



New Program Proposal:
Graduate Degree Program
Form 2B
Version 2014-11-17

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate’s and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

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

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1Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

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

Section 1. General Information	
a) Institutional Information	Date of Proposal: 9/1/2015
	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: 4400 Vestal Parkway East, Binghamton, NY 13902-6000
	Dept of Labor/ Regent's Region : Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 21000
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:
c) Proposed Program Information	Program Title: Human Rights
	Award(s) (e.g., M.A., Ph.D.): M.S.
	Number of Required Credits: Minimum [36] If tracks or options, largest minimum []
	Proposed HEGIS Code : 2101.00
	Proposed 6-digit CIP 2010 Code : 44.0201
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:
d) Campus Contact	Name and title: Aondover Tarhule, Dean of the Graduate School, Binghamton University
	Telephone: (607) 777-2070 E-mail: atarhule@binghamton.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i>
	Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost Signature and date:
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

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

The 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 solely 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, place, community, and/or nationality.

- b) What are the program's educational and, if appropriate, career objectives, and the program's **primary student learning outcomes (SLOs)**? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

This innovative professional degree responds to local, regional, national, and international needs for professionals prepared to promote human rights, social justice, and educational/economic opportunity in the most vulnerable communities. Program graduates will be able to collaborate with professionals, organizations, and community members to promote collective impact and social-institutional change. They will be equipped to design and implement social innovations (e.g., developing new ideas that promote economic, occupational, and social development) in communities where formal institutional resources are limited. Graduates will be able to research and evaluate program and organizational improvement efforts in ways that facilitate decision-making and social advocacy based on empirical research.

The program aims to prepare professionals who can analyze, lead, and serve communities. The career outcomes vary widely and range from community organizing and development to policy and analysis of public health trends. The program will help to meet the growing demand for human rights managers, coordinators, and directors in public and nonprofit sectors. Student learning outcomes include the following:

1. Students will demonstrate an advanced knowledge and critical understanding of theoretical positions within the evolution and contemporary form of human rights
2. Students will be able to choose appropriate human rights institutions and resources to analyze human rights issues in a given context based on a knowledge of national, regional, and global human rights regimes.
3. Students will be able to conduct community-based research in a systematic manner from the articulation of a research topic and question, the selection of an appropriate theoretical framework, to the gathering of data to the writing up in multiple genres.
4. Students will demonstrate an ability to evaluate efforts to apply human rights in specific contexts
5. Students will demonstrate an ability to analyze the violation of human rights in specific contexts
6. Students will demonstrate an ability to engage human rights issues by mobilizing community actors and institutions.

Hence, students will develop the theoretical, methodological, and practical skills to succeed in human rights career-related areas such as:

- Pursuit of a PhD in human rights, community research, human development or related fields
 - Entry into local, regional, national, and international human rights positions affiliated with governmental and non-governmental organizations, such as United Nations, Amnesty International, Human Rights Watch
 - Entry into policy analyst positions with research organizations focused on human rights and community research/practice
- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

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 Areas 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.

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

The faculty in the Department of Human Development, College of Community and Public Affairs and across Binghamton University contributed substantially to the program’s design. A M.S. development committee, which reflected a subset of Human Development faculty, in collaboration with all faculty in the Department of Human Development, developed the program design. Faculty members from other areas in the University were consulted in the program design (e.g., Harpur College of Arts and Sciences such as history, political science, geography, sociology, Africana Studies, Asian and Asian Diaspora Studies, Latin American and Caribbean Area Studies). Next, faculty in the three remaining departments (i.e., Social Work, Student Affairs Administration, and Public Administration) the College of Community and Public Affairs provided comments on the program design.

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

Human Development students at the undergraduate level at Binghamton University completed a survey to find out what they would want from such a program and how it could fit into their post-graduation plans. Survey results indicated that while 65% of students were very interested in pursuing graduate studies (n=82). Sixty-eight percent of students were either very (33%) or mostly interested (35%) in human rights and advocacy (n=84). Forty-eight percent of students were either very (27%) or mostly interested (21%) in community based research (n=84). The majority of the survey respondents indicated that their primary activity following graduation would be working full- (46.1%) or part-time (24.2%) (n=61). The program design responds to student interests in human rights and practice.

In addition, our ongoing experience with our undergraduate human development practicum sites, based on a required academic service learning course, has contributed to the program’s design. 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 long-standing partnerships with the Department of Human Development have existed for several decades with significant input and

assessment by executive leadership from multiple entities influencing undergraduate program design and implementation. These partnerships form a significant external base of relationships, standards, and expectations upon which to build a graduate program in human rights as proposed.

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

Year	Anticipated Headcount Enrollment			Estimated FTE – at 6 credits per semester
	Full-time	Part-time	Total	
1	8	1	9	8
2	16	1	17	19
3	20	1	21	22
4	25	1	26	24
5	30	2	32	32

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

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 agree to work with us, both to increase awareness of the Master’s program, once it begins, as well as to design and implement at 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. below.

(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 below.

6. Uniqueness

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

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.

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.

If these anticipated enrollments are not achieved, we will offer split-level courses in which M.S. students will learn together with undergraduates and the instructor will increase the workload for the graduate students.

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

Course Title	Credits
Human Rights Theory and Practice I	4
Human Rights Theory and Practice II	4
Integrative Community-Based Research I	4
Integrative Community-Based Research II	4
Theorizing Social Change and Human Rights	4
Community Organizing and Human Rights	4
Community-Based Experience	4
Elective	4
Capstone Project	4
Total required credits	36

The proposed degree requires 9 courses (36 credit hours) and can be completed in three semesters. These courses are organized within five primary learning areas. These areas include:

- (1) *Two core courses in human rights theory and practice:* critically examining the norms, processes, and

institutions designed to promote and protect human rights in a globalized (and globalizing) world.

(2) *Two core courses in applied community research and program evaluation*: foundational research methods emphasizing collaborative community-based approaches and reflexive research and praxis.

(3) *One core course in theorizing social change and human rights*: (1) understanding and critiquing everyday assumptions about social change and human rights and grasping their political implications; engaging in the practice of theorizing social change not merely as an academic endeavor but as an always-ongoing activity of making sense of and enabling action.

(4) *One core course in community organizing and human rights*: developing and implementing new, creative, and effective ideas for solving social problems and creating social transformation.

(5) *One core course situated in community-based agencies*: applied experience in community organizations to develop professional skills and translate theory into action.

(6) *One elective course* to deepen knowledge in a student's area of interest.

(7) The program culminates in a *final required core course* (4 credit hours), which is a capstone project seminar.

g) Program Impact on SUNY and New York State

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

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.

In addition, the recent spike in hate crimes is highly likely to result in and makes necessary sustained community-level responses.⁵ Graduates will be well placed to compete for jobs working for the not-for-profit sector and local government.

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

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year
United Nations	12	14

⁵ See, for instance, www.cnn.com/2016/11/14/us/fbi-hate-crime-report-muslims/

Amnesty International	6	10
Human Rights Watch	6	6
National Urban League	2	2
Citizen Action NY	2	2
Center for Economic and Social Rights	2	2
Open Society Foundation	2	5
World Health Organization	10	20
Centers for Disease Control and Prevention	5	20
American Civil Liberties Union	3	5

Please note: Typically, proposals for new graduate programs establish need by using Bureau of Labor Statistics (BLR) data. The jobs in question, however, are not in the BLR database, which is non-exhaustive (it covers 83% of jobs in the U.S. economy). Human rights practitioners and researchers are a new and cutting-edge occupation and statistical agencies have yet to create a distinct occupational category to accommodate this change. Several human rights experts, both outside of Binghamton University and BU faculty, have confirmed that the categories used by BLR do not include the kinds of jobs our graduates will seek and obtain.

There are, however, other types of strong evidence that there is demand for our graduates. We discuss this evidence below. In addition, we are providing letters from organizations including the Open Society Foundation and Fordham University, which establish the need for the M.S. in Human Rights. The letters are attached at the end of the form.

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>)

A typical road to an international human rights job is through internships. Although the undergraduate program’s emphasis on human rights is less pronounced, we have placed students with the UN, NGOs and local government. In addition, we are committed to develop an internship track at the UN, and aim to register as a NGO with the office of the DPI at the UN, which will further facilitate placement of students and graduates.

There is a growing demand for professionals with a specialization in human rights practice providing direct service provision (Center for Human Rights and Global Justice, 2015; Humanrightsjobs.com). Generally speaking, the Citizen Sector is one of the fastest growing global business sectors (Harvard Business Review, September, 2010). Over the past three decades, Citizen Sector organizations have created jobs three times as fast as other employers in the U.S. and worldwide, particularly in resource-limited countries. In New York City, for example, while overall employment grew by only 4%, employment in the citizen sector grew by 25% during the 1990s. Renowned business expert, Peter Drucker, has called the Citizen Sector America’s leading growth industry. In this context, job prospects for our graduates are very positive.

Another area ripe for employing graduates from our human rights master’s degree program is the area of ombudsmen/dispute resolution/conflict management. A recent search identified 616 national and international agencies and organizations at national, state, and community levels that presently retain such positions in their organizational charts (<http://ombuds-blog.blogspot.com/p/government.html>). Among these are 430 institutions of higher education (universities) and 113 government and non-government national and international organizations. Public School Systems and Health Care Systems in the United States are also among those retaining such

positions. Our Human Rights and Labor course as well as courses in analyzing and presenting data will enhance our graduates' chances of obtaining such positions.

In sum, program graduates will be prepared to work in community-based organizations in the local Binghamton area, New York State, nationally, and in non-governmental organizations internationally. Human rights employment opportunities, found on the Human Rights Research Center website, can be found in such organizations as the United Nations, Amnesty International, Centers for Disease Control and Prevention, World Health Organization, Human Rights Watch, UNICEF, and American Civil Liberties Union.

The proposed M.S. in Human Rights aims to prepare practitioners but also professional researchers. Human Rights is a budding field of academic research. Based on our assessment of our human development undergraduate students, we anticipate that approximately one-quarter of the M.S. program students will pursue doctoral studies. An integral component of the M.S. in Human Rights is to prepare students for this endeavor.

Our M.S. ideally prepares students for a PhD because, unlike other Human Rights graduate programs, it has a strong research and social theory component. This emphasis will make our graduates highly competitive candidates for prestigious PhD programs, and will give them an edge once they are in a program. Therefore, graduates will be competitive applicants for PhDs in various disciplines, as Human Rights is a burgeoning transdisciplinary field, which includes disciplines such as sociology, political science, anthropology, history, legal studies, and urbanism. Furthermore, faculty involved in the Transdisciplinary Area of Excellence (TAE) entitled Citizenship, Rights, and Cultural Belonging gave their input into the design. The TAEs at Binghamton University address critical social, scientific, technological, economic, cultural, and policy issues that can best be addressed by teams of faculty employing the perspectives and methodologies of multiple disciplines.

Finally, Human Rights practitioners are also likely to find employment in the corporate sector. Five recent surveys of in-demand job skills covering more than 4000 employers and 5600 individuals both in the United States and around the world (from [McKinsey](#); [Georgetown University](#); the [National Association of Colleges and Employers](#); [Gallup/Lumina Foundation](#); and a [consortium](#) of employer organizations) suggest that opportunities are also wide open in traditional for-profit businesses. Traditional businesses increasingly need employees and managers who appreciate the social and environmental dimensions of their work and who can spot opportunities to collaborate with the Citizen Sector (Impact Entrepreneurs, Portland State University, 2015). We are in the midst of a sea change in the way society's problems are solved, the way work is performed, and the way businesses grow.

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

Institution	Program Title	Degree	Enrollment
Columbia University	Human Rights Studies	MA	
Columbia University	Master of International Affairs	MA	

In the United States, there are no existing programs that include such a strong transdisciplinary community research component. Titles of comparable programs include Human Rights and Social Justice, International Human Rights, International Affairs, International Relations, International Legal Studies, and Human Rights Studies.

An internet search of the available university websites as well as the Colby College listing of human rights graduate programs⁶ yielded a total of 15 domestic human rights masters programs. Four of these programs are based in New York: Columbia University offers a MA in Human Rights Studies, a Master of International Affairs (MIA), and an interdisciplinary law-based LL.M. degree, while New York University offers an LL.M. in International Legal Studies, which includes a Human Rights component. None of these programs emphasizes the

⁶ <http://www.colby.edu/oakinstitute/resources/graduate-school-programs-in-human-rights/>

relationship between Human Rights and community research/practice. Furthermore, given that all of these programs are housed within law schools, it is unlikely that a Human Development-based Human Rights program in CCPA would have a significant impact on the enrollment at other institutions.

Thirteen of these 15 graduate degree programs have a focus on international law, and as such, these programs are typically housed within law schools or political science departments. Interdisciplinary programs, which include a legal component but go beyond the study of law, include the MA in Human Rights offered at the Humphrey School of Public Affairs (University of Minnesota), which emphasizes the global and international level. Several programs in Europe, including the MA in European Union Studies and Human Rights at Catholic University San Antonio, also emphasize the international level. Others, like University College London's MA in Human Rights, emphasize human rights theory and research but unlike Binghamton, does not focus on community-level research and action.

The remaining two U.S. programs, both located in Arizona (Prescott College and Arizona State University) have an explicit focus on social justice-based activism in local and domestic contexts. Our proposed program builds upon the practice-based strengths of these programs by incorporating meaningful research experience into the curriculum. Binghamton's M.S. is unique because of its focus on community-level research and advocacy. More than half of the mandatory courses emphasize the community level (including courses on research, theory, advocacy, and organizing).

Most faculty members of the Department of Human Development are already involved in community-level human rights-based research and advocacy. The faculty, which includes social scientists from different disciplines, a legal scholar as well as psychologists, ensures that students will receive a well-rounded education. Growing out of an already-existing departmental culture of interdisciplinary engagement with communities, this new graduate degree promises to offer a unique training opportunity for students. In sum, the proposed Master of Science degree is unique among Human Rights programs because it emphasizes a scientifically-based focus on community research lacking in many other, more legally- and theoretically-oriented Masters' programs with similar foci.

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

The letter of intent for the proposed program was distributed to all campuses in SUNY.

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

The program was distributed to all campuses in SUNY. There were no concerns or objections raised by other SUNY campuses.

2.4. Admissions

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

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.

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.

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

Given the wide range of criteria (including work experience, academic performance, demonstrated commitment to human rights) that we consider in the regular admissions process, we do not anticipate that there will need to be a separate process for exceptions.

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

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.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

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 M.S. in Human Rights is likely to attract applicants from and thus to reflect the outstanding undergraduate student body at Binghamton University. 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.

2.5. Academic and Other Support Services

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

The faculty will provide ongoing academic advising to students enrolled in the program, as in other graduate programs on campus. Students will participate in a wide-ranging and thorough orientation program. As part of this orientation, they will have opportunities to interface with faculty affiliated with this program in various departments, including members of the Program Committee. From admittance, each student will be assigned an advisor affiliated with the program. This person will guide students through the selection of academic courses as well as the research and writing of their capstone project. Students can select a new advisor after the first semester based upon areas of interest and personal fit. Advisors will collaborate in refining the goals of the capstone project, helping students make contacts in the broader community, and insuring that the project leads to valuable outcomes for the student and the agency.

Other support services for graduate students are provided through the Graduate School, the Graduate Community of Scholars, the Career Development Center, and the Graduate Student Organization.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Graduate students at the master's level receive financial support primarily from loans. A limited number of Clifford D. Clark Fellowships for historically underrepresented students are available for qualified students, and some master's students are employed in various capacities as assistants. Faculty research grants will also provide financial support for students. We anticipate that 70-80% of the students enrolled in this program will receive no support except for loans.

2.6. Prior Learning Assessment

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

2.7. Program Assessment and Improvement

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

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 Transdisciplinary Area of Excellence directed by Bat Ami Bar-On, 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).

Section 3. Program Schedule and Curriculum

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

NOTES: *The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.*

Special Cases for the Program Schedules:

- *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.*

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*
- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.
- c) For each new course in the graduate program, **append** a syllabus at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [*SUNY policy on credit/contact hours*](#)), general course requirements, and expected student learning outcomes.
- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document

SUNY Graduate Program Schedule (OPTION: You can insert an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: _____

- a) Indicate **academic calendar** type: [] Semester [] Quarter [] Trimester [] Other (describe):
- b) **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
HR 500: Human Rights Theory and Practice I	4	X		HR 501: Human Rights Theory and Practice II	4	X	HR 500
HR 504: Integrative Community-Based Research I	4	X		HR 505: Integrative Community Based Research II	4	X	HR 504
HR 510: Theorizing Social Change and Human Rights	4	X		HR 520: Community Based Experience	4	X	HR 500, HR 510
Term credit total:	12			Term credit total:	12		
Term 3:							
Course Number & Title	Credits	New	Co/Prerequisites				
Elective	4						
HR 512: Community Organizing and Human Rights	4	X					
HR 601: Capstone Project	4	X	HR 501, HR 505, HR 510				
Term credit total:	12						

Section 4. Faculty

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

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

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 52.2\(b\) of the Regulations of the Commissioner of Education](#).*

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

Faculty are full time when they have full-time commitments to a department, division, or school. Their full time obligations in teaching, research, and service are defined by the dean and chair of the unit in which they are employed.

SUNY Faculty Table*

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

Please note: Dr. Suzy Lee and one additional faculty member (search in process) will teach 6 classes per year. The remaining courses will be taught by existing faculty without adding to their existing time commitments.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Lubna Chaudhry	0	HR 500, HR 501, HR 505, HR 505, HR 512, HR 601	PhD (UC Davis)	Sociocultural Studies in Education	Feminist Theory and Research and Critical Theory; Human Rights; applied community based research and evaluation (qualitative methods)
Jakob Feinig	0	HR 500, HR 501, HR 504, HR 505, HR 510	PhD (Binghamton)	Sociology	International Development
Óscar Gil-García	0	HR 500, HR 501, HR 505, HR 510, HR 601	PhD (UC Santa Barbara)	Sociology	Human rights; applied community based research and evaluation (qualitative methods)
Myra Sabir	0	HR 504, HR 505, HR 520	PhD (Cornell)	Human Development	Applied community based research and evaluation (quantitative and qualitative methods)
Marguerite Wilson	0	HR 504, HR 505, HR 510, HR 520	PhD (UC Davis)	Education	Human rights; applied community based research and evaluation (qualitative methods)
Leo Wilton	0	HR 500, HR 501, HR 504, HR 505, HR 512, HR 601	PhD (NYU)	Counseling Psychology	Global Health (human rights and social justice), applied community research and evaluation (quantitative and qualitative methods, multi-methods, mixed-methods research)
Denise Yull	0	HR 500, HR 501, HR 510, HR 512	EdD (Binghamton University)	Educational Theory and Practice	Human rights; applied community based research and evaluation (quantitative and qualitative methods)
Suzy Lee	100	HR 500, HR 501, HR 505, HR 510, HR	PhD (NYU) J.D. (Harvard)	Sociology Law	Human rights; applied community based research and evaluation (qualitative

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
		512, HR 520, HR 601			methods)
Part 2. Part-Time Faculty					
Ann Merriwether	0	HR 504, HR 505	PhD (Penn State)	Developmental Psychology	Applied community based research and evaluation (quantitative methods)
Diane Crews	0	HR 520	PhD (Binghamton University)	Political Science	Public Policy Analysis & Administration
Dinesh Sharma	0	HR 520	PhD/EdD (Harvard)	Human Development, Psychology, Anthropology	Human Rights; NIMH Post-Doctoral Fellowship in Epidemiology, Public Health, at Columbia University
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
TBH1: Assistant Professor (search in process)	100		PhD		

**Bat-Ami Bar On (Professor of Philosophy and steering committee chair of the Citizenship, Rights, and Cultural Belonging Transdisciplinary Area of Excellence [TAE] at Binghamton University) and David Cingranelli (Professor of Political Science, Director of the Human Rights Institute, and member of the Citizenship, Rights, and Cultural Belonging TAE at Binghamton University), internationally recognized scholars of human rights, have agreed to cross-list their graduate courses with the new proposed human rights program so that students will have allotted spaces in these courses. Professor Cingranelli who periodically teaches a doctoral (600-level) seminar in human rights will adjust the course requirements to accommodate Master's degree students, with relevant background in statistics, in the proposed Human Rights program. Professor Cingranelli has also agreed to cross-list and adjust the syllabi of four undergraduate human rights courses as a basis to have allotted spaces for graduate students enrolled in the proposed Human Rights program (e.g., Human Rights and World Politics, Human Rights: Issues for Debate, Research on Global Human Rights, and Research on Labor and the Global Economy). Professor Cingranelli in his role as Director of the Human Rights Institute will offer graduate internships in human rights that will be available for students in the proposed Human Rights program. Further, the Department of Human Development is in the process of establishing an agreement with the Department of Geography so that John Frazier (Professor of Geography) will teach a new elective graduate course on human rights and ethnic tensions in the U.S. (with comparative global cases). This course will use both historical and contemporary examples to illustrate the impact of immigration, ethnic settlement geography and the ethnic tensions that occur when place remaking occurs across the Asian, Hispanic-Latino, and African Diasporas in the U.S.

Section 5. Financial Resources and Instructional Facilities

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

Instructional facilities will consist of existing classroom space in the University Downtown Center and the Binghamton campus. While students are currently able to move easily between the two facilities due to regular and dependable public and university transit systems, scheduling of courses will be carefully designed and monitored to insure that the two locations do not present problems for students. No new resources are anticipated; some reallocated faculty time may be involved in creating a set of offerings for the required courses while electives are expected to consist of available seats in existing appropriate graduate-level courses or undergraduate courses cross-listed at the graduate level.

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

With two faculty committed to the program full-time, the program does not anticipate any immediate personnel needs. The program requests an administrative assistant in year 3.

SUNY Program Expenses Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
In-State Grad St Enrollment Total	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
Total Revenue	\$115,076.00	\$273,623.30	\$367,501.80	\$482,288.80	\$606,732.05
Expenditures					
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**	\$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
Total Expenditures	\$157,714.00	\$157,149.28	\$200,849.21	\$203,403.92	\$208,240.37
Annual Revenue Minus Expenditures	(\$42,638.00)	\$116,474.02	\$166,652.59	\$278,884.88	\$398,491.68

* 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. The assumptions and method employed for the enrollment projections are fully described in 2.3. f. above.

** 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.

Section 6. Library Resources

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

Library resources to support his program currently exist, supporting the faculty research and teaching of the multiple contributing members of the program listed above on page 17. Library acquisitions will continue to be important to the program. In its current state, however, library collections and electronic resources are fully adequate to support the program.

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

As per Section 6a, the current resources are adequate.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name:	Name:
Title:	Title:
Institution:	Institution:

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? No [] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program’s design enable students to complete 100% of the course requirements through distance education? No [] Yes

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

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
 No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

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

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, Commissioner’s Regulations for the Profession , or other applicable external standards	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
A	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
B	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
C	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
D	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
	<i>For all programs</i> , a single Institutional Response to External Evaluators’ Reports	Section 8
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
	<i>For programs requiring an MPA</i> , a Master Plan Amendment form	Section MPA-1

Appendix A – Curriculum Map

Course Number & Title	Cr	Obj. 1: Knowledge of theoretical positions related to human rights	Obj. 2: Ability to choose appropriate human rights institutions and resources	Obj. 3: Conduct community-based research	Obj. 4: Ability to evaluate efforts to apply human rights	Obj. 5: Ability to analyze the violation of human rights	Obj. 6: Ability to engage human rights issues through community practice
HR 500: Human Rts Theory & Practice I	4	X	X			X	
HR 501: Human Rts Theory & Practice II	4	X	X			X	
HR 504: Comm.-Based Research I	4			X	X	X	
HR 505: Comm.-Based Research II	4			X	X	X	X
HR 510: Theorizing Social Change & Human Rts	4	X			X	X	
HR 520: Comm.-Based Experience	4			X	X	X	X
HR 512: Community Organizing	4				X	X	X
HR 601: Capstone Seminar	4	X	X	X	X	X	X
Elective	4						

With respect to learning outcomes, students graduating from the program will have the following knowledge, understanding and skills:

1. An advanced knowledge and critical understanding of theoretical positions within the evolution and contemporary form of human rights
2. An advanced knowledge and critical understanding of key debates in the field including cultural relativism, gender and rights, indigenous rights, and multiculturalism
3. An in-depth knowledge and critical understanding of the evolution and current architecture of national, regional, and global human rights regimes
4. An in-depth knowledge and critical understanding of theories of social change and their relationship to attempts to assert human rights within specific contexts
5. A critical understanding of communities as framed by multi-layered power relations and as crucibles of social change
6. An ability to undertake community based research in a systematic manner from the articulation of a research topic and question to the gathering of data to the writing up in multiple genres.
7. An ability to evaluate efforts to apply human rights in specific contexts
8. An ability to analyze the violation of human rights in specific contexts
9. An ability to engage in community organizing to promote human rights
10. Advanced knowledge and critical understanding of an interest area related to human rights

Appendix B – Catalog descriptions of existing courses

Electives (one is required from this list)

We will request a cross-listing at the graduate level of the classes that are offered at the undergraduate level. In addition, we are planning to have Human Development faculty develop and teach electives. One new elective (Innovative Social Entrepreneurship) can be found in Appendix C below.

PLS 486V Research on Human Rights and Labor

In recent years, empirical research on the topics of human rights and labor has become increasingly common. Much of this research depends on quantitative data developed through content analysis of the information contained in the U.S. State Department's annual Country Reports on Human Rights Practices and Amnesty International's Annual Reports. In this class, students will serve as research assistants and coders for the CIRI Human Right Data Project and, as such, should expect to learn how to conduct content analysis of the information contained in these reports. Furthermore, students will learn about the conduct of quantitative social scientific research by studying the application of the scientific method to the study of politics, investigating the existing empirical research on human rights and labor, and conducting their own research using the CIRI data.

HIST 333 Human Rights Since 1945

We live in hard times for human rights; ours is an age of "cruel disappointment" and, appreciably, of perpetual war. What can we say of the contemporary scene and what is the future for human rights advocacy globally? This course looks to history for answers, exploring the historical emergence and development of human rights as a global system of norms and laws in international politics. It sees the roots of human rights in humanitarian law (the laws of war) and the global system of people's transnational politics emerging after the mid-19th century. Together we will trace the patters of humanitarian practices that helped contribute to the establishment of the first human rights system in world history under U.N. auspices between 1945 and 1949. The course then examines the process of localizing and globalizing human rights at distinct moments in time, providing an historical understanding of human rights "orthodoxies," the challenges of movements for gender and economic justice confronting galloping inequality, examples of "humanitarian intervention" in the long 1990s, and growing concerns with climate crises as security and rights issues. It also follows the major changes in international human rights and criminal law since the end of the Cold War and multiple states' (including the US) claims to a status of exception. Through primary source reading and case studies, it confronts major debates over universalism and cultural relativism, sovereignty claims, legal accountability and impunity as well as transitional justice. Do human rights politics and treaties protect vulnerable people and bend the arc toward justice? Format: Discussion of assigned readings each class meeting, one in-class mid-term, short internet assignment for writing and re-writing, and a final exam scheduled by the registrar

SOC380G Globalization Crisis Opportunity

This course will analyze the origins and dynamics of globalization, rooting this in the crisis of the global capitalism in the latter part of the 20th century. A special focus of the course will be finance capital, which became the cutting edge of globalization as well as the central cause of the global economic crisis that exploded in 2008 and continues to this day. Among the topics to be covered are the relationship of corporate-driven globalization to rising inequality and the role of multilateral institutions—notably the World Trade Organization, International Monetary Fund, and World Bank--in promoting globalization. The final section of the course will be a discussion of alternatives to corporate-driven globalization, among them the paradigms of Deglobalization, Degrowth, and Food Sovereignty.

SOC 426 Global Social Movements

How various socially subordinate populations and oppressed elites worldwide have mobilized to resist global patterns of domination and exploitation (local and world-scale) in the past 40 yrs., involving: politico-military interests, the scramble for strategic resources, socio-economic polarization between-and within-countries and regions, as well as growing disparities in terms of class, race-culture, gender, and citizenship.

SOC342 Sexual Trafficking, Sexual Tourism

Locates contemporary international trafficking of women and children for forced labor, sexual services and prostitution; studies the inter-relations between transnational migrations, forced labor, sex work, and livelihood strategies under new forms of globalization.

SOC325 Gender and Development

Addresses the problems of development and underdevelopment in the Third World with a special focus on gender inequalities. Introduces students to the main theoretical perspectives on development, and evaluates them in the context of both the historical record of colonialism and important contemporary issues, such as the challenge of sustainable development and the ecological limits to limitless growth.

SOC 380H Prison Writings

How do writings by incarcerated people illuminate the character of the modern penitentiary? We will focus on a range of writings to try and grapple with this question. While most of the writings will be from the United States, we will also look at writings from across the world. While the course will privilege work by currently and formerly incarcerated people, we will also look at secondary literature.

ANTH 512 Political Ecology

A critical examination of the development of environmentalism in the late 20th century and the new millennium. Concerned with the politics of ecology under capitalism; also focuses on cultural representations of nature and the current environmental crisis. Discussions address current debates on scarcity, population growth, sustainability, the privatization of nature, global warming, bioreligionalism, biopower, nature/capital, ecological movements, cities and nature, and environmental planning. Readings cover issues related to both the "green" and "brown" agendas and draw from various theoretical traditions in the social and human sciences.

ANTH 513 Consumption, Culture and Modernity

Examines how and why consumption has become a central concern in social theory. Why have we shifted our focus from production to consumption? What is the relationship between the cultural turn and the interest in consumption? How is consumption related to current concerns with the individual, self and identity? How is the analysis of consumption linked to debates on modernity and post-modernity? Looks at the contributions from political, economic and cultural approaches to the examination of consumption. Discusses current debates on the meanings of the market, commodities, things and gifts.

ANTH 514 Sexuality Studies in Anthropology

Focuses on the study of sexuality in varied sociocultural and historical contexts and from varied theoretical perspectives. We begin with an examination of the histories of sexuality studies, including the emergence of feminist sexuality studies and queer anthropology, and then turn our focus for the body of our seminar to engaging specific ethnographies and historical works in sexuality studies. Across our readings, we will give particular attention to the ways sexuality articulates through and is articulated by differences of race, class, gender, nation, and colonial experience, and thus with social power and relations of privilege and subordination. While this seminar does not explicitly focus on queer anthropology, we will substantively engage with the growing body of LGBTQ work in anthropology, including its relationships to feminist anthropology.

ANTH 534 Nationalism, Feminism and Women

Examines the variety of feminisms developed by Third World feminists and the politics of Third World

feminisms, particularly as these have taken (and take) shape in relation to nationalism, anti-colonial struggle and post-coloniality. Problematics we will pursue include: critical interrogation of the categories "women," "Third World," and "feminism;" the legacies of colonialism and import of imperialism and racisms for Third World feminist projects at their interfaces with nationalism, anti-colonial struggle, and postcolonial state-building; the varying relationships between theory, experience and identity in Third World feminisms and their politics; and knowledge production about and the politics of representing Third World women/feminisms/nationalism.

Appendix C – Syllabi for new courses

HR 500 Human Rights Theory and Practice I

This course critically examines the validity and purchase of “humankind’s most noble aspirations” for us today. It examines the historical and intellectual evolution of human rights, the different approaches and interpretations as well as their contemporary practice, uncovering the idea of human rights in its historical and intellectual contexts of emergence. The aim of this course is to provide a broad overview of the development of the idea of human rights before 1948, and to examine the ideas and theories contained in the Universal Declaration of 1948.

Course requirements:

Class participation (15%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Exams (40%)

Two exams covering the course readings, lectures, film presentations, and discussions will be given. The exams will consist of essay and short answer questions. Each exam will account for 20% of the course grade.

Final Paper (45%)

Final 20-page paper in which students trace the development of one human rights issue in one country throughout the 20th and 21st century (50%).

Readings

Clapham, Andrew. 2007. *Human Rights: A Very Short Introduction*. Oxford: Oxford University Press.

Ishay, Micheline (2008) *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press.

Hunt, Lynn Avery. 2008. *Inventing Human Rights: A History*. New York: W. W. Norton.

Freeman, Michael. 2011. *Human Rights: An Interdisciplinary Approach*.

Turner, Bryan (1993) ‘Outline of a theory of human rights’, *Sociology* 27 (3): 489-511.

Quataert, Jean Helen. 2009. *Advocating Dignity: Human Rights Mobilizations in Global Politics*. Philadelphia: University of Pennsylvania Press.

Bhambra, Gurminder K. and Robbie Shilliam. 2009. *Silencing Human Rights: Critical Engagements with a Contested Project*. Basingstoke, Hampshire: Palgrave Macmillan.
Baxi, Upendra (2011). *The Future of Human Rights*. New Delhi: Oxford University Press.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

1. Critically evaluate the intellectual and historical emergence of the idea of human rights
2. Identify and assess the ideas presented in the Universal Declaration and the Human Rights Regime emerging after 1948
3. Demonstrate an advanced knowledge and critical understanding of philosophical positions within the evolution of contemporary form of human rights
4. Demonstrate an in-depth knowledge and critical understanding of the evolution and current architecture of national, regional and global human rights regime
5. Demonstrate an in-depth understanding of cultural and ideological biases related to human rights and offer alternative interpretations
6. Present clear, concise, relevant and well-substantiated arguments related to human rights

HR 501 Human Rights Theory and Practice II

This course is a continuation of HR500 and focuses on analyzing contemporary issues in human rights, such as modern slavery, human trafficking, socio-economic rights, the rights of children, gender-based violence, torture, immigration, refugee rights, indigenous people's rights, and environmental rights. In addition, relevant documents, contemporary ethical conundrums and institutional frameworks pertaining to the various aspects of human rights practice will be discussed.

Prerequisites: HR500 Human Rights Theory and Practice I

Course requirements:

Class participation (15%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Exams (40%)

During the semester, two exams covering the course readings, lectures, film presentations, and discussions will be given. The exams will consist of essay and short answer questions. Each exam will account for 20% of the course grade.

Final Paper (45%)

Analysis of a major human rights issue in a country other than the US that includes an analysis of institutions, practices, compliance, violation, and trends.

Credits: 4

Readings:

Agosin, Marjorie. 2001. *Women, Gender, and Human Rights: A Global Perspective*. New Brunswick, NJ: Rutgers University Press.

Brysk, Alison and Austin Choi-Fitzpatrick. 2013. *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Philadelphia: University of Pennsylvania Press.

Roth, Kenneth. 2004. "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization." *Human Rights Quarterly* 26: 63-73.

Kent, George. 2010. *Freedom From Want: The Human Right to Adequate Food*. Washington: Georgetown University Press.

Blau, Judith R. and Mark Frezzo. *Sociology and Human Rights: A Bill of Rights for the Twenty-First Century*. Thousand Oaks, Calif.: Pine Forge Press.

Wall, John. 2016. *Children's Rights: Today's Global Challenge* Lanham, MD: Rowman & Littlefield.

Hajjar, Lisa. 2013. *Torture: A Sociology of Violence and Human Rights*. New York: Routledge.

Picolotti, Romina and Jorge Daniel Taillant. 2010. "Linking Human Rights and the Environment." Tucson, AZ: University of Arizona Press.

Douzinas, Costas (2007) *Human Rights and Empire: The Political Philosophy of Cosmopolitanism*, London: Routledge-Cavendish.

Douzinas, Costas (2000) *The End of Human Rights: Critical legal thought at the end of the century*, Oxford: Oxford University Press.

Donnelly, Jack. 2013. *International Human Rights*. Boulder, CO: Westview Press.

Contact hours/week: 3

Student Learning Outcomes

1. Demonstrate the ability to create links and interpret (a) the theory and practice of human rights, and (b) a contemporary human rights issues in the light of the knowledge of the theory and practice of human rights.
2. Demonstrate an advanced knowledge and critical understanding of key debates in the field including cultural relativism, gender and rights, indigenous rights and multiculturalism
3. Demonstrate a knowledge of how human rights are codified
4. Demonstrate a critical understanding of the mechanisms available for punishing those who violate human rights

HR 504 Integrative Community-Based Research I

The purpose of this course is to introduce students to research methods used to conduct applied human rights community research and program evaluation. A specific emphasis will be placed on core research principles and concepts within the context of quantitative and qualitative research methods. During the semester, students will have an opportunity to develop an understanding of the socio-historical and –political contexts of research, stimulate scholarly thought about research interests, and begin the process of developing a professional identity as a scientist-practitioner. Students will explore a range of topics including epistemology, research, and methods; theoretical models in research; ethics in research; quantitative and qualitative research design, measurement, sampling, and analysis; and applied statistics.

Course requirements:

Class Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Exams (30%)

Two exams covering the course readings, lectures, film presentations, and discussions will be given. The exams will consist of essay and short answer questions. Each exam will account for 15% of the course grade.

Journal Article Critique Papers (20%):

For this assignment, students will be expected to develop 4 two-page journal article critique papers that provide a critical synthesis and analysis of a scholarly journal article focused on applied community based research and evaluation that will be selected by the professor. The paper will focus on analyzing each component of the scholarly journal article (e.g., Introduction, Theoretical Framework, Methods, Results, Discussion, and Conclusions). Each paper will account for 5% of the course grade.

Research Proposal Paper (40%)

During the semester, students will be expected to develop a 20-page research proposal paper based on their scholarly research interests in human rights. The paper will incorporate a critical analytic approach to a selected area of research based on key theoretical and methodological concepts learned in the course. The paper will have following sections: (1) Title Page, (2) Abstract, (3) Introduction, (4) Literature Review, (5) Theoretical Framework, (6) Research Questions, (7) Proposed Study, (8) Research Design, (9) Research Ethics Considerations, and (10) References (APA style). Students will present their final research papers in the course.

Texts used:

Jason, L. A., Glenwick, D. S. (2016). *Handbook of Methodological Approaches to Community-based Research: Qualitative, Quantitative, and Mixed-methods*. New York: Oxford University Press.

Patton, M. Q. (2014). *Qualitative Research and Evaluation Methods*. 4th ed. Thousand Oaks, CA: Sage Publications, Inc.

Coomans, F., Grunfeld, F., Kamminga, M. (2009) *Methods of Human Rights Research*. Maastricht Center for Human Rights. Intersentia.

Clark, J. N. (2012). "Fieldwork and its Ethical Challenges: Reflections from Research in Bosnia." *Human Rights Quarterly* 34(3): 823-839.

Metz, T. (2012). "African Conceptions of Human Dignity: Vitality and Community as the Ground of Human Rights." *Human Rights Review* 13(1): 19-37.

Mkandawire-Valhmu, L., Stevens, P.E. (2007). "Applying a feminist approach to health and human rights research in Malawi: A study of violence in the lives of female domestic workers." *Advances in Nursing Science* 30(4): 278-289.

Root, B. (2013). "Statistics and Data in Human Rights Research." *Proceedings of the Annual Meeting (American Society of International Law)* 107: 65-68.

Eppel, S. (2009). "The Tale of Three Dinner Plates: Truth and the Challenges of Human Rights Research in Zimbabwe." *Journal of Southern African Studies* 35(4): 967-976.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

1. To provide students with a foundation in quantitative and qualitative methodological approaches used in applied human rights community research and program evaluation.
2. To develop an understanding of how human rights theory relates to research methods used in applied community research and program evaluation.
3. To develop awareness of ethical principles associated with applied community research and program evaluation.
4. To understand how to develop a critical analysis of a scholarly research article.
5. To explore how applied research and evaluation relates to a strength-based approach within the context of working with communities.
6. To learn how to access and utilize Internet-based scholarly research sources effectively, as well as becoming familiar professional reports published in the area of human rights (e.g., Amnesty International, Human Rights Watch, etc.).
7. To learn how to write a critical analytic research proposal paper.

HR 505 Integrative Community-Based Research II

The purpose of this advanced course is to examine critical methodologies as a basis to employ a critical analytic interdisciplinary framework in applied community research and evaluation. A critical analytic framework in research—including theory, methodologies, and praxis—incorporates a critique of macro- and micro-level inequalities based on the engagement of transformative discourses in the area of human rights. Emphasis will be placed on multi-level research, mixed-methods research, and community-based participatory research approaches: linking theory, method, and praxis; context in multi-, mixed-, and community-based participatory research methods; theoretical models in multi-, mixed-, and community-based participatory research methods; research design, data collection, and analysis in multi-, mixed, and community-based participatory research; and technologies in multi-, mixed-, and community-based participatory research.

Course requirements:

Class Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Critical Analysis Research Response Papers (40%)

During the semester, students will be expected to write three 5-page critical analysis research response papers that integrate assigned course readings to address a core contemporary issue related to human rights. Each paper will incorporate one of the key methodological areas learned in the course: (1) mixed-methods, (2) multi-methods, (3) community-based participatory research methods as a basis to examine the contemporary human rights issue. The papers should demonstrate a clear understanding of key conceptual ideas from the assigned course readings.

Human Rights Research Project (50%)

Students will be expected to continue developing the proposal from HR 504 and/or begin data collection. In consultation with the adviser and the instructor of HR 505, they will decide whether the proposal needs additional work. If it does, they will do so in during their second semester. If the proposal is sufficiently advanced, and the practicalities of their research project permit, and with the permission of instructor and advisor they may begin data collection. Those students who are still working on the proposal during the second semester will do the data collection during the summer break.

Texts:

Hesse-Biber, S. N., & Johnson, R. B. (2016). *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*. New York: Oxford University Press.

Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (2012). *Methods for community-based participatory research for health*. 2nd ed. San Francisco: Jossey-Bass.

Marx, A., Soares, J. (2015) “Applying New Methodological Tools in Human Rights Research: The Case of Qualitative Comparative Analysis.” *The International Journal of Human Rights* (October 17): 1-21.

Green, M. (2001). “What we talk about when we talk about indicators: Current approaches to human rights measurement.” *Human Rights Quarterly* 23(4): 1062-1097.

Ryan, M.A. (2006). “The Politics of Risk: A Human Rights Paradigm for Children’s Environmental Health Research.” *Environmental Health Perspectives* 114 (10): 1613-1616.

Speed, Shannon. (2006). “At the Crossroads of Human Rights and Anthropology: Towards a Critically Engaged Activist Research.” *American Anthropologist* 108(1): 66-76.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

1. To provide students with advanced-level methodological knowledge in mixed- and –multi-level and community-based participatory research approaches used in applied community research and program evaluation.
2. To develop an understanding of how theory can be applied to mixed- and multi-level and community-based participatory research methods used in applied community research and program evaluation.

HR 510: Theorizing Social Change from a Human Rights Perspective

This course has two principal objectives: (1) To understand and critique everyday assumptions about social change and human rights, and grasp their political implications. (2) To engage in the practice of theorizing social change not merely as an academic endeavor but as an always-ongoing activity of making sense of and enabling action upon the present. To meet these objectives, we will read classical and contemporary theorizations of capitalism, modernity, and socio-economic development, and connect them to human rights theory and practice (including the material discussed in HR 500 and HR 501). In addition, one section of the course will include readings tailored to students' needs for their capstone project. These texts and class discussions will help them develop a theoretical framework they will use for the research proposal developed in HR 504 (Integrative Community-Based Research I), which they will also take in their first semester. In this course, we will ask broad questions such as: How does the expansion of capitalism intersect with human rights? What are the possible connections between the expansion and possible shrinking of state bureaucracies and human rights?

This course feeds directly into the proposal for the capstone project, which students develop in the same semester because it is designed to help them with the theory section of the proposal. In addition, this course can be seen as providing a broader context for HR 500 and HR 501 (Human Rights Theory and Practice I and II), and the texts and assignments are coordinated with the instructors who teach these two classes on an ongoing basis to ensure a coherent learning experience for each cohort.

Course requirements:

Weekly reading reports (10%)

Students are required to submit weekly one-page reports in which they reflect on the week's readings.

Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Mid-term exam (20%)

During the semester, one exam covering the course readings, lectures, film presentations, and discussions will be given. The exam will consist of essay and short answer questions.

Two critiques of policy papers in which students identify assumptions and connect them to theorizations (30%)

Final paper that builds connections between the theories interrogated in this class and the students' individual capstone projects (30%)

Texts used

Frezzo, Mark. 2015. *The Sociology of Human Rights: An Introduction*. Cambridge, UK: Polity.

Auateaert, Jean H. 2010. *Advocating Dignity: Human Rights Mobilizations in Global Politics*. Philadelphia: University of Pennsylvania Press.

- Bauman, Zygmunt. 1991. *Modernity and the Holocaust*. Ithaca, N.Y.: Cornell University Press.
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43:1241–1299.
- Crossley, Nick. 2005. *Key Concepts in Critical Social Theory*. London; Thousand Oaks: SAGE.
- Delgado, R. and Stefancic, J. (2001) *Critical Race Theory: An introduction*. New York: New York University Press.
- Dorothy Smith. 1989. *The Everyday World as Problematic*. Boston: Northeastern
- Foucault, Michel. 1982. "The Subject and Power." *Critical Inquiry* 8:777-795.
- Foucault, Michel. 1991. "Questions of Method." in *The Foucault Effect: Studies in Governmentality with Two Lectures by and an Interview with Michel Foucault*. Chicago: University of Chicago Press.
- Abrams, Philip. 1988. "Notes on the Difficulty of Studying the State." *Journal of Historical Sociology* 1:58-89.
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. London: Lawrence & Wishart.
- Hall, S. (1996) *The West and the rest: Discourse and power*. In S. Hall, D. Held, D. Hubert & K. Thompson (Eds.), *Modernity: An introduction to modern societies*, pp. 185-225. Oxford, UK: Blackwell.
- hooks, bell. 2000. *Where We Stand: Class Matters*. New York: Routledge.
- Lorber, J. (2012) *Gender inequality: Feminist theories and politics*.
- Robbins, R.H. (2011, 2008, 2005) *Global Problems and the Culture of Capitalism*. Boston: Prentice Hall.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes:

- 1) An advanced knowledge and critical understanding of key theorizations of social change, ability to relate them to human rights issues
- 2) An ability to identify the assumptions that underlie these theorizations, and identify them in policy documents
- 3) An ability to theorize the present from the perspective of human rights

HR 520 Community-Based Experience

The purpose of this course is to provide students with opportunities to engage in the integration and application of theory and practice through a community-based experience. Students will explore the pragmatic, nuts-and-bolts type issues of the community-based experience to a more in-depth exploration with concerns such as hierarchical relationships in service-delivery contexts, the implications of human rights, and the long-term as well as everyday workings of community based agencies and non-governmental organizations. Building on a critical approach to work in the field of human rights, a critical emphasis will be placed on how power relations structure organizations and communities within their broader socio-historical, -political, -economic, and -cultural contexts. As such, students will examine the implications of social identities and positionality in relation to social locations such as race/ethnicity, gender, social class, sexuality, national origin, religion, for experiences in the field as interns and eventually as human rights practitioners. During this process, students will engage in critical analysis and thoughtful reflection in exploring and challenging their values, assumptions, perceptions, and biases related to their work as practitioners in communities.

This course is designed to ensure accountability and feedback through the community-based experience at three levels: supervision/evaluation by site supervisor; coordination/consultation with the instructor; and co-reflection/discussion with fellow students.

Students must actively participate in a community-based experience at a local human service agency for 10 hours per week, for a semester total of 120 hours. The 10 hours should be allotted either in one full-day and/or half-day increments so that the student may maximize the richness of the experience. Students will begin the community-based experience by the first week in the semester, and continue in the same site through the end of the semester.

Community-based experience sites are community based, non-governmental, or governmental agencies that incorporate a focus on human rights and must be approved by the instructor. These sites can be located on local, regional, statewide, or international levels. Appropriate field settings include a wide range of human rights systems such as child welfare, criminal justice, educational, family services, health, mental health, schools, shelters, etc. The program participants of a given field agency may be individuals, families, groups, organizations, and/or communities.

Course requirements:

Class Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Community-Based Experience Evaluations (40%)

During the semester, the site supervisor will complete a mid-term evaluation (20% of course grade) and a final evaluation (20% of course grade) of the student's work in the practicum.

Community-Based Experience Paper (30%)

Students write a 10-page paper that focuses on providing a critique of service to the community-based experience placement and experience. The objective here is to provide critical analyses of micro- and macro processes and the impact of social structures and asymmetrical power relationships (e.g., political, economic, social, legal) in communities associated with the community-based experience.

Individual Presentation (10%)

During the semester, students will provide leadership through facilitating class based on assigned readings from the core course texts. Students will be expected to facilitate class and bring in a set of at least four questions that will form the basis of class discussion. Students should be creative in their presentations, incorporating didactic information and experiential exercises to demonstrate the concepts underlying the selected topic.

Journal (10%)

Students will be expected to maintain a 1 ½ to 2-page weekly journal that reflects on their experiences with the community-based experience. Students will complete a total of 12 journals over the course of the semester. The Journal will be a way of recording their personal experiences and documenting the work that is undertaken during the community-based experience. Students will be expected to demonstrate thoughtful reflection and introspection in all of their Journal entries. The Journal will be used as a feedback mechanism to encourage quality participation in the group.

Texts:

Goodheart, M. (2016). *Human Rights: Politics and Practice*. 3rd edition. New York: Oxford University Press.

Hafner-Burton, E. M. (2013). *Making Human Rights a Reality*. Princeton: Princeton University Press.

Libal, Kathryn, and Scott Harding. 2015. *Human Rights-Based Community Practice in the United States*. Springer International Publishing.

Kife, J. and Fiske, L. (2006) "Human rights and community work." *International Social Work* 49(3): 297-308.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

1. To provide the experience of a systematic community-based experience whereby student learning is maximized by the synchronicity between fieldwork experiences and seminar activities, including learning from students working in other areas.
2. To integrate theories in the study of human rights with an understanding of praxis from a critical reflexive perspective.
3. To demonstrate an ability to provide a critique of service of micro- and macro-level processes through an exploration of the impact of social structures and asymmetrical power relationships (i.e. political, economic, social, legal) in communities.
4. To examine how conceptions of empowerment, agency, and equity in the area of human rights actually work in practice.
5. To explore the role of a social change agent in relation to negotiating institutional structures.

6. To enable students to formalize the process of locating themselves as reflective human rights professionals within specific organizational contexts of staff, clientele, and service-delivery

HR 512: Community Organizing, Community Research, and Human Rights

In this course, students deepen and learn to deploy the theoretical and practical knowledge acquired in prior semesters to support local communities. Students will become familiar with human rights-based approaches to community organizing. Students learn to understand perennial concerns of disenfranchised communities, including access to adequate healthcare, housing, and food, as human rights issues. They learn how to use the language and logic of human rights to advocate for disenfranchised groups.

Students acquire practical knowledge of the nuts and bolts of community organizing, including the identification of issues, research, fundraising, recruitment, alliance building, as well as campaign planning and strategy through readings, workshop style exercises, and guest speakers from local organizations. Finally, students are introduced to community organizing history, both in the U.S. and in other countries.

Course requirements:

Class Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Exams (50%)

Two exams covering the course readings, lectures, film presentations, and discussions will be given. The exams will consist of essay and short answer questions. Each exam will account for 25% of the course grade.

Leadership in Class Activities (15%)

Responsibilities for leading and organizing in-class discussions and activities will be assigned on an individual basis.

Final paper about a community organizing experience (15 pages) (25%)

Texts

Minkler, Meredith. 2012. *Community Organizing and Community Building for Health and Welfare*. New Brunswick, N.J.: Rutgers University Press.

Walls, David S. 2015. *Community Organizing: Fanning the Flame of Democracy*. Cambridge: Polity.

Lorezetti, Liza. 2013. "Research as a Social Justice Tool." *Affilia* 28(4): 451-457.

Ife, J. 2010. *Human Rights From Below: Achieving Rights Through Community Development*. Melbourne, Australia: Cambridge University Press.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

1. To introduce students to some of the skills central to community organizing work, including campaign planning, strategy, issue development, research, recruitment, fundraising, training and movement building.
2. To expose students to a range of community organizing approaches and issues.
3. To provide an opportunity for students to reflect on their own political development and assumptions in relationship to the principles of community organizing.
4. To familiarize students with the history of community organizing.

HR 513 (Elective): Innovative Social Entrepreneurship: Social Entrepreneurship and Human Rights

In this course, we will evaluate the distinctions between social entrepreneurship, entrepreneurship, and activism and the differing impacts of social and traditional business entrepreneurship on human rights. We will analyze the differing attitudes and developmental characteristics of social and traditional business entrepreneurs and evaluate the components of highly successful human rights efforts. Students will develop both a theoretical and a phenomenological grasp of humans' innate capacity to effectively address human rights in any setting and a tangible sense of how to access their own innate reservoir of agency, creativity, innovation, and resourcefulness. Students will identify the general human rights domain in which they are most interested and in which they are likely to generate the greatest impact on human rights and specify which social institutions, agencies, etc. at the local, state, national, and international levels (or lack thereof) through which they might generate the greatest impact on human rights.

Requirements

Class participation (40%)

Completion of 8 in-class group workshops designed to give access to own innate reservoir of agency, creativity, innovation, and resourcefulness.

Weekly reading and class discussions.

Group Assignment (20%)

Compare and contrast the impact on human rights over time of one professor-approved business and one social entrepreneur.

Midterm Paper (20%)

Compare and contrast the business development and growth strategies of an actual entrepreneur, an actual social entrepreneur, and an actual activist 20%

Final Paper: Complete a thematic assessment of own lasting human rights interests. Develop a database of actual placement possibilities at the local, state, national, and international levels relevant to one's own human rights interests

Final Paper (20%)

Complete a thematic assessment of own lasting human rights interests. Develop a database of actual placement possibilities at the local, state, national, and international levels relevant to one's own human rights interests

Texts

Welch, Wilford. *Tactics of Hope: How Social Entrepreneurs are Changing Our World*. (San Rafael: Earth Aware, 2008).

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. (New York: Penguin Books, 2005).

Reed, T.V. *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle*. Minneapolis: University of Minnesota Press, 2005.

On reserve for overview of steps in small business development:

Scarborough, N., & Zimmerer, T. 2000. *Effective small business management: An entrepreneurial approach* (6th edition). Upper Saddle Creek, NJ: Prentice Hall.

Recommended Texts

Osterwalder & Pigneur (2010): *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley & Sons.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes:

Students will learn about

1. The differences between social entrepreneurship, entrepreneurship, and activism
2. The differing impacts of social and traditional business entrepreneurship on human rights
3. Personal lasting human rights interests

HR 601: Capstone Project Seminar

In this seminar, students finish the capstone project, the groundwork for which they do in HR 504 and 505: Integrative Community-Based Research I & II, HR 520 Community-Based Experience, as well as HR 510 Theorizing Social Change. Students will select between two tracks: 1) traditional research thesis and 2) applied project thesis. Under both tracks, the focus will shift from methods and data gathering to analysis and synthesis.

Students must have their capstone project proposals (which will be based on proposals written for HR 504/505 and 520) approved by faculty by the *end of the second semester of studies*. Students are expected to collect data on research or begin implementation in the summer before the taking HR 601.

Track 1: Students in the research thesis track will write a draft of the capstone project paper, based on the data gathered in the second semester or the summer, in the first month of the third semester. The subsequent two months of the semester will focus on revisions, informed by peer and instructor feedback. The product will be a paper of publishable quality. Students are required to submit this paper to a peer-reviewed journal in the last week of classes. Students will do a mock conference presentation to prepare students for academic and other conferences.

Track 2: Students in the applied track will submit a summer progress report at the beginning of the semester, and continue to submit regular progress reports as the semester progresses. During the seminar, students will receive feedback from community members, their colleagues and faculty in the human rights program, which will inform the evolution of the project and its implementation. Students are required to submit a final program evaluation at the end of the semester, which assesses the achievements of the projects with respect to its stated goals, and provides a reflection on the student's experience. Students will create a mock conference presentation, in order to prepare to present their work in a professional setting.

In addition, throughout the semester, at least three faculty from various departments will give short presentations to share their experience in research and applied community-interventions. They will discuss their work process, including the procedures for submitting to journals, developing programs, and evaluating outcomes.

Prerequisites: HR 501: Human Rights Theory and Practice II, HR 505: Integrative Community-Based Research II, HR 510: Theorizing Social Change and Human Rights, HR 520: Community-Based Experience

Course requirements

Publishable academic paper (50%) (The submission of the paper to a peer-reviewed journal is mandatory) OR program evaluation (50%)

Class Participation (10%)

Since this course incorporates a collaborative learning experience, attendance and active participation in class discussions is required. Students will be required to come to class prepared to discuss the readings assigned for each week. Students should provide considerable preparation in planning and structuring their schedules for the rigors of this course. One key component of class participation relates to the quality of the intellectual contributions of students during class discussion based on core understandings of the course readings. This course requires that students provide sufficient time in reading and critically thinking about the assignments and how this learning relates to larger societal contexts.

Presentation of capstone project in a format other than an academic paper (20%)

Students will present their work in non-academic formats. They can choose to present their work, for instance, as a documentary video, artistic performance (live or recorded), exhibition, journalistic report, or digital project or software tool.

Mock conference presentation (10%)

Texts

Giltrow, Janet, Richard Gooding, Marlene Sawatsky, and Daniel Burgoyne. 2014. *Academic Writing : An Introduction*. Peterborough, Ontario, Canada ; Tonawanda, NY, USA: Broadview Press.

Zinsser, William. 2006. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: HarperCollins.

Credits: 4

Contact hours/week: 3

Student Learning Outcomes

- 1) Ability to write a publishable paper
- 2) Ability to present one's work in a professional environment



**External Instruction Form
Form 2E**

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	Name and Address of Placement Site	Number(s) of placements per year
Mayra Garcia, Executive Director	ACA - American Civic Association 131 Front St, Binghamton, NY 13905	1
Mark Clark, Executive Director	Citizen Action of NY/Southern Tier Chapter 77 State Street, Binghamton, NY 13901	1
Maria Dibble, Executive Director	STIC - Southern Tier Independence Center 135 E Frederick St, Binghamton, NY 13904	1
John Barry, Executive Director and/or Candice Phelan, Volunteer Coordinator	STAP - Southern Tier AIDS Program 22 Riverside Dr, Binghamton, NY 13905	1
Meggan Taylor, Family Support Services Superviso	ACHIEVE 125 Cutler Pond Rd, Binghamton, NY 13905	1
Keith Leahey, Executive Director and/or Kim Taro, Director of Sunrise Wellness Center	MHA - Mental Health Association of the Southern Tier 153 Court St, Binghamton, NY 13901	1
Raini Baudendistel, Executive Director and/or Meghan Whalen, Education & Volunteer Coordinator	CVAC - Crime Victims Assistance Center 377 Robinson St, Binghamton, NY 13904	1
Sharon Chesna, Executive Director	Mothers & Babies Perinatal Network of South Central NY 457 State St, Binghamton, NY 13901	1
Jerry Willard, Executive Director	First Ward Action Council 167 Clinton St, Binghamton, NY 13905	1

2. For clinical placements for programs leading to [professional licensure in a health profession](#), **append** documentation to demonstrate each site’s commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.

3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Dinesh Sharma, PhD	Associate Research Professor	dsharma@binghamton.edu

Version 2013-10-15



External Evaluation Report

Form 2D

Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Arizona State University (ASU)

Evaluator Name (Please print.): Julie A. Murphy Erfani

Evaluator Title and Institution: Associate Professor of Political Science; Director, Master of Arts in Social Justice & Human Rights (MA SJHR) program, New College of Interdisciplinary Arts & Sciences, Arizona State University

Evaluator Signature:

Proposed Program Title: Human Rights and Community Research

Degree: Master of Science (MS)

Date of evaluation:

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

My perception of the program's central purpose evolved after chatting on Skype with fellow evaluator Kathy Libal following my site visit to Binghamton. Dr Libal works in the area of applied policy within a professional social work program. I, in contrast, direct a Master of Arts program in social justice and human rights that focuses on research and applied critical social theory in a Liberal Arts & Sciences college of ASU. From our distinct academic perspectives, Dr Libal and I saw this program's purpose as a merger of (a) applied community practice for local social change and (b) local-global human rights theory and action research. The program's two core courses in methodology clearly emphasize community-embedded research for social change. The two human rights theory courses examine human rights theory and practice critically via lenses of social justice. In sum, this program is quite clearly a Master of Science (MS) program in human rights and community practice and should perhaps be (re) named as such.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

Community-embedded practices of human rights research and intervention are the hallmark and special focus of this program. The framers of the proposal aim for program graduates to work in community-based organizations in the Binghamton area, New York State, and in inter-governmental and non-governmental human rights agencies of international scope domestically and worldwide. The framers also aim to train about 25% of the graduates to go on for PhD degrees in related disciplines, such as Political Science, Sociology, Justice Studies, and Legal Studies/Human Rights Law.

Human rights curricula are inherently interdisciplinary across the social and behavioral sciences, philosophy, social work, and law. A graduate of this Masters of Science program will be well prepared in social theory, methodology, and human rights practices to enter prestigious PhD and JD programs. The program's special focus on community-based research and advocacy will produce students uniquely trained in both social theory and rigorous research methods.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

Eight of the nine currently designated core faculty (pp 18-19) specify program evaluation as a primary component of their research and methodological expertise. This extraordinary faculty expertise in program evaluation convinces me that the faculty participants in the program will implement effective self-assessment and continuous improvement.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

Dr. David Cingranelli, the director of SUNY Binghamton's Human Rights Institute (HRI) and Dr. Bat-Ami Bar, the Chair of the university's Transdisciplinary Area of Excellence (TAE), entitled Citizenship, Rights, and Cultural Belonging, have offered to collaborate with the new MS program. This collaboration promises to strengthen considerably the academic credentials, methodological expertise, and research experiences/internships available to MS students.

The Director of the HRI is a well-known expert on Human Rights will adapt several PhD-level human rights and methodology courses to serve the new MS program. He will also offer MS students research internships that significantly enhance MS student training. In addition, TAE-affiliated faculty member Dr Bat-Ami Bar, an internationally recognized human rights scholar, will cross-list some of her graduate courses with the new MS program's courses. Finally, Geographer, John Frazier will offer a new, elective graduate course on Human rights and ethnic tensions in the United States. All of these collaborations strengthen the academic content of the MS degree program.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Evidence of the accelerating **need** for MS graduates trained in human rights and rigorous community-based research resides in local Broome County poverty statistics as well as in municipal, NY state, and international demographic trends in immigration to the U.S. and international migration on a world scale. *Harvard Business Review (HBR, September 2010)* data on high growth in Citizen Sector jobs speak volumes to the increasing **demand** for graduates of the type to be trained by this program. According to the *HBR* study,

Citizen Sector organizations have created jobs three times faster than other types of employers in the U.S. and the world over the last three decades.

Evidence that the demand will continue is evident in the continued expansion of the number and variety of non-profit, non-governmental, and intergovernmental organizations domestically and worldwide for the past thirty plus years. Finally, graduates with applied research capabilities and philosophical values linked to grass-roots change and advocacy for vulnerable populations are clearly in short supply in the U.S. and internationally.

II. Faculty

- 6. Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

The full-time core faculty (See Proposal, pp 18-19) is appropriately interdisciplinary with PhD degrees in a variety of social and behavioral sciences. Full-time faculty bios also reflect considerable methodological expertise. Seven of the nine full-time faculty indicate that they teach and employ quantitative and/or qualitative methods. Four of the full-time faculty specialize in international/global dimensions of human rights. Eight of nine of the full-time faculty specify that they have expertise in community-based research and evaluation.

Dr. Suzy Lee is well trained to direct the new MS program given her PhD in Sociology from NYU and JD from Harvard Law. Dr. Lubna Chaudhry's theoretical training in feminist and critical theory and post-colonial studies of Pakistan and global violence adds important expertise in field-based research abroad to the program. Dr. Leo Wilton brings important global expertise in health studies and mixed method research, including work on HIV and health in Ghana, to the MS degree program. Dr. Jakob Feinig, a visiting professor, offers indispensable global sociological expertise and focus on international development that is fundamental to a local and global human rights Masters program. Dr. Oscar Gil-Garcia adds uniquely transnational expertise that theorizes beyond U.S. borders. In addition to global and transnational faculty expertise, Dr. Marguerite Wilson and Dr. Denise Yull contribute to the degree indispensable applied, grass roots, community-based action research linked to advocacy for social change. Dr Myra Sabir and Dr. Hyeyoung Kang offer important qualitative and/or quantitative research methods and evaluation expertise to the degree.

In summary, the faculty clearly possesses strong training, experience, research and publication as well as professional service and recognition in those aspects of interdisciplinary social and behavioral sciences most pertinent to an MS degree in Human Rights and Community Practice.

- 7. Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

Proposed director Dr. Suzy Lee at 100% time and eight additional core faculty assigned to the MS program at 50% time is certainly a sufficient complement of faculty with which to launch the program. All nine faculty are highly qualified to teach theory, methods, and/or community practice at the graduate level. All nine faculty have also clearly worked out a collaborative schema by which to distribute and cover all the required courses per the "SUNY Faculty Table" on pages 18-19. All nine faculty have the academic credentials

appropriate for obtaining external public and private funding for research and training pertinent to the new MS program.

One critical **gap** in global sociology/political economy of development knowledge would result if visiting professor/global sociologist Dr. Jakob Feinig were to leave the faculty. His sociological understanding of the international political economy of poverty and worldwide mal-distribution of wealth is essential to this human rights Masters program. During my site visit, I gathered that the retention of Dr Feinig is a priority in the department's hiring plan.

8. Evaluate credentials and involvement of adjunct faculty and support personnel.

The three part-time faculty, each at 25 % time with the new MS program, are highly qualified to teach in the program and have appropriate involvement in three areas relevant to the new degree: community-based research, public policy analysis, and human rights and public health.

III. Students

9. Comment on the student population the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

In my experience at ASU, human rights programs attract civic-minded Millennials who have social conscience, have a commitment to local-global community building, and are seeking meaning and creativity in their academic work and careers. Secondly, a significant segment of international students, particularly those who have been forced migrants and refugees and students from highly impoverished countries in Africa or conflict-ridden areas of the Middle East are attracted to human rights Masters programs. Our ASU program, for example, has attracted graduate students from the Sudan, Somalia, Sierra Leone, Iraq, Mexico, and Venezuela.

Currently, the planners have posited a solid academic program with local and global focus whose dual emphasis will attract both local/domestic students and a segment of international students. By continuing to (a) nurture the program's dual, local-global identity and faculty and by (b) obtaining external sources of funding for student stipends and internship scholarships, especially for underrepresented students, the pool of applicants is likely to grow, and the program's visibility nationally and internationally will increase.

10. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?

Binghamton University already has academically competitive undergraduate students, some of whom will no doubt be attracted to the philosophical values, local-global focus, and community-based research and social change practices of the new MS degree.

In my ASU experience, word spreads quickly among digitally connected Millennial students about the meaningful experience of program internships, the positive impact of community-based research, and the program's focus on local-global human rights conditions. In short, Binghamton's own undergraduate student population will be a key source of new MS program students. Planners expressed intentions to establish a set of accelerated BA-MA programs that will allow undergraduates in various disciplines to obtain a BS and MS in just five years.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

By the very nature of the human rights and community-based focus, this program will appeal to underrepresented students. Fortunately, several core faculty have cultural heritages linked to various underrepresented groups. Administrators should commit to continuing to emphasize faculty diversity in future hiring plans. Such faculty diversity will aid in attracting and retaining more underrepresented graduate students. Nevertheless, it's always a challenge to ensure adequate attention to underrepresented students' needs.

In ASU's MA program in social justice and human rights, we have raised private donor funds from various sources to offer to students (a) research aid stipends, (b) tuition awards, and (c) internship scholarships especially sensitive to supporting students from underrepresented groups. With the launch of this MS program, Binghamton University funding-raising for private and public donor funds of this nature will greatly enhance the diversity of the students in the program.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

The planners have adequately anticipated that the new MS program will require staff to coordinate and monitor student progress and performance. The planners indicate that they realize that student success coordination performed by staff members is crucial to (a) over-see student admissions, (b) facilitate class registration, (c) coordinate internships/practica, (d) monitor graduation requirements and deadlines, and (e) over-see student performance and adherence to graduate student regulations. For academic advising, each new graduate student will be assigned to a program faculty member to guide the student's program.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals**.

The proposal's jobs data on increasing employment prospects is compelling. On pages 7-10, the data from LinkedIn, the *Harvard Business Review*, Peter Drucker, and the Human Rights Research Center website all reflect rapid growth in the Citizen Sector of the economy, namely, in local non-profits, local government, non-governmental and inter-governmental organizations, and in private corporations. In addition, PhDs focused on human rights in various disciplines are already part of a "burgeoning" transdisciplinary academic field of professors and researchers.

IV. Resources

14. Comment on the adequacy of physical **resources and facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

Binghamton University's physical infrastructure and academic facilities (libraries, labs, etc.) are more than adequate to support the new MS program. Under the leadership of Dr. David Cingranelli, the Human Rights Institute offers critical practica and internships for MS students to engage in methodologically sophisticated action research. This collaboration with the Human Rights Institute will be a vital asset to the new MS students interning with the Institute.

The city of Binghamton offers a variety of non-profit organizations and governmental sites for Masters-level interns engaging in community-based research and internships.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

Binghamton University demonstrates considerable commitment to the program in light of the eight core faculty lines' proposed devotion of 50% time to the new MS degree program as well as the proposed program director line at 100% time. I would require access to additional budgetary and faculty salary data in order to evaluate in detail the adequacy of operating budget or faculty salaries.

V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The major strengths of the program are (a) the interdisciplinary intellectual orientation and expertise of the faculty, (b) the high caliber of the faculty's training and research profiles, (c) the quantitative and qualitative methodological expertise of the faculty, (d) collaboration with the existing Human Rights Institute (HRI) given the HRI's strong research profile, (e) the high quality of Binghamton's undergraduate students as a source of applicants to the MS program and (f) the extensive amount of existing faculty expertise and practice of community-based research for social change.

One potential weakness or vulnerability is the program's challenge to maintain its global content and faculty expertise along side the existing strong emphasis on local, community-based practices of human rights and action research. To preserve the global content of the program, the program director, faculty, and university administrators will need to continue to support the hiring and retention of faculty with global expertise and research agenda.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

Unlike Human Rights Studies at Columbia University in NYC, this MS program is not focused *simply* on **laws** governing human rights nor primarily on the United Nations as an inter-governmental organization promoting international human rights law and practices. Instead, this new MS program encompasses the study of the social struggles and process of securing human rights for people locally and globally in addition to emphasizing legal codes of human rights and their formulation and enforcement or lack thereof.

The dual global and local community-based focus of the new MS program is unique in the U.S. and, in that regard, holds high promise for achievement of national prominence. This prominence is especially likely given the high research profile of the faculty and of Binghamton University's Human Rights Institute.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

In conclusion, I suggest that planners consider an amendment of the program title to: Human Rights and Community Practice. My rationale for the proposed change is this: "Research" in the title does not adequately showcase the grass roots action and social change engendered by community-based, action

research. In contrast, “Community Practice” highlights the social processes and potential impact of applied human rights theory and community-embedded research.



External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:

SUNY Binghamton

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

M.S. Human Rights and Community Research

(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Signature:



External Evaluation Report
Form 2D
Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: University of Connecticut

Evaluator Name (Please print.): Dr. Kathryn Libal

Evaluator Title and Institution: Director, Human Rights Institute; Associate Professor of Social Work and Human Rights (joint appointment)

Evaluator Signature:

Proposed Program Title: Human Rights and Community Research

Degree: MS

Date of evaluation: September 11, 2017

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

a. Introduction

Binghamton University's Human Development program is unique in its history of having a strong orientation towards social justice. The department resembles some social work programs that have a strong macro practice and integrative orientation towards social change. Faculty already carry out extensive community-based research, both in New York and internationally. This research is grounded in a social justice and human rights perspective. The faculty take a critical perspective on human rights and social justice, articulating the power dimensions at play in all levels of the international system (from local to global). They aptly articulate that human rights practice provides new tools for students who may work in a range of fields (community development, municipal government, non-governmental organizations/non-profits, policy advocacy, at local, state, national or international levels). The faculty articulated that the

program would fill a much needed gap in training that extends beyond understanding international human rights or domestic civil rights law (the judiciary and policy wings); community mobilization and action necessary for positive social change. Both judicial processes and legislative advocacy is alienating for many people; a strength of this program is the effort to train graduate students to develop the skills for mobilizing the ideas and voices of those affected by human rights violations. The program promises to innovate educational approaches to amplify international human rights mandates to secure participation by low income individuals, marginalized racial, ethnic, or religious groups, or those discriminated against on the basis of gender expression or sexual orientation (see <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G13/117/94/PDF/G1311794.pdf>).

b. Purpose, Structure, Requirements

The purpose, structure of the program and requirements of the program are soundly articulated. It is a particular strength that six common courses will be offered that allow cohorts to be developed, which amplifies student learning and support. Electives, community-based experience, and a capstone course all contribute to the overall rigor and learning. As I have stated elsewhere in the review, the community-based experience, in combination with the capstone project, are critical to the program and likely will be a draw for potential students. Students seek practical skills along with theoretical knowledge building, and thus the experiential research and community based work will be a major draw.

There seems to be ample faculty capacity to launch the program and considerable effort to do a comprehensive self-study has been expended. Attention to a rigorous research base for the program with diverse community-based methods for evaluation and engagement and a curriculum that fosters understanding of human rights is innovative. Moreover, the practicum is what makes the program likely to draw students – there is a strong impetus for students to have supervised and reflective experiential learning in which research skills and practical work are combined. This element of the program distinguishes it from other master’s programs in the country (there are a few one year programs in Europe that attempt to do this, but the training period is shorter). I note that this is conceived of as a three semester program; it will be interesting to see if students can complete all the requirements in that time frame. It was not clear to me if one of the semesters would be taken over the summer, to allow students (like many public health degrees) to finish on a “fast track” in just 12 calendar months.

I recommend that as faculty work to shape the syllabi, they more fully integrate the human rights learning into the community-oriented classes. These skeletal outlines do not convey how the human rights theories and concepts (and social justice theories and concepts) will be infused in the other coursework. The class that seems to do this best is HR 505 in which an assignment is a “human rights research project” yet the language for the class and the readings in their provision form do not help students make this linkage explicit. Likewise, HR 510 Theorizing Social Change from a Human Rights perspective has a stellar line-up of readings from critical theory and a key sociology text on human rights; yet there are a wealth of resources now published in journals such as the *Journal of Human Rights*, the *Journal of Human Rights Practice*, and *Human Rights Quarterly*, among others, that could offer additional insights into theorizing social change. Readings from anthropology, political science, and history also offer critical interventions for the course. David Androff’s *Practicing Human Rights* (Routledge) and the series of books in Springer on rights-based approaches to community practice (Libal & Harding), clinical social work (Berthold), research (Maschi), and policy practice (Gatenio Gable) could also be resources. The edited collection by Libal, Berthold, Healy, and Thomas (2014) on *Advancing Human Rights in Social Work Education* (CSWE Press), may also be helpful as the curriculum is finalized.

c. *Mechanisms for Program Administration and Evaluation*

The program will be administered through the Dept. of Human Development in the College of Community and Public Affairs. The establishment of a “Human Rights and Community Research Committee” made up of faculty from throughout the campus is a precursor and excellent sign of institutional capacity for administration and evaluation. While the program will be housed in the Dept. of Human Development, it will be important to continue to have representation and input from faculty in other Colleges and academic units, as well as to work robustly with those participating in the “Citizenship, Rights and Cultural Belonging” Transdisciplinary Area of Excellence. Plans to have a “sister” Committee -- a Human Rights Community Research Advisory Committee – comprised of governmental, non-governmental and community members is also a necessary administrative and evaluative step. The program plans to seek feedback from this Advisory Committee annually. Regular surveys with HD students at the undergraduate level will provide longitudinal bases to evaluate ongoing interest in the program. And, exit interviews or surveys with graduating MS Alum could be conducted to further build an understanding of how alum are putting the degree to work and to what effect.

d. Comment on the **special focus** of this program, if any, as it relates to the discipline.

The program develops an innovative approach which aims to build a master’s in science that fuses or integrates often disparate domains of work – community practice, community-based research, and human rights concepts and practices (with social justice linkages). Future development of a 4 + 1 program (complete the MS in one year following successful completions of requirements at the undergraduate level in Human Development) is another innovation likely to draw students.

The focus on community practice and human rights is markedly different from other master’s programs in the United States (and for that matter, in Europe as well). I have cited a few prominent national and international MA programs below, noting the lack of emphasis on community development/change, community organizing and community-based research vis-a-vis human rights implementation. These programs are listed in alphabetical order (not by ranking).

Alice Salomon University of Applied Sciences, Master in Social Work as a Human Rights Profession: Located in Berlin, this is an innovative new MA program that does address community practice, though not a centrally as the proposed Binghamton model.

Columbia University (New York), Human Rights Studies: One of the oldest interdisciplinary MA programs (30 credits), this MA allows students a fair amount of flexibility after completing three core courses (Introduction to HR, International HR Law, and Human Rights Research Seminar). The program is rounded out by 12 credits in a concentration of choice, 6 elective credits, and 3 thesis credits.

Sciences Po, Paris School of International Affairs: Offers an interdisciplinary MA program in Human Rights and Humanitarian Action for those planning to go into work in NGOs, international organizations, diplomacy, journalism and law. The program does not engage community practice in any depth, though it may pick up some dimensions in several of the courses.

University College of London, Master in Human Rights (run through Political Science/Public Policy): Focuses on international human rights advocacy (program is 10 years old). The required courses focus on international human rights law and institutions and some research methods; electives are dominated by those from political science, economics, and public policy (<http://www.ucl.ac.uk/political-science/teaching/masters/ma-human-rights>). No courses focusing on the intersection of community practice and human rights are offered at this time.

University of Essex, Master in Theory and Practice of Human Rights (1 year program): One of the oldest interdisciplinary programs in the world, this program is based in the School of Law program and has a strong law focus.

University of York, Centre for Applied Human Rights: Established in 2008, this MA program has courses aiming to build skills for human rights practice in a range of fields well beyond Law. They note in promotional materials that the program is “uniquely applied, exploring how human rights can advance social justice in law, policy and social activism.” Three required courses lay the groundwork: “Defending Human Rights”; “Social Sciences and Human Rights Practice”; and “International Human Rights Law and Advocacy.” These courses are consonant with the design of several of the proposed Human Development courses and consultation with faculty in this program may be very productive should the degree program move forward. York is a “Human Rights City” and offers a laboratory for students to think about how to localize human rights norms; this may also provide a model to consider for Binghamton in future. While I am impressed with York’s curriculum, they also do not stress community practice as a separate module or approach.

University of Minnesota, Humphrey School of Public Affairs, Master of Human Rights: A relatively new program that builds on a much older legacy in the Law School, it is jointly run by the Humphrey School of Public Affairs and the College of Liberal Arts, with a focus on non-governmental organization (NGO) management, leadership and management, social policy and policy analysis, and global public policy. It does not have a community practice orientation.

- e. Comment on the plans and expectations for **self-assessment and continuous improvement**.

This question was addressed in part in section c above. We did not address this topic specifically in the site visit meetings, so the comments I made above are most relevant to this section as well.

- f. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

The Human Development Department has created meaningful linkages with faculty on the steering committee for the TAE on Citizenship, Rights, and Cultural Belonging. David Cingranelli, in Political Science, has already committed slots for internship placements at the new Human Rights Center launching at Binghamton. He has also worked with other faculty in humanities and social sciences to assure slots in undergraduate courses for electives, which will be converted to graduate credit predicated on advanced work. Commitment to open slots in courses are critical and have already been secured.

The TAE itself is a major asset for the program – and I would encourage full participation and representation on the TAE where possible. Lubna Chaudry’s role there seems critical. It was not possible to assess the extent to which the university supports the TAE and if there would be modest resources to bring in speakers or have practitioners in residence supported to amplify the opportunities available to students as they complete the MS degree.

Initial outreach has happened with the School of Social Work, and given likely synergies there related to community practice and social justice, it may also be worth exploring whether or not students can take electives in that curriculum. Coordination for field placements may also be useful and in future, considering a dual degree program could strengthen opportunities for some students who may also want to seek licensure in social work as well as a community-based human rights practice degree.

- g. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

This aspect of the proposal was quite well developed. The drafters of the proposal addressed two of the major MA programs in the country and a number of LLM programs on human rights and social justice. The latter are being increasingly added (UConn introduced its LLM in human rights and social justice two years ago), but at this point few human rights programs at the master's level that are affordable exist. A real strength of such a program being hosted at a public institution in New York is the size of the state and the degree to which some municipalities have engaged human rights-based approaches (for example, Poughkeepsie Plenty on food and housing insecurity; Urban Justice in New York addressing a range of human rights issues, especially through implementation of the International Convention on the Elimination of All Forms of Racial Discrimination; the National Economic and Social Rights Initiative, which is based in New York). Occupational demand is also addressed in sections L and O below. Given the strong research skills building and focus on international human rights mechanisms, this program will prepare students to enter a range of organizations in a highly competitive manner.

II. Faculty

- h. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

There is considerable capacity within the faculty to launch this program (see the note below related to Jakob Feinig's position). Real strengths are background and training in community research and practice, as well as engagement with human rights from a variety of disciplinary perspectives. As the proposed syllabi are developed, I recommend broadening some of the readings/foci that seem to stress sociological ways of knowing and literatures to include a wider and deeper range of resources and readings from other disciplines. One concern is that the community research and practice oriented course outlines could more deeply engage existing literatures and text materials on community practice (including community organizing and community development) and human rights. Faculty might look to social work educational materials (and the *Journal of Human Rights and Social Work* and *Journal of Human Rights Practice* for some leads; the *Journal of Community Practice* also has some useful resources/articles that may help to make the link between community practice and human rights more explicit in the community-oriented courses).

The New Program Proposal highlights that many of these faculty will be prepared to teach many of the required/core courses on the MS curriculum. While inclusivity is a strong value to promote, in the early years of the program it may be necessary to limit the number of faculty developing and teaching new courses – for example, 8 faculty are listed as able to teach 505 (Integrative Community-based Research II); six are listed to teach the first of the modules on human rights (HR. 500). With this said, it is also important for students to be exposed to a number of different faculty members in the course of their coursework. Thus, core human rights or community research/practice classes would ideally not be taught by one or two faculty members in order to enrich their learning over the two year program.

Lubna Chaudry – Prof. Chaudry's research and teaching background is a major strength for the program. She has extensive experience teaching and researching issues of post-conflict reconciliation/peace-building; has expertise on migration and social justice; and has long been engaged in community-based research in South Asia. She has an active research profile particularly related to women's roles in peace-building in the Swat Valley, Pakistan.

Jakob Feinig – Prof. Feinig brings some unique and important dimensions to the faculty. He is a sociologist working at the macro scale and addressing the effects of global capitalism both on global systems and at more local levels. He also has strong international experience, which is critical for a program focusing on human rights. He is also active in the Social Science History Association, which signals his commitment to interdisciplinary modes of scholarly inquiry. He is a visiting assistant professor and I recommend that the university consider how to appoint him to a more permanent role, through an open search process or targeted hiring depending upon university practice.

Óscar Gil-García – Assistant Professor Óscar Gil-García is an ethnographic researcher examining forced migration, humanitarianism and development. He also has real strengths in terms of using community-based research methodologies and has an ongoing research/practice site in Mexico addressing asylum seekers, refugees, and those deported from the US through his work. His teaching and research efforts will contribute substantially to the program and will attract students to study and gain practice experience in the field. Ethno-photo-documentary is an important approach to community based work and will also provide students with another skill set as they prepare to work in the practice world or pursue doctoral degrees.

Hyeyoung Kang – I have not profiled this faculty member as I understand she has not received tenure.

Suzy Lee – Assistant Professor Suzy Lee recently earned her PhD in Sociology and has a background in law as well (JD with a focus on international human rights). She is well positioned to anchor the core coursework on human rights (HR 500, HR 501 and HR 510). She received an NSF grant as an advanced doctoral student to support her research and she is actively publishing, as is evidenced by a recent article in the *Journal of Ethnic and Migration Studies* on labor and migration theory. I am not able to say more than this because I could not access Suzy Lee's profile or CV on the website.

Myra Sabir – Assistant Professor Myra Sabir's professional and research experience on narrative psychology brings another important dimension to the proposed program. Using Life Writing as a mode of engagement, Dr. Sabir engages community organizations at local and national levels to train those seeking in implement narrative approaches to community building and restorative work. She provides another disciplinary perspective that is consonant with the other human development and sociology strengths of the department. She is very active in scholarship and research, demonstrating in her trajectory a commitment to not only maintaining an excellent research profile, but as importantly contributing to community-based transformation.

Marguerite Wilson – Assistant Professor Marguerite Wilson brings the perspective of an anthropologist focusing on education to the program. She promises to contribute not only to courses on critical theory as they intersect with human rights and social justice, but also focuses on educational institutions as sites of potential social transformation to produce more equitable outcomes for students of color. Her critical analysis of how inequality gets reproduced through schools and communities will be an asset in creating meaningful courses and practica related to community-based practice and human rights. Growing networks of educational scholars nationwide on developing human rights education (HRE) may also provide some useful points of contact for Dr. Wilson and the program more broadly.

Leo Wilton – Professor Leo Wilton's combined research, practice, and advocacy experiences on health disparities, community-based interventions, and Black (male) psychological and mental health development provide a critical component to the program. He has expertise in both US and international (South African) contexts and extensive background in program evaluation with a focus on interventions related to HIV/AIDS prevention and treatment. His global health focus is a needed element of the program; this is one of the most sought after aspects of training and addressing global health in such a master's program provides an innovative, community-based and rights-based approach to fostering health and well-

being. In future he may even be in a strong position to offer an elective on global health and human rights that would be widely sought within the program and across other disciplines.

Denise Yull – Assistant Professor Denise Yull’s scholarly focus on understanding the sociocultural contexts of educational disparities for Black youth contribute to the Department’s strengths in tackling ethnic and racial disparities as a matter of social justice and human rights. She has already published related to CBPR work and has an established track record in the local community based on her doctoral studies in education. She also bridges quantitative and qualitative approaches, which is a critical asset to the program. A forthcoming article on “Bringing Sanctuary to School” promises to be a major contribution to a number of fields, including social work and education, and to the extent that her teaching and scholarship can unpack the human rights dimensions of such work she will also influence interdisciplinary human rights studies.

- i. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

Based on the faculty profiles for members of the department, I would recommend offering for permanent hire someone like Jakob Feinig, a visiting professor who currently teaches on global issues. One of the most important new theoretical domains of debate in human rights relates to whether or not the system can challenge the power of global capitalism – having a critical historical sociologist with such an interest area promises to provide a counterweight to those who uncritically accept human rights legalistic paradigms without adequately accounting for power and the importance of new social mobilizations.

Faculty members discussed their goals to **raise funds to support practica** for students (especially in New York, Washington DC, or abroad) and the university should prioritize such efforts to make this fund-raising, grant writing, or foundation support (already existing resources) available.

- j. Evaluate credentials and involvement of **adjunct faculty and support personnel**.

Ann Merriwether – Instructor with a doctorate in psychology, focusing on sexual health, gender roles, and reproductive health attitudes provides a focus on gender, health and well-being that is critical to examining the realization of girls and women’s human rights.

Diane Crews – Visiting professor Diane Crews’ background in public policy and political science, as well as connections with local community agencies adds an important dimension to the proposed program. She has experience supervising students in practica and research interests on community collaboration are consonant with the overall focus of the proposed MS.

Dinesh Sharma – Professor Sharma’s CV materials were not readily available online. His research focus and public engagement on issues related to global policy seem to be a good fit.

III. Students

- k. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The student population is a mix of students who have graduated from programs at Binghamton and other universities across the country and globally; they will have trained in a range of disciplines but are likely to be drawn from sociology, psychology, human development, and other related fields such as public health, allied health, or community development. They likely already have identified a strong interest in applied social justice/human rights work in communities and in non-governmental organizations. This profile of students often apply for the MSW program at UConn in the community organization concentration, but some express the desire to do their major emphasis in training in international and human rights-based social work practice. Given the internationally-oriented profile of Binghamton's Human Development Department, I have confidence that they will be able to recruit students from across the country. Projections for enrollment seem reasonable and even modest. If a funding base is developed for attractive aspects of a program, such as international or high profile national field experiences, the program will likely attract a greater number of high caliber students.

- l. What are the prospects that recruitment efforts and admissions criteria will supply a **sufficient pool of highly qualified applicants and enrollees**?

The current national and international climate of higher education and labor market trends has underscored to me and my colleagues at the University of Connecticut that an undergraduate degree is often not considered "sufficient" to move into professional work. Students well understand this reality and are turning to seek additional training and credentialing at the master's level. There is a need to balance quality training, pedigree of the institution, with costs, and in this regard Binghamton has a lot to offer. The program will be considered affordable when compared to Columbia's MA program and the focus on community-based approaches to human rights and social justice work will also be attractive to students who do not want a clinical degree (such as most social work programs). The program will also likely draw students from across the country and other countries, though for the latter Binghamton would compete with 1+ year MA programs in Europe (see the list provided above).

- m. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

This item did not come up in discussions and was not readily apparent in the Proposal materials. I do not have enough background to make a meaningful comment about this.

- n. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

I do not feel I have enough information to evaluate this thoroughly. Based on the proposal, however, I would say the Committee has a solid sense of career options for graduates and the demand for a program that teaches both strong community-based research skills and competencies in human rights principle and practice that is not rooted in a law-oriented program. The skills that would be developed in this MS are more consonant with those of the Minnesota MA program, but with a focus on community and policy rather than only policy work.

- o. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.**

I have addressed this topic above to some extent. No national surveys on this exist and most such evaluative work does not focus on human rights training. That said, at my institution, graduates have expressed a number of times in alumni survey that advanced training in human rights gave them a leg up in getting into international or national NGO sector work, employment in research organizations or state agencies, or being accepted to excellent graduate or law programs with funding and other forms of support. The types of employers listed in the proposal represent high level posts in international organizations. Graduates from this program would also be well-suited for work in myriad local and national organizations, including the National Economic and Social Rights Initiative, the US Human Rights Network, Urban Justice, professional associations, research/think tanks (Urban Institute, Center for Law and Social Policy, etc.) and local governments who increasingly have ombudspersons or offices tackling human rights concerns.

IV. Resources

- p. Comment on the adequacy of physical **resources and facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

I am not in a position to discuss library, computer or lab facilities (N/A). Practica and internship sites seem well developed and based on Human Development's deep ties in the community and part of the state, as well as a number of faculty member's connections to international organizations or sites, I am confident that they will develop meaningful experiential learning opportunities. Raising funds to offset costs of practica that are not co-located in Binghamton is a matter for serious attention, but that is always a program consideration and takes time to build.

- q. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

I was not given information about operating budget, faculty salaries or lines relative to student numbers and workload. If that element must be addressed in my review I would need a follow up meeting with relevant personnel.

V. Summary Comments and Additional Observations

- r. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

I am very supportive of the proposal in largely the format that it was presented. I discussed with the second external reviewer that a strength of the program is its focus on **community practice AND human rights**. Whether engaged in community organization or community development, labor union organizing, or policy advocacy and implementation, having a deep understanding of the human rights dimensions of grappling with social inequality is critical. The United States has largely maintained an "exceptionalist" stance on human rights, resisting applying human rights knowledge and analytical lenses to "the local" until recently. I recommend considering the following title for the program: "Human Rights and Community Practice" OR "Human Rights, Social Justice and Community Practice."

One way in which faculty could more fully prepare to implement their program is to have several become more deeply involved in associations like the US Human Rights Network and to engage students in efforts

to draft shadow reports for use in advocacy at local, national or international levels (see, e.g., Race Realities in NYC, available at: <http://nyf.issuelab.org/resources/14851/14851.pdf>) or the National Economic and Social Rights Initiative campaigns (<https://www.nesri.org/>) . Inviting practitioners to spend a week in residence or to host faculty from other programs in the country (or other parts of the world) may also provide an opportunity to share knowledge about teaching human rights and community practice at the graduate level (see resources such as the Teaching Human Rights Database: <http://humanrights.uconn.edu/teaching-human-rights-database/>) .

I also recommend that the Committee develop a **co-curricular set of activities** to both foster faculty engagement in continual learning about human rights and applications to community practice and to help them to advance research that contributes to their career development. As discussed in the meeting with faculty and the Provost, UConn's HRI has been as productive and engaged as it has been over 15 years because faculty were given an opportunity to bring in scholars and practitioners to create a human rights community of inquiry. Seeking **university resources (perhaps through the TAE), extramural or donor funding** to support short term residencies, small research grants, and workshops will go a long way to building lasting connections among units and to others in institutions of higher learning, non-governmental or community organizations.

I mentioned a few areas for strengthening in the program, but these are not in any way impediments to the implementation of the program: 1) make the visiting assistant professor a tenure track position to maintain continuity; 2) consider a smaller number of faculty to be assigned to any given core course on the curriculum at least in the early years of the program; 3) develop a more integrated approach to reading on human rights in the community-oriented research and practice classes; 4) develop electives at the graduate level as capacity grows, focusing on more directly applicable human rights and/or community practice topics (e.g., global health and human rights; grassroots human rights advocacy and organizing, etc.).

The strengths of the program are considerable: 1) conjoining human rights and community practice is an innovation in the field (same point made several times in this report); 2) faculty seem uniquely well prepared to implement a program that has strong human rights and community practice realms, their training in CBPR and other engaged community research methods is stellar and very unique, 3) and the Department of Human Development has achieved a balance between what we call in social work the "micro" and "macro" realms – and they are integrated, which is very challenging to pull off. Human Development has a robust undergraduate program as well, which is likely to serve as a "feeder" into the MS program in the early years as recruitment efforts grow.

- s. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

I have highlighted already that situating a human rights program in a Human Development Department is novel and promises to yield a unique program and graduates who are competitive for a range of jobs in community and policy practice work from a human rights lens. To the best of my knowledge it will be the only program like it in the United States and will be among a handful of non-law practice master's programs in Europe.

- t. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

In addition to recommendations embedded in sections above, I encourage the faculty involved in the master's program to participate in a new consortium on human rights education in institutions of higher learning (see: <http://thedoddcenter.uconn.edu/ucchre/>). Participating in interdisciplinary and practice-based

conferences (such as the Dayton University Human Rights Practice Conference, where Óscar Gil-García will present), the International Studies Association meetings, or other disciplinary meetings which have human rights (and social justice) sections would also foster networking and capacity building, as well as help establish a national profile for the program.

Consider linkages to education and social work (especially if social work has a BSW and students may be recruited to a MS or a dual degree MS/MSW). I would be happy to discuss trends in social work education that require integration of human rights education and practice approaches as a matter of national curricular standards.

To the extent possible, spur connections between Human Development faculty and faculty in other colleges and departments with an interest in human rights and social justice. This will not only strengthen the young program, but also will build a base for recruiting strong students into the program. Dependent on resources, provide small funds or stipends for faculty to initiate research related to core areas of focus. There is a dearth of scholarship on human rights and community-based work (organizing, development, research methods, etc.). Faculty in this program stand to contribute to this emerging field.





The State University of New York

External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:

Binghamton University

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

MS - Human Rights & Community Research

(Title of Proposed Program)

I affirm that I:

- 1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Kathryn Libal, PhD, Director, Human Rights Institute,

Signature:

[Handwritten signature]

University of Connecticut

Appendix D—Institutional Response to External Evaluation Reports

NB: We have added consecutive numbering for the ease of the reader; the original numbering from the external evaluation reports is provided in brackets.

RESPONSE TO REPORT 1: DR. KATHRYN LIBAL

1. Purpose, Structure, Requirements (I.1.b.)

- Since we do not offer a fast track, students will be strongly encouraged to work on their emerging capstone projects during the summer. Therefore, we are confident that students will be able to complete the requirements in the three-semester timeframe.
- We agree that students need to become familiar with multiple neighboring fields to ensure a truly transdisciplinary training. We have therefore broadened and deepened the syllabi (see Appendix C for updated versions), to include readings from anthropology, political science, social work, geography, history, and philosophy. We have included several of the texts and sources suggested by Dr. Libal.

2. Relationship of this Program to other programs (I.1.f.)

The MSW courses are typically filled to capacity, and are prerequisites for fulfilling the licensing requirements for social work graduate students. Therefore, we do not anticipate that there will be slots available for M.S. in Human Rights students. Conversely, we will inquire if it is possible to coordinate internship placements with the MSW.

3. Faculty (II. h.)

- Regarding the texts used in the mandatory classes, please refer to (1) above.
- Dr. Libal mentions the necessity to “limit the number of faculty developing and teaching new courses.” We were unable to assign the courses to specific faculty members in the

proposal because the contingencies of undergraduate and graduate course planning do not allow us to do so at this stage, especially given that we are in the process of hiring two additional tenure-track faculty. We wish to note that we consider the fact that a large number of faculty can teach several classes a strength of the program.

We anticipate, however, that individual faculty will start by teaching one to two M.S. classes per year, and then expand their M.S. teaching portfolio. We appreciate Dr. Libal's assessment that it is "important for students to be exposed to a number of different faculty" and will be mindful of this comment as we plan ahead.

4. Assess the Faculty (i.)

We are in the process of hiring one faculty member who can teach on issues related to global capitalism.

5. Encouraging Participation of Persons from Underrepresented Groups (m)

Please refer to Sections 2.4.c, 2.4.d, and 2.5 b of the proposal.

6. Resources (IV. P)

Please refer to Section 6 of the proposal.

7. Resources (IV q)

Please refer to Sections 4 and 5 of the proposal.

8. Summary Comments and Additional Observations (V. r.)

- **Name of the proposed program.** After receiving the external reviewers' reports, and after consultation with faculty, we have decided to change the name of the proposed

program. Initially, we planned to name it “M.S. in Human Rights and Community Research”, but we now prefer “M.S. in Human Rights”, partly to address the comments in the reports. This is our rationale.

First, both reviewers suggested that we omit the word “research” from the title to emphasize the practice dimension. We believe naming it "M.S. in Human Rights" signals that we are offering a broad and inclusive training that does not privilege either research or practice.

Second, we have omitted the word “community” because we think it may be construed in a narrow sense by prospective students, limiting the applicant pool. We seek to train professionals who work with communities, but we also want to attract students who will work for international organizations. Although these graduates will, in direct and indirect ways, work with communities, the word "community" can convey the misleading idea of purely localized practice and might also limit the applicant pool as well as job prospects. Therefore, we prefer "MS in Human Rights.”

Third, the name "M.S. in Human Rights" further helps distinguish our program from the established and successful Master in Social Work, which is also housed in the College of Community and Public Affairs, but also from other MSW programs that focus on community or macro work, mentioned by Dr. Libal.

- We appreciate Dr. Libal’s comment about increased practitioner involvement. We have developed an **International Advisory Board**, comprised of distinguished practitioners, to address this comment. Please refer to 2.7. “Program Assessment and Improvement” in the proposal.

- We fully intend to participate in the consortium on human rights education in higher education and are particularly grateful to the reviewer for drawing our attention to it. Individual faculty members will continue to attend interdisciplinary and practice-based conferences.
- We plan to develop more electives if the proposal is approved.
- Dr. Suzy Lee is working with the department of research to look for opportunities to fund student research/internships, as well as developing relationships with foundations and other donors who might help fund the program. She is also working on a proposal for a multi-year anti-trafficking grant, which would fund graduate assistant ships and internships.
- Regarding collaboration with the Department of Social Work, please see (2) above.

RESPONSE TO REPORT 2: DR. JULIE A MURPHY ERFANI

9. Purpose, Structure, Requirements (I.1.)

About the proposed program's name, please see our response to Reviewer 1 above (8).

10. Students (III. 9.)

- In addition to the Clifford D. Clark Fellowships mentioned in 2.4.c. of the proposal, we anticipate that external donors will be interested in supporting students.
- Dr. Suzy Lee is working with the department of research to look for opportunities to fund student research/internships, as well as developing relationships with foundations and other donors who might help fund the program. Shje is also working on a proposal for a multi-year anti-trafficking grant, which would fund graduate assistantships and internships.

11. Persons from underrepresented groups (III.11.)

- Please see response (10) above.
- If the proposal is approved, we will seek to obtain external funding for our students, especially for those from underrepresented groups.

12. Major Strengths and Weaknesses (V. 16.)

- To ensure that the global dimension receives adequate attention, we have created an International Advisory Board. Please refer to 2.7. “Program Assessment and Improvement.”
- We fully plan to continue prioritize the hiring and retention of faculty with a global expertise and research agenda, and are currently seeking to fill two positions for scholars with a global perspective.

13. Further Observations (V.18.)

About the proposed program’s name, please see our response to Reviewer 1 above (8.).



FORDHAM UNIVERSITY

Organizational Leadership Program

*New York, NY 10023
Room 813 (212) 636-6393*

10 February 2017

Re: MS in Human Rights

Dear Colleagues,

In January of 2017, Fordham Dean Elaine Congress and I reviewed an earlier version of Professor Dinesh Sharma's recommendations for a bold new Human Rights M.S. program at SUNY-Binghamton. Dean Congress and I each have over a quarter-century of experience working in diverse leadership roles within the United Nations and civil society. In our view, this MS program is a very timely, evidence-based training, and preparation for growing careers in social justice.

This letter attests to the growing demand for a human rights curriculum at Binghamton University. The demand is partly reflected in the training, research and advocacy we have provided as the UN affiliated NGO to several of the Binghamton students. As the member of Psychological Coalition at the UN (PCUN), which is represented at the American Psychological Association, I am happy to write a letter supporting the development of the M.S. in Human Rights and Community Research at Binghamton University.

Several undergraduate and aspiring graduate students from the Department of Human Development, CCPA, have completed internships at the NGO affiliated with the UN (managed by Dr Ani Kalayjian). They have all taken the Introduction to Human Rights course with Dr. Sharma and enrolled in the UN practicum and internship organized by him. Several of the Binghamton students have attended summer seminars at the UN. With the help of the internship, the students have gained access to the United Nations meetings and conferences, secured additional internships, and paid employment within the human rights field.

I believe the internship track is essential for the success of the M.S. in Human Rights and Community Research. As Dr. Sharma has envisioned it, the UN internship builds on the strengths of the human rights program that Binghamton is developing, while it fosters a strong collaboration between the classroom and the applied training in human rights fields -- at the diplomatic missions, the NGOs, and multilateral policy meetings and conferences.

The M.S. degree in Human Rights and Community Research offers students preparation for engaging in the multi-lateral contexts of human rights practice and for conducting interdisciplinary applied research and evaluation in community settings. Unlike most human rights programs that focus solely on the legal aspect of the field, this unique program will give equal attention to human rights theory and train students to conduct rigorous community-based research.

This program builds on the existing curriculum strengths in social justice and human rights at the undergraduate level, both of which are integrated throughout the curriculum. Students will develop career-ready professional skills for working in human rights organizations at the local, regional, national, and international levels. The program will equip students by developing 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, place, community, and/or nationality.

I strongly recommend the approval of the M.S. degree program in Human Rights and Community Research, and the development of the human rights internship track as a pathway to secure growing job opportunities. If you have additional questions, please feel free to contact me.

Most sincerely,

Harold Takooshian, PhD

Professor of Psychology, &

Director, Organizational Leadership Program

c: Elaine P. Congress, PhD,

Associate Dean, Graduate School of Social Service

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February 14, 2017

To Whom It May Concern:

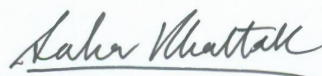
The establishment of a MS in Human Rights and Community Research as proposed by the Department of Human Development at Binghamton University would be a timely initiative under the circumstances in the US and globally. Candidates well versed in both the theory and history of human rights as well as capable of conducting community-level research will be in high demand internationally and nationally within the US. All these elements are critical in the development of a new generation of human rights leaders. Only a handful of programs that address both the local and international challenges are currently available to students. I am so glad to learn that Binghamton University is leading the way in this regard.

As the Country Director of the Open Society Foundations (OSF) in Pakistan, where human rights and justice, especially for marginalized, is a key priority, I can only speak about the international demand for human rights practitioners and scholars. Furthermore, the rise in hate crimes during and after the US presidential elections has prompted many organizations to initiate programming to address such issues. E.g., OSF in the US has mobilized OSF in the US to initiate its "Communities against Hate" project whereby funding is provided to any organization that proactively or in response to hate crimes wishes to help the victims/survivors. In this regard, there is a significant demand for human rights defenders. The role of universities as both the providers of education and as torchbearers of ethical values that encompass human rights is central for a vibrant democracy and imperative in preventing democracies morph into authoritarianism or fascism. The cases of Hitler's Germany and Mussolini's Italy still haunt governments who continue to take concrete steps through their educational systems to ensure that the same mistakes are not repeated.

In addition to the urgency created recently in the US, many of us recognize that human rights is a budding field given a context of increasing threats to peace and stability. New and promising organizations and movements emerge constantly, funding opportunities are available, and innovative scholarship together with a media that keeps freedom of expression and human rights a top priority will stimulate and add depth to debates and spaces for strong democratic traditions. For all these reasons, job prospects in this area are very good.

I appeal to you to proceed with the establishment of the MS in Human Rights and Community Research. You will be doing a great service both to the human rights community and to graduates who will enjoy very positive career prospects.

Sincerely,



Saba Gul Khattak
Country Director



The Association for Trauma Outreach & Prevention (ATOP)

www.meaningfulworld.com

NY Office

185 E. 85th Street, New York, NY 10028

Phone: 1 (201) 941- 2266

E-mail: drkalayjian@Meaningfulworld.com

9 February 2017

To Whom it May Concern:

I am writing this letter to recommend the establishment of a wonderful new program proposed by Binghamton University; a Master's Degree in Human Rights and Community Research.

As brought to my attention by Prof. Sharma's students, who have interned with our NGO, Association for Trauma Outreach & Prevention, Meaningfulworld, there is a growing demand among students for human rights education, training, and professional experience. Students want to connect with the United Nations and other international agencies, NGOs and diplomatic missions, where they can gain direct experience and receive on the job training for working in the fields connected with international human rights.

Our organization, the Association for Trauma Outreach & Prevention, Meaningfulworld, has been involved at the United Nations since 1988. We have been observing the great need for interdisciplinary approaches to ensure human rights for all, especially in times of conflict, disasters, and political unrest. We recommend the involvement of civil society and other

disciplines at the United Nations in addition to the diplomatic and state efforts provided by the United Nations.

Graduates from this program - Binghamton Masters in Science Program in Human Rights and Community Research - would be in ideal position to help fill that need.

I recommend the establishment of this Masters Program, and our organization would assist in any way possible to provide internship and practical experience. We have just launched our new *Graduate Fellowship Program* in Humanitarian Relief, Human Rights, and Policy Development, and we are looking forward to offer a practicum for the new graduates.

Much gratitude,

Dr. Kalayjian

Dr. Ani Kalayjian

Board Certified Expert in Traumatic Stress

Fellow of New York Academy of Medicine

Past President, Psychology Coalition at the United Nations

Adj. Professor of Psychology, Teachers College, Columbia University

President, Association for Trauma Outreach & Prevention

United Nations Representative

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