



New Program Proposal: Graduate Degree Program

Form 2B

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 graduate 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 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 Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

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

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¹Use a different form if the proposed new program will lead to an undergraduate 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	
Item	Response (<i>type in the requested information</i>)
a) Institutional Information	Date of Proposal: April 18, 2016
	Institution's 6-digit SED Code: 211000
	Institution's Name: Binghamton University
	Address: PO Box 6000, Binghamton NY 13902-6000
	Dept of Labor/Regent's Region: Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): Binghamton University, 211000
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [<input checked="" type="checkbox"/>] if not applicable:
c) Proposed Program Information	Program Title: Applied Liberal Studies
	Award(s) (e.g., M.S., Ph.D.): M.A.
	Number of Required Credits: Minimum [36] If tracks or options, largest minimum []
	Proposed HEGIS Code: 4901
	Proposed 6-digit CIP 2010 Code: 45.0101
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:
d) Contact Person for This Proposal	Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School
	Telephone: 607-777-2070 E-mail: sstrehle@binghamton.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: Donald G. Nieman, Executive Vice President and Provost
	Signature and date:
	If the program will be registered jointly ⁴ 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 2013-10-15

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.

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. Diploma Program

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

2.3 Program Description, Purposes and Planning

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

The transdisciplinary MA in Applied Liberal Studies bridges traditional liberal arts disciplines and advanced professional practices, enabling students to transition from a broad liberal arts undergraduate education to superior performance as professionals in a variety of fields and careers. MAALS graduates strengthen and refine their analytical, critical, research, and communication skills, acquiring solid preparation for various professional positions. The program deepens research and communication skills while it broadens knowledge of ethical practices, information technologies, budgets and finance, and cultural differences impacting professional lives, while internship experiences help students advance in applied skills and move into challenging careers.

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

The program's educational objectives include providing graduates in each cohort with state-of-the-art competencies and knowledge to navigate the global economy, including cultural differences, financial literacy, and the contemporary challenges facing professionals. The program's career objectives include preparing job-ready graduates with advanced professional, communication, research, and leadership skills and placing all graduates within three months after graduation.

All courses in the program will emphasize data-informed problem-solving, teamwork, and experiential learning. Faculty in the program have discussed the program's learning objectives and share an understanding of the program's values; ongoing meetings of the faculty will insure that the program is united behind these objectives.

Student learning objectives include the following:

- Students will create complex professional documents including summaries and reports that require them to find and evaluate information; they will make professional presentations using advanced technologies;
- Students will evaluate and use professional practices, including strategic thinking and planning, ethical leadership and teamwork, in creating solutions to problems;
- Students will draw on advanced research skills to locate, analyze, evaluate, and synthesize information and create recommendations from their research;
- Students will understand, analyze, and evaluate budgets and financial decision-making;
- Students will gain and use advanced knowledge of information technologies to find, evaluate, summarize, synthesize, and present reliable data;
- Students will gain advanced competency in navigating contemporary global cultures of widely different natures;
- Students will analyze their work experiences in both university and non-university settings and evaluate their strengths, opportunities for growth, and best choices for careers as professionals.

Students will complete a self-assessment as part of the orientation to the program; this orientation will aim to create a close alignment between students' goals and the program's mission. As part of a cohort-building exercise, they will evaluate their own strengths and interests and learn those of their teammates; the orientation will also make clear the learning outcomes of the program, the sequencing of courses, and the relationships among the components of the program. Throughout the program, students will work collaboratively in teams to research and explore solutions to problems. In the final, capstone experience, students will use the advanced self-knowledge and skills they have acquired in the program to explore a specific problem in a field in which they would like to find employment. The faculty member leading the capstone seminar will arrange for weekly meetings via Skype, WebEx, or a similar program enabling synchronous conversation. Students in the capstone seminar will analyze their experiences and challenges in the internship and discuss their findings as they complete the thesis. Led and evaluated by one of the faculty members affiliated with the MAALS program, the capstone course will enable students to synthesize and evaluate what they have discovered about themselves and their chosen professional focus through the program.

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?

The latest Binghamton University strategic plan, *The Road Map to Premier*, identifies a mission combining academic excellence and public service: "Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities." At the same time, our proposal to increase graduate enrollments through strong multi-disciplinary master's programs has been approved by SUNY-system and the NYS Governor's office.

The Master of Arts in Applied Liberal Studies will advance the dual goals of enriching the lives of citizens through education and creating mutually beneficial partnerships with the broader community. The program's central mission is to provide a bridge between a rich undergraduate liberal arts education, where students explore a wide range of disciplines, and the world of professional employment, where graduates draw on advanced skills and develop focused problem-solving expertise. This internship-rich program will produce graduates who will serve, study, understand, and advance the effectiveness of businesses, communities, and organizations from local to global levels. Graduates will bring superior abilities to research, communicate, and analyze as they undertake employment in governments, businesses, or industries.

The program will strengthen the historic center of the university in Harpur College, giving graduates a direct pathway to successful professional careers. Binghamton University's longstanding eminence in liberal arts education makes it an appropriate center for a new transdisciplinary degree designed to create productive linkages among fields traditionally understood as humanities (advanced communication skills, leadership, teamwork and ethical practices), social sciences (contemporary global cultures and competencies, financial literacy), and sciences (quantitative as well as qualitative research methods, information technology).

As one of the SUNY-system university centers, Binghamton has been involved in graduate education for a half century and has maintained a distinguished record of graduate education in professional practice. A strong MAALS program will offer advanced study in cutting-edge intersections between humanities, sciences, and social sciences while it prepares graduates for challenging and interesting professional careers. The program will prepare students for the intellectual and practical demands of professional life by developing their critical, analytical, research, and communication skills; the internship experience designed into the program will place students in partnerships with agencies in and beyond the Binghamton community.

The inherent transdisciplinarity of the Applied Liberal Studies program makes it an ideal educational forum through which to examine complex and rapidly evolving real-world issues. Collaborations among faculty from several disciplines will enable deeper understandings of past, present and future developments in the global world facing current professionals. The program will be located in the Graduate School in order to facilitate the transdisciplinary collaborations that will strengthen ties and produce graduates ready to make significant contributions in their fields.

How were faculty involved in the program's design?

Faculty committees first explored national models for such programs and employer surveys related to the skills they seek in professional employees. Faculty developed the program's design, forming and altering the desirable content for the curriculum. Faculty from the following departments, ranging across four schools, have been actively involved in the construction of the program design and the curriculum: anthropology, biological sciences, computer science, economics, English, geography, management, political science, psychology, public administration, human development, and systems science and industrial engineering. The curriculum draws on the expertise of faculty from many of these departments. Faculty listed on page 15 will teach courses in the

program; they represent most of the departments above. The unusually wide range of disciplinary backgrounds brought together by the faculty in the program will provide an important breadth and diversity of approaches.

All courses in the program will be taught by faculty; most faculty will teach one course every other year. A rotating group of four faculty will join the program director in making admissions decisions and advising students in the program. An administrative assistant staff member will participate in recruitment activities, securing and evaluating internship placements, and tracking job placements of graduates from the program. The faculty director of the program will organize the orientation at the start of the program and later colloquia for faculty and students, recruit additional faculty to teach in the program, create opportunities for all participants to advance the program's mission, organize faculty meetings to consider revisions of the program in light of assessment results, and oversee the evolution of the program over time.

At an early stage, we consulted with faculty in the Master's in Public Administration program, which offers coursework designed to develop skills among graduates who are ready for employment in governments and NGOs. Their input and advice were helpful; however, we discovered that the MAALS degree has a broader interest in preparing students for careers throughout the public and private sector, in the growing health care, technology, and service industries as well as businesses, museums, and many kinds of institutions. The MAALS program aims to produce graduates who are ready for multiple kinds of careers and even ready to change careers and directions, as research indicates most college graduates are challenged to do. Not an MPA or an MBA, the program aims to produce confident life-long learners who can navigate changes in whatever field they enter.

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.

External standards influenced the program's design in the following ways: published studies of major employers have identified the capabilities, skills, knowledge, and experiences that are most desired (and identified as difficult to find) in employees. The committee used several such studies to develop and refine the curriculum: we used data from the National Association of Colleges and Employers (NACE) on what employers want in graduates and their priorities for student success (see <http://www.nacweb.org/about-us/press/skills-employers-value-in-new-hires.aspx>). We consulted Inside Higher Education for studies of the eventual career outcomes for liberal arts graduates (see <https://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data>). A recent study appeals for just such a liberal arts curriculum: see <https://www.insidehighered.com/views/2016/02/08/debate-over-liberal-arts-vs-vocationalism-lazy-one-essay>. And a recent essay in *Forbes* details the successes of liberal arts graduates: <http://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/#4378f6785a75>

We looked at several established and successful MALS programs designed for cross-disciplinary work, many of them members of the AGLSP, the Association of Graduate Liberal Studies Programs. This organization has 105

members from US and international institutions, many of them devoted to a combination of in-person and online learning for working adults. We found a variety of high-quality programs that helped us develop our plans.

Binghamton students were contacted in two surveys to find out what they would want from such a program and how it could fit into their post-graduation plans. From a first survey of 32 students in 25 majors, at three different undergraduate levels, we learned that current students found the program attractive, even though two-thirds of them had done internships before. This survey revealed that they preferred a program of one-year residency to any longer option, and they wanted flexibility in the location of the internships.

A second, larger survey was sent by email to current Binghamton University juniors and seniors in fall, 2015. From approximately 5,000 students contacted, 300 (or about 6%) replied, and 284 (about 5%) expressed interest in this program. Of the respondents, 82% indicated that they were interested in pursuing a master's degree in any field, but 98% replied that they were interested in developing their competencies and skills at an advanced level. As they read about the specific competencies and skills designed into the curriculum, they responded positively that they felt they needed more skill development in all of the areas. To the question, "do you think you could use more advanced skills in [each specific area covered in the program]," the lowest percentage was 79.7% yes, for financial practices. The highest percentage was 89.6%, for advanced communication, including professional writing. The survey results appear in Appendix G.

We also contacted Binghamton University alumni to discuss their willingness to place graduate students in internships in their current practice or business. These alumni were also surveyed verbally regarding the qualities of an ideal new employee in their unit, and they identified the same traits and experiences as those in the published studies. The program design responds to these external partners' requests for strong communications, research, information technology, quantitative and qualitative research skills, cultural understandings, and professional experience. While alumni (and other business representatives we contacted) were unable to guarantee placement sites for the program in advance of its approval through the SUNY and NYSED processes, they indicated strong interest in a more specific discussion once the program is approved.

The SUNY-approved outside evaluators also made significant contributions to the program design. The evaluators visited in May, 2015, and wrote detailed reports making important suggestions for revision of a prior version of the proposal. The current version owes a great deal to their careful attention and valuable calls for revision.

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	25	2	27	27
2	25	2	27	27
3	25	2	27	27
4	25	2	27	27
5	25	2	27	27

We project yearly cohort classes of 25 entering students, selected from an applicant pool that we expect to be 4 or 5 times that size. To maximize their professional growth and opportunities for networking, students will go through the program as a cohort, linked in the second year by weekly online colloquium meetings. We assume that most students will attend full-time and complete the degree in three semesters; a few will attend part-time and complete in two years. Initially, we assume that 10% of the students who enroll will be from out of state, but by year five, that number will rise to 25%. We anticipate that Binghamton University graduates will be the first and largest group of applicants to the program, at least in its early years. If these anticipated enrollments are not achieved, the program will grow more slowly.

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.

Term 1: 12 credits in residence

BP 502: Advanced communication skills (analysis, writing, presenting)

BP 504: Professional practices: leadership, teamwork, strategic and ethical practice

BP 506: Research design and methods (qualitative and quantitative)

Term 2: 12 credits in residence

BP 507: Financial practices: budgets and finance

BP 509: Information technologies for professionals (web, networks, databases, understanding IT and its uses)

BP 511: Navigating cultural differences (contemporary global cultures and competencies)

Summer: 4 credits in residence

BP 520: Supervised Internship 1: Campus and campus-affiliated

OR elective from approved list of graduate courses offered by participating departments; list to be created each April by the program director from existing summer school offerings.

Term 3: 8 credits, probably not in residence

BP 525: Supervised Internship 2: experiential learning in a pre-professional position

BP 596: Capstone Project, directed by a faculty advisor: research and written thesis analyzing specific issues in student's area of professional interest, with online colloquium (synchronous, via Skype or WebEx) in which cohort members share challenges, observations, solutions to problems.

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?

One way to understand the need for this MAALS program is to consider the employment statistics for recent college graduates. While studies show that graduates in the liberal arts eventually find satisfactory careers and go on to make even higher salaries than their peers who graduate with professional degrees, their initial experience on entering the job market after graduation is currently disappointing. A master's degree has become the new entry degree of choice for rewarding professional work of all kinds, and liberal arts graduates—whose education at Binghamton has given them a solid foundation for professional careers—will emerge from the MAALS program ready to begin challenging and satisfying careers.

- 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

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

Institution	Program Title	Degree	Enrollment

There are currently three MALS program in the SUNY system, offered through Stony Brook, Brockport, and Empire State College. Like many other MALS programs, those at Stony Brook, Brockport, and Empire State are designed largely for working adult learners, while the Binghamton MAALS program will address the needs of recent college graduates who want to develop advanced skills and experience challenging internships in preparation for rewarding careers. In addition, Brockport's and Empire State's programs are delivered online and Stony Brook offers a mix of online and in-person courses; Binghamton's program will begin with 24 credits of coursework delivered in person on the Binghamton campus. Because of its different focus and content, Binghamton's MAALS program is not likely to have any impact on these other programs.

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

There is no similar programs within SUNY, with related student learning outcomes and educational focus, intended student population, and emphasis on advanced skills and experiential learning.

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

No concerns or objections were raised by other SUNY campuses in response to our Letter of Intent.

2.4. Admissions

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.

All students applying to the program submit their application materials through the Graduate School. Application materials include an application form, transcripts, GRE scores, two letters of recommendation, a personal statement, and a resume. Students are expected to have a GPA of 3.0 or above. International applicants must also submit results from either TOEFL (minimum score of 100) or IELTS (minimum score in Band Seven) unless they have received a college or university degree from a U.S. institution or an institution in a country whose native language is English.

Because the faculty contributing to this program come from several different departments and schools, a rotating admissions committee consisting of 4 faculty from different departments who teach in the program will be created, with members serving for terms of 2 or 3 years. Working with Professor Susan Wolcott, the program director, this committee will make admissions decisions. The committee reviews application materials and recommends admission for students whose qualifications meet or exceed the program's standards. Each cohort will be limited in size to 27 students, and in selecting applicants for admission, the committee will strive for both academic excellence and diversity (of race/ethnicity, gender, undergraduate major, field of professional interest, etc.)

No standard will be applied that differs from Binghamton University's minimum admissions requirement.

What is the process for evaluating exceptions to those requirements?

While we don't anticipate any exceptions in this competitive program, the faculty committee overseeing admissions will evaluate applicants; they will set criteria for admissions and evaluate any exceptions to admissions requirements. They will track the success of graduates from the program and use this data to evaluate applicants requesting exceptions as the program evolves.

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

The Graduate School currently recruits applicants to all programs from historically underrepresented groups by attending recruitment fairs dedicated to minority students, by visiting colleges and universities where underrepresented students attend in large numbers, and by emphasizing the affordability of a Binghamton education and the availability of scholarships for historically underrepresented students. At the same time, 36% of our undergraduate students come from historically underrepresented groups, and we anticipate a high level of interest in this program from our own graduates. In the survey of interest in the MAALS program sent to juniors and seniors in Harpur College, 47 (16%) of the respondents identified as "Black Non Hispanic" or "Hispanic";

another 36 (12%) identified as Asian or Pacific Islander.

Recruiting for the MAALS program will involve both Graduate School staff recruiters and the Administrative Assistant (to be hired). Targeted visits for MAALS recruiting will be made to colleges and universities and to recruiting fairs focused on minority students.

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?

We expect to enroll a large number of students from the Northeast and from New York State; indeed, we believe that our own undergraduates will be the first group to sign up for this path-breaking program. Our student body is not only very diverse but also broadly global: our undergraduate students come from 100 different countries and all 50 states; as freshmen, they place in the top 5% of college-going students nationwide. They are evenly split between men and women, and many of them are first-generation college attendees in their families and first-generation speakers of English.

Because this program offers an unusual focus on professional knowledge and skills, we expect to receive a significant number of applications from graduates of other colleges and universities. Once the program is established, we anticipate a large number of applications and a highly selective admissions process. The Graduate School follows an active recruiting schedule, attending over 80 college fairs and conferences each year; these include some conferences in major cities dedicated to graduate recruiting of applicants from historically underrepresented groups. Recruiting materials for the MAALS program are under development now, and a website will be available as soon as the program is approved.

Students for whom English is a second language will find strong support services on campus. With a new TESOL program currently in the approval process adding to an established ESL program, our campus will have expanded resources available to help English language learners. We believe the applied nature of this program will make it particularly attractive to women, minorities, and students who are learning English.

2.5. Academic and Other Support Services

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

Academic advising will be done by the faculty, as in most other graduate programs on campus. The program is designed to take a cohort of 25-30 students through a set of 6 required courses, so students will draw on their 6 faculty teachers for advice about how to increase their effective performance within these classes; given the nature of the coursework, advising about course assignments will also be advice about professional skills and successful presentation of results. The faculty committee of 4 that serves (with the program director) as an admissions committee will also serve as advisors to students, providing information, resolving problems, and helping students with academic questions.

Students' progress will be monitored each semester by the faculty program director, with the expectation that any student who encounters difficulty in one of the classes will be connected with tutoring help, where appropriate. Students who fall below a 3.0 average in coursework will not be placed in internships. For other forms of advising, especially regarding internship placements, the faculty program director will be assisted by the placement director (to be hired); this person will oversee internship placements and insure the academic merit of the experiential work.

The Fleishman Career for Career and Professional Development runs regular workshops to help students design a resume, apply and interview for jobs, and research career opportunities. Fleishman Center Director Dr. Kelli K. Smith will participate as a teacher of the course on "Professional Practices" in the program. Fleishman Center staff member Bill McCarthy is currently exploring internship opportunities for the MAALS program with employers across the United States; he will work with the program director and the administrative assistant to develop a clear description of each position in order to assure a good fit. While we hope for paid internships in each case, we are working to develop an extended list of potential sites, some of them unpaid. Students selecting an unpaid placement will know this at the point of their application for the position; we will develop scholarships to aid students, and as the value of the interns proves their worth to the site directors, we will negotiate for more paid placements.

The support services extended to students in the program include the Graduate Community of Scholars, which offers regular programs designed to help graduate students to prepare for the job market at many different levels in various fields. Other student support services, ranging from health services to counseling, are also available to students in the program.

Librarians will also serve as resources for the program, perhaps more than they do in other programs on campus. Students will be researching problems and opportunities in fields at some distance from their previous academic experience, and librarians will provide valuable help in moving all students toward greater independence and strength in finding information.

- 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.

Most master's students at Binghamton University rely on loans for financial support, though several students also work in various offices on campus or in businesses in town. Because of the need to invest our limited funds for graduate student support in doctoral students, who are hired as Teaching Assistants, Research Project Assistants, and Graduate Assistants, master's students receive loans (80%), campus positions (10%), or no support (10%).

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 achievement of learning outcomes will be assessed by each teacher, and conferences among program faculty will be held annually to discuss program outcomes and to revise the curriculum to increase its effectiveness. The two internship placements will be closely monitored to gather information about students' strengths and weaknesses, and the capstone seminar will include frequent opportunities for self-assessment as students report on their achievements and challenges in internship placements.

In addition to the assessment of individual student learning outcomes among students in the program, job placement data will be gathered for each cohort of graduates. Their achievement of early career objectives will be tracked, and surveys will ask for information about how well the program prepared them and what challenges they have experienced for which they felt unprepared. The data will be analyzed to provide an annual basis for assessment of the curriculum.

As part of the regular program assessment cycle at Binghamton University, the MAALS program will also assess its achievement of student learning outcomes through "Contributions to Mission" meetings every 3 years and through self-study and external review every 7 years. Binghamton has a well-developed program in which leaders of every academic unit meet with the provost, the senior vice provost, the director of institutional research and assessment, the appropriate dean, the vice provosts for graduate and undergraduate studies and sometimes others to review data reflecting on the strengths and challenges of their programs. These "Contributions to Mission" meetings supplement program reviews and form a unique opportunity for the formal sharing of data about the program's applications, enrollments, teaching patterns, time to degree, research productivity of faculty, and other metrics. In external reviews, faculty experts in similar programs at other universities review a detailed self-study and visit campus to meet faculty and students and to analyze the program. In program reviews of the MAALS program, placement data and survey results will be included as part of the information submitted for assessment

by external reviewers.

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found at http://www.suny.edu/provost/academic_affairs/app/forms.cfm. Rows for terms that are not required can be deleted.

NOTES: *The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from Part 52.2(c)(8) through (10) of the Regulations of the Commissioner of Education are met.*

Special Cases for the Sample 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:** *A different form (for program revisions) 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.**

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

Not applicable: this program will follow a traditional semester schedule.

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

Not applicable: all core courses in the program are new. Summer electives of existing courses would be approved in exceptional cases, where there was a persuasive match between an existing summer course and a student's interests.

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.

See Appendix B.

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.

See Appendix C.

SUNY Graduate Sample 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: Master of Arts in Applied Liberal Studies

- 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
BP 502: Advanced Communication	4	X		BP 507: Financial Practices	4	X	
BP 504: Professional Practices	4	X		BP 509: Information Technology, Professionals	4	X	
BP 506: Research Methods	4	X		BP 511: Navigating cultural differences	4	X	
Term credit total:	12			Term credit total:	12		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
BP 520: Internship 1	4	X		BP 525: Internship 2	4	X	
				BP 596: Capstone project & colloquium	4	X	
Term credit total:	4			Term credit total:	8		
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			

Program Total:	Total Credits: 36	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: BP 596, Capstone project, will serve as a required culminating element; each cohort will share experiences and results in the colloquium.
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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.

Faculty participants in the program come largely from Harpur College of Arts and Sciences (9 members); they are joined by one faculty member from the Public Administration program, two faculty members from the Watson School of Engineering and Applied Sciences, and the Director of the Fleishman Center for Career and Professional Development, who teaches leadership courses in the School of Management.

- 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?

Faculty are full time when they have full-time commitments to a division, school, or department. Their full-time obligations in teaching, research, and service are defined by the dean and chair of the unit in which they are employed.

SUNY Faculty Table

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

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Susan Wolcott*	25%	BP 506, 507, 596	PhD Stanford	Economics	
Susan Strehle	25%	BP 502, 504, 596	PhD UC Berkeley	English	
Kelli Smith	10%	BP 504, 596	PhD U of Nebraska Lincoln	Leadership Studies	
Thomas Sinclair	10%	BP 507, 596	PhD Indiana University	Public Policy	
Michael McDonald	10%	BP 506, 596	PhD Florida State Univ	Political Science	
Andreas Pape	10%	BP 506, 507, 596	PhD U of Michigan	Economics	
Dennis Foreman	10%	BP 509, 596	PhD Binghamton University	Computer Science	
Mark Reisinger	10%	BP 511, 596	PhD Indiana University	Geography	
Nicole Hassoun	10%	BP 504, 596	PhD University of Arizona	Philosophy	
Daryl Santos	10%	BP 509, 596	PhD University of Houston	Industrial Engineering	
Michael Sharp	10%	BP 502, 596	PhD Univ. of Michigan	English	
Ann Merriwether	10%	BP 506, 511, 596	PhD Penn State	Developmental Psychology	
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
Program Staff Assistant will be hired to coordinate recruiting and internship placements (Professional Staff, not faculty).	100%	BP 596, 597			Expected hire: 2017 spring

Section 5. Financial Resources and Instructional Facilities

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

The program will have a dedicated space to give the program identity and to provide students with work and study space. It will house the Administrative Assistant charged with recruitment, overseeing and insuring the quality of internship placements, and gathering data on student success. This staff member will be hired in 2017 in anticipation of an entering class in fall, 2017. Funds for the hiring of this staff member have been committed from campus Road Map funds.

Course buyouts for faculty who teach in the program have been negotiated between the Provost and the departments; each faculty member will be replaced in departmental teaching with a paid adjunct, qualified to teach in the field, and the department will gain a one-year Dissertation Year Fellowship to support an advanced doctoral student. Departments consulted about these arrangements have found them attractive.

- 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: 2017	Academic Year 2: 2018	Academic Year 3: 2019	Academic Year 4: 2020	Academic Year 5: 2021
(a) Personnel (including faculty and all others) Director, placements		\$45,000	\$45,000	\$46,000	\$46,000	\$47,000
(b) Library		--				
(c) Equipment		--				
(d) Laboratories		--				
(e) Supplies		--				
(f) Capital Expenses		--				
(g) Other (Specify): adjunct		\$154,000	\$154,000	\$156,000	\$156,000	\$158,000

<i>and DYF support X 7</i>						
(h) Sum of Rows Above	--	\$199,000	\$199,000	\$202,000	\$202,000	\$205,000

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.

Drawing on a group of faculty currently in place on the campus, the program has the library collections and resources it will need. It will advance the knowledge and skills of liberal arts graduates in professional areas that are currently taught, and therefore the library resources are adequate.

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

As indicated above, the library collections are adequate.

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.*

<u>Evaluator #1</u> Name: Dr. Simon Morgan-Russell Title: Dean, Honors College Institution: Bowling Green State University	<u>Evaluator #2</u> Name: Dr. Bridget O’Connor Title: Professor, Higher & Business Education Institution: Steinhardt School, New York University
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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 Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? No Yes

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

- a) Based on *SUNY Guidance on Master Plan Amendments* (in the *Guide to Academic Program Planning*), please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

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

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution, based on the *New York State Taxonomy of Academic Programs*. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees, SED 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
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <u>Commissioner's Regulations for the profession</u> , or other applicable external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form	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)
A	For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career	Section 2, Item 7

	objectives will be taught and assessed	
	<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)
B	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
C	<i>For programs requiring external instruction</i> , a completed <u>External Instruction Form</u> 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)
D	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
E	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a <u>Distance Education Format Proposal</u>	Section 10
	<i>For programs requiring an MPA</i> , a <u>Master Plan Amendment form</u>	Section MPA-1

Appendix A: Curricular Map

Student learning objectives include the following mapped on the curriculum on the chart below:

1. Students will create complex professional documents including summaries and reports that require them to find and evaluate information; they will make professional presentations using advanced technologies;
2. Students will evaluate and use professional practices, including strategic thinking and planning, ethical leadership and teamwork, in creating solutions to problems;
3. Students will draw on advanced research skills to locate, analyze, evaluate, and synthesize information and create recommendations from it;
4. Students will understand, analyze, and evaluate budgets and financial decision-making;
5. Students will gain and use advanced knowledge of information technologies to find, evaluate, summarize, synthesize, and present reliable data;
6. Students will gain advanced competency in navigating contemporary global cultures of widely different natures.
7. Students will analyze their work experiences in both university and non-university settings and evaluate their own strengths, opportunities for growth, and best choices for careers as professionals.

Objectives	1	2	3	4	5	6	7
BP 502	XX	X	X		X		
BP 504	X	XX	X	X		X	
BP 506	X		XX		X		X
BP 507	X		X	XX	X		
BP 509	X		X		XX		
BP 511	X	X	X			XX	
BP 520	X	X	X		X		XX
BP 525	X	X	X	X	X	X	XX
BP596	X	X	X	X	X	X	XX

XX= primary learning objective in the course
 X=secondary learning objective in the course

Appendix B: Syllabi for all new courses

BP 502: Advanced Communication

This course will teach advanced skills in analysis, professional writing, and presenting. Students will turn in analytical writing each week, beginning with a self-analysis of their strengths and weaknesses as writers, researchers, and learners; they will explore their own potential fit in various professions. They will develop a professional presentation of their own credentials in a resume or CV, and they will explore various modes and problems of self-presentation on social media. They will write a job application letter. Writing for various professional positions, they will write a brief or summary, in which they condense a long essay by identifying the major claims and evidence.

They will also research and write a substantial study of a current real-world problem with a product, issue, or service as a form of information and advice. They will write documents that require analytical judgments about writing by others: how reliable is the evidence and how persuasive are the claims in writing on the subject? What issues has the writer minimized or overlooked? What potential impacts or challenges could arise? They will go on to create hypothetical solutions to the problem they have raised and to advocate for improved ways of understanding or approaching it.

Writing assignments will be due every week. There will be multiple opportunities for critique of others' writing, and the instructor will provide feedback and constructive criticism. Students will learn to revise their writing.

Students will learn to use various presentation software packages, and they will develop professional presentations on an issue of interest to them; they will deliver lively presentations without reading text on their slides. They will critique other students' presentations in the class. They will respond to verbal challenges to their data and conclusions and learn to defend their work in appropriate ways. They will learn to speak in professional settings both formal and informal. The course will include a mock job interview for all participants.

The course will be taught by faculty members from the department of English or other departments, as appropriate.

Credits: 4

Learning objectives, primary:

Students will create complex professional documents including summaries and reports that require them to find and evaluate information. They will make professional presentations using advanced technologies.

BP 504: Professional Practices

This course will introduce students to complex professional practices and give them experience applying these practices in real-world instances. Students will learn teamwork skills, the meaning and value of strategic thinking and planning, leadership theory and application, and ethical decision making.

Because life in work organizations often depends on one's ability to lead and work successfully as part of a team, and teamwork is often cited as a top competency that organizations seek, this class will be highly team-based. Students will study the meaning and value of teamwork and apply it in practical assignments for the course. Class projects will be completed by a team of about 4-5 students and much of the students' performance on the team projects will be critically evaluated by their peer team members with constructive feedback.

One aspect of the course will provide students, as part of their team, the opportunity to practice developing a strategic plan to solve a practical problem in the community. Students will consult with a local organization and apply leadership theory learned in class to create the plan.

Using historical case studies (available within Harvard Business Publishing) for example, students will also learn about and discuss organizations that faced complex ethical and leadership questions. Each team will present a pre-chosen case study and approaches to ethical problems faced by various industry sectors of employment will be critically examined in this way.

Another main focus of the course will be on understanding research-based leadership theories, practices, development, and challenges. How does the leader's style imply a theory and approach to teamwork, and how does it affect the team? How can a team member work effectively with a leader whose style they find ineffective? How can leadership be shared, and how can individual employees exert a positive impact on the leaders of their organization? How might leadership styles vary around the globe due to cultural differences?

One additional aspect of the class will include a recorded practice interview to both provide interview practice but also help the student articulate professional skills gained from the class.

The course will be taught by the director of the Fleishman Center for Career and Professional Development, whose PhD is in Leadership Studies; or faculty from the departments of history, psychology, English, or other appropriate departments.

Credits: 4

Learning objectives, primary:

Students will evaluate and use professional practices, including strategic thinking and planning, ethical leadership and teamwork, in creating solutions to problems;

BP 506, Research Methods

This course explores research methods, both qualitative and quantitative, and helps students make selective judgments about combinations of both in researching real-world problems or issues. Students assess the use of research and statistics to draw conclusions from information and to persuade audiences in situations involving program and policy evaluations, elections, product purchases, weather forecasting, and fundraising.

Students develop the “logic of inquiry,” learning how to proceed from a research question to a research design, creating a path to verifiable knowledge that can be transferred to others. As a starting point, each student submits a research question involving a current issue or problem. The next step is to hone the question to ensure it is both answerable and important. Step three introduces students to various forms of research design. The question might be descriptive (what are people’s attitudes?) in which case a survey might be appropriate; it might involve group beliefs and assumptions, in which case focus groups would be useful. If the question is causal, experimental or observational designs (lab or field) would provide appropriate data.

Questions of measurement will include reliability and validity, with attention to distortion in order to persuade and sell. Students will be required to create their own small databases and learn how to access and work with already constructed databases. They will learn how to calculate and interpret descriptive statistics and to lay a sturdy foundation for the creative use of inferential statistical thinking. Through a series of weekly assignments involving the databases and statistical analysis, students will participate in several group assignments giving them experience working as a team to synthesize information and create recommendations from it.

The term project will draw together quantitative and qualitative research methods as students extend their research in an area of professional interest and present findings about a current issue to each other.

The course will be taught by faculty from the department of political science, psychology, economics, or other appropriate departments.

Credits: 4

Learning objectives, primary:

Students will draw on advanced research skills to locate, analyze, evaluate, and synthesize information and create recommendations from it;

BP 507: Financial Practices

This course introduces students to budgeting, finance, and the management of financial resources in organizations. Students will learn how to read and use financial statements generated by private firms and nonprofit organizations. They will gain practice in using spreadsheets and data to develop, organize and present budgets. Students will explore historical cases that raise questions about ethical practices in organizational finance, including recent examples like Toshiba's overstatement of its earnings or Turing Pharmaceuticals' price-gouging increase on HIV drugs, and analyze the potentially disastrous results of corporate responses to financial pressures and problems. They will become familiar with the fiduciary responsibilities of governance leaders, such as those of members of boards of directors of nonprofit organizations.

Because BP 507 does not have prerequisites in statistics or economics, the focus of the course will be to emphasize introductory concepts in organizational budgeting including line-item budgeting, performance budgeting and object classifications. They will also learn about fixed, variable, and marginal costs and their impact on budgets and financial management. The objective will be to ensure that students become effective users of budget information, not that they become financial or budget analysts.

The course will be taught by faculty from the department of economics, public administration, or other appropriate departments.

Credits: 4

Learning objectives, primary:

This course examines concepts and methods in financial literacy that would be expected of professionals entering the workforce.

1. Core principles of budget development, analysis, management control, and budget/financial planning.
2. Understand fixed, variable and marginal costs in developing budgets.
3. Development and application of line-item budgeting tools and techniques.
4. The fiduciary responsibilities of managers and board members.
5. How to read and interpret private and nonprofit sector financial statements and principles of financial statement analysis.
6. The role of financial information in management decision-making.
7. Introductory accounting concepts for general managers.
8. Application of budget and financial analysis concepts using spreadsheet software.
9. Effective communication - through oral, written, and visual means - of budget and financial analysis.

BP 509: Information Technology for Professionals

This course introduces computer hardware and systems, data flow, and common application programs. Students will gain advanced understanding of word processing (including master documents and macros), spreadsheets (including relative and absolute references, V and H lookups, and the IF function), and databases (including tables, relations, forms, reports, and queries). They will explore networking concepts including domains, LANS, WANS, and routers. They will learn website concepts and webpage construction, including hosting, HTML, and CSS. They will explore ethical questions and issues related to privacy and security of data.

Students will work on projects in teams, and their assignments will focus on finding a way to use information technology to improve a process or workflow. They will create personal webpages and at least one website designed to market a product. Working with campus offices or local companies, they will research, update, and improve web information for users. As part of the final project, class members will collaborate to create a website presenting the results of all of the projects completed in the group.

The course will be taught by faculty from the department of computer science, systems science and industrial engineering, or other appropriate departments.

Credits: 4

Learning objectives, primary:

Students will gain and use advanced knowledge of information technologies to find, evaluate, summarize, synthesize, and present reliable data;

BP 511: Navigating Cultural Differences

Effective professional practices begin with an ability to understand and navigate cultural differences. The commitment to global and cultural competencies as part of the transformative learning process demonstrates the importance of preparing students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society. Globally competent students are lifelong learners who are aware of the world around them.

Cultural competence is based on the four principles of awareness, attitude, knowledge, and skills. Awareness refers to the consciousness of multiculturalism; attitude is the perspective of an individual toward cultural differences; and knowledge is being knowledgeable of cultural views and practices. The practice of the first three principles while working with others results in skill. The acquirement of the foundational principles of awareness, attitude, knowledge and skills aids in the ability to interact in meaningful and productive ways with those of different cultures.

Students will learn to work respectfully across boundaries of organizations, nations, and sectors; they will develop increased cultural competency. They will acquire increased skills in negotiation, listening, and teamwork, while they learn more about issues of global importance including development, demographic change, urbanization and migration, environmental problems, and international conflicts.

The class will connect via Skype or Webex with a class of English-speaking students (to be arranged by the instructor) in China, Korea, or elsewhere in Asia, to exchange perceptions of global events and customs. The goal of these discussions will be to develop advanced awareness of and respect for differences, as well as advanced ability to communicate about them.

The course will be taught by faculty members from the department of geography, history, or other appropriate departments.

Credits: 4

Learning objectives, primary:

Students will gain advanced competency in navigating contemporary global cultures of widely different natures;

BP 596: Capstone Project and Colloquium

Students in each cohort will meet in a weekly colloquium, synchronously via Skype, teleconference, or other platform, to exchange reports about their experiences in the internship, including challenges, questions, successes, and opportunities for further research. They will share strategies as they produce their capstone reports.

Students will produce a final report of 30-50 pages analyzing the internship experience in relation to the student's career objectives: how did this work experience test and refine skills developed in the program? How did the student perform, and what did the challenges in the internship reveal about the student's own strengths and areas for further growth? How did the internship experience help to refine the student's desired employment? The student's research may involve interviews as well as research in both print and electronic materials, and it will require research in employment subfields and issues confronting practitioners in the profession.

The capstone project will be supervised by the program director or by another faculty member affiliated with the Binghamton Plus program.

Credits: 4

Learning objectives, primary:

Students will analyze their work experiences in both university and non-university settings and evaluate their own strengths, opportunities for growth, and best choices for careers as professionals.

Learning objectives, secondary:

Students will create complex professional documents including summaries and reports that require them to find and evaluate information; they will make professional presentations using advanced technologies;

Students will evaluate and use professional practices, including strategic thinking and planning, ethical leadership and teamwork, in creating solutions to problems;

Students will draw on advanced research skills to locate, analyze, evaluate, and synthesize information and create recommendations from it;

Students will understand, analyze, and evaluate budgets and financial decision-making;

Students will gain and use advanced knowledge of information technologies to find, evaluate, summarize, synthesize, and present reliable data;

Students will gain advanced competency in navigating contemporary global cultures of widely different natures.



External Evaluation Report

Form 2D

Version 2014-11-17

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: Binghamton University (State University of New York at Binghamton)

Evaluator Name (Please print.): Bridget N. O'Connor

Evaluator Title and Institution: Professor, Higher Education and Business Education. New York University

Evaluator Signature: 

Proposed Program Title: Applied Liberal Studies

Degree: M.A.A.L.S.

Date of evaluation: March 29, 2016

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.

This MA Program links the world of academe with the world of work. Its stated purpose is to ensure that students are prepared to begin appropriate jobs/careers. Students will develop high-level communications and problem solving skills through coursework and then apply those skills through experiential learning activities. The cohort structure of interdisciplinary students will enable groups of students to work as teams and learn with and from each other. Students begin by taking courses on campus, and then move to having opportunities to hone their skills further in internship placements throughout the country. Academic rigor is further evidenced by requiring a thesis. A thesis will ensure that students have an opportunity to demonstrate research and writing skills that are the heart of any MA program. It has also been made clear that the program is not one that will lead to further graduate study (e.g. a doctorate) in their discipline.

The faculty who will lead the program have been identified and clear that thought and planning has gone into developing an admissions and advising structure. Including others throughout campus, including librarians and

professionals at the Career Center shows that the entire campus is behind this plan. President Stenger is a strong advocate for the program, further ensuring administrative support.

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

This program distinguishes itself by emphasizing the classroom development of skills that lead to employability and then having structured opportunities for students to apply those skills in the workplace. Alumni participation and support at all phases will help 'sell' the Binghamton University brand.

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

Self-assessment is described (Section 2.7) as plans to measure learning outcomes, placement data, self-study, and external review. While it's not always clear in the proposal who exactly has responsibility for these activities, an assumption is made that the program director and its faculty advisors will lead these efforts.

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 proposal includes a comprehensive discussion (p. 9) comparing BU's program with others in the state. While the other programs are primarily for individuals who have been out of college for some time, this program targets recent college graduates. It's explained, too, that the other programs are a combination of online and in-person classes.

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?

Evidence of demand for the program was shown through a review of reports and literature that have argued for the need for innovative ways to ensure that students are employable upon graduation. Most impressive, though, are the data from the student and alumni surveys that show a demand for the program from the student perspective and a pull for the program from the alumni perspective. While I haven't seen the specific data, the summary of the results on page 7 make a compelling case.

II. Faculty

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

An amazingly fine list of faculty from BU, including from Harpur College and Engineering, are spearheading this program. Moreover, faculty represent a wide range of disciplines. The value of having professors take such a strong interest and lead in the program is more evidence that the program will flourish.

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.

Busy faculty who are focused on their discipline rarely are willing to step outside their traditional coursework to support applied programs. The faculty we interviewed are energetic and willing to work with diverse groups of students. Adjunct professors will be hired to cover for faculty who will have these new courses to prepare and

deliver. An additional 'carrot' is moneys for departments to have support for an additional doctoral student. I don't see where additional equipment or facilities (except for a location for the program to reside) would be an issue.

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

We understand that a highly qualified individual has been identified to take the lead in administrative support. I see no data describing specific adjunct faculty.

III. Students

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

The initial cohort is expected to come from BU graduates. Graduating students who want/need more preparation and support in finding relevant jobs/careers are the appropriate target. They are already on campus, know the town, and may not be in a rush to leave without an employment plan. Success will breed success, so positive outcomes will ensure continued and expanded enrollments.

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

The survey referred to earlier has such data.

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 BU campus was described as including underrepresented groups, and the degree to which this remains the case will undoubtedly show such representation. It wasn't clear if other outreach activities were being planned.

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

The support services described on page 12 of the proposal demonstrate that these issues have been given attention. For example, the continuous monitoring of student progress, the support of the Fleishman Center (and its director, whom we interviewed), librarians, and the entire gamut of services offered to all graduate students round out a comprehensive system for advising and monitoring student progress as well as ensuring that appropriate internships are established.

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

This program is all about ensuring suitable employment, defined as work that taps the student's discipline/field and takes advantage of the employability skills that are being fostered.

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.

The evidence we've been shown indicate a supportive Career Services operation and the support of alumni in ensuring internship placements. As a top-tier university, Binghamton has a wide variety of physical resources.

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 support of top administrators (the President, Provost, and Dean of the Graduate School) as well as the commitment of not only Harpur College, but also faculty from Engineering, Public Administration, and Computer Science shows broad interest and commitment. This innovative program has the potential of being a signature program for the campus.

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.

- Student cohorts will be interdisciplinary
- The faculty and administrators we've interviewed are scholars and advocates for the program
- Career Services and librarians will expand their services
- The program will develop as it learns from experiences
- Alumni involvement helps assure appropriate internships
- Paid internships may be necessary to ensure that students can afford to remain in school

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.

There are a growing number of top-tier universities that are making efforts to ensure the employability of liberal arts graduates. My own university offers an employment "boot camp," opportunities to earn certificates (e.g., real estate, financial planning) concurrent with undergraduate work. Other strategies applied here and elsewhere are service learning and study abroad. What the MA in Applied Liberal Arts offers is a plan in which students devote all of their studies to learning about and working in jobs/careers that are meaningful to them. Great idea.

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

One suggestion I made at the interview session, and one that I admit is very specific to my own teaching and research, is to include modules that offer a theoretical perspective on corporate culture/fit; on understanding informal learning strategies such as through communities of practice and mentorship programs. Knowing more about organizational behavior and adult learning theory could help these individuals who will be new to workplaces ensure that their learning continues.



External Evaluation Report

Form 2D

Version 2014-11-17

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: Binghamton University (State University of New York at Binghamton)

Evaluator Name (Please print.): Simon Morgan-Russell

Evaluator Title and Institution: Dean of the Honors College, Bowling Green State University

Evaluator Signature:

Proposed Program Title: Applied Liberal Studies

Degree: M.A.A.L.S.

Date of evaluation: March 29, 2016

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.**

Compared with its preliminary draft, this program proposal has a lot of more definition and structure. Initially I observed a lack of clarity around the program's purpose – that the MAALS degree might be both a terminal Master's degree AND a stepping stone to further or more advanced graduate study; this has now been clarified and focused on the goal of preparing liberal arts majors to deploy their skills in a professional environment rather than as a preparation for more graduate study.

The program's learning outcomes are clear and have been tested against student interest. One of the most significant changes in the proposal from its first draft is the engagement with faculty in A&S rather than CCPA. Partly, this clarified the program's mission as a professional preparation for liberal arts graduates, but it also helped develop a cohort of faculty in A&S who came together to craft the program's mission, requirements, and structure. The collective and collaborative efforts of these faculty members have paid great dividends in shaping a coherent and attractive program.

As a result of the assumption of responsibility by A&S faculty, I am able to see a much stronger administrative structure, obvious in the selection of a committed Program Director, a process in place for review of applications and advising by faculty, and commitments from the Provost for faculty compensation (in time and other resources). All of these factors give the MAALS more substance and traction.

I will expand on some of these points later in the report, but in summary here I would say that the second draft of the program is stronger than the first, and demonstrates many strong, positive qualities.

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

The MAALS program itself is transdisciplinary, both in terms of the students it serves, the skills and competencies that they hone, and the faculty that guide them through the process. And so, of course, this is the real strength of the program, which allows liberal arts majors from a variety of disciplines to shape their skills for more successful professional engagement outside the academy. The new mission makes this very clear. I would add that this type of program is long overdue; too often students drift into traditional disciplinary graduate programs that only compound their narrow disciplinary focus and do very little to help them develop professionally. This program provides a coherent and thoughtful alternate path for students who are not seeking an academic career and – in some cases – probably shouldn't. I think that this is truly innovative.

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

Perhaps the most important measure of the MAALS' success will be the students' successful professional placement after graduation, and so this should be a central concern in any assessment program. But I think that if the program is to remain successful it must also be attentive to change in professional environments, so that the skills and competencies that the students develop remain current and desirable to potential employers. Although the proposal articulates clear plans for individual student assessment, I think that developing a "360°" assessment of the program's continued viability should become a central concern for MAALS' Program Director. This is one of the very few areas in the proposal that I would suggest needs development, though I also believe that this process is one that can only develop over time through relationships with successful graduates and employers.

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

As I've noted, while the CCPA faculty involved in the proposal's first draft were enthusiastic about their individual contributions to the program, there was no sense of a shared, collaborative responsibility for the MAALS degree, and some anxiety about the overlap – especially in the area of the internships – with their own MPA degree. The engagement of the A&S faculty, however, has helped to clarify the applied mission, and allay concerns from A&S faculty that the MAALS will compete with their own disciplinary Master's degrees. The support for the program from A&S faculty is an important component for its success.

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

The program's proposers have conducted some useful surveying of students, revealing that, out of 300 respondents, 98% of them were interested in developing competencies and skills post-graduation, with some significant correlation between their desires and the program's learning outcomes (most notably in advanced communication, problem solving, and presenting). Around 80% of respondents indicated that they would be interested in graduate study. I think that this survey shows clearly that there is an enthusiastic local market for students. I suspect that the appeal of this program extends beyond Binghamton though, and that there will be plenty of interest in this unique program in liberal arts majors graduating from other colleges and universities. As

long as the program continues to listen to self-assessment practices and to adjust accordingly. I'm sure that this demand will continue.

II. Faculty

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

Because of the transdisciplinary nature of the program, its faculty are drawn from a wide variety of disciplines and fields, so it is beyond my expertise and ability to assess their qualifications. I am satisfied, though, that they are appropriate individuals for the courses that they deliver as part of the program; since MAALS is an applied program rather than one that pursues methods in basic research, teaching competency seems more relevant than research performance to the program's learning outcomes.

Collectively, as I have already stated, the faculty have worked very well together to produce an integrated curriculum and mission. The course descriptions provided to me in Appendix B demonstrate direct engagement with the program's stated learning objectives individually, and collectively describe a coherent and focused program. Perhaps more than any part of the proposal the course descriptions gave me a sense of what specific kinds of work the students would be undertaking, which was helpful to my positive evaluation. I was impressed with the curriculum's overall coherence, which (regrettably) is often absent in longstanding, more traditionally-focused programs.

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

The current proposal has addressed my earlier concerns regarding faculty compensation and allocation of effort. There's a clear expression of the individual faculty members' commitment to the program (with two exceptions all faculty give 10% of their effort to MAALS: Wolcott and Strehle provide 25% of their time), and there's a clear connection between the faculty's areas of expertise and the program's required courses. Importantly, it seems to me, every course that is part of the curriculum has at least two affiliated faculty members who are qualified to teach it. This is essential to maintaining the program's integrity in the face of inevitable sabbatical leaves or staffing crises in home departments. All faculty hold PhDs. As I noted earlier, the applied nature of this transdisciplinary degree doesn't immediately suggest that basic research or grant activity will be component of faculty effort for MAALS.

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

No adjunct faculty has been noted in the proposal. A full-time staff position has been committed to the program, but no-one currently occupies that position.

III. Students

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

The survey of student interest that was conducted by the program's proposers is very useful, as I noted earlier, in determining the program's appeal. Clearly, there's a strong interest among Binghamton's current juniors and seniors for the availability of this program. Interesting, also, is the alignment of the proposed curricular areas with student interest as demonstrated by the survey. This is a timely proposal.

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

Given the local interest in MAALS, I think that the easy pipeline from Binghamton's liberal arts majors to this program is a natural process. Again, engagement of the A&S faculty will play a big role in this recruitment process. The proposal also includes plans for the longer-term recruitment of students beyond Binghamton once the program is established. I predict that this unique program will be attractive to students from other colleges and universities.

I am pleased to see in this draft of the proposal that there is a process for reviewing applicants to the program by the faculty who are affiliated with it. I believe that this helps to build a strong connection between admitted students and the faculty as the students make their way through the program, connecting well with the roles that the faculty play as advisors, as discussed below.

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 high proportion of students from historically underrepresented groups at Binghamton and the interest expressed by survey respondents in these groups suggest that there will be a high level of interest in MAALS from these students. The proposal also includes the plan for targeted recruiting strategies facilitated by the proposed Administrative Assistant in co-operation with Graduate School staff recruiters. In any event, I would expect no less interest from students from historically underrepresented groups, and I would expect that Binghamton will pursue the same efforts with minority recruitment as it does for other graduate programming.

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

This proposal lays out a structure of student advising that is integrated with admissions and overseen by the Program Director. Because of the program's transdisciplinary nature, advising by one faculty member might prove challenging, so the responsibility for student advising falling on the program's faculty as a whole and coordinated by the Director makes much more sense for MAALS. The proposal also describes a process for students' self-evaluations as part of their ongoing assessment of their progress towards degree – another great opportunity for monitoring their performance. I think that these strategies will result in a high degree of successful and timely program completion.

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

One of the faculty affiliated with MAALS, Dr. Kelli Smith, is also the Director of the Fleishman Center for Career and Professional Development, and another employee of the Center spoke convincingly of efforts to locate

suitable internships for the students – an important component of the MAALS degree. I think this close collaboration with the Fleishman Center is a tremendous benefit to the program; too often faculty in traditional academic degree programs can offer little assistance to students interested in employment outside of academia, so the direct link of the program faculty to the Center will enhance students' opportunities for success following their graduation.

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.

As noted above, the connections with the Fleishman Center for Career and Professional Development are powerful ones for helping students prepare for careers during and after their tenure as graduate students. The proposal notes other existing facilities available for student support, and it appears that they would be adequate for the new program.

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?

I am convinced that the resources allocated to the proposed program are adequate. The revised proposal makes clear the allocations of faculty effort that sustain MAALS, and while it's difficult for me to know how Binghamton assesses workload for faculty members, I assume that 10% is roughly the equivalent of one course; this seems to be an adequate recognition of the time need to fulfill the responsibilities in teaching, service, and advising articulated in the proposal.

In addition the Provost has committed a full-time staff position, which is essential to recruitment, admissions, and operation of the program, and he supports the creation of a dedicated space for MAALS. I think that this latter commitment will be important in providing an identity for the program, since the faculty associated with it are drawn from across Binghamton's campuses. I was pleased to see that the Provost has also proposed a system for department course-buyouts for program faculty, with the added incentive of a one-year Dissertation Year Fellowship for contributing units. I think that this additional incentive sends a great message about the institution's support for this program, and recognizes the sacrifices that departments often make to support transdisciplinary programs and centers.

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

- Responsive to challenges faced by liberal art majors: a good forward-looking strategy to preserve the tradition of liberal arts education while providing responsible, professional futures for students
- Innovative approach: unique program to pull together students' skills and competencies in a way that gives them a current, professional edge

- o Committed A&S faculty: individuals who have worked collaboratively to develop the program at the curricular or course levels are genuinely enthusiastic about the degree program and the service it provides
- o Clear institutional support for the program in terms of faculty allocations, buy-outs, staff lines and departmental incentives
- o Apparently high interest for the program among current juniors and seniors at Binghamton

Weaknesses

- o While great attention to needs assessment and internal student assessment procedures, I would still recommend that the proposers think carefully about continuous assessment of the program's ongoing viability: its strengths lie significantly with its ability to prepare students for current professional practices and areas of competence, so it is important to respond to changes in the professional environment

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.

At the risk of repeating myself, I believe that this program appears to make a unique contribution in the State, and, I would argue, proposes an innovative model for the continued professional development of liberal arts majors that will be appealing to students outside of New York. I predict that your expanded recruitment efforts will be successful, and that this model will be emulated by other institutions.

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

I am very supportive of this proposed program. As my evaluation has made clear on a number of occasions, I think that the MAALS is a timely proposal, and a responsible one serving the needs of both liberal arts majors and their future employees very well. The collaborative work that the faculty have brought to the program's curriculum, and the firm institutional support for the program provided by Binghamton's academic leadership have contributed to a well-structured, forward-looking graduate degree. I look forward to seeing how the program and its graduates succeed.

Appendix H

Survey Results, MAALS Program

Are you interested in pursuing a master's in any field after you graduate?

239 yes, 82% 6 no, 47 not sure

Are you interested in developing your competencies and skills at an advanced level?

284 yes, 98% 0 no, 7 not sure

Do you think you could use more advanced skills in—(yes/no/maybe)

- Advanced communication, including professional writing? **Yes 89.6%**
- Professional presentations? **Yes 87.0%**
- Professional practices including leadership and teamwork? **Yes 83.9%**
- Strategic planning and ethical decision-making? **Yes 84.3%**
- Research, including qualitative and quantitative research design? **Yes 86.0%**
- Methods for analyzing and solving problems? **Yes 87.4%**
- Information Technology and how to use it? **Yes 86.3%**
- Financial practices, including budgets and expenses? **Yes 79.7%**
- Global cultures and competencies? **Yes 82.2%**

Degree seeking: BA 211; BS 61; Undeclared 23

Male 110; Female 185

Citizen: 269; Non-Citizen: 26;

Sent to 5,000 juniors and seniors

5% of those are interested

Senior (104+ hours): 121

Senior (88-103 hours): 81

Junior (72-87 hours): 49

Junior (56 to 71 hours): 44

White Non Hispanic: 125

Hispanic: 32

Asian or Pacific Islander: 36

Black Non Hispanic: 15

Unknown: 10

Not given by choice: 2

[No Value]: 73

Non Resident Alien: 2

Majors: Psychology 46

Integrative neuroscience 15

Political science 21

Economics 20

History 15

English 21

Financial economics 13

Graphic design 10

Biological sciences 9

PPL 8

Sociology 7

Chemistry 5

Survey Results: individual comments

A G: Binghamton Plus “appeals to me very much. I would like more information.”

M A: “what exactly is the MAALS degree?”

A H: 5th year senior; “I am incredibly interested in the program and would like to find out more. I like what I read and believe this program is a right fit for me.”

K S: “I am definitely interested in learning more.”

N P: “Can the cost of attendance be covered by a scholarship?”

Y Z: senior; “I am interested in the program, can you please email me more detail?”

C S: “This looks cool! I’ll check it out. Thanks for the heads up.”

H K: “I am interested; can I get more information?”

S L: “Can I get more information on this program?”

M L: “While it sounds very interesting, I unfortunately have accepted a job offer and won’t be attending graduate school.”

J C: “while this program sounds tremendously useful and interesting, I don’t think it would help me pursue my goals (PhD in neurobiology).”

D C: “I unfortunately am pre-med and an opportunity like this sounds amazing. If only they had something for us student gearing ourselves toward medical careers! But thank you!”