms as we often use them today--very particular and value-laden definitions of these terms--have contributed to shaping our ways of thinking. Consequently, they have also contributed to shaping our identities, our opportunities, our social behaviors, and our laws. After beginning with historical and theoretical overviews, we will then analyze the development and implementation of public policies in such areas as childbearing and abortion, affirmative action, sexual harassment, forcible rape and domestic violence, marriage, nonmarital sex, welfare reform, and political participation and representation. We will investigate questions such as what role can, does, and should the state play in regulating gender and sexuality--what is the dividing line between protecting versus policing gender expression and sexual expression? How have certain constructions of gender and sexuality been used to wield power against people of color, people in poverty, and people who are unmarried? How has such oppression been resisted and what have been the effects of such resistance?

PH3600 Introduction to the Social Determinants of Health (4 cr.)
Introduces students to the public health perspective on health, also called the social determinants of health, which includes a detailed examination of social class, racism, gender, community, environment, employment, social relationships, nutrition and the American food system, and individual lifestyle choices as well as access to health care. Students learn about numerous American institutions, and examine critically how individuals' location in American society shapes their health status. They also learn to locate individual health behavior within its social context.

PH4450 Human Sexuality (4 cr.)
Provides a detailed explication of the anatomy and physiology of human sexuality and reproduction. Also included is an exploration of such issues as sexually-transmitted diseases, pregnancy and birth, contraception and abortion. Students learn to examine the biological issues in the social context of the meaning of sexuality in modern American society, and the use and misuse of sexual messages by major American institutions, including the media.

PH4610 Women's Health (4 cr.)
A critical look at women's health issues from the perspective of the women's health movement; normal female reproductive anatomy and physiology; medical and alternative views of women's health issues such as female sexuality; reproductive choices; women, AIDS and STDs; pregnancy, childbirth, and mothering;

infertility; women, aging and menopause; breast cancer; women as health care providers; research in women's health.

PY2720 Psychology of Gender (4 cr.)
An advanced course in the development of girl's and women's gender identity and the relevance of psychological theory and research to women's political and socio-economic status and to agendas for change. The perspectives of women from diverse racial, cultural, and socio-economic background and with varying family relationships and sexual orientations will be included. Selected topics may include biological development, work, friendship, aging, the media, gender differences, and violence and abuse.

PY3720 Feminist Psychology (4 cr.)
This course examines historical gender biases in psychology and society, the past and present contributions of women in the field, and the epistemologies and studies that laid the foundation for feminist psychology. Readings explore the social construction of gender and its intersections with race/ethnicity and socioeconomic status. Examines the impact of gender inequality on the workplace, relationships, family life, health, wellbeing, and civic participation. Analyzes the contributions and critiques of feminist movements and ideologies.

PY4760 Sexual Identities and LGBTQ+ Psychology (4 cr.)
This course will consider the experience of lesbian, gay, bisexual, and transgender individuals from a psychological perspective. Students will learn theories and research on compulsive heterosexuality, heterosexism and homophobia. Additionally, topics such as culture and sexual and gender-identity and gender expression diversity, issues of history and community of LGBTQ+ individuals, and perspectives on sex, gender, and sexuality from queer theory will be discussed. The impact of public and policy in medical, military, and other contexts will be explored, especially the struggle to end “conversion therapies.” Intersectionality, feminist theory, and the study of structural oppression will be foundational issues in this course.

SY2222 The Work of Caring (4 cr.)
This course will examine the subject of care work with a focus on the ways in which social processes and institutions shape individual experiences (and vice versa). Drawing on historical and contemporary illustrations of the paid and unpaid work of caring, we will use a sociological lens to consider questions such as: What does it mean to care? Who receives care? Who does the work of caring? Where, and under what circumstances, does this work happen? At what costs does care work happen, and how is that work valued and supported? How are paid and unpaid care work divided along lines of gender, race, class, and nationality? Throughout the course, students will engage with these questions by applying sociological concepts to popular debates, historical events, and original data.

SY2800 Race, Class, Gender, & Sexuality (4 cr.)
In this course students will examine the multiple and intersecting ways in which race, class, gender, and sexuality shape and are shaped by institutions, interactions, and individual experience. The course will explore the social construction of these concepts, the meanings and values, attached to them, the ways in which they are embedded in sites of inequality, and on efforts to transform them.

SY3700 Family and Society (4 cr.)
Through historical and comparative analysis, studies the connection between courtship and marriage patterns and different economic systems. Students examine the emergence of the modern family system, changing patterns of mate selection and courtship and the relationship between general assumptions about

sex roles and role allocation in marriage itself. Comparisons are drawn across cultures and across class, race, and ethnic society groups in American society.

SY4830 Gender and Society (4 cr.)
Sociologists view gender as a socially constructed phenomenon - a characteristic of individuals, interactions, and institutions that is shaped by social context. This course examines the ways in which gender is constructed and maintained, and the ways in which these processes uphold social inequalities. Attention will be paid to the ways in which these processes are shaped by social dimensions such as race, ethnicity, social class, and sexuality as well as efforts to mitigate inequalities and to challenge normative gender constructs.

Appendix 3

SUNY TRANSFER COURSE EQUIVALENCY TABLE

Nassau Community College 01310 — Liberal Arts and Sciences-Humanities and Social Sciences - AA						SUNY College at Old Westbury Women's, Gender, and Sexuality Studies — BA				
Course #	**Course Title**	**SUNY GER***	**Major or SUNY Transfer Path**	**Credits Granted**		**Course #**	**Equivalent Course Title**	**SUNY GER***	**Major or SUNY Transfer Path**	**Credits Accepted**
ENG 101	English Composition I	X		3		EL1000	English Comp I: Exposition	X		3
ENG 102	English Composition II	X		3		EL2200	English Comp II: Argumentation	X		3
	Literature			3		EL8998	General Elective			3
	Communication Arts			3		EL8998	General Elective			3
	Humanities elective 1	X		3			General Elective			3
	Humanities elective 2			3			General Elective			3
HIS 125	Humanities elective 3: ENG 281		X	3		AS3462	History of Women in the	X	X	3

							U.S.			
	Natural and Physical Science (Lab) BIO 101/2/3, CHE 107/131, ENV 101 among others	X	X	4			Science Elective		X	4
	Natural and Physical Science (No Lab)			3			General Elective			3
	Mathematics	X		3-4			Math GER	X		3-4
	Math or Computer Science			3-4			General Elective			3-4
Soc 222	Social Science elective 1: GEO 101	X	X	3		SY8998	Sociology of Gender		X	3
	Social Science elective 2: ECO 208		X	3			General Elective		X	3
	Social Science elective 3			3			General Elective			3
	Social Science elective 4			3			General Elective			3
	Physical Education			2			General Elective			2
	Culture and Diversity 1			3			General Elective			3
	Culture and Diversity 2			3			General Elective			3
	Electives			7-16			General Electives			7-16

Total Credits	64

Total Credits Transferred	64
Remaining Credits Needed for Graduation after Transfer	56

*NOTE: Students transferring to Old Westbury with an A.A. or A.S. from SUNY or CUNY institutions automatically fulfill all GER requirements.

SUNY TRANSFER COURSE EQUIVALENCY TABLE

Suffolk County Community College SED code 93203 — Liberal Arts and Sciences-General Studies — AA						SUNY College at Old Westbury Environmental Studies — BA				
Course #	**Course Title**	**SUNY GER***	**Major or SUNY Transfer Path**	**Credits Granted**		**Course #**	**Equivalent Course Title**	**SUNY GER***	**Major or SUNY Transfer Path**	**Credits Accepted**
COL 101	College Seminar			1		FY 8998	Elective (Freshman Seminar)			1.5
COM 101/105	Intro Human Communication / Public Speaking			3		EL 8998 / EL 2001	Intro Human Communication / Public Speaking			3
ENG 101	Standard Freshman Composition	X		3		EL1000	English Comp I: Exposition	X		3
ENG 102	Introduction to Literature	X		3		EL 2200	English Comp II: Argumentation	X		3
	Math Elective	X		3-4			General Elective			3-4
	Physical Education 1			1		XX 8999	Physical Education			1
	Physical Education 2			1		XX 8999	Physical Education			1
HIS 101	Western Civ. I /	X		3			General Elective			3

/ IND 101	Civilization: The human experience I									
HIS 102 / IND 102	Western Civ. II / Civilization: The human experience II	X		3			General Elective			3
	Lab Science: BIO 101, CHE 122	X	X	4			Science Elective	X	X	4
	Math or Science Elective: MET 101		X	4			General Elective			4
	Math or Science Elective		X	3-4			General Elective			3-4
HM49	Visual Arts, Cinema Studies, Music, or Theatre Elective	X		3		AS374 5	Gender in Film	X		3
	English Elective			3			General Elective			3
PC42	Social Science elective 1: ECO 112		X	3			General Elective		X	3
	Social Science elective 2: ECO 208		X	3			General Elective			3
	Other World Civilizations Social Science elective: POL 107		X	3			General Elective		X	3
	Humanities elective 1			3			General Elective			3
	Humanities elective 2			3			General Elective			3
	Liberal Arts and Sciences Elective			3			General Elective			3
	Elective 1			3			General Elective			3
	Elective 2			3			General Elective			3
	Elective 3			3			General Elective			3

Total Credits	65

Total Credits Transferred	65.5
Remaining Credits Needed for Graduation after Transfer	54.5

*NOTE: Students transferring to Old Westbury with an A.A. or A.S. from SUNY or CUNY institutions automatically fulfill all GER requirements.