



UNIVERSITY
AT ALBANY

State University of New York

Senior Vice President for Academic Affairs & Provost

May 17, 2017

Dr. Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, New York 12246

Updated Proposal
June 28, 2017

Dear Dr. Cartwright:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal for establishment and registration of an Advanced (Graduate) Certificate Program in Community College Leadership. This proposal has been fully considered and approved through our campus governance system.

We are appreciative for anticipated efforts by staff in your Office of Program Review for the consideration of the proposal. Should there be any technical questions or the need for additional materials, please have inquiries directed to Jonathan Bartow, Vice Dean for Graduate Education (jbartow@albany.edu) at our campus. As always, we thank you for your on-going support.

Sincerely,

Darrell P. Wheeler, PHD, MPH
Interim Provost and Senior Vice President for Academic Affairs

Enclosure

- c. Dean Kevin Williams, Graduate Education
- Dean Robert Bangert-Drowns, School of Education
- Vice Dean Jon Bartow, Graduate Education



New Program Proposal: Certificate or Advanced Certificate Program

Form 2C

This form should be used to seek SUNY's approval and the State Education Department's (SED) registration of a proposed new academic program leading to a certificate (undergraduate) or an advanced certificate (graduate). Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies¹), which should include **appended items** that may be required for Sections 1 through 3 and Section 10 of this form to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

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

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

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

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[List of Appended Items](#)

Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: May 2017
	Institution's <u>6-digit SED Code</u> : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
	Dept of Labor/ <u>Regent's Region</u> : Capital Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus <u>6-digit SED Code</u>): 210500
	List the name and address of <u>off-campus locations</u> (i.e., <u>extension sites or extension centers</u>) where courses will offered, or check here [<input checked="" type="checkbox"/>] if not applicable:
c) Proposed Program Information	Program Title: Community College Leadership
	<u>Award(s)</u> (e.g., Certificate): Advanced Certificate
	Number of Required Credits: Minimum [12] If tracks or options, largest minimum []
	Proposed <u>HEGIS Code</u> : 0806.00
	Proposed 6-digit <u>CIP 2010 Code</u> : 13.0407
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A If applicable, list the SED <u>professional licensure title(s)</u> ³ to which the program leads: N/A
d) Contact Person for This Proposal	Name and title: Jonathan Bartow, Vice Dean for Graduate Education Telephone: 518-437-5062 E-mail: jbartow@albany.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Darrell P. Wheeler, Interim Provost & Senior Vice President for Academic Affairs Signature and date: <i>Darrell Wheeler 5.19.17</i>

Updated Proposal
June 28, 2017

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

Officer Approval	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and <u>6-digit SED Code</u> :
	Name and title of partner institution's CEO: Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-17

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

Section 2. Program Information

2.1. Program Format

Check all SED-defined format, mode and other program features that apply to the **entire program**.

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

2.2. Related Degree Programs

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

Educational Policy and Leadership Ph.D. 13791

Educational Policy and Leadership M.S. 13789

Higher Education M.S. 38879

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 Certificate of Graduate Study in Community College Leadership prepares faculty and staff for leadership roles within the two-year college setting. This 12-credit program is designed to provide students with knowledge about the administration, leadership, and learning environment in the community college as well as provide them with an introduction to skills necessary to effectively analyze and address education-related problems. The program is intended to prepare globally-aware community college leaders who can identify, analyze, and lead in the rapidly changing world of community colleges. This program also serves as a gateway into the MS in Higher Education, MS in Educational Policy and Leadership, and PhD in Educational Policy and Leadership.

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

The learning outcomes for the community college leadership certificate of graduate study are:

1. *Articulate the purposes of the community college and how they differ from and integrate with other educational institutions in the cradle-to-career pipeline.*
2. *Think systematically and analytically about organizational cultures, structures, and functions.*
3. *Understand the relationship between the college and the community, including cultural, social, and economic implications.*
4. *Use data-driven evidence and proven practices from internal and external sources to solve problems, make decisions, and plan strategically.*
5. *Appreciate and articulate cultural and socioeconomic differences of community colleges students and be able to identify programs to effectively support such students.*
6. *Understand and effectively use data for program improvement purposes and decision making.*
7. *Demonstrate the ability to integrate knowledge of emerging issues, academic innovations, leadership expectations, organizational culture, global education trends, and institutional change.*
8. *Demonstrate an understanding of team dynamics and conflict management, including how to build and develop effective leadership teams.*

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?

Community colleges are an increasingly important component of the educational pipeline, expanding access by serving a growing and increasingly diverse student body. In fact, half of all colleges students in SUNY are enrolled in community colleges and more and more baccalaureate graduates are starting their postsecondary educational pursuits within a community college. The 30 SUNY community colleges, spread across New York State, are critical drivers of local economies and community vitality. In order to advance any of SUNY's strategic priorities in the areas of Access, Completion, Success, Inquiry, and Engagement, the system needs strong community colleges with a robust leadership contingent.

Yet, there are no community college leadership programs currently available within the SUNY system, nor within New York State. Indeed, the closest academic programs with an explicit focus on educating individuals with the particular demands of leading a community college are offered by Drexel University (Pennsylvania) and Rowan University (New Jersey), according to the National Center for Educational Statistics (NCES). This program responds to a desire that has been expressed by community college presidents within SUNY as well as Chancellor Nancy Zimpher that a SUNY institution provide academic training and leadership development for the next generation of community college leaders.

The Department of Educational Policy and Leadership at the University at Albany is uniquely poised to provide such an opportunity. For more than 50 years, the Department of Educational Policy and Leadership has provided graduate level education to prepare scholars and practitioners with a specific interest in academic leadership at all education levels. The proposed program formalizes long-standing activities within the department in order to better capture the learning opportunities available to potential students as well as to provide a stackable credential that could be used as a pathway to our existing masters and doctoral programs.

Finally, the Department of Educational Policy and Leadership works to extend the University's mission of being a community-engaged research university. It does this through strong linkages with local schools, school districts, community colleges and other universities, as well as with other entities such as SUNY

System Administration, the State Education Department, the Rockefeller Institute of Government, and the Capital Area School Development Association (CASDA) to build the intellectual knowledge about leadership and policy in the educational setting as well as preparing the next generation of educational leaders. The proposed program complements existing efforts by the university to build strong community relationships and to build a stronger educational ecosystem within the capital district.

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

Faculty of the Department of Educational Policy and Leadership discussed and agreed to the development of this certificate program, also agreeing to the broad outlines for its development. This certificate program largely extends from and builds upon existing courses and competencies in the department. The department chair assumed the role of coordinator and undertook responsibilities to gather information; discuss program development with core faculty involved in teaching courses; and gathering information from the field, including CC presidents. The departmental faculty curriculum committee reviewed the proposed program, provided feedback on program design, and recommended the final program design for approval by the full department, which unanimously endorsed the certificate program. The proposal was then shared with and approved by the School of Education’s Academic Council comprised of faculty from the four department’s in the School.

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

The Department Chair consulted with current and former community college presidents, seeking their input about the skills needed to be a successful leader within the community college, where they send their staff for advanced educational opportunities, and what they would like to see in a community college leadership program offered locally. This input was used to determine the learning outcomes, course selection, and overall program design.

In addition, we will be developing an advisory board of community college leaders to provide ongoing advice in order to ensure the program remains grounded in the professional needs of the community.

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

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	1	5-8	5-8	3.5-5
2	2	8-10	8-10	6-7
3	2	10-12	10-12	7-8
4	2	10-12	10-12	7-8
5	2	12-15	12-15	8-9.5

The projected enrollment is based on the assumptions that a small number of current full-time students would be interested in obtain additional knowledge about the community college sector, but that enrollments will primarily come from staff at the 6 nearby community colleges coming to campus to pursue the certificate program. The project enrollments are based on historic patterns of students with interest in the community college sector who have pursued their degrees with the department as well as opening up to a new market based on discussions with local community college presidents.

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

The proposed program is intended to be a 12-credit certificate structured to serve as a standalone educational experience or serve as a stackable credential into either the EPL masters or doctoral program. Each of these courses count toward the completion of these two degree programs.

The certificate program will require two community college core courses that provide a foundational understanding of the community college; how they are administered and led; and how they are situated in the broader educational context. EAPS 654 provides students with a foundation understanding of the community college in the US context and is required of all students. Student then have their choice of either EAP 757 or EAPS 609. Students interested in more advanced understanding of theoretical and research questions related to community colleges would pursue EAPS 757. Students interested in more applied questions about how the community college is part of the larger educational pipeline would pursue EAPS 609.

Students will then be able to choose one leadership elective, allowing him or her to pursue a more in-depth understanding of a particular leadership topic, and one analytical elective intended to ground them in the effective analysis of educational institutions.

The certificate is structured in the following way:

*Community College Core (6 credits): EAPS 654 + EAPS 757 or EAPS 609
EAPS 654: Two-Year College in American Education (3 credits)
EAPS 757: Seminar in the Administration of the Community College (3 credits) or
EAPS 609 Cradle-to-Career Education Systems (3 credits)*

*Leadership-Elective (3-credits – choose 1 of the following):
EAPS 641: Seminar in Adult and Continuing Education (3 credits)
EAPS 651: Administration of Institutions of Higher Education (3 credits)
EAPS 659: Assessment and Accountability in Higher Education (3 credits)
EAPS 750: Higher Education Finance (3 credits)*

*Analytical-Elective (3-credits – choose 1 of the following):
EAPS 600: Introduction to Organizational Leadership (3 credits)
EAPS 601: Introduction to Social Analysis (3 credits)
EAPS 614: Quantitative Methods in Educational Leadership (3 credits)*

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?

Community colleges have emerged as essential elements of the educational pipeline – serving diverse students, strengthening communities, and expanding educational access. These institutions have evolved significantly over the last 100 years and they are now confronting significant turnover in the senior leadership ranks. In fact, a 2012 survey by the American Council of Community Colleges found that 75% of community college presidents intended to retire within 10 years. It is likely that those in other senior leadership roles are likely to be moving on at similar rates as many in the upper administration were initially hired during the 1960s and 1970s when there was significant growth in the number of these institutions nationally.

With 30 community colleges within the SUNY system, there is growing local demand for providing leadership training for up-and-coming community college administrators. Many of these leaders have academic preparation in other disciplines or fields of study, but have not had the opportunity to learn about the structure of community colleges, how they fit within the broader educational ecosystem, and how to effectively lead such institutions. We have consulted with a wide array of current and former community college presidents as well as our alums who currently work in the community college setting. There was broad agreement that such a program was needed and that they would support their staff in attending such a program. Currently, their staff are pursuing such degrees at institutions outside of the SUNY system as there are no educational leadership programs focused on community colleges.

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

As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

The program’s Gainful Employment disclosure will follow the same format as other Gainful Employment programs in the department. Data will be posted on the EAPS website following university and federal guidelines.

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
University of Nebraska – Lincoln	Community College Leadership	Grad Certificate (online)	12
Drexel University	Community College Administration	Grad Certificate & Masters (online)	8
Rowan University	Community College Leadership	Grad Certificate & Masters (online)	8

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

On academic program collaboration matters, no consultation with other SUNY campuses took place since no other campus offers a program similar to the certificate of graduate study. However, extensive consultation occurred with SUNY community colleges in terms of program design.

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

N/A

2.4. Admissions

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

- *Must hold a Bachelor's degree from an accredited college or university.*
- *Minimum of 3.0 GPA and/or 5 years of work experience (any setting).*
- *Resume*
- *Personal Statement setting out experience, interests, and expectations for the certificate program*
- *Letter of support, from supervisor or colleague, setting out the applicant's qualifications, interests, and likely professional trajectory*
- *1 additional letter of recommendation from professional and/or academic references*

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

The Admissions and Academic Standing Committee of the Department of Educational Policy & Leadership would consider exceptions on a case by case basis and make recommendations for exemptions to the department chair, who will have final determination on whether or not to grant an exemption.

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

c)

Given the diverse students that community colleges tend to serve, it is critical that we build a diverse educational leadership pipeline that reflects this diversity. The department will work with SUNY's Vice Chancellor for Diversity and Inclusion, Senior Vice Chancellor for Community Colleges & the Educational Pipeline, Community College Presidents, and the University Center for Academic and Workforce Development (UCAWD) to identify and support diverse applicants for the program.

2.5. Academic and Other Support Services

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

Each student in the certificate of graduate study will be contacted by the program coordinator, who will oversee the student's participation and progress both individually and through course assessment and completion information provided by course instructors. Advisement will be provided throughout the program, on administrative matters through the program coordinator and assisted by the department coordinator/assistant. Each instructor will establish, through the structure and procedures of the on-line course, means of communication, advisement and feedback. The School of Education also provides a separate channel for access to information and support, through its Pathways into Education Center (PIE), especially intended for new, part-time, and non-matriculated students.

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.*

The first assessment will take place two years after the program begins. After that there will be a bi-annual assessment cycle. Learning outcomes will be assessed on the basis of the following information:

- 1) GPA of students in the program.
- 2) Course evaluations completed by students each semester.
- 3) Students will be asked to submit a written evaluation of the program anonymously after completing the program.
- 4) Surveys of graduates with respect to the relevance and use of knowledge, skills, and capacities acquired in the certificate of graduate study.
- 5) Surveys of graduates on job responsibilities and career mobility, within two (and eventually four and six) year intervals).

Section 3. Sample Program Schedule and Curriculum

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

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

EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	Cr	New	Prerequisite(s)

NOTE: For a graduate advanced certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from Part 52.2(c)(8) through (10) of the Regulations of the Commissioner of Education.

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

Students in the program will not be eligible for financial aid from state and federal governments unless also enrolled in the masters or phd program. In that case, students would be eligible for financial aid. .

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

Catalog description appended.

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

All courses are existing. No syllabi included.

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

N/A

**SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs
 Program/Track Title and Award: Certificate of Graduate Study in Community College Leadership**

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

AGC in Community College Leadership

Term 1:			Term 2:				
	Credits	New (x)	Co/Prerequisites		Credits	New (x)	Co/Prerequisites
EAPS 654: Two-Year College in American Education	3		None	Core Restricted Elective	3		None
Leadership Restricted Elective	3		None	Analytical Restricted Elective	3		None
Term credit totals: 6				Term credit totals: 6			
Term 3:			Term 4:				
	Credits	New (x)	Co/Prerequisites		Credits	New (X)	Co/Prerequisites

Program Totals (in credits): **Total Credits: 12**

Section 4. Faculty

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

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

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

Full time faculty status is granted to those holding an appointment with 100% time commitment. For a faculty member participating in doctoral level work and research, a full-time teaching load is two courses per semester.

SUNY Faculty Table

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

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Dr. Mitch Leventhal, Professor	10%	EAPS 600, 651	PhD (University of Chicago)	Comparative & International Education	Former Vice Chancellor for Global Affairs, SUNY system;
Dr. Jason Lane, Chair & Associate Professor* (will serve as program director as part of his administrative duties as chair of the department).	15%	EAPS 600, 757	PhD (Pennsylvania State University)	Higher Education	Former Vice Provost for Academic Planning & Strategic Leadership at SUNY, oversaw all academic programs and accreditation for community colleges within the system.
Dr. Alan Wagner, Professor	10%	EAPS 750, 614, 601	Ph.D. (University of Illinois)	Economics	Principal Administrator, OECD, Paris
Dr. Susan Phillips	10%	EAPS 642, 651, 659	Ph.D. (Columbia)	Counselling	Former UAlbany Provost, Chair of the National Accreditation Oversight Commission
Dr. Katy Schiller	10%	EAPS 614, 601	Ph.D. (University of Chicago)	Sociology	
Part 2. Part-Time Faculty					
Dr. Ann Marie Murray	10%	EAPS 654, 757	PhD (UAlbany)	Curriculum & Instruction	UAlbany Vice Provost, former president of Herkimer Community College

Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)							

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.

This new program will be using existing resources. EAPS is bringing together a set of courses we already teach into a certificate program.

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

SUNY Program Expenses Table

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

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

Explanatory Note: It is anticipated that there will be no new expenses associated with the program. All courses are already offered and there is capacity in these courses to absorb the anticipated additional enrollments.

Section 6. Library Resources

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

Section 7. External Evaluation

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

Section 8. Institutional Response to External Evaluator Reports

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

Section 9. SUNY Undergraduate Transfer

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

Section 10. Application for Distance Education

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? [X] 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? [X] No [] Yes

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

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

List of Appended Items

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

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

	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <u><i>Distance Education Format Proposal</i></u>	Section 10
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Curriculum Map

The program includes three required courses (9 credits). Through admission, students are judged to be prepared to undertake study at the graduate level in this certificate program and, by extension, in each of the three courses.

Course Descriptions

Community College Core (6 credits):

EAPS 654: Two-Year College in American Education (Required)

Historical and sociological contexts of the two-year college in America; consideration of the purposes, roles, and trends in the development and structure of the two-year college.

EAPS 757: Seminar in the Administration of the Community College

Organization and management of the two-year college as a distinct sector of postsecondary education. Topics include administrative concepts and functions such as finance, governance, and management of academic programs. Major field-based project required

OR

EAPS 609 Leadership for Cradle-to-Career Education Systems

This seminar describes, explains, and evaluates cradle-to-career educational reform. Special emphasis is accorded to leadership for new systems that connect early education programs, K-12 school systems, and postsecondary education, including policy leadership.

Leadership-Elective (3-credits – choose 1 of the following):

EAPS 642: Seminar in Adult and Continuing Education

Problems of scope, organization, program initiation, leadership, coordination, and integration with community development.

EAPS 651: Administration of Institutions of Higher Education

Analysis of controls in higher education; internal organizational patterns, roles of trustees, administrative personnel, and faculties. The impact of teaching, research, criticism, and sanctions on the differentiation of institutional goals.

EAPS 659: Assessment and Accountability in Higher Education

An examination of accountability, including accreditation and quality assurance in higher education. Topics include development and use of rankings, assessment methods, program reviews, external accountability and linkages to planning and budgeting.

EAPS 750: Higher Education Finance

Analysis of higher education in the United States. Investment nature of higher education decisions, the definition and estimation of benefits and costs, and the alternative private and public means of financing. Prerequisite: EAPS 602 or consent of instructor

Analytical-Elective (3-credits – choose 1 of the following):

EAPS 600: Introduction to Organizational Leadership

Overview of concepts and theories essential to the understanding of educational organizations. Emphasizes organizational structure and processes. Includes topics such as structure, technology, goals, controls, power, conflict, communication, leadership, motivation, environmental/ interorganizational relations, effectiveness, and change.

EAPS 601: Introduction to Social Analysis

Examines the historical and social context of educational leadership. Identifies environmental factors that impinge upon the functioning of school, postsecondary, adult, and other educational administrators. Selected issues related to the economics, sociology and politics of education are analyzed.

EAPS 614: Quantitative Methods in Educational Leadership

Introduction to the basic methods of quantitative analysis for leadership and management in educational settings. Topics include methods for description, modeling, forecasting, inference, and presentation of data relevant to monitoring, assessment, and planning in education. Includes use of spreadsheet and other analytical tools.

Completed Curriculum Map – CGS Community College Leadership

		REQUIRED COURSES									
		Core (6 credits)		Leadership Elective (3 credits)				Analytical Elective (3 credits)			
		654 (required)	609	757	642	651	659	750	600	601	614
LEARNING OUTCOMES (I = Introduce; R = Reinforce)											
<i>Articulate the purposes of the community college and how they differ from and integrate with other educational institutions in the cradle-to-career pipeline.</i>		I	I	I							
<i>Think systematically and analytically about organizational cultures, structures, and functions.</i>		I	I	I		R	R		R	R	R
<i>Understand the relationship between the college and the community, including cultural, social, and economic implications.</i>		I	I	I	R	R		R		R	
<i>Use data-driven evidence and proven practices from internal and external sources to solve problems, make decisions, and plan strategically.</i>										I	I
<i>Appreciate and articulate cultural and socioeconomic differences of community colleges students and be able to identify programs to effectively support such students</i>		I	I	I	R	R	R		R	R	R
<i>Understand and effectively use data for program improvement purposes and decision making.</i>		I				I	I			I	I
<i>Demonstrate the ability to integrate knowledge of emerging issues, academic innovations, leadership expectations, organizational culture, global education trends, and institutional change.</i>		I	I	I	R	R	R		R	R	R

Demonstrate an understanding of team dynamics and conflict management, including how to build and develop effective leadership teams.

I

R

R