



# New Program Proposal: Certificate or Advanced Certificate Program

Form 2C

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

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

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

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

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[List of Appended Items](#)

Section 1. General Information	
Item	Response ( <i>type in the requested information</i> )
a) Institutional Information	Date of Proposal: December 10, 2015
	Institution's <a href="#">6-digit SED Code</a> : <b>210500</b>
	Institution's Name: University at Albany
	Address: <i>1400 Washington Avenue, Albany, NY 12222</i>
	Dept of Labor/ <a href="#">Regent's Region</a> : <i>Capital Region</i>
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus <a href="#">6-digit SED Code</a> ): <b>210500</b>
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites</a> or <a href="#">extension centers</a> ) where courses will offered, or check here [ <b>X</b> ] if not applicable:
c) Proposed Program Information	Program Title: Certificate in International Education Management
	<a href="#">Award(s)</a> (e.g., Certificate): Advanced Certificate
	Number of Required Credits: Minimum [9] If tracks or options, largest minimum [ ]
	Proposed <a href="#">HEGIS Code</a> : 0899.00
	Proposed 6-digit <a href="#">CIP 2010 Code</a> : 13.0701
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A
	If applicable, list the SED <a href="#">professional licensure title(s)</a> <sup>3</sup> to which the program leads: N/A
d) Contact Person for This Proposal	Name and title: Dr. Mitch Leventhal, Professor of Professional Practice & Entrepreneurship
	Telephone: 518-442-5095 E-mail: <a href="mailto:mleventhal@albany.edu">mleventhal@albany.edu</a>
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i>
	Name and title: Darrell P. Wheeler, Interim Provost and Senior Vice President for Academic Affairs Signature and date: <i>Darrell Wheeler</i> 10/17/2016

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

**If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for each institution:**

Partner institution's name and [6-digit SED Code](#):

Name and title of partner institution's CEO:

Signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

*Version 2013-10-17*

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



## Section 2. Program Information

### 2.1. Program Format

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

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

### 2.2. Related Degree Programs

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

Educational Policy and Leadership Ph.D. 13791 (previously

Educational Administration and Policy Studies M.S. 13789

### 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 Advanced Certificate in International Education Management provides early career professionals as well as mid-career administrators a concise, in-depth, coherent understanding of cutting edge issues and recent developments in international education management as embedded within the administration and financing of higher education institutions. Those completing this advanced certificate are 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. Coursework in the advanced certificate program draws from regular and specialized course offerings in the Department of Educational Policy and Leadership. All courses are applicable and recognized toward the department's masters and doctoral degrees. While the advanced certificate program will be offered fully online, students can earn the certificate by completing on-ground sections of the courses, if also offered.

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

Owing to specialized and foundational knowledge and specialized skills acquired in the advanced certificate program, completers are able to carry out responsibilities in entry level positions more effectively and mid-career professionals are better positioned to assume greater responsibilities in international education management.

Student learning outcomes:

**Knowledge:** Through coursework students will acquire foundational knowledge of international education systems (implicating comparative educational systems, student development, cross cultural communication, evaluation and assessment) and specialized knowledge in selected areas of operational management (consisting of competences in institution governance and administration, budgeting and finance, risk assessment and management, marketing, and program development).

**Skills:** Through coursework, students develop specific skills in international office operations, strategic planning, marketing program development, and budgeting.

**Competencies:** Through program coursework, students develop basic competencies in two overlapping areas: international education systems and operational management.

e) 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?

Under Chancellor Zimpher, 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 advanced certificate 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 certificate 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. 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?

Faculty of the Department of Educational Administration and Policy Studies discussed and agreed to the development of this certificate program, also agreeing to the broad outlines for its development, among which drawing on existing courses and supported by department faculty and embedding the certificate program within a wider range of course offerings in the department. One full-time EAPS faculty member assumed the role of coordinator, undertaking responsibilities to gather information on demand, including both for content, skills and competences and convening an ad hoc department faculty planning group as approved by the department chair. This planning group undertook developmental work concerned with conceptualization of the program and development of a plan of work. Broadly under this faculty-led planning effort, information



was assembled that conveyed the nature and magnitude of the demand. At every stage, department faculty have been informed, provided feedback, and involved in steps required for formal approval.

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 Albany) 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	5-8	5-8	1.25-2.0
2	0	8-10	8-10	2.0-2.5
3	0	10-12	10-12	2.5-3.0
4	0	10-12	10-12	2.5-3.0
5	0	12-15	12-15	3.0-3.75

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 NAFSA: 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 advanced 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.

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

The advanced certificate consists of 9 credits of coursework. This course combination has been formed to provide for the coherent development of knowledge, skills and competences in particular areas, focused on

cutting edge issues and current developments arising in international education management as embedded within administration and finance of higher education institutions.

EAPS 643 Introduction to International Education Management  
EAPS 651 Administration of Institutions of Higher Education \*  
EAPS 750 Higher Education Finance\*

\*While not indicated in the title, this course includes international education perspectives, which reflects the department's overall orientation toward global education issues. Moreover, students are able to tailor assignments to their particular educational interests. More information about the department's global engagements can be found here: [http://www.albany.edu/eaps/global\\_engagement.php](http://www.albany.edu/eaps/global_engagement.php).

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?

International students at American institutions are one measure of the importance of international education to the economy and jobs. 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/](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. Through the preparation of early career international education management professionals and the upgrading of those professionals at mid-career, the IEM advanced 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 describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form.

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



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

Employer	Need: Projected positions	
	In initial year	In fifth year

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

No certificate programs in international education management have been identified. Only two degree programs in the U.S. offer preparation and training similar in content to what is proposed for this advanced certificate program. However, as cohort-based full degree programs (one fully residential, and the other travel intensive), the other programs are both longer and much more costly to the student than the proposed advanced certificate 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 advanced 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?

On academic program matters, no consultation with other SUNY campuses took place since no other campus offers a program similar to the advanced certificate. Academic programs with comparative or international orientations do not focus on international education management, while programs in management or higher education administration lack depth of knowledge and capacity in global education policy and practice (and, in particular, the sub-field of international education management).



However, with respect to content and skills expectations and needs to be addressed within the advanced certificate, the Ad Hoc faculty-led committee established within EAPS consulted with Bruce Silner, dean of international programs at SUNY New Paltz. Mitch Leventhal, EAPS faculty member and the department's lead IEM program developer, brings recent knowledge of arrangements and capacities for international education management throughout SUNY from his position as SUNY 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?

N/A

## 2.4. Admissions

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

- Must hold a Bachelor's degree from an accredited college or university.
- Official transcripts
- 3.0 GPA and/or 5 years of work experience (any setting). We intend to follow an open admission policy i.e. work experience need not be specific to the field of International Education. The CIEM will be beneficial to both seeking advancement in the field as well those seeking entry.
- Letter of support, from supervisor or colleague setting out the applicant's qualifications, interests, and likely professional trajectory
- Letter of application, setting out experience, interests, and expectations from participating in the advanced certificate program

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

For students in the EAPS master's or Ph.D. program, application materials submitted for those degree programs will be used.

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 advanced certificate program from early career or mid-career professionals from underrepresented groups located in diverse cities, regions, states and countries. Those completing the advanced certificate program may opt to pursue existing EAPS master's or Ph.D. degree programs, and so acquire additional qualifications for employment in this field.

## 2.5. Academic and Other Support Services

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

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

## 2.6. Prior Learning Assessment

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

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

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

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

## Section 3. Sample Program Schedule and Curriculum

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

**NOTE:** *For an undergraduate certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must show all curricular requirements and the number of terms required to*



complete them. Certificate programs are not required to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.

**EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program**

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

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

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

Students in the program will not be eligible for financial aid.

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

Catalog description appended.

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

All courses are existing. No syllabi included.

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

N/A





#### Section 4. Faculty

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

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

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

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

**SUNY Faculty Table**

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

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Dr. Mitch Leventhal, Professor	10%	EAPS 643	PhD	Comparative & International Education	Former Vice Chancellor for Global Affairs, SUNY system; AIEA Senior Advisor
Dr. Jason Lane, Chair & Associate Professor	5%	EAPS 651	PhD	Higher Education	Former Vice Provost for Academic Planning & Strategic Leadership (oversaw Global Affairs), SUNY
Dr. Alan Wagner, Professor	5%	EAPS 750	Ph.D.	Economics,	Principal Administrator, OECD, Paris
<b>Part 2. Part-Time Faculty</b>					
<b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b>					



**Section 5. Financial Resources and Instructional Facilities**

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

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

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

**SUNY Program Expenses Table**

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

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

**Section 6. Library Resources**

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

**Section 7. External Evaluation**

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

**Section 8. Institutional Response to External Evaluator Reports**

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

**Section 9. SUNY Undergraduate Transfer**

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

**Section 10. Application for Distance Education**

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

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

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

**List of Appended Items**

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

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, <i>Commissioner’s Regulations for the profession</i> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
2	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
3	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, <i>External Instruction Form</i> and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
4	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <i>Distance Education Format Proposal</i>	Section 10

*Curriculum Map*



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

EAPS 643 Introduction to International Education Management serves as an intensive survey of current and emerging issues and research on international education management, including strategic planning, industry standards, cross-border mobility, transnational delivery, research consortia and partnerships, program development, risks and opportunity. The course supports student acquisition of knowledge and skills of international education systems and practical applications in selected areas of operational management of international education management. Course knowledge and skills introduced in this course will be embedded within governance, administration, and finance of higher education institutions in subsequent courses in the certificate program. (This course has been taught twice, AY14/15 and AY15/16. See draft syllabus attached).

EAPS 651 Administration of Higher Education Institutions provides foundational understanding of institutional governance and decision-making, with a focus on internal organizational patterns, roles of trustees, administrative personnel, and the faculties. The course supports student acquisition of knowledge and skills in institution governance and administration, strategic planning, program development, cross cultural communication, and evaluation and assessment.

EAPS 750 Higher Education Finance enables students to acquire understanding of the financing of higher education, through development and application of relevant economics and finance concepts within and among institutions, between U.S. states, and for the U.S. also in comparative perspective. Students gain familiarity with finance measures and data, methods of information-gathering and analysis used to inform decision-making at all levels, and current and emerging issues in the field. The course supports student acquisition of knowledge and skills of budgeting and finance, risk assessment and management, marketing, and program development.

## **Course Descriptions**

### **EAPS 643 Introduction to International Education Management (3)**

Intensive survey of current and emerging issues and research on international education management, including strategic planning, cross-border mobility, transnational delivery, research consortia and partnerships, program development, risks and opportunity. Prerequisite: None.

### **EAPS 651 Administration of Institutions of Higher Education (3)**

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. Prerequisite: None.

### **EAPS 750 Higher Education Finance (3)**


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



## 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](mailto: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.

<b>Contact and Program Information</b> Institution's <a href="#">6-digit SED Code</a> : 210500	
Institution Name: University at Albany, SUNY	
Institution Address: 1400 Washington Avenue, Albany, NY 12222	
NYS Department of Labor/ <a href="#">Regents Region</a> : Capital Region	
CEO or Designee: Dr. Darrell P. Wheeler	Email: <a href="mailto:dwheeler@albany.edu">dwheeler@albany.edu</a>
CEO/Designee Signature: 	Date: 10/17/2016

**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: <a href="mailto:mleventhal@albany.edu">mleventhal@albany.edu</a>
Program Title: Certificate in International Education Management	<a href="#">SED Program Code</a> (for existing programs): 13789
Degree or Certificate Award: Certificate	<a href="#">HEGIS Code</a> : 0899,00



Section 1: Enrollment	
<i>Anticipated enrollment</i> in distance program:	
Initial Year: 5	Maximum by Year 3: 10

**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 3 semesters.

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

Courses are being re-designed for online format. 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 is currently enrolled in the UAlbany "Online Course Development Program" in anticipation of offering this program. A coordinated approach to online format and user experience will be pursued. Courses will be developed around a pedagogical model that promotes student-faculty, student-student and student content interaction. All development work will be 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.

- 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.

#### V. PROGRAM EVALUATION

- 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.

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](http://www.suny.edu/provost/dlo/dl_outofstate.cfm).*

[www.albany.edu/ir/rtk](http://www.albany.edu/ir/rtk)

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