

Resolution for a Program Proposal for A BA in Black Studies

WHEREAS, the American Studies Department proposed a **BA in Black Studies**, and

WHEREAS, the proposed program will offer students an opportunity to critically examine diverse experience of peoples of African descent and intersections of race and ethnicity with various forms of social stratification and cultural production, and

WHEREAS, the proposed program is closely aligned with the College's social justice mission, liberal arts tradition, and anti-racist curricular orientation, and

WHEREAS, available evidence indicates strong interests in the proposed program among students, and

WHEREAS, a proposed curriculum includes courses from English, History & Philosophy, Modern Languages, Politics, Economics & Law, Psychology, Public Health, Sociology and Visual Arts, and

WHEREAS, all of these Academic Departments voted in support of the proposed program, and

WHEREAS, the proposed program is primarily built upon existing courses and thus requires little additional resources,

THEREFORE, BE IT RESOLVED that the Faculty Senate approve the **Program Proposal for a BA in Black Studies**

Submitted by Curriculum and Academic Planning Committee (CAP), May 13, 2022

The Proposal approved by CAP, May 13, 2022

The Resolution approved by Faculty Senate, May 20, 2022

[CAP Membership]

Tejas Bouklas, Svetlana Jovic, Yu Lei, Matthew Lippert, Orquidea Morales, Sheyi Oladipo, Dana Sinclair, Kerry Weir, and Ryoko Yamamoto (Chair)



New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2017-08-28

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

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

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

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

Section 1. General Information

a) Institutional Information	Date of Proposal:	Draft: 3.14.2022
	Institution's 6-digit SED Code:	23400
	Institution's Name:	SUNY College at Old Westbury
	Address:	P.O. Box 210 Old Westbury, NY 11568
	Dept of Labor/Regent's Region:	Long Island
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will be offered, or check here [X] if not applicable:	
c) Proposed Program Information	Program Title:	Black Studies
	Award(s) (e.g., A.A., B.S.):	Bachelor of Arts (B.A.)
	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []
	Proposed HEGIS Code:	2211
	Proposed 6-digit CIP 2010 Code:	05.0201
	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) Campus Contact	Name and title: Duncan Quarless, Provost and Senior Vice President for Academic Affairs	
	Telephone: 516.876.3135	E-mail: quarlessd@oldwestbury.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: Duncan Quarless Provost and Senior Vice President for Academic Affairs	
	Signature and date:	
If the program will be registered jointly ⁴ with one or more other institutions, provide the following information for <u>each</u> institution:		
Partner institution's name and 6-digit SED Code: N/A		
Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):		

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

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

Attestation and Assurances

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

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

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

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

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

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

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

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

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

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

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

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

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

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3. Program Description, Purposes and Planning

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

The undergraduate degree in Black Studies offers a multi- and interdisciplinary program that encourages students to ask critical questions about the diverse experiences of peoples of African descent and their relationship to the world. Through national, transnational and diasporic perspectives, courses in Old Westbury's Black Studies Program enrich the liberal arts tradition and social justice mission of the College, recognizing the varied histories, perspectives, identities, activism, and cultural productions of African-descended peoples. Devoted to the breadth of experiences in the African Diaspora, the degree provides students with the critical tools to examine the intersections of race, ethnicity, gender, class, health, nation, art, literature, ethnography, and politics. Through varied methodologies, it can assist students in developing new methods for analyzing constructed narratives of the African Diaspora. The program can prepare students for graduate programs in a variety of fields in the arts, humanities and social sciences and lead to a wide array of career paths in education, public health, international relations, law, urban planning, archives, libraries, politics, and business.

The 120-credit degree program includes three required courses and seven electives in the following categories: Humanities, Literature and Arts, and Social Science. Requirements include introductory courses in African American Studies and African American history; a lower-division course in Black Studies Humanities OR Black Studies Social Science; upper-division electives in humanities, literature and arts, and social sciences; and a directed study senior seminar capstone course. Students will have considerable flexibility to drive the thematic focus of the degree through elective course selection and they will be encouraged to meet with an advisor to plan their full program according to their personal interests.

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

Educational Objectives:

A degree in Black Studies prepares students to think critically about the diverse experiences of peoples of African descent

and their relationship to the world. Through interdisciplinary methodologies, the degree will provide students with the analytical tools to examine the intersections of race, ethnicity, gender, class, health, nation, art, literature, ethnography, and politics. Majors receive a strong, multidisciplinary foundation in the investigation of African-American Studies and African-American history which expands upon principal disciplinary literacies in the conventions of transnational, national and diasporic inquiries used to interpret these intersections. The program builds upon and enriches the social justice mission of the College, recognizing the varied histories, perspectives, identities, activism, and cultural productions of African-descended peoples.

Career Objectives:

Graduates of the program will be well-suited to pursue a range of careers, as well as opportunities for graduate and specialized study, listed in Section 2.3a above.

Primary Student Learning Outcomes:

Students will demonstrate:

- SLO #1 A broad and critical understanding of the key issues, major time periods, constitutive languages, and varied perspectives in the field of Black Studies;
- SLO # 2 A critical awareness of how major Black Studies methodological approaches are used to interpret issues pertaining to peoples of African descent;
- SLO # 3 An ability to evaluate and synthesize Black Studies methodologies, modes of analysis, primary source material or theoretical perspectives in a paper, oral presentation, or media project and
- SLO #4 An understanding of and sensitivity to issues of global diversities, especially those of race, ethnicity, gender, class, health, nation, culture, art, literature, ethnography, and politics.

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

Since its founding by the SUNY Board of Trustees in 1965 as a model, experimental college, and following subsequent student efforts to make the College more accessible, Old Westbury has prided itself on being the most diverse campus with the SUNY system. As both a Minority Serving Institution (MSI) and a Hispanic Serving Institution (HSI), it also serves a high proportion of first-generation to College students (approaching 40% of our entering class in some years). Prior to the pandemic, we have had demonstrably positive outcomes in retention and graduation rates for African American students, and have been effective in retaining and graduating our diverse EOP students. Further, Old Westbury also has, through careful recruitment and mentoring practices, the most diverse faculty within SUNY campuses. (Source: Old Westbury *Institutional Research*)

Old Westbury was founded in the heart of the Civil Rights movement, embraced anti-racist and social justice curricula from its inception, and was one of the first colleges in the nation to offer courses in African American history. While many of its existing degree programs incorporate the insights and innovations of Black Studies scholarship and pedagogy, given the College's history, student body, and faculty expertise it seems timely and appropriate to allow interested students to specialize with an independent major in this field.

The proposed Black Studies major embodies Old Westbury's Mission:

SUNY College at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

The proposed major also supports the College's Vision Statement to become "a competitive, comprehensive college offering quality undergraduate and graduate degrees in the arts and sciences and professional areas." [Old Westbury, *Mission and Vision*]

The Black Studies major serves several of the College's goals and objectives from its 2018-23 *Strategic Plan*. It enriches academic programs available to students, thereby helping the College retain students and connect them with faculty. It makes the best possible use of existing courses and faculty expertise, providing a cost-effective way to give students more academic options. The Black Studies major also creates a framework and a structure that will allow the College to showcase faculty research and scholarly collaborations in the field, connecting students to research and professional opportunities during their studies and after graduation. [Old Westbury, 2018-23 *Strategic Plan*]

Finally, the Black Studies major aligns perfectly with SUNY'S strategic plan, *The Power of SUNY*, which identifies student-centeredness, community engagement, diversity, integrity, and collaboration as its core values. ["State University of New York Strategic Plan," *The Power of SUNY*]

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

Old Westbury's proposed Black Studies major arose from teaching interests, co-curricular activities, and scholarly conversations among faculty with relevant teaching and research interests across many departments in the School of Arts & Sciences. A Faculty Committee began discussions in summer of 2020, which collectively drafted the Program Announcement for discussion and review, which was then approved College's Curriculum and Academic Planning (CAP) committee and subsequently the Faculty Senate. Nine departments in the School of Arts and Sciences already contribute to the Minor in African American and African Diaspora Studies: American Studies; English; History and Philosophy; Modern Languages; Politics, Economics, and Law; Psychology; Public Health; Sociology, and Visual Arts. All nine departments are committed to offering the necessary courses on a regular basis in support of the proposed new major.

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.

Not applicable.

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?

Core courses in the African American and African Diaspora Studies Minor are exceptionally popular, with consistently high enrollment. The Minor is also one of the most popular in the College. As discussed in more detail in section 2.3.h.1, below, students demonstrate substantial interest in a Black Studies major. Consequently, we anticipate that the major will draw potential students, as well as promote retention of students who might otherwise seek alternative institutions or stop out for lack of appealing or relevant academic options.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	4	9	7
2	9	6	15	12
3	13	8	21	17
4	17	10	27	22
5	21	12	33	27

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

CORE REQUIRED COURSES (Lower Division)			
12 CREDITS			
Course Title	Credits		Credits
AS 1282 Introduction to African-American Studies (GE Diversity)	4	BLACK STUDIES Social Science	4
AS 2262 African-American History I (GE American Experience/ GE Diversity)	4	PY 2730 The Psychology of Peoples of African Descent in the United Sates (GE Social Science/ Diversity)	4
BLACK STUDIES HUMANITIES OR BLACK STUDIES SOCIAL SCIENCE LOWER DIVISION ELECTIVE (Choose 1)			
BLACK STUDIES Humanities			
AS 2263 African-American History II (GE American Experience/ Diversity)	4		
PH 2900 Black Lives Matter: Health Inequities in the U.S. (GE Diversity/ pending approval for GE American Experience)	4		
EL 2211 Africana Perspectives	4		

CORE REQUIRED COURSE (Upper Division)	
8 CREDITS	
Course Title	Credits
AS 5XXxx Capstone Seminar in Black Studies	4

MAJOR ELECTIVES (Upper Division)			
BLACK STUDIES UPPER DIVISION MAJOR ELECTIVES (7 required)			
Course Title	Credits		Credits
A. Black Studies Humanities (Choose min. 3/ max 4)	4	HI 3704 African Religions and Philosophy (GE Major Cultures/Humanities)	4
AS 3270 Africa in the Americas (GE Diversity)	4	HI 4650 The History of African Enslavement (GE Diversity)	4
AS 3412 African-American Women's History	4	ML 3750 Afro Cuban Culture	4
AS 4218 Civil War and Reconstruction (GE Humanities/Diversity)	4	PE 4690 Politics of Latin America & the Caribbean (GE Major Cultures/Social Science)	4
AS 4435 Women of Color Feminisms	4		4
AS 5311 Abolitionism & Hip Hop Art	4		
AS 5350 History of the Slave Narrative	4		
HI 3091 African Cultures (GE Major Cultures/Humanities)	4		
HI 3130 The Black Church in America	4		
HI 3610 America's African Heritage (GE Diversity)	4		
HI 3640 African History (GE Major Cultures)	4		

Course Title	Credits			Credits
C. Black Studies Social Science (Choose min 1/max 2)	4		SY 3800 Race and Ethnicity (GE Social Science/Diversity)	4
AS 4715 African-American Thought and Culture (GE Diversity)	4		SY 3900 Social Movements (GE American Experience/Diversity)	4
PE 3750 Politics of Race and Class (GE Social Science/Diversity)	4		CR3117 Policing Bodies (GE Social Science/Diversity)	4
PY 4730 African-American Family Dynamics (GE Diversity)				
Total Credits				
120				
Total for the Major				40
Other General Education courses				40
Liberal Studies Requirements				40-120

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?

SUNY Old Westbury serves the increasingly diverse suburban populations of Long Island and the greater New York City region. While educational opportunities within this area are varied, Old Westbury is clearly established as an affordable option for public, liberal arts education. This is particularly true for first-time-to-college students and students of color. Expanding the breadth of offerings for such communities is a pressing need for the region and the SUNY system at large. Recent SUNY-wide initiatives such as the Excelsior Scholarship have underscored the importance of providing expanded options for students who would have not attended college otherwise.

While several SUNY institutions (Stony Brook, New Paltz, and Albany, to name a few) and our nearest private institution (Hofstra University) offer Africana Studies or Black Studies majors, Old Westbury attracts a highly diverse student body, many of whom show interest in the degree. A survey of student interest in a Black Studies major, conducted by our *Institutional Research* office in 2020, elicited an extraordinarily positive response from students: out of 238 students surveyed, 113 (47%) declared strong interest in the major, and 85 (34%) stated that they would consider declaring the major. ["Black Studies Major Survey – Interest," 2021, Old Westbury *Institutional Research*] This documented interest, combined with high enrollments in courses that will be part of the degree, indicate that the degree is likely to meet the interests and goals of students seeking an education founded on principles of rigorous scholarship, community activism, and social justice.

Recent analysis from the New York State Education department indicates occupations with "most expected hiring" within New York State to include teachers (at all levels, from pre-K through secondary education), social and human services, and lawyers. ["Employment Projections," New York State Labor Statistics, <https://statistics.labor.ny.gov/lspoj.shtm>, accessed 2.24.2022] The interdisciplinary nature of the Black Studies degree, with its focus on critical thinking, analysis, and writing, will prepare students to understand problems from a variety of perspectives necessary for success in these professions. The Black Studies major's strong Liberal arts focus helps students develop analysis and communication skills, along with empathy and intercultural understanding, which appear to lead to strong future earning potential, according to the

Chronicle of Higher Education. [When It Comes to Future Earnings, Liberal-Arts Grads Might Get the Last Laugh,” https://www.chronicle.com/article/when-it-comes-to-future-earnings-liberal-arts-grads-might-get-the-last-laugh/?cid=gen_sign_in]

Moreover, employers rate most highly in their employees the ability to work in teams, to think critically, analyze and interpret data, and apply knowledge/skills to real-world settings, skills students with hone in the course of their Black Studies majors. [“What Employers Want,” <https://www.insidehighered.com/news/2021/04/06/aacu-survey-finds-employers-want-candidates-liberal-arts-skills-cite-preparedness>]

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

Not applicable.

Employer	Need: Projected positions	
	In initial year	In fifth year

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

Institution	Program Title	Degree	Enrollment
SUNY Albany	Africana Studies	BA	23
SUNY New Paltz	Black Studies	BA	17
SUNY Stony Brook	Africana Studies	BA	7
Hofstra	Africana Studies	BA	n/a

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

The program did not benefit from consultation with other SUNY campuses.

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

No concerns and/or objections were raised by other SUNY campuses.

- h)(6) *Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY's student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

See Section 9.b., below.

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.

There are no special admission requirements for this program beyond the College's normal admission requirements.

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

The evaluation of exceptions to the admissions requirements will follow the same process as that used by the College generally.

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

Since its creation in 1965 SUNY OW has been committed to supporting a student population with a high proportion (above 50% in most years) of underrepresented minority groups (URMs). The College is committed to inclusiveness and

diversity as reflected in its mission statement and its commitment to social justice, and to building a more just and sustainable world. *U.S. News & World Report* has named Old Westbury as fourth in campus ethnic diversity among National Liberal Arts Colleges in the United States. It is the 15th consecutive year the College has ranked among the top colleges where students are most likely to encounter undergraduates from different racial or ethnic groups. (“SUNY-College at Old Westbury’s 2020 rankings,” <https://www.usnews.com/best-colleges/suny-old-westbury-7109>)

In 2018, 2019, 2020, and 2021 the College received the Higher Education Excellence in Diversity (HEED) Award. The HEED Award is the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus. This is also captured in Old Westbury’s *2018-2023 Strategic Plan* vision statement: “Old Westbury, SUNY’s most diverse campus, is a regional academic leader that fosters personal growth and prepares students to embrace the social and environmental responsibilities of our 21st century global community.”

Most of the nine SAS departments contributing to the proposed BA in Black Studies, including American Studies, English, and Sociology, intentionally recruit, serve, and mentor through graduation and beyond a substantial number of students from historically marginalized groups. The proposed Black Studies major explicitly and implicitly recruits enrollment from and nurtures students historically underrepresented in higher education and in post-graduate careers, professions, and studies.

2.5. Academic and Other Support Services

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

SUNY Old Westbury provides various advising and support services available to all students. Students who declare the Black Studies major will be advised directly by faculty in the American Studies department, supplemented by mentoring support from faculty in collaborating disciplines. Careful advising for these students will ensure that they choose appropriate courses from among several groups of electives according to their interests to reap the greatest benefits from the program’s flexible structure.

Students will also have access to support services offered by Student Affairs, Counseling and Psychological Wellness Services, Career Planning and Development, Student Health Services, the First-Year Experience Program, Residential Life, University Police and community organizations. Interns will be encouraged to engage with social justice, empowering students, faculty, and staff to address inequities on campus and in the community.

Additional resources include the Tutoring Center, Writing Center, Math Center, and free online tutoring through Smarthinking, among others. Furthermore, the College has created an academic early warning program using EAB Navigate. The Information Technology Services (ITS) department provides technological support to students in hardware, software, and learning management systems.

2.6. Prior Learning Assessment

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

2.7. Program Assessment and Improvement

Describe how this program’s achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program’s initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing

achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

In line with SUNY-wide policies, SUNY Old Westbury performs a periodic review of all academic programs as part of its Five-Year Review process, including the use of an external reviewer. Under this policy, the proposed Black Studies Program will be assessed as a whole every five years. The four Program Student Learning Outcomes (PSLOs) will each be assessed at least once within the five-year cycle as follows: In Year 2 after initial rollout, PSLOs 1 and 2 will be assessed. Over the following two years, PSLOs 3 and 4 will be assessed (one each year). Further, the College is commencing an annual reporting requirement, in which learning outcomes will be assessed on a regular basis, with annual findings submitted via the College's *Weave* reporting system.

As discussed in Section 2.3.b., the program's primary student learning outcomes are as follows:

- SLO #1 A broad and critical understanding of the key issues, major time periods, constitutive languages, and varied perspectives in the field of Black Studies;
- SLO # 2 A critical awareness of how major Black Studies methodological approaches are used to interpret issues pertaining to peoples of African descent;
- SLO # 3 An ability to evaluate and synthesize Black Studies methodologies, modes of analysis, primary source material or theoretical perspectives in a paper, oral presentation, or media project and
- SLO #4 An understanding of and sensitivity to issues of global diversities, especially those of race, ethnicity, gender, class, health, nation, culture, art, literature, ethnography, and politics.

A curriculum map indicating in which courses the student learning outcomes will be taught and assessed is available in Appendix 1.

Section 3. Program Schedule and Curriculum

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

NOTES: The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx		Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath			
ACC 101 Principles of Accounting	4			4	4			
MAT 111 College Mathematics	3	M	3	3			MAT 110	
CMP 101 Introduction to Computers	3							
HUM 110 Speech	3	BC	3			X		
ENG 113 English 102	3	BC	3					
Term credit total:	16	6	9	7	4			

Special Cases for the Program Schedules:

- For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.
- [SUNY policy](#) governs the awarding of two degrees at the same level.
- Minors require neither SUNY approval nor SED registration.

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

Not applicable.

b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

See Appendix 2 for course descriptions.

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [*SUNY policy on credit/contact hours*](#)), general course requirements, and expected student learning outcomes.

See Appendix 3 for new Capstone syllabus.

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.

Not applicable.

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: <http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf>

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Black Studies, BA

- Indicate **academic calendar type**: [☒] Semester [☐] Quarter [☐] Trimester [☐] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path**, if one exists: [Check link to see if there is a transfer path] See [Transfer Path Requirement Summary](#) for details
- 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:								Term 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AS 1282: Introduction to African-American Studies	4		4	4				EL22XX: English Composition II	4		4				
EL 1000: English Composition I	4	4	4					CL 2000: Community Learning	2		2				
FY 1000 Freshman Seminar Ethics of Engagement	4	4	4					XXxxxx: Elective (1)	4	0-4	4				
MA 1020: College Algebra	4	4	4					AS 2262 African-American History I	4	4	4	4			
	16	12	16	4				Term credit totals:	14	0-8	14	4			
Term 3:								Term 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
XXxxxx Creativity and the Arts	4	4	4					XXxxxx Major Cultures	4	4	4				
MLxxxx: Foreign Language	4	4	4					BS/CPxxxx Natural Sciences	4	4	4				
XXxxxx Major Elective - Lower Division	4	4	4	4				XXxxxx Major Elective – upper division (1)	4		4	4			
XXxxxx Western Traditions	4	4	4					XXxxxx Major Elective – upper division (2)	4		4	4			
Term credit totals:	16	16	16	4				Term credit totals:	16	8	16	8			
Term 5:								Term 6:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
XXxxxx Major Elective – upper division (3)	4	0-4		4				XXxxxx Major Elective – upper division (6)	4	0-4		4			
XXxxxx Major Elective – upper division (4)	4	0-4	4	4				XXxxxx Major Elective – upper division (7)	4	0-4	4	4			
XXxxxx Major Elective – upper division (5)	4	0-4	4	4				XXxxx Elective (3)	4	0-4	4				
XXxxx Elective (2)	4	0-4	4					XXxxx Elective (4)	4	0-4	4				
Term credit totals:	16	0-16	12	12				Term credit totals:	16	0-16	12	8			
Term 7:								Term 8:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
XXxxx Elective (5)	4	0-4	0-4					XXxxx Elective (9)	4	0-4	0-4				
XXxxx Elective (6)	4	0-4	0-4					XXxxx Elective (10)	4	0-4	0-4				
XXxxx Elective (7)	4	0-4	0-4					AS 5XXxx Capstone Seminar in Black Studies	4		4	4			
XXxxx Elective (8)	4	0-4	0-4												
Term credit totals:	16	0-16	0-16					Term credit totals:	12	0-8	4-12				

Program Totals (in credits):	Total Credits:120	SUNY GER:40	LAS:90-120	Major: 40	Elective & Other: 40	Upper Division:40	Upper Division Major:28	Number of SUNY GER Categories:
								10

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

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 Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

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

Full-time tenured/tenure-track faculty carry a teaching load of three (3) courses per semester and have service and scholarship obligations.

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 major. 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	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List certifications, licenses, and professional experience in the field.
PART 1. Full-Time Faculty					
*Jermaine Archer, Associate Professor, American Studies		AS 1282 Introduction to African-American Studies AS 2262 African-American History I AS 2263 African-American History II AS 3270 Africa in the Americas AS 3842 African Americans and Mass Media AS 4218 Civil War and Reconstruction AS 4715 African-American Thought and Culture AS 5311 Abolitionism AS 5350 History of the Slave Narrative AS 5XXxx Capstone Seminar in Black Studies	Ph.D., UC Riverside	History	African American Museum of Huntington, New York -Advisory Planning Board Songswithoutwords.org, (digital exhibit of late nineteenth century anti-lynching images in the African American Press) Advisory Board
Catherine Bernard		VA 3340 Introduction to African Arts	Ph.D., University of Paris I, Panthéon-Sorbonne	Aesthetics	
Amanda Frisken, Professor, American Studies		AS2252 US Social Movements AS 4218 Civil War and Reconstruction	Ph.D. Stony Brook Advanced Certificate	History Women's Studies	Songswithoutwords.org, (digital exhibit of late nineteenth century anti-lynching images in the African American Press) Project Director
Keisha Goode, Assistant Professor, Sociology		CR 3117 Policing Bodies	Ph.D., CUNY Graduate Center	Sociology	Public Member, of Board of Directors, National Association of Certified Midwives
Rahwa Haile, Associate Professor, Public Health		PH 2900 Black Lives Matter: Health Inequities in the U.S.	Ph.D., University of Michigan	Public Health (Health Behavior and Health Education)	Midwest Academy for organizing, Organizing for Justice Training Senior Research Advisor, Brooklyn Movement Center Fellow, Robert Wood Johnson Foundation Interdisciplinary Research Leaders Program

Christopher Hobson, Professor, English		EL 4070 Topics in African-American Literature EL 4090 The Afro American Novel	Ph.D., CUNY Graduate Center	English	
Danielle Lee, Assistant Professor of English		EL 3870 Literatures of Africa EL 4040 Black Woman Writers EL 4070 Topics in African American-Literature EL 4090 The Afro American Novel EL 4090 The Afro-American Poetry and Plays	Ph.D., St. John's University	English	
Sylvie Kandé, Associate Profesor, Histor		HI 3610 America's African Heritage HI 3640 African History HI 3704 African Religions HI 4650 The History of African Enslavement	Ph.D., Paris VII University (Doctorat de 3ème cycle Paris VII University	African History	
Jasmine Mitchell, Associate Professor, American Studies		AS 1282 Introduction to African-American Studies AS 3270 Africa in the Americas AS3412: African American Women's History AS 3842 African Americans and Mass Media AS4435: Women of Color Feminisms AS 5XXxx Capstone Seminar in Black Studies	Ph.D., University of Minnesota	American Studies with graduate minors in African Diaspora Studies	
Nicholas Powers, Associate Professor, English		EL 2211 Africana Perspectives EL4040: Black Women Writers EL 4010 The Harlem Renaissance EL 4070 Topics in African American Literature EL 4090 The Afro-American Novel El 4091 The Afro-American Poetry and Plays	Ph.D., CUNY Graduate Center	English	
Lisa Whitten, Associate Professor, Psychology		PY 4730 African American Psychology	Ph.D., Adelphi University	Clinical Psychology	Licensed psychologist 40 years of involvement in the Association of Black Psychologists and the New York Association of Black Psychologists
Gilda Zwerman, Professor, Sociology		SY 3800 Race and Ethnicity SY 3900 Social Movements	Ph.D., New York University	Sociology	
PART 2. Part-Time Faculty					
Aubrey Bonnett		AS 1282 Introduction to African-American Studies AS 3270 Africa in the Americas	Ph.D., CUNY Graduate Center	Sociology	
Part 3. Faculty to be hired	N/A				

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 program only requires one new course, *AS5xxx Capstone Seminar in Black Studies*. All other courses are already being offered by the nine academic departments in the School of Arts and Sciences.

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

SUNY Program Expenses Table

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

Expenses (in dollars)

Program Expense Categories	Before start	Year 1	Year 2	Year 3	Year 4	Year 5
(a) Personnel (including faculty and all others)		\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
(b) Library		0	0	0	0	0
(c) Equipment & Software		0	0	0	0	0
(d) Laboratories		0	0	0	0	0
(e) Supplies		0	0	0	0	0
(f) Capital Expenses		0	0	0	0	0
(g) Other (Specify): Field trips		0	0	0	0	0
Total		\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00

*Adjunct faculty member to cover full-time faculty teaching required Black Studies courses.

Section 6. Library Resources

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

The library provides access to full-text major academic journals via searchable databases available to students both on and off campus; these include, among others, Academic Search Complete, African American Newspapers, African

American Periodicals, ProQuest Central, and Women and Social Movements in the United States. If there is an item that is not in the Old Westbury library collection, an inter-library loan request may be placed to obtain the requested item. The library's catalog is available online and most electronic resources are available from any web browser. The Director of the Library makes a substantial commitment to funding those resources required for specific programs and makes every effort to make new acquisitions at the request of faculty.

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

While current library resources are deemed sufficient for the needs of this program and its students, the library uses patron-driven acquisitions to determine future collection needs. In addition to librarian generated purchases, under patron-driven acquisitions, faculty and students serve as drivers to grow the library collection as needs dictate and funds allow.

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [] No [**X**] Yes

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

[Evaluators' Reports will be attached as Appendix 5, in separate file]

Evaluator #1	Evaluator #2
Name:	Name:
Title:	Title:
Institution:	Institution:

Section 8. Institutional Response to External Evaluator Reports

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

[Institutional Response will be attached as Appendix 6, in separate file].

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer

institutions below and **appending** at the end of this document:

- two completed [*SUNY Transfer Course Equivalency Tables*](#), one for each transfer institution; and
- a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as [*SUNY Transfer Course Equivalency Tables*](#) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Suffolk Community College	93203 Lib Arts & Sci – General Studies	AA
Nassau County Community College	01311 Lib Arts & Sci – Afro-American Studies	AA

See Appendix 4 for Transfer Course Equivalency Tables for programs in the above table.

NOTE: Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs [here](#).

Section 10. Application for Distance Education

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

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

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

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

List of Appended and/or Accompanying Items

- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession , or other applicable external standards	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
2	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
3	<i>For all programs with new courses in the major</i> , syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
4	<i>For all A.A. and A.S. programs</i> , Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; <i>for baccalaureate programs that anticipate transfer student enrollment</i> , documentation of seamless transfer with at least two SUNY two-year programs	Section 9
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
	<i>For programs requiring an MPA</i> , a Master Plan Amendment Form	Section MPA-1

- b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

[Evaluators' Reports and Institutional Response will be attached as Appendices 5 and 6, in separate file]

Appendix 1

B.A. in Black Studies: Curriculum Map

Legend: P: Practiced and Reinforced A: Assessed Course numbers and names:	PSLO 1 A broad and critical understanding of the key issues, major time periods, constitutive languages, and varied perspectives in the field of Black Studies	PSLO 2 A critical awareness of how major Black Studies methodological approaches are used to interpret issues pertaining to peoples of African descent	PSLO 3 An ability to evaluate and synthesize Black Studies methodologies, modes of analysis, primary source material or theoretical perspectives in a paper, oral presentation, or media project	PSLO 4 An understanding of and sensitivity to issues of global diversities, especially those of race, ethnicity, gender, class, health, nation, culture, art, literature, ethnography, and politics
AS 1282 Introduction to African-American Studies	P/A	P/A		
AS 2262 African-American History I	P	P		
AS5xxx Capstone Seminar in Black Studies	P	P/A	P/A	P/A
Black Studies Lower Division Elective (1 course)	p*	p*	p*	
Black Studies Upper Division Elective: History & Culture (2-3 courses)	p*	p*	p*	
Black Studies Upper Division Elective: Literature & the Arts (2-3 courses)	p*	p*	p*	
Black Studies Upper Division Elective: Social Science (1-2 courses)	p*	p*	p*	

* Specific practice contingent on choice of elective.

Appendix 2
Course Descriptions
CORE REQUIREMENTS

AS1282 Introduction to African American Studies 4 cr. This is an introductory course in the themes and issues relevant to the inter-disciplinary field of African-American studies. Topics include: the origins and development of slavery and racism; African-American contributions to U.S. history; major African-American writers, artists, and thinkers; movements for political, racial, and economic equality. Offered occasionally.

AS2262 African American History I 4 cr. This course examines the experiences of African Americans in the development of America from the Trans-Atlantic slave trade through the Civil War. Topics include plantation slavery, politics, economics, cultural production, gender and intellectual pursuits. Emphasis on major movements and figures as well as ordinary individuals.

AS 5xxx Capstone Seminar in Black Studies 4cr. In this course students will learn how to do historical research and analysis including the use of primary documents, archival research, quantitative methods and oral history in the field of Black Studies. Classwork stresses the development of these skills in a seminar setting which include collaborative readings of work in progress, peer review and the presentation of research to the class.

BLACK STUDIES LOWER DIVISION ELECTIVE REQUIREMENTS

AS2263 African American History II 4 cr. This course examines the experiences of African Americans in the development of America from 1865 through the twentieth century. Topics include Reconstruction, segregation, migrations, war, cultural production, entrepreneurship and the push for civil rights. Emphasis on social and cultural history across class and gender lines.

PH2900 Black Lives Matter: Health Inequities in the U.S. 4 cr. In this course, students will develop a deep understanding of the ubiquitous health inequities impacting Black communities in the United States. Students will also develop an understanding of the determinants of these inequities; the deleterious social conditions to which Black people in the United States have been disproportionately exposed since Africans were first displaced and uprooted from their communities, families and lives, and sold into chattel slavery in the colonies. Students will also develop a deep and historicized understanding of the currently entrenched political structures which reproduce Black exposure to the health-demoting social conditions, comparatively fewer socioeconomic resources, and traumatic social stressors that produce and reproduce shorter and less healthy Black lives. Students will also come to understand that none of these patterns are inevitable, and none of these political structures spontaneously emerged. They are the product of policies, and therefore are certainly changeable. We will examine the types of policies that have the potential to change the path of history, by creating more equitable life chances for Black people and communities. In doing so, these policies can help us better fulfill the promises of the Constitution, and create health equality.

EL2211 Africana Perspectives 4 cr. Explores recurring themes and modes of expression in the Pan-African world, ranging from the role of the oral tradition in traditional African societies to African-American rebellion as expressed in contemporary writing and music. Interpretive essays and a research paper are required. The course stresses training in quotation, citation, and research methods.

PY4730 Psychology of Peoples of African Descent 4 cr. This course investigates the social, cultural, political and historical factors that shape the psychological development and functioning of African descent peoples (Afro-Latino, Afro-Caribbean, African American and African people who were born on the continent of Africa) in the United States. As we study the multiple challenges African descent peoples face, we are mindful to attend to their strength, resilience, adaptability, and healthy functioning. We study how the multiple contexts in which African descent people function and the various institutions with which they interact have influenced their growth, patterns of interaction, socio-economic status, and self-determination. The effect of structural oppression on African descent peoples is a major area of focus. We critically analyze research on and media representations of African descent individuals.

BLACK STUDIES UPPER DIVISION ELECTIVE REQUIREMENTS

AS3270 Africa in the Americas 4 cr. This course will explore the history of these scattered populations of Africa, their dispersal to the various regions of the world, especially the Western hemisphere, the circumstances and institutions which shaped the evolution of these diaspora communities, and the continuing physical and emotional ties to Africa and Africans. The dispersal of black people from their homes in the continent of Africa to the diverse geographical sites all around the world is one of the more momentous, historical and sociological events in the trajectory of world history.

AS3412 African-American Women's History 4 cr. This course focuses on the distinct experiences of African-American women in the 19th and 20th centuries. The course includes the experiences of women in slavery, social movements, abolition, anti-lynching, suffrage, civil rights, and Black Power as well as the writings and lives of the major figures.

AS4218 Civil War and Reconstruction 4 cr. This course provides an in-depth examination of the coming of the Civil War, Reconstruction and the formative impact of these events on the development of American society. Topics covered include: slavery; abolitionism; sectional conflict; the emergence of tenant farming and debt patronage; the rise of Jim Crow; constitutional guarantees and the limits of equality. Special attention will be given to issues of race, class and gender in considering the constitutional, political, economic, cultural and demographic changes that led to and followed from America's "Second Revolution." Films, novels, diaries, first person narratives and other primary sources will supplement historical works

AS4435 Women of Color Feminisms 4 cr. This interdisciplinary course examines women of color feminism and its historical, intellectual, cultural, and political formation. We will consider theoretical contributions of women of color feminisms such as "intersectionality," "hybridity, expressed as borderlands," and "coalition through difference" as well as women of color feminism's critiques and

strategies of resistance to oppressive forces. Exploring these theoretical contributions through writings, first-person narratives, fiction, film, spoken word, and music, this course explores issues of identity, representation, rights, policy and the significance of interesting categories of race, gender, class, ethnicity, sexuality, and nation in the lives of women of color historically and in contemporary society. While the course focuses on relationships across and within the United States, the nature of these identities, alliances, and texts often transcends the borders of the United States.

AS 5311 Abolitionism & Hip Hop Art 4 cr. This senior seminar examines the comparative roles of visual culture between the transatlantic landscape of nineteenth century abolitionism and the visual creative expressions of twentieth and twenty-first century musical iconography and art work which also crisscrossed the modern Atlantic World. Students will probe the political contexts of these sometimes similar, yet often divergent visual streams. The ways in which the aforementioned themes shaped artistic productions and the debates concerning them will serve as guiding focal points for our analyses. Attention will be given to how artistic innovations within sub-cultures sought to challenge the status quo and mobilize for change. The relationship between visual access and modern American consumerism will be also be explored

AS5350 History of the Slave Narrative 4 cr. This senior seminar examines the historical forces of how authors of slave narratives sought to shape public opinion about emancipation, equality and culture. The ways in which this literary genre changed across time and location will receive critical attention.

HI3091 African Cultures 4 cr. An exploration of African civilization, concentrating on the systems of ideas, values, and institutions developed by Sub-Saharan peoples in the context of their historical experience. The unity and diversity of African cultures are related to the economic, political, and social forces operating upon them in relation to the contemporary search for African self-determination.

HI3130 The Black Church in America 4 cr. This course examines the development of the Black Christian Church in its visible and invisible institutional forms during the colonial period, and the merging of these two branches, free and slave, following the Civil War. Also the emergence of Holiness and Pentecostal sects, the impact of urban migrations on black spiritual expression, the Black church and civil rights, gender issues, and the recent challenge of Islam will be dealt with.

HI3610 America's African Heritage 4 cr. An examination of the role of Africans in the shaping of America's culture and society up to the present. An interdisciplinary study of the notion of cultural continuity, and of cultural carryovers as they have impacted upon language, music, art forms, religious worship, and political life.

HI3640 African History 4 cr. Approaches the history of Africa from the viewpoint of African people. Archaeological records, oral tradition and documentary sources bring ancient and medieval Africa to life. Later units will focus on important themes and debates in African history today. Students will come to understand African civilization in the context of who Africans are, the social forces that have shaped their experience, and the new directions and problems they face in the post-independence era.

HI3704 African Religions and Philosophy 4 cr. The view of the African cosmology and religion as a system of thought. Principles of what constitutes African philosophy and religion will be examined to analyze the effects on society and politics. The study includes animism, Christianity and Islam. Offered periodically.

HI4650 The History of African Enslavement 4 cr. The study of various forms of enslavement in Africa from precolonial times to the present. Topics include: domestic/African slavery, "Oriental" and trans-Atlantic slave trade & human trafficking.

ML3750 Afro-Cuban Cultures 4 cr This course is an overview of the history and culture of Afro-Cuban traditions through guided readings, lectures at the University of Matanzas Camilo Cienfuegos, visits to national museums and other sites of interest in Cuba. Students will be exposed to key masterpieces of Afro-Cuban artistic expressions in painting, music and other traditions as they are found and expressed in two important cities: Matanzas and Havana.

PE4690 Politics of Latin America and the Caribbean 4 cr. This course analyzes political and economic change in selected countries of the region from the mid-twentieth century to the present. It examines the impact of foreign control over local resources, uneven capitalist development, class conflict, and the contemporary "pink tide" of new governments on poverty, inequality, and social progress.

AS4715 African-American Thought and Culture 4 cr. This course examines the ideas of social change that developed from slavery to the present among African American thinkers and activists. It begins by examining the assumptions and aspirations expressed in abolitionism, nationalism, folklore, suffrage and Pan-Africanism that developed in the antebellum period. It proceeds to analyze the related cultural, political and economic ideas that have emerged throughout the twentieth century. The course stresses the role played by culture and ideas in the process of social change.

PE3750 Politics of Race and Class 4 cr. This course explores the intersection of race and class in the U.S., inquires into the relationship between race and quality of life, and examines limitations on the representativeness of the political system at federal, state, and local levels of government. Central to the course is the question of government responsiveness on issues of race and class. Particular attention is paid to the operation of U.S. political parties, to elections and voting, to legislative process and executive leadership, and to media performance in public debate.

PY4730 African-American Family Dynamics 4 cr. This course investigates the social, cultural, political and historical factors that shape the psychological development and functioning of African descent peoples (Afro-Latino, Afro-Caribbean, African American and African people who were born on the continent of Africa) in the United States. As we study the multiple challenges African descent peoples face, we are mindful to attend to their strength, resilience, adaptability, and healthy functioning. We study how the multiple contexts in which African descent people function and the various institutions with which they interact have influenced their growth, patterns of interaction, socio-economic status, and self-determination. The effect of structural oppression on African descent peoples is a major area of focus. We critically analyze research on and media representations of African descent individuals.

SY3800 Race and Ethnicity 4 cr. Emphasizes the history, social structure and culture of racial national, ethnic and religious minorities. Includes such minority majority processes as interracial and intercultural conflict, domination and adaptation, accommodation and assimilation. Causes and consequences of prejudice, racism and discrimination and some ways of reducing intergroup tensions are included as are alternative models for pluralistic societies such as "melting pots" or "mosaics."

SY3900 Social Movements 4 cr. Provides an overview of the contemporary sociological models used to analyze the dynamics of protest among disenfranchised constituencies in the U.S. Cases are drawn largely from the history of African American protest movements of the 19th and 20th century in which activists have attempted to reconcile tensions between demand for civil rights and the more radical vision of nationhood. Government and counter-movement responses to protest are also examined.

CR3117 Policing Bodies 4 cr. This course will examine the formal and informal ways in which sexual practices and identities are policed and produced. Central to this agenda will be a consideration of the ways in which sex and sexuality intersect with gender, race, ethnicity, and class in the construction and maintenance of systems of social control. Drawing on historical and contemporary contexts, the course will explore both the causes and the consequences of this bodily 184 policing. Course topics will include: changing definitions of acceptable/unacceptable sex and sexual identity; evolving methods of surveillance and regulation of sexual behaviors and identities; and the relationships between social institutions, social interaction, and individual experience.

Appendix 3, Sample Syllabus

AS 5XXxx Capstone Seminar in Black Studies

Course Overview:

This course is designed to facilitate the work of Black Studies students as they complete their capstone projects. Working with the professor, and in collaboration with their colleagues in the class, students will produce a research project that is grounded in the methodologies of Black Studies, and that represents an original contribution to the field. Over the course of the semester we will examine and work through the challenges of producing original research.

LEARNING OBJECTIVES:

By the completion of the class, students will have demonstrated their ability to:

- Identify the fundamental principles of research in Black Studies
- Critically evaluate and utilize the secondary literature related to their research project;
- Successfully execute an original, primary-source research project examining an aspect of the black experience;
- Critically interpret research findings and examine their implications;
- Disseminate their findings

COURSE REQUIREMENTS & GRADING SCALE:

1. **Class Participation (15%)**: The primary focus of this class is the completion of your research projects. It is important that you are present for all scheduled group and one-on-one meetings, and that you arrive prepared to provide an update of your progress, and to participate in scheduled class exercises.
2. **Research Blog (10%)**: Each student will post **at least eight** progress reports on the course website. These reports can be informal, and should focus on the research process rather than on research content. Students are encouraged to read their colleagues' posts, which may address issues and/or offer insights that are relevant to their own process.
3. **Peer Review Exercise (10%)**: Each student will be required to evaluate the rough draft of a fellow student's work. For this exercise to work, it is obviously necessary for all students to successfully submit a rough draft of their final project by the expected due date.
4. **Final Written Paper (50%)**: Students will submit a final paper of no less than fifteen pages that focuses on a topic relevant to Black Studies. Your paper should be an original study and contain a clear thesis and supporting arguments.
5. **Oral Presentation of Final Project (15%)**: All students will present their research findings to the rest of the class. This will be followed by a question and answer session. Presentations should be supplemented by a digital presentation aid like PowerPoint.

TENTATIVE CLASS SCHEDULE:

	Date	Topic	Assignment
Week 1	1/22	Introduction: Review of Research Projects	
	1/24	Research Methods: Evaluating Secondary Literature	<i>Read</i> Jaqueline Bobo ed's <i>The Black Studies Reader</i> , Introduction
Week 2	1/29	Research Methods: Primary Sources	<u>Read</u> Robert Harris Jr, "The Intellectual and Institutional Development of Africana Studies"
	1/31	Project Development: One-on-one meetings	
Week 3	2/5	Project Development: One-on-one meetings	
	2/7	Project Development: One-on-one meetings	
Week 4	2/12	Data Collection	
	2/14	Data Collection	
Week 5	2/19	Data Collection	
	2/21	Data Collection	
Week 6	2/26	Data Collection – Wrap up	
	2/28	Data Preparation	
Week 7	3/5	Data Preparation	
	3/7	Data Analysis	

Week 8	3/12	SPRING BREAK – NO CLASS	
	3/14	SPRING BREAK – NO CLASS	
Week 9	3/19	Data Analysis – Trouble shooting	
	3/21	Data Analysis	Ensure that Four Blog Posts are completed.
Week 10	3/26	Results and Discussion	
	3/28	Results and Writing	
Week 11	4/2	Results and Writing	
	4/4	Results and Writing	
Week 12	4/9	Results and Writing	
	4/11	Results and Discussion about Peer Review	Rough Draft Due.
Week 13	4/16	Peer Draft Review	Peer Materials Due.
	4/18	Project Development: Presenting Your Work	
Week 14	4/23	Project Development: Presenting Your Work	
	4/25	PRESENTATIONS	PRESENTATIONS
Week 15	4/30	PRESENTATIONS	PRESENTATIONS
	5/2	PRESENTATIONS	PRESENTATIONS

Week 16	5/7	PRESENTATIONS	PRESENTATIONS
	5/9		
Week 17	5/14	FINAL PAPER DUE	

Appendix 4:
SUNY TRANSFER COURSE EQUIVALENCY TABLES

Nassau Community College 01310 — Lib Arts & Sciences-Afro-American Studies - AA					SUNY College at Old Westbury Black Studies — BA				
Course #	Course Title	SUNY GER*	Major or SUNY Transfer Path	Credits Granted	Course #	Equivalent Course Title	SUNY GER*	Major or SUNY Transfer Path	Credits Accepted
ENG 101	English Composition I	BC		3	EL1000	English Comp I: Exposition	X		3
ENG 102	English Composition II			3	EL2200	English Comp II: Argumentation	X		3
AFR 130	Hum. elective 1: Af-Am Lit I			3		General Elective			3
AFR 131	Hum. elective 2: Af-Am Lit II			3		General Elective			3
AFR 140	African American History I	AH		3	AS2262	African American History I	X	Major	3
AFR 185	African Cultures			3	AS1282	Intro to African American Studies		Major	
	Natural and Physical Science (Lab)	NS		4		Natural Science Elective	X		4
	Mathematics	MA		3-4		Math GER	X		3-4
AFR 110	African American Dance (PE)	Arts		1		General Elective			1
	Physical Education			1		General Elective			1
	Social Science elective 1			3	SY8998	Black Studies U/D Elective: SS	X		3
	Social Science elective 2			3		Black Studies U/D Elective: SS			3
AFR 141	African American History II			3	AS2263	Black Studies L/D Elective: Af Am History II	X	Major	3
AFR 142	African Civilizations			3		General Elective			3
AFR 170	Black Social Philosophies	Hum		3	HI8998	General Elective	X		3
AFR 200	History of Black Women			3		General Elective			3
AFR 203	Afro-Caribbean World	SS		3	HI8998	General Elective	X		3
	Electives			7-12		General Electives			7-16
Total Credits				64	Total Credits Transferred				64
					Remaining Credits Needed for Graduation after Transfer				56

*NOTE: Students transferring to Old Westbury with an A.A. or A.S. from SUNY or CUNY institutions automatically fulfill all GER requirements.

Suffolk County Community College SED code 93203 — Lib'l Arts & Sciences-General Studies — AA					SUNY College at Old Westbury Black Studies — BA				
Course #	Course Title	SUNY GER*	Major or SUNY Transfer Path	Credits Granted	Course #	Equivalent Course Title	SUNY GER*	Major or SUNY Transfer Path	Credits Accepted
COL 101	College Seminar			1	FY 8998	Elective (Freshman Seminar)			1.5
COM 101/105	Intro Human Comm / Public Speaking			3		General Elective			3
ENG 101	Standard Freshman Composition	X		3	EL1000	English Comp I: Exposition	X		3
ENG 102	Introduction to Literature	X		3	EL 2200	English Comp II: Argumentation	X		3
	Math Elective	X		3-4		General Elective			3-4
	Physical Education 1			1		Physical Education			1
	Physical Education 2			1		Physical Education			1
HIS 101 / IND 101	W. Civ. I / Civilization: Human experience I	X		3		General Elective			3
HIS 102 / IND 102	W. Civ. II / Civilization: Human experience II	X		3		General Elective			3
	Lab Science with lab: (BIO 101, CHE 122)	X	X	4		Science Elective	X	X	4
	Math or Science Elective: MET 101		X	4		General Elective			4
	Math or Science Elective		X	3-4		General Elective			3-4
	Visual Arts, Cinema Studies, Music, or Theatre Elective	X		3		Gender in Film	X		3
	English Elective			3		General Elective			3
	Social Science elective		X	3		General Elective		X	3
	Social Science elect 2:		X	3		General Elective			3
	Other World Civ Social Science elective		X	3		General Elective		X	3
	Humanities elective 1			3		General Elective			3
	Humanities elective 2			3		General Elective			3
	Liberal Arts and Sciences Elective			3		General Elective			3
	Elective 1			3		General Elective			3
	Elective 2			3		General Elective			3
	Elective 3			3		General Elective			3
Total Credits				65	Total Credits Transferred				65.5
					Remaining Credits Needed for Graduation after Transfer				54.5

*NOTE: Students transferring to Old Westbury with an A.A. or A.S. from SUNY or CUNY institutions automatically fulfill all GER requirements.

MOREHOUSE

COLLEGE

April 26, 2022

Dr. Jermaine Archer, Associate Professor
Department of American Studies/Media & Communication Studies
SUNY-Old Westbury
Long Island, New York 11568

Dear Dr. Archer:

Please find attached a copy of my evaluation of the proposal to establish a Black Studies major at SUNY-Old Westbury. I find the case to be compelling, and my reports provides the details of my assessment. It was a pleasure meeting your faculty colleagues, students, and administrative leadership, and I wish you the best on this project.

Please let me know if I need to respond to any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'F. Knight', with a stylized flourish at the end.

Frederick Knight



External Evaluation Report

Form 2D

Version 201-08-02

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

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

Institution: SUNY-Old Westbury

Evaluator Name (Please print.): Frederick Knight, Ph.D.

Evaluator Title and Institution: Associate Professor of History and Director of the Institute for Research, Civic Engagement, and Policy in the Andrew Young Center for Global Leadership, Morehouse College

Evaluator Signature: 

Proposed Program Title: Black Studies

Degree: B. A.

Date of evaluation: Site Visit on April 4, 2022

I. Program

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

Purpose

Since the late 1960s, the discipline of Black Studies has taken root in institutions of higher education across the country. In the latter years of the Black Freedom Movement and as students, faculty, and the broader community needed to engage in the academic study of historical and contemporary black experiences, colleges and universities began offering interdisciplinary undergraduate majors in Black Studies more than fifty years ago. Black Studies has become so significant that, in recent decades, a growing number of schools have launched Ph.D. programs in the field. While SUNY-Old Westbury offers a range of courses and a minor in African American and African Diaspora Studies, this proposal for a Black Studies major more formally places the university into this national intellectual movement in higher education.

By creating a clearly defined course of study that attends to the university's diverse student population and the intellectual strengths of the faculty, the proposed major in Black Studies will bolster the institution's strategic plan to support student success and faculty excellence. It will also advance the university's mission to foster empathy, intercultural understanding, critical thinking, and social justice. At its core, Black Studies challenges its students to understand the distinct and varied experiences of Black people over time and space, thus promoting empathy and intercultural understanding. Through the analysis of texts and interpretation of quantitative and qualitative data, Black Studies majors sharpen their critical thinking skills. Through a range of learning across disciplines, the major also equips students to rethink their assumptions, better understand social systems, and work toward social justice.

Structure

The major has a sound structure that will enable students to meet the program's four major learning objectives. With students beginning with 100 and 200-level introductory courses in African American Studies and African American history, progressing through lower and upper-division electives, and culminating their learning in a capstone course, the recommended undergraduate program course schedule and curriculum map are designed in a way for students to reinforce their ability to understand, evaluate, and synthesize knowledge in the field of black studies. The structure also interweaves disciplines, so students will learn about black experiences through a range of humanities, arts, literature, and social science lenses.

Requirements

The proposed major requires students to engage in broad, deep, and rigorous study of the field, and the overall size and structure of the curriculum should help students meet the broader objectives of the program. Its two required introductory courses in African American history and African American studies establish a broad, interdisciplinary foundation for students to explore more advanced and in-depth black studies elective courses. The various methodologies and themes that students will study in their major elective courses will help them understand how multiple forces intersect to shape black experiences. And the required capstone course provides an opportunity for students to synthesize what they learned in their other courses and create new knowledge. Though the faculty suggested that the major may need a methods course, I do not think such a course is essential right now since the curriculum is designed for students to learn methods in the major elective courses. I would recommend that the faculty should use the findings from ongoing program evaluation and collaboration among the faculty to determine if the major needs to add such a methods course.

Administration and Evaluation

The American Studies/Media & Communications Department will provide administrative oversight of the major. The chair of the American Studies department, its faculty, and faculty across nine different departments are committed to the vitality of the major. The American Studies faculty will share in the administration of the program by serving as advisors to its majors. Who will be responsible for overseeing program evaluation and assessment will need to be more clearly defined.

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

The field of Black Studies has different schools of thought, and the proposed major advances two highly regarded approaches. First, it offers a *transnational and diasporic* perspective on the field of black studies. Second, the major provides students with an understanding of identity, knowledge, and power through an analysis of the *intersection* of "race, ethnicity, gender, class, health, nation, culture, art, literature, ethnography, and politics." The context of the university and the strength of its faculty also make this a logical choice. The diasporic and intersectional approaches reflect the cosmopolitan population of the greater New York region and will challenge students to rethink commonly held assumptions, engage in comparative analysis, and thus improve their critical thinking skills.

The program's approach, particularly the intersectional analysis of race, class, and gender, should also attune students to the social justice mission of the university. As will be explained more fully below, the faculty has the intellectual assets to help students grapple with these schools of thought.

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

The overall design of the curriculum lends itself to an effective assessment strategy. By assessing student in the introductory and capstone courses, faculty will be able to get a picture of student intellectual development over their time in the major. It might be helpful if the major had a coordinator or faculty working group continue focus specifically on discerning how black studies majors are doing, getting an understanding of why, and making recommendations for modifications or curricular changes. Again, the assessment findings from the intro and capstone courses can be useful in this regard.

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

The new major will add to the cluster of majors in the American Studies Department, whose existing curriculum will offer many of the required and elective courses for the black studies major. As an interdisciplinary program, it will also incorporate courses from the English, Psychology, Criminology, Sociology, History, Visual Arts, Modern Language, and Politics, Economics, and Law programs. The only new course that will be added for the major will be the capstone seminar; transforming an array of existing courses into a coherent black studies curriculum, the major constitutes an assembly of the university's extant, intellectually rich coursework on various topics and themes in the field. In my meeting with faculty members from across the campus and from various disciplines, they indicated a high level of enthusiasm for the black studies major, a commitment to offer courses for the program, and an interest in developing new courses.

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

The major in black studies meets several needs. Given the persistent gaps in the ways that society values the lives black people in comparison to that of others, black studies majors can offer a critical and constructive ability to close those gaps in fields such as education, healthcare, housing, employment, the media, the criminal justice system, and public policy. Both students and faculty pointed out how courses in African American and African Diaspora studies gave students new ways of looking at the world. The current demand for courses that will compose the black studies major indicates that there is sufficient demand for the major itself. Other universities in the state indicate demand for such a program, with other SUNY institutions enrolling between 7 and 23 Africana Studies or Black Studies majors.

Black Studies majors have several post-graduation options. They can pursue careers as professors, and majors are also prepared for a wider world of work. They have the traits that employers value in graduates, as spelled out in the AAC & U's recent report titled *How Colleges Contribute to Workforce Success*. Given their abilities to write, think critically, interpret evidence, apply theory and knowledge to novel contexts, and understand diverse social and cultural worlds, Black studies majors are prepared to not only enter the workforce but also adapt to a changing economy and move from one sector to another as new demands emerge.

II. Faculty

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

Collectively, the faculty has impressive, in-depth and wide-ranging knowledge in the field of Black Studies. Though none appears to have a terminal degree in Black or African American Studies, their discipline-based teaching and research expertise enables them to collectively handle the field. Chronologically, their teaching expertise covers pre-colonial and colonial African history and the history of African Americans from the African background to the present. The faculty is balanced across disciplines, with three faculty members from the interdisciplinary American Studies program, five from the arts and humanities (English, Visual Art, and History), and four from the social sciences (psychology, public health, and sociology). And thematically, their teaching and research interests span the topics of literature, art, culture, politics, media, public health, social movements, religion, and politics. Their research and teaching expertise in Africa and its Diaspora and in intersectionality offers a solid intellectual foundation upon which to build the major.

The scholarly and creative credentials of individual faculty members rival that of faculty at peer institutions, and their intellectual work, individually and collectively, spans geographic, temporal, and disciplinary boundaries. The accomplishments of the faculty include the publication of peer-reviewed monographs and single-authored journal articles; award winning poetry; art exhibitions; collaborative research project leading to multi-author, peer-reviewed publications; and conference presentations. They also serve scholarly and community organizations in the areas of public history, mental and reproductive health, and community advocacy.

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

The number and qualifications of the faculty listed in Section 4 of the proposal are sufficient for the major, and I do not see the need for new full-time hires in the first five years of the program. As mentioned above, Old Westbury has a strong faculty with research and teaching expertise in the field. Most of the classes that will comprise the new Black Studies major are currently being offered in the context of the faculty's normal course rotations. The proposal does not explicitly address who will teach the new additional course, the Capstone Seminar in Black Studies. Adding this requirement will require some faculty members to slightly adjust their course rotations. It will also require the deployment of a part-time faculty member to fill the void created when a faculty member teaches the capstone seminar.

The proposal does not provide much information about the experience of the program faculty in securing financial support for its academic programming. The stature of the faculty implies that they have such experience, but the proposal does not clearly spell it out. Given the structure and requirements of the major and the ways that it will use existing resources, resources do not appear to be an obstacle in the near term. However, its current state may place some constraints on the kind of co-curricular support the program can offer to students and faculty.

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

The proposal lists only one part-time faculty member, who has emeritus status. The courses that they offer—"Introduction to African American Studies" and "Africa in the Americas"—are offered by two other faculty members. When this faculty member retires, the program may need to hire a replacement, part-time faculty to meet the demand.

III. Students

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

The Black Studies program will serve historically marginalized populations, which constitute over half of the University's student body. While the major will not serve all of them, it will provide many with a sense of belonging and a curricular option that encourages them to enroll, persist, and graduate. A viable Black Studies major will also redound to the community more broadly as the major expands its curricular offerings, playing to the strengths of the faculty, attending to the broad interests of students, and thus enriching the university's intellectual field.

The proposal estimates that by the end of its fifth year, it will have an enrollment of twenty-seven FTE. This is a reasonable estimate; the survey conducted by the University's Office of Institutional Research showed indicated that of the 233 students who responded, 85 students expressed interest in declaring the major and over 100 students expressed a strong interest in the major. My discussions with students during my virtual visit confirmed the quantitative data.

While the American Studies program home for the Black Studies major has been successful in recruiting majors, I recommend steps to bolster their efforts. Many of the courses that will be required for the Black Studies major also meet general education requirements. Given the breadth of these offerings, this offers the faculty a prime opportunity to attract potential majors. Also, students can be excellent ambassadors for academic programs. Supporting a student black studies organization could be an effective way of both enhancing the experience of existing majors, better understanding their aspirations, and recruiting new majors. After the implementation of the major, the major can advance its recruitment efforts if the faculty maintained ties with and collected the stories of majors to craft a narrative about what Black studies majors do after graduation.

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

The Black Studies program has no distinct admissions criteria, and the quality of the enrollees will be determined primarily by the University's admissions standards and the specific draw of the Black Studies major. The students with whom I met indicated how little black studies content they learned before coming to the University. To fill those gaps, the introductory courses in African American history and African American studies will offer a gateway to prepare students for the elective courses in the major.

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

The vision for the Black Studies major is grounded in the goal to serve students from underrepresented groups. For black students, the value of the major is for them to see themselves in the curriculum and be able to critically engage the diverse historical and contemporary experiences of black people. For black students and students from other marginalized groups, the major's focus on the complexity and intersectional nature of black experiences will provide a rich field of study. Students will also find an intellectual wellspring in the program's emphasis on black creative and cultural production.

The proposal also sees a place for part-time students in the program, projecting that by its fifth year, about onethird of the majors will be part-time students. Because students have a range of options to meet their

humanities, art, literature, and social science options for the major, part-time students will have the flexibility to have classes available to them and move through the major at a different pace than full-time students.

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

According to the proposal, black studies majors will be advised by American Studies faculty members. Given the number of majors the program expects to have in its first five years, this is a feasible strategy. However, my recommendation would be for the advisors to go beyond helping students select courses and map out their curricular path to graduation. The success of the program and its students will also depend on the ability of faculty advisors and mentors to get to know the interests and aspirations of their majors and help match them with opportunities that extend beyond the classroom. Helping students with internship or undergraduate research opportunities, promoting student leadership development, and exposing students to leaders in various fields will help put them on a path for success after graduation.

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

As liberally educated graduates, black studies majors will be prepared to enter a range of professions and professional and graduate programs. It will open graduates to careers in education, law, public health, international relations, cultural institutions, media, and other avenues; graduates will also be prepared to pursue advanced degrees in the humanities, arts, literature, and social sciences. Tracking the career prospects of American Studies graduates could provide some insight into what Black Studies major can expect. Given that they have a similar focus on critical thinking and writing and given that the majors will be led by many of the same faculty members, determining how American Studies majors fare in the job market and graduate school could indicate the likely career outcomes of Black Studies majors.

As it relates to this area of the proposal, I would recommend reaching out to black studies chairs and undergraduate advisors at other institutions. The Association for the Study of the Worldwide African Diaspora had an engaging panel at its 2019 conference in which the panelists discussed their experience in growing their black studies majors. Dr. Akinyele Umoja (Prof. Emeritus, Georgia State University), Yolanda Covington Ward (University of Pittsburgh), and other leaders in the field may have insights that could be applied to the SUNY Old-Westbury campus.

IV. Resources

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

Black studies majors at the undergraduate level have relatively modest resource requirements. The proposal also indicates that the library has the necessary resources, including digital databases of scholarly articles, newspapers, and multimedia sources in the field of black studies. For example, the library provides access to a large digital collection of African American newspapers since the nineteenth century. If the budget allows, I recommend subscriptions to other resources such as Alexander Street's "Black Studies in Video" or ProQuest's Black Short Fiction and Folklore.

The social capital of the faculty is also a significant resource. As the major continues to develop, the continued and new connections to local institutions including non-profit organizations, libraries, archives, and other cultural institutions in the Greater New York Region will enhance the learning opportunities for Black Studies majors.

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

The Black Studies major has strong support from the university's administration. As it is currently designed, the program does not require substantial financial support from the university apart from what it provides to existing programs. The university, however, should avoid the experience of black studies programs at some universities where they have lived on the margins. Critical to the major's long-term growth and viability will be the administration's plan to build a Center for Social Justice, Sustainability, and Innovation. My discussions with Provost Quarless and President Sams indicate their commitment to the Center, which has the potential to enrich work of students and faculty and serve as a node that connects the university's work in the field of black studies to the public.

V. Summary Comments and Additional Observations

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

Strengths:

- The major promises to advance the social justice mission of the University
- A diverse student body that is eager to engage the field of black studies
- Support from the university administration
- Cultural resources in the region that can support the new major
- Builds on the university's current intellectual assets
- Dynamic faculty that can deliver highly engaging courses and create learning opportunities outside the classroom
- Curricular design that creates opportunities for broad and in-depth learning

Weaknesses:

- Advising plan focuses on course selection and would be strengthened by having faculty advisors also explore intellectual and career interests with advisees
- A more specific case for how a major in Black Studies translates into a life after graduation would strengthen the proposal
- Need to strengthen the leadership and strategy for program assessment

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

Not applicable.

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

Once the major has been implemented, there will likely be a waning of energy, lull in enthusiasm, or a scattering of interests. As much as possible, challenge that impulse by balancing the faculty's individual work as teachers and scholars with the collective project of creating a broad-based community of learning and support.



External Reviewer Conflict of Interest Statement

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

SUNY-Old Westbury

(Name of Institution or Applicant)

The application is for (circle A **or** B below)

A) New Degree Authority

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

B. A. in Black Studies
(Title of Proposed Program)

I affirm that I:

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

Name of External Reviewer (please print):

Frederick Knight

Signature:





External Evaluation Report

Form 2D

Version 201-08-02

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

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

Institution: SUNY Old Westbury

Evaluator Name (Please print.): Jason R. Young

Evaluator Title and Institution: Associate Professor of History

Evaluator Signature:

Proposed Program Title: Black Studies

Degree: B.A.

Date of evaluation: April 23, 2022

I. Program

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

Purpose: The proposed Black Studies B.A. degree at SUNY Old Westbury outlines an innovative and ambitious plan to train students in the history and culture of people of African descent. The program embraces an interdisciplinary approach to Black Studies that encourages students to approach the topic from a range of intellectual and academic positions. Equally important, the program takes a global approach to the question of Black life and culture that requires students to think critically not only about developments in the United States, but also throughout the Americas, Africa, Europe and elsewhere. Notably, the program is explicitly designed to support the College's commitment to social justice. In addition, the program is aligned with SUNY's new strategic plan, "The Power of SUNY," that focuses on student-centered learning with an emphasis on DEI.

Structure: The proposed Black Studies Program at Old Westbury is singular in its commitment to inter- and multidisciplinary approaches. No fewer than nine departments—including American Studies; English; History and Philosophy; Modern Languages; Politics, Economics, and Law; Psychology; Public Health; Sociology, and Visual Arts—have committed to join as partners in the Program. Because these departments have already been supporting

the Black Studies minor at Old Westbury, much of the necessary infrastructure for this work has already been done. In providing students with such wide-ranging curricular options, the Black Studies Program at Old Westbury positions itself as a standard-bearer for a new and innovative approach to Black Studies. While many colleges and universities are struggling to find a way to integrate traditional Humanities fields with an emerging interest in STEM, this program offers a path forward that enables students to receive the critically important instruction that the Liberal Arts provide while also offering training to students interested in health- and medicine-related fields.

Requirements: The Black Studies program is comprised of a 120-credit degree program that includes three required courses and seven electives. The program offers both a Black Studies Humanities track as well as a Black Studies Social Sciences track. While students will have a great deal of flexibility to build an educational path that matches their career goals, the design of the program is such that students will also benefit from significant exposure to various intellectual and academic fields. The result is a program that is both rigorous and flexible.

Administration and Evaluation:

The proposed BA in Black Studies will be administered by the American Studies department, with support coming from the other partner departments. The program will be assessed, according to SUNY policy on a recurrent five-year basis. In addition, the Program will conduct regular assessments of its learning objectives.

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

In creating a program that intersects with nine different academic departments, the proposed plan promises to offer an exciting and attractive degree program that provides a level of intellectual engagement that is rare in the field. In addition, the program provides a coherent way for students interested in Public Health and related medical fields to envision Black Studies not only as an ‘add-on’ to their academic and career goals, but rather as a key component of a coherent curriculum.

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

The proposed BA in Black Studies will be regularly reviewed and assessed in alignment with policies established both by SUNY as well as by the College. The proposal lays out a multi-year plan for assessing Student Learning Outcomes (SLOs) on annual and five-year assessment cycles. Importantly, these outcomes are assessed at various points of student matriculation. Importantly, the field of Black Studies has undergone some seismic shifts in recent years. The events of 2020—including the emergence of BlackLivesMatter, the proliferation of social media-fueled responses to instances of anti-black violence, as well as the lingering effects of COVID-19 on communities of color—have both inspired and required intellectual and academic responses. As a result, the field is very much in flux right now and the Black Studies BA will need to respond to new and emerging trends. This may mean that courses or even SLOs may require significant revision to keep pace with the latest and best developments in the field.

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

The proposed Black Studies BA at Old Westbury is not only interdisciplinary in its methodology, but also in its design. One consequence of the nine-department collaboration is that Black Studies will likely remain a central department in the College in that it will be a key interlocutor with other units on the campus. In addition to this, I am very much intrigued by the role that the Center for Social Justice, Sustainability, and Innovation will play in relationship to the Black Studies Program. One imagines that a partnership between the Center and the Program might result in student internships, faculty fellowships, and programming.

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

As noted in my response to question #3, the field of black studies is currently undergoing a massive shift. New areas of inquiry and interest are emerging, both in the field of academia as well as in the private sector. In response, experts in the field of DEI+J (Diversity, Equity, Inclusion, and Justice) are very much desired in a range of private as well as public positions. Given the events of 2020, virtually every sector of society is now (re)examining its own relationship to and history with structural inequality, racism, and implicit bias. Students who successfully complete the BA program in Black Studies will be well-positioned to respond to these needs, regardless of their chosen field.

II. Faculty

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

Because they represent nine different units at the College, the faculty affiliated with the Black Studies program represent a wide range of interests that span multiple departments. In my recent visit with the faculty, I was very much impressed by the accomplishments as well as the commitment of the faculty who are slated to teach courses for the Black Studies program. Because the minor has already been up and running for some time, the faculty are confident about the prospects of scaling up for the major. The move to a degree-granting program will have the effect of drawing much-deserved attention to the great work that the faculty are doing. As a result, I suspect that the Black Studies Program will provide a platform for faculty to increase and expand their reach nationally and internationally. But this will require some support from the College. Much of this support is purely bureaucratic, including 1) facilitating opportunities for team- and co-teaching, 2) creating systems for the seamless cross-listing of courses, and 3) providing mechanisms for inter-departmental course planning. Still, some of the necessary support will be more robust, including ensuring ongoing faculty recruitment and retention across departments. Related to this, both new and existing faculty will benefit from some robust plans for on-boarding, team building, and faculty development.

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

The proposal raises and addresses several concerns related to staffing and faculty resources. Many of the courses, save for the fourth-year capstone, are already being offered. But as I mention later (in reference to Question #14), the transition from a minor program to a degree-granting BA entails more than a simple 'scaling up.' Instead, the Black Studies program will require the kind of long- and short-term planning that is best achieved by a dedicated Director, Executive Committee and dedicated staff. I say this not to erect any undue impediments to the development of the program, but rather as a statement of my own confidence that this program will succeed and likely expand relatively quickly. I suspect that it will soon become one of the more popular majors on campus and the Program at Old Westbury will emerge as a key interlocutor in the field of Black Studies nationally. This will entail, however, some institutional support that may take the form of 1) course releases for key administrators along, 2) opportunities to advertise and recruit at relevant academic conferences and colloquia, and 3) firm commitments to attain, retain and promote faculty.

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

The vast majority of the faculty associated with the proposed Black Studies program are full-time, tenure- and tenure-track faculty. They are well established in their home departments and they have already been teaching most of the courses that will be part of the major. This bodes well for the future stability of the program. At the same time, proper administration of the Black Studies major will need, in the long term, dedicated resources for planning and managing faculty resources. I have in mind here issues related to recruitment, development, and retention as the Black Studies major will likely experience the normal ebb and flow of retirement, new hiring, and movement of faculty that is common in this and other fields. Some of this administration can be handled by a Director and Executive Committee. But, at a higher level, the upper administration will want to make certain that the hiring priorities of the nine affiliated departments continue to support the Black Studies major, as needed and where appropriate.

III. Students

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

A significant part of the promise of this program is rooted in the impressive student body. Because Old Westbury serves an incredibly diverse body of undergraduate students, recruitment and retention of students is not a major concern. This is evident in the success of the Black Studies minor program, historical enrollment levels and in recent polling data.

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

Because the Black Studies program spans nine departments on campus, administrators interested in recruiting students will be drawing from a wide net. In the immediate near future, it is likely that excitement about the Center for Social Justice, Sustainability will also direct student attention to the major. Here, I would emphasize the importance of the introductory courses AS1282: Intro to African American Studies and AS2262: Intro to African-American History. These courses will be essential for identifying and cultivating majors for the program, even students who may not have initially considered adopting the major before taking the course.

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

The success of the Black Studies program (and, indeed, any program for that matter) has to do with the culture it creates for students, faculty and staff. Unfortunately, transfer, part-time, minority or otherwise disadvantaged students often face challenges when trying to connect with their home departments. For this reason, robust mentorship and team-building should be front of mind for the administration, faculty and staff.

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

This is an extremely important matter as it relates to the proposed program. As I've mentioned above, multi- and inter-disciplinarity is a core strength of this program. But with nine departments all collaborating on the major, there will need to be some safeguards to ensure that students don't fall through the cracks or get off track. To my mind, the best mechanism to ensure this would be dedicated staff support that could help students navigate the program. The importance of mentorship is heightened in this case precisely because the key strengths of the

program are flexibility and a student-centered approach. Although these are strengths of the program, they will still need to be managed through effective communication and mentorship.

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

Given the nature of the proposed program, students will be in a great position to enter into any number of post-graduate arenas. Graduates of the Black Studies program will be able to apply for graduate study in a wide range of fields including, but not at all limited to, the nine academic units connected with the program. In addition, students will be able to apply their expertise widely in a range of public and private arenas. Still, career paths for students in the humanities and social sciences are not always readily apparent, especially in an environment that focuses heavily on STEM. For this reason, I encourage the program directors to expose students to potential careers in the field. Much of this work will take place through the normal processes of formal and informal mentorship; but, as with advising, program leaders have a great opportunity here to shape the contours of the program and to maximize its outcomes. The Black Studies program would be well-positioned to build on, expand and amplify the Community Action, Learning & Leadership (CALL) program. Here, I have two things in mind. First, the department might partner with community groups that have interests or aims adjacent to those of the Black Studies program. In this way, students who enter the College with an interest in Black Studies can be directed to partner community programs that share that interest. These partnerships would also help to build majors and provide students with additional information about the program. Second, because many students at Old Westbury enter as transfer students, the Black Studies program might develop a 3rd year program following on the model of CALL. Such a program might be voluntary for students who already participated in CALL during their freshman year, but would provide transfer students an invaluable tool for building student identity/affiliation with the Program.

IV. Resources

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

This is a matter of crucial importance. Because the College already offers Black Studies as a minor, much of the infrastructure needed to support the program is already in place. But the question of moving from a minor program to a degree-granting BA program is not one of merely 'scaling up.' To be successful and impactful, degree-granting programs require much more deliberate support. The student experience is absolutely essential for the success of any program. And students need to feel that they are a part of community. In my comments above, I have suggested and I will repeat here the need for robust staff support to help create a coherent, contiguous and seamless experience for the students. This will be necessary to help guide advising, mentorship and curricular planning. In addition to staff support, the Black Studies program will, in the best possible scenario, occupy some actual 'geography' on the campus. It should be not only a field of study, but an actual place on campus where students, faculty and staff can gather, meet, and host programs.

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

By all accounts, the College is committed to the success of the program. And this support is evident at the level of College administration, faculty and students. The program is very well suited to make a major impact in the field. I really can't emphasize this enough. The student body at Old Westbury is remarkable for its high level of achievement and remarkable diversity at a time when many colleges are struggling to attract and retain students from diverse backgrounds. To take an example from my own experience, I work at one of the leading universities in the country that is situated within a stone's throw of one of the most historically important black-majority cities in the country. And yet, the percentage of African American undergraduates here hovers annually at approximately 3%. In addition to the student body, Old Westbury has a mission that is tailor made for the Black Studies Program. The emergence of the Center for Social Justice, Sustainability, and Innovation strikes me as an auspicious development. For all of these reasons, I have not only a great deal of optimism about the program, but indeed very high expectations for its success. The Black Studies program has the potential to be a leading contributor to the field. But for this to happen, a significant commitment of support will be necessary. This might include adding tenured and tenure track faculty lines to meet student demand for courses, mentorship and team building support as well ongoing commitments to infrastructure (office spaces, lecture and programming halls, etc.).

V. Summary Comments and Additional Observations

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

One of the major strengths of the proposed Black Studies program is that there is already a highly successful and long-standing proof of concept as evidenced by the minor program. Many of the proposed courses are already being taught. The core faculty is already in place. Student interest can be tracked via historical enrollments as well as more recent polling data. In this sense, the success and viability of the program is not very much in question.

The challenge (and the opportunity) of the program strikes me as one of administration and resources. It is truly remarkable to have a Black Studies program that crosses so many departmental and disciplinary lines. This makes this program a true standout among regional and national peers. But managing and administering the program will be challenging. It is important for the students to have an experience that is seamless and coherent as it relates to courses, advising and mentorship. At the same time, the students should feel that they are part of a coherent community, despite the range and diversity of the program. By the same token, new and existing faculty will need to be on-boarded into the community of Black Studies scholars in a way that creates and perpetuates departmental and institutional culture.

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

Because this is an undergraduate program, this question is not entirely relevant. I do want to emphasize however, that the Black Studies model reflected in this proposal, along with the special mission of the college would make graduates from this program extremely competitive when they apply to graduate programs in any of the related fields of study that comprise the program. Speaking from my own vantage point, the recruitment of diverse graduate students has been a perennial challenge for large PWIs. In this way, students coming from this program would be highly competitive in our standard graduate application pool.

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

I was delighted by my recent (virtual) site visit. The proposed program has the potential to make a signal contribution in the field of Black Studies. The central mission of the College, the development of the Center for

Social Justice, a remarkable student body and a committed faculty all make the Black Studies program very promising. Throughout, I have tried to underscore that the success of the program will depend on a wide range of College and SUNY level support. This support will likely include the development of a dedicated director and executive committee, course releases to offset the service requirements of the major, a commitment to faculty hiring along with staff and administrative support. The proof of concept is already evident in the Black Studies minor. The next step is the development of a truly transformational degree-granting program.



External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
Jason R. Young, Associate Professor of History, University of Michigan

(Name of Institution or Applicant)

The application is for (circle A **or** B below)

A) New Degree Authority

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

Black Studies
(Title of Proposed Program)

I affirm that I:

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

Name of External Reviewer (please print):

Jason Young

Signature:

Jason Young

Institutional Response to External Evaluators' Reports for the BA Proposal in Black Studies

I. Administration and Evaluation

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

As Dr. Knight writes,

It might be helpful if the major had a coordinator or faculty working group continue focus specifically on discerning how black studies majors are doing, getting an understanding of why, and making recommendations for modifications or curricular changes.

- The committee and affiliated faculty agree that it is essential to hire an Academic Director of the BA in Black Studies to ensure the continued cross-departmental collaborative process of assessing student performance, learning outcomes, and curricular changes. As part of the college's Performance Planning to Budget initiative the committee has proposed the establishment of a Black Studies Center as a space that can further foster interdisciplinary intellectual and pedagogical exchanges.

Dr. Young notes the dynamic nature of the Black Studies field in the current moment:

[T]he field is very much in flux right now and the Black Studies BA will need to respond to new and emerging trends. This may mean that courses or even SLOs may require significant revision to keep pace with the latest and best developments in the field.

- The committee agrees that the program needs to be responsive and agile to stay relevant and serve our students. The Affiliated Faculty are committed to revision of the Program Learning Outcomes as circumstances require, and will establish an ongoing process for the review and revisions of the PLO's.

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

As Dr. Young writes, *"One imagines that a partnership between the Center and the Program might result in student internships, faculty fellowships, and programming."*

- We agree. A partnership between the Center for Social Justice, along with the establishment of the proposed Black Studies Center, will foster student internships, faculty fellowships, and dynamic programming.
- The Black Study Center, if funded, also proposes to establish a centralized space to promote dialogue and activities for existing Black Studies scholarship, co-curricular planning, and partnerships.

II. Faculty

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

Dr. Knight raises a concern about the Capstone seminar, writing that *“[t]he proposal does not explicitly address who will teach the new additional course, the Capstone Seminar in Black Studies. Adding this requirement will require some faculty members to slightly adjust their course rotations. It will also require the deployment of a part-time faculty member to fill the void created when a faculty member teaches the capstone seminar.”*

- We believe that for the short term this will not raise difficulties for the major. Given its thematic and interdisciplinary scope, the new capstone course can be taught by any of the affiliated full-time faculty for the BA in Black Studies. The American Studies faculty are available to teach it during the early years of the program and strongly welcome and invite another faculty who may want to teach it. The committee agrees that some resources may be needed to for adjunct to fill the void when a full-time member teaches the capstone.

Dr. Young similarly raises questions about resources as the major attracts more students, as is highly likely: he writes, *“the Black Studies program will require the kind of long- and short-term planning that is best achieved by a dedicated Director, Executive Committee and dedicated staff.”*

- We agree that additional support will be necessary if the program grows rapidly, including administrative support. The committee will liaise with Vice President of Institutional Advancement Jeff Fisher and the Senior Associate Vice President for Institutional Advancement Angela Cobb to discuss sound strategies and pathways towards robust support for on-boarding team building and faculty development. The committee believes that the new major’s broad reach over nine affiliated departments provides an opportunity for resource development and maintenance from a variety of disciplinary funding sources.

Dr. Knight writes that *“[t]he proposal does not provide much information about the experience of the program faculty in securing financial support for its academic programming. The stature of the faculty implies that they have such experience, but the proposal does not clearly spell it out.”*

- Several of the affiliated faculty have received a wide range of competitive private and public grants and awards. These include support for the establishment of new degree programs. The committee welcomes the opportunity to collaborate with the college’s new Vice President of Institutional Advancement Jeff Fisher and the new Senior Associate Vice President for Institutional Advancement Angela Cobb to build a support base in the larger community we serve.

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

Dr. Knight notes the need for strategic hiring, noting in particular the role of a part-time faculty member: *"The proposal lists only one part-time faculty member, who has emeritus status. The courses that they offer— "Introduction to African American Studies" and "Africa in the Americas"—are offered by two other faculty members. When this faculty member retires, the program may need to hire a replacement, part-time faculty to meet the demand."*

- The committee agrees, and will prepare on an ongoing basis, in collaboration with supporting departments, for possible retirements and related course coverage and possible program adjustments.
- Further, the College's Diversity, Equity, and Inclusion plan, which is built into the 2018-2023 *Strategic Plan*, includes pro-active steps to encourage hiring, mentoring, and retention of URM faculty, and those who contribute to the College's Social Justice Mission. SUNY also has a PRODiG program designed to further diversify the faculty. We have confidence that the contributing departments will act intentionally to maintain and increase faculty with the training and commitment to support the Black Studies major.

Dr. Young raises a related concern: *"At the same time, proper administration of the Black Studies major will need, in the long term, dedicated resources for planning and managing faculty resources. I have in mind here issues related to recruitment, development, and retention as the Black Studies major will likely experience the normal ebb and flow of retirement, new hiring, and movement of faculty that is common in this and other fields. Some of this administration can be handled by a Director and Executive Committee. But, at a higher level, the upper administration will want to make certain that the hiring priorities of the nine affiliated departments continue to support the Black Studies major, as needed and where appropriate."*

- In accordance with the college's Strategic Plan and mission, the committee will continue to work closely with the Dean of Arts and Sciences, the Provost, the President and other key administrators and stakeholders to communicate the program needs of the faculty and students.

III. Students

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

Dr. Knight suggests a number of recruitment strategies to "bolster" efforts to increase the major. *"Many of the courses that will be required for the Black Studies major also meet general education requirements. Given the breadth of these offerings, this offers the faculty a prime opportunity to attract potential majors. Also, students can be excellent ambassadors for academic programs. Supporting a student black studies organization could be an effective way of both enhancing the experience of existing majors, better understanding their aspirations, and recruiting new majors. After the implementation of the major, the major can advance its recruitment efforts if the faculty maintained ties with and collected the stories of majors to craft a narrative about what Black studies majors do after graduation."*

- We agree. Old Westbury's mission is grounded in a commitment to Liberal Education. Faculty in American Studies and in the other eight affiliated departments teach in the program and have had representation the Liberal Education Committee. Because faculty continue to demonstrate a firm engagement to the Liberal Education committee and already participate in processes of student retention and recruitment via student ambassadors and other ways for their respective majors and linked, this should be a seamless transition for the BA in Black Studies. The American Studies department also offers a degree in Media and Communications, and provides students with multiple opportunities to document student activities and programs. We are continuing to consider innovative ways to chronicle our student narratives through a variety of platforms. Our multi-media outreach can provide national visibility and enhance recruitment initiatives for the program.

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

Dr. Young emphasizes *"the importance of the introductory courses AS1282: Intro to African American Studies and AS2262: Intro to African-American History. These courses will be essential for identifying and cultivating majors for the program, even students who may not have initially considered adopting the major before taking the course."*

- The committee agrees that two of the suggested lower division courses which are also liberal education courses, AS 1282 Intro to African American Studies and AS2262 African American history I, can be used to recruit prospective majors. This recruitment strategy is already employed for the African American Studies minor.

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

Dr. Young emphasizes the importance of infrastructure to the successful recruitment, mentoring, and retention of students in the new major. *"Unfortunately, transfer, part-time, minority or otherwise disadvantaged students often face challenges when trying to connect with their home departments. For this reason, robust mentorship and team-building should be front of mind for the administration, faculty and staff."*

- We agree. In the short term, faculty in the American Studies department, along with Affiliated Faculty in the nine supporting departments, are committed to engaging in the necessary outreach to students to support their progress and successful completion.
- As the program grows, the committee will work closely with the administration on building and infrastructure and preserving robust and effective mentoring and team building processes.

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

Dr. Knight notes that “[t]he success of the program and its students will also depend on the ability of faculty advisors and mentors to get to know the interests and aspirations of their majors and help match them with opportunities that extend beyond the classroom. Helping students with internship or undergraduate research opportunities, promoting student leadership development, and exposing students to leaders in various fields will help put them on a path for success after graduation.”

- The School of Arts and Sciences ensures that each department carefully outlines course mapping towards student’s degree completion that is in accordance with the program’s curriculum plan. The committee will implement a structure that adequately pairs faculty mentors with majors with the aim of advising students beyond their undergraduate experience. The committee will draw on existing departmental mentorship models and regularly access best practices of mentoring and advising.

Dr. Young further emphasizes that “with nine departments all collaborating on the major, there will need to be some safeguards to ensure that students don’t fall through the cracks or get off track. To my mind, the best mechanism to ensure this would be dedicated staff support that could help students navigate the program”

- As mentioned earlier, we have developed a two-phase strategy for effective mentorship of students in the major. In the short term, American Studies will house the degree and provide advising and mentoring support, in close collaboration with colleagues across the nine supporting departments. If the program grows substantially, additional administrative support may be necessary.
- To ensure robust collaboration, the committee will maintain faculty representation from each of the nine departments to ensure effective mentorship across the nine affiliated departments.

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

Dr. Knight recommends “reaching out to black studies chairs and undergraduate advisors at other institutions. The Association for the Study of the Worldwide African Diaspora had an engaging panel at its 2019 conference in which the panelists discussed their experience in growing their black studies majors.”

- Some of the affiliated faculty are members of ASWAD and thus will participate in its network of professional development support pathways to bolster support and visibility for the BA in Black Studies. We are in touch with Dr. Akinyele Umoja and will communicate with Dr. Covington Ward and others scholars who have exceptional experience leading black studies programs.

Dr. Young emphasizes the importance of applied learning opportunities. “First, the department might partner with community groups that have interests or aims adjacent to those of the Black Studies program. In this way, students who enter the College with an interest in Black Studies can be directed to

partner community programs that share that interest. These partnerships would also help to build majors and provide students with additional information about the program. Second, because many students at Old Westbury enter as transfer students, the Black Studies program might develop a 3rd year program following on the model of CALL.”

- The faculty in STEM at Old Westbury have remained in strong support of Diversity, Equity and Inclusion initiatives. Science faculty have invited several affiliated faculty to collaborate on student programs, and pedagogical and curricular development. The development of a Black Studies degree will provide an opportunity to further enhance these sort of initiatives and exchanges. Faculty have worked closely with CALL program. American Studies faculty have written introductions to the reader. The CALL program does have a second-year component and are in discussions about including a transfer component. The Black Studies committee will participate and develop sound strategies on drawing on the community relationship that the CALL program with regional and national community-based organizations.

IV. Resources

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

Dr. Knight suggests “subscriptions to other resources such as Alexander Street’s “Black Studies in Video” or ProQuest’s Black Short Fiction and Folklore. 7 of 9 The social capital of the faculty is also a significant resource. As the major continues to develop, the continued and new connections to local institutions including non-profit organizations, libraries, archives, and other cultural institutions in the Greater New York Region will enhance the learning opportunities for Black Studies majors.”

- We agree on the importance of library resources to the program. The college’s library Director Antonia DiGregorio has persistently supported faculty and student research across the college. Dana Sinclair, the American Studies Electronic resource liaison at the library will continue to play a pivotal role in the acquisition of source material on black studies. The committee will request the library subscribe to Alexander Street’s “Black Studies Vide” and Pro Quest’s black short fiction and Folklore

Dr. Young notes that, “In addition to staff support, the Black Studies program will, in the best possible scenario, occupy some actual ‘geography’ on the campus. It should be not only a field of study, but an actual place on campus where students, faculty and staff can gather, meet, and host programs.”

- The proposed Black Studies center, currently under review in the College’s Performance Planning to Budget process, will establish a centralized space to foster dynamic conversations, events, and partnerships. The center will all also help facilitate ongoing community engagement, and collaborative university/community partnerships around how to understand and work towards racial justice. Moreover, the committee agrees that a BA in Black Studies and

a linked Black Studies Center would fulfill the guiding principles of SUNY, Old Westbury's mission rooted in social justice and equity.

V. Summary Comments and Additional Observations

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

Dr. Young aptly summarizes both reviewers' assessments of the proposed degree's strengths and weaknesses. *"The challenge (and the opportunity) of the program strikes me as one of administration and resources. It is truly remarkable to have a Black Studies program that crosses so many departmental and disciplinary lines. This makes this program a true standout among regional and national peers. But managing and administering the program will be challenging. It is important for the students to have an experience that is seamless and coherent as it relates to courses, advising and mentorship. At the same time, the students should feel that they are part of a coherent community, despite the range and diversity of the program. By the same token, new and existing faculty will need to be on-boarded into the community of Black Studies scholars in a way that creates and perpetuates departmental and institutional culture."*

- We agree with both reviewers' assessments of the opportunities and challenges awaiting the new program. The committee is committed to prioritizing attention to resources across nine departments and seeing this as an opportunity to leverage the profile of a Black Studies degree at SUNY, Old Westbury.

To conclude, the proposed Black Studies major provides students with new opportunities at a modest start-up cost. Substantial student interest suggests that the program will grow quickly and become a powerful draw to recruit and retain students from the communities we serve. Affiliated faculty are committed to mentoring students, and introducing them to applied learning opportunities available through the College's CALL program and departmental internships, and steering them toward professions and graduate study.