MEMORANDUM

TO: Sean Rafferty, Senate Chair

FROM: Havidán Rodríguez, President

DATE: February 25th, 2021

SUBJECT: Senate Bill Approval

I am pleased to approve the following Senate Bill, which was recommended following approval by the University Senate at its meeting of February 24th, 2021.

Senate Bill 2021-03:

PROPOSAL TO ESTABLISH A NEW CERTIFICATE IN GLOBAL GENDER ADVOCACY

Approved: _____

Havidán Rodríguez, President

UNIVERSITY SENATE

UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council

University Policy and Planning Council

Date: February 22, 2021

Proposal to Establish a New Certificate in Global Gender Advocacy.

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached Program proposal as submitted by the College of Engineering and Applied Sciences, to the Graduate Academic Council and the Undergraduate Policy and Planning Council

2. That this takes effect for the Fall 2021 semester.

3. That this proposal be forwarded to President Havidán Rodríguez for approval.

University at Albany – State University of New York

College of Arts and Sciences   **Course and Program Action Form**   **Proposal No.**   20-010

Please check one: ☐ Course Proposal   ☒ Program Proposal

Please mark all that apply:

☐ New Course	Revision of: ☐ Number		☐ Description
☐ Cross-Listing	☐ Title		☐ Prerequisites
☐ Shared-Resources Course	☐ Credits		
☐ Deactivate/Activate Course (boldface & underline as appropriate)	☒ Other (specify):		Graduate Advanced On-line Certificate in Global Gender Advocacy

Department: Women's, Gender, and Sexuality Studies   Effective Semester, Year: Fall 2020

Course Number   Current: _____   New: _____   Credits: _____

Program: Graduate Advanced On-line Certificate in Global Gender Advocacy

Program Description to appear in Bulletin:

Women's, Gender, and Sexuality Studies at the University at Albany is an interdisciplinary field exploring social, cultural, and political issues that intersect gender, race, class, sexuality, and nationality through global and transnational perspectives. Educating on both undergraduate and graduate levels, and providing opportunities for advocacy and activism that combine theory and practice, the Department is well positioned to launch a subfield in Global Gender Advocacy. The advanced online certificate in Global Gender Advocacy prepares scholars, artists, community organizers, and professionals from a variety of fields to apply the skills and values of gender advocacy in global contexts, from feminist activism to anti-racist organizing to LGBTQ rights. The program is developed specifically for students who seek to expand their knowledge of women's, gender, and sexuality studies with cultural competencies across racial, ethnic, and national differences. Students will analyze social problems at the intersection of gender, sexuality, race, class, and nationality and also evaluate best practices for advocacy within and across national borders. Those who complete the certificate program gain the equivalence of 9-12 elective credits toward the Master of Arts in Women's, Gender, and Sexuality Studies, should they elect to continue their studies.

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here: ☐

This course is (will be) cross listed with (i.e., CAS ###): _____

This course is (will be) a shared-resources course with (i.e., CAS ###): _____

<u>Explanation of proposal:</u>
(Undergraduate Course/Program proposals: please address the effect on the department's General Education competency plan)

University at Albany is embarking on increasing its offerings of more fully online programs with the goal of boosting enrollments and doing outreach to a wider student population, including working professionals, non-traditional students, etc. The Department of Women's, Gender, and Sexuality Studies sees a need to expand our own course offerings, especially in light of statistics that indicate that women comprise a majority of online students, those who are mature, non-traditional students who have a wish to pursue continuing education by working the "third shift" (beyond professional work and domestic life demands). In our proposed advanced graduate online certificate program, we will have potential students apply to the program, using the same application process that we require of our traditional M.A. students. We anticipate an estimated enrollment of 10 students initially, with the expectation that these numbers will double over the course of five years.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Women's, Gender, and Sexuality Studies

Chair of Proposing Department **(TYPE NAME)**	Administrative Manager or Department Secretary **(TYPE NAME)**	Date
Janell Hobson	Dorothy Chauvin	1/28/20

Approved by Chair(s) of Departments having cross-listed course(s) **[Copy of e-mail approval(s) on following page.]**	Date	Dean of College	Date
		Caren Stark	2/13/20

Chair of Academic Programs Committee	Date	Dean of Undergraduate or Graduate Studies	Date
Alejandra Bronfman	2/13/20		

GRADUATE ADVANCED ONLINE CERTIFICATE IN GLOBAL GENDER ADVOCACY

Applicable Women's, Gender, and Sexuality Studies Courses in the Graduate Bulletin for a total of 9-12 credits (the equivalent of three graduate-level courses), selected from the list of electives below:

Wss 502 Situated Sexualities and Transnational Activism (3-4)

This course serves as both an introduction to LGBTQ studies and its transnational turn. The aim is to understand how notions of gender and sexuality create analytical categories such as gay, lesbian, transgender, heterosexual and homosexual, as well as how the transnational framework across national and cultural boundaries complicate the often Euro-American centrist interpretations of these categories. In the first half of the course, we will explore the feminist and queer theories that have coined and complicated the categories. In the second half of the course, we will turn to the transnational, which emphasizes the flow and mobility of ideas, people, capital, and activism. We will examine how feminist and queer theories teach us about the current phase of globalization, neoliberal capitalism, and imperialism. The class will encourage students to understand sexuality as a critical concept and a potential site of theoretical and activist bridging across the issues of feminism, racial justice, labor rights, disability, indigeneity, and anti-war movements globally.

Wss 508 Gender, Development, and Feminist Economics (3-4)

This graduate-level course takes a critical look at economic development models through a gender lens, using case studies from around the world. The course reviews the evolution of economic theory and wide-spread implementation of suggested development policies across the globe. The outcome of the earlier development programs & policies was not gender-neutral, neither on a macroeconomic level, nor on the micro or meso-level, hence, calling for gender-sensitive economic theory and economic development policies. This course will focus on the evolution of feminist economic theory and the implementation of economic development programs, using a comparative approach to cultural, historic, and regional differences. Case studies of international organizations (such as United Nations and World Bank) will be used to provide a practical experience to students, as well as cases from programs of local and state governments. Goals of the course are to equip students with a good understanding of: (a) feminist economic theory and economic development theory; (b) evaluation tools for gender mainstreaming; and (c) case studies and best practices using examples of development programs.

Wss 512 Race, Gender, and Cultural Politics in the Asian Diaspora (3-4)

This course has an emphasis on historical perspectives as well as the intersections of gender, class, and race/ethnicity. It studies the phenomenon of the Asian Diaspora dating from late 18th century to the present. Topics include: immigration laws; labor and work; family and community formation; the processes of reconstruction of history and memory; politics of media representation. In a given semester, the focus may be on Asians in one geographic region such as the Americas, Europe, Africa, or the Pacific Rim. Research project required.

Wss 525 (Pad 525, Pos 525Q, Epl 525) Feminist Thought and Public Policy (3-4)

Examination of the implications of public policy research and implementation from a feminist perspective; the coherence or lack of it amongst different models of public policy formation, different perspectives on specific public policy issues, and different orientations within the women's movement.

Wss 530 (Aas 529, Lcs 530) Environmental Justice: Racism, Classism, Sexism (3-4)

In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism effect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will

consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has effected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite: Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students.

Wss 542 Transformative Storytelling for Social Change (3-4)

Transformative storytelling for social change uses methods that are multi-layered, narrative-led, collaborative, motivated by action-research, and grounded in feminist pedagogies and theories. Students in this course create personal stories and collaborate to produce collective stories that can form the basis for advocacy. Incorporates different creative forms of communication and expression, including drama, photography, film, drawing, design, creative writing, and music. This is a fully online course.

Wss 545 (Aas 545, Lcs 545) Black Diasporas, Feminisms, and Sexual Politics (3-4)

This course will explore in global perspective concepts of blackness and its relationship to feminist and other women-led and gender-based political movements that have shaped complex discourses on the intersections of race, gender, sexuality, and nationality. Challenging such terms as the "African Diaspora" – a reference to the dispersed locations of African-descended people across the globe – or even the "Black Atlantic" – as coined by Paul Gilroy – we will expand the geopolitical spheres of Europe, America, Africa, and the Caribbean to traverse different oceanic spaces that include "Black Australia" and Afro-Asia. Through these transnational lenses, we will question how blackness, and black femininity in particular, shift meanings in varied locations but also converge in formations of global identities, marginalized experiences, and political movements. Topics covered may include history-telling and memory-making, cultural representations of the "black" body in arts and popular culture, sex trafficking and migrations, articulations of "black feminisms" and sexual identities, and social crises and social change.

Wss 599 Topics in Women's Studies (1-4)

Consideration of topics or issues in women's studies selected on the basis of faculty and student interest. May be taken more than once with different content. Potential topics include seminar in sex role development or cross-cultural study of women. Consult schedule for specific title.

New and relevant topics in the department, as well as courses in other departments, schools and colleges, which may fit the focus on the proposed program will be offered as Topics in WGSS (Wss 599), or they will be approved as advised.

Two sample courses in the Public Policy bulletin **_could be_** offered as same time-same place courses with Topics in WGSS (Wss 599):

RPAD 675 – Topics on Women's Leadership
What does it mean to be an effective leader? Are there particular skills/competencies one needs to be an effective leader? What does empirical research say about differences between women's and men's leadership, e.g., are there areas where women have greater strengths, are there areas where women have greater difficulty? Do people evaluate women's and men's leadership using different criteria? What challenges do women face in attempting to achieve leadership positions? How do these challenges differ across women with different backgrounds and/or in different leadership positions (e.g., across levels of organizational hierarchy, different types of organizations, etc.)? This course addresses each of these questions, and is designed to enable participants to gain a better understanding of issues and controversies associated with women as public service leaders. The course will examine non-gendered theories of leadership as well as theories and research related to women's leadership and why women's leadership matters. In addition to learning *about* women and leadership, there will also be an opportunity for participants to link theory and practice, and to develop their own leadership competencies. Over the course of the semester, we will focus on a variety of leadership

competencies and, through case studies, role plays, and other experiential exercises, supplemented by small and large group discussions, participants will be able to practice their leadership skills in the safe environment of the classroom. By the end of this class, students will be able to:

1. Describe several different approaches to defining and understanding leadership.
2. Compare and contrast various arguments regarding issues and controversies surrounding women's leadership, both political and organizational.
3. Evaluate leadership effectiveness demonstrated by other individuals.
4. Demonstrate new leadership competencies based on a more complex understanding of leadership.
5. Develop plans to improve their leadership capacity based on an assessment their own leadership effectiveness.

RPAD 687 - Advocacy for Social Change

The purpose of the course is to deepen understanding of the theoretical and applied dimension of nonprofit advocacy, and to strengthen skills of influencing public policy, as nonprofit actors.

By the end of the class, students will be able to:

o Describe the critical role that nonprofit advocacy organizations play in democratic governance; setting boundaries of the policy agenda, elevating a policy issue and placing it on the agenda; using traditional and social media to engage the public and influence public opinion; making policy advocacy coalitions coalesce; and collaborating with advocacy networks to influence legislative outcomes.
o Critically apply theories of public policy advocacy to real life cases.
o Think creatively about complex public policy issues; and
o Applying skills of policy analysis, framing and messaging, coalition building, community organizing, lobbying and evaluation of nonprofit advocacy in real life scenarios.

University at Albany – State University of New York		
College of Arts and Sciences	**Course and Program Action Form**	Proposal No. 20-010 A

Please check one: [X] Course Proposal   [ ] Program Proposal

Please mark all that apply:

[X] New Course	Revision of: [ ] Number	[ ] Description	
[ ] Cross-Listing	[ ] Title	[ ] Prerequisites	
[ ] Shared-Resources Course	[ ] Credits		
[ ] Deactivate/Activate Course (boldface & underline as appropriate)	[ ] Other (specify):		

Department: Women's, Gender, and Sexuality Studies   Effective Semester, Year: Fall 2020

Course Number   Current: _____   New: AWSS 581   Credits: 3-4

Course Title: Digital Cultures, Global Circuits, and Feminist Futures

Course Description to appear in Bulletin:

Digital culture – immersed in the emerging technologies of digital media – has expanded the visibility and interactivity of feminist movements across the globe through interconnected communications, subsequently transforming the meaning and impact of feminist politics. What do such transformations mean for the future of feminist activism and progressive politics both on and offline? What, especially, do these transformations mean for organizing and advocacy across racial, ethnic, trans/national, dis/ability, gender, and sexuality differences? This course will explore the possibilities and limitations of digital technologies in forging transnational and intersectional feminist conversations, community-building, and global solidarity. Topics may include social media and interactivity; hashtag activism and feminist blogospheres; digital migrations and virtual border-crossings; digitized sex and sexualities; sexual violence, trafficking and pornography; cultural appropriations and racial performance; material versus virtual bodies; discursive populisms and backlash; popular culture and digital humanities.

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with (i.e., CAS ###):

This course is (will be) a shared-resources course with (i.e., CAS ###):

Explanation of proposal:
(Undergraduate Course/Program proposals: please address the effect on the department's General Education competency plan)

This course is being developed to address timely and relevant conversations linking women's, gender, and sexuality studies with emerging media and cultures shaped by today's digital technologies. It will also be developed into a fully online course, given the focus on digital culture and the department's plan for a proposed graduate online certificate.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department **(TYPE NAME)**		Administrative Manager or Department Secretary **(TYPE NAME)**	Date
Janell Hobson		Dorothy Chauvin	1/28/20
Approved by Chair(s) of Departments having cross-listed course(s) **[Copy of e-mail approval(s) on following page.]**	Date	Dean of College	Date
		Caren Stark	2/13/20
Chair of Academic Programs Committee	Date	Dean of Undergraduate or Graduate Studies	Date
Alejandra Bronfman	2/13/20		

AWSS 581: DIGITAL CULTURES, GLOBAL CIRCUITS, AND FEMINIST FUTURES

Spring 2021
Fully Online Course

Instructor: Janell Hobson
Office: Humanities 355B
Contact: jhobson@albany.edu

Course Description:
Digital culture – immersed in the emerging technologies of digital media – has expanded the visibility and interactivity of feminist movements across the globe through interconnected communications, subsequently transforming the meaning and impact of feminist politics. What do such transformations mean for the future of feminist activism and progressive politics both on and offline? What, especially, do these transformations mean for organizing and advocacy across racial, ethnic, trans/national, dis/ability, gender, and sexuality differences? This course will explore the possibilities and limitations of digital technologies in forging transnational and intersectional feminist conversations, community-building, and global solidarity. Topics may include social media and interactivity; hashtag activism and feminist blogospheres; digital migrations and virtual border-crossings; digitized sex and sexualities; sexual violence, trafficking and pornography; cultural appropriations and racial performance; material versus virtual bodies; discursive populisms and backlash; popular culture and digital humanities.

COURSE LEARNING GOALS
During the semester, students will learn to:
1) Analyze theories and practices from an intersectional feminist framework;
2) Identify manifestations of feminism in various forms of digital media and cultures; and
3) Integrate digital tools towards the production of feminist scholarship.

REQUIRED TEXTS
Cooper, Brittney, Susanna M. Morris, and Robin M. Boylorn, eds. *The Crunk Feminist Collection.* New   York: The Feminist Press, 2017.
Gossett, Reina, Eric A. Stanley, and Johanna Burton, eds. *Trap Door: Trans Cultural Production and the Politics of Visibility.* Cambridge: The MIT Press, 2017.
Gray, Kishonna L. and David Leonard, eds. *Woke Gaming: Digital Challenges to Oppression and   Social Injustice.* Seattle: University of Washington Press, 2018.
Jones, Feminista. *Reclaiming Our Space: How Black Women are Changing the World from the Tweets to the Streets.* Boston: Beacon Press, 2019.
McKenzie, Mia. *Black Girl Dangerous: On Race, Queerness, Class, and Gender.* BGD Press, 2014.
Nelson, Alondra. *The Social Life of DNA: Race, Reparations, and Reconciliation after the   Genome.* Boston: Beacon Press, 2016.
Plant, Sadie. *Zeroes and Ones: Digital Women and the New Technoculture.* New York: Doubleday, 1997.

Books are available for purchase at the University Bookstore. Additional readings will be made available through online and PDF formats on BLACKBOARD. Readings must be completed before students begin discussions.

COURSE REQUIREMENTS
Class Participation: You are expected to regularly log-in to Blackboard at least three times a week and to regularly contribute to online discussions and other learning activities. Your regular participation will comprise 40% of your final grade.
Discussion Facilitation: You will have an opportunity to sign up and lead a discussion during one of the learning modules in the course of the semester. You will be responsible for posting a discussion question, based on reading assignments in the module, and for facilitating the ensuing discussion in response to your question. Your discussion question and facilitation will comprise 20% of your final grade.
Proposal and Annotated Bibliography: A one-page proposal of a digital project (see below) and annotated bibliography of sources that will be used for the project will be due one month before the final project. This will comprise 10% of your final grade.

Digital Project: You will be expected to produce a digital project based on feminist research at the end of the semester. You have one of the following options:

- Video Essay: You may create an essay via YouTube or Vimeo, replete with visual aids, to analyze a topic explored in this class. The video should be 5-10 minutes in length and must practice fair use of copyrighted materials (e.g. images, audio, music, etc.).
- Online Presentation: You may deliver a recorded (audio and/or video) presentation of a topic explored in this class via PowerPoint or Prezi.
- Digital Ethnography: You may embark on an ethnography of an online public platform, in which you will compile field notes and a formal report submitted online as an observer or participant observer while you analyze the intersections of gender, race, class, sexuality, dis/ability, and nationality as they manifest in the interactivity of public online users.

The Digital Project will comprise 30% of your final grade.

COURSE EXPECTATIONS

This class strives to recognize diversity of gender, sexuality, race, ethnicity, nationality, religion, abilities, and other identities. Such recognition necessitates respectful communication in class, acknowledgement of individuals' preferred gender pronouns, and awareness of and tolerance for diversity of ideas that may arise in class but that do not harm others, intentionally or otherwise. In this striving, we will also adhere to the following policies:

Mandatory Reporting

Under the guidelines of Title IX, all employers of the University at Albany are required to report to the Title IX Office any knowledge of sexual assault that is revealed by students. Please note that if you wish to share such experiences with your instructor, through class discussions, and/or through your assignments, this information will be disclosed to the Office as required by campus rules and regulations. If you are uncomfortable with such information being shared, please consider other options for confidentiality, such as sexual assault counseling services and hotlines.

Accommodations for Students with Disabilities

Students with disabilities should inform me of their need for special accommodations. The Disability Resource Center coordinates disability support services that improve access to University at Albany programs for individuals with disabilities. For more information, visit www.albany.edu/disability.

Academic Integrity

All students of this class, as members of the wider University at Albany academic community, are expected to adhere to the principle of academic integrity and honesty. Any student who engages in acts of academic dishonesty (including cheating, fabrication, facilitation of dishonesty, or plagiarism) will be reported to the Dean of Graduate Studies. (For more information, visit www.albany.edu/studentconduct/appendix-c.php). Plagiarism refers to the presentation of the ideas of others as if they were your own through writing and other formal forms of communication. Proper citations are required when referencing ideas that are not your own.

Learning Resources

All students have access to a number of learning resources on campus, also listed on Blackboard. These include the University at Albany libraries and citation guides (visit library.albany.edu). Our WGSS Librarian is Deborah LaFond (dlafond@albany.edu), who can assist you in finding sources for research.

Attendance Policy

Once you miss more than a week of logging in, you will lose 5 points for each additional week that you are not online, exceptions made only for illnesses and family emergencies.

Lateness Policy

Late assignments will receive a letter grade reduction for each day late, with an "E" grade given after two days late.

COURSE SCHEDULE

Week 1: Introduction

Introduction – Ice Breaker Activities Online (Introductions and Student-Led Discussions over course themes and expectations)

Reading Assignments:
- Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century."
- Chela Sandoval, "New Sciences: Cyborg Feminism and the Methodology of the Oppressed."
- Radhika Gajjala and Annapurna Mamidipudi, "Cyberfeminism, Technology, and International 'Development'."
- Janell Hobson, "Digital Whiteness, Primitive Blackness: Racializing the 'Digital Divide' in Film and New Media."

Student-led Discussions Online.

Weeks 2-4: Learning Module 1 – Gendered Technologies

Readings:
- Sadie Plant's *Zeroes + Ones: Digital Women and the New Technoculture.*
- Special Issue#2: "Feminist Game Studies" (Ada: A Journal of Gender, New Media, and Technology)
- Anita Saarkesian TED Talk on Cyber harassment.
- Emily Eikren and Mary Ingram-Waters, "Dismantling 'You Get What You Deserve': Towards a Feminist Sociology of Revenge Porn."
- Select readings from *Woke Gaming: Digital Challenges to Oppression and Social Justice.*

Student-led Discussions Online.

Weeks 5-7: Learning Module 2 – Racializing Discourses

Readings:
- Feminista Jones, *Reclaiming Our Space: How Black Feminists are Changing the World from the Tweets to the Streets.*
- Edited volume, *The Crunk Feminist Collection.*
- Alondra Nelson, *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome.*
- Special Issue#6: "Hacking the Black/White Binary" (Ada: A Journal of Gender, New Media, and Technology)
- Mia Fischer and K. Mohrman, "Black Deaths Matter? Sousveillance and the Invisibility of Black Life."
- Select readings from *Woke Gaming: Digital Challenges to Oppression and Social Justice.*

Student-led Discussions Online.

Weeks 8-10: Learning Module 3 – Global Circuits and Transnational Dialogues

Readings:
- Special Issue#8: "Gender, Globalization, and the Digital" (Ada: A Journal of Gender, New Media, and Technology)
- Special Issue#15: "Sexual Violence, Social Movements, and Social Media" (Ada: A Journal of Gender, New Media, and Technology)

Student-led Discussions Online.

Proposal and Annotated Bibliography Due during this learning module.

Weeks 11-13: Learning Module 4 – Situated Sexualities

Readings:
- Mireille Miller-Young, "Sexy and Smart: Black Women and the Politics of Self-Authorship in Netporn."
- Mia McKenzie, *Black Girl Dangerous: On Race, Queerness, Class, and Gender.*

- Edited volume, *Trap Door: Trans Cultural Production and the Politics of Visibility.*
Student-led Discussions Online.

Weeks 14-15: Conclusion – Student Projects and Presentations

- One-on-One Online Consultations with Students over Their Digital Projects
- Student Peer-Review of Drafts of Digital Projects
  - Students' Submission and Presentation of Digital Projects

New Program Proposal:
Certificate or Advanced Certificate Program

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 a certificate or an advanced certificate. 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 5 and 10 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**.

Table of Contents
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: September 6, 2019
	Institution's 6-digit SED Code: 210500
	Institution's Name: University at Albany, State University of New York
	Address: 1400 Washington Avenue, Albany, NY 12222
	Dept of Labor/Regent's Region: *Capital Region, University Center*
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): University at Albany
	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: GLOBAL GENDER ADVOCACY
	Award(s) (e.g., Certificate.): Certificate
	Number of Required Credits: Minimum [9] If tracks or options, largest minimum [ ]
	Proposed HEGIS Code: 2299.00
	Proposed 6-digit CIP 2010 Code: 050207
	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: Jonathan Bartow, Vice Dean for Graduate Education
	Telephone: 518-437-5062　　E-mail: jbartow@albany.edu
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:
	Signature and date:
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for each 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):

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[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.

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):** [X]Day [X]Evening   [ ]Weekend   [ ]Evening/Weekend   [X]Not Full-Time

b) **Modes**: [ ]Standard [ ]Independent Study [ ]External [ ]Accelerated [X]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 Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply: *Master of Arts in Women's, Gender, and Sexuality Studies. SED code: 22135.*

2.3. Program Description, Purposes and Planning

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

Women's, Gender, and Sexuality Studies at the University at Albany is an interdisciplinary field exploring social, cultural, and political issues that intersect gender, race, class, sexuality, and nationality through global and transnational perspectives. Educating on both undergraduate and graduate levels and providing opportunities for advocacy and activism that combine theory and practice, the Department is well positioned to launch a subfield in Global Gender Advocacy.

The advanced online graduate certificate in Global Gender Advocacy prepares scholars, artists, community organizers, and professionals from a variety of fields to apply the skills and values of gender advocacy in global contexts, from feminist activism to anti-racist organizing to LGBTQ rights. The program is developed specifically for students who seek to expand their knowledge of women's, gender, and sexuality studies with cultural competencies across racial, ethnic, and national differences. Students will analyze social problems at the intersection of gender, sexuality, race, class, and nationality and also evaluate best practices for advocacy within and across national borders. Those who complete the certificate program gain the equivalence of 9-12 elective credits toward the Master of Arts in Women's, Gender, and Sexuality Studies, should they elect to continue their studies. These credits may also be transferrable to other graduate degree programs. Offered part-time for working professionals and international students, the Certificate in Global Gender Advocacy is a fully asynchronous online program, providing students with the flexibility of accessing course materials, discussion forums, and assignments during times that fit their schedule. Courses for the certificate will be taught by core, joint, and affiliated faculty in the Department of Women's, Gender, and Sexuality Studies.

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."*

The primary student learning outcomes for graduate education in the Department of Women's, Gender, and Sexuality Studies (WGSS) include the following. Students who graduate from our M.A. program will:

1. Be able to produce original feminist scholarly work, including research, pedagogy, community or creative projects; or synthesize the breadth of an advanced body of knowledge in one particular area within Women's, Gender, and Sexuality Studies.

2. Apply feminist and related theories at an advanced level, addressing intersections of gender, race, class, sexuality, nation and/or other axes of difference and inequality.

3. Demonstrate familiarity with Women's, Gender, and Sexuality Studies as an interdisciplinary field of study and research, developing skills in at least one field new to individual students.

4. Have the opportunity to bridge theory and practice by engaging in feminist pedagogy experiences or doing internships in community organizations.

5. Have the opportunity to add advanced feminist education to other graduate work, for students concurrently enrolled in master's or doctoral programs in other departments at the University at Albany (e.g., sociology, anthropology, English, Africana Studies, Latin American and Caribbean Studies, History) or programs (Liberal Studies);

6. Prepare for careers in government and public policy, non-profit and social justice organizations, educational institutions, or human resource positions in private industry and the arts; or prepare to pursue doctoral work in Women's, Gender, and Sexuality Studies or other graduate and professional degrees.

The proposed advanced certificate in Global Gender Advocacy will be able to implement #2, #3, and #4 from the above learning outcomes through graduate online coursework. Courses selected for the advanced certificate will enable students to integrate feminist and related theories at an advanced level, develop interdisciplinary skills in WGSS, bridge theory and practice through learned skills of advocacy, and – when applicable – advance their feminist education to other graduate work and in careers post-graduation.

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?*

The program adheres to SUNY's mission to "empower students to author their own success." Advanced online education is oftentimes a hands-on, self-directed approach to student learning, and the course design for the online certificate program will facilitate in this student-centered objective. The focus on Global Gender Advocacy emphasizes the University at Albany's priorities in its strategic plan for student success, research excellence, diversity and inclusion, and internationalization. This proposed program will be unique to the University at Albany, as few advanced certificates specialize in this subject at the university and elsewhere. While the University at Buffalo offers a Ph.D. in Global Gender Studies, our proposed program will emphasize advocacy as global feminist praxis. Our focus is also in keeping with advancing "global distinction," much like the focus in undergraduate studies for the Center for International Education and Global Strategy, except our program will function on the graduate level. Our program follows in the trajectory of other graduate programs that seek to internationalize their focus, such as the Global Institute for Health and Human Rights in the School of Public Health. Additionally, much like our existing advanced certificate in Women and Public Policy – offered between our department and Rockefeller College – we offer graduate students the opportunity to specialize their knowledge through women and gender issues. However, the advanced online certificate in Global Gender Advocacy will integrate both online and internationalized learning in this capacity.

d) *How were faculty involved in the program's design?*

Faculty in WGSS participated in a series of meetings, most recently on September 6, 2019, to discuss, conceptualize, and propose the online program. We discussed faculty involvement and feasibility, proposed existing courses and the potential of new courses, and worked on curriculum maps.

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.*

Faculty in existing online programs in WGSS from Southern Connecticut University, Oregon State University, the University of Central Florida, and SUNY Empire College were consulted. They shared both the challenges and successes in offering fully online courses. Most have concluded that their enrollments have increased and that faculty, once they are given guidance around online course design, are more receptive to offering fully online courses.

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?*

We are optimistic in projecting increased enrollments for this program. We recognize there is untapped potential for recruiting mature students, mostly women, who represent a large majority of online students nationally. While we would hope to recruit international students, the department will consider developing strategic partnerships with other universities overseas to facilitate in the recruitment of such students. However, we recognize that we may have the best chance at recruiting working professionals, women working the "third shift" (beyond work and home), and those seeking to advance their knowledge of gender issues in an age when diversity and inclusion have become imperative skills. Based on this potential, we mapped out our projected enrollments below.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	**Part-time**	**Total**	
1	N/A	10	10	10
2	N/A	12	12	15
3	N/A	15	15	15
4	N/A	17	17	18
5	N/A	20	20	22

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

Course Title	Credits	Course Title	Credits
Situated Sexualities and Transnational Activism (AWSS 502)	3-4	Transformative Storytelling for Social Change (AWSS 542)	3-4
Gender, Development, and Feminist Economics (AWSS 508)	3-4	Black Diasporas, Feminisms, and Sexual Politics (AWSS 545)	3-4
Race, Gender, and Cultural Politics in the Asian Diaspora (AWSS 512)	3-4	New Course: Digital Cultures, Global Circuits, and Feminist Futures (proposed as AWSS 581)	3-4
Environmental Justice: Racism, Classism, Sexism (AWSS 530)	3-4	Topics in Women's, Gender, and Sexuality Studies (AWSS 599)	3-4

Total required credits: 9-12 credits (students will select three courses to fulfill certificate requirements) The full list of related courses for the certificate is included in the Appendix.

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?*

The proposed program would fulfill a distinct need for those already working in arenas of non-profit work, policy, and advanced graduate studies in the Capital Region and New York State to specialize and internationalize interests in women's, gender, and sexuality studies. In our communication with the Center for Women in Government & Civil Society, enthusiasm for this proposed program was expressed. While the certificate in women and public policy serves a certain interest and need for those working in the arena of public policy, the focus for the new program on global gender advocacy expands beyond public policy and beyond local issues to encompass the global and transnational. The online nature of the proposed program also has the potential to expand beyond New York State.

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 describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the "gainful employment" of graduates of certificate programs whose students are eligible for federal student assistance.

Employer	*Need: Projected positions*	
	In initial year	**In fifth year**
N/A		

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
University at Buffalo	Global Gender Studies	Ph.D.	30
Empire State	Women's and Gender Studies	M.A.	2

h)(4) *Collaboration:* Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result? *NO*

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

A main concern raised by SUNY Empire State was faculty resistance to online teaching, which was eventually resolved through professional development around effective course design. The University at Albany includes such resources for training and professional development for faculty in online teaching and learning.

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.

Admission requirements for students in this program will be similar to those required for the M.A. program in WGSS. We require applicants to submit a formal application, along with transcripts, three letters of recommendation, a personal statement, and writing sample. A writing sample is an additional material that we require to assess an applicant's level of critical thinking, writing, and understanding of key concepts and issues in the discipline. Applicants would be able to select the advanced certificate as one option among other options for advanced study, including our stand-alone M.A. degree, combined BA/MA, joint MA/PhD in Sociology, and the JD/MA dual degree program.

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

The department has a graduate admissions committee, supervised by the graduate director, that reviews applications and makes recommendations for acceptance, wait-listing, and rejections. These decisions are based on the strengths and weaknesses of application materials.

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

The institution will engage in marketing and targeting of specific groups through special recruitment, social media, and promotions. Individual faculty will especially work through our various social and professional networks in identifying potential students for the program.

2.5. Academic and Other Support Services

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

Presently, faculty in the department of WGSS share responsibilities in advising our majors, while the director of graduate studies advises M.A. students. For the proposed online certificate, the department is prepared to rotate among our core faculty advisement duties for the proposed certificate. Online communication and consultation will be the primary tools for interacting with and supporting students in the fully online certificate program.

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.

Assessment reports are submitted every year by faculty members who teach our capstone classes in the undergraduate and graduate programs, which are the guides through which we measure student learning outcomes. For the proposed program, faculty members who teach the online courses for the certificate will be required to submit an assessment report measuring these student learning outcomes. We will also weigh student evaluations. Outreach will be conducted for those students who have completed the program to monitor their educational and career trajectories in determining success rates.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

*NOTE: For an undergraduate certificate program, the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** must show **all curricular requirements and the number of terms required to complete them.** Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.*

EXAMPLE FOR ONE TERM: Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	**Cr**	**New**	**Prerequisite(s)**
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

*NOTE: For a graduate advanced certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from in Regulation 52.2* http://www.highered.nysed.gov/ocue/lrp/rules.htm.

a) If the program has fewer than 24 credit hours, or 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.*

The graduate advanced online certificate will require 9-12 credit hours of graduate coursework, which is essentially three courses. These three courses will be offered over the course of **1.5 years** (fall semester, spring semester, and an additional semester or session over the summer or winter, depending on the availability of faculty contributing to the program). Graduate students in certificate programs are eligible for financial aid if they are enrolled half-time (at least 5 credit hours during summer/winter sessions, for example).

b) For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, **append**, at the end of this form, a catalog description. **Please see Appendix.**

c) For each new course in the certificate or advanced certificate program, **append a syllabus** at the end of this document. **Please see Appendix.**

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. **N/A.**

SUNY Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: GLOBAL GENDER ADVOCACY GRADUATE ONLINE CERTIFICATE
_____

– 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)
– 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: Fall 1				Term 2: Winter 1/ Spring 1			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (x)**	**Co/Prerequisites**
Course 1	3-4			Course 2	3-4		
Term credit totals:	3-4			**Term credit totals:**	3-4		
Term 3: Summer 1/Fall 2				**Term 4:**			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (X)**	**Co/Prerequisites**
Course 3	3-4						
Term credit totals:	**3-4**			**Term credit totals:**			

Program Totals (in credits):	Total Credits: 9-12

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 http://www.highered.nysed.gov/ocue/lrp/rules.htm.

c) What is the institution's definition of "full-time" faculty? A full-time faculty is anyone who is on a lectureship or visiting position, tenure-track or tenured position.

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 graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Janell Hobson, Professor	25%	AWSS 545 – Black Diasporas, Feminisms, and Sexual Politics Or AWSS 581 – Digital Cultures, Global Circuits, and Feminist Futures (proposed) Or AWSS 599 – Topics in WGSS	Ph.D., Emory University	Women's Studies	
Wen Liu, Assistant Professor	25%	AWSS 502 – Situated Sexualities and Transnational Activism	Ph.D., CUNY Graduate Center	Psychology	
Vivien Ng, Associate Professor (emerita to be/O'Leary Professor applicant)	100%	AWSS 542 – Transformative Storytelling for Social Change Or	Ph.D. University of Hawaii	History	

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
		AWSS 512 – Race, Gender, and Cultural Politics in the Asian Diaspora			
Dina Refki, Director of Center for Women in Government & Civil Society	25%	AWSS 508 – Gender, Development, and Feminist Economics Or AWSS 599 – Topics in WGSS (to be cross-listed with RPAD 675 – Topics in Women's Leadership – or with RPAD 687 – Advocacy for Social Change)	Doctorate, University at Albany	Humanistic Studies	
Part 2. Part-Time Faculty					

(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 (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field**
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					

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.

To ensure the success of the proposed program, faculty in the department who wish to contribute have agreed to teach one online course a year. One of our faculty plans to retire at the end of the 2019-2020 year, but to support this program, she is seeking to apply for an O'Leary Professorship in which she would teach one online course per semester for the first three years of her retirement. With this commitment, in addition to 2-3 faculty in the department and affiliated departments who have agreed to contribute an online course to the proposed program, this will be enough to offer the proposed 9-12 credit hours of online graduate courses. In running the fully online courses, the University at Albany provides the Blackboard Learning Management System, as well as professional development training for faculty to learn, develop, and design online courses.

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	Expenses (in dollars)					
	Before Start	**Academic Year 1:**	**Academic Year 2:**	**Academic Year 3:**	**Academic Year 4:**	**Academic Year 5:**
(a) Personnel (including faculty and all others)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(b) Library	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(c) Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(d) Laboratories	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(e) Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(f) Capital Expenses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(g) Other (Specify):	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
(h) Sum of Rows Above	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

This is a Course Neutral Proposal.

Section 6. Library Resources
NOTE: This section does not apply to certificate or advanced certificate programs.

Section 7. External Evaluation
NOTE: This section does not apply to certificate or advanced certificate programs.

Section 8. Institutional Response to External Evaluator Reports
NOTE: This section does not apply to certificate or advanced certificate programs.

Section 9. SUNY Undergraduate Transfer
NOTE: This section does not apply to certificate or advanced certificate programs.

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [ ] No   [X] 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? [ ] No   [X] Yes

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

NOTE: This section does not apply to certificate or advanced certificate programs.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended 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
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	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
	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, External Instruction Form and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	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