New Program Proposal:
Certificate or Advanced Certificate Program

Form 2C

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

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

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

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

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Section 1. General Information		
Item	**Response *(type in the requested information)***	
a) Institutional Information	Date of Proposal:	September 30, 2015
	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):	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, **or check here [XX] if not applicable**:	
c) Proposed Program Information	Program Title:	Advanced Certificate in Community Schools
	Award(s) (e.g., Certificate):	Certificate
	Number of Required Credits:	Minimum [15] If tracks or options, largest minimum [ ]
	Proposed HEGIS Code:	2104.00
	Proposed 6-digit CIP 2010 Code:	44.0702
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A	
	If applicable, list the SED professional licensure title(s)[3] to which the program leads: N/A	
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	

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

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.** ***E-signatures are acceptable.*** 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 2013-10-17

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 [X]Not Full-Time

b) Modes: [ ]Standard [ ]Independent Study [ ]External [ ]Accelerated [X] Distance Education
NOTE: *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.*

c) Other: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Programs

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

Masters in Social Work (MSW)

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

SED Code (Social Work Program): 27969

2.3 Program Description, Purposes and Planning

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

As community schools continue to increase in the U.S. and abroad, this certificate will prepare post-bachelors students, bringing backgrounds from an array of fields, with the interdisciplinary knowledge and skills to develop, implement and work successfully in community schools in NY and throughout the world.

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

1. Develop an understanding of the history of community schools in the context of pre-K-12 U.S. education.
2. Develop an understanding of the value base of the community schools movement and the legal and ethical standards and principles that govern practice.
3. Understand the relationship between poverty and academic performance.
4. Understand the professional roles vital to community schools including the community school coordinator, teacher, principal, school nurse, social worker, psychologist, and community partners from health and social services and business.
5. Understand the role of inter-organizational and interdisciplinary collaboration and collective impact in building and sustaining community schools.
6. Learn the importance of, and ways to enhance families' and youths' voices in schools.
7. Understand the importance of context and similarities and differences in community schools in rural, urban and suburban settings; and throughout the school experience from pre-K through high school.
8. Understand policies that both support and present barriers for the development and implementation of community schools.
9. Understand the various ways to fund community schools including challenges and strategies for funding.
10. Gain an understanding of the range of ways to evaluate community school efforts.
11. Gain knowledge about models of university-community partnerships.
12. Learn about community schools efforts around the globe.

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

The community schools movement is driven by efforts to interrupt the cycle of poverty by bringing to the schools a set of community supports; these enable children from low-income families to have the same opportunities for academic success as their middle class counterparts. While some charter schools are community schools, most community schools are adaptations of traditional public schools. Building and expanding community schools in

NYS is a priority of Governor Cuomo and relates to the cradle-to-career initiatives of the SUNY Chancellor's Office. It reflects SUNY Excel's goals of providing access and of engagement. It also complements SUNY's new diversity policy by offering a certificate taught by scholars with expertise in the areas of diversity, equity and inclusion.

Community schools are a centerpiece of New York Mayor di Blasio's administration, and their numbers are expanding around the world. While community schools have proven their worth for children, however, there are no existing academic programs combining knowledge of social work, child development, schools, and social services in order to prepare the professionals needed in this field. Binghamton University has a unique opportunity to develop a strong program. First, we are the primary partner and receive yearly allocations through the NYS Office of Mental Health (by way of Broome County Department of Mental Health) to implement a county-wide community schools effort through the Broome County Promise Zone. This effort has become the signature civic engagement initiative of Binghamton University, having over 100 undergraduate and graduate students participate in classes and service learning in community schools each year. Second, we have formed a close connection with the Children's Aid Society, which is the world's leading technical assistance center for community schools. This affiliation will help insure that our program meets the need for professional practitioners in the field, as the CAS has agreed to serve as an advisor in our program development. With this program, Binghamton can well become a leader in formal training for professionals from a wide array of academic undergraduate and graduate disciplines.

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

The certificate program has been designed collaboratively by a group of faculty from the College of Community and Public Affairs and the Graduate School of Education. Participating faculty have taken active roles and worked together in one of the campus's organized research centers, the Institute for Multigenerational Studies, under whose auspices one group of faculty work in a "Center for Family, School and Community Partnerships." This Center is led by Dean Laura Bronstein and includes social work faculty Youjung Lee and Lisa Blitz; and Graduate School of Education faculty Candace Mulcahy and Elizabeth Anderson.

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

Our chief external advisor and partner is the Children's Aid Society National Technical Assistance Center for Community Schools (CAS), which is committed to helping us prepare the kinds of professional practitioners most needed in the burgeoning field of community schools. Some graduate-prepared directors at CAS could potentially serve as adjunct faculty, including co-teaching with BU faculty.

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

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	0	15	15	7
2	0	15	15	10

3	0	20	20	14
4	0	30	30	17
5	0	30	30	20

These conservative estimates are based on the level of need and the numbers of jobs projected for community schools directors and service providers. We anticipate that social work practitioners, health care providers, school counselors, teachers and others will want to pursue this online certificate in order to work more effectively in the community school jobs that open up. If the enrollments are not achieved, the program will grow more slowly than we currently predict.

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

Program Schedule for Community Schools Certificate Program

Course Number & Title	**Cr**	**New**	**Prerequisite(s)**
Term 1: Fall 20xx			
CS 501: Current Trends in K-12 Education	3	X	Bachelors degree
CS 502: Programmatic Elements of a Community School	3	X	Bachelors degree
Term 2: Spring 20xx			
CS 503: Structural Elements of a Community School	3	X	Bachelors degree
CS 504: Whole School Strategies in a Community School	3	X	Bachelors degree
Term 3: Summer 20xx			
CS 505: Capstone/Internship Final Project	3	X	CS 501, 502, 503, 504

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?

There is no other community schools certificate program serving New York State citizens. Governor Cuomo and other leaders at the state level are promoting community schools as a critical method to break the intergenerational cycle of poverty, because the community schools model has shown that it promotes equity and opportunity for children growing up in low-income families. Building and supporting community schools also makes economic sense for NY as data show that community schools promote higher graduation rates, preparing more New Yorkers who can contribute to the state's labor force. In addition, interdisciplinary programs are increasingly seen as critical to addressing today's and tomorrow's social issues. This certificate program will educate professionals from different disciplines to work together in teams to improve the lives of children and families.

h)(2) ***Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form.
As appropriate, address how the program will respond to evolving federal policy on the "gainful employment" of graduates of certificate programs whose students are eligible for federal student assistance.
Community Schools are an expanding phenomena in NYS with hundreds of new ones being supported by NYC and NYS in the past few years.

Employer	***Need: Projected positions***	
	In initial year	**In fifth year**
Curtis High School; NYC Mirabal Sisters Campus, NYC P.S. 152 Dyckman Valley; NYC P.S. 5 Ellen Lurie; NYC P.S. 50/I.S. 50 Vito Marcantonio; NYC P.S. 8 Luis Belliard; NYC Salomé Ureña de Henríquez Campus; NYC C.S. 61 The Francisco Oller Campus; NYC Fannie Lou Hamer Schools; NYC P.S. 50 Clara Barton; NYC C.S. 211 The Bilingual Magnet School; NYC Children's Aid Society College Prep Charter School; NYC Binghamton High School; Binghamton, NY Windsor Central School District; Windsor, NY Johnson City Central School District; Johnson City, NY Whitney Point CSD; Whitney Point, NY	2-5 in all programs	2-5 in all programs

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.*

There are none.

Institution	Program Title	Degree	Enrollment

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

Because there are no similar programs anywhere in SUNY, we were not able to find appropriate partners for consultation within the system. Our collaborative work with the Children's Aid Society gains in importance, since they are the agency most engaged with the problems and challenges of making community schools work in New York and beyond.

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

No concerns or objections have been raised to our plans.

2.4. Admissions

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

All students applying to the program must submit their application materials through the Graduate School, including an application form, transcripts, two letters of recommendation, a personal statement, a short essay, and a resume. International applicants must also submit results from either TOEFL (a minimum score of 100) or IELTS (a 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.

An admissions committee reviews application materials. Applications for the fall semester are due by March 15 and are considered on a rolling basis. Each applicant is given a score based on his/her undergraduate GPA, recommendations, personal statement, essay, work experience, and test scores, if submitted. The admissions committee can deny admission if an applicant's materials are below an acceptable level. When evaluating letters of recommendation, the admissions committee looks for evidence of academic achievement, community involvement and personal characteristics that suggest the applicant will contribute to a community schools environment. In the personal statement, the committee assesses students' commitment to teamwork with other professionals in support of students' success, as well as their ability to communicate well in writing. The essay allows the committee to review a writing sample for quality. Relevant work experience is a positive factor in an applicant's admission to this program.

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

b) What is the process for evaluating exceptions to those requirements?
The process for evaluating exceptions will be developed by the faculty, who will refine, employ, and publicize admissions criteria, policies, and procedures. They will set performance expectations for admission, maintain records, and assess the effectiveness of admissions procedures in selecting students who succeed in the program.

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

The enrollment of students from historically under-represented groups will be encouraged by a recruitment program designed to produce a diverse and well-qualified applicant pool. In addition, social equity and a belief in equal opportunity form an important dimension of this program, and we expect a

strong and diverse applicant pool. We will reach out to undergraduate and graduate majors at institutions that have large numbers of under-represented students in relevant degree programs in order to inform them about the opportunities offered by this new certificate program.

2.5. Academic and Other Support Services

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 other graduate programs on campus. From admission, each student will be assigned an advisor, who is a faculty member from one of the units contributing to the program. This person will guide students through the selection of academic coursework. Advisors can be switched by students without prejudice based upon areas of interest and personal fit. Graduate students are supported by programs offered through the Graduate School, the Graduate Commundity of Scholars, the Career Development Center, and the Graduate Student Organization.

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 [XX] 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.*

As part of the regular assessment cycle for all programs at Binghamton University, student learning outcomes will be assessed in several ways, beginning with faculty evaluations of student learning as part of our comprehensive assessment plan. Typically, programs select courses at regular intervals to analyze specific student learning outcomes in materials submitted by the course instructor. Job placement data will be compiled and evaluated every year and will form part of the program's assessment of its objectives for student outcomes. Through a regular cycle of program reviews conducted for all academic programs, the program will assess its effectiveness in delivering the curriculum. A self-study and external review will be completed every 5-7 years as part of the program assessment.

Section 3. Sample Program Schedule and Curriculum

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

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

EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	**Cr**	**New**	**Prerequisite(s)**
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

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

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

NA. All students will be part-time.

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

NA. No existing courses are relevant.

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

See Appendix.

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

SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award:_____

a) Indicate **academic calendar type**: [ ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Program Schedule for Community Schools Certificate Program

Course Number & Title	Cr	New	Prerequisite(s)
Term 1: Fall 20xx			
CS 501: Current Trends in K-12 Education	3	X	Bachelors degree
CS 502: Programmatic Elements of a Community School	3	X	Bachelors degree
Term 2: Spring 20xx			
CS 503: Structural Elements of a Community School	3	X	Bachelors degree
CS 504: Whole School Strategies in a Community School	3	X	Bachelors degree
Term 3: Summer 20xx			
CS 505: Capstone/Internship Final Project	3	X	CS 501, 502, 503, 504

Program Totals (in credits):	**Total Credits: 15**

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

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

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

Faculty are full time when they have full-time commitments to a department, division, or school. 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)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
PART 1. Full-Time Faculty					
Laura Bronstein, Professor SW, CCPA	10%	all	PhD Barry University	Social work	
Lisa Blitz, Asst Professor, SW, CCPA	25%	all	PhD Columbia University	Social work	
Youjung Lee, Asst Prof, SW, CCPA	25%	all	PhD U Texas Austin	Social work	
Candace Mulcahy, Assoc Prof, GSE	25%	all	PhD U Maryland	Education	
Elizabeth Anderson, Asst Prof, GSE	25%	all	EdD Binghamton University	Education	
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
none					

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.

We have existing capacity to ensure success.

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

SUNY Program Expenses Table

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

Program Expense Categories	Expenses (in dollars)					
	Before Start	**Academic Year 1:**	**Academic Year 2:**	**Academic Year 3:**	**Academic Year 4:**	**Academic Year 5:**
(a) Personnel (including faculty and all others)	0	0	0	0	0	0
(b) Library	0	0	0	0	0	0
(c) Equipment	0	0	0	0	0	0
(d) Laboratories	0	0	0	0	0	0
(e) Supplies	0	0	0	0	0	0
(f) Capital Expenses	0	0	0	0	0	0
(g) Other (Specify):	0	0	0	0	0	0
(h) Sum of Rows Above	**0**	**0**	**0**	**0**	**0**	**0**

Section 6. Library Resources

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

Section 7. External Evaluation

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

Section 8. Institutional Response to External Evaluator Reports

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

Section 9. SUNY Undergraduate Transfer

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

Section 10. Application for Distance Education

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

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [ ] No [X] Yes

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

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

List of Appended Items

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

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

External Instruction Form

Form 2E

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	**Name and Address of Placement Site**	**Number(s) of placements per year**
Pat Follette, Superintendent Whitney Point CSD		2-5
Jane Quinn, Vice President for Community Schools, Childrens Aid Society	Curtis High School; NYC Mirabal Sisters Campus, NYC P.S. 152 Dyckman Valley; NYC P.S. 5 Ellen Lurie; NYC P.S. 50/I.S. 50 Vito Marcantonio; NYC P.S. 8 Luis Belliard; NYC Salomé Ureña de Henríquez Campus; NYC C.S. 61 The Francisco Oller Campus; NYC Fannie Lou Hamer Schools; NYC P.S. 50 Clara Barton; NYC C.S. 211 The Bilingual Magnet School; NYC Children's Aid Society College Prep Charter School; NYC	2-5 each
Roxie Oberg, Principal, Binghamton High School		2-5
Jason Andrews, Superintendent, Windsor Central School District		2-5

2. For clinical placements for programs leading to professional licensure in a health profession, **append** documentation to demonstrate each site's commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.

3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	**Title**	**Email Address**
Laura Bronstein	Dean, College of Community and Public Affairs (CCPA)	lbronst@binghamton.edu
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Advanced Certificate in Community Schools

Appendix A: Curricular Map

Certificate program overarching learning objectives include the following mapped on the curriculum on the chart below:

1. Develop an understanding of the history of community schools in the context of U.S. K-12 education.
2. Develop an understanding of the value base of the community schools movement and the legal and ethical standards and principles that govern practice.
3. Understand the relationship between poverty and academic performance.
4. Understand the professional roles vital to community schools including the community school coordinator, teacher, principal, school nurse, social worker, psychologist, and community partners from health and social services and business.
5. Understand the role of inter-organizational and interdisciplinary collaboration and collective impact in building and sustaining community schools.
6. Learn how to enhance families' and youths' voices in schools.
7. Understand the importance of context and similarities and differences in community schools in rural, urban and suburban settings; and throughout the school experience from pre-K through high school.
8. Understand policies that both support and present barriers for the development and implementation of community schools.
9. Understand the various ways to fund community schools including challenges and strategies for funding.
10. Gain an understanding of the range of ways to evaluate community school efforts.
11. Gain knowledge about models of university-community partnerships.
12. Learn about community schools efforts around the globe and how their policy and cultural contexts inform their structure and practice in comparison with U.S. community schools.

Objective	CS 501	CS 502	CS 503	CS 504	CS 505
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X
5			X	X	X
6		X	X		X
7	X	X	X	X	
8	X	X	X		
9	X	X	X		
10			X		X
11	X		X		
12	X		X	X	X

Appendix B: Syllabi

CS 501: Current Trends in K-12 Education
This course will introduce students to the major policy and practice trends in American education over the past 20 years, with a focus on fiscal, political, pedagogical and structural shifts in and surrounding the educational landscape. Participants will have an opportunity to utilize ecological systems theory to examine how national trends touch down in their own states and districts. Comparisons with international models of community schools will be discussed as comparisons.

The course will be taught by a faculty member from the Graduate School of Education.
Credits: 3

Specific course learning objectives:

1. Students will be able to articulate the context surrounding education in the U.S. including the impact of national, state and local policies.
2. Students will articulate the relationships between policies and funding for schools.
3. Students will acquire advocacy skills to generate increased funding for innovations in education like community schools.
4. Students will utilize advanced research skills to understand various policies and their differential impact on education.
5. Students will understand and analyze how varying levels of funding for different schools impact educational outcomes.
6. Students will articulate the ecological systems perspective and how it helps us understand the implementation of the U.S. education system.

CS 502: Programmatic Elements of a Community School
This course will explore at least six types of programs that are typically found in community schools: early childhood; expanded learning; health; mental health; parent engagement, family support and adult education; and community and economic development. Participants will learn about best practices, evidence-based approaches and funding sources in each of these program areas.

The course will be taught by a faculty member from the Graduate School of Education or the College of Community and Public Affairs.
Credits: 3

Specific course learning objectives:

1. Students will articulate the kinds of programs that are often implemented in community schools and how each enhances educational outcomes, particularly for students in low-income communities.
2. Students will articulate the relationship between community needs assessments and community school program elements.

3. Students will learn to advocate for particular program elements to be linked with and/or based at schools and how these programs will enhance learning and academic success.
4. Students will articulate how community schools enhance economic development.

CS 503: Structural Elements of a Community School
This course will examine the core structural elements that make a community school different from a traditional school: full-time community school director; systematic needs assessment process; partner recruitment and coordination; site-based governance; and data-driven decision-making. Participants will learn about how these structural elements are combined in different models of community schools across the country, and will learn about the similarities and differences of these models.

The course will be taught by a faculty member from the Graduate School of Education or the College of Community and Public Affairs.
Credits: 3

Specific course learning objectives:
1. Students will learn to design and execute a community – school needs assessment and to articulate how it drives the community school structure.
2. Students will utilize advanced research skills to understand the range of models of different site-based governance structures at community schools and to assess the pros and cons of each.
3. Students will articulate the value of family engagement in community school development, implementation and evaluation.
4. Students will understand the range of quantitative and qualitative methods that can be used in designing a system for data-driven decision-making.

CS 504: Whole School Strategies in a Community School
This course will examine best practices in at least three areas of school-wide intervention in community schools: attendance; wellness; and climate. Participants will become acquainted with the research, policies and ethics that undergird these approaches and about resource organizations that support implementation in each area.

The course will be taught by a faculty member from the Graduate School of Education or the College of Community and Public Affairs.
Credits: 3

Specific course learning objectives:
1. Students will utilize advanced research skills to understand the challenges of attendance, health and wellness and school climate and their impact on educational outcomes.
2. Students will articulate the range of ways that community schools address attendance, wellness and climate.

3. Students will design a whole-school intervention that can positively impact attendance, wellness or climate in a school.

CS 505: Capstone/Internship Final Project
Participants will work in interdisciplinary teams and, in consultation with a faculty advisor, will develop and conduct a project that allows them to apply what they have learned in CS 501, 502, 503 & 504. Participants will be encouraged to build on and advance existing knowledge in the field and to use their practice sites as venues for their projects.

The course will be taught by a faculty member from the Graduate School of Education or the College of Community and Public Affairs.
Credits: 3

Specific course learning objectives:

1. Students will articulate the challenges and benefits of interdisciplinary teams in community schools.
2. Students will articulate the similarities and differences between theory and practice in community schools.
3. Students will design and implement a group project in collaboration with community school staff in order to support the community school mission and educational outcomes.

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

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

- All campuses must complete the following sections: Contact and Program Information, Section 1: Enrollment, Section 2: Program Information, and Part B: Program Specific Issues.

- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Contact and Program Information Institution's 6-digit SED Code: 211000
Institution Name: Binghamton University
Institution Address: PO Box 6000, Binghamton University, NY 13902-6000
NYS Department of Labor/Regents Region: Southern Tier
CEO or Designee: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost
CEO/Designee Signature: Date:

Chief Executive Officer or Designee Approval: Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.

Distance Education Contact Person Name and Title: Susan Strehle, Vice Provost and Dean of the Graduate School	
Telephone: 607-777-2070	Email: sstrehle@binghamton.edu
Program Title: Community Schools	SED Program Code (for existing programs): 44 0702
Degree or Certificate Award: Advanced Certificate	HEGIS Code: 2104.00

Section 1: Enrollment

Anticipated enrollment in distance program:

Initial Year: 15	Maximum by Year 3: 25

Section 2: Program Information

a) ***Term length*** (in weeks) for the distance program:

15 weeks / course (Fall & Spring semesters); 10 weeks / course (Summer session) with longer sessions in summer.

b) Is this the same as term length for classroom program? [ ] No [X] Yes

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

Students will have 1 hour of instructional time per week per credit hour in the Advanced Certificate. Instructional time includes reviewing video lectures, podcasts, voice threads, and demonstrations; attending synchronous online sessions; and participating in simulations.

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

100% of curricular content will be presented online. Students will complete all assignments, course discussions, and simulations using web-based “chat forum” technology through Blackboard Collaborate.

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

Enrollments in all online course sections will be capped at 25.

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

III. LEARNING DESIGN

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

The Advanced Certificate for Community Schools curriculum is a new interdisciplinary program rooted largely in social work and education and relying on the standards and values of these professional programs.

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

The courses are sequenced as a part-time program for students from an array of disciplines. If they are able to pursue the program at a relatively fast pace, students may begin the program in Fall Session and complete all requirements within a calendar year at conclusion of the Summer Session.

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

The program works closely with the University's Center for Learning and Teaching (CLT) which includes Educational Communications and the University Center for Training and Development. Our partnership with these campus units allows us to review and select software platforms to optimize student learning outcomes and which integrate with our existing Learning Management System (LMS). Enginet has been in operation for over twenty years on the Binghamton University campus, delivering online education in Engineering; the lessons learned from experience with Enginet have informed CLT practice and the operations of online learning campus-wide.

The program uses a design team comprised of instructional designers, a student disability specialist, librarian, and social work faculty. The team identified priorities related to accessibility for students and pedagogy. The team selected software that (1) optimizes accessibility for students; (2) provides a means for demonstrating new practice behaviors (3) provides opportunities for students to demonstrate assessment and intervention skills; and (4) provides timely and meaningful feedback to learners. The University's LMS (Blackboard) provides appropriate means to deliver educational content asynchronously, and has integrated video conferencing software (Blackboard Collaborate) to facilitate synchronous discussions, demonstrations and exercises. Additional software will be used as a platform for the interactive simulations. The simulations will provide students with the opportunity to demonstrate assessment and intervention skills that require critical and timely decision making. The software will be interactive and respond to students' decisions in a simulated practice setting, allowing for immediate feedback and student modifications to intervention strategies.

Video conferencing and voice threads will be used to maintain the interpersonal connections that are a hallmark of social work practice. Using this approach educationally provides a parallel process for students to become versed in methods of telehealth and use of electronic medical records (EMRs).

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

The program will use several strategies to promote student connectivity and engagement in order to foster a sense of community. A specialized orientation for the online certificate program will include video clips and conferencing to introduce faculty and students, discuss expectations, and review methods of communicating within the program. Academic advisement and office hours will be facilitated through video conferencing (e.g., Blackboard Collaborate). Synchronous class sessions will be held in each of the three core courses to foster "live" interaction among faculty, students and guest presenters. Asynchronous methods of communicating – email, voice threads, discussion boards, and chat rooms – will be used to allow flexibility among personal schedules to dialogue with faculty and other students. In assignments where students are required to provide feedback to one another, software which allows asynchronous video recordings or discussion threads will be utilized.

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

Binghamton University's Provost established a University Online Task Force during the 2013-2014 academic year. A final report was submitted to University administration in May 2014. The report identified student authentication as a central issue to the integrity of the academic process

Currently, each student is assigned a unique sign-in and password for access to our LMS. The Center for Learning and Teaching (CLT) vetted a series of online verification software packages for the university. These measures will be used in addition to the university's standard authentication processes. Individual programs and/or instructors may select which verification software are best suited for their course.

In addition, the nature of the Community Schools certificate program is to build a sense of community among the interdisciplinary cohort members. Each course will include synchronous discussions, including the use of webcams. Students will also work in small projects on various projects. Because the program will maintain small cohort sizes, the students participating in the program will become "familiar faces" to faculty and other students.

IV. OUTCOMES AND ASSESSMENT

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

Learning outcomes are identified in the program proposal and are comparable to those in classroom-based professional masters programs and post-bachelors certificate programs.

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

The means selected for assessing student learning, including written assignments, are congruent with courses for adult learners in professional masters programs like social work and education, and congruent with other post-bachelors certificate programs. The web-based simulations are adapted from traditional in-class role-plays and utilize decision-making software which provides for multiple paths in a scenario based upon the student's choices. A scoring mechanism is built into the simulation software with opportunities for immediate feedback and cues provided by the instructor. The simulations provide opportunities to assess students' application of knowledge and critical assessment skills taught in practice courses using interactive technologies supported through our LMS (Blackboard).

V. PROGRAM EVALUATION

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

The Community Schools certificate program uses several evaluation tools to gauge the effectiveness of the program:

1. Student Opinion of Teaching (SOOT) survey is administered for all courses through Binghamton University's Office of Institutional Research & Assessment. This quantitative survey uses a Likert Scale to assess students' perception of the quality of course preparation and teaching, instructor's knowledge in the specified topic area, and usefulness of instructional materials and assignments.

2. Students will complete a mid-term and final anonymous, qualitative survey to evaluate the effectiveness of the learning environment in relation to specified competencies and practice behaviors. These surveys are administered by the course instructor.

3. Students completing the program will be included in the Graduate School's established post-graduation program evaluations.

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

The program director will review all results of the program evaluation with the faculty and the Children's Aid Society. Recommendations from the various groups will be compiled and integrated into the Community Schools curriculum. Furthermore, given the regular advances in community schools practice, faculty will be responsible for updating course content on an annual basis. Binghamton University faculty and the Children's Aid Society Vice President for Community Schools and her staff will meet together at least each semester to review aspects of the program. Because the Children's Aid Society has made Community Schools its central priority, we can expect this commitment to be sustained.

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

The evaluation process will be carried out by highly experienced faculty with tenure and/or many years of experience as Binghamton University faculty.

VI. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Residency status of each student is initially established based on admissions data; students applying for distance education courses will be required to identify their legal residence in addition. Most applicants are expected to be New York residents, in which case the authorization to operate is granted. All students will be notified that state authorization to operate is required; students with legal residence outside New York will be provided contact information for the relevant state agency or official for filing complaints for an issue at that location. Information about every state where students are enrolled for distance education will be provided online.

As distance education courses expand in future, we will explore making formal agreements with other states whose students enroll most often in our online courses. Applications for exempt status from other states will be developed.

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

For summer session students:

http://www.binghamton.edu/clt/summer-session/academic-information.html

For winter session students: http://www.binghamton.edu/clt/winter-session/academic- information.html

For all students, the university Ombudsman:
http://www.binghamton.edu/ombudsman/index.html