



New Program Proposal: Certificate or Advanced Certificate Program Form 2C

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to a certificate (undergraduate) or an advanced certificate (graduate). 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 3 and Section 10 of this form to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

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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 degree; 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	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: February 7, 2014; updated February 18, 2015
	Institution's 6-digit SED Code : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Ave, Albany, NY 12222
	Dept of Labor/ Regent's Region : Capital Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): University at Albany (210500)
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [✓] if not applicable :?
c) Proposed Program Information	Program Title: International Health and Human Rights
	Award(s) (e.g., Certificate): Graduate Certificate
	Number of Required Credits: Minimum [16] If tracks or options, largest minimum []
	Proposed HEGIS Code : 2106 International Public Service (other than diplomatic service)
	Proposed 6-digit CIP 2010 Code : 44.0401 Public Administration
	If the program will be accredited, list the accrediting agency and expected date of accreditation: n/a
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:? n/a
d) Contact Person for This Proposal	Name and title: David Rousseau, Dean, Rockefeller College of Public Affairs & Policy, University at Albany Telephone: (518)442-5245 E-mail: drousseau@albany.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Susan Phillips, Provost, University at Albany Signature and date: included on the original transmittal
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	n/a Partner institution's name and 6-digit SED Code : Name and title of partner institution's CEO: 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 [format, 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:

Title - Public Administration
 Award – MPA
 IRP Code – 03038

2.3 Program Description, Purposes and Planning

BACKGROUND:

To address the growing demand for interdisciplinary solutions to our contemporary world challenges, the Global Institute for Health and Human Rights (GIHHR) in collaboration with the University at Albany School of Public Health (SPH) and the Rockefeller College of Public Affairs and Policy is proposing the creation of a Graduate Certificate in International Health and Human Rights to be offered to students and professionals (health care professionals, lawyers, policy makers etc.). The certificate program will be administered by Rockefeller College at the University at Albany.

The topic of health and human rights is gaining more exposure in the political and public sphere as questions are raised about health disparities in minority populations, access to healthcare for vulnerable populations and health care for prisoners, among others, that beg us to look into the undeniable links between health and human rights. Additionally, throughout the world, there have been conflicts that have resulted in the removal of basic human rights from civilian populations and have had a detrimental effect on the health status of a large number of people. Professionals who are able to analyze, prosecute, treat or make any difference in these situations must be given the right tools to be able to do so. This is of particular importance to students and professionals in health and/or human rights as well as students and professionals in related disciplines, such as those pursuing the proposed Master of International Affairs degree from Rockefeller College.

Furthermore, there are many international organizations that are looking to health and law professionals for global human rights and health work. However, there are few universities in the United States that offer a consolidated, comprehensive health and human rights curriculum for students and professionals hoping to gain information on the links between the two fields. Figure 1 from the World Health Organization (WHO) examines the links that exists between health and human rights.

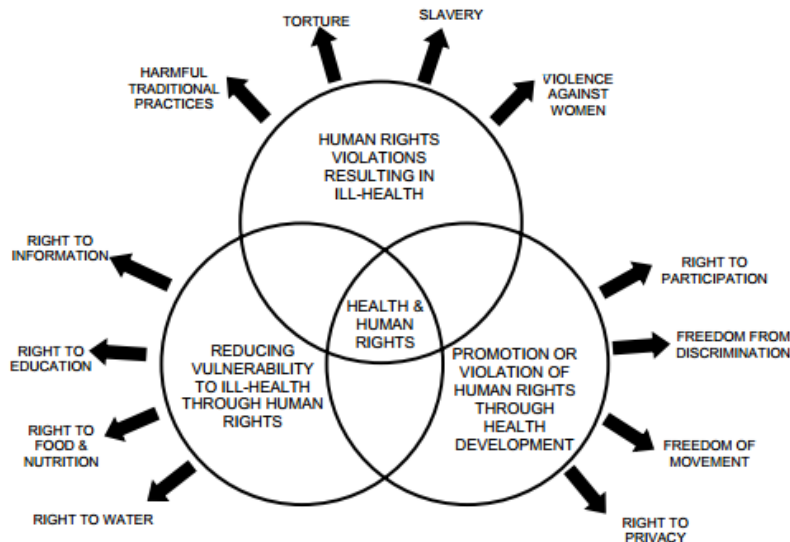


Figure 1: Examining the Links between Health and Human Rights
 Source: WHO - <http://www.who.int/hhr/HHR%20linkages.pdf>

Dr. Margaret Chan, the Director-General of the World Health Organization (WHO) has stated that, “The world needs a global health guardian, a custodian of values, a protector and defender of health, including the right to health.” The WHO constitution put out the first statement regarding the right to health for all by stating, “...the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being...” Furthermore, the Universal Declaration of Human Rights (1948) stated that the right to an adequate standard of living includes the right to health. In 1966, the International Covenant on Economic, Social and Cultural Rights established that signatory states must recognize “...the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.” Health and human rights have been intertwined because of the highly personal nature of healthcare and health-related issues. However, many nations around the world have health systems that do not allow for this basic right to be realized by a majority of the population. Specifically, many minority groups in these nations face discriminatory health practices, including inaccessibility of healthcare itself.

According to the WHO and the United Nations Office of the High Commissioner for Human Rights (OHCHR), it is necessary to develop outlines for health policy making guided by international human rights standards and principles. Using a human rights framework, the underlying inequality and discriminatory practices that affect people’s health can be better understood. With this understanding, physicians, lawyers, policy makers and other essential constituencies can begin to create health policies that are not discriminatory and are scientifically sound. Given the complex nature of health and human rights, in order to design effective, human rights based health policies, professionals from different fields must come together in a cross-disciplinary setting to establish a continuing dialog. The issue in bringing different professionals together is that each speaks his/her own professional language and often understands important issues based solely on the lessons of his/her discipline. To examine the causes of injustice in health systems and to design policies, it is necessary for professionals from different fields to speak a common health and human rights language that is informed by multiple disciplines.

The University at Albany’s GIHHR was founded in 2012 with the mission to facilitate a deeper understanding of the intersection between health and human rights, and to promote innovative and interdisciplinary solutions to contemporary challenges in this arena through research, education, policy, advocacy and development. Although Rockefeller College and the SPH are key collaborators with GIHHR, faculty from across the University at Albany participate in the interdisciplinary effort (including the College of Arts and Sciences, the School of Criminal Justice, and School of Social Welfare). The GIHHR advisory board draws on faculty and practitioners from across the region, state, nation and globe. Founded as a research and training institute, the GIHHR reports to UAlbany’s Vice President for Research.

In order to pursue its goal of creating a credit bearing graduate certificate, GIHHR has partnered with Rockefeller College. The Rockefeller College Graduate Certificate in International Health and Human Rights is a consolidated health

and human rights certificate program for students and professionals who hope to gain practical knowledge in the fields of health and human rights. The proposed program is a University at Albany program, but given the subject matter's interdisciplinary character it will involve collaboration with several academic institutions in the Capital District (including Albany Law School, Albany Medical College, Union Graduate College, and the Albany College of Pharmacy and Health Sciences). The goal of the collaboration is to give students access to faculty expertise and allow transfer credit for relevant courses from these institutions (subject to existing university policy on transfer credits). The certificate is not a "multi-institution" program in SUNY terminology, because the administration of the program will take place entirely at the University at Albany and the degree will be awarded by the University at Albany only.

The Rockefeller College Graduate Certificate in International Health and Human Rights and the research and training offered by the GIHHR employ a collaborative and interdisciplinary approach towards education. First and foremost it seeks to reconcile different academic perspectives with one another. Political scientists, public health professionals, public policy analysts, doctors and lawyers often view problems through very different lenses; our interdisciplinary program allows researchers and practitioners to approach problems from an integrated perspective. This approach, coupled with GIHHR's position at UAlbany, provides a unique vantage point from which to engage the intersection of health and human rights from a variety of angles, integrating fields of study ranging from philosophy to urban planning to law and public health. Further, a primary goal of the Institute is to empower the next generation of health activists and professionals to become engaged in the international promotion of health and human rights. The realization of social justice in health requires effective health policy and the protection of basic human rights, codified into law. The Institute's focus is on vulnerable populations and those from the corners of society least able to advocate for themselves due to social, political and/or cultural marginalization. The Institute's health policy work is a call to action to all those who shape public policy to remain aware of the needs of those who suffer most in society, and to enact laws that will protect their rights and well-being.

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

The Graduate Certificate in International Health and Human Rights is a program for students and professionals who hope to gain practical knowledge in the fields of health and human rights. The primary objective of the program is to provide professionals and students with a framework for understanding health and human rights as a single issue area and for advocating that access to quality health care is a human right – regardless of wealth, power, status, standing or tradition.

The certificate program in health and human rights requires the completion of five courses, including three required courses and two electives. The required courses include 1) HPM645 Global Health, 2) RPOS568/RPAD 568 Foundations of Human Rights, and 3) HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach. The Global Health course is an offering in the School of Public Health and the Foundations of Human Rights course will be an offering in Rockefeller College. The Health and Human Rights course focuses on the intersection of these two traditional issues areas. The required courses will be offered at least annually. The elective courses can be selected from a list of offered courses at UAlbany or the partner institutions in the Capital Region (including Albany Law School, Albany College of Pharmacy and Health Sciences, and Union Graduate College). Students can transfer one of the elective courses from a non-partner institution if proof of completion can be shown (up to 3 credits).

There will be two tracks that students can follow through the certificate program. Track one is geared towards traditional students and track two is designed for professionals who are not able to take courses during the fall or spring semesters of the academic year.

The first track will involve taking courses, both core and electives, during the regular semester. These classes will be completed over their allotted fifteen week time period and credit will be given at the end of that period. After completing the three core courses at UAlbany, students will have the option to complete two elective courses at the partner institutions or at UAlbany. Although it is preferred that UAlbany students take courses offered at partnering institutions to gain breadth, the two electives can be taken at UAlbany to complete the certificate.

The second track will involve taking courses outside of the traditional academic year. Professionals working full time (e.g., doctors, lawyers, and public health workers) often cannot spend 10-15 weeks in a residential program. Moreover, we believe that demand for this program will come from professionals located around the globe. Therefore, the certificate courses will be offered during summer sessions and online. This will allow professionals, both local and at a distance, to take a

combination of online and on-site courses. Students will only be allowed to take a maximum of two online courses.

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](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The overall educational objective of the Graduate Certificate in International Health and Human Rights is to have students develop a framework to understand health and human rights not as two separate issues, but as one single issue with two components, mainly, the right of every human to quality health care. The curriculum components of the Graduate Certificate in International Health and Human Rights indicate the general competencies that must be acquired in the program to meet this goal. The components will develop students' general competencies that are consistent with the certificate's mission to provide specific knowledge and to develop skills and capabilities across various disciplines including health, law, medicine, science, social sciences and advocacy that enrich students' perspective and performance capabilities with regard to future employment and career.

Upon completion of this program, students will be able to:

- Understand the principles and institutions of national, regional, and international human rights laws, including their origins, assumptions, contents, limits and potential (RPOS 568/RPAD 568);
- Analyze human rights issues within the context of particular countries or international situations and formulate and evaluate human rights-based initiatives and policies (RPOS 568/RPAD 568);
- Understand and evaluate the major issues confronting global health, including their levels and trends, their determinants, and their effect on individuals and populations (HPM 645);
- Develop in-depth skills to design, implement, monitor and/or evaluate health programs and health systems, including their inputs, outputs, effectiveness, cost-effectiveness, and financial management (HPM 645);
- Understand the critical relationship between health and human rights and the rationale for viewing quality health care as a basic human right (HPM 586/RPOS 586);
- Formulate and evaluate human rights policies within the health issue area (HPM 586/RPOS 586);
- Identify the human rights dimension hidden in everyday health care practice and formulate new procedures in everyday work to enhance the protection of human rights (HPM 586/RPOS 586); and
- Develop culturally-relevant professional leadership and communication skills to work collaboratively to motivate and inspire others to help solve human rights problems in the health issue area (HPM 586/RPOS 586).

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 proposal intends to invest in the development of a graduate certificate program in support of initiatives contained in UAlbany's strategic investment plan that was written in response to Governor Andrew Cuomo and SUNY Chancellor Nancy Zimpher's NYSUNY Challenge Grant Initiative, *UAlbany Impact*, specifically **Strategic Initiative #1: Human Health and Biomedical Sciences: Translating Science into Human Health** and **Strategic Initiative #4: Public Service and Policy: Improving the Human Condition through Research on Policy and Practice**. This proposal can increase opportunities for students regionally and internationally through interdisciplinary training to build up their experience and knowledge in the growing field of health and human rights. By bringing faculty and students together from different fields this certificate will highlight the University at Albany as a center for excellence in the important and growing field of health and human rights.

The proposed certificate program will concentrate on different aspects of public health, especially with regard to Human Rights. The program will not overlap with or negatively impact any certificate programs offered at the University at Albany, including the School of Public Health and Rockefeller College. In fact, we anticipate that this certificate will be a concentration within the proposed Master of International Affairs (MIA) degree at Rockefeller. Additionally, as the main focus of this certificate is on the issue of Human Rights, it is expected that the program will attract students and professionals from other fields and departments (e.g., Law, Criminal Justice etc.).

In terms of diversity and/or international perspectives, the GIHHR, through its global network and by supporting various international projects, creates research opportunities for motivated students and health professionals enrolled in the program

to work together across borders and disciplines to gain practical experience while emphasizing the connectedness and importance of health and human rights.

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

As an interdisciplinary program, the Graduate Certificate in International Health and Human Rights has, from the beginning, benefited from collaboration and consultation with the chairs of the involved UAlbany departments and their respective faculty in terms of program design and planning. In particular, the chairs aided in the identification of courses that could serve as electives for the certificate.

In addition, many faculty members from across UAlbany have been involved in the founding of the GIHHR and the development of the strategic plan for the institute’s research, teaching, training, and advocacy missions. The GIHHR Board of Directors is composed of faculty from UAlbany (Victor Asal, Katharine Briar-Lawson, Ray Bromley, Samantha Friedman, Alan Lizotte, John Mandel, Vivian Ng, Karl Rethemeyer, David Rousseau, Lawrence Shell, Carol Whittaker, Kevin Williams, and Elga Wulfert). The board as whole supported the creation of the academic certificate and a team of GIHHR, SPH and Rockefeller College faculty, staff, and researchers developed the details of the plan.

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.**

The program is not designed to meet accreditation. However, a number of external partners have been consulted about the need for the certificate and the ideal content for it. In order to maximize external input on the Institute’s research, teaching, training and advocacy missions, the GIHHR created an Advisory Board drawn from practitioners and academics. This body, which helped formulate the strategic direction of the Institute, includes the following members: Ladan Alomar, Executive Director, Centro Civico of Amsterdam; Joseph Amon, Director of Health and Human Rights Division, Human Rights Watch; Penelope Andrews, President and Dean, Albany Law School; Chris Beyrer, Director/Professor, JHU Center for Public Health and Human Rights; David Bloom, Professor, Harvard Dept. of Global Health; Nazanin Boniadi, Actress, Spokesperson for Amnesty International USA; Sophie Cook, Executive Director, Committee of Concerned Scientists; Henry Greenberg, Former Chair of Human Rights, NY Academy of Sciences; Kaveh Khoshnood, Associate Professor, Yale University School of Public Health; Joel Lamstein, President, John Snow, Inc.; Robert Lawrence, Professor, Johns Hopkins University, Bloomberg School of Public Health; Jamie Metzel, former Vice President, Asia Society; Suzanna Nossel JD, Executive Director, USA/Amnesty International; and Susannah Sirkin Director of International Policy and Partnerships, Physicians for Human Rights. In addition, the GIHHR consulted James Gozzo, PhD – President, Albany College of Pharmacy & Health Sciences and Alicia Ouelette, JD – Associate Dean and Professor, Albany Law School. Although this body did not review the details of the proposal, it did support the need to develop curriculum to train professionals to identify the human rights dimension of health care and develop policies and programs to increase protections for vulnerable, marginalized and at risk populations. The Advisory Board will also annually review the curriculum, marketing, and assessment of the certificate program at its annual meeting.

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?

As discussed above, we anticipate three types of students enrolling in the certificate program: 1) students concurrently enrolled in a masters program taking certificate classes as part of a concentration; 2) part-time students working full-time in the fields of law, medicine, or public health taking approximately one course per term over the two year period; and 3) professionals taking two or three courses during an intensive summer session.

The enrollment figures in the table below are based on several assumptions. First, the program will be begin with a modest number of students and grow slowly over time as more public health organizations, students and professionals in the field of human rights and public health, and students from other fields become familiar with this certificate program. Second, we anticipate that the vast majority of students will be part-time students taking the courses over two years. In order to keep our estimates conservative, we have indicated that 100% of the students will be part-time in the table below. Third, enrollments should increase when the proposed Rockefeller College Master of International Affairs (MIA) program

is launched. The International Health and Human Rights Certificate will be a concentration within this program. Fourth, the addition of a summer school program hosted by the GIHHR will have a significant impact on annual enrollments, particularly with students that are new to the University. Fifth, two of the three core courses will be taught in a distance learning format: the asynchronous distance learning format used by the SPH for the Global Health course and the synchronous distance learning format that will be used for all MIA courses including the Foundations of Human Rights course.

Year				Estimated
	Full-time	Part-time	Total	FTE
1	0	8	8	3
2	0	18	18	6
3	0	29	29	10
4	0	40	40	13
5	0	51	51	17

If enrollments are not achieved, Rockefeller College can place greater emphasis on the program in its marketing and recruitment activities. The GIHHR can also increase recruitment efforts at its other activities (research conferences, training workshops, and advocacy efforts). However, if enrollments fall drastically short, the certificate could be reduced or eliminated at little or no cost. Two of the three core courses are already regularly taught (or will be) in other programs (Global Public Health in the MPH and Foundations of Human Rights in the MIA), and the third core course (Health and Human Rights) will be regularly taught by the faculty from GIHHR beginning in Fall 2014. Similarly, the elective courses are currently taught across UAlbany and/or other academic institutions in the Capital Region. Therefore, offering these courses to certificate students will not involve additional teaching hours on the part of faculty. In the event that courses are unavailable at the affiliated institutions, the GIHHR has the ability to offer many of these courses itself through affiliated faculty members who are qualified to teach in these areas. The elective courses may be completed online if the option is available. In the future, we hope to have all the courses offered as part of the curriculum available online.

Finally, to facilitate timely completion of the certificate, the participating faculty members and administrators at each partner institution will make every effort to reserve seats for certificate students. In the event that interest in the program greatly exceeds estimates, enrollment caps will be discussed with participating professors and institutions to determine if limits for registration in the certificate program should be utilized to ensure that all certificate students are able to register for courses. In terms of course timing, coordination will be made between the GIHHR and the affiliated institutions to ensure that it is possible for students to enroll in onsite courses without scheduling conflicts. The same measures will be taken in terms of coordination of exam dates and/or paper deadlines.

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.

The certificate itself does not include any prerequisites, specializations, concentrations, capstones, or other requirements. While the core courses do not require prerequisites, the students will be advised that some of the elective courses may have prerequisites. However, these prerequisites may be waived by the program director if the student can demonstrate expertise and proper qualifications for the course.

As stated in Section 2.3a, the Certificate Program in International Health and Human Rights requires the completion of five courses, including three core courses and two electives. The core courses include 1) HPM645 Global Health, 2) RPOS568/RPAD 568 Foundations of Human Rights, and 3) HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach. The Global Health course is an annual offering in the School of Public Health and the Foundations in Human Rights course will be an annual offering in Rockefeller College. The Health and Human Rights course focuses on the intersection of these two traditional issues areas.

Given that the partner institutions in the region offer classes at the intersection of health and human rights and these partner institutions are interested having their students exposed to the field of health and human rights, the program will

permit but not require up to two classes to be transferred to the University at Albany under standard credit transfer procedures.

h) Program Impact on SUNY and New York State

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

The global focus of the GIHHR means that its research, teaching, training and advocacy missions are not bound by political or geographic boundaries. Quality health care is a human right for a prisoner in Rwanda, a refugee in Italy, a child in Brooklyn, and a Native American on the St. Regis Mohawk Reservation in Franklin County, New York. Globally, the topic of health and human rights has been gaining increased exposure in the political and public sphere as questions are raised about the use of chemical weapons, civilian targeting, torture, prisoner's rights, health disparities, etc. that beg us to look into the undeniable links between health and human rights. Additionally, throughout the world, there have been conflicts that have resulted in the removal of basic human rights from civilian populations and have had a detrimental effect on the health status of a large number of people. The need, for example, of physicians who are knowledgeable on human rights and lawyers who have basic health knowledge is growing. Furthermore, international policy makers and consultants who are aware of both human rights and health related issues will be in demand for international organizations hoping to aid nations in the development of health policies. A study from Cotter et al. (2009) found that most deans at medical schools and public health schools valued human rights knowledge in their students. For example, 62% of respondents believed it was important to offer, in the very least, a health and human rights training module for students. However, only about one-third of deans reported that they offered some type of health and human rights training. The major issue that the deans raised is that students lack time to be able to get human rights and health training.

Therefore, the Graduate Certificate in International Health and Human Rights has been designed to provide students with the tools required to identify, analyze and rectify systematic violations of human rights. Professionals who are able to analyze, prosecute, treat or make any difference in these situations must be given the right tools to be able to do so. Many international organizations are looking to health and law professionals for global human rights and health work. However, there are only two universities (Johns Hopkins and Columbia) in the United States that offer a consolidated, comprehensive health and human rights curriculum for students and professionals hoping to gain information on the links between the two fields. The proposed program will help to fill this void by highlighting the undeniable links between health and human rights, and opens up an opportunity for students and professionals to gain the necessary knowledge on the interrelation between the two fields.

Moreover, due to the lack of availability of similar programs, we anticipate that the International Health and Human Rights Graduate Certificate at UAlbany will attract many out of state and international students and professionals, which will contribute to the revitalization of New York State's economy.

In spring 2013 the honors course "Health and Human Rights: An Interdisciplinary Approach" was offered. The course was cross-listed between the School of Public Health and Rockefeller College and was offered as a course in the Honors College. The response to the course was very good. The course filled in just two days, and enrollment caps were increased because of the high demand for the course. Students reviewed the course very positively in their semester-end evaluations; they appreciated the interdisciplinary and applied nature of the course, and many described it as the best course they have taken at UAlbany. The faculty members who guest lectured also were very pleased with the experience and every one of them has agreed to participate the next time the course is offered. Based on the success of the course, the director of the Honors College and the deans of the participating schools are very eager to offer the course again next spring.

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.

As discussed in section 2.3e, the GIHHR Board of Advisors includes a large number of practitioners who view the certificate as providing critical skills for professionals in the health field. The purpose of the Graduate Certificate in International

Health and Human Rights is to increase the knowledge and skills of professionals across many different fields from law and medicine to public health and social work. Graduates of this program will be more effective in their current job which could lead to more rapid advancement within the organization or the field. Students are expected to be drawn from and return to many fields including the following (with occupational codes from O*NET)

- 21-1094 Community Health Workers
- 21-1022 Healthcare Social Workers
- 29-1141 Registered Nurses

- 23-1011 Lawyers
- 23-2011 Paralegals and Legal Assistants
- 23-1022 Arbitrators, Mediators, and Conciliators

- 29-1063 Internists, General
- 29-1065 Pediatricians, General
- 29-1071 Physician Assistants

- 21-1022 Healthcare Social Workers
- 21-1029 Social Workers, All Other
- 21-1021 Child, Family, and School Social Workers

In terms of gainful employment, students in the program will be treated like all the professional masters and certificate students in Rockefeller College. First, all students in the program will have access to full time career services support in the College. Second, all graduates have an exit interview to discuss job placement and debt mitigation (e.g., how loan forgiveness works for those working in the public sector). Third, our career services office tracks employment information for all graduates at graduation, 3 months, 6 months, 9 months, and 12 months. For the Master of Public Administration class graduating in May 2012 (which includes many but not all of our graduating certificate students), the percentage employed full-time in a position in their field was 84% at 3 months, 89% at 6 months, 95% at 9 months and 96% in 12 months. We will collect similar employment (and debt) data for the health and human rights certificate program.

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
Columbia University Mailman School of Public Health	Health and Human Rights	Advanced Certificate	13
Johns Hopkins Bloomberg School of Public Health	Health and Human Rights	Graduate Certificate	10

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

Dr. Jack A. DeHovitz from SUNY Downstate Medical Center, who also serves in the GIHHR as an affiliated faculty, has been consulted with regard to the program's design. Dr. DeHovitz particularly emphasized the global components of

health and human rights and his insights into the structure of both the Global Health (HPM 645) and Health and Human Rights (HPM 586/RPOS 586) core courses proved to be invaluable, especially his recommendations regarding the globalization and practice of international health.

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

N/A

2.4. Admissions

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

Admission into the Graduate Certificate in International Health and Human Rights will be available for all currently matriculated graduate students at UAlbany and partner institutions (master's and doctoral students) as well as any professionals meeting the following admission standards and requirements for graduate admission:

- Proof of a baccalaureate or graduate degree from academic institution(s) where degree was earned (an official English translation should be provided if the original is not in English);
- Official transcripts from academic institution(s) where degree was earned (an official English translation should be provided if the original is not in English);
- A letter of intent describing the applicant's background and his/her reasons for pursuing the Certificate;
- Evidence of proficiency in English for international applicants; and
- A completed application and fee.

These admission requirements are the same as all graduate certificate programs in Rockefeller College.

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

There will be no exceptions to these requirements.

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

The University at Albany has a demonstrated commitment to promoting diversity and inclusiveness among its student body, faculty, and staff. The co-directors of the GIHHR will work with the admissions teams from the University at Albany's School of Public Health and Rockefeller College, as well as with partner institutions and affiliated faculty to conduct targeted outreach to persons from historically underrepresented groups to encourage them to apply to the program. While no individual will be given preferential treatment for admission to the program, all persons will have equal access to the program and available resources. In order to increase recruitment of persons from historically underrepresented groups, Rockefeller College is in the process of joining the Public Policy and International Affairs (PPIA) program) which is a not-for-profit that has been supporting efforts to increase diversity in public service for over 30 years.

2.5. Academic and Other Support Services

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

Upon acceptance into the Graduate Certificate in International Health and Human Rights program, every student will be assigned an academic advisor. Typically, students will be initially assigned to the program director or deputy program director who will help the student decide what electives best fits his or her professional interests. As students take courses and meet faculty, many will choose to select a new advisor. To change advisors, the student should secure the agreement of another faculty member to serve as the new advisor and then notify the program director who will execute the change in the *myUAlbany* information system and record it in the student's records and in program documents.

Advisors are expected to monitor the student's progress and to ensure that the student complies with all procedural requirements in a timely manner. At a minimum, these duties include helping the student select courses, providing the student with an Advisor Verification Number (AVN) to permit registration via the *myUAlbany* webpage each semester, advising the student on other academic matters, discussing post-graduation career plans and writing letters of recommendation. The advisor will also assist the student in the completion of the Completed Degree Program (CDP) sheet, and other academic documents, as appropriate. The CDP sheet, which is a standard form for all certificate programs in Rockefeller College, is a final document outlining how the student has met the requirements of the program. During an in-person meeting, the sheet should be completed and signed by the student and the student's advisor. This must be done by the end of the fifth week of the student's last semester in the program. The CDP sheet is used by the director of graduate student services to review the student's credentials for graduation. The CDP sheet will be available for downloading from the Rockefeller College website.

At the end of each semester, the program director, affiliated faculty who serve as academic advisors and relevant Rockefeller College staff will meet to review the progress and standing of all International Health and Human Rights certificate students. Students who are not making adequate progress will receive notification from the program director and receive additional counseling to identify and address problems. Students who do not maintain a 3.0 average will be placed on academic probation. Those who are unable to bring their average up to this threshold within one year will be administratively withdrawn from the program.

The certificate program must be completed within six years of the time a student is admitted into the program. While there is no continuous registration requirement, students who choose not to enroll for a semester (or more) do not have access to many services and they are unable to defer the repayment of prior college loans or qualify for financial aid.

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 [✓] 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.*

The learning objectives of the Graduate Certificate in International Health and Human Rights will be assessed on a bi-annual basis for the first year and a half after the program is initiated, with the first assessment completed in December 2014. One core course per semester will be assessed to determine if student learning outcomes are being met. After this initial assessment cycle, courses will be reviewed on an annual basis (courses will be assessed in the same order as they were initially assessed). After each course assessment, the committee of affiliated faculty will determine if additional assessment of the core courses is needed. Additional assessment would be required if it was determined during the initial assessment that the learning objectives were not being met and changes to the course were recommended. If it is determined that an additional assessment is needed, this would take place immediately following the semester in which the class was taught. If it is determined that no additional assessments are immediately needed, the annual assessment of each core course (one per year) will be continued according to schedule.

The attached program review plan lists the learning objectives of the International Health and Human Rights Graduate Certificate Program, the corresponding course in which these objectives are met, and how the student learning outcomes are assessed. In each case, examinations and major assignments will be used to determine if the student learning outcomes were met. If student learning outcomes have not been met, it would be noted on this form.

Note: While all courses offered in this program will reinforce the framework of understanding health and human rights not as two separate issues, but one single issue with two components - the right of every human to quality health care – only the core courses which are required of every student will be assessed. Since a wide range of electives are offered under this

program, students will necessarily develop different knowledge, competencies and skills. However, by assessing the program’s required core courses, we can ensure that all the students that complete the program will have met the same basic learning outcomes.

Section 3. Sample 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 Sample 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: Sample 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 [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#).

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

The International Health and Human Rights Graduate Certificate requires the completion of 5 course, for a total of 16-18 credit hours, depending on the courses taken. The program will be offered on a traditional semester based schedule with normal time to completion being one year. Students who are enrolled at least half-time (six credit hours) in the program may be eligible for financial aid. This includes students who take class during the traditional academic year (fall and spring semesters) as well as during the summer session.

- 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.

All courses are currently in the Graduate Academic Bulletin.

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction form](#) at the end of this document.

N/A

SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: Graduate Certificate in International Health and Human Rights

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

Term 1: Fall 1				Term 2: Spring 2			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (x)	Co/Prerequisites
HPM 645 Global Health	3			Elective 1	3-4		
RPOS 568/RPAD 568 Foundations of Human Rights	4	X		Elective 2	3-4		
HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	3	X					
Term credit totals:	10			Term credit totals:	6-8		
Term 3:				Term 4:			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
Term credit totals:				Term credit totals:			

Program Totals (in credits):	Total Credits: 16-18
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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 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

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

A full-time faculty member in the Rockefeller College at the University at Albany, in addition to significant research and service responsibilities, typically carries a teaching load of two graduate courses per term, plus dissertation research supervision of one to four doctoral students.

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)	(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					
Alicia Ouellette, Associate Dean for Academic Affairs and Intellectual Life, Albany Law School	12.5%*	Human Reproduction: Legal and Moral Issues	J.D.- Albany Law	Law	
Allison Redlich, Associate Professor, School of Criminal Justice, University at Albany	12.5%*	CRJ 720 Wrongful Convictions	PhD- UC, Davis	Developmental Psychology	
Barry DeCoster, Assistant Professor, Albany College of Pharmacy	12.5%*	ETH515 Health, Disease, and Authority in Medicine	Ph.D –Michigan State University	Philosophy	
Bonnie Steinbock, Professor, University at Albany	12.5%*	TBD	PhD – UC, Berkeley	Philosophy	
Carl Bon Tempo, Associate Professor, University at Albany	12.5%*	HIS 603 Human Rights, the United States and International History	PhD. UVirginial	20 th c. US History	
Carol Whittaker, Assistant Dean for Global Health, School of Public Health, University at Albany	12.5%*	HPM 645 Global Health (core class)	PhD – UAlbany	Public Policy History	
Christian Sundquist, Professor of Law, Albany Law School	12.5%*	Immigration Law and Policy	J.D. – Georgetown	Law	
David Guinn, Senior Associate, Center for International Development, Rockefeller College, University at Albany	12.5%*	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – McGill University	Moral and Political Philosophy	

(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.
David Rousseau, Dean and Associate Professor, Rockefeller College, University at Albany	12.5%*	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD- University of Michigan	Political Science	
Edmund Russell Altone, Clinical Associate Professor, School of Public Health, University at Albany	12.5%*	HPM 642 Health Law	JD- John Marshall	Law	
James Acker, Distinguished Teaching Professor, School of Criminal Justice, University at Albany	12.5%*	CRJ 720 Wrongful Convictions (co-taught by Acker and Redlich)	PhD - UAlbany	Criminal Justice	
Janine Jurkowski, Associate Professor, School of Public Health, University at Albany	12.5%*	HPM 620 Health Disparities and Vulnerable Populations	PhD – Uillinois at Chicago	Community Health	
Jennifer Burrell, Associate Professor, University at Albany	12.5%*	ANT 670 Human Rights, Humanitarianism and Development	PhD - The New School	Anthropology	
Kamiar Alaei, Director, Global Institute for Health and Human Rights, University at Albany	25%	HPM 586/RPOS 586 Health and Human Rights (core class)	MD- Isfahan Medical University Dr.Ph- UAlbany	Medicine Health Policy and Management	
Kevin Hickey, Associate Professor, Albany College of Pharmacy	12.5%*	ETH 510 Health Care and Human Values	PhD- UAlbany	English	
Malcolm Russell-Einhorn, Director, Center for International Development and Research Professor, Rockefeller College, University at Albany	12.5%*	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	JD – Harvard Law School	Law	

(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.
Mark Baskin, Research Professor, Rockefeller College, University at Albany	12.5%*	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – University of Michigan	Political Science	
Michelle N. Meyer, Assistant Professor and Director of Bioethics Policy, Union Graduate College	12.5%*	Bioethics Seminar	J.D. – Harvard	Law	
Peter Halewood, Professor of Law, Albany Law School	12.5%*	International Human Rights Law	LL.M – Columbia University	Law	
Ray Bromley, Vice Provost for International Education, University at Albany	12.5%*	PLN 529/LCS529/ RPAD563 Planning for Jobs, Housing and Community Services in Third World Countries	PhD- Cambridge University	Social Geography, Regional Development & Latin American Studies	
Ray Chandrasekara, Associate Professor, Albany College of Pharmacy	12.5%*	ETH 510 Health Care and Human Values	PhD – UC, Berkeley	South & Southeast Asian Studies	
Rey Koslowski, Associate Professor, Rockefeller College, University at Albany	12.5%*	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – University of Pennsylvania	Political Science	
Sean Philpott, Director of Research Ethics and Assistant Professor, Union Graduate College	12.5%*	BIE 492 International Bioethics	PhD – UC, Berkeley	Public Health Microbiology	
Vincent M. Bonventre, Professors of Law, Albany Law School	12.5%*	International Law of War and Crime	PhD – UVirginia	Government (Public Law)	
Wendy Parker, Assistant Professor, Albany College of Pharmacy	12.5%*	ETH 510 Health Care	PhD- Syracuse	Sociology	

(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.
		and Human Values			
Part 2. Part-Time Faculty					
Arash Alaei, Clinical Associate Professor, School of Public Health, University at Albany	25%	HPM 586/ RPOS 586 Health and Human Rights (core class)	MD – Isfahan Medical University	Medicine	
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
TBH1, Assistant Professor	50%	many			
TBH2, Assistant Professor	50%	many			

*Calculations based on the assumption that faculty teach four classes per year and will teach a course in the certificate once every other year.

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 Graduate Certificate in International Health and Human Rights does not require any major investments. As discussed above, two of the three core courses are already regularly taught (or will be) in other programs (Global Public Health in the MPH and Foundations in Human Rights in the MIA). Similarly, the two elective courses are currently taught across UAlbany and/or other academic institutions in the Capital Region. Therefore, only the Health and Human Rights course, which will be taught by faculty from the GIHHR, is a new course and would have to be suspended should reenrollments not be achieved.

It should be noted that transportation schedules from both UAlbany and the Capital District Transportation Authority (CDTA) would readily facilitate student access to the onsite courses, making transportation to onsite courses easy. These systems offer frequent, safe and inexpensive access to transportation to and from the GIHHR and all affiliated institutions and are routinely used by students at each of these institutions. Additionally, the GIHHR and each of the affiliated institutions are easily accessible by car and parking can be arranged at each location. Thus, access to onsite courses would not pose an issue to the completion of these courses within the required time period.

- 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.

The GIHHR is scheduled to hire two faculty members to conduct research, teaching, training and advocacy. These faculty members would be required to teach two courses each per year in the fall/spring terms and during the summer sessions. Each faculty member will be paid \$85,000 per year. Each faculty member will also be granted \$25,000 per year for graduate student support. There are no additional staff costs.

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>		170,000	170,000	170,000	170,000	170,000
<i>(b) Library</i>	0	0	0	0	0	0
<i>(c) Equipment</i>	0	0	0	0	0	0
<i>(d) Laboratories</i>	0	0	0	0	0	0

(e) <i>Supplies</i>	0	0	0	0	0	0
(f) <i>Capital Expenses</i>	0	0	0	0	0	0
(g) <i>Other (Specify): -graduate student support</i>	0	50,000	50,000	50,000	50,000	50,000
(h) Sum of Rows Above						

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, Commissioner’s Regulations for the profession , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	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
2	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
3	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, External Instruction Form and documentation required on that form	Section 3, Item (d)
4	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal	Section 10

Appendix 1

Graduate Certificate in International Health and Human Rights					
Curriculum Map Program Review					
Learning Objective	Course or Level of Assessment	How Assessed	Date of Assessment	Noteworthy Results	Changes / Planned Changes
Understand the principles and institutions of national, regional, and international human rights laws, including their origins, assumptions, contents, limits and potential.	RPOS 568/RPAD 586 Foundations of Human Rights	Classroom exercises, papers, and examinations. For example, a final exam question might ask students summarize the origins of the Genocide Convention.			
Analyze human rights issues within the context of particular countries or international situations and formulate and evaluate human rights-based initiatives and policies.	RPOS 568/RPAD 568 Foundations of Human Rights	Classroom exercises, papers, and examinations. For example, a paper assignment might ask students to analyze the American occupation of Iraq through a human rights lens.			
Understand and evaluate the major issues confronting global health, including their levels and trends, their determinants, and their effect on individuals and populations.	HPM 645 Global Health	Classroom exercises, papers, and examinations. For example, a paper assignment might ask students to evaluate the effectiveness of policies designed to halt the spread of multidrug-resistant tuberculosis in prisons.			
Develop in-depth skills to design, implement, monitor and/or evaluate health programs and health systems, including their inputs, outputs, effectiveness, cost-effectiveness, and financial management.	HPM 645 Global Health	Classroom exercises, papers, and examinations. For example, a classroom case study exercise could evaluate obesity prevention strategies for children in Mexico and the U.S.			
Understand the critical relationship between health and human rights and the rationale for viewing quality health care as a basic human right.	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, final exam question could ask students to build an argument for minimal health care for prisoners of war or convicts in prison.			
Formulate and evaluate human rights policies within the health issue area.	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, a student paper could explore causes and consequences of health disparities in socially stratified countries such as India.			

<p>Identify the human rights dimension hidden in everyday health care practice and formulate new procedures in everyday work to enhance the protection of human rights.</p>	<p>HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach</p>	<p>Classroom exercises, papers, and examinations. For example, a classroom exercise could present data on health disparities and student teams could use theoretical material to posit causes of the disparities.</p>			
<p>Develop culturally-relevant professional leadership and communication skills to work collaboratively to motivate and inspire others to help solve human rights problems in the health issue area</p>	<p>HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach</p>	<p>Classroom exercises, papers, and examinations. For example, student teams could develop online modules to help Iranian women develop public policy advocacy skills on a project with the Global Institute for Health and Human Rights.</p>			

Appendix 2

Course Descriptions

The three core courses will be:

HPM 645 Global Health

This course explores international public health issues and various health care systems are identified; measures of health outcomes in populations are evaluated. Specific issues to be explored include infectious disease; reproductive health; nutrition; chronic disease; mental health; unintentional injuries and violence; and health and the economy. International health programs and projects as well as the globalization and practice of international health will also be discussed. Each student will select a national public health system for an in-depth study which will identify major population-based health issues and make recommendations for improved outcomes.

RPOS 568/RPAD 568 Foundations of Human Rights

This course examines the legal, political, and social dimensions of the modern human rights movement and its implications for international affairs. It provides both an introduction to basic human rights philosophy, principles, instruments, and institutions, and an overview of several current issues and debates in the field. The course also seeks to analyze the ways in which allegations of human rights violations are dealt with and to expose some of the limitations in the architecture of the international system. Case studies will be used to illustrate contemporary debates regarding hierarchy among rights, conflicts between individual rights and societal priorities, human rights in single-party states, rights and transitions to democracy, amnesty for human rights violations, and the linkage between human rights and other national interests. Each student analyzes the ways in which allegations of human rights abuses are addressed in the international system using legal, political or social perspectives.

HPM 586/RPOS 586 Health and Human Rights: an Interdisciplinary Approach

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions Kamiar Alaei and Arash Alaei, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration and the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. Each student applies an understanding of health as a human right to the implementation of public health policies and to the evaluation of solutions to modern health challenges.

Elective courses will include:

Albany Law School

International Human Rights Law

This seminar examines the origin, scope, and protection of international human rights both internationally and in domestic litigation. Students write a research paper on a topic of their choice. The paper is eligible to satisfy the upper year writing requirement, and the course satisfies the International Law requirement.

International Law of War and Crime

An understanding of the fundamental principles and doctrines of international law that govern the use of force and the responsibility for war crimes and crimes against humanity. Among the

topics covered are the limitations on the use of force and the resort to force, both nation-state and collective action, the treatment of combatants and civilians, and the recognition and prosecution of international criminal law including war crimes and crimes against humanity, as well as international cooperation, institutions and criminal liability.

International Childs Rights

This course will focus on interpretation and implementation of the UN Convention on the Rights of the Child (CRC). The CRC addresses a wide variety of themes including discrimination, armed conflicts, prison, family life and education, to list just a few examples. This course will approach the CRC as it is understood by lawyers, by activists, and by academics from all around the world. Participants will learn how to research and write in the area of international human rights, with a focus on child rights. The course is open to all without a related background as requirement. Grading will be evaluated on the basis of papers and class participation and there will be no final examination.

Immigration Law and Policy

Immigration Law and Policy provides an introduction to immigration and naturalization policies in the United States. The course also considers constitutional, statutory, and regulatory authorities confronting individuals and society. Also students learn to navigate the complex regulatory framework to resolve basic immigration problems.

Human Reproduction: Legal and Moral Issues

This course discusses the moral and legal issues concerning both ordinary and assisted reproduction. It also covers constitutional and common law doctrine on reproductive liberty, government regulation, and medical control over procreative choice, the reproductive autonomy of minors, the effects of advances in cell biology on reproductive issues, and the rights and responsibilities of gamete contributors.

Bioethics Seminar

This seminar explores bioethics issues such as clinical decision making, informed consent, organ donation and transplantation, physician assisted suicide, ethics in managed care, death and dying, and medical research.

Albany College of Pharmacy

ETH 510 Health Care and Human Values

This capstone experience involves readings from literature and current publications that deal with ethical issues in health care and medical research. This course exposes the students to theories of ethical decision making and to works that treat such topics as the responsibilities of the scientist, the use of drugs in our society, cultural communication gaps in health care, health care in the developing world, and euthanasia; it provides the students with the opportunity to explore the ethical dimensions of these topics in written and discussion form.

SOC 420/520 HSP Health and Social Policy

This course examines US based health and social policy. We will explore how values are translated into law and public policy and how social change affects public policy. We will address contemporary issues in health and social policy as well as review the basic principles of how policy is made in the US and understand how policy evolved to where it is today in America. This course aims to help you develop critical thinking skills.

Some of the questions that this course will address include:

- What is public/social policy? How does policy happen in the US?
- What is the key development of social and specifically health policy in the US?

- What are the contemporary issues, problems and controversies in American health care and policy?
- What are and how do the social, economic, and political factors influence health and social policy in the US?
- What is the connection between US based health policy and the global world? This course will count towards a joint program between colleges of Pharmacy and MBA program in Union Graduate College

ETH 515 Health, Disease and Authority in Medicine

ETH515 will focus specifically on the themes of health, illness and disease, medical technology & knowledge, and the role of power and authority in medicine. What is it like to make moral, informed, and well-considered medical decisions in light of modern (and future) medical knowledge? In this course, we will begin with a brief historical analysis of how the roles of patients and of clinicians have changed, reflecting the success of bioethical approaches from philosophy, religion, and other disciplines. We will ask, what it means to be a “good” patient and a “good” clinician. ETH 515 also strengthens, through rigorous practice, academic and professional reading, writing, and speaking skills. Contemporary patients and clinicians face the necessary but daunting task of trying to make use of both medical technologies and medial knowledge, which are growing rapidly and becoming ever more complex. In the second half of the course, our focus will shift to how health, disease, and illness are constructed, as well as underlying power dynamics in medical knowledge and decision-making.

Union Graduate College – Bioethics

BIE 525 Public Health Ethics

In this course, students learn about ethics and public health, and the ways in which these two fields interconnect. The course focuses on ethical theory and the discipline and history of public health, using case studies to illustrate the application of ethical theory to public health practice. Topics to be examined include risk and fairness in public health, control and spread of communicable diseases like HIV and tuberculosis, environmental health, and programs to addresses public health problems like smoking and obesity.

BIE 545 Reproductive Ethics

An investigation of the ethical and legal problems associated with new reproductive technologies and genetics.

BIE 492 International Bioethics

This course provides students with the historical and theoretical foundations of bioethics. Topics will include: the history and development of key international institutions, pivotal policies, and theoretical frameworks informing international bioethics and research ethics, case studies of specific areas in international bioethics. By the end of this course, students should be able to: 1) describe the history and development of key international institutions; and 2) explain and employ the basic concepts, policies and theoretical frameworks of international bioethics to case studies. This course is offered online as well.

University at Albany

HPM 642 Health Law

This course examines the legal setting of public health and the role of courts and legal reasoning in public health policy, as well as a wide range of current legal issues, from HIV and tuberculosis prevention to malpractice and provider liability.

HPM 620 Health Disparities and Vulnerable Populations

The goal of this course is to understand what contributes to health disparities in the United States. The course will discuss underlying assumptions of group definitions, why particular groups may experience disparities and individual versus ecological approaches to health in our current health system. This course will also cover theoretical frameworks for understanding and addressing health disparities in health promotion. The course is geared for students to critically think about and discuss health disparities and use the knowledge gained through the class in their work as public health professionals and researchers. Readings will be multidisciplinary; from the fields of public health, psychology, political science, disability studies, and gender studies.

PLN 529/RPAD 563/LCS 529 Planning for Jobs, Housing and Community Services in Third World Cities

Reviews the potential for community development and the improvement of physical, social and economic conditions in the poor urban neighborhoods of countries characterized by mass poverty. Focuses on shanty-town upgrading, sites and services, job-creation programs, and micro-enterprise promotion. Discusses the roles of local and national governments, community participation, business, non-profits, and international aid.

AAS/AFS 529/ LCS 530/WSS 530 Environmental Justice: Racism, Classism and Sexism

In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism effect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has effected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite: Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students.

ANT 518 Culture, Environment and Health

Anthropological study of health and disease patterns in human populations with emphasis on man-made influences on the health of contemporary Western societies. The assessment of health status through epidemiological and anthropological methods is explored. Prerequisite: Consent of instructor.

ANT 670 Seminar in Ethnology

Selected topics in ethnology. Past topics have included the history of anthropological theory, cross-cultural comparison, and applications of anthropological research to problems of the modern world. May be repeated for credit. Prerequisite: Consent of instructor.

Note: The previously offered selected topic course, **Human Rights, Humanitarianism and Development**, will count as an elective for this program. This course is designed to provide an overview of human rights and anthropology from theoretical and historical points of view and from the vantage point of engagement and practice. Using a critical approach, we will move away from the notion of a set category or monolithic legal structure toward an understanding of a flexible and elastic set of conceptual frameworks used to accomplish transitions, make claims

and gain access to resources, in village meetings as well as international halls of power. In doing so, we will consider the increasing transnationalization of rights discourse and the growing terrain in which claims, legal and otherwise, are made through it. A series of international and national case studies will be examined.

HIS 603 Readings in United States History

Examination of problems, periods, issues, and movements in United States history from the American Revolution to the present.

Note: The previously offered selected topic course, **Human Rights, the United States, and International History**, will count as an elective for this program. This course explores the place of human rights ideals and principles in twentieth-century American history. It will be divided into three parts. In part one, we will read widely on the history of human rights in a global context. In part two, we will examine how human rights concerns influenced U.S. foreign policy in the last half of the twentieth century. In part three, we will look at human rights in relation to domestic politics and culture in the modern United States. In covering these areas, students will learn about important aspects of modern American history, including the Civil Rights movement, the New Deal, the Cold War, and the modern labor movement. Such topics will lead us to one other central concern: the ways in which United States history can profitably be placed in an international context.

CRJ 720 Seminars on Specific Problems in Law and Social Control-

Seminar series probing specific subtopics relating to law and social control. Topics include mental illness and the law, individual rights and public welfare, comparative criminal law and procedure, sanction law and public order, authority and power, and indirect social control in criminal justice.

Note: The previously offered selected topic course, **Wrongful Convictions**, will count as an elective for this program. This course is designed to offer an overview of wrongful convictions. We expect to examine the prevalence of wrongful convictions, how wrongful arrests and convictions occur (contributing factors), how the criminal justice system responds (through court decisions, legislation, and administrative initiatives), and how legal decisions affect the direction of scientific research and vice versa. This is an interdisciplinary course for students who are interested in criminal justice, psychology, and legal issues. Upon completion of the course, we anticipate that students will have acquired an understanding of relevant case law and research on wrongful convictions, and to have acquired specific knowledge about eyewitness accuracy, expert witness issues, false confessions, snitches, the roles of the police, prosecutors, defense counsel, and courts in helping cause, prevent, and correct wrongful convictions, forensic evidence issues, and the consequences of wrongful convictions, among other issues.

Appendix 3

Graduate Certificate Program in International Health and Human Rights

Syllabi of new courses:

- HPM 586/RPOS 586 – Health and Human Rights: An Interdisciplinary Approach
- RPOS 568/RPAD 568 – Foundations of Human Rights

Course Title: Health and Human Rights: an Interdisciplinary Approach

Course #: HHPM 586/ RPOS 586

Term: Fall, 2014

Day/Time: TBA

Location: TBA

Professor: Arash Alaei, MD; Kamiar Alaei, MS, MD, MPH

Assistant: Elizabeth Gray; eqgray@gmail.com

Contact: kalaei@albany.edu, aalaei@albany.edu; (518) 442-2736, (518) 442-2735

Office Hours: TBA

Course Description: This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, and public administration, among others. Through lectures, discussion, and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges.

Course Structure and Requirements: Students will be assigned readings in preparation for weekly lectures and will be expected to submit a short response to the readings. Each week there will be a one-hour lecture followed by a facilitated discussion. Students will then be assigned a relevant case study, where they will work in small groups to analyze the challenges of the case and develop applicable solutions. Students will present their findings to the class at the end of each meeting. There will also be two major evaluations, a midterm exam and a grant proposal, designed to assess understanding and application of course material. Near the start of the semester students will choose the topic of their grant proposal, and students will prepare this proposal throughout the semester through periodic planning assignments related to the skills presented in each class meeting.

Course Objectives:

Upon completion of this course, students should:

- Define and recognize the theoretical, moral, sociological, practical, and legal considerations that relate to promotion of public health as a human right;
- have the skills to critically analyze public health challenges, and develop concrete, implementable, adaptable, evaluable solutions;
- identify and describe how human rights law can be an important tool in addressing current global health challenges in specific contexts;
- assess the right to health through other human rights, as framed by international treaties and covenants, in particular in the context of places of deprivation of liberty;

- be familiar with contemporary domestic and international public health concerns;
- appreciate and contribute to the importance of an interdisciplinary approach to public health;
- have the skills to develop an effective health intervention and construct a persuasive grant proposal.

It will also prepare students with the following ASPH Competencies:

Health Policy and Management:

D. 2. Describe the legal and ethical bases for public health and health services. D. 3.

Explain methods of ensuring community health safety and preparedness. D. 4. Discuss the policy process for improving the health status of populations.

D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

D. 10. Demonstrate leadership skills for building partnerships

Social and Behavioral Sciences:

E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.

E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

E. 9. Apply ethical principles to public health program planning, implementation and evaluation.

Diversity and Culture:

G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.

G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.

G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.

G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.

G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

G. 10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Leadership:

H. 4. Engage in dialogue and learning from others to advance public health goals. H. 5.

Demonstrate team building, negotiation, and conflict management skills.

H. 8. Apply social justice and human rights principles when addressing community needs.

H. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Program Planning:

K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.

K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.

K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.

K. 6. Differentiate the purposes of formative, process, and outcome evaluation.

K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.

Grading:

This course is A-E graded and the grades are determined based on the following criteria:

Reading response essays: 30%

Planning assignments: 25%

Attendance/Participation: 10%

Midterm: 15%

Grant proposal: 20%

Reading Response Essays: In preparation for each lecture students will be expected to complete readings assigned by the lecturer found in the reading list below and to write a short (250-500 word) response summarizing and reflecting upon the readings. All readings will be posted on Blackboard, and any changes or additions to the readings will be posted at least one full week before the response essay is due. Papers that are submitted through Blackboard at 5pm the evening before the class meeting will be graded as satisfactory or unsatisfactory. Papers turned in after 5 pm but before class are accepted and will receive feedback, but will automatically receive a grade of unsatisfactory. Satisfactory essays receive full credit, and one unsatisfactory grade may be dropped. There will be 11 of these assignments total, worth 3 points each. One essay can be dropped, or students can earn 3 points extra credit if they successfully complete and receive a grade of satisfactory on every assignment during the semester. Please note that response essays should be typed directly or copied and pasted into the submission box, not attached as a file.

Case Studies: Each week students will receive a case study and a set of associated questions. Students will work together as a group to answer these questions, which will involve an assessment of the public health challenge and potential solutions. Active participation in these in-class case study group assignments will be factored into the participation grade.

Participation: Active reflection, sharing and defending of ideas, and intellectual collaboration are essential to the progress and development of health and human rights. As such, students are expected to engage with lecturers and fellow students, participate in discussion, work cooperatively in-group work, and orally present and defend their findings. This will be assessed by readiness and productivity, measured by in-class tasks, including the case studies.

Midterm: The midterm will be in-class, open-book exam focused on the application of relevant material. Students will be expected to be familiar with general theories, concrete concepts from lectures and be able to meaningfully apply these concepts in a practical context.

Planning Assignments: The skills developed in the case studies will be applied to the students' chosen public health intervention and they will be asked to do planning assignments throughout the semester based on those skills acquired toward their grant proposal. There will be five (5) of these assignments throughout the semester worth 5 points each, graded 0-5. Students will receive comments and will have the opportunity to revise these sections for their final submission of the grant proposal. Graduate students will be assigned additional readings or trainings to prepare for these planning assignments to give them the technical knowledge that they will need to complete their grant proposal (i.e. USAID's Training e-modules on How to Work with USAID).

Grant proposal: For the final assessment, students will be asked to work individually to write a grant proposal applying the concepts learned throughout the semester. Given that concise and persuasive writing is an essential skill used in writing grant proposals, and that most grant guidelines indicate a strict page limit, the proposal may not exceed fifteen pages. While there is no page limit minimum, if a proposal were significantly shorter than fifteen pages it would be unlikely that sufficient information and discussion had been included. The grant proposal will be on a topic of the students' choice (some suggestions will be provided), and will follow standard grant proposal guidelines. Undergraduate students will work on a general grant proposal with guidelines that will be provided by the professors. Graduate students will be given a choice among 3-5 actual grant proposals (from calls for proposals by USAID, NIH, etc.) with specific guidelines from the granting organization. They will be expected to research the granting

organizations and the types of initiatives that are being funded, and determine an appropriate funder for their proposed intervention. Then they will frame their proposal according to the criteria of the actual proposal guidelines. They will be graded on the content of their proposed intervention, and also on their ability to meet the expectations and priorities of the chosen funder in the presentation of their proposed intervention.

The Grant Proposal will be submitted through Blackboard on (TO BE DETERMINED). Please note that the Grant Proposal is to be submitted in full, in one single document, as an attachment through Blackboard.

Attendance Policy: Since this course is based heavily on discussion, in-class group work, and application of concepts to concrete case studies, good attendance is essential. We understand that things may come up that prevent students from attending class and so one absence is allowed, with prior notice, for any reason. Students are still expected to complete reading and response essay on time, and to review and respond to case study questions before the following class meeting so as not to fall behind. If more than one class is missed, or if the absence is not pre-arranged, student will lose 5 points from the participation grade for each absence, up to two times. If there are any additional absences the student will fail the course. For documented illness (i.e. with doctor's note) students may miss class with no penalty, but are expected to catch up on missed work within a reasonable time frame.

Disability Policy: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Academic Dishonesty Policy: Students are expected to comply with the University at Albany's Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: http://www.albany.edu/reading/academic_integrity.php. Students will be asked to sign a statement of honor, promising to act with academic integrity.

Units:

Unit 1: Basis for Health as a Human Right

Introduction: Health as a Human Right

Institute for Health and Human Rights - Kamiar Alaei

Philosophical Foundations of Human Right to Health

Department of Philosophy - Kristen Hessler

Health as a Question of Social Justice

School of Social Welfare - Robert Miller

Unit 2: Society, Policy, and Responsibility

Introduction: Design, Implementation and Adaptation of Health Intervention Programs

Institute for Health and Human Rights - Kamiar Alaei

Allocating Scarce Resources: Making Difficult Decisions about Distributing Funds for HIV/AIDS Programs

Department of Public Administration and Policy – Erika Martin

Political Science Approach to Protection of Right to Health

Department of Political Science - Victor Asal

Unit 3: Social Considerations for Fair Fulfillment of Human Rights

Introduction: Advocacy and Respect for Disadvantaged, Marginalized and Stigmatized Persons

Institute for Health and Human Rights - Kamiar Alaei

Social and Cultural Determinants of Health

School of Public Health – Carol Whittaker

Gender, Sexuality, and Public Health

Department of Women's Studies - Vivien Ng

Prisoners and Psychological Health

School of Criminal Justice - Allison Redlich

Unit 4: International Frameworks for the Promotion and Protection of Health as a Human Right

Introduction: International Framework for the Evaluation of Health Conditions in Places of Deprivation of Liberty

Institute for Health and Human Rights - Kamiar/Arash Alaei

Legal Defense of Human Rights

Albany Law School - Alicia Ouellette

Reading Schedule (*All readings will be available on Blackboard*):

Week 1

Introduction: Health as a Human Right - Kamiar/Arash Alaei

Alaei A; Alaei K. Health Diplomacy, a case study: An AIDS Prevention and Treatment Initiative in the Middle East. *Global Health and Diplomacy*. Sept. 2012 p 40-43.

Factsheet

For Case Study:

Best Practice in HIV/AIDS Prevention and Care for Injecting Drug Abusers: **the Triangular Clinic in Kermanshah, Islamic Republic of Iran**, World Health Organization

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

Week 2

Philosophical Foundations - Kristen Hessler

Thomas Pogge, *World Poverty and Human Rights*, 2nd edition (Polity Press: 2008): Ch. 2 ("How Should Human Rights Be Conceived?"), pp. 58-76 [18 pp.].

Onora O'Neill, "Public Health or Clinical Ethics: Thinking Beyond Borders," *Ethics and International Affairs* 16, no 2 (2002), pp. 35-45 [10 pp.]. (PDF attached.)

Week 3

Health as a Question of Social Justice - Robert Miller

Harper, Gary W., et al. "The role of multiple identities in adherence to medical appointments among gay/bisexual male adolescents living with HIV." *AIDS and Behavior* 17.1 (2013): 213-223.

Miller, Robert L. "Legacy denied: African American gay men, AIDS, and the black church." *Social Work* 52.1 (2007): 51-61.

Week 4

Introduction: Implementation - Kamiar/Arash Alaei

Corbie-Smith, Giselle, et al. "Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American Communities." *AIDS education and prevention: official publication of the International Society for AIDS Education* 22.3 (2010): 184.

Fernández, Maria E., et al. "Using intervention mapping to develop a breast and cervical cancer screening program for Hispanic farmworkers: Cultivando La Salud." *Health Promotion Practice* 6.4 (2005): 394-404.

Week 5

Allocating Scarce Resources - Erika Martin

Cohen J. 2008. The Great Funding Surge. *Science* 321: 512-519.

Martin, E.G., H.A. Pollack, and A.D. Paltiel. 2006. Fact, Fiction, and Fairness: Resource Allocation under the Ryan White CARE Act. *Health Affairs* 25(4): 1103-1112.

Bautista-Arredondo, S., P. Gadsden, J.E. Harris, and S.M. Bertozzi. 2008. Optimizing resource allocation for HIV/AIDS prevention programmes: an analytical framework. *AIDS* 22(S1): S67-S74.

Week 6

Political Science Approach - Victor Asal

Asal, Victor, Mitchell Brown, and Renee Gibson Figueroa. 2008 "Structure and Empowerment and the Liberalization of Cross-National Abortion Rights." *Politics and Gender*. 4 (2):265-84.

Asal, Victor, Udi Sommer, and Paul G. Harwood. Forthcoming. "Original Sin: A Cross National Study of the Legality of Homosexual Acts." *Comparative Political Studies*.

Landman, T. 2005. The political science of human rights. *British Journal of Political Science* 35 (3): 549-572.

Quality of Government QoG Cross-Section Data codebook and please download the dataset to your computer and at there should be at least one laptop for each two people. You can find the data and codebook here:
<http://www.qog.pol.gu.se/data/qogstandarddataset/>

Week 7

Midterm Exam

Week 8

Introduction: Advocacy for disadvantaged persons - Kamiar/Arash Alaei

Required reading:

Peate, Ian. "Prisoner health: HIV infection and other blood-borne viral infections." *British Journal of Nursing* v20 10 (2011): 605-610.

Optional reading:

Moeller, Lars, et al., eds. *Health in Prisons: A WHO guide to the essentials in prison health*. WHO Regional Office Europe, 2007.

For Case Study:

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

Week 9

Social and Cultural Determinants of Health – Carol Whittaker

Scrimshaw, Susan C. "Culture, Behavior, and Health" (*International Public Health: Diseases, Programs, Systems, and Policies.*) Second Edition, Edited by M. H. Merson, R. E. Black, and A. J. Mills. Jones and Bartlett Publishers, Sudbury, MA, 2006.

Week 10

Gender, Sexuality, and Public Health - Vivien Ng

Bhatia, Rajani (2010). Constructing Gender from the Inside Out: Sex-Selection Practices in the United States. *Feminist Studies*, 36, 260-291.

Factor, Rhonda J. and Esther D. Rothblum (2007). A Study of Transgender Adults and Their Non-Transgender Siblings on Demographic Characteristics, Social Support, and Experiences of Violence. *Journal of LGBT Health Research*, 3(3), 11-30

Brison, Susan J. (2008). Everyday Atrocities and Ordinary Miracles, or Why I (Still) Bear Witness to Sexual Violence (But Not Too Often). *WSQ: Women's Studies Quarterly*, 36, 188-198

Roure, Jodie G. (2011) Gender Justice in Puerto Rico: Domestic Violence, Legal Reform, and the Use of International Human Rights Principles. *Human Rights Quarterly*, 33, 790-825

Week 11

Prisoners and Psychological Health - Allison Redlich

Anno, B. J. (2001). *Correctional Health Care: Guidelines for the Management of an Adequate Delivery System*. Washington, DC: U.S. Department of Justice, National Institute of Corrections. **Read only Chapter 2 (pp. 9-40) and pp. 172-178

Fazel, S., & Danesh, J. (2002). Serious mental disorder in 23000 prisoners: A systematic review. *The Lancet*, 359, 545-550.

Haney, C. (2006). The wages of prison overcrowding: Harmful psychological consequences and dysfunctional correctional reactions. *Journal of Law and Policy*, 22, 265-293.

Week 12

Introduction: International Framework for the Evaluation of Health Conditions in Places of Deprivation of Liberty - Kamiar/Arash Alaei

Required reading:

Skipper, C., et al. "Evaluation of a prison outreach clinic for the diagnosis and prevention of hepatitis C: implications for the national strategy." *Gut* 52.10 (2003): 1500-1504.

Logic Model

Optional reading:

Asher, Judith Paula, and Paul Hunt. *The right to health: a resource manual for NGOs*. Martinus Nijhoff Publishers, 2010.

For Case Study:

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

Week 13

Legal Defense of Human Rights - Alicia Ouellette

Hendricks, Aart. "UN Convention on the Rights of Persons with Disabilities." *Eur. J. Health L.* 14 (2007): 273.

This course examines the legal, political, and social dimensions of the modern human rights movement and its implications for international affairs. It provides both an introduction to basic human rights philosophy, principles, instruments, and institutions, and an overview of several current issues and debates in the field. The course also seeks to analyze ways in which allegations of human rights violations are dealt with and to expose some of the limitations in the architecture of the international system. Case studies will be used to illustrate contemporary debates regarding hierarchy among rights, conflicts between individual rights and societal priorities, human rights in single-party states, rights and transitions to democracy, amnesty for human rights violations, and the linkage between human rights and other national interests.

Course Outline

Part 1. Foundations of Human Rights:

1. **History and Normative Foundations of Human Rights:** the Emergence of International Human Rights Law; National, Regional and Universal Human Rights Standards and Conventions.
2. **Politics of Human Rights:** addressing universal values and cultural relativism in human rights.
3. **Institutions and Human Rights:** local, national, regional and universal; public, non-profit and private.
4. **Group Rights:** Self-Determination, Individual Rights and collective rights; genocide, racial discrimination, discrimination against women.

Part 2: Human Rights and Public Policy Issues across regions with cases

5. **Human Rights and Vulnerable Groups,** including Human Trafficking, Child Labor.
6. **Human Rights and Gender:** origin and evolution of women's rights; feminist critique of the human rights agenda, gender equality in Human Rights Conventions; gender mainstreaming.
7. **Human rights and Armed Conflict:** genocide, war crimes, responsibility to protect and humanitarian intervention, non refoulement, rights of refugees and internally displaced persons.
8. **Human Rights and Social and Cultural Rights,** including religion.

9. **Human Rights and Terrorism**, including state of emergency, torture, safeguards against arbitrary use of repression and rule of law, rights of accused and rights of victims; terrorism and international refugee law, international humanitarian law, international criminal law; counter-terrorism and state obligations.

10. **Human Rights and Public Health**, including review of epidemiological impact of violations of human rights: response to SARS in China, HIV/AIDs, STIs in trafficking and sex work; efforts at HIV prevention and mitigation.

Part 3: Strengthening Human Rights: Advocacy, Compliance and Implementation

11. **Governments, IGOs, Human rights and Development** – Second generation (collective rights, social and economic rights) and Third Generation (‘solidarity’ rights, inter-generational equity and sustainability, participation in cultural heritage, environmental protection) Human Rights.

12. **Civil Society, Non-Governmental Organizations and Human Rights Advocacy:** monitoring and reporting; advocacy;

13. **Compliance and Enforcement of Human Rights:** national, regional and international compliance regimes; International Criminal Court; War Crimes Courts; Truth Commissions; Holding violators accountable

Course Outcomes and Objectives

Upon completion of this course, students will be able to:

- Understand the principles and institutions of national, regional, and international human rights laws, including their origins, assumptions, contents, limits and potential.
- Analyze human rights issues within the context of particular countries or international situations and formulate and evaluate human rights-based initiatives and policies.

Appendix 4

Faculty Search Rockefeller College of Public Affairs & Policy University at Albany - SUNY

Rockefeller College of Public Affairs & Policy seeks to hire at the Assistant Professor rank a scholar of health and human rights. The successful candidate will hold a doctoral degree in public policy, political science, sociology, public health, health services research, or an allied field by August 2014. Specialization in the areas of health policy, human rights and global health is preferred. Preference will be given to scholars who use mixed methods. The new faculty member is expected to develop a nationally visible research program supported by a diversified portfolio of external funding sources. We prefer candidates that can contribute to our existing undergraduate, MPA, and doctoral programs and our new Masters of International Affairs (MIA) program.

Rockefeller College is home to a diverse group of scholars interested in teaching and research on issues of importance in the public and nonprofit sectors. It is a unit of the University at Albany, State University of New York. Established in 1844 and designated a University Center of the State University of New York in 1962, the University at Albany's broad mission of excellence in undergraduate and graduate education, research and public service engages 18,000 diverse students in ten schools and colleges across three campuses. Located in Albany, New York, New York State's capital, the University is convenient to Boston, New York City and the Adirondacks.

Candidates should have demonstrated the ability to work with and instruct culturally diverse groups of people. A doctoral degree must be from a college or university accredited by the US Department of Education or an internationally recognized accrediting organization. Applicants should provide a cover letter, curriculum vitae, a writing sample, teaching evaluations, and three letters of recommendations.