



THE  
UNIVERSITY OF  
NORTH CAROLINA  
SYSTEM

## New Academic Degree Program Request for Preliminary Authorization

Institution University of North Carolina, Charlotte

Degree Program Title (e.g. M.A. in Biology) M.A. in Africana Studies

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	Joan Lorden	Provost and Vice Chancellor for Academic Affairs
Chief Financial Officer	Richard Amon	Vice Chancellor for Business Affairs
Faculty Senate Chair (Or representative)	Susan Harden	President, Faculty Council
Graduate Council (If applicable)	David Dalton	Chair, Graduate Council
Graduate/Undergraduate Dean (If applicable)	Tom Reynolds	Dean, Graduate School
Academic College/School Dean	Greg Weeks	Associate Dean for Academic Affairs
Department Head/Chair	Christopher Cameron	Professor and Interim Chair
Program Director/Coordinator	Danielle Boaz	Graduate Program Coordinator

### New Academic Proposal Process

New academic programs are initiated and developed by faculty members. The Request for Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

**NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master's institution proposing a doctoral degree), then a request**

for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

UNC Institution Name	University of North Carolina, Charlotte
Joint Degree Program (Yes or No)? If so, list partner institution.	No
Degree Program Title (e.g. M.A. in Biology)	M.A. in Africana Studies
CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a> )	05.0201; African-American/Black Studies
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	100% Online
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2024

**I. SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

Because the number of proposed courses with new content will be greater than fifty percent, this proposed program does constitute a substantive change. The Chair of the Africana Studies department will submit a SACSCOC prospectus prior to program implementation.

**II. Program Summary:** *(Briefly describe the proposed program and summarize the overall rationale.)* Maximum of 1,000 words.

Include the following in your narrative:

- a. How this program supports specific university and UNC System [missions](#).
- b. Collaborative opportunities with other UNC institutions as appropriate.
- c. Ways in which the proposed program is distinct from others already offered in the UNC System. Information on other programs may be found on the UNC System [website](#), and all similar programs should be listed here (use the 4-digit CIP as a guide).

The Africana Studies M.A. program offers interdisciplinary professional and advanced degree opportunities in three primary areas: (1) pedagogy of race and the Black experience, (2) social justice/policy and community development, and (3) history, culture, and the arts. The goal is to develop the competence and skills of citizens, students, and professionals who desire to advance their career or professional needs. This helps to advance the UNC's system goal of improving local communities and strengthening the state's economy. Through an interdisciplinary and intra-disciplinary approach, matched with an innovative and critical pedagogy, our program is focused on creating change agents—locally, nationally, and globally. Students are engaged, through a grounding in literature, research, and a field experience, in the production of critical analysis and research focused on African and African descended peoples. They will be able to explore historically specific experiences, shaped by politics, culture and economics, for example, of African and African descended peoples and how these communities shaped society across multiple domains.

Courses in the Africana Studies Master of Arts (AFRS) will be fully online. Classes will be offered during the afternoons and evenings to allow for the participation of working professionals. Learners enrolled full-time can expect to complete the program in 2 years and those attending part-time can complete it in 3-4 years. The total credit hours for the program will be 30 and students will have a capstone experience consisting of either a traditional thesis, comprehensive exams, or a project grounded in their professional areas or community engagement.

The AFRS online degree program allows us to build on the innovative efforts of our faculty, many of whom teach online. This model allows us to meet the needs of promising students who, for various reasons, are unable to access a residential graduate program or who prefer the flexibility of online courses. The students will have access to the same rigorous curriculum and globally respected faculty that our resident undergraduate students currently access. We anticipate that online courses will be held synchronously and allow for the same vibrant discussions and exchange of ideas that students would get in face-to-face classes.

An M.A. program in Africana Studies will also help fulfill UNC Charlotte's mission, vision, and strategic plan. As an urban research university it will be necessary to continue to use our university's resources to help improve the lives of an increasingly diverse citizenry of Charlotte. A master's program that trains graduates for a wide variety of careers in fields such as higher education administration, non-profit management, and arts administration, while fostering a sense of civic responsibility, will directly fulfill the university's stated values. Additionally, as a program that will appeal to racial minorities and students across the economic spectrum, an M.A. in Africana Studies will become an outlet for social mobility in

the Charlotte region. The education that students will receive in the histories and legacy of racial inequality and the ways to effectively address pressing social problems will also further the university's vision of ensuring equity in North Carolina.

To date, there is only one comparable Master of Arts in Africana Studies program in the UNC system, that of UNC Chapel Hill. Thus, this provides an opportunity to meet a growing need, as reflected in many school districts wanting to integrate Ethnic Studies into the curriculum and the growth of undergraduate Africana Studies undergraduate programs across the state. We anticipate collaborating with UNC Greensboro, UNC Chapel Hill, NC State, UNC Wilmington, North Carolina Central University, North Carolina A&T University, and East Carolina University, among other institutions in the state, to coordinate opportunities for student research, internships, and service leadership. With eleven institutions in the state offering majors and minors in Africana and African American Studies, our program will fulfill a growing desire for advanced study of African Diaspora cultures, societies, and politics.

We anticipate that students in our program will be competitive applicants for the new doctoral program in Africana Studies recently approved at UNC Chapel Hill. Our program will differ from that one in three key aspects. First, UNC Charlotte's M.A. in Africana Studies will have a track on the pedagogy of race whereby we will draw from and bolster connections with the university's Cato College of Education. Second, students in Chapel Hill's terminal M.A. degree will not be funded, while Charlotte's will have graduate teaching assistants that support classes in the proposed revision to general education. Finally, UNC Charlotte's M.A. in Africana Studies will be fully online and will thus appeal to a different population, one more widespread throughout the state and region. Many of our students are also likely to be local professionals who would not be able to commute to Chapel Hill for graduate school but could attend online graduate classes closer to home that meet at night.

Finally, this M.A. program in Africana Studies will help fulfill the mission of the UNC System. It will do this by encouraging a sense of civic responsibility and service and offering classes and programming that move beyond the campus's borders by addressing pressing concerns at the local, state, national, and global levels. This program will help to develop the research profile of the university and the university system.

**III. Student Demand:** *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

The Africana Studies major at UNC Charlotte has held steady over the past decade, a time

period in which the number of humanities majors has been declining across the country. In Fall 2011, 2012, and 2013, there were 46, 47, and 46 majors enrolled in the undergraduate program respectively. From 2013 to 2020, our number of majors increased by approximately 30%, with 60 undergraduate majors enrolled in Fall 2020. During this time, the department was ranked #3 nationally in 2019 in the number of awarded undergraduate degrees in Black Studies, behind Harvard University (#1) and the University of California at Los Angeles (#2). The COVID-19 pandemic and resultant inability to connect with students in-person affected this growth and the number of majors dropped to 48 as of August 2021. The number of majors is already back on the rise, however, with an approximately 10% increase bringing the number up to 53 majors as of December 2021, exceeding pre-pandemic numbers.

On August 27, 2021, UNC Charlotte's Department of Africana Studies sent a survey to 64 Africana Studies majors and minors at UNC Charlotte. The intent was to gauge the interest of these students in a potential M.A. program in Africana Studies. Nineteen students responded to the survey for a response rate of 29.6%. Of these nineteen students, 16 indicated that they were interested in attending graduate school and 15 indicated that they would be interested in enrolling in an M.A. in Africana Studies at UNC Charlotte. Additionally, 16 students indicated that an M.A. in Africana Studies could help them achieve their career goals, while 17 noted they would be interested in early entry to begin graduate courses while still in their undergraduate program. A final qualitative question asked students to indicate which topics they would like to explore in graduate school. Fourteen students responded and indicated that they would like to conduct research on topics as varied as the African Diaspora in Brazil; religions of the African Diaspora; the intersection of film, photography, and Africana Studies; and Black health and African traditional medical practices. Given the strong response rate to our survey, as well as the fact that over 75% of respondents indicated interest in a potential M.A. program in Africana Studies, we believe this program will fulfill a critical need for our students and will see strong enrollments. We also believe that the M.A. will boost undergraduate enrollment through the opportunity for students to earn dual credit as part of an early-entry program that will be established and thereby lower the cost for students.

Additionally, there are numerous undergraduate Africana, African American, and African Diaspora Studies programs throughout the state of North Carolina, all without a master's program. Duke University, NC State, UNC Greensboro, North Carolina A&T University, East Carolina University, Davidson College, and Wake Forest University all offer a major in this field, with Wake Forest's program having just begun in Fall 2021. UNC Asheville, Western Carolina University, and Appalachian State University also offer minors in African American,

Africana, and Global Black Studies respectively, while UNC Wilmington has recently proposed an undergraduate degree in Africana Studies. The number of programs, the initiation of the new program at Wake Forest, and the rate of growth at others, including UNC Chapel Hill, which has seen the number of majors double between 2016 and 2021, indicates a strong likelihood that this program will also appeal to students at other universities in the state.

Finally, our EAB consultant report, conducted in April 2021 (attached), shows demand for graduate degrees in Africana Studies in the Southeastern United States. From 2011 to 2019, conferrals of M.A. degrees in African or African American Studies increased by 25% in institutions located in the Southeastern United States. During the same period, there was a 16% increase in the number of institutions that granted M.A. degrees in African or African American Studies throughout the United States. These factors, combined with the fact that there is currently only one M.A. program in African American or Africana Studies in the state of North Carolina, indicates a strong likelihood that there will be demand for graduate studies in this field at UNC Charlotte. Students in North or South Carolina, for example, who wish to pursue an M.A. in African American studies have only Georgia State University as the closest option. Other Master's programs at UNC Charlotte enroll a large number of local students, many of whom are working professionals in the region. We thus expect this M.A. program to appeal to that population as well as both our own undergraduate students and undergraduates from both local universities such as Davidson College and other colleges throughout the state of North Carolina.

**IV. Access, Affordability, and Student Success:** *(Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc.)*

- a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).
- b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.
- c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

#### Impact on Student Access

The UNC System Strategic Plan aims to provide “students from diverse backgrounds access to higher education.” This proposed M.A. program in Africana Studies will help fulfill that goal in multiple ways. First, given that the undergraduate majors in Africana Studies are overwhelmingly underrepresented minorities, we believe that this M.A. program will likely

be appealing to underrepresented minority students. Many of these underrepresented minority students also come from families with low incomes. According to the U.S. Census Bureau, in 2019 African American families earned a median income \$46,703 per year, or 61 cents for every dollar of income the median white household earned. Creating a program that appeals to African American students can thus help increase access of underrepresented minorities and those whose families have low-income levels in comparison to their peers of other races/ethnicities.

#### Analysis of Student Debt Levels

Similar Master's programs at UNC Charlotte have a relatively low level of debt. According to the U.S. Department of Education's College Scorecard, graduates of the English Language and Literature M.A. program at UNC Charlotte have a median total debt of \$28,000. Graduates of the Educational Administration and Supervision M.A. program finish with a median debt of \$36,928. While this latter program is less similar to Africana Studies than English, it does prepare students for similar types of careers that we envision for our graduates, namely administrators at both K-12 institutions and colleges and universities.

#### Analysis of Indebtedness, Repayment, and Relationship to Potential Earnings

As noted above, graduates of the English Language and Literature M.A. program at UNC Charlotte finish their degrees with a median debt of \$28,000 for a monthly payment of \$287. The median earnings for students in this program who received financial aid after two years is \$44,933 a year, or \$3,744 per month. The student loan payment thus constitutes just 7.67% of the total income. Graduates of the Educational Administration and Supervision M.A. program do finish with higher debt levels but also make a median income of \$53,608 per year, or \$4,467 per month. This puts those graduates' student loan debt to income ratio at 8.12%. With a higher starting salary, however, these students are likely able to receive larger raises over the course of their career and pay down their debts more quickly. We expect that graduates of our M.A. program in Africana Studies will go on to similar career opportunities as those with M.A. degrees in English or Educational Administration and will thus also graduate with similarly low student loan debt to income ratios.

There is limited data available for indebtedness and earnings in similar M.A. programs at UNC Charlotte's peer institutions, but what data exists is likewise promising. At the University of Texas at San Antonio, the median earnings for graduates of the History M.A. program is \$42,123 per year, or \$3,510 per month according to the U.S. Department of

Education's College Scorecard. For the Sociology M.A. program, median earnings at UT San Antonio are \$45,696 per year or \$3,808 per month. At Northern Arizona University, graduates with an M.A. in English Language and Literature earn a median salary of \$46,924 per year, or \$3,910 per month, while graduates of the M.A. program in Anthropology there earn a median income of \$46,478 per year or \$3,873 per month. Debt information is only available for this latter program and graduates finish with an average of \$36,777, for a monthly payment of \$378, which is less than 10% of their income.

To conclude, data from similar M.A. programs at UNC Charlotte and its peer institutions strongly suggests that graduates of the M.A. program in Africana Studies will finish their degree with about \$30,000 in student loan debt, a figure that will constitute approximately 8-10% of their salary.

**V. Societal and Labor Market Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

- a. Labor market information (projections, job posting analyses, and wages)
  - i. Specific to North Carolina (such as [ncworks.gov](http://ncworks.gov), [nctower.com](http://nctower.com), or outside vendors such as [Burning Glass](http://burningglass.com)).
  - ii. Available from national occupational and industry projections (such as the [U.S. Bureau of Labor Statistics](http://www.bls.gov)).
- b. Projections from professional associations or industry reports (including analysis)
- c. Other (alumni surveys, insights from existing programs, etc.)

Given the interdisciplinary nature of the M.A. in Africana Studies, including coursework by faculty trained in History, English, Sociology, Communication Studies, Public Health, and Education, students will have a wide range of employment prospects. There is a paucity of readily available data on the societal demand for, and employability of graduates of the M.A. program, thus it is challenging to project precise labor market trends. This is in part due to the interdisciplinary nature of Africana Studies. Labor market projections are based on linking specific programs to specific careers, which also limits access to data related to Africana Studies. However, data on related occupations or on occupations that M.A. graduates from Africana Studies may go on to provides a positive view of labor market demand and potential earnings.

One career that our M.A. will prepare students for is educational administration, both at the K-12 level and in higher education. This career path was mentioned by multiple department chairs and graduate directors of Africana Studies M.A. programs around the country in email queries sent by the UNC Charlotte Department Chair. According to the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, both K-12 and university administrator positions are growing "as fast as average" for other careers and both paid a median salary of more



than \$80,000 a year in 2020. Work as social and community service managers will be another likely career choice for M.A. students in Africana Studies. The U.S. Bureau of Labor Statistics predicts that this field will grow “faster than average” in 2020-2030 and median salaries in 2020 were \$69,600. Positions as museum and arts/culture professionals will also appeal to graduates of the M.A. program in Africana Studies. Those positions are growing “much faster than average” and paid a median salary between \$40,000-59,999 in 2020. Finally, graduates may be interested in careers in law and will use our M.A. program to strengthen their credentials for law school. UNC Charlotte recently established an interdisciplinary legal studies program and multiple faculty members in the Africana Studies department research and teach in the areas of social justice and legal studies. The department is also currently developing an undergraduate concentration on “Social Justice and the Law” that will further bolster our offerings in this area. Positions as lawyers are projected to grow “as fast as average” by the U.S. Bureau of Labor Statistics and currently have a median salary of \$126,930 per year. Finally, the proposed M.A. will also prepare students for careers as diversity consultants, a fast-growing field that pays an average of \$81,509. While those with just a B.A. can be hired in these positions, a Master’s degree is highly recommended according to ZipRecruiter. These are just five examples of the many career paths that will be open to graduates of the M.A. degree in Africana Studies but they nevertheless indicate the strong potential for employment after receipt of their degree.

The M.A. in Africana Studies seeks to develop a range of skills including critical thinking, analytical reasoning, communication, and problem-solving, thereby enhancing the flexibility of the degree for entry into a range of career fields including teaching and educational administration, law, museums, culture, and arts administration, social service and non-profit organizations, and business, among others. In addition, the program would provide a good basis for entry into Ph.D. programs, which often provide employment to students in the form of research and teaching assistantships. A query to Dr. Sarita Kay Davis, director of graduate studies for the M.A. program in Africana Studies at Georgia State University, confirmed this latter point regarding preparation for doctoral programs. Georgia State instituted their M.A. degree in Africana Studies in 2008 and since 2010, 31 graduates of the program have gone on to doctoral studies in fields such as Theater, Public Health, History, English, Education, Sociology, Community Psychology, Film, and Africana Studies in its various iterations (African Diaspora Studies, African American Studies, etc.). Of the five peer institutions from the EAB consultant’s report, UNC Charlotte is probably closest to Georgia State and we thus believe that our program will play a similar role in preparing students for both the labor market and for more advanced graduate study in a wide variety of fields. In particular, we expect that at least one student per year will gain acceptance to the new Ph.D. program in Africana Studies at the University of North Carolina at Chapel Hill.

Additionally, there is a demand for an M.A. program in Africana Studies within the Charlotte community. On September 22, 2021, UNC Charlotte’s Chair of the Department of Africana Studies sent out a survey to members of the broader community, including teachers at four public high schools, museum and other public history professionals, and members of the Romare Bearden Branch of ASALH, a local chapter of the Association for the Study of African

American Life and History. Eighteen out of sixty-five people responded to the survey, a response rate just under 25%. Of the eighteen respondents, 16 indicated that they were interested in an M.A. program in Africana Studies at UNC Charlotte, and 14 noted that they would choose Africana Studies over another degree program at UNC Charlotte. Fifteen respondents indicated that an M.A. in Africana Studies at UNC Charlotte would help them achieve their personal or professional goals. A final qualitative question asked for topics of interest in an Africana Studies M.A. program. Thirteen of the eighteen respondents answered this and noted that they would be interested in studying topics such as Southern Black identity and culture; Africana Women’s literature; green energy policies and business dynamics in the African Diaspora; and the history of civil rights within the United States. These results suggest that an Africana Studies M.A. program would appeal not only to UNC Charlotte students but also to working professionals within the broader Charlotte community

**VI. Costs, Funding, and Budget** (*Maximum length 1,000 words*)

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

- i. UNC Academic Program Costs

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

A current faculty member will serve as the program coordinator. We anticipate compensating that coordinator with a \$3,000 stipend and a course release that will cost \$4,000 per year.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

For years 1 and 2 of the program, we anticipate 3 of our graduate students serving as teaching assistants at a stipend of \$14,000 each and tuition remission of \$4,924.42 each. For those students who are not employed as graduate teaching assistants, we will

encourage them to apply for competitive funding packages from external sources and Federal Work Study employment. During years 3-5 of the program, we anticipate providing teaching assistantships of \$14,000 and tuition remission of \$4,924.42 each to four graduate students.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe. **N/A**

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic. **N/A**

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

Our primary source of revenue will be tuition and fees. During years 1 and 2, we anticipate 9 students per year will enroll in the program, 7 of these paying in-state tuition and 2 paying out-of-state tuition, for a total of \$151,356 when combined with general fees. During year 3, we anticipate 11 new students will enroll in the program, with 9 paying in-state tuition and 2 paying out-of-state tuition and, when combined with tuition and fees from the 9 students remaining from year 2, leads to a total revenue of \$110,188. During year 4 we anticipate 11 new students will enroll in the program, with 9 paying in-state tuition and 2 paying out-of-state tuition, and when combined with the 11 remaining students from year 3, brings a total of \$119,472. During year 5, we anticipate enrolling a total of 12 students, with 10 paying in-state tuition and 2 paying out-of-state tuition. When combined with the 11 students remaining from year 4, the total revenue for year 5 will be \$124,114.

The total revenue this program will bring in is estimated at \$505,130 during the first 5 years, while the total expenditures are estimated at \$375,516 for the first 5 years, which makes for a net gain of \$130,014 and a program that will be self-sufficient right from its inception.

Our enrollment and graduation projections are based on enrollments in other Black/Africana Studies programs at our peer institutions. According to the EAB report, the University of Kansas conferred 5 degrees in 2019. With the diversity of the Charlotte region and greater size than the University of Kansas' location of Lawrence, Kansas, we expect to surpass that total within the first 3 years of our program. The EAB report also indicates that Syracuse University conferred 8 M.A. degrees in 2019, a total which our program will likely match by its fifth year. Additionally, email queries to graduate directors at other institutions supports the above enrollment estimates. Temple University currently enrolls approximately 8 new M.A. students annually. Morgan State University has 14 students active in its African American Studies M.A. program. And Georgia State University, probably our closest peer institution, has 21 active students and 10 first year students for 2021-2022 in its African American Studies M.A. program. Institutions with African American or Africana Studies programs that are located in southern cities with a diverse population, including Miami, Baltimore, and Atlanta, have some of the strongest enrollment and graduation rates for M.A. students in the country and we anticipate that the same will be true in Charlotte.

- b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:
- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

The budget review process is conducted by the colleges and the Office of Academic Affairs annually. Deans submit funding requests to Academic Affairs based on the prioritized needs of each college. The proposed program is expected to generate new enrollment growth for UNC Charlotte. Increases in enrollment and the corresponding increase in Student Credit Hours (SCH) are reviewed by the Dean's office and examined within the context of the UNC System Office funding formula and University priorities when determining allocation enrollment growth funds and general tuition and fees. If available, funds will be used to hire additional faculty and staff to support teaching and research.

- ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate

No, the institution will not seek other state appropriations because we expect the program to be self-funded within the first 5 years.

- iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate. **N/A**
  1. State the amount of tuition differential or program-specific fees that will be requested.
  2. Describe specifically how the campus will spend the revenues generated.

- c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

The most urgent need for funding will be a stipend for the graduate coordinator. If this is not forthcoming, the department can instead offer an additional course release to that faculty member to make up for the time commitment. We are not reliant on differential tuition or other state appropriations so do not anticipate funding being an impediment to implementing or sustaining this program.

**VII. For Research Doctoral Programs Only:**

Describe the following (maximum length 1,000 words):

- a. The research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

**VIII. For Professional Practice Doctoral Programs Only:**



Describe the following (maximum length 1,000 words):

- a. Discussion of external requirements, including professional licensure or accreditation requirements related to the proposed program. If the program is designed or will be marketed to lead to professional licensure, which state(s) has the institution determined the program meets professional licensure requirements for?
- b. The academic and professional infrastructure in place (including faculty) to support the proposed program.
- c. Method of financing the proposed new program (including extramural funding and other sources) and indicate the extent to which additional state funding, tuition differentials, or program-specific fees may be required.
- d. State the number and source of required clinical/practical placements, if applicable. Determine whether it is the students' or the institution's responsibility to secure clinical/practical placements and discuss how that expectation will be communicated to students and prospective students. Describe how the institution will ensure that proposed clinical/practical sites are appropriate.

**IX. Contact:** (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Interim Chair & Professor	Christopher Cameron	ccamer17@uncc.edu	704-687-5162
Graduate Program Coordinator	Danielle Boaz	dboaz@uncc.edu	704-687-5558

**Signatures.** This Request for Preliminary Authorization has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		11/28/22
Provost		11/21/22

*(Only complete below for partner institution if this is a joint degree program proposal)*

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

Current Program Sources (if applicable)		Rate	Year 0 (Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
1	General Fund Appropriation								\$ -
2	NC Promise Appropriation								\$ -
3	<i>Resident Enrollment (FTE)</i>								
4	Regular Resident Tuition (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	<i>Nonresident Enrollment (FTE)</i>								
6	Regular Nonresident Tuition (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Tuition Differential (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	Special Fees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	External Funding (In-Hand Only)								\$ -
10	Other Funding (Identify)								\$ -
11	<b>Total Current Sources</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Proposed New Program Sources</b>									
12	<i>Incremental Resident SCH</i>								
13	Enrollment Funding Appropriation		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14	<i>Resident Enrollment (FTE)</i>			7	14	16	18	19	\$ 74
15	Regular Resident Tuition (Annual Rate)	\$ 4,337	\$ -	\$ 30,359	\$ 60,718	\$ 69,392	\$ 78,066	\$ 82,403	\$ 320,938
16	NC Promise Appropriation (Resident)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17	<i>Nonresident Enrollment (FTE)</i>			2	4	4	4	4	\$ 18
18	Regular Nonresident Tuition (Annual Rate)	\$ 8,674	\$ -	\$ 17,348	\$ 34,696	\$ 34,696	\$ 34,696	\$ 34,696	\$ 156,132
19	NC Promise Appropriation (Nonresident)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
20	Tuition Differential (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21	Special Fees	\$ 305	\$ -	\$ 2,745	\$ 5,490	\$ 6,100	\$ 6,710	\$ 7,015	\$ 28,060
22	External Funding (In-Hand Only)								\$ -
23	Other Funding (Identify)								\$ -
24	<b>Total New Sources</b>		\$ -	\$ 50,452	\$ 100,904	\$ 110,188	\$ 119,472	\$ 124,114	\$ 505,130
25	<b>Total Proposed Program Sources</b>		\$ -	\$ 50,452	\$ 100,904	\$ 110,188	\$ 119,472	\$ 124,114	\$ 505,130

Comments



		Year 0						
		(Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
<b>Current Program Uses (if applicable)</b>								
1	Tenure/Tenure-Track Faculty							\$ -
2	Non Tenure-Track Faculty							\$ -
3	Graduate Student Support							\$ -
4	EHRA Non-Faculty Positions							\$ -
5	Student Support (Scholarships)							\$ -
6	Libraries							\$ -
7	Supplies and Materials							\$ -
8	Travel, Communications, and Fixed Charges							\$ -
9	Equipment and Technology							\$ -
10	Facility Repair and Renovation							\$ -
11	Other (Identify)							\$ -
12	<b>Total Current Uses</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Proposed New Program Uses</b>								
13	Tenure/Tenure-Track Faculty*		7,000	7,000	7,000	7,000	7,000	\$ 35,000
14	Non Tenure-Track Faculty*							\$ -
15	Graduate Student Support*		55,011	55,011	73,348	73,348	73,348	\$ 330,066
16	EHRA Non-Faculty Positions*							\$ -
17	Student Support (Scholarships)							\$ -
18	Libraries							\$ -
19	Supplies and Materials		250	250	300	300	350	\$ 1,450
20	Travel, Communications, and Fixed Charges		1,000	1,000	1,250	1,250	1,500	\$ 6,000
21	Equipment and Technology		3,000					\$ 3,000
22	Facility Repair and Renovation							\$ -
23	Facility New Construction or Expansion							\$ -
24	Other (Identify)							\$ -
25	<b>Total New Uses</b>	\$ -	\$ 66,261	\$ 63,261	\$ 81,898	\$ 81,898	\$ 82,198	\$ 375,516
26	<b>Total Proposed Program Uses</b>	\$ -	\$ 66,261	\$ 63,261	\$ 81,898	\$ 81,898	\$ 82,198	\$ 375,516

Comments



# Feasibility of an MA in Africana Studies

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Program Feasibility Study Completed for  
University of North Carolina-Charlotte  
April 2021

Market Insights Brief

Credential Design and Curriculum Analysis

- Profiled Program Review
- Student Enrollment Trends

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# I. Recommendations and Considerations

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## *Research Challenge*

The partner institution requested a program feasibility study to:

- Evaluate peer programs
- Provide curricular guidance

A full list of research questions appears in the appendix.

## *Recommended Next Steps*

- [Develop outcomes-focused recruitment messages](#) when beginning program recruitment

## *Covid-19 Caveat*

This analysis was completed during the 2020-2021 novel coronavirus outbreak, and the Forum cannot yet anticipate how the ensuing economic downturn and eventual recovery will deviate from historic labor market trends. The recommendations and insights are based on the best available information, but program decision-making is occurring in an unprecedented context. Leadership may want to refresh the analysis at a later date to understand how the labor market has responded.

## *Executive Overview*

**Consider offering your program in an online, hybrid, and/or accelerated format.** Florida International University is currently the only institution nationally to offer an M.A. in African or African-American Studies in an online format, providing market opportunity to differentiate within the field. Additionally, FIU's program is structured so that students can graduate within one year, providing added flexibility to adults who value a quicker time to degree.

**Consider offering multiple concentrations within your curriculum so that students can focus on courses that directly relate to their professional goals.** For example, Georgia State University offers concentrations in Community Empowerment or Culture and Aesthetics.

**Consider adding some courses that students can apply to a professional setting such as community empowerment, social movement, and policy analysis.** Many of the profiled programs offer these types of courses in addition to core theory, methods, and history courses.

**Differentiate from other programs by offering experiential learning opportunities, career development, and other types of student support.** While a thesis or capstone project is ubiquitous in the field, few institutions offer additional opportunities for project-based or hands-on learning. Additionally, supporting students' career development and student success can help further differentiate your program.

## *Research Limitations*

The requesting partner asked for comparator programs with the CIP code 5.01.01, African Studies. Additionally, the requested partner asked for comparator institutions in the Southeast Region of the United States with a focus on online programs. There were few programs with the 5.01.01 CIP code, particularly in the requested region. This analysis expanded the search criteria to include CIP code 5.02.01, African-American/Black Studies. Expanding the search yielded a higher sample and helped identify programs that offer joint African and African-American Studies programs under one CIP code. There were few programs in the region that offer a program in the field, so the search was expanded beyond the requested region. Additionally, only one program nationally offers an online program, so the majority of profiled programs only offer a face-to-face option.

See Appendix B for a more detailed caveat regarding the disruption related to the novel coronavirus outbreak.

## II. Credential Design and Curriculum Analysis

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Section Includes:

- Profiled Program Review
- Curriculum Analysis

### *Credential Design*

**Only one other institution in the country offers an M.A. in African or African American Studies through an online program, providing an opportunity for UNC-Charlotte to join the market with an online or hybrid option.** Florida International University is the only institution that has reported online enrollments for a similar program. To ensure that they can balance school with existing personal and professional obligations, many adult learners seek flexibility in program format and schedule, such as online, part-time, and hybrid options. Nearly one-third of adult learners intentionally sought out online classes before the pandemic, and over a third [reported](#) that the shift to online-only courses in many programs would have no impact on their decision to enroll. However, [millennial students](#), in particular, continue to value in-person networking.

**Consider designing the program in an accelerated format so students can complete the degree in one year.** Florida International University has designed their program to be completed across a fall, spring, and summer term. Adult learners [require flexible options](#). An accelerated format will further ensure adult learners can fit coursework into their life.

### *Curriculum*

**Consider offering concentration options within the program so students can focus their coursework on topics that are relevant to their professional goals.** Some other institutions offer concentrations within their African or African-American studies programs. For example, Georgia State University offers concentrations in Community Empowerment or Culture and Aesthetics. University of Kansas offers concentrations in African Studies or African-American Studies. A concentration can help guide students to elective courses that cohesively connect to their professional goals.

**The course list provided by the requesting institution includes many of the common courses offered by comparator programs; however, the curriculum can be improved with more career-aligned courses that students can directly apply to a professional setting.** The proposed curriculum provided by UNC-Charlotte includes courses in advanced theory and research methods for the field. These two topics are key features in comparator programs. However, many programs also offer courses with content that can be applied to a career or other community work. For example, consider adding courses that examine the history of social movements, community empowerment, political change, and policy analysis. See Appendix A for a complete list of courses offered by comparator programs.

## II. Credential Design and Curriculum Analysis

---

Section Includes:

- Profiled Program Review
- Curriculum Analysis

### *Potential Graduate Outcomes*

**In order to stand out from other programs, consider adding career development opportunities and highlighting the ways your program will help students in professional fields.** Many of the profiled institutions highlight the types of careers that will benefit from a degree in the field. For example, Georgia State University's program describes, "The M.A. degree in African-American Studies also enhances a career in government, education, the professional fields, and the non-profit sector." However, none of the profiled institutions outline explicit career development opportunities that link to those fields.

### *Experiential Learning Requirements*

**A standout program in African or African-American Studies should feature an experiential learning opportunity beyond a thesis or capstone.** A thesis or capstone project appears as a curricular requirement for all profiled programs. UNC-Charlotte can stand out by developing other experiential learning opportunities that give students hands-on or project-based learning experience. Explore how even [graduate](#) and [online](#) programs can integrate the experiential learning opportunities often considered more typical of an undergraduate education.

**Consider adding support services such as a peer mentor program.** For example, University of Kansas offers an African and African American Studies [Student Ambassadors Program](#) to help mentor new students. These types of programs can help students build a network in the program and contribute to successful student outcomes.

## Analysis of Profiled Program Design

Profiled programs require 30-33 credits across approximately 10-12 courses. Students typically attend face-to-face, with only one online program nationally. Program costs vary (see below). Programs do not typically advertise program-specific accreditation. Programs employ faculty in an African or African-American Studies department, but also rely on cross-listed courses housed in other departments.

### Profiled Program Characteristics

	<b>Clark Atlanta University</b>	<b>Florida International University</b>	<b>Georgia State University</b>	<b>Syracuse University</b>	<b>University of Kansas</b>
<i>Title</i>	<a href="#">M.A. in African American Studies</a>	<a href="#">M.A. in African and African Diaspora Studies</a>	<a href="#">M.A. in African American Studies</a>	<a href="#">M.A. in Pan African Studies</a>	<a href="#">M.A. in African and African-American Studies</a>
<i>CIP Code</i>	05.02.01	5.02.01	5.02.01	5.01.01	5.01.01
<i>Modality</i>	Face-to-face	<ul style="list-style-type: none"> <li>• Online<sup>1</sup></li> <li>• Face-to-face</li> </ul>	Face-to-face	Face-to-face	Face-to-face
<i>Credits</i>	30	30	36	30	33
<i>Advertised Tuition<sup>2</sup></i>	\$923 per credit	\$437 per credit (in-state) \$893 per credit (out-of-state)	\$11,680 per year (in-state) \$32,344 per year (out-of-state)	\$1,683 per credit	\$10,188 per year (in-state) \$24,430 per year (out-of-state)
<i>Estimated Total Program Tuition<sup>3</sup></i>	\$27,690	\$13,110 - \$26,790	\$23,360 - \$64,688	\$50,490	\$20,376 - \$48,860
<i>Experiential Learning</i>	Research thesis (non-thesis option available)	Research thesis	Research thesis (non-thesis option available)	Research thesis and external site experience	Research thesis or capstone project
<i>Grad Assistantship Available?</i>	Not listed	Yes	Yes	Yes	Not listed

1) Florida International University is the only institution in the United States which has reported distance learning (online) for Master's degrees in African or African-American Studies.  
 2) Advertised tuition indicates the tuition cost as presented on the program website. Program fees are not included given the significant variance in institutional fees.  
 3) Estimated total program tuition calculates the tuition for full program completion (e.g., total credits awarded, total length of program time) depending on tuition unit.

Source: EAB analysis. Comparator Program Websites.



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## Standout Program Features

While researching comparator programs, a handful of experiences stood out as particularly beneficial features.

### Florida International University

In addition to being the **only online program in the country** that offers an online M.A. in African or African-American Studies, FIU's program is also **designed to be completed in one year**. Students enroll for the fall, spring, and summer terms.

### Syracuse University

Syracuse is the only profiled institution to offer an **experiential learning opportunity** other than a capstone or thesis. Students can travel to an external site to participate in coursework and engage in **research, practical education, independent study, or other projects**. Sites include locations in Africa, the Caribbean, Europe, Canada, or the United States.

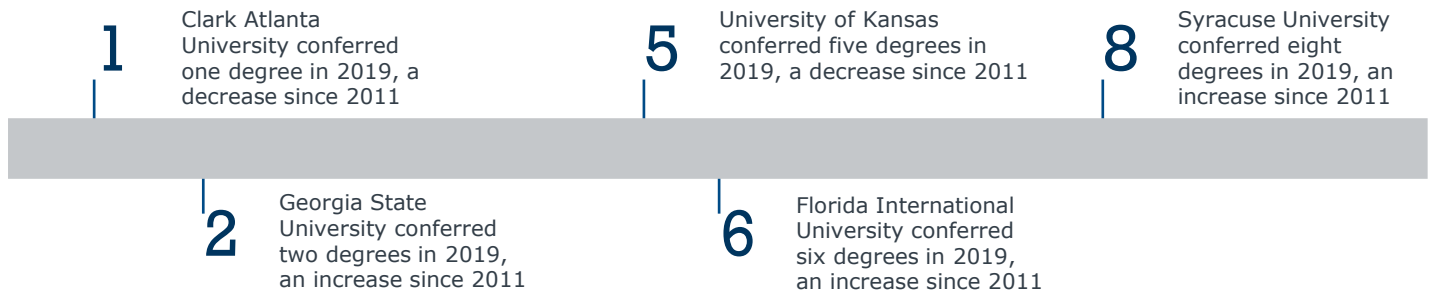
### University of Kansas

- University of Kansas offers an African and African American Studies [Student Ambassadors Program](#) to help mentor new students.
- The institution offers an accelerated program for [Foreign Affairs Officers and members of the U.S. Military](#).
- The institution also offers a joint African and [African-American Studies and Museum studies program](#).

## Summary of Profiled Program Enrollment Trends

### Profiled Programs' Conferrals<sup>1</sup>

*Similarly-Sized Institutions Across the U.S., with a Focus in the Southeastern United States*



### Data Highlights from Across the Country

29

Institutions graduated students with an M.A. in African and/or African-American Studies as of 2019, a 16% increase since 2011. Of the 29 institutions, 17 are public institutions and 12 are private.

3

Institutions in the Southeastern United States graduated students with an M.A. in African and/or African-American Studies as of 2019, a 16% increase since 2011. Of the three institutions, two are public institutions and one is private.

1

Only one institution, Florida International University, offers an online M.A. in African or African-American Studies.

-37%

There was a 37% decrease in conferrals for M.A. in African or African-American Studies degrees from 2011 to 2019 across the United States.

+25%

However, conferrals for M.A. in African or African-American Studies degrees increased 25% from 2011 to 2019 for institutions in the Southeastern United States.

1) Without access to gradual enrollments broken down by program, we have included conferrals data as a proxy for enrollment.

# Appendix A: Sample Africana Studies Curricula

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[M.A. in African American Studies](#), Clark Atlanta University

**CIP Code: 05.02.01**

**Required Courses** (6 Credits)

- CAAS 501, Africa and the African Diaspora
- CAAS 710, Pro-Seminar in Africana Studies

**Cognate Courses** (3 Credits)

- CENG 530, The African Novel
- CPSC 591, Government and Politics of Modern Africa
- CPSC 598, African Political Economy
- CPSC 600, African Political Ideas
- CHIS 680, History of Africa to 1800
- CHIS 681, History of Africa since 1800

**Electives** (12 Credits)

**Foreign Language Requirement:** (3 Credits)

- CFRE 056/506, French for Graduate Students
- CSPA 056/506, Spanish for Graduate Students

**Thesis:** Students enroll in a thesis course (6 credits). Non-thesis option is available, which includes two additional capstone courses (CAAS652 and CAAS65).

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## M.A. in African and African Diaspora Studies, Florida International University

### CIP Code: 05.02.01

#### **Required Courses** (9 credits)

- AFA 5005 African and African Diaspora Studies Theory
- AFA 5855 Research Methods and Scholarly Writing in Africana Studies
- AFA 6920 African and African Diaspora Studies Graduate Colloquium (One credit, taken each term)

**Language Requirement:** Students must demonstrate proficiency in a language other than English based on their research paper/proposal and professional interests. Credit hours earned in meeting language requirement will not count toward the 30 credit hours required for the degree.

**Electives:** Students must take 21 credits of electives from the humanities and social sciences.

#### *Humanities*

- AFA 5932 Special Topics in African and African Diaspora Studies
- AFA 5107 Teaching the African American Experience
- AFA 5341 Health Issues in the African World
- AFA 5600 National and Transnational Policy Analysis: The African Diaspora
- AFA 6851 Advanced Seminar in African and African Diaspora Studies
- AFH 5905 Readings in African History \ - AFH 5935 Topics in African History
- FRE 5508 La Francophonie
- HAI 5235 Haitian Creole Seminar
- LAH 5465 Peoples, Culture and Politics of Haiti
- LAS 6025 Seminar: The Humanities in Cuba
- LIN 6602 Language Contact
- LIT 5359 African Diaspora Women Writers
- LIT 5358 Black Literature and Literacy/Cultural Theory
- MUH 5025 History of Popular Music in the United States
- MUH 5067 Music of the Caribbean
- RLG 5122 African American Religion
- RLG 5372 The Globalizing of African Spirituality
- RLG 5384 Rasta, Vodou, Santeria
- RLG 5488 Theology and Liberation Movements
- SPN 5536 Afro-Cuban Culture
- SPN 5539 Special Topics in Afro-Hispanic Culture
- SPW 5776 Black Literature in Latin America
- SPW 6368 19th Century Spanish-Caribbean Narrative
- WOH 5236 The Transatlantic Slave Trade and the Making of the African Diaspora, 1441-1807
- WOH 5237 The African Diaspora Since the End Of the Slave Trade

#### *Social Sciences*

- ANG 6473 Diasporas, Migration, and Globalization
- ANG 5397 Advanced African Diaspora Cultures and Performativity
- ANG 5396 Representations of Africa and Africans in Films
- ANT 6319 The African Diaspora: Anthropological Perspectives
- CPO 5325 Politics of the Caribbean
- CPO 6350 Seminar in Brazilian Politics
- CPO 6376 Seminar in Central American Politics
- CPO 6206 Seminar in African Politics
- CYP 6766 The Psychology of Cross-cultural Sensitization in a Multicultural Context
- ECS 5406 Latin American Economies
- ECS 6436 The Economics of Caribbean Migration
- ES 7435 Economics of the Caribbean
- INR 5087 Ethnicity and the Politics of Development
- INR 5255 Seminar in African Development
- INR 6936 Seminar in Inter-American Politics
- SYD 6705 Comparative Analysis of Ethnicity and Race

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## M.A. in African American Studies, Georgia State University

### **CIP Code: 05.02.01**

#### **Core Requirements** (15 credits)

- AAS 6000 Proseminar in African-American Studies
- AAS 6005 Theories in African-American Studies
- AAS 6007 Black Feminist Thought
- AAS 6010 Research Methods in African-American Studies
- AAS 6012 Qualitative Research Methods
- AAS 6052 African Women and Social Political Changes

#### **Global Competency** (Students choose one option, 3 credits)

- AAS 6050 African Social Movements
- AAS 6052 African Women and Social Movements

#### **Concentration Coursework** (Students choose one option, 12 credits)

##### *Community Empowerment: (12 credits)*

- AAS 6015 Methods in African American Oral History
- AAS 6016 Critical Pedagogy and African American Education
- AAS 6020 African-American Social Movements
- AAS 6022 The New African American Urban History and the Intervention of the Black Southern Diaspora
- AAS 6025 Seminar in African-American History
- AAS 6027 Seminar in Southern Black Freedom Struggle
- AAS 6029 African-American Political Participation
- AAS 6030 Dynamics of the African American Family
- AAS 6032 African-American Masculinity
- AAS 6034 African-American Women in the U.S.
- AAS 6040 African-American Community Empowerment
- AAS 6042 Diversity and Aging
- AAS 6044 African-American Anthropology
- AAS 6050 African Social Movements
- AAS 6052 Africana Women and Social Political Change
- AAS 6055 African Politics
- AAS 6056 Geography of Africa
- AAS 6095 Race, Class and Gender in Contemporary South Africa

##### *Culture and Aesthetics : (12 credits)*

- AAS 6060 African Art
- AAS 6062 Contemporary African Art
- AAS 6070 African-American Literary Theory
- AAS 6073 19th Century African-American Literature
- AAS 6079 African American Language
- AAS 6080 The Black Arts Movements
- AAS 6082 African-American Art
- AAS 6090 African-American Religion
- AAS 6065 Black Visual Representation: The Iconography of the African Diaspora

**Thesis Research:** At least 6 credits (non-thesis option available)

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## M.A. in Pan African Studies, Syracuse University

### CIP Code: 05.01.01

#### **Required Courses** (12 credits)

- AAS 525 - Research Methods in African American Studies
- AAS 610 - Seminar in Pan Africanism: Research and Reading
- AAS 611 - Arts, Cultures and Literatures of the Pan African World
- AAS 612 - Histories, Societies and Political Economies of the Pan African World
- Advance Research Methods and Advance Theory (6 credits)

**Electives:** Students may seek approval from their advisor to take courses from the following list

#### *Sample from List A*

- AAS 500 - Selected Topics 1-6 credit(s) African American Studies: Research and Readings
- AAS 501 - African American Sociological Practice:1900-45
- AAS 510 - Studies in African American History
- AAS 512 - African American Women's History
- AAS 513 - Toni Morrison: Black Book Seminar
- AAS 543 - Religious Cultures of the American South
- AAS 620 - Black Women Writers African American/ Caribbean/African
- AAS 627 - New York City: Black Women Domestic Workers
- AAS 631 - Seminar in African Drama and Theater
- AAS 634 - Underground Railroad
- ANT 694 - Underground Railroad
- ANT 640 - Topics in African Archaeology
- AAS 645 - The Caribbean: Sex Workers, Transnational Capital, and Tourism
- AAS 670 - Experience Credit
- AAS 671 - Caribbean Intellectual Thought
- AAS 681 - Comparative State, Society Relations
- AAS 690 - Independent Study
- AAS 700 - Seminar in African American Studies
- AAS 731 - Militarism and Transformation in South Africa
- PSC 780 - Seminar on Political Systems
- AAS 765 - Readings and Research in African History

#### *List B*

- EDP 626 - Cross Cultural Counseling
- ANT 553 - Women and Social Change
- ANT 756 - Development Anthropology
- SWK 628 - Human Diversity in Social Contexts
- LAW 758 - Civil Rights

**External Site Experience:** Syracuse offers a unique experiential learning program where students travel to sites located in Africa, the Caribbean, Europe, Canada, or the United States and participate in a pre-approved project involving research, practical education, independent study, or related activity. Students enroll in AAS611 (Arts, Cultures, and Literatures in the Pan African World) and/or AAS 612 (Histories, Societies, and Political Economies of the Pan African World).

**Thesis:** AAS 997 (6 – 9 credits)

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## M.A. in African and African American Studies, University of Kansas

### CIP Code: 05.01.01

#### **Core Courses** (12 credits)

- AAAS 801 Introduction to Africana Studies: African-American
- AAAS 802 Introduction to Africana Studies: African
- AAAS 803 Research Methods in Africana Studies
- AAAS 804 Seminar in Africana Studies

**Area of Specialization:** Students can specialize in African Studies or African American Studies (15 credits).

#### *Sample of African Studies [Electives](#)*

- The African Studies concentration requires one language course
- AAAS 502 Directed Language Study
- AAAS 505 Directed Language Study
- AAAS 532 African Art and Architecture
- AAAS 690 Investigation and Conference
- AAAS 700 Africa in World Politics
- AAAS 716 Women in Islam
- AAAS 723 Special Topics in Africana Studies
- AAAS 731 African Literature
- AAAS 732 Francophone African Literature
- AAAS 733 Islamic Literature
- AAAS 734 African Women Writers
- AAAS 822 African and African-American Religion
- AAAS 827 Popular Culture in Africa
- AAAS 851 Environmental Issues in Africa
- AAAS 853 Geography of African Development
- AAAS 855 African Film and Video
- AAAS 857 Cities and Development
- AAAS 860 Race, Gender, and Post-Colonial Discourses
- AAAS 880 Introduction to Modern Africa
- AAAS 890 The Rise and Fall of Apartheid
- AAAS 898 Sexuality & Gender in African History
- ECON 587 Economic Development of Africa
- HIST 574 Slavery in the New World
- PHIL 595 Philosophy and Race
- SOC 533 Industrialization in Developing Nations

#### *African-American Studies Concentration Electives*

- AAAS 501 Regional History
- AAAS 690 Investigation and Conference
- AAAS 723 Special Topics in Africana Studies
- AAAS 730 Black Leadership
- AAAS 788 The Black Woman
- AAAS 810 Comparative Racial and Ethnic Relations
- AAAS 811 The Civil Rights Movement
- AAAS 812 Black Power Movement
- AAAS 822 African and African-American Religion
- AAAS 830 The Life and Times of W.E.B. Du Bois
- AAAS 857 Cities and Development
- AAAS 874 Slavery in the New World
- AAAS 884 Black American Literature
- AAAS 885 Race and the American Theatre
- ECON 515 Income Distribution and Inequality
- ECON 534 Economic History of the Caribbean Region
- ENGL 632 Comparative Black Literature
- HAIT 501 Directed Studies in Haitian Culture
- POLS 513 Power in American Communities
- POLS 614 Urban Politics
- MUSC 744 Readings in Jazz and American Popular Music
- PHIL 595 Philosophy and Race
- SOC 570 Social Conflict

**Thesis:** Students enroll in AAAS 899 (6 credits). Non-thesis option is available, which includes two additional courses, each with a research-oriented essay for a final project.

# Appendix B: Research Process and Sources

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EAB conducted a two-part analysis to identify opportunities for an M.A. in Africana Studies. Competitive data was collected from the National Center for Education Statistics.

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## Step One: Comparator Program Analysis

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Researchers analyzed how the design and curricula of similar programs align with the program being audited. The researchers collect information publicly available on profiled programs' webpages.

2

## Step Two: Competitive Landscape Analysis

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The volume and growth of degree conferrals serves as an indicator of student demand for the program being evaluated. Researchers use conferral data to determine if the selected program is facing a crowded market or if it may struggle to attract students due to declining student interest.

## Research Questions

The requesting partner asked the following:

- How has demand for graduates of my program evolved over time?
- In which industries should the program prepare students to work?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the program teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- **How many students graduate from similar programs regionally, and how has this changed over time?**
- **How are similar programs structured?**
- **How are similar programs delivered?**
- **What experiential or practical learning do similar programs offer?**
- **What accreditation do similar programs hold?**
- Does the program website landing page align with best practices in marketing and web presence? How can the program landing page be improved?
- Does the program inquiry process align with best practices in recruitment? How can our lead management during the inquiry phase be improved?

Bolded questions were addressed within this analysis; remaining questions will be addressed if partner pursues additional research.



## Research Limitations

The requesting partner asked for comparator programs with the CIP code 5.01.01, African Studies. Additionally, the requested partner asked for comparator institutions in the Southeast Region of the United States with a focus on online programs. There were few programs with the 5.01.01 CIP code, particularly in the requested region. This analysis expanded the search criteria to include CIP code 5.02.01, African-American/Black Studies. Expanding the search yielded a higher sample and helped identify programs that offer joint African and African-American Studies programs under one CIP code. There were few programs in the region that offer a program in the field, so the search was expanded beyond the requested region. Additionally, only one program nationally offers an online program, so the majority of profiled programs only offer a face-to-face option.

This analysis was completed during the 2020 novel coronavirus outbreak, and we cannot yet anticipate how the ensuing economic downturn and eventual recovery will deviate from historic labor market trends. Additionally, program delivery recommendations assume a long-term, non-pandemic environment and may need to be adapted to current public health guidelines (e.g., emergency remote instruction of face-to-face programs). The recommendations and insights are based on the best available information, but program decision making is occurring in an unprecedented context. Leadership may want to refresh the analysis across late 2020 to 2021 to understand how the labor market has responded.

## Research Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)
- Profiled program webpages:
  - Clark Atlanta University, M.A. in African American Studies, Accessed April 2021: [https://www.cau.edu/school-of-arts-and-sciences/\\_images/AWH-Handbook-2017-FINAL.pdf](https://www.cau.edu/school-of-arts-and-sciences/_images/AWH-Handbook-2017-FINAL.pdf)
  - Florida International University, M.A. in African and African Diaspora Studies, Accessed April 2021: <https://africana.fiu.edu/academics/graduate-programs/ma-program/>
  - Georgia State University, M.A. in African American Studies, Accessed April 2021: <https://www.gsu.edu/program/african-american-studies-ma/>
  - Syracuse University, M.A. in Pan African Studies, Accessed April 2021: <https://thecollege.syr.edu/degree-programs/pan-african-studies-ma/>
  - University of Kansas, M.A in African and African-American Studies, Accessed April 2021: <https://afs.ku.edu/graduate-program>



### **Blueprint for Graduate Growth: EAB’s Ongoing Research into the Master’s Market**

EAB researchers are currently analyzing the master’s market to understand its [slowing growth](#), increased competition, and arising winner-take-all markets. Partners should expect new insights into graduate and adult program opportunities across the coming year. Upcoming research will offer additional insights into graduate programs’ feasibility and a broader understanding of the market than individual master’s-level Africana Studies programs.

#### *Ongoing Research for 2021*

- Sizing the Adult and Grad Ed Market
- Anticipating Future Markets
- Maximizing Bottom-Line Impact
- Competitive Infrastructure

## Profiled Institutions

The Forum interviewed program directors and/or profiled programs via secondary research at the following institutions. The Forum profiled M.A. in African or African-American Studies programs across the U.S., with a focus on institutions of a similar size to UNC-Charlotte and in the Southeastern United States.

### A Guide to Institutions Profiled in this Brief

*Similarly-Sized Institutions Across the U.S., with a Focus in the Southeastern United States*

Institution	Institutional Control	Location	Approximate Institutional Enrollment (Undergraduate / Total)	Carnegie Classification
Clark Atlanta University	Private	Atlanta, Georgia	3,318 / 3,920	Doctoral Universities: High Research Activity
Florida International University	Public	Miami, Florida	49,326 / 58,711	Doctoral Universities: Very High Research Activity
Georgia State University	Public	Atlanta, Georgia	27,961 / 35,041	Doctoral Universities: Very High Research Activity
Syracuse University	Private	Syracuse, New York	15,275 / 22,850	Doctoral Universities: Very High Research Activity
University of Kansas	Public	Lawrence, Kansas	19,667 / 27,552	Doctoral Universities: Very High Research Activity



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