



**Academic Business Plan for Master of Science in Human Rights Program  
Department of Human Development  
College of Community and Public Affairs  
December 2017**

*Overview*

The Binghamton University College of Community and Public Affairs (CCPA) and Department of Human Development propose the development of a Master of Science in Human Rights program. The MSHR program will offer students preparation for engaging in the multi-layered contexts of human rights practice and for conducting interdisciplinary applied research and evaluation in community settings. Currently, there are no graduate human rights programs offered in the SUNY system.

*Context*

A MSHR program would be a good fit for the Department of Human Development and CCPA and for the needs of New York State. There is a strong need for this program based on the educational and economic needs in the Greater Binghamton area, New York State, nationally, and internationally. Vulnerable groups in need of skilled support, advocacy, and leadership are growing fast. For example, the number of immigrant children in New York State has nearly doubled since 1990 (Migration Policy, 2014). With the increasing projected diversity in New York and the US population by 2020 (US Census, 2010), the proposed human rights program will address the educational and economic needs of students preparing to work in this transdisciplinary field in the local Binghamton area, New York State, nationally, and internationally. Demographic changes in immigration patterns at the municipal and state level will require practitioners with human rights knowledge to address pressing social, economic, political and environmental issues within the local, national, and international arena.

Locally, basic economic and social rights are threatened in a context of impoverishment. Broome County's (BC) 2014 population was estimated at 197,349 (US Census) and median family income is \$45,958 compared with the NYS average of \$58,003. Census data indicate that 17.4 % of the BC population lives below the poverty level as compared with the NYS poverty level percentage of 15.3%. BC Report Card statistics (Data NYSED.gov) indicate a total of 248 students dropped out of high school in 2013-2014 and only 61 of those students entered an approved high school equivalency preparation program. Another important statistic that affects the BC community is the high number of single-parent households. The BC detailed profile (citydata.com) indicates that there are 11,847 single-parent households (2,739 men, 9,108 women) living in the county. Our proposed program will provide additional educational opportunities and strengthening experience in human rights at the local and state

level for community based organizations, which will in turn improve their economic prospects.

The Department of Human Development of the CCPA is well-placed to meet this educational need. The Department of Human Development (specifically the Bachelor of Science in Human Development) provides an interdisciplinary curriculum that examines individual, social and structural aspects of the human life cycle. The curriculum encourages students to engage in critical exploration of social, cultural, economic, historical and political frameworks and the ways in which individuals, families and communities are situated within them. Diversity is highly valued in the Department of Human Development, and students examine issues of equity and social justice in the classroom and in community service activities. The proposed M.S. program builds on our existing curricular strengths in social justice and human rights at the undergraduate level, both of which are integrated throughout the M.S. curriculum. Students will develop career-ready professional skills for working in human rights organizations at the local, regional, national, and international levels. Students will develop competencies in community organizing, social innovation, applied research, and program evaluation.

### *Benefits*

In addition to generating more revenue for the department, college, and university, the establishment of a MSHR program will enhance all academic components – teaching, research, and community service – of the Department of Human Development. Specifically, with the development of a MSHR program, students and faculty will be provided with additional opportunities to engage with local and national communities through community-based learning and in-situ research. Moreover, offering a MSHR program fits in well with the mission and strategic plan of the University **to provide a transformative learning community that prepares students for advanced education, careers, and purposeful living, and to enhance economic, social, and cultural engagement from the local to the global level.**

In our department, the faculty integrate service, research, and teaching. As we explicate in the sub-sections below the MSHR program will enable this project further even as it will contribute to teaching, research and service individually.

### **Teaching**

By offering a MSHR program, an expanded number of students will have opportunities to receive high-quality, innovative learning experiences within a department that has already excelled at offering students a human-rights-oriented education with community-based experiential learning opportunities, including summer practica with international human rights organizations and deeper involvement with the non-profit and government organizations we serve in the Greater Binghamton Area, in particular, and in New York State generally.

In addition to expanding opportunities for current Human Development majors, the MSHR will provide additional educational opportunities for students participating in the Minor in Human Rights, which is currently being developed by Binghamton University's Human Rights Institute (HRI).

## **Research**

Over the past five years, Binghamton University has been developing research expertise in the area of human rights, through the Transdisciplinary Area of Excellence in *Citizenship, Rights, and Cultural Belonging* (TAECRCB), and two new institutes related to human rights – the Institute for Genocide and Mass Atrocity Prevention (IGMAP) and the Human Rights Institute (HRI) – which have been funded and begin operation in the 2017-2018 school year. Offering graduate degree opportunities in human rights is crucial to the success of this project, drawing students with skills related to human rights research to the University to work for faculty projects associated with the TAECRCB, IGMAP, and HRI.

Research productivity in the department will also increase through collaboration with graduate students. Teaching in the MS Program will ensure that faculty keep up with the cutting edge literature in the interdisciplinary field of human rights and this will also enhance their research quality and productivity.

## **Community Service**

We have an extensive network of community partners due to our ongoing experience with our undergraduate human development practicum sites, based on a required academic service-learning course.

We have worked with over 110 schools, colleges and other educational institutions; governmental and non-governmental agencies. In addition, community-based and nonprofit organizations in the Greater Binghamton region and beyond participate each semester as placement sites and partners for the required undergraduate practicum.

All of these entities are addressing critical community needs and represent a broad cross-section of strategic concerns with the potential for human rights research directed at capacity-building and problem-solving. These partnerships with the Department of Human Development have existed for several decades with significant input and assessment by executive leadership from multiple entities. These partnerships form a significant external base of relationships, standards, and expectations upon which to build a graduate program in human rights and community research/practice as proposed.

Through their community experience course, MSHR students will provide needed and valuable service to the Southern Tier community. This mission is in alignment with a foundational characteristic of the University's strategic plan: to enhance the University's economic, social, and cultural impact through local engagement. Thus, MSHR students will have the opportunity to take advantage of the many community relationships that have already

been fostered and developed, in addition to identifying and developing additional programs and services that may benefit the community at large.

In addition, we are developing service and internship opportunities for students at the national and international level, with institutions such as Open Society Foundation, Amnesty International, and Human Rights Watch.

### **University Mission**

The M.S. in Human Rights represents the first professional degree of its kind in the SUNY system and also stands as a national and international exemplar. The program strengthens the University's Mission of "enriching the lives of people in the region, state, nation and world through discovery, creativity and education and to being enriched by partnerships with those communities" through its international, national, state, local, and community-based focus (Binghamton University Road Map, 2013). Specifically, the program responds to the Road Map Strategic Priority 4 that emphasizes community engagement from the local to the global level.

The M.S. in Human Rights is fully aligned with three of the five strategic priorities under the University's Road Map. This program highlights Strategic Priority 2, which seeks to "promote a transformative learning community that prepares students for advanced education, careers and purposeful living" (Binghamton University Road Map, 2013). The rich educational experience and service-learning opportunities embedded in this program will provide students with a solid background in community organizing, social innovation, applied research, and program evaluation. Upon graduation, students will be prepared for careers in human rights organizations at the local, regional, national, and international levels.

In addition, the M.S. in Human Rights responds to Strategic Priority 3, which recognizes diversity and inclusiveness as an essential part of the University's efforts to achieve excellence (Binghamton University Road Map, 2013). This program builds on current strengths of the Human Development faculty as well as faculty across disciplines associated with the *Citizenship, Rights, and Cultural Belonging* and *Sustainable Communities* Transdisciplinary Areas of Excellence at Binghamton University. The diverse backgrounds, experiences and interests of faculty members will be reflected in the curriculum, in areas of research, and in theoretical approaches to the field. Additionally, the program is expected to attract a diverse group of students not only from New York State, but also from around the country and throughout the world. Acknowledging diversity as one of the core values of the University, this program will encourage dialogue across all points of view, embrace new ideas, and creative research.

Under Strategic Priority 4, the University strives to "enhance economic, social, and cultural engagement from the local to the global level" (Binghamton University Road Map, 2013). The M.S. in Human Rights will contribute to local and global prosperity, primarily through student engagement and research. The program will foster positive student engagement at the local and global level through student employment, internships, community service and service-learning opportunities. With a focus on research, this program will increase the University's capacity to engage with the community and become a leader in addressing social

justice and human rights issues locally, nationally, and internationally.

The M.S. in Human Rights is a transdisciplinary program that builds on current strengths of the Human Development faculty in the College of Community and Public Affairs, as well as faculty across disciplines associated with the *Citizenship, Rights, and Cultural Belonging* Transdisciplinary Area of Excellence at Binghamton University. This transdisciplinary M.S. will also draw from the strong faculty and departments College- and University-wide. The program is expected to attract students not only from New York State, but also from around the country and throughout the world. In so doing, the international reach of the degree will serve to enhance the local, regional, and global profile of Binghamton University.

### ***Institutional Support***

The faculty and staff of the Department of Human Development and CCPA have stated that they support the immediate development of a MSHR program. We have received approval from the BU Graduate Curriculum Committee and Graduate Council. The Provost has offered his verbal support and faculty in Philosophy, Geography, and Political Science have offered to cross-list classes with the Program.

### ***Operating Plan***

#### **Curriculum Design**

The M.S. degree in Human Rights offers students preparation for engaging in the multi-layered contexts of human rights practice and for conducting interdisciplinary applied research and evaluation in community settings. Unlike most human rights programs that focus heavily on the legal aspect of the field, this unique program will give equal attention to human rights theory and also train students to conduct rigorous community-based research. This program builds on our existing curricular strengths in social justice and human rights at the undergraduate level, both of which are integrated throughout the M.S. curriculum. Students will develop career-ready professional skills for working in human rights organizations at the local, regional, national, and international levels. Students will develop competencies in community organizing, social innovation, applied research, and program evaluation. The program offers social justice and human rights approaches to issues such as education, health, violence, children, family, poverty, incarceration, and immigration, evaluated critically through the diverse lenses of race, gender, ethnicity, sexuality, class, place, community, and/or nationality.

The proposed MSHR degree curriculum requires the completion of 36 credits, to be completed over 3 semesters. Requirements includes 12 credits on the theory and practice of human rights and social change, 8 credits on community-based research methodologies, a community-based experiential learning practicum, and a major capstone project. For students interested in international practice, the capstone project could be organized around a summer

internship opportunity which will be developed in collaboration with MSHR faculty. The proposed MSHR curriculum is located in Appendix A.

## **Recruitment**

The expected student body for the master's program in Human Rights will be reflective of students recruited regionally, nationally, and internationally. However, we anticipate the enrollment to a substantial number of students from New York State and the northeast region. As this field incorporates a human rights-based approach that addresses macro- and micro-level inequities, the faculty anticipate to enroll a high proportion of women, people of color, and international students.

The MSHR is likely to attract applicants from the outstanding undergraduate student body at Binghamton University. A needs analysis conducted by the Office of Institutional Research indicates 27% of Human Development students are very interested in pursuing an MSHR offered by the Department of Human Development (HDEV has around 125 undergraduates graduating every year.) Departments in Harpur and the HRI will also help to feed into the Program; the minor in Human Rights, which is currently being developed by the HRI and is projected to be offered in the fall of 2018, will be particularly helpful in connecting students to the MSHR program.

Our undergraduates, with grades and SAT scores that place them in the top 5% of college applicants nationwide, come from 100 different countries as well as almost every state in the USA. At present, 36% of them represent diverse cultural and ethnic backgrounds, and they are evenly split between men and women. While students will be recruited for the program from other colleges and universities both in and beyond New York, our own exceptional undergraduates are likely to be among the first in line for this innovative program, and because they are New York State's best, we will enroll a very well qualified student body.

The enrollment of students from historically underrepresented groups will be encouraged by a recruitment program designed to produce a diverse applicant pool and supported by scholarship aid through the Clifford D. Clark Fellowship program for underrepresented students. In addition, social equity is an important dimension of human rights. We will reach out to undergraduate majors at institutions that have large numbers of under-represented students in order to inform them about the opportunities offered by the new degree program (e.g., Historically Black Colleges and Universities (HBCUS), Hispanic-Serving Institutions, Asian American and Native American Pacific Islander-Serving Institutions (ANAPISIS), and Tribal Colleges and Universities (TCUs)). The human development faculty is a diverse group and their scholarly research interests are reflective of this diversity. The human development faculty is also connected to a large body of underrepresented students through our undergraduate courses. People from underrepresented groups are shown to be interested in and committed to the field of human rights; therefore, we expect a strong and very diverse applicant group.

## **Admissions Requirements**

All students applying to the program must submit their application materials through the

Graduate School. Application materials include an application form, transcripts, two letters of recommendation, personal statement, writing sample, and curriculum vitae or resume. International applicants must also submit results from either TOEFL (minimum score of 100) or IELTS (minimum score in Band Seven) unless they have received a college or university degree from a U.S. institution or an institution in a country whose native language is English. Admissions materials will be reviewed and decisions will be made by the Program Committee. Applications for the fall semester are due April 15 and are considered on a rolling basis until the April deadline; any applications received after April 15 are accommodated on a space available basis or are deferred until the spring semester.

Each applicant is evaluated based on his/her undergraduate GPA, letters of recommendation, personal statement, essay, and work experience. When evaluating the letters of recommendation, the admissions committee looks for evidence of academic achievement, community involvement and personal characteristics that suggests the applicant has the capacity to foster an institutional culture that advances human rights principles and practice and succeed in a demanding graduate program. In the personal statement, the committee assesses the student's commitment to human rights principles and practice as well as their ability to communicate in writing. The essay allows the admissions committee to review a non-generic piece of writing for structural and grammatical quality.

Significant work experience (3 or more years in the government or non-governmental sector) can add to an applicant's positive credentials; however, the lack of work experience does not result in a penalty.

No standard will be applied that differs from Binghamton University's minimum admissions requirement.

### **Staffing**

**MSHR Program Director:** The position of MSHR program director, who will serve as the chief administrator, will be filled by current faculty, who has a doctoral degree in human rights or a related field. The Program Director will be granted one course release per semester, to ensure sufficient assigned time to provide educational and administrative leadership. The proposed director is Suzy Lee, J.D., Ph.D. (Sociology) who joined the Human Development faculty in the fall of 2017.

**MSHR Faculty:** The program requires one additional full-time faculty member, in addition to a 20% commitment from a third faculty member to cover the two additional courses required in the final semester of the program. Both faculty members should have Ph.D. or other terminal degree in human rights or a related field.

### **Community-Based Experience**

The MSHR has a significant fieldwork component, requiring students to obtain community-based experience, not only in their second-year course work, but also as a component of their capstone project. The Department of Human Development currently oversees a practicum

requirement for its undergraduate majors, which requires and community-based internship placement. Each year, Human Development faculty coordinate over a hundred such placements for its students. The relationships and expertise that the Department of Human Development has developed through this practicum program, not only in the local Binghamton area but in nongovernmental and community-based organizations in the New York metropolitan area, will be deployed to connect MSHR students to community-based experience opportunities.

For students interested in gaining community engagement experience internationally there will be an option during the summer for internships in international settings with human rights and community based organizations.

### **Program Evaluation**

As part of the regular assessment cycle for all programs at Binghamton University, student learning outcomes will be assessed at regular intervals in courses selected from the curriculum by the **Program Committee**. Program achievements will be assessed through self-study and external review every seven years, beginning in the fifth year after the program is started. The program will assess its achievement of career objectives for students by tracking graduates' employments after completion. Placement data will be compiled and evaluated every year and will form part of the program review accomplished at 7-year intervals.

A **Human Rights Committee** comprised of faculty from across campus will oversee the program's curriculum, admissions, program assessment, methods for course review and development, review information about student placement, etc. The Human Rights Committee will also help the M.S. faculty and students interface with the larger Binghamton University human rights community, especially with the TAECRCB and the HRI, and encourage ongoing transdisciplinary projects. A student representative, to be elected by all current M.S. students, will participate in this Committee.

An **International Advisory Board** reflective of local, national and international governmental and non-governmental institutions will provide ongoing feedback about the program on an annual basis. We have assembled a group of distinguished individuals to serve on the Board. These experts will help with practicum and job placements.

Board members will regularly visit the program in Binghamton (at least two visits by different board members each semester), meet with students, and offer up-to-date advice on the ever-evolving human rights landscape from an international perspective. Their advice will help students and faculty connect with and learn from experienced practitioners, and will serve as an institutionalized counter to a potential issue, raised by external reviewer Julie Erfani, namely, that the focus on community work and the practicum in the Binghamton area will mean that the global focus may get lost. These expert practitioners will also help us keep the courses up to date. The list of individuals includes Saba Gul-Khattak (Open Society Foundation, Pakistan), Margaret Huang, (Amnesty International), Aidan McQuade (Anti-Slavery International), and Jenik Radon, Esq. (Radon & Ishizumi Law Offices; Columbia University School of International and Public Affairs).



## **Cost and Financing**

Initially, there would need to be funding for one administrative staff position: an Administrative Assistant. The MSHR Program Director is a current faculty member who receives course releases for serving in this role. Funding for two additional tenure-track faculty members, one of who is expected to work full-time in for the MSHR program, has already been allocated by the Provost for the Department, beginning in the 2018-2019 school year. The remaining teaching load will be accommodated by existing faculty, by 1) allocating space in courses offered to the CCPA's PhD program, which currently have the capacity to absorb additional students, and 2) by offering split level seminar courses with the undergraduate Human Development major. With such accommodations, we project that the MSHR can be implemented without adverse impact on existing programs. Please see Appendix B for a spreadsheet showing an allocation of resources for the first five years.

## Appendix A

### MS Human Rights Curriculum

Term 1		Term 3	
Course Title	Credits	Course Title	Credits
HR 500: Human Rights Theory and Practice I	4	Elective	4
HR 504: Integrative Community-Based Research I	4	HR 512: Community Organizing and Human Rights	4
HR 510: Theorizing Social Change and Human Rights	4	HR 601: Capstone Project	4
Term 2			
Course Title	Credits		
HR 501: Human Rights Theory and Practice II	4		
HR 505: Integrative Community Based	4		
HR 520: Community Based Experience	4		
<b>Total required credits:</b>			<b>36</b>

## Appendix B

### MS Human Rights Financial Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
In-State Grad St Enrollment Total <sup>1</sup>	6	14.55	19.1	22.1	27.225
Out-of-State Grad St Enrollment Total	2	4.85	6.85	10.55	13.4
In-State Part Time Grad St Enrollment Total	1	1.425	1.425	1.425	2.425
In-State Grad Tuition (@\$10,870)	\$65,220.00	\$158,158.50	\$207,617.00	\$240,227.00	\$295,935.75
Out-of-State Grad Tuition (@\$22,110)	\$44,420.00	\$107,718.50	\$152,138.50	\$234,315.50	\$297,614.00
In-State Part Time Grad Tuition (@5436 for 12cr/year)	\$5,436.00	\$7,746.30	\$7,746.30	\$7,746.30	\$13,182.30
<b>Total Revenue</b>	<b>\$115,076.00</b>	<b>\$273,623.30</b>	<b>\$367,501.80</b>	<b>\$482,288.80</b>	<b>\$606,732.05</b>
<b>Expenditures</b>					
Dr. Suzy Lee, Director - Funding per UUP salary grade /guidelines; increases as negotiated	\$70,714.00	\$71,435.28	\$72,163.92	\$72,899.99	\$73,643.57
Additional tenure-track faculty TBH <sup>2</sup>	\$70,000.00	\$70,714.00	\$71,435.28	\$72,163.92	\$72,899.99
Administrative Assistant	\$0.00	\$0.00	\$42,000.00	\$42,840.00	\$43,696.80
Library - Funding goes to Library allocation	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Equipment	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
OTPS (Travel, Supplies, Marketing & Publications)	\$5,000.00	\$5,000.00	\$5,250.00	\$5,500.00	\$6,000.00
<b>Total Expenditures</b>	<b>\$157,714.00</b>	<b>\$157,149.28</b>	<b>\$200,849.21</b>	<b>\$203,403.92</b>	<b>\$208,240.37</b>
<b>Annual Revenue Minus Expenditures</b>	<b>(\$42,638.00)</b>	<b>\$116,474.02</b>	<b>\$166,652.59</b>	<b>\$278,884.88</b>	<b>\$398,491.68</b>

### Assumptions and Method for Enrollment Projections

Our enrollment projections for the first five years are based on the following data and rationale:

#### 1. Significant demand among Binghamton University's Human Development undergraduates

<sup>1</sup> After the first year, these totals include both first and second year students. Second year students are derived from first-year cohorts, discounted by 57.5%, to reflect a 15% attrition rate and the fact that second-years will only attend one semester.

<sup>2</sup> Please note: The second faculty line comes from funds made available through the retirement of Kevin Wright, whose berth was in Human Development but who was no longer teaching for us. As such, this line does not represent new funds allocated for the Human Rights Program, nor does it negatively impact existing Human Development resources.

Prior to initiating this proposal, our department requested a study, from the Office of Institutional Research and Assessment, on demand for a Masters level program in Human Rights among the department's undergraduate. To the question, "Are you interested in pursuing a master's degree in Human Rights and community based research in the Department of Human Development at Binghamton University?" (n=85), 27% answered they were "very" interested, and 21% answered that they were "mostly" interested. Given that the Human Development undergraduate program has approximately 150 graduating seniors every year, the study's findings suggest that there are approximately 72 students each year with significant interest in a graduate Human Rights degree from Binghamton University. To fill our first year class, we would require a relatively conservative 10% of those interested students to apply.

In addition, the Introduction to Human Rights undergraduate course offered in the department is always filled to capacity, and there is strong student interest from within and outside of Human Development.

## **2. Significant interest in Human Rights in the greater Binghamton University undergraduate community.**

We believe that, in addition to applicants from Human Development major, we can expect applicants from the greater Binghamton undergraduate student body. Currently, our course in Human Rights are cross-listed with other Binghamton Colleges, primarily Harpur, and each semester, a significant number of students are drawn from beyond the Human Development major. In addition to their specific interest in Human Rights, these students will be exposed to the Master's program and its faculty, increasing the likelihood that some will choose to apply.

More importantly, Binghamton University current houses two institutes specifically related to Human Rights – the Human Rights Institute (HRI) and the Institute for Genocide and Mass Atrocity Prevention (IGMAP). Both of these institutes have helped to foster awareness of Human Rights among the student body.

The HRI is currently planning a minor in Human Rights, to begin in the fall of 2018, with an expected enrollment of 50 students. The Human Development faculty already works closely with the HRI, serving on its steering committee and coordinating events. The HRI has agreed to work with us, both to increase awareness of the Master's program, once it begins, as well as to design and implement a 4-1 program for students interested in accelerated studies.

## **3. Possibility of national and international recruitment**

We expect, that as the programs grows, that an increasing percentage of our students will be drawn from out-of-state and foreign applicants. We make this claim for the following reasons:

First, the graduate program that is most similar to ours – in terms of its placement in a state university and its focus on community activism over international law – Arizona University's

M.A. in Social Justice and Human Rights, has reported that approximately 60% of its incoming class each year are classified as out-of-state. Their primary recruitment tool is the cultivation of their web-presence, through a detailed, accessible web-site. (Julie Murphy Erfani (personal communication, January 2018))

We believe that national and international interest in our program will be augmented by the existence of the HRI and IGMAP, which are both working to make Binghamton a regional Human Rights hub, through the organization of conferences, workshops, lecture series, and other strategies.

#### **4. Job Market Analysis**

Please see section 2.3.h.2., SUNY Proposal

**(Excerpt:** The job site LinkedIn displays more than 1700 jobs related to Human Rights and more than 400 jobs on Law and Human Rights (February 2017). This indicates that there are a large number of positions to be filled, and that the vast majority of human rights jobs are open to non-lawyers. The number from LinkedIn is highly likely to underestimate the number of jobs since it is a private job site that does not list all the available positions.

Experts anticipate that the human rights sector will become stronger in the coming years. Specifically, the number of human rights organizations has grown at “faster-than-average rates” in the last five years. “Projecting to 2018 and beyond, industry revenue is expected to rise strongly based on rising private donations, membership fees and increased disposable income among consumers. Industry organizations that promote human rights, environmental and conservation efforts, as well as organizations that represent senior citizens, are expected to show strong growth over the next five years.”  
(<http://www.prweb.com/releases/2013/2/prweb10413596.htm>)

#### **5. External Evaluators and letters from Prospective Employers**

Please see appendices to SUNY Proposal.

#### **6. Uniqueness**

The program is one of very few of its kind nationally and internationally (see (h)(3), SUNY Proposal).

**For all these reasons, we anticipate that the pool of qualified applicants will be large, and we will be able to be highly selective during the application process. We are not aware that there is a method for projecting application numbers for new programs. We have developed the following method for projecting target size and enrollment.**

##### **Method used for projecting target size and enrollment**

We determined the target size of the program based on the size of the most similar program in the United States, the MA in Social Justice and Human Rights at Arizona State University,

which is housed in a public research university ranked slightly below Binghamton according to the *U.S. News & World Report*.

**According to its director, Julie Murphy Erfani (personal communication, January 2018), enrollment in the Arizona program has never been below 30 in the past 5 years, and has been as high as 50. Of the enrolled students, 60% are out-of-state.**

**Based on this key data, we determine conservatively that the target size of the program's yearly, full-time cohort is 30, which will be achieved by year 5.**

#### **Estimates of First-Year Cohorts, Years 1-5**

	<b>YR1</b>	<b>YR2</b>	<b>YR3</b>	<b>YR4</b>	<b>YR5</b>
<b>In-State</b>	<b>6</b>	<b>12</b>	<b>14</b>	<b>17</b>	<b>20</b>
<b>Out-of-State</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
<b>Part-time/In-State</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

#### **Method for Years 1 and 2:**

We plan to accept only 8 students in the program in the fall of Year 1, because we want to choose high quality applicants from Year 1 to ensure that we can build a solid reputation for the program. This number also takes into consideration that we will have no additional administrative support in years 1 and 2. In Year 2, we expect to be able to make a significant increase in enrollments, as the start-up, intensive administrative efforts will have been completed in Year 1, so that our first-year enrollment will rise to 16.

We assume that, since this program is new, we will have fewer out-of-state students than the MA at Arizona State discussed above presently has. We conservatively estimate that about 25% (or 2 students in the first year) will be out of state.

#### **Method for Years 3 and 4:**

We anticipate that we will have additional staff support, a growing reputation on campus, statewide, nationally, and internationally, and will be able to accept a larger number of high-quality students. Once again, we anticipate a larger applicant pool, and plan to accept 20 students in the fall of Year 3, 25 in Year 4.

We assume that with the growing reputation, we will attract a larger number of high quality of out of state applicants. We therefore anticipate that 30% of the applicants will be from out of state.

#### **Method for Year 5:**

We anticipate that with the growing reputation we will be able to draw from an even larger highly qualified applicant pool, and the now experienced faculty will be able to teach, mentor, and advise a larger number of students. Therefore, we think the program will be ready to reach its target size of 30 by Year 5.

We also anticipate that by Year 5, we will have an applicant pool with a very significant proportion of out-of-state students because of the program's growing reputation. The Arizona State example suggests that we can estimate out-of-state student rates as high as 60%, however, we use a more conservative 33%.

**For all of these estimates, we take into consideration a yearly attrition rate of 15%, and further decrease this estimate by 50% to reflect the fact that second-year students will graduate after the fall semester.**