New Program Proposal: Graduate
Degree Program Form 2B
Version 2016-10-13

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

Table of Contents

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

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

\(^2\)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.
## Section 1. General Information

### a) Institutional Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Proposal:</td>
<td>December 1, 2020</td>
</tr>
<tr>
<td>Institution’s 6-digit SED Code:</td>
<td>240500</td>
</tr>
<tr>
<td>Institution’s Name:</td>
<td>SUNY College of Environmental Science and Forestry</td>
</tr>
<tr>
<td>Address:</td>
<td>1 Forestry Drive, Syracuse, NY 13210</td>
</tr>
<tr>
<td>Dept of Labor/Regent’s Region:</td>
<td>Central New York</td>
</tr>
</tbody>
</table>

### 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 [X] if not applicable:

### c) Proposed Program Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Environmental Leadership, Justice, and Communication</td>
</tr>
<tr>
<td>Award(s) (e.g., M.A., Ph.D.):</td>
<td>M.P.S.</td>
</tr>
<tr>
<td>Number of Required Credits:</td>
<td>Minimum [30] If tracks or options, largest minimum [    ]</td>
</tr>
<tr>
<td>Proposed HEGIS Code:</td>
<td>2299.00, Social Science, Other</td>
</tr>
<tr>
<td>Proposed 6-digit CIP 2010 Code:</td>
<td>08.0103, Environmental Studies</td>
</tr>
</tbody>
</table>

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) Campus Contact

Name and title: Benette Whitmore

Telephone: 315 470-6636   E-mail: bwhitmor@esf.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. *E-signatures are acceptable.*

Name and title: David Newman, Interim Provost and Vice President for Academic Affairs

Signature and date:

If the program will be registered jointly⁴ with one or more other institutions, provide the following information for each institution:

Partner institution’s name and 6-digit SED Code:

Name, title, and signature of partner institution’s CEO (or append a signed letter indicating approval of this proposal):

---

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](https://www.sed.state.ny.us/programs/licenses/) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED’s [CEO Memo 94-04](https://www.sed.state.ny.us/programs/licenses/).
Attestation and Assurances

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Type or print the name and title of signatory</td>
</tr>
</tbody>
</table>

\(^5\) The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
Section 2. Program Information

2.1. Program Format

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

a) Format(s): [ ] Day [ ] Evening [ ] Weekend [ ] Evening/Weekend [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 Program

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

2.3. Program Description, Purposes and Planning

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

The MPS in Environmental Leadership, Justice, and Communication is a 30 credit-hour experience focused on developing analytical capacities and problem-solving skills for environmental professionals, community leaders, decision makers, and advocates. The MPS is fully online and is designed to be accessible to working professionals and other non-traditional students. The curriculum can be completed in as short as one year or over a longer period of time, depending on how many courses a student takes per semester. To earn the MPS, students complete three stand-alone advanced graduate certificates, each composed of three 3-credit courses: in Environmental Leadership (9 credits); Environmental Justice & Inequality (9 credits), and Science and Environmental Communication & Public Relations (9 credits). In their final semester, students participate in a 3-credit applied capstone project oriented towards their professional and/or civic objectives.

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

Students will be able to:

1. Analyze the policy context, political and socioeconomic forces, and key stakeholders of an environmental problem or environmental decision process
2. Critically engage research and evidence on the unique environmental vulnerabilities and conflicts that marginalized communities face
3. Examine factors influencing public perceptions of science, risk, and environments
4. Develop and clarify a personal set of values, strengths, and opportunities for growth as an environmental problem-solver or change-maker
5. Facilitate environmental decision processes that integrate scientific knowledge, public values, and diverse ways of knowing
6. Design and evaluate communications, advocacy, and public engagement efforts on environmental issues
7. Apply research-informed tools and methods to address uncertainty, inequality, and conflict in environmental problem-solving
c) How does the program relate to the institution’s and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program’s potential to achieve national and/or international prominence and distinction?

This program directly relates to the college’s mission, “to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments.” It particularly addresses the leadership and stewardship aspects of ESF’s mission, preparing students to more effectively facilitate problem-solving efforts in both natural and designed environments. The program’s online format also aligns with ESF’s VISION 2020 articulated commitment to “Achieve distinction in the areas of distance learning, information technology and classroom technology and media”, as well as ESF’s Open Academy initiative to increase the number of enrollments beyond the limits imposed by our current physical setting, and to reach broader audiences. The program’s online format and the ability to use three advanced certificates (3 courses each that, along with the capstone course, comprise this MPS) as stepping-stones to this full MPS degree is also intended to appeal to a broader audience, including environmental professionals and decision makers working in a variety of relevant sectors.

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

The courses were developed by faculty in the Environmental Studies department with one faculty member from ESF’s Open Academy. Faculty members Andrea Parker, Silje Kristiansen, Paul Hirsch, and Lemir Teron adapted existing graduate courses to be taught in an online environment for the advanced certificate and MPS programs. Faculty members Bennette Whitmore, Mary Collins, and Ernest Nkansah-Dwamena developed new courses for inclusion in the advanced certificate and MPS programs. Paul Hirsch guided and facilitated the program developmental process based on his experience developing the Advanced Certificate in Environmental Leadership and its associated coursework. The Environmental Studies Faculty, via the Graduate Programs Committee and a newly formed committee on Online Graduate Education, were engaged throughout the developmental process and offered feedback on the course content, program learning objectives and program design. Brandon Murphy, instructional designer and certified Open SUNY Course Quality Review Rubric (OSCQR) trainer provided guidance on the adaptation of existing courses and the design of new courses for online delivery.

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.

External partners were not engaged in the program development process; nor is the proposed program designed to meet any external standards.

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?

The courses in this program are or will be courses that are also part of ESF’s Environmental Studies Graduate Programs, either as core courses or electives. The online courses will continue to serve ESF graduate students as part of their Environmental Studies Master’s Degree programs offered in the traditional on-campus format, as well as students in other on-campus graduate degree programs. Even if enrollments in the component certificates or this MPS fall short of the anticipated headcounts, the courses will continue to run with base levels of ESF students matriculated in other programs.
Year | Anticipated Headcount Enrollment | Estimated FTE
--- | --- | ---
1 | Full-time: 0 | Part-time: 4 | Total: 4 | 1.52
2 | Full-time: 1 | Part-time: 8 | Total: 9 | 4.06
3 | Full-time: 2 | Part-time: 10 | Total: 12 | 5.82
4 | Full-time: 2 | Part-time: 10 | Total: 12 | 5.82
5 | Full-time: 2 | Part-time: 10 | Total: 12 | 5.82

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

**Course Title** | **Credits**
--- | ---
EST 555 – Public Relations Management for Environmental Professionals | 3
EST 608 – Environmental Advocacy Campaigns and Conflict Resolution | 3
EST 612 – Environmental Policy & Governance | 3
EST 615 – Environmental Justice | 3
EST 616 – Global Perspectives on Environmental Justice | 3

**Course Title** | **Credits**
--- | ---
EST 606 – Public Perception and Communication of Risk, Science, and the Environment | 3
EST 617 – Measuring Environmental Inequality | 3
EST 635 – Public Participation and Decision Making: Theory and Application | 3
EST 640 – Environmental Thought and Ethics | 3
EST 798/898 – MPS Capstone | 3

**Total required credits:** 30

**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?

In both substance and delivery, the Online MPS in Environmental Leadership, Justice, and Communication is designed to direct tools and theoretical insights of the environmental social sciences towards meeting the needs of environmental professionals, community leaders, decision makers, and advocates who are not served either by existing programs at ESF or throughout the state. There exist very few graduate level programs in the environmental social sciences that can be pursued online and part-time and completed at the student’s own pace. By building the MPS program on a “stackable” 3 certificate model, we create the opportunity for students to gather a series of smaller credentials – each of value in its own right - towards earning a graduate level professional degree. The three certificates, furthermore, were each designed to target a key set of skills that environmental professionals are in need of, but for which few programs targeted for these skills exist. Graduates of the MPS program will be well positioned to meet the growing need for professional-level capacities in leadership, decision-making, communication, public engagement, and conflict resolution, and will gain comprehensive skills and education in addressing concerns related to environmental justice and inequality.

The need for this type of program has become increasingly apparent over the past several years through the success of the Environmental Leadership Certificate. The Environmental Leadership Certificate consists of three existing courses, the curriculums of which were redesigned to be taught in an online environment and to appeal to a more diverse pool of graduate students. As of this writing, 17 students have earned the graduate certificate, with another 11 completing it this coming Spring, and 12 more on track to complete in the upcoming academic year. Of those 40 students, 24 of them are not and would not be otherwise matriculated at SUNY ESF: they include recent and non-so-recent college graduates, working professionals across a variety of fields and active leaders with environmental advocacy organizations. Some of the organizations that students work for include the NYS DEC & DOT, Audubon Society, Onondaga County Office of Environment, and 350.Org. One of the current students is a park ranger in New York City; one is a retired social studies teacher; and three work in environment-oriented public relations.
These efforts and the early successes they have produced have been noted by ESF administrators, resulting in departmental efforts to develop and propose two additional advanced certificates (in Environmental Justice & Inequality, and in Science and Environmental Communication & Public Relations) as well as this fully online Master of Professional Studies program. Many of the certificate students themselves, as well as others who have inquired about it, have expressed interest in a professionally oriented online accessible MPS program. This program is designed to meet these needs.

The MPS in Environmental Leadership, Justice, and Inequality is geared toward working professionals and those interested in pursuing careers in the following:
- Government institutions as either administrators, outreach and communications staff, or on-the-ground managers who often interact with the public directly
- State Extension specialists and county agents
- Environmental consultants
- Interest group professionals (e.g., environmental NGO staff) and grass roots organizers
- Scientists and researchers
- Citizen advocacy and community leadership

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.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Need: Projected positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In initial year</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>ProgramTitle</th>
<th>Degree</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMass Lowell</td>
<td>Environmental Studies</td>
<td>MS/PSM</td>
<td></td>
</tr>
<tr>
<td>SUNY Empire State</td>
<td>Community &amp; Economic Development</td>
<td>MA (online)</td>
<td>16</td>
</tr>
<tr>
<td>Buffalo University</td>
<td>Sustainability Leadership</td>
<td>MA</td>
<td>9</td>
</tr>
<tr>
<td>Binghamton University</td>
<td>Sustainable Communities</td>
<td>MA/MS</td>
<td>20</td>
</tr>
</tbody>
</table>

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 was not collaboration or consultation with other SUNY campuses for this program.

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

N/A
2.4. Admissions

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

Applicants will apply through the ESF Graduate Office and will be reviewed by the program chair on a rolling basis. In the admissions process, we will pay deference to people who have qualities, attributes, and experiences that may not fit squarely into the standard graduate admission requirements. Admission requirements for the program include:

- Transcripts of an earned bachelor's degree from a recognized institution;
- The graduate application;
- A nonrefundable $60(US) application fee;
- Three letters of recommendation from individuals who can attest to the applicant’s skills and potential;
- A resume that communicates the applicant’s academic, professional, or community-level experience;
- A statement of goals for the applicant’s participation in this program; and
- Students whose primary language is not English are also required to provide evidence of English language proficiency.

The admissions requirements are mostly the same as for all graduate applicants. Key differences from the institution’s minimum admission requirements include: 1) the requirement for a “B” average during junior and senior year has been removed, to make the program available to students who can demonstrate potential through other means; 2) GRE scores are not required for the program application, which is consistent with the application requirements for online Advanced Certificate programs at ESF and those at other institutions; and 3) the wording regarding the requirement for letters of recommendation, resume, and statement of goals have been slightly amended to resonate with and appeal to community and citizen-leaders who may not have relevant professional or academic backgrounds, without turning off those students who are coming at this from an academic / professional perspective.

If a student has already been admitted to one of the three certificates that comprise the MPS, they have the ability to transition to the MPS without completing an additional application.

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

Exceptions to the admissions will be evaluated by the Office of Graduate Studies in consultation with the Environmental Studies Graduate Curriculum Coordinator. Faculty may be consulted in the event that the initial admission decision is appealed.

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

One of the three pillars of the MPS program is our advanced graduate certificate in Environmental Justice & Inequality; as such, many courses in the program explore methodologies for eliminating bias and for developing equitable practices in community and institutional settings.

This program is committed to fostering and modeling diversity both within its faculty base and within its enrolled student body and is committed to using recruitment practices that aim to reach prospective participants from all backgrounds, including those from populations underrepresented in the field.

At its core, this program affirms anti-racist and anti-sexist practices. Courses within the program are designed to sustain learning environments that are inclusive of students of all backgrounds; faculty are committed to cultivating knowledge and sensitivity around issues of equity and inclusion in our classrooms.

The fact that the program is available fully online also contributes to its accessibility to a diversity of people socioeconomically, geographically, and in different stages of life.
d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

The student body is expected at the outset to be primarily from New York State based upon our experience so far with our online bachelor’s degree and online graduate certificates, coming from all across the state. As the program grows and, with support from ESF Marketing and Communication, we are able to spread the word more broadly, we expect to generate national and even international interest. We expect the demographics to follow similar patterns to our on-campus graduate programs in terms of women (56% female), although probably closer to undergraduate student body in terms of minority group members (16-20%).

### 2.5. Academic and Other Support Services

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

Advising will consist of individual advising by program faculty and direction towards academic success services at the college (http://www.esf.edu/students/success/). These services include peer tutoring programs as well as career services, counseling services, and diversity and inclusion programs at the college.

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.

### 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 [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](https://www.sunyscollege.edu/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](https://www.esf.edu) 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](https://www.sunyscollege.edu/policy) is a helpful reference.

An initial assessment of the program will occur at the end of the second year when a few students will have completed the program the entire program. A follow assessment will occur during the 5th year of the program, and thereafter following the assessment schedule of the other Environmental Studies Graduate Programs.

Programmatic learning outcomes will be assessed through course grades and selected embedded formative and summative assessments from each course compiled each semester. Capstone project results, exit interviews, and post-graduation employment outcomes/changes will also be utilized as part of the program assessment. The Programmatic Learning objectives and the courses to which they relate are listed in Appendix 1.

**Section 3. Program Schedule and Curriculum**

Complete the [SUNY Graduate Program Schedule](https://www.esf.edu) to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found [here](https://www.esf.edu). Rows for terms that are not required can be deleted.
NOTES: The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm are met.

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

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

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

c) 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.

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.
<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Co/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EST 640 – Environmental Thought and Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EST 608 – Environmental Advocacy Campaigns and Conflict Resolution</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tbody>
<tr>
<td>EST 606 – Public Perception and Communication of Risk, Science, and the Environment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EST 612 – Environmental Policy and Governance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EST 635 – Public Participation and Decision Making: Theory and Application</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit</td>
<td>9</td>
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</table>

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Co/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EST 615 – Environmental Justice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EST 555 – Public Relations Management for Environmental Professionals</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td>EST 798/898 – MPS Capstone</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>6-9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Co/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EST 616 – Global Perspectives on Environmental Justice</td>
<td>3</td>
<td></td>
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<tr>
<td>EST 617 – Measuring Environmental Inequality</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EST 798/898 – MPS Capstone</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Term credit total:</td>
<td>6-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 30

Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:
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 Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm

c) What is the institution’s definition of “full-time” faculty?

Full-time faculty are those faculty who hold either 10-month or 12-month appointments at the College.
**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.

<table>
<thead>
<tr>
<th>(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)</th>
<th>(b) % of Time Dedicated to This Program</th>
<th>(c) Program Courses Which May Be Taught (Number and Title)</th>
<th>(d) Highest and Other Applicable Earned Degrees (include College or University)</th>
<th>(e) Discipline(s) of Highest and Other Applicable Earned Degrees</th>
<th>(f) Additional Qualifications: List related certifications, licenses and professional experience in field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1. Full-Time Faculty</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lemir Teron, Assistant Professor</td>
<td>12.5%</td>
<td>EST 615 – Environmental Justice</td>
<td>Ph.D. in Energy &amp; Environmental Policy (University of Delaware) M.S. in Urban Policy Studies (Georgia State University) B.S. in Social Science Education (University of Georgia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Courses</td>
<td>Education</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------</td>
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<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Collins, Assistant Professor</td>
<td>12.5% EST 617 – Measuring</td>
<td>EST 617 – Measuring Environmental Inequality</td>
<td>Ph.D. in Environmental Science and Management (University of California – Santa Barbara)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Applied Sociology (University of Central Florida)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>B.S. in Sociology [Concentration in Analysis and Research] (University of Wisconsin – Madison)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ernest Nkansah-Dwamena, Visiting</td>
<td>12.5% EST 616 – Global</td>
<td>EST 616 – Global Perspectives on Environmental Justice</td>
<td>Ph.D. in Biology &amp; Society (Arizona State University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td>M.S. in Sustainability (The City College of New York)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.S. in Natural Resources Management (Kwame Nkrumah University of Science and Technology)</td>
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<tr>
<td>Paul Hirsch, Associate Professor</td>
<td>37.5%</td>
<td>EST 612 – Environmental Policy and Governance</td>
<td>Ph.D. in Public Policy, Georgia Institute of Technology</td>
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<tr>
<td></td>
<td></td>
<td>EST 635 – Public Participation and Decision Making: Theory and Application</td>
<td>M.S. in Conservation Ecology and Sustainable Development, Odum School of Ecology at University of Georgia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EST 640 – Environmental Thought and Ethics</td>
<td>BS in Biology and Society from Cornell University</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Former Research Director, Environmental Collaboration and Conflicts: Program for the Advancement of Research on Conflicts and Collaboration (PARCC) at Syracuse University’s Maxwell School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Courtesy Appointment to the Faculty of Syracuse University Maxwell School’s Public Administration and International Relations Department</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fellow, Arizona State University Center for Organization Research and Design</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Former Presidential Fellow, SUNY Research Foundation – charged with facilitating interdisciplinary &amp; inter-institutional collaboration that supports economic development in New York State.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fellow, Planet Forward, George Washington University</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Over a decade of experience in leadership education and group facilitation in the context of environmental problem-solving at local (Town of Dewitt, Onondaga Environmental Institute, Cornell Cooperative Extension, State (US EPA) &amp; international levels (MacArthur Foundation / ASU – Advancing Conservation in a Social Context Initiative in Peru, Tanzania,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Percentage</td>
<td>Course Title</td>
<td>Degree(s)</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benette Whitmore, Department Chair</td>
<td>12.5%</td>
<td>EST 555 – Public Relations for Environmental Managers</td>
<td>Ph.D. in Cultural Foundations of Education (Syracuse University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A. in Public Communications Management (Syracuse University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.A. in Sociology (Queen's University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea Parker, Associate Professor</td>
<td>12.5%</td>
<td>EST 608 – Environmental Advocacy Campaigns &amp; Conflict Resolution</td>
<td>Ph.D. in Wildlife and Fisheries Sciences (Texas A&amp;M University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.S. in Wildlife and Fisheries Sciences (Texas A&amp;M University)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.S. in Fisheries and Wildlife (Michigan State University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.S. in Environmental Biology/Zoology (Michigan State University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silje Kristiansen, Assistant Professor</td>
<td>12.5%</td>
<td>EST 606 – Public Perception &amp; Communication of Risk, Science, and the Environment</td>
<td>Ph.D. and MA in communication from University of Zurich, Switzerland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 2. Part-Time Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Percentage</th>
<th>Course Title</th>
<th>Degree(s)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Title</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
</table>
**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.

No additional facilities are equipment needs are anticipated for this program. ESF’s shared services agreement with Syracuse University provides all the technical infrastructure necessary for this course and all our courses, including the Blackboard Learning Management System, Zoom, Collaborate Ultra, Kaltura Media, and helpdesk support for all these tools. The courses are almost all being taught by existing faculty on load, and the courses will serve students within the program as well as other graduate students in the department and across the campus. The one personnel related resource is the reallocation of one course as part of the full time Visiting Associate Professor’s teaching load.

**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.

Personnel expense is reallocation of effort for teaching one course for a fulltime Visiting Assistant Professor with and assumed 2% raise each year as part of the bargaining agreement.
SUNY Program Expenses Table
*(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)*

<table>
<thead>
<tr>
<th>Expenses (in dollars)</th>
<th></th>
</tr>
</thead>
</table>
### 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.

There are not additional library resources anticipated for this program as most of the courses are also part of and align with existing graduate programs. ESF’s online or virtual library resources include the online catalog, databases, and associated support systems, all representing increasingly strengthened online-enabled support to students and faculty. In this spirit, ESF has established the Digital Commons @ ESF, a repository of research and scholarly output with content selected and deposited by individual College departments and centers. The Digital Commons provides open access to students and faculty anytime/anywhere. ESF’s Library is engaged in open publishing, open access and open educational resources.

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

---

<table>
<thead>
<tr>
<th></th>
<th>Before Start</th>
<th>AY 1</th>
<th>AY 2</th>
<th>AY 3</th>
<th>AY 4</th>
<th>AY 5</th>
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<tbody>
<tr>
<td>a) Personnel* (including faculty and all others)</td>
<td>N/A</td>
<td>8,661</td>
<td>8,834</td>
<td>9,011</td>
<td>9,191</td>
<td>9,375</td>
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</tbody>
</table>

*Note: This salary reflects a redistribution of effort of a full time calendar-year visiting assistant professor.*
Section 7. External Evaluation

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

Evaluator #1
Jen Schneider, Provost and Interim Associate Dean, Boise State University

Evaluator #2
Melanie DuPuis, Professor of Environmental Studies and Former Department Chair, Pace University

Evaluator #3
Eban Goodstein, Director, Center for Environmental Policy; Director and Faculty, Bard MBA in Sustainability

Evaluator #4
Patricia Norris, Gordon and Norma Guyer and Gary L. Seevers Chair in Natural Resource Conservation, Department of Community Sustainability, Department of Agricultural, Food and Resource Economics, Michigan State University

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? [X] No   [ ] Yes. If yes, append a completed SUNY Distance Education Format Proposal at the end of this proposal to apply for the program to be registered for the distance education format.

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

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

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
   [ ] 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. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.
## List of Appended Items

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

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

Curriculum Map with courses in which program’s educational objectives will be taught and assessed

The Program’s learning objectives are listed below and in the following table they are mapped to the courses in which each is taught and assessed with an “X”.

Graduates of the Program will be enabled to:

1. Analyze the policy context, political and socioeconomic forces, and key stakeholders of an environmental problem or environmental decision process
2. Critically engage research and evidence on the unique environmental vulnerabilities and conflicts that marginalized communities face
3. Examine factors influencing public perceptions of science, risk, and environments
4. Develop and clarify a personal set of values, strengths, and opportunities for growth as an environmental problem-solver or change-maker
5. Facilitate environmental decision processes that integrate scientific knowledge, public values, and diverse ways of knowing
6. Design and evaluate communications, advocacy, and public engagement efforts on environmental issues
7. Apply research-informed tools and methods to address uncertainty, inequality, and conflict in environmental problem-solving

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Course</th>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
<th>LO6</th>
<th>LO7</th>
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<tbody>
<tr>
<td>Environmental Leadership</td>
<td>EST 612: Environmental Policy and Governance</td>
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<tr>
<td></td>
<td>EST 635: Public Participation and Decision Making</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>EST 640: Environmental Thought and Ethics</td>
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<td></td>
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<td>X</td>
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<tr>
<td>Environmental Justice &amp; Inequality</td>
<td>EST 615 – Environmental Justice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>EST 616 – Global Perspectives on Environmental Justice</td>
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<td>X</td>
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<tr>
<td></td>
<td>EST 617 – Measuring Environmental Inequality</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Science and Environmental Communication &amp; Public Relations</td>
<td>EST 555 – Public Relations Management for Environmental Professionals</td>
<td>X</td>
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<tr>
<td></td>
<td>EST 606 – Public Perception and Communication of Risk, Science, &amp; Env.</td>
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<td></td>
<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EST 608 – Environmental Advocacy Campaigns and Conflict Resolution</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td>EST 798/898 – MPS Capstone</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>
Appendix B: Section 3, Item (b)

Course Catalogue Descriptions

**EST 555. Public Relations Management for Environmental Professionals (3)**
Explores the public relations profession from a management perspective. Includes foundations of ethics, law, and theory. Focuses on public relations functions relative to culture and society. Examines professional communication processes and practices. Provides practice in public relations skills of preparing audience-centered materials and managing media relations. Fall, Spring, Summer.

**EST 606. Public Perception and Communication of the Environment, Science and Risk (3)**
Scientific and technological advancements entail both benefits and risks. How people perceive those benefits and risks will influence their acceptance or rejection of specific advances. In this class you will learn about the factors that influence people’s perception of risk, science and environmental change, and learn how communication shapes the possibilities for dialog and decision-making. Content of this hybrid course will be divided between 70% online materials and 30% in-person sessions, for a total of 3 h/week. Spring.

**EST 608 Environmental Advocacy Campaigns and Conflict Resolution**
Three hours of lecture and discussion per week. Addresses complex dynamics, strategies, and tactics of 1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy and 2) processes that seek to resolve, manage, or prevent environmental conflicts when appropriate. Readings, simulations, projects, and case study analysis. Fall.

**EST 612 Environmental Policy and Governance (3)**
Three hours of lecture and discussion per week. Examination of the dynamic relationships present in the creation and implementation of environmental policies. Considers the roles of the state, the private sector, and nongovernmental organizations. Explores background and implications of recent trends in environmental management. Spring.

**EST 615 Environmental Justice: Policy, Management and Society (3)**
Online. This course provides legal, policy and management tools to understand and advance environmental justice. The approach is interdisciplinary and includes analytical tools used in geography, environmental and public health, policy and law, and critical race theory. The course will expose students to the unique environmental vulnerabilities that marginalized communities are at heightened exposure to, including toxics siting, public health disparities and food access, while featuring pathways towards building sustainable and just societies. Fall.

**EST 616 Global Perspectives on Environmental Justice (3)**
Online. This course examines environmental and social justice conflicts from a global/ international perspective. We discuss distributional justice issues of hazardous waste sites around the world and related procedural injustices in siting, operation, and human rights concerns. Through case studies and research, students analyze crucial processes and relations generating environmental inequalities at different scales, and investigate how economies’ extractive activities generate conflicts and resistance across the world. Learning activities include participating on a course discussion board, conducting interviews, engaging in media analyses, peer review, mini group projects, journal reflections, and a final presentation. Spring.

**EST 617 Measuring Environmental Inequality (3)**
Online. This graduate-level, seminar-style course focuses on how environmental inequalities are operationalized and measured in research and public policy contexts. Since the overarching goal of environmental justice effort is to move toward a world with socially and environmentally equitable outcomes, the methods of environmental inequality are based on what is necessary to foster such change: engagement of communities and cultivation of capacity to understand and respond to environmental concerns; moral and empirically sound collaborations, which presuppose methodological rigor; and the goal of making a visible and positive difference for communities. This course uses synchronous and asynchronous methods to review contributions by community-based and social theory leaders;
frameworks for structuring and maintaining community ties; and ethical considerations for working with indigenous and other historically colonized communities. It offers examples of operationalization with a focus on public health research. Spring

**EST 635 Public Participation and Decision Making: Theory and Application (3)**
Three hours of discussion, presentation and exercises per week. Provides a student with fundamental theories and techniques for developing and applying citizen participation strategies and conflict resolution as they relate to environmental science and planning decision making. Spring.

**EST 640 Environmental Thought and Ethics (3)**
Three hours of discussion per week. Critical interdisciplinary introduction to philosophical, religious, cultural and historical dimensions of environmental affairs. How ecologically significant cultural assumptions, ideologies, representations, and institutionalized practices contribute to human meanings and relationships to other-than-human-nature. Special attention to the role of language and questions of environmental ethics and ontology. Fall.
Appendix C: Section 3, Item (c) New Course Draft Syllabi
EST 555, Public Relations Management for Environmental Professionals
Fall 2021 (Online)
Instructor: Dr. Benette Whitmore
bwhitmor@esf.edu
Office Hours: Wednesdays (7 to 8 pm) and by appointment

Catalog Description:
EST 555 explores the public relations profession from a management perspective. Includes foundations of ethics, law, and theory. Focuses on public relations functions relative to culture and society. Examines professional communication processes and practices. Provides practice in public relations skills of preparing audience-centered materials and managing media relations. (3 credits) Fall or Spring.

About the Course:
EST 555 is an online course emphasizing strategic communications skills and strategies, built upon a foundation of communication theory. The course prepares students to develop effective communication programs and policy, with an emphasis on p.r. efforts associated with environmentally-focused, not-for-profit, governmental, and private sector organizations. This course is part of an Advanced Certificate in Science & Environmental Communication and Public Relations, offered completely online.

Learning Outcomes:
Students who successfully complete EST 555 will have the ability to:
• Define public relations and describe its practices in relation to theories of environmental communication.
• Distinguish public relations from other management functions.
• Identify an organization's key publics or target audiences.
• Describe and apply the public relations process and the various contexts for public relations.
• Solve public relations problems within an ethical and legal framework.
• Develop a comprehensive public relations program, drawing on communication theory and taking into account audience, context, and purpose.

Program Learning Outcomes:
Students who successfully complete the Advanced Certificate in Science & Environmental Communication and Public Relations will be have the ability to:
• Evaluate factors influencing public perception of science and environment.
• Assess the target audience(s) for specific public relations, communications, advocacy, and engagement efforts.
• Design research-based public relations programs, including crafting messages and selecting communication channels appropriate to the target audience(s).
• Evaluate communication and advocacy campaigns.
• Foster effective communication and dialogue in environmental decision-making.
• Analyze how stakeholders engage in conflict situations and select appropriate methods for addressing those conflicts.

Course Units and Themes: Week 1: Course Introduction

Week 2-3: PROFESSIONAL ETHICS
- Public Relations Ethics: Dilemmas & Responsibilities - Legal Considerations in Public Relations

Week 4-6: PUBLIC RELATIONS, CULTURE & SOCIETY
- Influence of Public Relations on Social and Political Life - Cross Cultural Communications

Weeks 7-9: PUBLIC RELATIONS MANAGEMENT
- Strategic Planning for Public Relations
- Crisis Management
- Research, Assessment, and Evaluation in Public Relations

**Weeks 10-14: PUBLIC RELATIONS PRACTICES & SKILLS**

- Social Media in Public Relations - Media Relations
- Internal Communications
- Nonprofit Public Relations

**Week 15: Final Projects/Presentations**

**Course Texts:**


**Course Assignments and Grading:**
- Reading Responses: 20%
- Responses to case studies: 20%
- Final project/presentation: 40%
- Class participation/peer reviews: 20%

**Course Policies:**

Please be sure to familiarize yourself with the following course policies:

**Class Participation**

A successful class environment relies on students’ preparation and participation. We are part of an intellectual community which requires ongoing and timely engagement by all. Therefore, students should keep up with the weekly assignments by keeping up with readings, completing assignments, and responding to others in peer reviews and small group (online) discussions. If for any reason you are falling behind, please don’t disappear. Instead, let your instructor know so appropriate accommodations may be made to get you back on track.

**Academic Dishonesty**

Academic dishonesty is a breach of trust between a student, one’s fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct ([http://www.esf.edu/students/handbook/StudentHB.05.pdf](http://www.esf.edu/students/handbook/StudentHB.05.pdf)). In particular, academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance ([http://www.esf.edu/students/integrity/](http://www.esf.edu/students/integrity/)). Infractions of the academic
integrity code may lead to academic penalties as per the ESF Grading Policy (http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf).

Students with Learning and Physical Disabilities
SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue-Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit http://disabilityservices.syr.edu. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

The English for Speakers of Other Languages Center (ESOL) provides academic and cultural support for multilingual students and scholars at ESF. Offerings include individual writing support, language tutoring, conversation groups, pronunciation workshops, and a conversation partner program. For detailed information and updates, please check our website at https://www.esf.edu/wrc/esol.htm.

Academic Support Services:

Digital Storytelling Studio (DSS): The Digital Storytelling Studio (DSS) is a support center for brainstorming, composing, and editing digital stories (podcasts, videos, photo projects) about science and the environment. The DSS offers free rental of camera and audio equipment, tutoring for students and faculty working on digital stories, computers equipped with editing software (Adobe Suite) and lectures and workshops that help frame an approach toward storytelling—both in and out of the classroom. (https://www.esf.edu/es/dss/).

The Public Speaking Lab (PSL): The Public Speaking Lab (PSL) is a free student-to-student service located in 13B on the lower level of Moon Library. The PSL supports the development of our undergraduates' public, academic, and professional speaking skills. PSL student tutors will work with you to provide formative feedback on presentations and presentation materials (outlines, organization and visuals). To make an appointment, visit the PSL online scheduling system, Appointy, at http://publicspeakinglab.appointy.com and select an available time that works for you. (https://www.esf.edu/wrc/psl.htm)

The Writing Resource Center (WRC): WRC tutors work with students in individualized 25 or 50 minute interactive sessions focused on brainstorming, organization, drafting, and revising, as well as other writing-related tasks. Our mission is to help students succeed in a strong ESF writing community. Instructions for making an appointment, as well as information and resources for writing, are available at https://www.esf.edu/wrc/wrc.htm.
Course Description

This course examines environmental and social justice conflicts from a global/international perspective. We discuss distributional justice issues of hazardous waste sites worldwide and related procedural injustices in siting, operation, and human rights concerns. Through case studies and research, students analyze crucial processes and relations generating environmental inequalities at different scales and investigate how economies’ extractive activities generate
conflicts and resistance across the world. Learning activities include participating on a course discussion board, conducting interviews, engaging in media analyses, peer review, mini-group projects, journal reflections, and a final presentation.

In week 1, we will build a sense of class community through icebreaker activities. The course will begin with an introduction to environmental justice by comparing and contrasting definitions to identify EJ’s underlying principles. In week 2, we will examine EJ from a global perspective and identify EJ movements and human rights organizations. In week 3, we will explore the concept of globalization and discuss how economic globalization and political factors affect environmental health in developing countries. In week 4, we will evaluate the disproportionate distribution of climate change's adverse effects on populations across the globe and propose potential solutions.

In week 5, we will examine the transboundary movement of hazardous wastes in the context of international environmental racism and the health implications for informal workers in developing countries. In week 6, we will explore land grabbing and human rights violations in the Global South by looking at the displacement of smallholders. In week 7, we will analyze universal access/human rights to safe and potable water. In week 8, we will determine how global extraction of minerals leads to environmental injustices and discuss conflicts between multinational corporations and local activists, and indigenous people. In week 9, we will examine how oil and sand drilling contributes to the contamination of freshwater supplies, the devastation of marine systems, seismic activity, and global warming, and why are these EJ issues.

In week 10, we will investigate the effects of weak governance and the associated extractive activities, including waste production on local livelihoods, conflicts, and resistance across the world. In week 11, we will analyze the main drivers and contested aspects of Chinese hydropower investments in the global South. In week 12, we will discuss the distributional justice concerns of nuclear power plant sites in the U.S. and related procedural injustices in siting, operation, and emergency preparedness. In week 13, we will examine the political conflicts over pesticide drift and the differing conceptions of justice held by industry, regulators, and activists: week 14 and 15 will be used for synthesis and final presentations. You will reflect on what you learned, how you learned it, and how can you use the knowledge?

**Student Learning Outcomes**

Upon successful completion of this course, you will be able to:

1. Examine the social and environmental injustices produced by our industrial economies as resources move through the commodity chain
2. Design and conduct case study research to examine environmental justice struggles communities face around the world.
3. Discuss the constituents and determinants of resource extraction and waste disposal conflicts around the globe
4. Determine the causes of socio-environmental conflicts, including structural inequalities of income and power
5. Evaluate the roles of environmental justice movements, international structures, and institutions
6. Propose mechanisms for achieving more sustainable and equitable outcomes, including the democratization of decision-making

This table shows how the student learning outcomes (SLO) for this course map to this program's overall learning outcomes. An "x" indicates the program outcome that is supported/addressed in this course.
Environmental Justice and Inequality Certificate Learning Outcomes

1. Analyze connections among political, economic, and social forces and describe how these forces act in concert to shape environments
2. Apply environmental justice frameworks to sustainability and environmental issues
3. Evaluate the claims and structures that shape environmental justice movements and marginalized communities
4. Critique the strategies and frameworks used to research environmental justice and inequalities
5. Evaluate the roles of law, policy, and governance in creating environmental justice and addressing environmental inequality at different scales
6. Formulate and communicate strategies linking research on environmental inequalities to concrete actions

Required Course Materials: Readings and Media Content

Textbook Information:

All course materials, including reading and media content, will be provided and readily available to you on Blackboard. You may also access some of the elements through the ESF library using your ESF login credentials. You may also request access to certain materials through interlibrary loans with your interlibrary account.

These selected readings reflect current approaches, research, and perspectives on sustainable agriculture. They are very thorough, unbiased summary of theoretical literature about farming systems and practices.

Below is the tentative calendar of topics for each module or week.

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Module Opens</th>
<th>Module Closes</th>
<th>What's Due at the end of the Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction and icebreaker activities</td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Overview of environmental justice</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Globalization &amp; Environmental Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Intl EJ and climate change</td>
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<tr>
<td>5.</td>
<td>Trash economies</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Land grabbing and human rights</td>
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<tr>
<td>7.</td>
<td>Renewable energy</td>
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<tr>
<td>8.</td>
<td>Mega mining &amp; marginalized groups</td>
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<td></td>
</tr>
</tbody>
</table>
9. Unburnable fuels
10. Sand mafias
11. China rising up
12. Nuclear Power and Radioactive Contamination
13. Agriculture and EJ
14. Synthesis and presentations
15. Final course reflections

**Due Dates for Reoccurring Activities**
- All initial or original discussion board post is due at noon (eastern time, EST) on Tuesday of the module.
- All replies to your classmates on the discussion board (DB) are due at noon on Friday of the module.
- All journal reflections (JR) on modules are due every noon on the Friday of the module.
- Mini projects: check Blackboard for due dates.

**Computer Programs and Resources**
- You will require access to a computer and the Internet to participate and engage in the course successfully.

**Course Requirements and Assignments**
The course will enable you to interact with your classmates and the instructor regularly. Your online learning activities are similar to those we’ve all experienced in traditional classes; however, this course design facilitates learning through an online network. Learning exercises will require you to apply the concepts in the readings and media content to real-world situations, usually chosen from your own life experience or preference. In this course, you will at various times:
- **Read and view** course materials and resources (e.g., books, reports, articles, multimedia, videos)
- **Write** (e.g., Discussion Board participation, reflection/reaction statements, position papers, analysis reports, journals or blog posts, reading summaries, case study assignments)
- **Complete graded assignments** (e.g., problem sets, quizzes, exams, presentations, policy briefs self-assessments, values clarification exercises, fieldwork reports, project reports)
- **Work individually**
- **Collaborate in small groups**
- **Communicate** with your instructor and fellow students, sharing your perspective and providing constructive feedback on your classmates' work.

**Your overall course requirements are:**

**Active Participation**
- I expect you to participate in all course activities, including appropriate study, discussion, and reflection on your growth in sustainability knowledge and skills, small group work, and assessment and evaluation activities.
- Your active and timely participation through all course learning activities is key to a productive course experience for both you and your classmates. This will enable you and your classmates to, for example, respond to discussion posts and peer review requirements in a timely and mutually supportive way.
- You may be assigned to discussion groups at the beginning of the semester. You will be asked to reflect and respond to the Discussion Board questions and post your responses.

**Discussion Board**
Regarding all online discussions, proper online etiquette should be observed (see the course policy section of this syllabus). Disruptive or inappropriate behavior in the course may result in immediate removal from the Blackboard site and the receipt of an email from me. Also, please observe traditional grammatical rules in your postings – i.e., capital letters where necessary and fully spelled out words and phrases.
Instructions for Completing the Discussion Prompts:

1. Post your initial response to the prompt(s) by creating a thread with an appropriate title by noon on Tuesday. Your title is important, so be creative!
2. The word limit for each prompt in your initial response should be between 300-350 words or 450-500 words, depending on the number of prompts in the module (please refer to the module for details).
3. Connect your response to the module's content and cite at least three scholarly sources outside the readings using the Chicago Manual of Style, 16th Edition.
4. Read all of your classmate's posts. **Reply to at least three of your classmates** by noon on Friday.
   - The word limit for each reply should be between 150-200 words.
   - In your responses, you can: pose a thought-provoking question, provide an alternative view, thoughtfully rebut a comment, challenge an idea, offer new information, address issues raised by your peers, acknowledge or affirm ideas or contributions, identify areas of agreement or disagreement, seek to reach consensus or understanding, offer additional links/resources related to the topic and provide examples from your personal experience.
5. Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any introductions that may not have had answers posted for them.
6. Refer to the general discussion rubric (16 points) in the left navigation menu and the specific assignment rubric (24 points) below for expectations regarding the quality and quantity of your contribution to the discussion forum.

Discussion Post Grading Rubric

- The discussion board/forum is one of the areas to enrich your overall course experience. It is where we will interact with each other. The forum a unique opportunity to be "heard." You do not need to raise your hand and wait for me to call you. I value all contributions to the discussion forum because we all have something significant to share. Your insights, creativity, and wisdom would contribute meaningfully to teaching others. Please think carefully about what you want to say and proofread before posting it. Your participation level contributes significantly to your grade; thus, do your best to meet the quality and quantity expectations.

- Discussion posts are graded using the discussion post rubric below. In each module, 25 points for the discussion post would be evaluated on social, cognitive, and teaching presence and writing quality.

**DISCUSSION POST RUBRIC**

<table>
<thead>
<tr>
<th>Points Distribution (16 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Cognitive Presence</td>
</tr>
<tr>
<td>Teaching Presence</td>
</tr>
</tbody>
</table>
diagnoses misperceptions, and provides an alternative view of the dominant view.

Social Presence

The post demonstrates the following qualities: sensitivity, discernment, kindness, respectfulness; it builds a sense of class community, belonging, and group commitment.

One or two posts lack the quality of fabulous social presence but contribute significantly to the discussion.

Two or more posts require several of the qualities of a significant social presence. The post does not care much about the discussion.

The writing quality of the post is inadequate.

Writing Quality and Quantity (initial post and replies)

The post demonstrates the following qualities: organized, logical, coherent, few or no errors in spelling and grammar, and reflects upon the topic under discussion. Posted on time, meets the word count, relevant and thought-provoking, going beyond the obvious and predictable.

One or two posts lack the quality of excellent writing but contribute significantly to the discussion.

Two or more posts require several of the merits of excellent writing. One required post is missing altogether.

Journal Reflections

- This reflective thinking activity (15 points per module) aims to voice personal feelings and responses, develop and apply critical thinking skills. The journal reflection is an essential component of the course and your grade. This activity will allow you to reflect on new knowledge learned in class, solidify your learning experience by recording your evolving thought process as you progress through the course, learn new material, and form new conclusions.
- The exercise will teach you to formulate new opinions and perspectives and give you a risk-free venue to explore, think, and practice skills learned in class. Students who write regularly in a journal consistently see improvements in their writing skills and creative and reflective thinking. Therefore, I encourage you to take this exercise seriously.
- Additionally, your journal entries will help me know which concepts you understood very well and which ones may need revisiting. This will enable me to guide and focus your learning, emphasize essential ideas from the module, and challenge you to employ your critical thinking skills. For details, read the document titled "Journal Reflections in SUS 496- Sustainable Agriculture" in the Module 1 folder.

Points Distribution (15 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5 points)</th>
<th>Proficient (4 points)</th>
<th>Developing (3 points)</th>
<th>Missing (2-1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Experience</td>
<td>Meaningfully synthesizes connections among experiences outside of the module/course (including life and work experiences) to deepen understanding of the topic. Thoroughly (systematically and methodically) analyzes own assumptions and carefully evaluates the relevance of contexts.</td>
<td>Effectively selects and develops examples of life experiences drawn from various contexts (e.g., family life, artistic participation, civic involvement, work experience) to illuminate the topic. Identifies own assumptions and several relevant contexts.</td>
<td>Compares life experiences and academic knowledge to infer differences and similarities and acknowledge other perspectives. Questions some assumptions and identifies several relevant contexts.</td>
<td>Identifies connections between life experiences, academics, and related interests. Shows an emerging awareness of present assumptions.</td>
</tr>
</tbody>
</table>
| **Curiosity**  
(demonstrate intense desire to further knowledge) | Explores the module content in-depth, yielding a rich awareness, indicating a high interest in the subject/topic. Generates and pursues several opportunities to expand knowledge, skills, and abilities. | Explores the module content in-depth, yielding insight and information indicating interest in the subject. Identifies and pursues some opportunities to expand knowledge, skills, and abilities. | Explores the module content, providing occasional insight and information indicating mild interest in the subject. Identifies few opportunities to expand knowledge, skills, and abilities. | Explores the module content at a surface level, providing little insight beyond the very basic facts indicating low interest in the subject. It does not identify any opportunity to expand knowledge. |
| **Synthesizes and connect previous knowledge** | Reviews prior learning (past experiences inside and outside of the course) in-depth to reveal significantly changed perspectives about education and life experiences, which provide a foundation for expanded knowledge, growth, and maturity over time. Makes explicit references to previous learning and applies innovative methods to demonstrate comprehension of the module's content. | Reviews prior learning (past experiences inside and outside of the course) in-depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events. Makes references to previous learning and shows evidence of applying that knowledge to demonstrate comprehension of current content. | Reviews prior learning (past experiences inside and outside of the course) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events. Makes references to previous learning and attempts to apply that knowledge to demonstrate comprehension of the module's content. | Reviews prior learning (past experiences inside and outside of the course) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. Makes vague references to previous learning but does not apply knowledge to demonstrate comprehension of the module's content. |

**Instructor's role on the Discussion Board**
As the instructor, I will serve as a facilitator for the Discussion Forum. While I will not respond to every post, I will read what is posted and reply when necessary. **Do not expect that I will respond to every post.** Expect my posts in the following situations:

a. To assist each of you in making connections between discussion, lectures, and textbook material.
b. To fill in important things that may have been missed.
c. To re-direct discussion when it gets "out of hand."
d. To point out key points or to identify essential posts.

**Assessment**
Your work will be assessed using individual rubrics for each graded assignment. The rubrics are found in each module for each task. This includes discussion board interactions with instructors and students, individual and group projects, and tasks.

**Basis of Final Grade Determination**
Final grades will be determined based on a combination of unit and module-level assessments, course participation, and evaluation of significant assignments.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description and Points Assigned</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board post</td>
<td>25 points × 15 modules</td>
<td>375 37.5 %</td>
</tr>
<tr>
<td>Weekly journal reflections</td>
<td>15 points × 15</td>
<td>225 22.5%</td>
</tr>
<tr>
<td>Mini project 1</td>
<td>Module 2-5</td>
<td>100 10%</td>
</tr>
<tr>
<td>Mini project 2</td>
<td>Module 6-9</td>
<td>100 10%</td>
</tr>
<tr>
<td>Mini project 3</td>
<td>Module 10-13</td>
<td>100 10%</td>
</tr>
<tr>
<td>Final student presentation</td>
<td>Synthesis of major concepts</td>
<td>100 10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total points</strong></td>
<td><strong>1000 100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Equivalent Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>930 - 1000</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
<td>900 - 929</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.9%</td>
<td>870 - 899</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9%</td>
<td>830 - 869</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9%</td>
<td>800 - 829</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9%</td>
<td>770 - 799</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9%</td>
<td>730 - 769</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9%</td>
<td>700 - 729</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69.9%</td>
<td>650 - 699</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64.9%</td>
<td>&lt; 649</td>
</tr>
</tbody>
</table>

**Academic Support Services**

- Library ([http://www.esf.edu/moonlib](http://www.esf.edu/moonlib)) The Moon Library's mission is to provide information resources to the ESF community and teach library users to learn independently.
- The Writing Resource Center ([http://www.esf.edu/writingprogram/wrc.htm](http://www.esf.edu/writingprogram/wrc.htm)) ESF's Writing Resource Center (WRC) is a free service designed to support undergraduate students' development academics and professional writing skills. WRC tutors work with students in individualized 25, or 50-minute interactive sessions focused on brainstorming, organization, drafting, and revising, among other writing-related tasks.

**Blackboard Learning Management System**

- Blackboard is hosted at Syracuse University as part of a contracted services agreement. If you have problems logging in or need assistance, contact the ITS Service Centers at help@syr.edu or 315.443.2677. For available hours: ITS Service Center Hours.

**Inclusive Excellence Statement**

As an institution, we embrace inclusive excellence and the strengths of a diverse and inclusive community. During classroom discussions, we may be challenged by ideas different from our lived experiences and cultures. Understanding individual differences and broader social differences will deepen our understanding of each other and the world around.
us. In this course, all people (including but not limited to people of all races, ethnicities, sexual orientation, gender, gender identity and expression, students undergoing transition, religions, ages, disabilities, socioeconomic backgrounds, veteran status, regions and nationalities, intellectual perspectives and political persuasion) are strongly encouraged to share their unique views and experiences respectfully. This statement is intended to help cultivate a respectful environment, and it should not be used in a way that limits expression or restricts academic freedom at ESF.

**Course Policies**

**Discussion Board Guidelines**

The purpose of the discussion boards is to allow for the free exchange of ideas. It is imperative to remain respectful of all viewpoints and positions. While active and frequent participation is encouraged, inappropriate, irrelevant, or insignificant posts will not earn additional points and may receive less than full credit. To ensure that the discussions are constructive and benefit everyone, everyone must abide by a set of common etiquette and netiquette standards. These standards are explained below and can also be found on the course site. Please read through them to learn more about the proper and acceptable use of the discussion forums. How you post a message to a topic is just as important as what you post. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer.

i. As you prepare your initial post, please refer to the rubric in your course for the expectations.

ii. Before posting your initial comments, replies, or question to the discussion board, check if anyone has said it already or received a response. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that on discussion boards. When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment you are replying to.

iii. Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.

iv. Don't type in ALL CAPS! If you do, it will look like you're screaming.

v. **Tone and Courtesy in Writing**—The “tone” is an essential part of electronic communication. When you read your message aloud, does it sound like you would speak to another student in the classroom?

   - Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
   - Think through and re-read your comments before you post them.
   - Be nice. Refrain from inappropriate language and derogatory or personal attacks.
   - Make a personal commitment to learning about, understanding, and supporting your peers.
   - Assume the best of others in the class and expect the best from them.
   - Be open to being challenged or confronted with your ideas or prejudices.
   - Challenge others with the intent of facilitating growth. Do not demean, harass, or embarrass others.
   - Encourage others to develop and share their ideas.
   - Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
   - Always remember to say "Please" and "Thank you" when soliciting help from your classmates.
   - Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their perspective on the issue.
   - Disagree with ideas but avoid challenges that may be interpreted as a personal attack.
   - **If you disagree with the views of another student, please:**
     - Be constructive and respectful.
     - Politely critique a position on an issue, but not the person.
     - Avoid sarcasm, swearing, or language that would be considered rude or argumentative.
     - State precisely the point you disagree with.
     - Offer reasons you think their view is incorrect and support your position by citing the text or other
sources

vi. If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could mess things up for your classmates, and they will not appreciate it.

vii. If you ask a question and many people respond, summarize all answers and post that summary to benefit your class.

viii. If you refer to something your classmate said earlier in the discussion, quote just _______ a few key lines from their post so that others won't have to go back and figure out which post you're referring to.

ix. Me, Too, I Agree! The me-too post certainly frustrates the online environment and does not add any depth to the discussion or learning. In a study by Stodel, Thompson, and MacDonald (2006), "Learners got frustrated with the constant agreements and comments such as 'Good point' and 'I agree'; feeling it made the conversation overly positive and fake." Therefore, be sure to post substantive ideas and avoid the "I agree" posts, which just clutter up a discussion board.

tax. Before asking a question, check the class "Ask the Professor" area or search the Internet to see if the answer is obvious or easy to find.

xi. Check the most recent comments before you reply to an older comment since the issue might have already been resolved, or opinions may have changed.

xii. Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.

xiii. Grammar, Spelling, and Fonts- The Discussion Board is part of a college course, so your writing style should conform to standard English rules. Here are some guidelines for all messages posted to the course's Discussion Board and course-associated emails:
   a. Avoid slang (e.g., "Wassup?", "Yo," and so forth).
   b. Don't curse.
   c. Use standard spelling:
      - you (not u)
      - are (not r)
      - to or too (not 2)
      - you're (not ure)
      - right (not rite)
      - I (not i)
   d. Use the spell check! Mistakes in spelling and grammar reflect poorly on you, and they're not acceptable. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world you are now preparing for.
   e. Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
   f. DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON.

xiv. When offering an opinion, please support it with specific references and evidence, when possible. Evidence supports information from course readings, an outside resource, research (book, website), or specific real-life application from your work experience or prior coursework. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspapers, magazines, or journal articles—online or in print—give the proper attribution.

xv. Respect Diversity: Be sensitive to the ethnically rich and diverse, multi-cultural community in which we participate. Please avoid any language that is—or that could be construed to be—offensive toward others. Racist, sexist, and heterosexist comments are unacceptable, derogatory and sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

xvi. Change the Subject Line to Reflect the Content of your Post -Think of your posting subject line like the title of a good book, one which will draw other readers in. Subject lines that resemble addresses (e.g., Lisa to Kay) tend to close down discussions to just the two names listed. Subject lines that just repeat the original poster's subject line with the Re: added (Re: Re: Re: Unoriginal subject line) do not indicate to the reader if the new or added content will benefit him or her as a learner, whether the conversation has evolved in the topic or perhaps if it is veering off into a personal side conversation (which should then be moved to the student lounge or email).
Each time you post or reply to a post, update the subject line to match your posting content.
RULE OF THUMB: If you wouldn't do or say something in real life, don't do it online.

Participation and Attendance

- This course is 100% online. This means that you do not have to be on campus to complete any portion of it. The course is designed to work with a busy schedule and to cultivate a vibrant community of learners. The course is primarily asynchronous. This means that you can complete the majority of the coursework according to your schedule. You will participate in online discussions and access course materials through ESF's learning management system called Blackboard.
- There may be an opportunity for real-time, instructor-guided sessions, which will occur through Blackboard Collaborate/Adobe Connect, available through the Blackboard course site. I will keep you informed should this become a possibility.
- The course involves the equivalent amount of work as a three-credit course taken in a traditional classroom setting. Expect to put in between eight and ten hours of work per week for the course. Coursework is designed to balance individual reading and listening, guided exercises, participation in online asynchronous discussions, real-time active group learning sessions, and completing a final project.

Communication with Instructor

I will be available by appointment. However, you can communicate with me through the following means—my contact information in the syllabus.
- Sending a private message
- Using the course email
- Using private email
- Using Skype
- Arranging a time to talk on the phone

Academic Integrity

- **Academic Honesty:** Students must avoid dishonest practices, including plagiarism, cheating, and other academic misconduct forms. Unethical actions by even one individual, erode the very foundation of ESF's integrity as an institution. All members of the ESF community must take action when the College's collective honor is threatened or compromised. Academic integrity violations can be reported directly to instructors or the Coordinator of Student Conduct, Anthony Chefalo, apchefal@esf.edu; 315-470-6660.
- Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). You acknowledge your awareness of the ESF Code of Student Conduct by registering for ESF courses: (http://www.esf.edu/students/handbook/StudentHB.05.pdf).
- In particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (http://www.esf.edu/students/integrity/). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf).

Plagiarism

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism uses someone else's work, words, or ideas as if they were your own. Here are three reasons not to do it:
- By far, the most profound consequence of plagiarizing is the detriment to your intellectual and moral development: you won't learn anything, and your ethics will be corrupted.
- Giving credit where it's due, but adding your reflection will get you higher grades than putting your name on someone else's work. In an academic context, it counts more to show your ideas in conversation than to present them as *sui generis*.
- Finally, ESF punishes academic dishonesty severely. The most common penalty is suspension from the
university, but students caught plagiarizing are also subject to lowered or failing grades and the possibility of expulsion. Please be sure to review (http://www.esf.edu/students/integrity/).

**Student Responsibilities**

- **Helping Others:** Students are encouraged to assist one another in-class work in ways that support the other students in understanding how to do it for themselves (instead of just giving or showing them the solution).
- **Knowledge about Policies and Expectations:** Each student's responsibility is to be familiar with college regulations and abide by them. For more information about Academic Honesty, please see the ESF Student Handbook.
- **Security:** As a student in an online course, keeping yourself and your passwords secure is of utmost importance.
  - Don't share your password with anyone.
  - Change your password immediately if you think someone may know it. For more help on changing your password, contact CNS at 315-470-6861 or by email at helpdesk@esf.edu.

**Unacceptable Actions**

- **Plagiarism:** It is unacceptable to copy and pass off as one's own the ideas or words of another without properly crediting the source. The College's designated plagiarism checker may be used on any submitted written work.
- **Instances of inappropriate or unacceptable academic behavior will be treated on a case by case basis, with the consequences ranging from no credit on the assignment for those involved in automatic failure or removal from the course. Besides, college authorities may be notified.**

Be sure to watch this Plagiarism video.

**Disability Services**

- Students with disabilities are welcome to contact the Division of Student Affairs by phone at 315-470-6660 or by email at studenthelp@esf.edu for assistance and the Syracuse University Office of Disability Services (ODS) directly at 315-443-4498 or disabilityservices@syr.edu. There are many helpful resources on the ODS website. Services for students with disabilities are provided by ESF and Syracuse University, depending on the type of support needed.
- Students with temporary disabilities should also register with ODS so temporary accommodations can be arranged. ESF's goal is to provide services that promote diversity and access to educational opportunities when environmental barriers cannot be eliminated.
Appendix D: Section 10

Distance Education Format Proposal For A Proposed or Registered Program

Form 4
Version 2016-10-18

When a new or existing program is designed for a distance education format, 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: Sections 1 - 3, 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.

### Section 1. General Information

<table>
<thead>
<tr>
<th>a) Institutional Information</th>
<th>b) Registered or Proposed Program</th>
<th>c) Distance Education Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution’s 6-digit SED Code:</td>
<td>Institution’s Name: SUNY College of Environmental Science and Forestry</td>
<td>Name and title: Tondelaya George- Director, ESF Open Academy</td>
</tr>
<tr>
<td>Address: 1 Forestry Drive, Syracuse, NY 13210</td>
<td>Program Title: Environmental Leadership, Justice, and Communication</td>
<td>Telephone: 315-470-6817</td>
</tr>
<tr>
<td>SED Program Code</td>
<td>Award(s) (e.g., A.A., B.S.): M.P.S.</td>
<td></td>
</tr>
<tr>
<td>Number of Required Credits: Minimum [30] If tracks or options, largest minimum [ ]</td>
<td>HEGIS Code: 2299.00, Social Science, Other</td>
<td></td>
</tr>
<tr>
<td>CIP 2010 Code: 08.0103, Environmental Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d) **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: David Newman, Interim Provost

Signature and date:

If the program will be registered jointly\(^1\) with one or more other institutions, provide the following information for each institution:

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

Name, title, and signature of partner institution’s CEO (or [append](#) a signed letter indicating approval of this proposal):

### Section 2: Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Anticipated Headcount Enrollment</th>
<th>Estimated FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
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<td>2</td>
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<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

### Section 3: Program Information

a) **Term length** (in weeks) for the distance program: 15 weeks

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](#). 50 minutes per week per credit, the same as on-campus programs

d) What proportion or percentage of the program will be offered in Distance Education format? **100%**

   a. Will students be able to complete 100 percent of the program online? **Yes**

   b. If not, what proportion will be able to be completed online? **N/A**

e) What is the maximum number of students who would be enrolled in an online course section? **25**

### Part A: Institution-wide Issues:

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

### Part A.1. Organizational Commitment

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\(^1\) If the partner institution is non-degree-granting, see SED’s [CEO Memo 94-04](#).
a) Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student’s identity will be verified.

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

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

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

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

Part A.2. Learner Support

a) Describe how your institution provides distance students with clear information on:
   - Program completion requirements
   - The nature of the learning experience
   - Any specific student background, knowledge, or technical skills needed
   - Expectations of student participation and learning
   - The nature of interactions among faculty and students in the courses.
   - Any technical equipment or software required or recommended.

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

c) Describe how administrative processes such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

d) What orientation opportunities and resources are available for students of distance learning?

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

Part B.1. 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.
Academic policy guidelines at SUNY ESF apply to both on-campus and distance learning courses. The faculty governance course approval processes for new courses, certificate and degree programs (or for certificate and degree programs that have substantive changes) is the same regardless of the delivery format. Courses that comprise this program may serve both students who are admitted to this certificate program as well as matriculated on-campus students.

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

Yes, the program could in theory be completed in 2 semesters of full-time study, but we expect that most students will be working and complete it over 4 semesters (6-9 credits per semester).

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

ESF Open Academy/Teaching & Learning Center have expertise and a long-standing record of success in the areas of instructional design, outcomes assessment, as well as course and curriculum design and development. Staff will consult with faculty on the appropriateness of tools to content and intended learning outcomes.

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

Interaction between and among faculty and students is an imperative that will be achieved through adherence to sound instructional design standards and by using instructor-to-student, faculty-monitored student-to-student interaction, and other approaches such as regular asynchronous discussion board activities in Blackboard, complemented with synchronous activities (using, e.g., Zoom and Blackboard Collaborate), and other personal communications as circumstances warrant.

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?

We will ensure student authenticity through the use of a unique username and password for Blackboard. As part of our pedagogical underpinnings, along with authentic assessments in the form of, e.g., individual and group assignments, discussion interactions between the instructor and student, as well as through synchronous interactions, the authenticity of student participant will be an explicit dimension of our on-line learning experiences.

Part B.2. 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?

The learning outcomes of all courses and programs are the same regardless of delivery format and undergo the same governance review and approval processes. All course learning outcomes are identified on course syllabi. At the program level, outcomes are identified on the program webpage and in any related information and materials.
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.

Every effort is made to ensure the validity and authenticity of embedded assessments used for instructor feedback and for graded assessments. This entails matching the level and kind of learning expected to the assessments used. A consistent approach through the curriculum will assess active participation in discussion boards, regular engagement with course materials, progress on a variety of formative learning activities scheduled throughout each course (with appropriate scaffolding within courses and across the curriculum), and end-of-course summative assessments. The applied nature of many of the course and programmatic outcomes lends itself to project based learning activities.

Assessment of both individual and small group assignments, together with timely feedback, will ensure that program graduates will be able to utilize their knowledge and skills to make significant contributions in their chosen professional roles, as individuals, team members, or managers. The capstone course at the end of the program provides a synthesis for students to apply and synthesize their knowledge and skills from across the curriculum.

Part B.3. 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 program will be assessed relative to student learning outcomes, and through the evaluation of key projects, student persistence, graduating student surveys, and alumni surveys. A curriculum map (Appendix 2.7) identifies courses where the program learning objectives will be taught and assessed. In the first semester of the program, a program advisory committee will be developed to support the assessment process and facilitate ongoing program adaptation and improvement. The program will be internally evaluated at the end of the second year and then again after the fifth year to ensure that goals are being met. An initial five-year cycle will allow us to seamlessly integrate the assessment of the program into a Middle States Assessment program by following standards and procedures for evaluation of programs already established at the College for doing so. After this time period, we will seek 5 year interval assessments that will be conducted in cycle with that of the other programs at SUNY ESF.

Program effectiveness, defined as fulfilling both enrollment targets and instructional quality commitments, will be evaluated through end-of-course and end-of-program student surveys, and instructor evaluative judgements based on feedback and results. These data will be reviewed by the program chairs, the academic department chair, and ESF Open Academy staff. Feedback solicited will include course and program processes, technical and academic support services, as well as feedback on course and program content and learning activities.

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

Instructors receive feedback from students through end-of-course evaluations at the end of every course regardless of format and are encouraged to use the feedback to improve course design and delivery. Teaching and Learning Center staff are available to help guide the improvement process for online courses.

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?

We are committed to the integrity of all of ESF’s academic programs. This program reflects faculty, academic department, and on-campus governance vetting of outcomes commensurate with the level, rigor and breadth of each course and of the certificate overall. One of the pedagogical approaches emphasized in course development is the use of authentic assessments, modeled on how content and skills might be applied by working
professionals. Using authentic assessments closely tied to course and programmatic outcomes provides artifacts of student achievement of course and programmatic outcomes.

### Part B.4. 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?

ESF has been an approved participant in the State Authorization Reciprocity Agreement (SARA) since 2017 and collects and reports student data each year as per SARA requirements. The state of residency of each program applicant will be reviewed by the Graduate School Office upon application for certificate students, on campus students taking online courses are distinguished by their primary program enrollment, and the state of residency of visiting (non-matriculated) students is collected on each semester’s course registration.

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 [here](http://www.esf.edu/consumer/complaint.htm).

The URL is [http://www.esf.edu/consumer/complaint.htm](http://www.esf.edu/consumer/complaint.htm)