Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	St. Mary's College of Maryland

*Each **action** below requires a separate proposal and cover sheet.*

- ⦿ New Academic Program
- ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◯ New Stand-Alone Certificate
- ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

Payment Submitted: ⦿Yes ◯No	Payment Type: ⦿R*STARS ◯Check	Payment Amount: $850	Date Submitted: 12/18/18

Department Proposing Program	Women, Gender, and Sexuality Studies Program
Degree Level and Degree Type	Undergraduate, Bachelor of Arts
Title of Proposed Program	Women, Gender, and Sexuality Studies Major
Total Number of Credits	44
Suggested Codes	HEGIS: 0399 CIP: 05.0299
Program Modality	⦿ On-campus ◯ Distance Education (*fully online*) ◯ Both
Program Resources	⦿ Using Existing Resources ◯ Requiring New Resources
Projected Implementation Date	⦿ Fall ◯ Spring ◯ Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: http://www.smcm.edu/catalog/

Preferred Contact for this Proposal	Name:	Christine A. Wooley
	Title:	Associate Dean of Curriculum
	Phone:	(240) 895-3081
	Email:	cawooley@smcm.edu

President/Chief Executive	Type Name: Tuajuanda C. Jordan
	Signature: Date: 12.18.2018
	Date of Approval/Endorsement by Governing Board: May 11, 2018
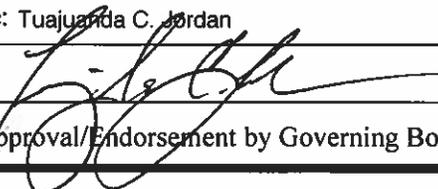
Revised 12/2018

ST~MARY'S
COLLEGE *of* MARYLAND
The Public Honors College

OFFICE OF THE PROVOST &
DEAN OF FACULTY
47645 College Drive
St. Mary's City, MD 20686

www.smcm.edu
TEL: 240-895-4389
FAX: 240-895-4443

December 18, 2018

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Secretary Fielder:

Please find the attached proposal for a major in Women, Gender, and Sexuality Studies at St. Mary's College of Maryland. I believe you will find the proposal an excellent addition to our curriculum.

As per the proposal template, President Jordan and I confirm that the College's Hilda C. Landers Library has sufficient resources to support the proposed program and that the College has sufficient equipment and facilities to support the proposed program.

If there are any questions concerning this proposal, please contact Dr. Christine Wooley, Associate Dean of Curriculum (cawooley@smcm.edu or 240-895-3081).

Sincerely,

Michael R. Wick, Ph.D.
Provost and Dean of Faculty

C: Tuajuanda C. Jordan, President, St. Mary's College of Maryland

A. **Centrality to Institutional Mission and Planning Priorities:**
   1. **Description of Program**
      Women, Gender, and Sexuality Studies (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as   well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality. Due to the inherently culturally diverse manifestations and understandings of gender and sexuality in history and in the present, A WGSX major must necessarily be structured as an interdisciplinary course of study across a college academic curriculum that balances the following elements: disciplinary grounding in the theories, methods, and critical approaches to gender and sexuality inquiry and analysis; introductory and advanced coursework in the field; and intentional breadth across disciplines that provides students insight into the multiplicity of cultural formations and bodies of knowledge informing identities and cultural systems of sex, gender, and sexuality.

      Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. Far from being a fringe discipline, because of gender's ubiquity, WGSX courses offer students the opportunity to better understand everything else that they study at St. Mary's and leaves them better prepared to engage with all aspects of social life when they graduate. The WGSX Program encourages students and faculty to make connections between academic knowledge and experience outside the classroom through activism, sponsored lectures and workshops, and community events.

      Since gender is not only ubiquitous, but gender injustice is as well, a commitment to social justice must lie at the foundation of gender and sexuality studies. The program therefore supports St. Mary's mission to foster intellectual, social, and ethical development within a community committed to diversity and accessibility. The WGSX Program has a long and distinguished history of institutional leadership in advocating for and teaching inclusion and equity in various social forms. The WGSX major extends and deepens the Program's existing academic priorities in this regard, realized through the current WGSX minor as well as longstanding co-curricular programming such as the annual WGSX Colloquium (now in its 20th year) and the WGSX Living -Learning Community. The college's 2016 creation of an Associate Vice President for Diversity and Inclusion/Chief Diversity Officer represents a deep institutional commitment to these issues that aligns well with the WGSX Program's core programmatic goals and outcomes. The creation of a WGSX major represents a similar and tangible commitment to inclusion and equity within the college's academic sector, enhancing the Program's capacity to provide intellectual, scholarly, and creative engagement on these central institutional concerns. In effect, through the implementation of a WGSX major, the Program is poised to be a foundational partner in leveraging what the college's Mission Statement defines as a core value, the "power of a diverse community."

2. **Relationship to Institution's Strategic Goals**

Because of its focus on intersections of gender, sexuality, race and ethnicity, and economic class, this major inherently promotes and advances the college's mission goal of "cultivating and promoting social responsibility." The essence of the WGSX major is to develop critical sensitivities to the various social, historical, and/or political forces that shape gender and gender relations and the ways those manifest and shape all facets of public and private life. Therefore, this major would be instrumental in achieving Goal 1 defined in the college's current three-year Strategic Plan, to attract students "who will graduate and serve the world with empathy and understanding." The curricular structure of the WGSX major stresses intersectional critical thinking about a central component of contemporary life, so it will also help attract students from diverse cultures within and outside of the United States who are interested in pursuing careers that require them to think critically about and solve problems related to gender and sexuality.

The college stipulates that it values engagement that is "local, national, and global." Here too, a WGSX major aligns with this mission priority and embeds that value within the instructional priorities and curricular outcomes of the academic program. A WGSX major not only offers a deep understanding of gender and sexuality, but provides students with a framework to think about the world and the systems of power within it, regardless of what identity one focuses on as the category or organization (e.g., gender, sexuality, race, dis/ability). WGSX students often go on to successful careers in social work, the nonprofit sector, and other organizations and institutions focused on social justice and service, including volunteer organizations like the Peace Corps. Also, one of the major's learning objectives, as stated above, is to distinguish variations in gendered systems across cultures and over time. Much of the advantage of exposure to WGSX curricula emerges from the value of exploring the cultural and historical record and examining the many and varied forms that the social constructions of gender and sexual experience have manifested cross-culturally. As such, students of women, gender, and sexuality studies simultaneously must be students of the variation in social institutions across the globe. So a WGSX major provides students with a particularly broad perspective on diversity. One practical benefit of this intentional disciplinary framework is how it aligns with Goal 2 of the Strategic Plan, whose tactics include creating "an inventory of existing coursework for diversity content" and "pedagogical strategies that focus on diversity." Through expanded and more regular course offerings and course development efforts possible within an expanded curricular program, a WGSX major will help the college meet its stated goal of a 10% increase in formal learning experiences with a focus on diversity, inclusion, and equity.

We recognize that much student learning on campus takes place outside of the classes they take. Even within the current WGSX Program and academic minor, supporting faculty sponsor student activities groups that form around issues of gender equity and social justice, including a campus WGSX living-learning center. The Strategic Plan calls for integration of high-impact practices throughout the curriculum and stipulates a goal of a 50% increase in student participation in LLCs. A WGSX major will provide a more robust infrastructure and additional faculty buy-in for SMPs, LLCs, and other high-impact practices to support the college's effort to meet this strategic goal.

Recent curricular reform discussion at the college has centered on ideas of integrated learning and practical skills outcomes as a metric for assessing academic programs. In our 2014 alumni survey, WGSX graduates were expressly asked whether "WGSX [has

been] relevant to your job" after graduation. 60% of respondents affirmed the relevance of WGSX coursework and/or the WGSX minor to their current or past employment. When they were further asked to rate how valuable the knowledge and skills gained through WGSX study were to their post-graduate endeavors (including critical thinking and expression skills, understanding diversity, social activism, etc). The alumni overwhelmingly assessed their WGSX study as "very valuable." 80% rated it 5 out of 5, with an overall rating average of 4.78 out of 5. Finally, when asked whether they agreed with the statement that women/gender studies "don't translate into jobs beyond college," 77% of SMCM alumni resoundingly rejected this point of view. A WGSX major will only increase and further diversify our students understanding of - and opportunities for - connecting their academic focus on women and gender studies to real world employment and post-graduate opportunities.

3. **Program funding**

Currently, the College offers a minor in Women's, Gender, and Sexuality Studies. The minor is supported through standard allocations for office support, program coordination, and instructional capacity. The proposed major requires the additional of a split tenure-track position shared between WGSX and our Theater, Film, and Media Studies department. The College is committed to adding this tenure-track faculty line and has already invested in a two-year visiting line to add capacity to the program until a national tenure-track search can be conducted. The College is confident the investment of this tenure-track line on top of the other standard support allocations, will adequately fund the program for the foreseeable future including the first five years of the program implementation.

4. **Institutional Commitment**

   a) As mentioned earlier, the College has already invested in ongoing administrative, financial, and technical support for the existing minor. The College is confident those resources will continue to provide appropriate ongoing support for the proposed addition of the major.

   b) In a memo to President Tuajuanda Jordan dated May 7, 2018, Provost Mike Wick recommended that the Board of Trustees approve the WGSX major, stating that "In a world plagued with injustice and inequity, the proposed WGSX program offers an intellectually safe and supportive home for all those in our community who seek to understand the origins and impacts of institutional bias and who wish to dedicate themselves to its eradication. The establishment of a WGSX major sends a message of unwavering support to the oppressed and a statement of solidarity to all." President Jordan followed up with a memo of support for his recommendation, and the Academic Affairs Committee of the Board of Trustees unanimously approved the major at their May 11, 2018 meeting. As outlined above, the approved tenure track faculty line dedicated to Women, Gender and Sexuality studies shows a commitment to sustaining this major and allows for the continuation and potential growth of the program.

   As always, the College is committed to honoring its curriculum. In the event the major were to be discontinued, all declared majors at that point in time would be allowed to complete the major without delaying their time to graduation.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan: (BC)

    1. Demand and need for the program in terms of meeting present and future needs of the region and the State

        a) In establishing a major in Women, Gender, and Sexuality Studies, St. Mary's College would be fulfilling a vital academic need in Southern Maryland which otherwise has no other comparable programs in the region. The closest Maryland institution with a major in the academic field is the University of Maryland, College Park which is located 80 miles from SMCM. Aside from a stand-alone course in Women's Studies at the College of Southern Maryland, there are no course offerings of any kind at the local community college. Salisbury University offers a minor. The University of Maryland, Eastern Shore offers no academic major or major, which is also the case at every other Maryland HBCU. Given the conspicuous paucity of course offerings in the discipline in the local area, SMCM would serve a vital need in the region by providing students with the ability for focused academic study in the field. This program would also expand choices for minority and educationally disadvantaged students throughout the region.

        The WGSX program has long been a strength of St. Mary's and an asset in the local community, largely by virtue of the annual WGSX Colloquium which for 20 years has provided a rich public forum for discussion of the most pressing contemporary issues relating to gender and sexuality. Developing the WGSX program into a full-fledged major will strengthen and help ensure the continuance of this valuable community tradition with the addition of standard programmatic resources. Further, the recent founding of a chapter of PFLAG (Parents , Families, and Friends of Lesbians and Gays) in nearby Leonardtown, Maryland has made it clear that the current political climate has caused individuals from oppressed or marginalized groups to feel especially under-represented and vulnerable. The establishment of a WGSX major at SMCM will constitute a powerful statement in the local community to Maryland's commitment to equity and advocacy.

    2 . Consistency with the Maryland State Plan for Postsecondary Education

    The Maryland State Plan for Postsecondary Education is premised upon " a fundamental commitment to equity, equality, embracing diversity, and educating for civic engagement" (11). Our proposed WGSX Major is not only in line with that commitment, both ideologically and curricularly, but is also critical to our institutional fulfillment of that state-wide expectation. Further, the Maryland State Plan articulates an ongoing commitment to "ensuring that our graduates have an understanding of their rights and responsibilities as engaged citizens" (11). The WGSX Major is explicitly in line with that objective due to its disciplinary focus on how cultural constructions of gender and sexuality inform the legal status and rights of individuals and groups of individuals and its complementary commitments to social justice and political activism. Finally, the third expressed "Principle of Public Higher Education in Maryland" prescribes that "public higher education should provide a diversity of quality educational opportunities" (15) and, as reflected above, the addition of a WGSX major would diversify our disciplinary offerings in ways that would make our curriculum more commensurate with our state and regional peers.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

Liberal arts and sciences exempt from (C).

D. Reasonableness of Program Duplication:

Liberal arts and sciences exempt from (D).

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Program's potential impact on the implementation or maintenance of high-demand programs at HBIs

Neither Bowie State University, Morgan State University, nor Coppin State University has a Women Studies or Gender Studies program in any comparable form as a major, minor, or concentration.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Program's potential impact on the uniqueness and institutional identities and missions of HB's

This proposed major poses no negative impact on the identity of Maryland's Historically Black Institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed major was designed by affiliated faculty in the WGSX minor at St. Mary's College of Maryland. It was reviewed and approved in succession by the faculty Curriculum Review Committee, the faculty Senate, the College faculty, and the Board of Trustees.

The WGSX Coordinator, supported by the WGSX Steering Committee, would continue to administer the WGSX Program. Presently, all faculty members of the Steering Committee hold a doctoral degree in their field.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Women, Gender, and Sexuality Studies (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality.

Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. The program is committed to the centrality of the study of women, while at the same time interrogating gender and sexuality as

organizing categories. Courses will allow students to focus their study on materials that illustrate women's condition, history, and achievements; to investigate how women have been portrayed and how those representations are changing; and to examine feminist critiques of academic areas of knowledge, including the contributions of queer theory and new feminist research. In order to provide a new site for knowledge production that engages differences constructively, the WGSX study area not only locates sex, gender, and sexuality within traditional disciplinary categories, but also fosters interdisciplinary and cross-disciplinary exploration of the conditions that have shaped people's experiences both as objects and as subjects of knowledge regarding gender and sexuality.

At the conclusion of the WGSX major, students will be able to:

- Distinguish variations in gendered systems across culture(s) and over time;

- Assess how sex, gender, and sexuality are related to other social hierarchies and identity markers, such as race, ethnicity, nationality, class, and ability;

- Critique how sex, gender, and sexuality shape aspects of our daily lives; and

- Integrate values of inclusion, diversity, and equity in regard to sex, gender, and sexuality

3. **Explain how the institution will:**

   a) **provide for assessment of student achievement of learning outcomes in the program**

      St. Mary's College of Maryland has a three-year assessment cycle for institutional as well as programmatic learning outcomes. The assessment cycle of programmatic learning will necessarily include this new concentration. Just as outcomes for the Physics major and minor are assessed over a three-year cycle, so to will the new concentration in Applied Physics be assessed.

      Programmatic assessment at St. Mary's is organized by the Department Chair in consultation with the Assessment Implementation Team and the Coordinator of Transparent Teaching and Assessment, who helps departments conduct curricular mapping that links course-level outcomes to programmatic outcomes. In order to assess the programmatic outcomes for the Concentration in Applied Physics, the chair will create an assessment cycle that identifies courses in which learning outcomes map to outcomes from the concentration, each of which will be assess over a three year period.

   b) **document student achievement of learning outcomes in the program**

      Currently, assessment data generated by programmatic assessment cycles are recorded in Campus Labs Outcomes, an assessment software package. Faculty members evaluate students' achievement via a designated course artifact and assessment instrument, such as a rubric. These data provide faculty with information about student performance that can inform the future iterations of their classes. At the same time, by entering these data into Outcomes, programs

can track the percentage of students in a given course who have met (or not met) a course learning outcome; taken together, data from course learning outcomes linked to a program learning outcome tells us how many student have met the program learning outcome. The Assessment Implementation Team, with the support of the Provost's Office, works with faculty members and chairs to make sure that these achievements are documented.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

REQUIREMENTS FOR THE MAJOR

To complete the major, students must satisfy the following requirements, designed to provide the depth and breadth of knowledge consistent with the goals of the field:

1. General College Requirements

   Introduction to the Liberal Arts Liberal Arts Seminar

   > CORE 101 or CORE 301 (4 credits)

   International Languages, one course beyond entering proficiency (4 credits)

   Liberal Arts Approaches to Understanding the World (24 credits)
   > Arts (4 credits)
   > Cultural Perspectives (4 credits)
   > Humanistic Foundations (4 credits)
   > Mathematics (4 credits)
   > Natural Sciences with Lab (4 credits)
   > Social Sciences (4 credits)

   Experiencing the Liberal Arts in the World (0-4 credits, depending on the experience)

   Total Credits for General College Requirements: 32-36

2. At least 44 semester-hours in WGSX cross-listed courses, as specified. A grade of C- or better must be received in each course counted towards the major, and the cumulative grade-point average of courses used to satisfy the major requirements must be at least 2.00.

   a. WGSX 220: Introduction to Women, Gender and Sexuality Studies (4 credits)

   b. 4 credit Feminist/Queer Theory course selected from the following:

   > ARTH 382: Sexuality and Modernity in 20th and 21st Century Art
   > ENGL 430: Woman Word
   > HIST 475: Gender, Sexuality and Politics
   > ILCT 372: Multicultural Characteristics of Early Modern Spain
   > ILCT 363: Cultural Perspectives on Gender
   > PHIL 325: Feminism and Philosophy
   > POSC 462: Women in the Third World
   > RELG 318: Feminism and Religion
   > SOCI 230: Sociology of Gender

    c. WGSX 320: WGSX Methods and Modes of Thinking (4 credits)

    d. 24 credits of electives distributed among the following categories, at least 12 of which must be numbered 300 or above. Courses used to fulfill these requirements must be selected from courses originating in (or cross-listed in) at least three disciplines.

> 1 Global Perspectives Course
>
> 1 Literary or Cultural Representations Course
>
> 1 Society and Politics Course
>
> 1 Historical Perspectives Course

    A complete listing of courses that satisfy a requirement in these areas appears below.

    e. St. Mary's Project, eight credit hours. Note: Students who complete an SMP outside of WGSX 493/494 must complete eight credit hours chosen from any 300-400 level WGSX courses in addition to requirements a-d.

Total Credits for Women, Gender, and Sexuality Studies Major: 44 credits

Current WGSX Elective Courses

Requirements for the WGSX major include 24 credits of approved electives among the following categories: **Global Perspectives, Literary or Cultural Representations, Society and Politics,** and **Historical Perspectives**. Each semester the study area coordinator and participating faculty will designate other courses, including new courses, topics courses, and special offerings that will satisfy elective requirements. A complete list of approved current offerings will appear in the online "Schedule of Classes."

Global Perspectives Courses

ANTH 302: Food and Culture

ANTH 390: Cultures of Africa

ARTH 355: Advanced Topics in Global Art History (approved topics)

HIST 461: Gender in Latin American History

ILAS 350: Latin American Cinema (approved topics)

ILCF 206: Intro to Literature in French (approved topics)

ILCF 440: Advanced Topics (approved topics)

ILCS 363: Cultural Perspectives on Gender

ILCT 293: Introduction to Cultural Studies

POSC 462: Studies in Comparative Politics: Women in the Third World

RELG 220: Foundations of Islam

RELG 355: Women in Islam

TFMS 326: World Cinema

Literary or Cultural Representations Courses

ANTH 336: The Cultured Body

ARTH 314: Race and Representation

ENGL 235: Topics in Literature and Culture (approved topics)

ENGL 355: Studies in British Literature (approved topics)

ENGL 365: Studies in American Literature (approved topics)

ENGL 390: Topics in Literature (approved topics)

ENGL 410: Studies in Authors (approved topics)

ENGL 430: Special Topics in Literature (approved topics)

ILCF 362: Literary Topics I (approved topics)

ILCF 363: Literary Topics II (approved topics)

TFMS 220: Intro to Film and Media Studies

TFMS 225: Topics in Film and Media (approved topics)

TFMS 300: Modern Theater

TFMS 325: Documentary Practices

TFMS 422: Horror Films

TFMS 425: Advanced Topics in Film and Media (approved topics)

Society and Politics Courses

ANTH 360: Kinship and Social Organization

ECON 316: Economics of Race and Gender

ECON 355: Labor Economics

PHIL 321: Environmental Ethics

POSC 266: Women and the Law

POSC 333: Asian Politics

POSC 373: Politics and Film in the Third World

POSC 385: Feminist Political Thought

PSYC 356: Psychology of Women

PSYC 373: Psychology of the Family

SOCI 230: Sociology of Gender

SOCI 240: Social Interaction

SOCI 320: Sociology of Family

SOCI 365: Social Stratification

Historical Perspectives Courses

ANTH 348: African-American Culture

ARTH 317: Contemporary Art

ARTH 350: Advanced Topics in Western Art History (approved topics)

ARTH 382: Sexuality and Modernity

ARTH 450: Advanced Seminar in Art History (approved topics)

HIST 292: American History (approved topics)

HIST 324: Women in Modern Western History

HIST 394: Various topics (approved topics)

HIST 455: Various topics (approved topics)

HIST 461: Gender in Latin American History

HIST 475: Topics in Comparative, Thematic, or Global History (approved topics)

ILAS 394: Art and Revolution in Latin America (approved topics)

ILAS 461: Gender in Latin American History (approved topics)

TFMS 275: Costumes and Clothes in History

WOMEN, GENDER, AND SEXUALITY COURSES (WGSX)

WGSX 150. Introductory Topics in Women, Gender, and Sexuality Studies (2-4)

Various topics in women, gender, and sexuality, offered at an introductory level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender and queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes."

WGSX 220: Women, Gender, and Sexuality Studies (4E)

This interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist, gender, and sexuality scholarship. The course will consider biological, psychological, and cultural aspects of gender and sexual identity and development as well as the links among gender, sexuality, race, and class. In this course, students will explore material and theoretical aspects of these core dimensions of human experience across time and cultures. Given the gendered dynamics of power and oppression, the history, representation, and experience of traditionally disempowered groups—women and sexual minorities—will receive special attention. Not open to students who have received credit for both WGSX 200 and WGSX 210. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

WGSX 250. Topics in Women, Gender, and Sexuality Studies(4)

Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course,

see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 320: WGSX Methods and Modes of Thinking (4E)

This course focuses on examining the various research methodologies represented in the interdisciplinary field of Women, Gender, and Sexuality Studies, as well as feminist critiques of the dominant methodologies and theories of knowledge creation in the sciences, social sciences, and humanities. Methodology is the study of what we 'do' when we do research-- and our examination of this will be focused on the following questions: How do we know what we know? Who decides what counts as knowledge? Who does research? How does the social location of the researcher (e.g., race, class, gender) impact their research? How can research be used or misused? What questions and worldviews drive our research? Our exploration of answers to these questions will be both epistemological (i.e., exploring what is considered to be knowledge) and practical (i.e., exploring various research methods). *Prerequisite: WGSX 220 or consent of the instructor.*

WGSX 350. Advanced Topics in Women, Gender, and Sexuality Studies(4)

Various topics in women, gender, and sexuality, offered at an advanced level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 450. Seminar in Women, Gender, and Sexuality Studies(4)

Various topics in women, gender, and sexuality, offered at a seminar level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 493/494. St. Mary's Project in Women, Gender, and Sexuality

This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable up to eight credit hours. *Pre- or co-requisite: approval of faculty mentor; women, gender, and sexuality studies coordinator*

WGSX 398, 498. Off-Campus Internship (4-16E)

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. Credit/no credit grading. *Prerequisites: Admission to the Internship Program and approval of the WGSX coordinator. (*See "Internships" under "Academic Policies" section.*)*

WGSX 199, 299, 399, 499. Independent Study (1-4E)

This course consists of an independent creative or research project designed by the student and supervised by a women, gender, and sexuality studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

5. **Discuss how general education requirements will be met, if applicable.**

The program will be subject to the general graduation requirements of St. Mary's of Maryland for the bachelor of arts degree, as published in the course catalog.[1] These are

- Completion of at least 128 credit hours (credits), including at least 44 credit hours of upper-level (300- and 400-level) courses, with a cumulative grade-point average of at least 2.00, both on an overall basis and in those courses that meet major requirements.

- At least 30 of the last 36 credit hours of academic work toward the degree at St. Mary's College must be completed by credits earned from St. Mary's College courses. With the permission of the Academic Policy Committee, this provision may be waived for students engaged in departmentally approved off-campus learning experiences.

- The Core Curriculum requirements.

- The requirements for a major field of study.

The Core Curriculum requirements include completion of the following:
- A Liberal Arts Seminar
- One international language course
- One Arts course
- One Cultural Perspectives course
- One Humanistic Foundations course
- One Mathematics course
- One Natural Sciences course with laboratory
- One Social Sciences course
- Experiencing the Liberal Arts in the World, which may be
    - Study Abroad
    - Internship
    - Independent Study or Directed Research with a community focus
    - Experiential or Service Learning course

---

[1] http://www.smcm.edu/catalog

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

   Not applicable.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   Not applicable.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

   Course and degree requirements will be published in the course catalog and on the college website. St. Mary's College of Maryland publishes information on its website on the nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. It also communicates this information by email and hard copy mailing, and through advising appointments. Each student is assigned a faculty advisor.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

   As with all of its programs, St. Mary's College of Maryland will ensure that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. Upon MHEC approval of the program, full catalog copy will be added for inclusion in the 2019-2020 catalog; program overview and promotional materials will be uploaded to the SMCM website and accompanying social media; and Admissions representatives will be fully briefed on the parameters of the new program to speak knowledgeably of the curriculum when recruiting.

H. **Adequacy of Articulation**
   1. Not applicable.

I. **Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).
   1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**
   The proposed WGSX major primarily depends on existing faculty resources for its implementation. Similar to both St. Mary's Asian Studies and Environmental Studies majors, it is structured to run within existing faculty resources by relying on current affiliated

faculty expertise within their home disciplines. At present, the WGSX program is comprised of 47 affiliated faculty, five of whom serve as its steering committee, Over 98% of St. Mary's full-time faculty holds a terminal degree.

In spring 2017, the provost approved a shared tenure-track faculty line for WGSX and the Theater, Film, and Media Studies (TFMS) Department to be filled in fall 2020. In the interim, a two-year visitor in WGSX/TFMS was approved, and now serves as our first dedicated faculty line in the program, explicitly staffing WGSX 220 and offering upper-level theory courses as part of the defined instructional responsibilities.

The course lists included with the catalog copy result from outreach and commitments from department chairs during the proposal development process, and the lists are current as of the Fall 2017 catalog. The proposed major also includes many opportunities for new course development, consistent with new and ongoing curricular initiatives within departments. The theory requirement has been envisioned as a choice among other courses already offered at St. Mary's that have a theoretical approach to gender or sexuality studies. The capstone St. Mary's Project option would also involve faculty resources consistent with the existing compensation systems for SMP mentoring. The remaining courses are the required introductory course WGSX 220 and a new upper-level course in WGSX Methods and Modes of Thinking. The permanent staffing commitment of a shared WGSX/TFMS tenure-track faculty line (to hire in fall of 2019 for fill in 2020), combined with existing faculty engagement and offerings, makes the curricular plan for the WGSX major sustainable, with potential room for future growth.

The WGSX program, currently administered by a coordinator and a steering committee, will follow the same quality assurance processes regarding hiring, tenure and promotion, and oversight as all programs at St. Mary's.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in. . .**

   a) **Pedagogy that meets the needs of the students**

      St. Mary's provides faculty with opportunities for professional development through Teaching Excellence Workshops, offered each August; Teaching and Learning Lunches, offered throughout the academic year; and funds for professional development that faculty may use to improve their teaching effectiveness. In addition, our Assessment Implementation Team is headed by the Coordinator of Transparent Teaching and Assessment; her role explicitly connects assessment to the kinds of intentional, evidence-based strategies that improve teaching practices. As such, the Assessment Coordinator has tailored her work with faculty on assessment to include substantive discussions on ways to respond to assessment data by developing more effective pedagogical strategies.

   b) **The learning management system**

St. Mary's utilizes Blackboard. The Office of Information Technology includes a position for an instructional technologist who trains new faculty on Blackboard and other technology-based tools for teaching. This position also provides support for faculty when they have questions about Blackboard and other such tools.

c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**
   1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

Students in the Women, Gender, and Sexuality Studies program have access to a variety of resources to support their intellectual and professional development as scholars and informed citizens able to critically evaluate, especially, social, political, and economic evidence. The St. Mary's campus Library has a small but robust physical collection that includes, at last count, 124,400 book titles, 1,200 ongoing serial journal titles, and 11,800 DVDs and other media titles. Beyond the physical collection, the St. Mary's library has access to subscriptions and other electronic collections that include: 108 bibliographic databases, JSTOR, and WorldCat; 138,200 book titles; 27,000 media titles; and 76,500 journal titles. In addition, St. Mary's is a member of the University System of Maryland and Affiliated Institutions (USMAI) library consortium that allows students and faculty to borrow from a collection of over 3 million physical books held by 17 member libraries that include major research libraries located at the University of Maryland. A fast and effective interlibrary loan system is available to fill in any gaps that exist within the local or consortium collections so that St. Mary's scholars have access to virtually any bibliographic material available to anyone anywhere else outside of non-circulating rare book and manuscript collections.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)
   1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Women, Gender, and Sexuality Studies students have access to 20 instructional computing labs with desktop computers fully integrated into the campus internet and secure network drives. The Library also has three floors of quiet study space with tables, club chairs, and desks. Electric outlets are accessible in many of those locations, and wireless internet is available there and throughout campus through a campus-wide network of wireless

routers. In addition to computing resources, the Library provides students with the ability to check out e-readers, cameras, digital microfilm scanners, and a variety of other media equipment.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$30,000	$30,000	$30,000	$30,000	$30,000
2. Tuition/Fee Revenue (c + g below)	$41,685	$56,768	$72,480	474,030	$76,251
a. Number of F/T Students	3	4	5	6	6
b. Annual Tuition/Fee Rate	$13,895	$14,192	$14,496	$14,806	$15,250
c. Total F/T Revenue (a x b)	$41,685	$56,768	$72,480	$88,836	$91,500
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$195	$200	$200	$200	$205
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$41,685	$56,768	$72,480	$88.836	$91,500

2.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$40,000	$40,000	$40,000	$40,000	$40,000
a. Number of FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	$30,000	$30,000	$30,000	$30,000	$30,000
c. Total Benefits	$10,000	$10,000	$10,000	$10,000	$10,000
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Technical Support and Equipment	$500	$500	$500	$500	$500
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 – 7)	$40,500	$40,500	$40,500	$40,500	$40,500

.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).
    1. **Discuss procedures for evaluating courses, faculty and student learning outcomes.**

        a) Evaluation of Student Learning outcomes.

The WGSX Major will assess student learning following the process implemented by the college. The section below is excerpted from the St. Mary's College of Maryland Assessment Handbook:

Overall, student learning assessment at St. Mary's College is accomplished through a combination of 3 assessment tiers: institutional, programs (majors, minors), and course-based assessment. The mission of St. Mary's College informs the institutional learning outcomes (ILOs) at the College. The institutional learning outcomes articulate the expectations of what all graduates should know, be able to do, and value upon earning a degree from the College. SMCM expects 80% of its graduates to meet these outcomes upon graduation from the college.

Individual programs, whether department-based or cross-disciplinary, majors or minors, establish their own program learning outcomes (PLOs), which articulate what students should know, be able to do, and value upon completion of that particular program. For majors/minors, program learning outcomes complement the requirements students must fulfill to earn a particular degree. Programs are required to include their PLOs in the SMCM Course Catalog. Program-level student learning outcomes defined within each major or minor reflect not only the disciplinary and interdisciplinary content of the program, but also the linkage to the broader role each of these plays in achieving the institutional-level student learning outcomes. PLOs should thus at least somewhat align with the ILOs, but program outcomes may also address discipline-specific dimensions that otherwise do not align with the ILOs. Most PLO assessment is accomplished by collating assessment results from courses whose learning outcomes align with the targeted level of mastery/complexity of the PLO, rather than by having students complete additional assessment activities outside of the course experience.

For individual courses, faculty articulate the course learning outcomes (CLOs) in their syllabi. Assessment at the course level may be completed for the purpose of determining how to improve student learning within that particular course experience, and/or it may be implemented for the purpose of informing decision-making about student learning at the program or institutional level.

The choice of assignment is at faculty discretion, but in cases where the course is designated to assess an ILO (a Core course, for example, or an SMP), faculty may be asked to use a specific rubric or other tool to assess whether students have met a particular outcome. Programs that have courses with sections taught by multiple instructors may also use a common tool to determine if students have met an outcome being assessed, either at the program or institutional level.

Otherwise, faculty have the individual discretion to determine how often they will assess student learning in their courses for the purposes of informed decision-making about any changes to the student learning experience.

b) Evaluation of faculty.

For tenure-track faculty, performance is evaluated via a pre-tenure review, a tenure and promotion review, and periodic reviews (every three years until promotion to full professor, then every five years). Performance at each of these post-tenure reviews is evaluated by the provost based on a system of up to three increments of merit.

Reviews for tenure and promotion to full professor include faculty course evaluations, which are required for each course taught, and narrative evaluations, which are administered by the department chair in all courses taught by the faculty member in two of the three semesters prior to the submission of their file. Students provide detailed, written responses to questions about the faculty's member expertise and teaching effectiveness in these evaluations. Faculty members up for promotion are also   observed by their colleagues who evaluate their teaching effectiveness.

Adjunct and visiting professors are also required to administer course evaluations. Results are monitored by department chairs and the Associate Deans of Faculty and Curriculum, who will discuss evaluations as needed with faculty.

c) Evaluation of educational effectiveness, including student retention, student and faculty satisfaction, and cost-effectiveness.

In addition the program assessment procedures outlined above, academic programs at St. Mary's undergo a program review process every 7-10 years. These reviews include reflection on assessment procedures as well as an evaluation of curricula, student programming, and support for faculty by an external team.

Student satisfaction is tracked through various survey opportunities, including NSSE, our senior exit survey, and our alumni surveys (alums are surveyed the year after they graduate and every five years after that). Individual programs also periodically survey their students and alums and to gather data on their experience and make adjustments to curricula and programming.

Because St. Mary's is a small school, retention is primarily tracked at the institutional level. However, individual programs can request data concerning students' performance in required courses for the major, and the Office of Institutional Research, Office of the Provost, and the Office of Student Support Services work together to evaluate patterns of performance in gateway courses for majors.

Cost-effectiveness is monitored via the Provost and the President's Executive Council (which includes the Provost), with input from the Academic Planning

Committee. This committee reviews line proposals and evaluates need for resources based on current class sizes.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

   Our proposed WGSX major, with an emphasis on the intersections of gender and other forms of institutional/cultural bias, offers minority students a critical lens through which to understand not only the broader society, but the varied professional cultures into which our graduates will enter. Additionally, the curriculum is built around a number of high-impact practices such as writing intensive courses, a common gateway course, and a required capstone experience (the St. Mary's Project). The AAC&U's report, "Assessing Underserved Students' Engagement in High-Impact Practices" (Ashley Finley and Tia McNair, 2013) confirms that while all students benefit from HIPs, minority students have even higher rates of success when engaged in college-level coursework embedded with HIPs.

   St. Mary's minority enrollment has increased in recent years from 19.1% in 2010 to 26.6% in 2017. In support of this change, our current strategic plan includes goals to increase the diversity of faculty and staff by 30% over our 2015 count, and to increase the number of courses offered with a substantial focus on diversity.

   In addition, our current administrative structure includes a Chief Diversity Officer who has recently implemented a campus-wide diversity training program that includes an online training session and an in person follow up session. This training has given the campus a common language through which to discuss issues of diversity and difference.

O. Relationship to Low Productivity Programs Identified by the Commission:
   1. Not applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
   1. Not applicable.