

**Attestation and Assurances**

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

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

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

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements (The New York State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution).

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


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

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

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

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

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

<b>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</b>	
<b>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.</b>	
Signature 	Date 12/15/2023
Type or print the name and title of signatory	Email and Phone Number
Carol H. Kim	



# New Program Proposal: Certificate or Advanced Certificate Program

**Form 2C**

Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to a certificate or an advanced certificate. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies<sup>1</sup>), which should include appended items that may be required for Sections 1 through 5 and 10 of this form, to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

## Table of Contents

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

Section 1. General Information.....	2
Section 2. Program Information.....	3
2.1. Program Format.....	3
2.2. Related Degree Programs.....	3
2.3. Program Description, Purposes and Planning.....	3
2.4. Admissions.....	6
2.5. Academic and Other Support Services.....	6
2.6. Prior Learning Assessment.....	7
2.7. Program Assessment and Improvement.....	7
Section 3. Program Schedule and Curriculum.....	7
Section 4. Faculty.....	9
Section 5. Financial Resources and Instructional Facilities.....	12
Section 6. Library Resources.....	12
Section 7. External Evaluation.....	12
Section 8. Institutional Response to External Evaluator Reports.....	12
Section 9. SUNY Undergraduate Transfer.....	13
Section 10. Application for Distance Education.....	14
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization.....	14
List of Appended Items.....	14

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

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



## Section 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 Programs

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

### 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 Graduate Certificate in Africana Studies is designed to give students a familiarity with the essential social, historical, cultural, economic, and political background for studying issues that are central to the Africana experience, and the ability to produce richly contextualized analyses of contemporary race relations in the United States. The learning goals include providing students with the language and critical thinking tools with which to infuse their work, individual field(s) of study, and/or teaching with a fluent and usable framework around issues of race, cultural competency, and racial justice. Given the continuing significance of race and issues of diversity on campus and in the national discourse, this credential is timely and germane. The certificate can be earned either as a freestanding course of study or in conjunction with master's or doctoral work in a wide variety of subjects, especially in the Humanities, Social Sciences, Arts and Architecture, Education, Criminal Justice and Health Sciences.

- 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."*

Certificate earners will be able to:

- Demonstrate substantial cultural, political, and social knowledge of the major events and historical experiences of people of African descent in Africa and its diaspora.
- Understand the central role of race and its intersectional relationship to other socially constructed categories, such as gender, class, and sexual orientation, in the histories and lived experience of people of African descent
- Deploy acceptable methods of inquiry in order to conduct, interpret, analyze, assess, and critique research in Africana Studies

- 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?

This certificate program is poised to contribute to UAlbany’s strategic goals and priorities related to diversity and inclusion. This program will answer a need in our community for perspectives and training related to how to skillfully relate to and understand the needs of the largest racial minority group in the Capital Region. Certificate Program recipients will gain the skills, disposition and knowledge to effectively work with Black Americans, will become more culturally competent in their communication skills, and will have a more nuanced understanding of the Black community’s ethnic composition, its needs, and most importantly, its strengths. This is in alignment to our university’s vision for serving the Capital Region and the state of New York.

- d) How were faculty involved in the program’s design?

Faculty in the Africana Studies Department collaborated to discuss and formalize the certificate proposal.

- 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.

- 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
	Full-time	Part-time	Total	
1		10	10	5
2		10	10	5
3		10	10	5
4		10	10	5
5		10	10	5

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

Course Title	Credits	Course Title	Credits
AAFS 503-Human Services and the Black Community	3	AAFS 505-Seminar in African American History (African American Track)	4
AAFS 530-Law in the Black Community	3	AAFS 524-Economic Development in the Black Community (African American Track)	3
AAFS 531-The Sociology of Segregation	3	AAFS 533-Topics in African History (African Track)	4
AAFS 690-Seminar in African Diasporic Research: Migration and Citizenship	3	AAFS 623-Africa in World Politics (African Track)	3
<b>Total required credits: 18 credit hours selected from the courses listed above</b>			

**h) Program Impact on SUNY and New York State**

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

Rationale of the Graduate Certificate program

We believe that it is important to help students understand about racism: its forms, impact on the lives of those who face this oppression, and the ways it can be identified in contemporary times. In that vein, it is also important to address topics such as cultural competence (congruent behaviors, attitudes) and policies that help individuals to work effectively in cross-cultural situations. Lastly, a certificate program in Africana Studies shall address issues of social justice and change, especially as it applies to racism and other forms of oppression.

Target population

We envision that this certificate in Africana Studies will be of special interest to educators (K through 12 and in tertiary education), practitioners, civil service workers, managers, public and private sector administrators, and post-baccalaureate students who are interested in working skillfully and appropriately with a diverse constituent. Indeed, there is increasing focus nationally and locally on intellectual engagement with issues of racism, diversity and inclusion. In addition, to our knowledge, there are no advanced certificate programs offered by any of the seventeen SUNY campuses with programs in Africana (Black )Studies.

**h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

Employer	Need: Projected positions	
	In initial year	In fifth year

**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
SUNY Stony Brook	Africana Studies	Advanced Certificate	1
CUNY	Africana Studies	Graduate Certificate	Not available
Rutgers	Africana Studies	Graduate Certificate	Not available

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

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

## 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.

- Must hold a Bachelor's degree from an accredited college or university.
- Minimum of 2.7 GPA and/or 5 years of work experience (any setting).
- Resume /CV
- Personal Statement setting out experience, interests, and expectations for the certificate program
- Three letters of recommendation from supervisor or colleague, setting out the applicant's qualifications, interests, and likely professional trajectory, including professional and/or academic references.

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

The Executive Committee in Africana Studies will review all applicants for the certificate program and review each case and make a judgement on whether the applicant should be admitted to the program with exceptions.

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

The certificate program will target professions that would benefit from the knowledge of Africana Studies such as education, law, government, law enforcement, and globalization.

## 2.5. Academic and Other Support Services

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

Academic advising will be provided by the Director of Graduate Studies who will work with professors involved with the certificate program to ensure the success of the student in the program and uphold the academic standards in the department.

## 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.*

## Section 3. Program Schedule and Curriculum

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

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

### EXAMPLE FOR ONE TERM: Program Schedule for Certificate Program

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

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

**a)** If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility?  
**NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

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

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

**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 Program Schedule for Certificate and Advanced Certificate Programs**

**Program/Track Title and Award:**     Certificate in Africana Studies    

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

<b>Term 1:</b>				<b>Term 2:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New (X)</b>	<b>Co/Prerequisites</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New (x)</b>	<b>Co/Prerequisites</b>
AAFS 503- Human Services and the Black Community	3			AAFS 524-Economic Development in the Black Community	3		
AAFS 530- Law in the Black Community	3			AAFS 623-Africa in World History	3		
<b>Term credit totals:</b>	<b>6</b>			<b>Term credit totals:</b>	<b>6</b>		
<b>Term 3:</b>				<b>Term 4:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New (X)</b>	<b>Co/Prerequisites</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New (X)</b>	<b>Co/Prerequisites</b>
AAFS 531-The Sociology of Segregation	3						
AAFS 690-Seminar in African Diasporic Research: Migration and Citizenship	3						
<b>Term credit totals:</b>	<b>6</b>			<b>Term credit totals:</b>			

<b>Program Totals (in credits):</b>	<b>Total Credits: 18</b>
-------------------------------------	--------------------------

#### Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

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

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

All faculty in this certificate program are tenured, on tenure track, or lecturers who, in addition to maintaining an active research program and advising doctoral students, teach at least 2 courses each semester.

**SUNY Faculty Table**

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

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications and licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
David Agum	100%	AAFS 533 (Topics in African History)	Ph.D. (Temple University)	Africana Studies	
Jennifer Burns	100%	AAFS 505 (Seminar in African American History II)	Ph.D. (University at Albany)	History	
Michelle Harris	75%	AAFS 531 (The Sociology of Segregation)	Ph.D. (University of Michigan)	Sociology	
El-Ra Radney	100%	AAFS 524 (Economic Development in the Black Community)	Ph.D. (Michigan State University)	African American & African Studies	
Marcia Sutherland	100%	AAFS 503 (Human Services and the Black Community)	Ph.D. (Howard University)	Psychology	
<b>Part 2. Part-Time Faculty</b>					
Clayton Eichelberger	25%	AAFS 530 (Law and the Black Community)	J.D. (Mercer University)	Law	
Frank Essien	25%	AAFS 690 (Seminar in African Diasporic Research: Migration and Citizenship)	Ph.D. (University at Albany)	Public Administration	
Annette Johnson	25%	AAFS 503 (Human Services and the Black Community)	Ph.D. (Columbia University)	Health Education	
Roxanne Jones Booth	25%	AAFS 503 (Human Services and the Black Community)	Ph.D. (Gordon Conwell Theological Seminary)	Theology	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% 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 and licenses and professional experience in field.
Marcel Kitissou	25%	AAFS 623 (Africa in World Politics)	Ph.D. (Syracuse University)/ Ph.D. (University of Bordeaux, France)	Political Science/Contemporary History	
<b>Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)</b>					

**Section 5. Financial Resources and Instructional Facilities**

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

The human resources available are listed on page 8. The certificate program will be housed within the Department of Africana Studies operating with its resources, physical facilities, offices (with current faculty), and equipment. We also assessed that the library resources, with current acquisitions, is capable of supporting the certificate program.

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

**SUNY Program Expenses Table**

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

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>(a) Personnel (including faculty and all others)</i>						
<i>(b) Library</i>						
<i>(c) Equipment</i>						
<i>(d) Laboratories</i>						
<i>(e) Supplies</i>						
<i>(f) Capital Expenses</i>						
<i>(g) Other (Specify):</i>						
<b>(h) Sum of Rows Above</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Section 6. Library Resources**

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

**Section 7. External Evaluation**

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

**Section 8. Institutional Response to External Evaluator Reports**

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

**Section 9. SUNY Undergraduate Transfer**

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

## 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

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

### List of Appended Items

**Appended Items:** Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, <a href="#">Commissioner’s Regulations for the Profession</a> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
See pg. 8	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appx. I	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, <a href="#">External Instruction Form</a> and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <a href="#">Distance Education Format Proposal</a>	Section 10

## APPENDIX I

### COURSES AND THEIR CATALOG DESCRIPTIONS

#### **AAFS 503 Human Services and the Black Community (3)**

Students will examine the roles of professionals/practitioners with reference to historic in-group and out-group perceptions of and prescriptions for people of African descent in the U.S., including especially African Americans, Afro-LatinX, Afro-Caribbean Americans and other under-represented groups of African Diaspora in the U.S.

#### **AAFS 530 Law and the Black Community (3)**

This course focuses on African American Legal Studies. The students study Case Law starting with 1607 through the present. The course focuses on the development of the Law and on questions concerning equality and fairness within the Black community. The primary sources of legal analysis will be Supreme Court decisions and the evolution of constitutional rights and civil rights. The history of Blacks in America is studied to provide context for understanding legal decisions. The history and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 will also be analyzed.

#### **AAFS 505 Seminar in African American History II (4)**

This course will provide a fundamental and comprehensive overview of African American History from 1865 to the present. Various historical themes will be reviewed, and students will have an opportunity to explore research topics related to the following: Reconstruction, The Age of Jim Crow, Booker T. Washington, and W. E. B. DuBois, the Great Migration, the Harlem Renaissance, The Great Depression and New Deal Era, World Wars I and II, The Civil Rights Movement, The Black Power Movement, and contemporary African American History.



### **AAFS 524 Economic Development in the Black Community (3)**

This course discusses alternative means and programs for the development of individual or collective Black ownership of resources, the expansion of Black participation in the economy, and the historical antecedents of both problems and proposed remedies. The related economic problems of other communities of color will also be discussed.

### **AAFS 533 Topics in African History (4)**

Intensive study of a particular theme in African history. May emphasize a particular country or group of countries or a selected theme such as labor history, women, or nationalist and national liberation struggles. May be repeated for credit with consent of instructor.

### **AAFS 623 Africa in World Politics (3)**

The seminar explores the role that African states play in internal affairs, and the paradigms and prisms through which other international actors view them. Seminar themes may include topics such as theoretical models, African unity, Africa's role in the global economy and the North-South dialogue, and sources conflict in African states. Case studies of specific African countries will be examined.

### **AAFS 531 The Sociology of Segregation (3)**

Designed to systematically analyze the process of socioinstitutional segregation and/or inequality in the United States. The history of the black men's relationship to cultural, economic, and political processes as they relate to visibility and arbitrary differential distribution of resources will be examined. Some attention is given to certain theories of social inequality and segregation that have negatively affected the life value, life chances, and life styles of black people.

**AAFS 690 Seminar in African Diasporic Research: Migration and Citizenship (3)**

Study of issues relating to the movement of peoples of African descent in contemporary times. This course will allow student to understand migration and immigration not only from a multidisciplinary approach but also from an immigrant-centered approach.




# 5 Distance Education Format Proposal For A Proposed or Registered Program

**Form 4**  
Version 2016-10-18

When a new or existing program is designed for a [distance education format](#), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information	
<b>a) Institutional Information</b>	Institution's 6-digit <a href="#">SED Code</a> : <b>210500</b>
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
<b>b) Registered or Proposed Program</b>	Program Title: Graduate Certificate in Africana Studies
	<a href="#">SED Program Code</a>
	<a href="#">Award(s)</a> (e.g., A.A., B.S.): Graduate Certificate
	Number of Required Credits: Minimum [ 18 ] If tracks or options, largest minimum [   ]
	<a href="#">HEGIS Code</a> : 2211.00
	<a href="#">CIP 2010 Code</a> : 05.0101
<b>c) Distance Education Contact</b>	Name and title: Colleen Davis, Assistant Dean of the Graduate School Telephone: 518-437-5063                      E-mail: <a href="mailto:cdavis@albany.edu">cdavis@albany.edu</a>
<b>d) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</b> Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost Signature and date:  12/14/2023
	<b>If the program will be registered jointly<sup>1</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>
	Partner institution's name and 6-digit <a href="#">SED Code</a> : Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):

<sup>1</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1		10	10	5
2		10	10	5
3		10	10	5
4		10	10	5
5		10	10	5

## Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: 15
- b) Is this the same as term length for classroom program? [ ] No [ X ] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

*The online classes are designed to be equivalent in terms of instructional time and total material covered to the face-to-face classes, which follow SED guidelines of 150 minutes/week for 15 weeks.*

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

*Students will be able to complete 100% of the program online.*

- e) What is the maximum number of students who would be enrolled in an online course section?

*Enrollment limits will mirror our in-person course section limits (10).*

**Part A: Institution-wide Issues:** Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

### Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?
- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

- d) If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

## Part A.2. Learner Support

- a) Describe how your institution provides distance students with **clear information** on:
- Program completion requirements
  - The nature of the learning experience
  - Any specific student background, knowledge, or technical skills needed
  - Expectations of student participation and learning
  - The nature of interactions among faculty and students in the courses.
  - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What **orientation** opportunities and resources are available for students of distance learning?

**Part B: Program-Specific Issues:** Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

## Part B.1. Learning Design

- a) How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.
- The curriculum for the Distance Education program is the same as the campus-based version. The courses have the same templates / syllabi, same instructors, and requirements.*
- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?
- Courses will be offered on a regular basis, with each student assigned a departmental faculty advisor who works with students to make sure courses they need are available and advising which semester to take a particular course. All courses are available on a rotational basis (typically every year or every semester).*
- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

The faculty will utilize the standard platform Blackboard, or its successor Brightspace, provided by the university to build their course websites. The platform is updated regularly and enables video, student discussion, and collaboration as well as web links, announcements, and many other resources.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The online sections of courses are organized by the instructor. Faculty and programs are also supported in using a variety of technologies, primarily Zoom, and pedagogical approaches from the Center for Teaching, Learning, and Online Education (CATLOE) in order to support the effectiveness of their online courses and programs.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password protected domain using the NETID protocol and must also log into the BLS Learning Management System using their university credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of certain tasks within the LMS environment.

## Part B.2. Outcomes and Assessment

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

Each course has a syllabus with course objectives, content focus, readings, and assignments. Led by course leads, program faculty routinely discuss and revise the course syllabi student learning outcomes, the same for both the campus and online formats, based on program assessments and evidence of student learning.

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

All the courses have assessments aligned to our student learning outcomes. The assessments are specific to the course goals and may involve video analysis, discussion, essay response, written reflection, responses to students' learning, analysis of teaching strategies, critique of available resources, publications, etc. The assessments require integration, application, and analysis of course content.

## Part B.3. Program Evaluation

- a) What process is in place to monitor and **evaluate the effectiveness** of this particular distance education program on a regular basis?

Whether a course is face-to-face or online there are similar methods to evaluate program effectiveness: a yearly review of student learning outcomes. The periodic assessment and length of assessment cycle is the same for the proposed new in-person program and the distance education program.

- b) How will the evaluation results will be used for **continuous program improvement**?

Evaluation results are used to make changes and modify the curriculum.

- c) How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

The program evaluation is the same for students taking online or campus-based courses. The courses meet

*University requirements for rigor and breadth required of graduate coursework, including credits, format, and assignments needed for a Graduate Certificate.*

#### **Part B.4. Students Residing Outside New York State**

SUNY programs must comply with all [“authorization to operate” regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state’s definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

*Distance learning students will be flagged in our integrated administrative system. This will allow regular querying so that we can identify any out of state students who participate from their home state. The University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA). This is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member institution, the University is approved to offer distance education courses to students outside of New York.*

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student’s state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution’s website where contact information for filing complaints for students in this program is posted? **NOTE:** *Links to information for other states can be found at [here](#).*

<https://www.albany.edu/online>