



UNIVERSITY
AT ALBANY
State University of New York

Senior Vice President for Academic Affairs & Provost

January 8, 2018

Updated Proposal
February 7, 2018

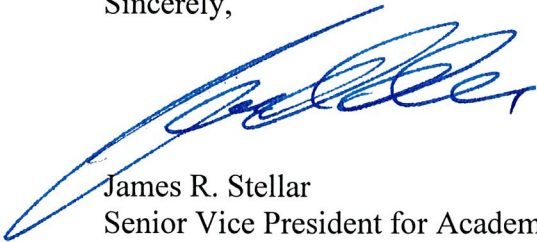
Elizabeth Bringsjord, Ph.D.
Vice Provost and Vice Chancellor for Academic Affairs
State University of New York
State University Plaza
Albany, NY 12246

Dear Dr. Bringsjord:

On behalf of the faculty at the University at Albany, I am very pleased to transmit a proposal for the establishment and registration of new M.A. program in International Education Management & Leadership, with distance education format delivery extension.

This proposal, enriched by appended external reviews and reports, has been fully considered and approved through our campus governance system. We will be thankful for efforts by your staff in the Office of Program Review for timely consideration of this 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,



James R. Stellar
Senior Vice President for Academic Affairs and Provost

Enclosure

- c. Dean Kevin Williams
- Dean Robert Bangert-Drowns
- Vice Dean Jon Bartow



New Program Proposal: Graduate Degree Program

Form 2B

Version 2016-10-13

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

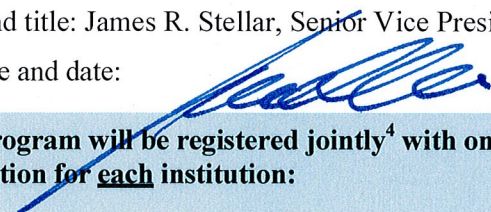
Table of Contents

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

- Section 1. General Information 2
- Section 2. Program Information 4
 - 2.1. Program Format 4
 - 2.2. Related Degree Program 4
 - 2.3. Program Description, Purposes and Planning 4
 - 2.4. Admissions 6
 - 2.5. Academic and Other Support Services 6
 - 2.6. Prior Learning Assessment 6
 - 2.7. Program Assessment and Improvement 6
- Section 3. Program Schedule and Curriculum 6
- Section 4. Faculty 10
- Section 5. Financial Resources and Instructional Facilities 11
- Section 6. Library Resources 11
- Section 7. External Evaluation 12
- Section 8. Institutional Response to External Evaluator Reports 12
- Section 9. SUNY Undergraduate Transfer 12
- Section 10. Application for Distance Education 12
- Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization 12

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

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

Section 1. General Information	
a) Institutional Information	Date of Proposal: (Original December 2017); Updated – February 7, 2018
	Institution’s 6-digit <u>SED Code</u> : 210500
	Institution’s Name: University at Albany, SUNY
	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>): Albany 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 [X] if not applicable :
c) Proposed Program Information	Program Title: International Education Management & Leadership
	<u>Award(s)</u> (e.g., M.A., Ph.D.): M.A.
	Number of Required Credits: Minimum [30] If tracks or options, largest minimum []
	Proposed <u>HEGIS Code</u> : 0899.00
	Proposed 6-digit <u>CIP 2010 Code</u> : 13.0701
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED <u>professional licensure title(s)</u> ³ to which the program leads:
d) Campus Contact	Name and title: Jonathan T. 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: James R. Stellar, Senior Vice President for Academic Affairs and Provost
	Signature and date:  4/9/18
	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 6-digit <u>SED Code</u> :	
Name, title, and signature of partner institution’s CEO (or append a signed letter indicating approval of this proposal):	

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

⁴ If the partner institution is non-degree-granting, see SED’s CEO Memo 94-04.

Attestation and Assurances

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

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

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

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

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

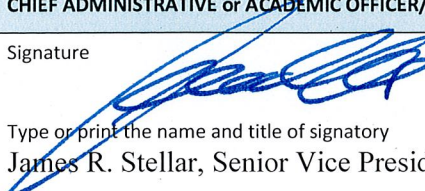
That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

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

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

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

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

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature 	Date 4/9/18
Type or print the name and title of signatory James R. Stellar, Senior Vice President for Academic Affairs and Provost	Phone Number 518-956-8030

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

Section 2. Program Information

2.1. Program Format

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

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

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

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

The Master of Arts in International Education Management & Leadership is designed to provide students with the knowledge and skills necessary to be effective managers and leaders in the international education field. Aspiring and early career professionals as well as mid-career administrators will gain a focused, in-depth, and coherent understanding of cutting edge issues and recent developments in international education management as embedded within the administration, leadership, data analytics, risk management, financing, and student support functions of higher education institutions and other international education organizations. Through a combination of scholarly and applied learning experiences, graduates of the program are prepared to be data-driven leaders in the international education management field. Those completing this M.A. degree will be able to apply the knowledge and skills acquired in their jobs, either to comprehend aspects of the field as a whole or to update knowledge and experience in particular areas.

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

With the advancement of globalization, education has become an increasingly internationalized enterprise, with educational institutions serving an increasing number of international students, seeking to internationalize their curricular offerings, as well as managing the movement of people and programs crossing national boundaries. Within a college or university, an understanding of international education management and leadership is becoming essential in areas as various as International Student & Scholar Services, Enrollment & Admissions, Research, Alumni Relations, Grants Administration, Student Life, Housing & Dining, Career Services, and Public Safety. In addition, there are a growing number of individuals working for non-governmental agencies, governmental agencies, and private sector employers who are responsible for studying and supporting this rapid internationalization of the higher education

enterprise. Graduates will also be qualified to work at related organizations with international programs, such as museums and performing arts centers, hospitals and wellness centers, seminaries, and associations.

This M.A. program is intended to provide aspiring, early, and mid-level professionals with the knowledge and skills necessary to be effective managers and leaders in the international education arena, closely managing programs involving international students and visitors (herein referred to collectively as “students”).

Learning outcomes (top level):

- Graduates of this program will be able to apply knowledge related to international education, educational leadership, and educational policy.
- Graduates will be capable of analyzing complex situations involving international education initiatives, challenges and strategy.
- Graduates will be able to evaluate competing policies and practice, and contribute toward the creation of new and innovative international education management approaches.

Learning Outcomes (lower level):

- Students will understand how globalization affects the core administrative operations of higher education institutions, including but not limited to governance, student services, finance, risk management, and human resources.
- Students will be effectively communicate the value of internationalization to a college, university or related organizations.
- Students will understand issues relative to the internationalization of the curriculum and co-curriculum, and be able to assist in both..
- Students will be able to develop a mission, vision, and strategic plan for an international education office/program.
- Students will understand the specialized needs of international students and be able to identify programs to effectively support such students and other international visitors.
- Student will understand cultural and socioeconomic differences among students from different countries and be able to design and implement programs to support the success of those students.
- Students will be able to conduct program assessments and use such assessment to inform future practice.
- Students will understand and effectively use data for program improvement purposes and decision making.

- Students will be able to assess the risks of international activities and develop procedures and programs to minimize such risk.
- Students will understand the financial management of international education activities.

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

SUNY has emphasized the importance of integrating global strategy into all aspects of the university (see the 2009 The Power of SUNY plan and, specifically, "SUNY and the World"). A year earlier, University at Albany embraced an integrated global mission aimed to put "The World Within Reach" for its students.

The proposed degree program is situated within system and campus efforts, and extends them by preparing and positioning completers to assume leadership in such internationalization strategies, both leveraging opportunities and managing risk, throughout SUNY (including UAlbany). Because this program will be one of the very few offered worldwide, it is anticipated that it will attract global talent to both UAlbany and New York State, and so increase the pool of those prepared to assume positions and pursue careers in international education throughout SUNY and in New York State. It will also feed graduates into related industries, including museums and performing arts organizations, associations, and other enterprises in New York State. International education services strengthened by staff provided with strong, integrated and specific preparation will further enhance our ability to attract and retain talented international students, develop more effective global programs, and position our many campuses more competitively in a globalized economy where international perspective and cultural literacy are essential attributes.

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

This program is designed by and emerged from the consideration of the faculty within the Department of Educational Policy and Leadership. The department has a depth of expertise in higher education management as well as global education policy studies. This program exists at the nexus of these two areas of expertise, bringing faculty's scholarly knowledge of the changing educational landscape around the world with their practical knowledge and background in the management and leadership of higher education institutions. Faculty have had leadership responsibilities for international education at the campus and system levels as well as practical experience working with and for the World Bank, Organization of Education Cooperation and Development, UNESCO, United Nations, and other non-governmental organizations dealing directly with issues relevant to international education.

In addition, the faculty have consulted widely with senior international officers (individuals who would likely employ graduates) within and outside of the SUNY system, seeking their input from the very beginning stages when defining core practical competencies to be addressed by the curriculum as well as seeking the input and review of the completed program. Their feedback informed enhancements and revisions throughout the entire program development process.

- 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.

Professionals in the field have been consulted at several stages. In a preliminary stage, a purposeful sample of long-standing Senior International Offices (SIOs) was identified and invited to complete a survey covering the need for advanced level preparation. Importantly, the survey covered SIOs located in the U.S. as well as some overseas.

Further, selected SIOs have participated in planning meetings of the department’s ad hoc group (described under 2.3, d, above), including Harvey Charles (Dean for International Education and Vice Provost for Global Strategy at UAlbany) and Bruce Sillner (Dean of International Programs, SUNY New Paltz).

- 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	0	15	15	10
2	0	30	30	20
3	0	45	45	30
4	0	60	60	40
5	0	60	60	40

The projected enrollment estimates build on information provided by SIOs (in the survey referenced above), as well as an assessment of the demand for positions in international education offices drawn from job postings announced via the Association of International Education Administrators (AIEA) and NAESA: Association of International Educators. Informal confirmation of the extant demand was secured at the national meeting of the AIEA, attended by two members of the faculty for this certificate program who are also members of that association.

These estimates are for the online students only. Additional enrollment is anticipated from existing on-ground students.

Many of the courses included in this degree program are utilized as part of other degrees offered within the same department and the new courses are being offered within existing faculty loads. If shortfalls in enrollment were to occur relative to the projects, the department would be able to absorb the shortfall and offset with enrollments in other programs.

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

list each General Education course.

Course Title	Credits	Course Title	Credits
Core Courses (9 credits)		Capstone (3 credits)	
EAPS 643 Introduction to International Educational Management (Online)	3	EAPS 680 Seminar in Educational Administration (Online)	3
EAPS 651 Administration of Institutions of Higher Education (Online)**	3	Data Analysis (3 credits)	
EAPS 750 Higher Education Finance (Online)**	3	EAPS 614 - Quantitative Methods in Educational Leadership	3
		EAPS 662 Survey Research Methods (Online)	3
Specialization (9 credits)		Electives (6 credits)	
EAPS XXX – Student Services in International Education (No. TBD)	3	** Any not-yet-taken specialization class	3
EAPS 657 – Cross Border Higher Education	3	EAPS 666 Comparative Education	3
EAPS 644 Educational Entrepreneurship	3	EAPS 659 Assessment & Accountability in Higher Education	3
EAPS 667 Seminar on Global Politics of Educational Quality	3	EAPS 609 Leadership for Cradle to Career Education Systems	3
		EAPS 895 Internship in International Education (Online)	3
Total required credits: 30			

** These courses have strong themes related specifically to international education management and leadership.

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?

This degree will prepare students for work in the rapidly expanding market of international education, which includes positions within colleges and universities, non-governmental organizations, associations, museums and performing arts, professional associations, and new companies responding to growing market. No labor department tracks international education careers, but the number and impacts of international students can serve as conservative proxy for total numbers.

Globally, the number of students studying outside of their country increased by 50% to 4.5 million between 2005 and 2012 according to the OECD. The US is the largest importer of international students, capturing nearly 1 million such students each year. According to research conducted by NAFSA, international students contributed more than \$30.5 billion to the U.S. economy in the 2014-2015 academic year. In New York State alone, international students contributed \$3.7 billion to the economy, and an associated 43,865 jobs were created. In the Capital Region international

students contributed approximately \$161.1 million, supporting over 1,900 jobs in the region while UAlbany alone has had an economic impact estimated at \$55.5 million including the addition of 698 jobs in the Capital Region.

(For more details please visit the NAFSA International Student Economic Value Tool at http://www.nafsa.org/Explore_International_Education/Impact/Data_And_Statistics/NAFSA_International_Student_Economic_Value_Tool/)

It is important to recognize that inbound students represent only part of the impact of international education. In fact, the aggregate impact is far more substantial. Among the most important dimensions, as described in *How SUNY Matters: Economic Impacts of the State University of New York*, (Rockefeller Institute of Government and Regional Institute, University at Buffalo, 2013) is attracting and retaining top global talent. None of the above includes consideration of other programmatic international education not associated with educational institutions.

Through the preparation of early career international education management leaders and the upgrading of those professionals at mid-career, the CIEM certificate will directly support SUNY’s ability to build further on this dimension of the impact of international education.

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

Employer	Need: Projected positions	
	In initial year	In fifth year
Not Applicable		

- 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](#).*

Only two degree programs in the U.S. offer preparation and training similar in content to what is proposed for this M.A. program. However, as cohort-based full degree programs (one fully residential, and the other travel intensive), the other programs are both longer and much costlier to the student than the proposed program. Other options for international education professionals include specialized noncredit training in particular aspects of international education management, such as SEVIS record keeping, etc., through workshops often provided in connection with institutional or professional associations. These training opportunities are technical in nature, usually focused on information sharing. The certificate program aims to build foundational as well as specialized, applied knowledge and capacities with which professionals can address effectively work in international education management.

Institution	Program Title	Degree	Enrollment
Middlebury Institute of International Studies at Monterey	International Education Management	M.A.	89 (2016)
University of Southern California	Global Executive Ed.D.	Ed.D.	20-24 (2015)

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

With respect to content, skills expectations, and other needs to be addressed within the M.A. program, the Ad Hoc faculty-led committee established within the Department of Educational Policy and Leadership (EPL) consulted with Bruce Silner, dean of international programs at SUNY New Paltz. Mitch Leventhal, EPL faculty member and the department’s program lead on this initiative, brings recent knowledge of arrangements and capacities for international education management throughout SUNY from his prior position as SUNY’s vice chancellor for global affairs from 2009 through 2014.

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

No concerns or objections have been raised.

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 or Curriculum Vitae
- Personal Statement setting out experience, interests, and expectations for the degree program
- Letter of support, from supervisor or colleague, setting out the applicant’s qualifications, interests, and likely professional trajectory
- 1 additional letters of recommendation from professional and/or academic references
- Non-native English speakers must submit scores for TOEFL, IELTS, or other approved exams

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 exception.

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

The field itself reflects substantial proportions of professionals from underrepresented groups, partly owing to international engagements and, with respect to international student services in particular, students from developing countries. Moreover, the online format opens up possibilities for participation in the MS program from early career or mid-career professionals from underrepresented groups located in diverse cities, regions, states and countries. Those completing the M.A. program may opt to pursue the EPL Ph.D. degree program, and so acquire additional qualifications for employment in this field.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

It is expected that the geographic origins of students in the program will be approximately a 50-50 mix of New York and Non-New York residents, some of who will come from international locations as well. Academic backgrounds will vary, though it is anticipated that most will have academic training in areas such as sociology, business, international relations, and intercultural affairs. No entity tracks the demographics of the profession, though it tends to attract a large number of female and minority individuals and it is likely that the students in the program will reflect the composition of the broader professional base. While students will all be required to be able to pursue academic studies in English, it is likely that at least some of the students will have acquired English as a second language.

2.5. Academic and Other Support Services

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

Each student in the program will be assigned a faculty advisor responsible for assisting students with their academic progress. Faculty advisors will meet individually with each student to ensure that they are meeting program requirements and if issues are identified will facilitate alternative means to support students (e.g., referral to the writing center). The University requires that each student receive an advisor verification number (AVN) prior to registering for courses necessitating at least semesterly meetings between the advisor and the student. In addition, the program coordinator will be responsible for providing

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. The University has also created the CARES team, which Coordinates services, Advocates for student interests, Responds to requests for assistance, and Empowers students to be successful in their academic programs. This comprehensive approach to supporting at risk students has proven successful in many cases with students in our department.

In addition, the Disability Resource Center, Library Services, and the Writing Center are all available to be used at a distance so that online students have full access to these resources.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

It is anticipated that no financial support will be available for students in this program.

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.*

Student progression will be monitored closely each semester. The first program 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 M.A. program.
- 5) Surveys of graduates on job responsibilities and career mobility, within two (and eventually four and six) year intervals).
- 6) Wage record data as available from NYS DOL.

Section 3. Program Schedule and Curriculum

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

NOTES: *The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.*

Special Cases for the Program Schedules:

- *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.*

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the

schedule and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

The program will be offered in a traditional semester format.

- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

Course descriptions are appended.

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

Syllabi for new course are appended:

EAPS XXX – Student Services in International Education

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

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

Program/Track Title and Award: MA in International Education Management & 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.
 d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
EAPS 643 Introduction to International Educational Management	3			EAPS 614 Quantitative Methods or EAPS 662 Survey Research Methods	3		
EAPS 651 Admn of Inst. of Higher Ed	3			Specialization Course 1	3		
Term credit total:	6			Term credit total:	6		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Specialization Course 2	3			EAPS 750 Higher Education Finance	3		
Restricted Elective 1	3			Specialization Course 3	3		
Term credit total:	6			Term credit total:	6		
Term 5: Spring 2				Term 6: Summer 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
EAPS 680 Capstone Course	3						
EAPS 895 Internship or Restrictive Elective 2	3						
Term credit total:	6			Term credit total:			
Program Total:	Total Credits: 30	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: EAPS 680 requires students to complete a comprehensive research capstone project.					

New: X if new course **Prerequisite(s):** list prerequisite(s) for the listed courses

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.

The program is intended to be delivered by existing full time faculty and experts from the field. All faculty to be included in the program currently are listed in the faculty table.

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

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

A full-time faculty member at the University at Albany is an individual employed in a faculty line in a full-time capacity. A typical teaching load for a tenured or tenure-track faculty member in a primarily graduate-focused department such as Educational Policy and Leadership is 2 courses each semester, with an additional expectation of research, service, and advising of graduate students and chairing of doctoral dissertations. This load is adjusted for clinical faculty.

SUNY Faculty Table

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

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Mitch Leventhal* (Professor & Program Coordinator)	50%	EAPS 643 Intro to International Ed. Management EAPS 644 Educational Entrepreneurship EAPS 895 Internship in International Ed.	PhD University of Chicago	Comparative Education	Served as SUNY’s Vice Chancellor for Global Affairs at the Senior International Officer at the University of Cincinnati.
Alan Wagner (Professor)	25%	EAPS 750 Higher Education Finance	PhD University of Illinois	Economics	Served as a Senior Economist for the Organization for Economic Cooperation and Development (OECD).
Jason Lane (Associate Prof & Chair)	15%	EAPS 651 Admn of Inst. of Higher Education EAPS 657 – Cross Border Higher Education	PhD Penn State University	Higher Education & Political Science	Served as the Senior International Officer for SUNY System. Co-Director, Cross-Border Education Research Team
Kathryn Schiller (Associate Prof)	25%	EAPS 614 Quantitative Methods EAPS 662 Survey Research Methods	PhD University of Chicago	Sociology	

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 program is being developed primarily with existing faculty and departmental resources. Only one new course is being proposed as part of this program. In fact, the Department already has deep expertise in the area of international, global, and comparative education, including an online CGS in International Education Management and a Global Comparative Education Policy concentration in its existing MS and PhD in Educational Policy and Leadership. The department will leverage the academic and administrative resources already allocated to these other programs to support the launching and growing of the new MA program. As new revenue is generated through additional enrollments, these revenues will be used to hire faculty of professional practice to augment the offerings provided by current faculty members. Additional supplies are estimated at \$500 per year and will be covered by the Department from existing funds. An investment of \$2000 in marketing to raise awareness of the program is being request from the School of Education Dean’s Office.

No additional library, equipment, laboratories, or capital investments will be needed to support this 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.)

Expenses (in dollars)						
Program Expense Categories	Before	Academic	Academic	Academic	Academic	Academic
	Start	Year 1: 17-18	Year 2: 18-19	Year 3: 19-20	Year 4: 21-22	Year 5: 22-23
(a) Personnel including faculty and all others	0	0	0	0	0	0
(b) Library		0	0	0	0	0
(c) Equipment		0	0	0	0	0
(d) Laboratories		0	0	0	0	0
(e) Supplies		500	500	500	500	500
(f) Capital Expenses		0	0	0	0	0
(g) Other (Specify): Marketing		2000	2000	0	0	0
(h) Sum of Rows Above						

Section 6. Library Resources

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

The Department of Educational Policy and Leadership is a national leader in research and scholarship related to global issues in higher education. This includes being home to the Program for Research on Private Higher Education, the Cross-Border Education Research Team, and (in conjunction with the Rockefeller Institute of Government), the International Comparative Higher Education and Finance Project, three leading research entities focused on global and international issues in higher education. In addition, existing degrees in the department have had a strong emphasis on global perspectives in higher education. Because the MIEM builds on existing teaching and scholarly expertise in the department of educational policy and leadership, the university library already has an extensive collection of volumes, journals, and other electronic resources available.

The library has 2.2 million print volumes, nearly 3 million microforms, and more than 400,000 government documents. In addition, there are 110,000 electronically accessible journals and 367,000 electronically accessible book. Interlibrary loan makes nearly any needed volume accessible within a few days. In addition, of particular note for our online students, the UA Delivery service provides students and faculty, free of charge, electronic copies of articles and book chapters that are not available online through the libraries normal subscriptions as well as copies of materials not within the university collection. This means that students studying at a distance can have access to almost the entire university collection and more.

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

The faculty in the Department work regularly with the library collections office to ensure that the available materials remain current.

Section 7. External Evaluation

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

Evaluator #1	Evaluator #2
Name: Hilary Landorf Title: Director, Global Learning Initiatives & Associate Professor Institution: Florida International University	Name: Pamela Eddy Title: Professor Institution: William & Mary

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

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

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
[X] No [] Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.

- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

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

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 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
	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession , or other applicable external standards	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
X	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
X	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
X	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
X	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
X	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
X	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
	<i>For programs requiring an MPA</i> , a Master Plan Amendment form	Section MPA-1

Completed Curriculum Map – MS International Education Management

LEARNING OUTCOMES (I = Introduce; R = Reinforce; M = Mastery and A = Assessment Opportunity)	REQUIRED COURSES													
	Core (9 credits)			Data Analysis (3 credits)		Cap- stone	Specialization (9 credits)				Electives (6 credits)			
	643	651	750	614	662	680	XXX	644	657	667	609	659	666	895
<i>Students will be able to understand the specialized needs of international students and be able to identify programs to effectively support such students and other international visitors.</i>	I					A	M	R	M	M		R	R	R
<i>Students will be able to articulate cultural and socioeconomic differences among students from different countries and be able to design and implement programs to support student success.</i>	I					A	M		M	M			M	R
<i>Students will be able to understand how globalization affects the core admin. operations of HE institutions, including but not limited to governance, finance, risk management, and human resources.</i>	I	R	R			A	R	M	M		R	R	R	R
<i>Students will be able to conduct program assessments and use such assessment to inform future practice.</i>	I	R	R	R	R	A	R	R			R	M		R
<i>Students will be able to understand and effectively use data for program improvement purposes.</i>	I	R	R	MA	MA	A		R	R	R	R	M	R	R
<i>Students will be able to effectively communicate the value of internationalization to a college, university or related organizations</i>	I	R	R	R	R	A		M	M	R		R	R	R
<i>Students will be able to assess the risks of international activities and develop procedures and programs to minimize such risk.</i>	I	R	R	R	R	A		M	M	R		M		R
<i>Students will be able to develop a mission, vision, and strategic plan for an international education office/program.</i>	I	R				A	R	R	R			R		R
<i>Students will be able to understand and manage the financing of international education activities.</i>	I	R	MA			A			R					R

Course Descriptions

MA in International Education Management

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

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.

EAPS 643 Introduction to International Educational Management (Online)

A broad survey of current and emerging issues in international education, as well as topics related to leadership, organizational behaviour, governance and decisionmaking. Students will be exposed to current research, and will develop deeper understanding of a wide range issues related to strategic planning as well as professional practice.

EAPS 644 Educational Entrepreneurship (Online – planned)

An introduction to educational entrepreneurship, including social entrepreneurship, non-profit and for-profit entrepreneurship, and intrapreneurship. Topics include history of educational entrepreneurship, emerging trends, capital flows, regulation, and policy issues.

EAPS 651 Administration of Institutions of Higher Education (Online)

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 657 – Cross Border Higher Education (Online – Planned)

Introduces students to the issues and trends in the globalized higher education marketplace, with a particular focus on students, faculty, academic programs, and institutions crossing national borders. Some of the issues to be discussed are the development of American campuses in foreign countries, the increasing importance of education in public diplomacy, the globalization of the community college, and the emergence of education hubs.

EAPS 659 Assessment & 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 662 Survey Research Methods (Online)

The course provides an introduction to modern survey methodology through current literature and links to in-practice surveys that offer an overview of both the theoretical and practical aspects of survey research. Students practice developing questions, designing questionnaires and conducting mini-small-scale surveys. Particular attention is paid to decision-making processes in designing a survey as well as to research in cognitive psychology that informs questionnaire development. Beyond designing and conducting survey research, the course covers organizing data, interpreting results and writing reports

EAPS 666 Comparative Education

A study of the forces influencing the development of education in modern industrialized nations. Special emphasis on comparative methodology in research dealing with the social, economic, and political causes and consequences of the structure of education systems.

EAPS 667 Seminar on Global Politics of Educational Quality

The course seeks to explore the global and local agencies, institutions and structures that promote and embody international policy instruments concerned with educational quality and the ways in which they define quality. The course draws from different literatures and conceptual frameworks to throw light on the issues examined, and spans both basic and higher education.

EAPS 680 Seminar in Educational Administration (Online)

Individual and group study and discussion of specific problems involving principles of educational administration. Designed for students in the master's program.

EAPS 750 Higher Education Finance (Online)

Analysis of higher education in the United States and abroad. Investment nature of higher education decisions, the definition and estimation of benefits and costs, and the alternative private and public means of financing.

EAPS 895 Internship in International Education (Online)

Participation in planned experiences which emphasize the student's professional objective. Includes a seminar

NEW – Student Services in International Education (Online – planned)

This is a graduate course designed to engage students in learning about student services in international education and study abroad. This course will provide an overview of issues related to international education and study abroad and support services designed to facilitate student learning and success in international education and study abroad programs.

EAPS **XXX**: STUDENT SERVICES IN INTERNATIONAL EDUCATION

Fall 2018

Prof. Teniell Trolian, Educational Policy and Leadership
Education 325, ttrolian@albany.edu, (518) 442-5961
Office Hours: By appointment

COURSE DESCRIPTION AND GOALS

This is a graduate course designed to engage students in learning about student services in international education and study abroad. This course will provide an overview of issues related to international education and study abroad and support services designed to facilitate student learning and success in international education and study abroad programs.

At the conclusion of this course, students will be able to:

1. Describe the unique learning experiences of students in international education and study abroad.
2. Explain types of international education and study abroad programs that students may engage in during college.
3. Discuss student affairs and student services in international education and study abroad, including academic and non-academic services.
4. Describe ways to prepare for and managed student risk and crises in international education and study abroad.

READING ASSIGNMENTS

We will use three textbooks in this course:

Highum, A. (2014). Undergraduate global education: Issues for faculty, staff, and students. *New Directions for Student Services No. 146*. San Francisco, CA: Jossey-Bass. (\$29.00 - PAPERBACK)

Osfield, K. J. (2008). *Internationalization of student affairs and services: An emerging global perspective*. Washington, D.C.: NASPA.

All books are available for purchase through the university bookstore or can be ordered online.

Additionally, we will use several articles and book chapters in the course (all are available via the course Blackboard site).

COURSE ASSIGNMENTS

Class Engagement and Contributions – 25% of final grade

In a graduate course, students are expected to read and analyze assigned reading materials and make contributions to online class discussions. Weekly contributions to online course discussions are expected of all students, and deadlines for posting online discussion questions and comments are outlined in the syllabus.

Class engagement and contributions will be evaluated based on the quality of students' contributions to class discussions (conducted via Blackboard) and analysis of assigned reading materials:

- To what extent does the student incorporate ideas from the assigned reading materials into online class discussions?
- To what extent does the student analyze and critique points from the assigned reading materials and present this analysis or critique in online class discussions?
- To what extent does the student apply understanding of course material and reading assignments to their practice or research in higher education, using examples in online class discussions?
- To what extent does the student offer informed and thoughtful comments or responses to other students' online discussion posts?

Case Study Analysis Papers (3) – 45% of final grade

Students will individually analyze case studies related to student services in international education. Three cases will be presented throughout the semester, and deadlines for the submission of each analysis paper is outlined in the syllabus.

In your analysis of each case, you should utilize course reading materials, as well as additional relevant scholarly sources, to analyze and respond to the case presented to you.

Students will write a 5-6 page analysis paper for each case that includes:

- An analysis of the relevant issues presented in the case—what are the key issues in this case?
- A proposed response to the case that integrates ideas and learning from course reading materials, as well as additional relevant scholarly sources—given what you have learned in this course, how would you respond to this case?

Final Scholarly or Empirical Research Paper – 30% of final grade

Students will write a 12-15 page scholarly or empirical research paper on a course-relevant topic of their choosing. This paper should draw on and reference class reading materials, but should also rely on sources beyond the materials used in class. Writing for this assignment should be analytical in nature; that is, do not merely discuss the topic you've selected, but analyze your scholarly or empirical research question using both the materials from class and sources that you find on your own. Students are

encouraged to select topics that are relevant to their current administrative practice or current/future research interests.

Scholarly papers will frame a research question about the topic that can be explored using the existing literature on the topic. Scholarly papers will present a summary and critique of the current literature and will present a conceptual framework for understanding the issue or provide a series of testable propositions that flow from the analysis of literature that could be tested in future studies.

Empirical papers will use an existing quantitative or qualitative data set to explore a research question. Empirical papers should provide a statement/justification of the problem being studied, background literature and conceptual framework, a description of research methods used, results, and a discussion of the findings.

A 1-page proposal of your final scholarly or empirical research paper topic should be submitted via Blackboard on the date outlined in the syllabus.

GRADING GUIDELINES

Grades will be assigned according to the following scale:

- | | |
|----------------------------|---|
| A (95-100%) | Exceptional; work far exceeds basic requirements for graduate-level performance in all respects; work is exceptionally thoughtful, accurate, creative, and insightful; contains few (if any) writing errors |
| A- (90-94%) | Excellent; work exceeds basic requirements for graduate-level performance; work is thoughtful, accurate, creative, and insightful; contains few (if any) writing errors |
| B+ (87-89%) | Above Average; work meets basic requirements for graduate-level performance; contains minimal writing errors |
| B (84-86%) | Above Average; work meets basic requirements for graduate-level performance in most respects; contains minimal writing errors |
| B- (80-83%)
C+ (77-79%) | Average; work meets some basic requirements for graduate-level performance; contains some writing errors |
| C- (70-73%)
D (64-66%) | Below Average; work fails to meet basic requirements for graduate-level performance in most respects; contains many writing errors |
| E (Below 64%) | Unacceptable; work meets none of the basic requirements for graduate-level performance; contains many writing errors |

Work violates university expectations of academic honesty and integrity

Guidelines for Written Work

All written work must follow the formatting and citation guidelines specified the *Publication Manual of the American Psychological Association, 6th Edition*. Papers should be typed, in 12-point font, double-spaced, with 1-inch margins. Grading will be based on the content, grammar, and style of one's writing. All written work should be uploaded to Blackboard by 11:59 pm on the due date outlined in the syllabus. Late submissions will be accepted, but will receive a deduction of 10 percentage points for each day beyond the assigned due date.

COURSE EXPECTATIONS

Academic Honesty and Integrity

Students should familiarize themselves with the University at Albany Standards of Academic Integrity (see http://www.albany.edu/graduatebulletin/requirements_degree.htm) and the University Libraries site on academic integrity in coursework (see <http://library.albany.edu/infolit/integrity>).

With respect to the assignments for this course, students should pay careful attention to properly referencing and citing any and all materials used for generating their papers and projects. There are a range of activities that are considered inappropriate academic conduct, from claiming someone else's work or ideas as one's own, not crediting a source, copying content or knowingly allowing someone else to copy your work (among other things). In the event that a student engages in improper academic conduct on an assignment they may be asked to rewrite or correct the assignment before being given a grade. Additionally, other punitive actions (loss of points, or more serious penalties) may also ensue depending on the circumstances surrounding the issue.

Accommodations

Students with disabilities or those with other needs or specific circumstances are encouraged to seek course accommodations. If a student's religious celebrations conflict with a class session or assignment deadline, please communicate these conflicts to the instructor within the first two weeks of the semester in order to coordinate alternative arrangements. If you believe that you require accommodation due to a disability, please contact the instructor within the first two weeks of the semester so appropriate arrangements can be made. Please note that accommodations for students with disabilities will require that the student has documented their disability with the University at Albany Disability Resource Center (see <http://www.albany.edu/disability/academic-accommodations.shtml>).

Respect for Diversity

It is my intent that students from all perspectives and diverse backgrounds be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. If I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so we can make other arrangements.

Technology

This course will make use of Blackboard for sharing class reading assignments, facilitating class discussions, and submitting course assignments. It is the expectation that students familiarize themselves with this online resource so that they are able to retrieve class materials in a timely manner. Additionally, each University at Albany student is provided with a campus email account. Any correspondence regarding the class will be sent to this account. It is the expectation that students will review their email correspondence in a timely fashion, and will be responsible for having read the content of any messages.

COURSE OUTLINE – Fall 2018

* Via Blackboard

^ From required course textbook

Week	Topic(s)	Read	Watch	Submit
1 8/26	Introduction and Overview – Student Services in International Education	^Highum (2014) pp. 5-14 *Dalton (1999) pp. 3-11 *ACE (2016) pp. 1-23 *Roberts & Komives (2016) pp. 9-21	*Week 1 Lecture	
2 9/3	Student Learning Through Study Abroad	*Deardorff & Jones (2012) pp. 283-303 *Broido & Schreiber (2016) pp. 65-75 *Wilson et al. (2014) pp. 1-17 *Lou & Bosley (2012) pp. 335-359 *Vande Berg et al. (2012) pp. 3-28	*Week 2 Lecture	*Submit one discussion question to Week 2 discussion board (by Tuesday) *Respond to or comment on at least three other students' discussion questions (by Thursday) *Respond to others' comments on your original question (by Friday)
3 9/10	NO CLASS – University Holidays Observed			
4 9/17	Types of Student Learning Experiences Abroad	*Malveaux (2016) pp. 1-14 *Stephenson & Gaybay (2016) pp. 243-263	*Week 4 Lecture	*Submit one discussion question to Week 4 discussion board (by Tuesday)

		<p>*Bowman (2016) pp. 44-47</p> <p>^Highum (2014) pp. 33-40</p> <p>*Dwyer (2004) pp. 151-163</p> <p>*Doyle et al. (2010) pp. 471-490</p>		<p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p>
5 9/24	Student Affairs and Services Abroad	<p>*Seifert et al. (2014) pp. 1-55</p> <p>*Perozzi et al. (2016) pp. 93-102</p> <p>*UNSECO (1998) pp. 1-49</p>	*Week 5 Lecture	<p>*Submit one discussion question to Week 5 discussion board (by Tuesday)</p> <p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p> <p>*Case Study Analysis Paper 1 (submit to Blackboard by Sunday)</p>
6 10/1	Pre-Departure Experiences for Students Studying Abroad	<p>^Highum (2014) pp. 51-57</p> <p>*Goldoni (2015) pp. 1-20</p> <p>^Osfield (2008) pp. 17-41</p>	*Week 6 Lecture	<p>*Submit one discussion question to Week 6 discussion board (by Tuesday)</p> <p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p>
7 10/8	Supporting Students' Transitions to Studying Abroad	<p>*Mesidor & Sly (2016) pp. 262-282</p> <p>*Komives & Tan (2016) pp. 75-83</p> <p>^Osfield (2008) pp. 53-81</p>	*Week 7 Lecture	<p>*Submit one discussion question to Week 7 discussion board (by Tuesday)</p>

				<p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p>
8 10/15	Supporting Students' Academic Experiences Abroad	^Osfield (2008) pp. 82-144	*Week 8 Lecture	<p>*Submit one discussion question to Week 8 discussion board (by Tuesday)</p> <p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p> <p>*Case Study Analysis Paper 2 (submit to Blackboard by Sunday)</p>
9 10/22	Supporting Students' Cocurricular Experiences and Wellbeing Abroad	<p>*Cavanaugh et al. (2015) pp. 420-433</p> <p>*Bathke & Kim (2016) pp. 1-16</p> <p>^Osfield (2008) pp. 145-174</p>	*Week 9 Lecture	<p>*Submit one discussion question to Week 9 discussion board (by Tuesday)</p> <p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p> <p>*Respond to others' comments on your original question (by Friday)</p>
10 10/29	Learning Outcomes of Student Study Abroad	<p>^Highum (2014) pp. 77-90</p> <p>*Stebbleton et al. (2013) pp. 1-24</p> <p>*Kronholz & Osborn (2016) pp. 70-84</p>	*Week 10 Lecture	<p>*Submit one discussion question to Week 10 discussion board (by Tuesday)</p> <p>*Respond to or comment on at least three other students' discussion questions (by Thursday)</p>

		*Anderson et al. (2006) pp. 457-469		*Respond to others' comments on your original question (by Friday)
11 11/5	Reentry Experiences for Students Studying Abroad	^Highum (2014) pp. 59-68 ^Osfield (2008) pp. 191-206	*Week 11 Lecture	*Submit one discussion question to Week 11 discussion board (by Tuesday) *Respond to or comment on at least three other students' discussion questions (by Thursday) *Respond to others' comments on your original question (by Friday)
12 11/12	Follow-Up Experiences for Students Studying Abroad	*Wong (2015) pp. 121-135 *McLeod et al (2015) pp. 30-38	*Week 12 Lecture	*Submit one discussion question to Week 12 discussion board (by Tuesday) *Respond to or comment on at least three other students' discussion questions (by Thursday) *Respond to others' comments on your original question (by Friday) *Case Study Analysis Paper 3 (submit to Blackboard by Sunday)
13 11/19	Risk Management in Study Abroad Programs	^Highum (2014) pp. 41-50 *Rhodes & Ludeman (2012) pp. 223-241 ^Highum (2014) pp. 69-75	*Week 13 Lecture	*Submit one discussion question to Week 13 discussion board (by Tuesday) *Respond to or comment on at least three other students' discussion questions (by Thursday) *Respond to others' comments on your original question (by Friday)

14 11/25	NO CLASS – Thanksgiving Break			
15 12/3	Risk Management in Study Abroad Programs	^Highum (2014) pp. 41-50 *Aresi, Moore, & Marta (2016) pp. 1888-1904 *Engstrom & Mathiesen (2012) pp. 785-796	*Week 15 Lecture	*Submit one discussion question to Week 15 discussion board (by Tuesday) *Respond to or comment on at least three other students' discussion questions (by Thursday) *Respond to others' comments on your original question (by Friday)
16 12/10	Course Summary and Conclusions	^Highum (2014) pp. 91-96	*Week 16 Lecture	*Final Scholarly or Empirical Research Paper (submit to Blackboard by Sunday) *Submit online course evaluation

*** Please note that this schedule and the course syllabus are subject to change.



External Evaluation Report

Form 2D

Version 201-08-02

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

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

Institution: State University of New York at Albany

Evaluator Name (Please print.): Hilary Landorf

Evaluator Title and Institution: Associate Professor and Director, Global Learning Initiatives;
Florida International University, Miami, FL

Evaluator Signature:

Proposed Program Title: International Education Management

Degree: Master of Arts

Date of evaluation: June 26-27, 2017

I. Program

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

The purpose of the proposed **Master of Arts degree program in International Education Management (IEM)** is to provide students with the knowledge and skills to enable them to play active professional roles in the multi-faceted areas of internationalization in K-20 education. The program will cover current theories and practices in international education management embedded in administration, leadership, curriculum, co-curriculum, data analytics, risk management, and finance.

The MA in IEM is a fully online, 30-credit program that consists of the following:

- Four core courses in the fundamentals of the management of international education
- One course in qualitative research methods
- Three courses in areas of specialization within international education management
- One elective in international education management
- One capstone seminar course in education administration

The IEM program will be housed in the Department of Educational Policy & Leadership. The Department Chair, Dr. Jason Lane, is an internationally known scholar and expert in the relationship between higher education, policy and politics, and globalization. Dr. Lane also serves on the leadership cabinet of the SUNY system as the Vice Provost for Academic Planning and Strategic Leadership and Senior Associate Vice Chancellor. The IEM program leader will be Dr. Mitch Leventhal, former SUNY Vice Chancellor for Global Affairs. Under Drs. Lane and Leventhal's leadership, the IEM program administration is in extremely capable hands.

Evaluation of the IEM program will take place biannually. Program outcomes will be assessed on the basis of the following information:

- a) GPA of students in the IEM program
- b) Students' course evaluations
- c) Students' exit program evaluations
- d) Surveys of graduates with respect to the relevance and use of knowledge, skills, and capacities acquired in the M.S. program, job responsibilities, and career mobility
- e) Wage record data as available from NYS DOL.

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

The focus of this program is on preparing aspiring and early and mid-career professionals to manage the multi-faceted areas of internationalization of K-20 education. These include Study Abroad, International Student & Scholar Services, Curriculum, Collaboration & Partnerships, Enrollment & Admissions, Research & Grants, Alumni Relations, Student Life, Residence Life, & Career Services. Many administrators and leaders currently serving in these roles have no academic training in international education management.

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

In addition to the bi-annual program evaluation plan described above, IEM program faculty will meet with the program leader and Chair of the Department of Educational Policy & Leadership a minimum of two times per semester to discuss students' progress, and administrative and logistical issues. Since this is a fully online program, continual assessment of the online modality will be imperative in the first few years. Program improvements will be made based on program goal assessment results.

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

The proposed Master of Arts in International Education Management fits well within the Department of Educational Policy and Leadership. Several of the courses included in the IEM degree program are already offered as part of other degrees within the same department, and courses developed for the IEM program may be useful for students in programs internal and external to the department. In interviews during this external evaluation onsite visit to the University of Albany, faculty members from the Rockefeller College of Public Affairs and Policy and the School of Business expressed interest in cross-listing courses from International Relations and International Finance with IEM, and in encouraging students from their programs to enroll in courses in IEM.

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

Internationalization is education's response to the quickening pace of globalization. In formal educational settings today, one would be hard-pressed to find an institution of higher learning in which "international" does not appear in either the institution's mission statement or strategic plan. The IEM program will prepare students for work in

the rapidly expanding area of the internationalization of education, which includes positions within K-12 schools, colleges and universities, non-governmental organizations, and companies responding to this growing phenomenon.

At present, there are only two stand-alone graduate degree programs in the U.S. that offer preparation in the management of international education. As such, the proposed IEM program has the potential to draw global talent to both the University of Albany and New York State, increasing the pool of those prepared to assume management positions in international education throughout the SUNY system.

II. Faculty

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

The IEM program has a star-studded faculty roster, with some of the most well-known international education researchers and practitioners in the U.S. The program leader, Dr. Mitch Leventhal, was the former Senior International Officer at the University of Cincinnati and the former Vice Chancellor of Global Affairs at the SUNY system level. He has vast experience and deep expertise in the internationalization of higher education. Specializing in educational entrepreneurship, higher education leadership and management, Dr. Leventhal writes and consults regularly with entities throughout the world who are seeking to internationalize their operations.

IEM program faculty have held leadership roles in international education at the campus and system levels as well as practical experience working with organizations such as the World Bank, the Organization of Economic Cooperation and Development (OECD), UNESCO, and the United Nations.

IEM program faculty are also involved in a number of high-profile research projects and educational research associations in which they actively collaborate with graduate students. These include the Cross-Border Education Research Team, led by Dr. Jason Lane; the Educational Evaluation and Research Consortium, directed by Dr. Gilbert Valverde; and, the Program for Research on Private Higher Education, directed by Dr. Daniel Levy.

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

All courses in the proposed IEM program will be staffed by current faculty within their existing faculty loads. Dr. Mitch Leventhal, IEM program leader, will teach the two new courses in the IEM program as part of his faculty load. If future staffing is needed, Dr. Jason Lane, Chair of the Department of Educational Policy and Leadership, has committed to advocating for such staffing.

IEM faculty have been very active in the past in generating funds for research and training of students studying issues of international education. As stated above, many faculty have worked in grant-giving agencies such as the World Bank, the OECD, and UNESCO and have received grants from these and other organizations as well.

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

There are two department administrators and one graduate advisor, all of whom are very qualified for their positions and extremely supportive of the IEM program. At this point, there is no need for adjunct faculty to teach in the program.

III. Students

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

The proposed IEM program seeks to serve a student population of approximately 50 percent New York State residents and 50 percent non-New York residents, some of who will come from international locations. Academic backgrounds will vary, although it is anticipated that most will have academic training in business, education, or the social sciences. While students will all be required to be able to pursue academic studies in English, it is likely that at least some of the students will have acquired English as a second language.

Projections for student recruitment and enrollment in the IEM program are for a total of 60 students to be enrolled either part-time or full-time within the first five years of program implementation. Because of the established need for and rarity of IEM programs, and since this will be the first fully online IEM program in the U.S., enrollment may well exceed these projections.

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

Admissions criteria for the IEM program meet the institution's admissions requirements for a Master of Arts program in other departments and are comparable to the requirements of international education programs at other institutions. Because this program is unique in that it focuses on applied aspects of international education it is likely to attract more than a sufficient pool of highly qualified applicants and enrollees.

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

A substantial number of professionals currently in the broad field of international education are from underrepresented groups, so the likelihood that applicants would continue to be from these groups is high. Moreover, the online format opens up possibilities for participation from early career or mid-career professionals from underrepresented groups located in diverse cities, regions, states and countries.

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

The IEM program has several mechanisms for student advisement and assessment. The program leader will oversee students' progress through course assessment and completion information provided by course instructors. In addition, IEM program faculty will meet with the program leader and the Chair of the Department of Educational Policy & Leadership a minimum of two times per semester to discuss students' progress. The program leader and a departmental graduate advisor will divide student advising responsibilities.

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

Given the established need for a graduate program in international education management, and the lack of international education programs with a management focus in the U.S., graduates' post-completion success prospects are quite high. It will be important for the IEM program director to design and implement a communications strategic plan to ensure that alumni retain their affiliation with the institution, one another,

and with current students.

IV. Resources

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

A letter from Mary Van Ullen, Director of Collections at University Library at SUNY Albany states that the International Education Management program falls within subject areas which have established library collections already supported by the University Library. In the letter, Van Ullen acknowledges that the fully online nature of the program may require that more resources be purchased in electronic format, and that the cost of e-books is generally higher than the cost of the print equivalent.

To serve the needs of faculty who will be redesigning and teaching their courses fully online in the IEM program, a few avenues of support exist. The Office of Online Teaching and Learning (OTL) works with Colleges and Departments throughout the University to provide guidance to faculty developing and teaching in hybrid and fully online programs. Each year, the OTL awards \$1500 stipends to a number of faculty who are in the process of course development or redesign for hybrid or fully online modalities. The Institute for Teaching, Learning and Academic Leadership (ITLAL) and Information Technology Services also give some support to faculty who are involved in online teaching. Despite the current level of support, it became clear from interviews with faculty and administrators that there is a great need for full-time **instructional designers** to provide hands-on assistance for faculty developing or redesigning their courses for online learning modalities.

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

The institution is fully committed to establishing a Master of Arts degree in International Education Management. Program leadership and teaching in the program will constitute the majority of Dr. Mitch Leventhal's in-load commitments. Other courses in the IEM program will be staffed by current faculty within their existing faculty loads. The Deans of Graduate Education and the School of Education as well as the Chair of Educational Policy and Leadership all expressed a high level of commitment to the future success of the IEM program.

V. Summary Comments and Additional Observations

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

The proposed International Education Management Master of Arts degree program at the University of Albany is greatly needed, in the growing field of the internationalization of education, and in the current social and political moment. Globalization is here to stay. The response to globalization in higher education is comprehensive internationalization, defined as strategic, coordinated processes that seek to align and integrate policies, programs, and initiatives in educational institutions as more globally oriented and internationally connected (American Council on Education, n.d.). Currently, most administrators and leaders currently working in this field have no academic training in international education management. The IEM program will bridge this gap by preparing professionals to develop and manage internationalization in all areas of the institution. Because this program will be one of only three offered in the U.S., it is anticipated that it will attract global talent to both the University of

Albany and New York State. The fact that it is a fully online program adds to its attractiveness for potential students and professionals living outside New York.

The stated student learning outcomes of the IEM program are appropriate for the level of degree to be offered. They cover the development of the knowledge, skills, and attitudes requisite for effective management of the core functions of international education in K-12 schools, colleges and universities, non-governmental organizations, and new companies operating within this growing field.

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

Given the need for international education managers and the current dearth of graduate programs to prepare students to become professionals in this growing field, the proposed Master of Arts degree in International Education Management has the potential to become a national model that other institutions will look to emulate.

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

Based on a thorough review of the proposal for a Master of Arts degree program in International Education Management, several accompanying documents, and interviews with faculty, administrators, and students at the University of Albany, I have three recommendations:

1. Add at least one student learning outcome that focuses on students' development of an understanding of the internationalization of the curriculum and co-curriculum. This is a key component of comprehensive internationalization that should be included throughout the program.
2. Include deliberate opportunities for training in technical areas such as SEVIS. Students who gain these valuable technical skills will be much more likely to find post-graduation employment in the field of international education.
3. Hire full-time instructional designers to help faculty develop or redesign courses for online modalities, and to help the program leader standardize the look and feel of all courses to be offered. In order to attract the best students to this innovative program, faculty **must** have hands-on guidance in learning the software, methods, and pedagogical strategies needed to become effective online instructors.



External Reviewer Conflict of Interest Statement

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

University of Albany

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

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

International Education Management

(Title of Proposed Program)

I affirm that I:

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

Name of External Reviewer (please print):

Hilary Landorf

Signature:

Hilary C. Landorf



External Evaluation Report

Form 2D

Version 201-08-02

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Institution: State University of New York at Albany

Evaluator Name (Please print.): Pamela L. Eddy

Evaluator Title and Institution: Professor, College of William & Mary

Evaluator Signature: *Pamela L. Eddy*

Proposed Program Title: International Education Management

Degree: M. S.

Date of evaluation: March 7, 2017

I. Program

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

The purpose of the proposed M. S. in International Education Management targets professionals seeking specialized training and education in strategies that are effective in managing a range of internationally focused activities in both institutions of higher education and in associated organizations dealing with similar topics. The foundation of the program provides building block courses that assure knowledge and learning in fundamental organizational and business practices. For example, understanding the administrative practices of higher education, finance, and quantitative methods provide a grounding for students in foundational management practices. Within the context of international education, specialized courses and the core course of Introduction to International Educational Management help to contextualize management practices into global operations. Given the increased globalization of education and a push to internationalize higher education, which includes curriculum, faculty and student mobility, and international partnerships, the need for professionals to hit the ground running with the skills necessary to manage units focused on international education is increasing.

The structure of the proposed program utilizes courses already in existence and in use within the Department of Educational Policy and Leadership. The core courses are offered in semester 1 and semester 4 of the program, which provides exposure to management theories early on in the program and reinforcement near the end of the program. Students will receive training on methods in semester 2, which will allow them the tools to conduct their capstone research project. The three specialization and elective courses provide the focus on a range of international topics and general management issues. It is possible for students to take more specialization courses on global topics that either go beyond the credits required for the program or are included as electives. Page seven of the proposal differentiates these options, whereas page eight lists all these courses as specialization courses on the program schedule. An assumption is made that given the focus on international education management that the specialization courses will take prominence and the scheduling of the online specialization/elective options in semesters 2, 3, and 4 will be selected by the faculty with this goal in mind. Also, page 7 lists the Internship (EAPS 895) as one of the elective options, but page 8 shows this course as a requirement. My assumption is that the course is a requirement given the program's desire for authentic learning experiences and that the internship is mapped as a spot for students to receive reinforcement of all the learning outcomes. Given the fact that the program will not be totally online at the time of launching, it will be important to convey this to prospective students. The first two core courses are listed as an online offering (EAPS 643 and EAPS 651), however the summer courses are not currently in an online format.

The creation of the proposed new course EAPS XXX: Student Services in International Education is titled differently within the proposal. On page seven of the proposal, the curricular requirements table has the course listed as "NEW—International Student and Scholar Support & Services," but this course is listed later in the proposal (page numbers in the middle of the proposal are all listed as page "1" but in the ordering, I think the reference page would then be page 12) as EAPS XXX—Student Services in International Education. As the appendix that contains the course outline is named the latter, the titling of the course on page seven should be changed. This newly created course is a nice addition for the program of study as increasingly student support and services are in the forefront of those working in international education, both from the perspective of supporting international students in U.S. institutions of higher education, but also in sending U.S. students abroad. For those professionals working abroad, this course is especially helpful as student international mobility requires understanding how differences in institutional contexts influences student success.

Authentic learning occurs most often for students when they have the opportunity to apply what they are learning. Thus, the inclusion of the requirements for an internship and capstone project are important for the construction of this new program. It will be important to link the learning outcomes for the program to the course outcomes to assure that students leverage these opportunities. The fact that the students could apply these course options to their current work environments allows for a good way to contextualize learning as well.

The learning outcomes for the program set expectations that align with the requirements of the degree. The range of outcomes covers critical management issues that graduates will face. However, many of the learning outcomes use measures that are lower in Bloom's taxonomy of learning (e.g., understand) versus those higher in the taxonomy (e.g., evaluate, create). Changing some of the language in these outcomes to signal the type of synthesis and creation of learning products would more clearly reflect the intentions of the program and align with assessment plans.

The administration of this proposed program complements the work underway in the department and leverages the expertise of the current faculty. The alignment of the online courses with the on-ground program signals a good use of resources and faculty talent. The evaluation plan outlined to assess the program is sound. Not only will data on students be collected throughout the program (i.e., GPAs, course evaluations), students will also participate in exit evaluations for the program upon completion. Finally, post-graduation surveys will be conducted with students to determine the effectiveness of the course content to their work and wage data will be tracked. These regularly planned assessments provide the program faculty with input to use for continuous improvement of the program. For example, the newly proposed course on student services has the opportunity

to be evaluated both at the time of offering, at the time of degree completion by students, and post-graduation to determine effectiveness.

The program as outlined aligns with the rigor expected of master's degree programs that target first time professionals. The mix of foundational courses, the research/data course, and international management specialization courses create a robust curriculum for this professional degree. The measure of quality of the program will be found in the academic merits of the capstone projects and the ability of graduates to make an impact in the field. The coherence of the program will rest in part on the selection of the specialization/elective courses offered in the online format. Given the array of options for these courses, it is evident that this coherence can be achieved in multiple ways. However, it is more typical in completely online degree programs to have a set of prescribed courses to assure a cohort experience and the required number of enrollments to run the class. Care will need to occur in scheduling of the electives.

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

The special focus of this program centers on international education management. This area of focus aligns with the higher education leadership concentration in the Department's Ph.D. program. The bulk of courses listed in the new M.S. degree are the same as those contained as options in the higher education concentration as electives. What is perhaps most important to consider is the ways in which this new program help support the field of study of higher education. International Education as an area of study historically took a more comparative function. Higher education in the U.S. was compared to higher education in other countries. Over the past generation, a shift in focus has occurred that now includes a study of the internationalization of higher education. Researchers have focused on efforts to internationalize campus at home and abroad. Institutions of higher education have expanded their recruitment of international students on campus, study abroad opportunities, and partnerships with institutions around the global. This expansion resulted in the hiring of educators to help support programming and the creation of new positions, such as risk managers for international initiatives. Professionals filling these positions most often obtain experience on-the-job or in related fields. The proposed program for International Education Management fills a void in the field with its specific focus of the context of international offices and the type of management skills required for these positions.

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

As noted above in addressing the question of program evaluation (see question 1), the program faculty have outlined a plan for continuous improvement of the proposed program. The formative assessment outlined includes course level feedback regarding the efficacy of the course and the impact on student learning as measured by GPA. The summative assessment of the program via exit evaluations by graduates and follow-up evaluations at two, four, and six year intervals to query utility of the program once the graduates are in positions will provide feedback to help adjust coursework and programming outlines. Finally, the information gathered from employers and the wage information available will provide a holistic evaluation of the program from a supervisors' perspective. It is anticipated that regular program evaluation and assessment requirements will also apply to this new program and assessment will be a regular part of departmental review. On the curriculum map provided in the proposal, assessment of the learning outcomes occurs solely in the capstone courses (EAPS 680). In the planning stages of the program, it would be useful to conduct backward mapping of the curriculum to determine what assignments in the program courses could also begin to assess student learning. For example, the ability to effectively use data could align with an assignment in the required data analysis course as well as in the capstone.

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

The integration of the proposed M.S. in International Education Management with programs currently available in the Department of Educational Policy and Leadership are apparent in the proposal. The proposed program of study builds on courses currently available, but arrayed in a manner that provides focus on international leadership and management. The newly created course on student services is unique and will have utility for the on-ground students too. The input from the Dean of International Education and Vice Provost for Global Strategy at UAlbany and the Dean of International Programs, SUNY New Paltz provides good networking for the program faculty to these collaborators. In the past, the program offered programming at the SUNY New Paltz location and it is reasonable to assume that the proposed online program will generate interest in this region.

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

There are several graduate programs nationally that cover the topic of international education, but few that provide a specific focus on international education management. It is this focus on management that sets this degree apart from others. For example, Vanderbilt offers a Master's in Education in International Policy and Management, but the focus here is on policy versus the management of international program offices. The two programs highlighted in the proposal are differently structured than that proposed by the Department of Educational Policy and Leadership. Middlebury Institute of International Studies at Monterey offers an M. A. in International Education Management that includes two semesters in on-ground courses at the institute and a 4-6 month practicum. Notably, the credits for this program are higher than the proposed program (43 compared to 30). The second identified program in the proposal, Global Executive Ed.D. at the University of Southern California (USC), attends to a different market of professionals that are further in their career (10 years of experience). The hybrid nature of the USC program also differs from the fully online program proposed here. The enrollment in these two other programs is good, and it is anticipated that the online format for the proposed program would increase the market reach. There is a market niche for the SUNY at Albany fully online M.S. in International Education Management. Given that the program will initially be offered 50% online, the applicant pool will narrow to those able to attend 50% of the courses on campus.

The survey conducted by the Department of Senior International Officers (SIOs) helped to identify areas of foci for the new degree and also noted demand for preparation of professionals in the field. Included in the needs assessment for the degree were the Dean of International Education and Vice Provost for Global Strategy at UAlbany (Harvey Charles) and the Dean of International Programs, SUNY New Paltz (Bruce Sillner). Further assessment of demand for the program was garnered from tallying of job postings by several national associations focused on international education. Currently, there are 220 job postings on higheredjobs.com for positions in International Programs and Services. These postings do not include opportunities in organizations outside of higher education or the need for international experiences in job postings that center on admissions, advising, or other student support service offices.

The current political climate includes threats to visas and immigration for international students entering the United States. Yet, this uncertain environment underscores the need for more understanding of the management of international education and the need for comprehensive internationalization on campus. Expertise in the area of international education management will increase in this context, both in the U.S. and in international markets. The availability of the program to ultimately be delivered in an online format provides an expanded international market. Global universities and educational providers are working with international students and markets as well, creating a demand for the program beyond the U. S.

II. Faculty

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

A total of seven full-time faculty in the Department of Educational Policy and Leadership are involved in teaching and administration of the newly proposed degree program. One part-time faculty member is involved, and this individual currently serves as the SIO at SUNY at Albany (Dean for International Education and Vice Provost for Global Strategy). These faculty members all have the credentials to teach and supervise students in this program. Critically, they all have backgrounds in comparative education, higher education, student affairs, and/or research methodologies.

A search on Google Scholar shows the collective faculty to be prolific scholars in their areas of specialty, and all have publications that include an international focus. There is national and international name recognition of the faculty, due in part to their research reputations, but also due to their service to professional organizations. The teaching talent of the faculty assure healthy evidence of academic background to deliver the program's curriculum.

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

Dr. Mitch Leventhal, who will serve as the program coordinator and teach half-time in the new degree program, was previously a Vice Provost for International Affairs at the University of Cincinnati and the Vice Chancellor for Global Affairs at SUNY. He maintains leadership roles in international associations and writes on international student recruitment. This experience provides a lived appreciation for the needs of emerging and mid-level professionals who will enroll in this program and also provides a robust network for internship placements of students. Both Alan Wagner and Jason Lane, who will teach part-time in this new online program, also have additional international focused experience. Wagner served as the senior economist for the OECD (and is slated to teach the higher education finance course in the curriculum) and Lane served as the senior International Officer for the SUNY System (and is slated to teach the administration of institutions of higher education). The remainder of course coverage by the other six full-time faculty and one part-time faculty member generally consists of one to two courses in the degree program.

The number of faculty involved and the delivery timing of the courses in the program assure that adequate coverage of courses will occur even if one of the faculty listed is unavailable for a term. The alignment of the curriculum with courses delivered on-ground also provides a means to offer the online course to those enrolled in the new M.S. degree and to those needing an additional course in the face-to-face academic programs.

The Department serves as host to the Program for Research on Private Higher Education, the Cross-Border Education Research Team, and the International Comparative Higher Education and Finance Project (in conjunction with the Rockefeller Institute of Government). These programs, while primarily centered on research, provide a platform to leverage funds to support international education research and students studying in these programs.

Given the current faculty members assigned to this proposed program, no critical gaps exist with respect to faculty coverage of the courses outline in the newly proposed program.

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

Only one part-time faculty member is tapped to teach in the proposed program. Harvey Charles is the current SIO at SUNY at Albany and serves as the Dean for International Education and Vice Provost for Global Strategy. He is slated to teach either Student Services in International Education or Introduction to International Education Management. His professional experiences and expertise make him well suited to teach either of these courses. Dr. Charles's input on the creation of the proposed program also provides additional connections for marketing of this new program.

III. Students

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

The proposed program targets aspiring, early and mid-level professionals interested in working or already working in international education. The focus on the management aspects of international education create a niche market for this program. Initial enrollment targets of 15 students per cohort are set for the first two years of the program (admission cycle 2017 and 2018), with the targets increasing to 30 admits per year beginning in year 4 of the program. The proposal indicates that the needs assessment survey with SIOs indicated that these targets were reasonable. Starting new programs, however, often results in lower enrollments on the initial opening year, especially at it will not be fully online in Year 1. Depending on the level of pre-advanced awareness of this new program, the initial targets may be difficult to hit. Even though the program will ultimately be fully online, it is subject to traditional academic semester timing. As in all traditional institutions of higher education, moving to more flexible semester offerings and managing just-in-time applications and enrollments stretches institutional capacity that is structured for more on-ground programming. Making the application process seamless and easy to navigate will be critical to hitting the enrollment targets.

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

The ultimate online format for the new degree program creates a wider market audience for this program. The proposal estimates that half of the students will come from within New York State and the other half will come from regions/countries beyond the state. Central to achieving a sufficient pool of qualified applicants will be a solid and robust marketing plan. In the budget, \$2000 is allocated to marketing in year one and year two. Given the online format, it is assumed that a great deal of this funding will go to online recruitment techniques that take advantage of social media. The connections of the current faculty within professional associations that focus on international programming will help in recruitment efforts. Because no future marketing budget is noted, it is assumed that the marketing of this new program will then become part of the larger marketing efforts of the Department and the School of Education. The reputation of the program will be enhanced once graduates from the new degree are out in the workforce and begin to spread by word-of-mouth the educational experiences they gained in the program. It will be important to distinguish the new program from others that merely focus on international education in general and to note the specialization of the proposed degree on the management aspect of international education.

The admission requirements of a minimum GPA of 3.0 and/or 5 years of work experience set the bar for assuring a qualified applicant pool is generated. Other master's in education programs set lower GPAs (e.g., 2.5) or require fewer years of experience (e.g., often 3 years). The program does not require a GRE or MAT score, which is not unusual for a professionally focused graduate degree. However, given that international

students may apply to the program, the admission's committee in the department may want to consider if TOEFL scores should be recommended. The online curriculum is offered in English, so some levels of proficiency in English is assumed.

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

The specialization of the new degree on international education lends itself to attracting students from diverse backgrounds. The online nature of the program allows students to obtain the degree while still working in the field, a critically important factor for working professionals. International students, those interested in supporting programming in international contexts, and those concentrating on providing access to higher education in regions of the world with low college-going rates would be attracted to this program. Considering how much of the world's population has not had access to higher education, students enrolling in this degree hold the potential for reaching students previously excluded from post-secondary institutions. The bulk of students participating in study-abroad are women. However, study abroad opportunities are beginning to extend to community college students and this opens up a more diverse group of professionals. As a result, more diversity is slowly occurring in participation in international experiences, which ultimately will trickle up to the students interested in the type of programming offered by this new degree.

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

As noted above, formative assessment plans are in place to track students' GPAs and course evaluations. This type of immediate feedback helps not only assess the program and its curriculum, but the performance of enrolled students. The inclusion of an internship provides an ideal opportunity for career advising and for students to test out different professional options while at the same time creating job networks. As noted in the faculty review, the program faculty have wide reaching connections in the field and will serve as good mentors to students. Given the online nature of the program, it is important to build online forums for dialogue with other students (e.g., online chat rooms) and with faculty members (e.g., program community spaces). The creation of robust online community forums will be important to support advising and mentoring of students.

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

Students graduating with this proposed degree have several options. Traditional jobs in campus international offices are increasing, particularly in newly created positions such as risk management. Study abroad programming is extending beyond traditional four-year institutions and is now found in a number of community colleges. If graduates desire to become a SIO, they will need further graduate training. This proposed master's degree would prepare graduates well for further doctoral study.

IV. Resources

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

Because this program is online, the most critical resource for students will be the ability to connect into the online course and access to library materials. The online courses should all undergo an assessment with metrics used to assess the quality of online delivery, such as Quality Matters. The rubrics available in these assessment programs for online programs help assure continuity among classes, make sure that the courses contain all the critical information required for students to be successful in the course, and provide assurance that the accepted

Carnegie hours are covered for each course. Support of instructional designers for faculty moving their courses to an online environment help assure that best practices from the field are applied to the online delivery of material. The fact that the program has been selected for priority development by the university, which includes a dedicated instructional designer is critical. The transition from on-ground classes to online classes requires rethinking of delivery of course content and ways to engage students. The ongoing faculty working group in the department provides a community of practice for faculty members new to teaching in this modality.

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

The fact that the institution has dedicated full-time faculty to the proposed program is testament to a high level of commitment. Often, new programs such as the one proposed are seen as auxiliary to the main job functions of the faculty members and is considered overload. The assignment of so many full-time faculty to support this new program helps assure that the program is fully supported by the UAlbany and the department. Involvement of faculty members Leventhal and Lane, who have both held central administrative roles, conveys that the program aligns with central office missions and goals as well. As noted in the previous section, the commitment of an instructional designer is central to ramping up the totally online delivery of this proposed program.

V. Summary Comments and Additional Observations

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

Strengths: The major strengths of this proposed program are the breadth and depth of the faculty members' expertise who will teach and administer the program. The collective reputation of the faculty in the field will help in pulling in interested students. The professional network of the faculty will help in the initial stages of promoting the new degree and this network can no doubt help in early recruitment. A big selling point of the program is offering it in an online format. This delivery option opens up potential students to include interested students from across the nation, and indeed the world. The new online program can also serve as a feeder for the Ph.D. program offered by the department. This on campus program already enrolls a number of international students and the new online program will no doubt create a broader awareness of the department's offerings.

Weakness: The biggest challenge for this new program will be in marketing it to prospective students. The budget allocated for marketing is limited to \$2000 for the first two years of the program and goes to zero thereafter. It is unclear if marketing will be assumed in the larger efforts of the program and if this initial funding is merely to offer specialized marketing to jump start recruitment and enrollment. It will be important to distinguish the management focus of this new degree from the majority of other master's programs that emphasize international education in general. Creating a totally online program from scratch requires a great deal of faculty time and support from trained instructional designers. Faculty members should not underestimate the time requirement to transition from on-ground course content and delivery to totally online forums of delivery.

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

The department makes a compelling argument in the proposal for the ways in which the new program aligns with efforts underway in SUNY. Not only does the proposed program address the larger system goals of an integrated global mission, the pull of UAlbany as a location to help support other types of businesses,

industries, and non-profits with an international focus can generate interest in the state's capital. Leveraging the management skills presented in the proposed program with the role of policy makers in the capital holds the potential of providing unique contributions not available to the bulk of institutions located elsewhere. The synergies available in the Department of Educational Policy and Leadership due to faculty member expertise, networks within research institutes associated with the program, and proximity to state and national policy makers uniquely situates the program to contribute to the larger field. This synergy can ultimately lead to national and international prominence as the program grows in its reach.

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

Having been a member of the review team for the Department of Educational Policy and Leadership during their program review in 2015, I was familiar with the degree programs and the work of the faculty members. At that time, one of the suggestions of the external review was to build upon the strengths of the faculty members' international work. This proposed new degree is an outgrowth of those recommendations and the work of the faculty members to determine how to best leverage their collective expertise. The online delivery of this degree provides a means to open up the program to a larger market share and recognizes the changing nature of graduate education, particularly for working professionals. It will be important in the move to this delivery mode to still make sure students feel connected to SUNY at Albany and that a sense of community is created among the cohort and with faculty members. Supporting faculty members with additional faculty development regarding teaching online will help scaffold the move to this modality. Continuous improvement of the program will occur given the assessment plan in place, resulting in a rigorous degree option that can help differentiate the program from others offered nationally.



External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
the Department of Educational Policy and Leadership at SUNY at Albany.

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

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

M.S. in International Education Management

(Title of Proposed Program)

I affirm that I:

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

Name of External Reviewer (please print):

Pamela L. Eddy

Signature:

Pamela L. Eddy

School of Education Response to External Evaluators' Reports

M.A. in International Education Management & Leadership

The Department of Educational Policy & Leadership (EPL) was pleased to receive strong external evaluations from Prof. Hilary Landorf and Prof. Pamela Eddy. There were few significant concerns and recommendations regarding the proposed program, and a few very helpful suggestions.

In consultation between the School of Education Dean's Office and EPL, we have loosely categorized every action item from each reviewer's report. We have identified each item with an L (Landorf) or E (Eddy), so that the reader can cross reference to the appropriate report. In a few cases, we have noted that both reviewers have made similar comments. Following each comment we will briefly respond.

Courses & Requirements

(L) Include training in technical areas such as SEVIS.

RESPONSE: It has always been our intention to include some technical training in areas such as SEVIS, international student recruitment, risk management, alumni management, etc. In some cases, guest lecturers may be utilized to provide additional specific applied expertise..

(E) It is more typical in completely online degree programs to have a set of prescribed courses to assure a cohort experience and the required number of enrollments to run the class. Care will need to occur in scheduling of the electives.

RESPONSE: The program does have a set of required (prescribed) courses, as follows (and reflected in Form 2B): EAPS 643 (International Education Management), EAPS 651 (Higher Education Administration), EAPS 750 Higher Education Finance, and EAPS 680 (Capstone). The department is aware of the need to strategically schedule electives.

(E) "Page seven of the proposal differentiates these options, whereas page eight lists all these courses as specialization courses on the program schedule. An assumption is made that given the focus on international education management that the specialization courses will take prominence and the scheduling of the online specialization/elective options in semesters 2, 3, and 4 will be selected by the faculty with this goal in mind.

RESPONSE: Careful attention will be made to scheduling appropriate specialization courses offered in fully online mode.

(E) “page 7 lists the Internship (EAPS 895) as one of the elective options, but page 8 shows this course as a requirement. My assumption is that the course is a requirement... it will be important to convey this to prospective students.”

RESPONSE: *EAPS 895 is an elective option, but one which we will strongly encourage students to take, and which we believe a majority will take.*

(E) The first two core courses are listed as an online offering (EAPS 643 and EAPS 651), however the summer courses are not currently in an online format.

RESPONSE: *The Department realizes that certain courses should be made available in the summer. At present, it has not been decided which would take precedence. However, there is some case to be made that EAPS 643 (Introduction to International Education Management) should be offered each semester to facilitate flexible starts and continuous enrollment. A final determination will be made following the first full program year. In addition, the intention is to start the program by providing more than 50% of the courses online and then building into a fully online offering.*

(E) The creation of the proposed new course “EAPS XXX: Student Services in International Education” is titled inconsistently.

RESPONSE: *This has been corrected.*

Learning Outcomes & Program Assessment

(L) Show intention to **provide continual assessment of the online modality** for the first few years.

RESPONSE: *This is our intention, as addressed in Form 4.*

(E) Assessment of the learning outcomes occurs solely in the capstone courses (EAPS 680). In the planning stages of the program, it would be useful to conduct backward mapping of the curriculum to determine what assignments in the program courses could also begin to assess student learning. For example, the ability to effectively use data could align with an assignment in the required data analysis course as well as in the capstone.

RESPONSE: *It is our intention to backward map the curriculum in order to assess student learning. This is elaborated in Form 4.*

(L) Add at least one student **learning outcome that focuses on internationalization of the curriculum** and co-curriculum.

RESPONSE: *This has been included in Form 2b.*

(E) **Learning outcomes are lower** in Bloom's taxonomy of learning (e.g., understand) versus those higher in the taxonomy (e.g., evaluate, create). Changing some of the language in these outcomes to signal the type of synthesis and creation of learning products would more clearly reflect the intentions of the program and align with assessment plans.

RESPONSE: *This has been taken into account in Form 2b.*

Miscellaneous

(E) **Make the application process seamless and easy to navigate.**

RESPONSE: *To the extent possible, we will improve what is under departmental control. We have already started upgrading our departmental website and print publications in order to better explain the application process. Much of the process, however, is outside of departmental auspices. However, the university is also investing in a new graduate admissions platform intended to improve the process.*

(E) **Consider whether TOEFL scores should be recommended for international students.**

RESPONSE: *Graduate admissions policy requires TOEFL, IELTS or PTE for all applicants for whom English is a second language.*

(L/E) Hire **full-time instructional designers** to provide hands-on assistance for faculty developing or redesigning their courses to be fully online and to ensure standardization of experience.

RESPONSE: *Dedicated instructional designers would be a great asset to this program. Unfortunately, we have no budget to hire dedicated designers.*

(L/E) Build **online forums for dialogue among students, alumni and faculty** (e.g., online chat rooms and program community spaces).

RESPONSE: *A Program Community Commons is planned and detailed in Form 4.*

(E) **Marketing budget and plan requires clarification.**

RESPONSE: *We will continue to pursue resources needed in order to bring the program to the attention of potential students. Within the scope and possibilities of ongoing departmental activities, we aim to introduce wherever appropriate MIEM information as a means to build awareness and provide limited outreach. Examples are faculty participating at key conferences that usually attract some professionals in the field and the use of listservs of various professional groups in which departmental faculty hold membership and are active. The School of Education will include the new program in its marketing and coordinate with University-level marketing initiatives.*



Distance Education Format Proposal For A Proposed or Registered Program **Form 4**

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

- All campuses must complete the following sections: Contact and Program Information, Section 1: Enrollment, Section 2: Program Information, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Contact and Program Information Institution's 6-digit SED Code : 210500	
Institution Name: University at Albany, SUNY	
Institution Address: 1400 Washington Avenue, Albany, NY 12222	
NYS Department of Labor/ Regents Region : Capital Region	
CEO or Designee: Email:	
CEO/Designee Signature:	Date:

Chief Executive Officer or Designee 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.

Distance Education Contact Person Name and Title: Dr. Mitch Leventhal	
Telephone: 518-442-5095	Email: mleventhal@albany.edu
Program Title: Master of Arts in International Education Management & Leadership	SED Program Code (for existing programs): 13789
Degree or Certificate Award: Master of Arts	HEGIS Code : 0899,00

Section 1: Enrollment	
<i>Anticipated enrollment</i> in distance program:	
Initial Year: 15	Maximum by Year 3: 45

Section 2: Program Information

a) *Term length* (in weeks) for the distance program: 12-15 weeks (depending on whether course is during Fall, Spring, or Summer term). b) Is this the same as term length for classroom program? [] No [X] Yes

c) How much "*instructional time*" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

3 hours

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

100%

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

25

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

* The institution has existing distance programs and this program is not the first distance education program.

I. ORGANIZATIONAL COMMITMENT

a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

N/A

- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

N/A

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

N/A

- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

N/A

- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

N/A

II. LEARNER SUPPORT

- a) Describe how your institution provides distance students with *clear information* on:

- Program completion requirements
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interactions among faculty and students in the courses.
- Any technical equipment or software required or recommended.

N/A

- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

N/A

- c) What *orientation* opportunities and resources are available for students of distance learning?

N/A

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

III. LEARNING DESIGN

- a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

All course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with program aims. All programs, and associated courses, are reviewed through academic governance at college and campus level. All programs and courses come under further external program review procedures. On all of these grounds, the curriculum in the distance education program is the same as in the on-ground program. In this specific proposal, all courses in the new program have been offered in on-ground format; all will be taught by regular faculty.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

Yes. These courses are offered on a regular semester-based calendar and students are able to complete the distance education program within as few as 4 to 5 semesters. A limited number of courses will eventually be offered in the summer for increased student flexibility.

- c) How do faculty and others ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

All program faculty already use some elements of a technology-supported distance learning approach in existing on-ground courses (e.g. Blackboard, submission of assignments, blogging, discussions and feedback, and synchronous means, such as Skype or equivalent). The proposed program director and two additional faculty members have completed the UAlbany "Online Course Development Program", and are already teaching three of the courses fully online. Additional courses are currently being converted. A coordinated approach to online format and user experience is being pursued. Courses are being developed around a pedagogical model that promotes student-faculty, student-student and student content interaction. All development work is being done in consultation with ITS, ITLAL and related supports.

Students are expected to have access to a computer and the Internet. Through registration in the program, all have access to UAlbany's electronic holdings of journals and reference materials.

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

Interaction between faculty and students, and among students will be organized online by instructors. Program faculty have been, or will be, prepared through ITS and ITLAL training on how to provide appropriate and timely interaction and feedback to students. Through training, faculty will be assisted in

the (re-) design of courses around a pedagogical model that promotes student-faculty, student-student and student content interaction.

In addition, the program will develop a “Program Community Commons” to foster interaction among the various cohorts, faculty, outside experts and alumni, outside of the online interactions built into each course. It is anticipated that this will evolve into a community of practice which connects program alumni to UAlbany for the foreseeable future.

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

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

IV. OUTCOMES AND ASSESSMENT

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

As described under III a), all course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with SLOs and program aims. For existing courses being re-designed for the online format, syllabi already vetted for regular degree programs outline the expectations of students and anticipated knowledge and skills acquired through the courses.

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

All course activities can be successfully carried out within the online format, and student demonstration of mastery of knowledge and use of knowledge already is suitable for online courses. Assessments typically rely on written work, in various forms and with formative and summative feedback, provided by the instructor. The assessments are compatible with asynchronous online pedagogy adopted for the program. All program faculty are familiar with such means of assessment, and such means are judged appropriate for post-bachelor’s learning in this field and, specifically, for the online certificate program.

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

This program will be evaluated alongside the Department's Master's programs. Parallel evaluation of the online modality, technology approaches, etc. will be ongoing, and will include participation by the various instructional design units available through the University..

Surveys at point of program application, enrollment, course completion and graduation are among some of the modes of evaluation. We also plan to follow up with program completers after some lapse of time on both perceptions of the value and use of knowledge and capacities acquired through the program and post-completion job and career mobility in the field.

Student/program completer perceptions and information will be complemented by information obtained directly from the field, through faculty engagement in professional and scholarly venues and direct communication with professionals on-the-ground (at international office, campus, agency, or national policy levels, domestic and international).

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

As at present with all department courses in all degree programs, contemporaneous student evaluations (e.g. SIRF) will be shared with each course instructor and the department chair. Ratings and commentary will be examined separately, and responses for students in the online certificate program will be compared with those from students in any of the other degree programs in the department. Further, student evaluations for all courses coming under the certificate program will be provided to the program coordinator, to identify course specific or program wide matters for attention.

Survey information obtained at each stage – from application to registration to completion – will be used to inform decisions on policies, communications, and management of the on-line program.

Survey information on post-completion perceptions about the value and use of knowledge acquired in the program and job/career trajectories will be used to consider modifications in content and learning activities within and across courses.

All evaluation information comes under routine course and program evaluation, not least program review within university-wide accreditation processes.

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

Curriculum mapping, as part of the regular self-study program review process, assures the alignment of course contents and methods to SLOs and the extent to which students realize the objectives set down for courses and the program as a whole.

As described under III a) and IV a), all course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth

and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with SLOs and program aims.

For specific knowledge to be acquired in courses coming under the on-line program, faculty will review and update contents and methods as is currently the case, drawing on their own engagement in research and as described above, connections to relevant practice, complemented by engagement in professional and scholarly venues.

VI. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Students in this program will be labeled as such in our integrated administrative system. This information can be queried allowing for identification of those residing outside of New York. A University committee for State Authorization issues and concerns has recently been formed. This committee is led by our Director of Enrollment Management with representation from the Office of the Registrar and other related units.

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

www.albany.edu/ir/rtk

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