



**SUNY
BROCKPORT**

350 New Campus Dr
Brockport, NY 14420
senate@brockport.edu

**Resolution #43 2020-21
College Senate**

Supersedes Resolution #

To: Dr. Heidi Macpherson, College President
From: Cathy Houston-Wilson, College Senate President
Re:

- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)



SUBJ: Grad Literacy Distance Education Proposal (#04_20-21 GC)

Signed: Cathy Houston-Wilson Date: 5/19/21
(Dr. Cathy Houston-Wilson, 2020-2021 College Senate President)

Implementation of resolution requires final approval from:

SUNY Yes No NYS Dept of Education Yes No

Signed: Eileen Daniel Date: 5-25-21
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

Decision and Action Taken on Formal Resolution (circle choice below)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate
- c. Unacceptable for the reasons contained in the attached explanation.

Signed: Heidi Macpherson Date: 6/16/2021
(Dr. Heidi Macpherson, College President, SUNY Brockport)

Implementation Effective Date: _____

DISTRIBUTION:

The College Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the College President. Upon approval, the College President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the Coordinator of Digital Commons where it will be posted to https://digitalcommons.brockport.edu/senate_resolutions/

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

See https://brockport.edu/support/college_senate/proposals.html for full details. Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	4_20-21GC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Graduate Literacy Distance Education Proposal

Brief Description of Proposal

The *Graduate Literacy Distance Education Proposal* describes the addition of an online track which will provide opportunities for students to pursue their M.S.Ed. in Literacy from a distance—meeting the demands of many students currently unable to obtain this degree at the College. Brockport has experienced faculty operating the Literacy program — and will be able to offer the Distance program by providing online editions of current coursework — offered at least once per year. This will be revenue-positive for Brockport as we add new distance learners to our robust face to face enrollment.

Budgetary Resources Needed

There will be a need for a Distance Field Education Coordinator

Student Learning Outcomes Assessment Data

The rationale for this proposal primarily derives from external factors—like the demand for distance learning—rather than SLO data.

Effect on Transfer Students

This graduate program change would not impact seamless transfer.

Proposer Information

Chris Wilkens, EHD, X5548, cwilkens@brockport.edu
 Kathleen Olmstead, EHD, X5053, kolmstead@brockport.edu
 Kathleen Colantonio-Yurko, EHD, X5468, kyurko@brockport.edu

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	4/26/2021
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Distance Literacy Education (Track) Proposal for College Senate

Our proposal suggests only slight programmatic changes—namely the addition of a totally online pathway for distance Literacy students.

2. Rationale: The *Graduate Literacy Distance Education Proposal* describes the addition of an online track which will provide opportunities for students to pursue their M.S.Ed. in Literacy from a distance—meeting the demands of many students currently unable to obtain this degree at the College. Brockport has experienced faculty operating the Literacy program — and will be able to offer the Distance program by offering online editions of current coursework —offered at least once per year— which will be revenue-positive for Brockport as we add new distance learners to our robust face to face enrollment.

3. Entrance requirements: N/A-The requested change for an online option will not impact entrance requirements.

4. Exit requirements: N/A- The requested change for an online option will not impact exit requirements.

5. “Mission”, “Market”, and “Quality” Discussion

5. 1. How does the proposal reflect the campus mission focus? According to our website, “The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement and transformation.” Adding a distance component to our graduate literacy program would enable program access for students living in diverse areas of New York State and beyond— leading to both program growth and a transformation of the modalities available to engage in professional learning experiences for teachers.

5.2. What are the market demand factors that this proposal responds to?

The M.S.Ed. program in literacy education, B-12, is a flagship graduate education program in the Department of Education & Human Development, and the 7th largest graduate program at the College by enrollment (2019 IR data). Literacy education has demonstrated solid enrollment at the College and regionally over the past five years; however, demand for face to face graduate teacher preparation programs has eroded in favor of remote-delivered programs. Literacy saw a high-water mark in enrollment during 2016 (n=131 students, roughly 12% of Brockport’s total graduate enrollment), and has declined by about half in the following years. Below are the most

recent available five-year enrollment numbers for the M.S.Ed. in Literacy Education B-12 at Brockport:

M.S.Ed., Literacy Education B-12					
Year	2015	2016	2017	2018	2019
Enrollment	110	131	104	72	68
% of total Brockport graduate enrollment	10.1%	11.7%	9.2%	5.9%	5.4%

Although projections are inexact, demand for professional certification among relatively new teachers (0-5 years) is anticipated to increase as teacher retirements surge, in no small part due to 2020-21 pandemic pressures (Buffalo News, 2020). The time to position Brockport’s literacy education program as a statewide, accessible option for early-career teachers is now.

It is clear that the future of graduate teacher education focused on professional-level certification includes robust demand for fully online delivery. How do we know? Brockport shifted all adolescence-level professional certification programs (in English, Mathematics, Science, and Social Studies Education) to 100% online delivery in 2014-15; since that time (through 2019; most recent IR data available), graduate enrollment has grown from 43 to 77 (+79%).

Our other experience with 100% online graduate teacher education – our newly-created M.S.Ed. in Teaching English to Speakers of Other Languages [TESOL] has been even more demonstrative. We opened that program from scratch (zero enrolled) in Fall 2018, and in the two years since, it has **grown to 144 students** (by Fall 2020) – the largest graduate program in education at Brockport, and likely the College as a whole. Teachers across New York State have found the TESOL program to be compelling, and remote delivery clearly aligns with what they need when balancing work, home, and time. Roughly 50% of enrolled students in our TESOL program are physically located downstate (as are, not coincidentally, roughly half of New York’s P-12 students and teachers); we anticipate that an expansion of our literacy program to 100% remote delivery would likely see similar shifts in enrolled graduate students.

How have other SUNY literacy programs been doing? Here are enrollments from Fall 2016 through Fall 2020:

Campus Name	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Albany	2	2	4	7	8
Binghamton	28	20	9	17	16
Buffalo State	39	41	38	37	40
Buffalo Univ	36	24	24	38	40
Cortland	65	46	37	41	83
Fredonia	15	25	24	13	17
Geneseo	56	54	70	67	59
New Paltz	75	56	81	82	77
Old Westbury	0	9	29	40	41
Oneonta	54	152	236	219	293
Oswego	58	40	30	30	34
Plattsburgh	2	2	0	0	1
Potsdam	39	30	19	18	14
	469	501	601	609	723

Overall demand for literacy education has steadily grown from 469 students to 723 students (excluding Brockport students) – gains of +54% in five years. Enrollment is healthy. But those gains have NOT been evenly distributed by program. The two highlighted institutions, Cortland and Oneonta, have taken their literacy programs online during that timespan. Look at Cortland’s jump from Fall 2019 to Fall 2020. What happened? They went online in Summer 2020. And clearly Oneonta is drawing heavy statewide interest among students who want fully online literacy programming. Our losses are pretty clearly their gains.

Programs that have remained only face to face (like Geneseo, Buffalo State, Potsdam, and others) have seen either stagnant or declining enrollment.

Demand for Brockport’s literacy program should remain robust into the future. All P-12 public school teachers in NYS are required to earn master’s degrees as part of eligibility for professional-level certification; this requirement is anticipated to remain in place and will continue to drive market demand for Brockport MEd programs generally. One ongoing driver into literacy programs is versatility; such programs are useful for candidates seeking professional certification across all content areas (NYSED, 2016). While regional college programs in literacy currently operate within SUNY (e.g. Geneseo, Buffalo State, and Cortland), these programs operate at some distance from our campus, and the growth of our program at Brockport over time provides some evidence that we offer sufficiently attractive coursework and professional outcomes to remain competitive. As well, though there are regional private institutions offering graduate literacy programs (e.g. University of Rochester, St. John Fisher, and Nazareth College), Brockport offers a clear cost advantage to students likely to remain attractive for many years to come.

5.3. How is program quality addressed in this proposal? *See section on *Learning Design* in SUNY proposal—pages 9-11.

6. Course Description Form located on the Senate website (for new courses or changes to existing courses) N/A— No changes to existing courses

7. Sequence in which the courses would be offered to guarantee timely completion of the program: N/A - Our program is flexible and there are many options for students. For example, students can take anywhere from 1-3 courses per semester. We have included a ***Proposed Distance Literacy Tracks Utilizing Current Faculty*** chart on page 18 to illustrate how online courses will be provided and which instructors will provide online courses each semester.

8. Staffing issues/Resource implications: There are no requested changes to teaching faculty however, a full time Distance Education Field Placement Coordinator is requested as supported by Chair Wilkens and Dean Hernandez. See rationale below.

Why does the proposed expansion of Brockport’s literacy program require a Distance Field Coordinator?

Three things we want to communicate clearly:

- Going online **expands enrollment;**
- Expanded enrollment **burdens the Field Experience Office;** &
- Expanded enrollment of just five FTE would **immediately** cover the salary of the proposed Distance Field Coordinator. We anticipate many more.

Here, we are learning from previous mistakes. In 2018, the Department of Education & Human Development opened a new, 100% online M.S.Ed. in Teaching English to Speakers of Other Languages [TESOL] program. We did so with just one additional faculty member and no new professional staff or GA positions. The program grew quickly from zero to 144 students. This enrollment surge has been driven by online delivery; roughly half the students (70+) in the program live downstate. And while such enrollment demand has been welcome – we will bring in an excess tuition contribution to Brockport of roughly **\$1.8 million** – managing the program with minimal new resources has significantly overburdened the Field Experience Office.

Opening a 100% online graduate program presents clear potential growth and revenue potential for Brockport. If we use Cortland as a model for growth (from 41 to 83 students, +102%), here’s what the enrollment and revenue gains would look like in five years. Cortland did it in one summer; our estimates spread the gains out more conservatively (+20% growth each year). We’ll continue to use an average of 0.75 FTE/enrolled student, a tuition rate of \$5,655/FTE.

	Enrollment	FTE (.75*Enrolled)	Revenue (FTE*\$5,655)	Revenue above baseline	SL3 salary costs (\$52,500/year)	Net
0	68	51	\$288,405	0	0	0
1	82	61.5	\$347,783	\$59,378	\$52,500	\$6,878
2	96	72	\$407,160	\$118,755	\$52,500	\$66,255
3	110	82.5	\$466,538	\$178,133	\$52,500	\$125,633
4	124	93	\$525,915	\$237,510	\$52,500	\$185,010
5	138	103.5	\$585,293	\$296,888	\$52,500	\$244,388
Projected 5 year revenue gains						\$628,164

But wait! Back to the needed **Distance Education Coordinator**. *Why do we need that to run literacy online?*

Going online, and seeing massive enrollment gains, has created huge and unsustainable pressures on the Field Experience Office in the PEU -- which is responsible for all teacher education placements in partner school districts, *and* for ensuring that we meet CAEP accreditation requirements. These CAEP requirements now include (for the first time, during CAEP's upcoming 2023 visit) review of advanced standards for graduate programs; CAEP will be reviewing how we do partnership and fieldwork in professional certification programs such as Literacy. Going online means expanding the practicum to multiple sites, and potentially additional semesters (fall or spring), which expands burdens on the FE Office for securing, monitoring, and troubleshooting field placements for students.

It is this management of Field Placements that has become the clear strain/bottleneck for the expansion of field-based education programs at Brockport. There is **no excess capacity in the Field Experience Office that could reasonably support expansion of literacy to online/statewide**. The Field Experience Office currently secures, monitors, assesses, and reports on over 1,500+ Field Experiences each academic year, with a Field Experience Office staff that consists of a 12-month Director, two 11-month Coordinators, and 1.5 Administrative Assistants. It is this context which requires the addition of a Distance Field Coordinator.

We note that yielding an additional five FTEs annually at the graduate level (\$471/credit) would cover the costs for a Field Experience Coordinator (beyond five would be excess revenue):

$$\$14,130 \times 5 \text{ students (projected)} = \$70,650$$

Human Resources has estimated the cost of a FT SL3 at \$50,00-52,500/year. We use that figure in the above cost/revenue projections.

This proposal suggests that a Distance Education Coordinator was clearly needed for TESOL, but we didn't know that at the time. We know that now, and it's critical for both continuing remote placements successfully in other programs *and* for expanding literacy to fully online operation.

9. Academic administration commentary provided in SUNY Proposal

- Provided through letters of support from:
 - EHD Chair-Chris Wilkens
 - Dean—Tom Hernandez
 - Director of Graduate Studies—Mike Harrison
 - Director of the PEU— Linda Balog
 - Director of LITS—Stephen Cook
 - Library Director— Diane Fulkerson

a. Letter of Support from the Chair

- Provided in Appendix

b. Letter of Support from the Dean of the School

- Provided in Appendix

c. Letter of Support from cooperating or affected departments or offices d. Dissenting letters if applicable

- N/A



**Educator Preparation Programs:
Distance Education Format Proposal**
EPP-H
1/2016

When a new or existing program is designed for a distance education format, which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer must submit a signed cover letter and this completed form as one PDF file to the SUNY Provost at program.review@suny.edu. According to Middle States Commission on Higher Education (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. Campuses that have not received previous approval to provide distance education or those that have made significant changes to the institution-wide distance education operations must complete Sections 1 - 3 and Part A: Institution-wide Issues.

Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Institution Name and Address
	State University College Brockport 350 New Campus Drive, Brockport NY 14420
	NYS Department of Labor/ <u>Regents Region</u> : Finger Lakes
b) Program Information	Program Title: Literacy B-12
	<u>Award(s)</u> (e.g., BS, MAT): M.S.Ed.
	<u>SED Program Code</u> (for existing program): n/a
	<u>HEGIS Code</u> : 0830
	<u>New York State certificate title(s) and level to which the program leads:</u>
Certificate Title(s) New York State Literacy Certification B-6 New York State Literacy Certification 5-12	Professional

c) Distance Education Contact Person	Name: Eileen Daniel	Title: Vice Provost
	Telephone: (585) 395-5055	E-mail: edaniel@brockport.edu
e) Chief Executive or Chief Academic Officer Approval¹	Name and title: Dr. Katy Heyning, Provost and Vice President for Academic Affairs Email: provost@brockport.edu Date: January 30, 2020 Signature:	

Section 2: Expected Enrollment

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	10	20

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.

The instructional time requirements for distance courses is the same as for our face-to-face courses. This is 15 hours for one semester credit, or 45 hours for each 3 credit course.

- d) What proportion or percentage of the program will be available in Distance Education format?

This program will be available in 100% Distance Education format.

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

The maximum number of students enrolled in an online graduate course is 24. Should enrollment in the program exceed this maximum course size, the Department of Education & Human Development will offer courses multiple times per year.

- f) How will field experiences, internships, and student teaching placements be arranged? How will these experiences be supervised?

¹ 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.

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 has been submitted for the College at Brockport previously, and thus, is not included here.

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

I. LEARNING DESIGN

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

The academic standards and requirements for each program on campus are reviewed at multiple levels. Every program is reviewed at the department and school level and then reviewed by our campus governance body, the College Senate. To ensure commensurate application of the standards for distance learning courses, we utilize a number of systems at a variety of levels. For example, at the course level, our Center for Excellence in Learning and Teaching (CELT) offers an Introduction to Online Teaching course (offered in a 100% online format) taught by our campus instructional designers, that utilize the SUNY OSCQR rubric in assisting faculty in designing and reviewing courses. The Department of Education and Human Development, which currently offers numerous 100% online programs, regularly assesses its courses and programs to meet local, statewide, and national standards through its accreditation review processes. Thus, we have long-standing processes at each level that will ensure the same academic standards and requirements are applied in this distance learning program.

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

The proposed M.S.Ed. Distance Literacy program is 36 credits. The program course load each semester is flexible to meet students' needs— students may take from one to three courses each semester. Students are likely to be able to complete the degree in as little as 14 months however, may take up to four years if completing one class per semester. By engaging in individual advising, we will provide students with information about strategies to reduce time to degree by taking courses over the winter and summer sessions as available. The absolute minimum number of semesters of study required is four as students need to complete prerequisites for their Literacy Capstone internships. For students interested in taking more time, the courses will be regularly offered at least once per year, so that students can design a schedule that allows for variable work and family schedules as desired.

- c) Describe how your institution provides distance students with clear information on:
- Program completion requirements, including clinical placements
 - Process for selecting clinical placement sites
 - Program policies for clinical placements
 - Testing requirements for certification

The College at Brockport provides complete program descriptions, including information on clinical placements, in both the College Catalog (www.brockport.edu/catalog) and on the Department of Education & Human Development's website (www.brockport.edu/ehd). All students in the proposed program will be assigned an individual full-time faculty advisor, along with contact with our FT Coordinator of Graduate Advisement. Each advisor will, with the individual student (either face to face if convenient, or over the phone, Zoom, etc.) construct an individual electronic Plan of Study (which is imaged, emailed to students, and uploaded to Banner using a MachForm [easily done via distance]), which must be completed before students are able to register for courses. Students entering their second semester must confirm registration plans with their advisor (a process managed by a generated Advisement Key number in Banner) prior to second-semester course registration; this process of monitoring progress in the program is a collaborative effort of students with graduate faculty advisors; the process for those face to face and at a distance is identical – save that the construction of initial Plans of Study may need to take place via phone or other distance technology. Students can regularly monitor program progress (including completed requirements, and those outstanding), using either Banner (<https://bannerprod.brockport.edu> - where they can access unofficial transcripts, register for courses, and apply for graduation) or DegreeWorks (<https://bro.degreesworks.suny.edu> - which provides a detailed visual summary, continuously updated, of student progress). Both are key graduate advisement tools.

To meet NYSED certification requirements, the Literacy B-12 Program mandates two 50- hour internships (one at the elementary level, one at the secondary level). At present, the program offers students the choice of taking the internships online or face-to-face through our five- week summer internship program— including partnerships with schools near Rochester, New York. The online internships will use the Clinical Field Experience Office for placement support for students enrolled in the online internship option. Additional information about clinical placements, including the process for applying for Field Experience sites, handbooks describing clinical placement experiences and requirements, and necessary forms for students and clinical supervisors, is located at the College's Field Experience website: https://brockport.edu/academics/field_experience/. The process for selecting clinical placement sites for current programs is described in the Field Experience handbooks, and the proposed program would be included in updated editions of program literature prior to student matriculation. The process for identifying and selecting face-to-face and distance placements will be the same. Key to the process for selecting clinical placements for the proposed program are the process of student application for Field Experiences during the semester prior to the course in which the field component is embedded. These applications include information about the student's program; address; transportation; background and interests – and the process of placement is made collaboratively between the student, the Director and Coordinators of Field Experience, the proposed School Based Teacher Educator (SBTE), site leadership, and often includes input from Brockport faculty and staff. All clinical placements must be approved by school leadership and Brockport FE staff, and cannot be made by students unilaterally. Brockport has long experience successfully placing students in clinical education settings at a distance – e.g. in our Kinesiology, Sport Studies & Physical Education programs throughout New York State, in student teaching placements in Australia, New York City, and Alaska, and plans to continue the same approach with the proposed program in graduate Literacy Distance Education.

Policies concerning graduate student status are described in Brockport's Graduate Student Handbook (https://www.brockport.edu/graduate/docs/graduate_handbook.pdf#search=graduate%20policies), available online; questions about specific policies are encouraged at all points, and Brockport's Online

Concierge can connect our distance students with the appropriate policy or contact information at any point. Program policies for the proposed program will be clearly communicated to students during the application and onboarding process (described above), and reiterated during initial advisement / Plan of Study construction with individual faculty advisors. As well, our Field Experience handbook (www.brockport.edu/academics/field_experience/tc_field.html) and Professional Education Unit dispositions guide: (https://www.brockport.edu/academics/professional_education/full_disposition_policy.html) provide policy information specific to field experiences and dispositions, respectively.

- d) Describe how students in the distance education program will satisfy the Dignity for All Students regulation [52.21(b)(2)(ii)(c)(1)(xii)], which requires that three of the six hours of training be conducted face-to-face, noting that electronic communication is not considered as face-to-face.

As all Literacy candidates will have initial teacher certification, they will have taken DASA previously. However, we do offer opportunities to complete the three hour face-to-face component of DASA at Brockport's campus during one of our annual sessions:
[https://gvboeces.adobeconnect.com/a834894853/brockportdacertfall14spring15/](https://gvbooces.adobeconnect.com/a834894853/brockportdacertfall14spring15/).

For those students not within driving distance, we will provide information about statewide DASA providers and indicate that they must complete the training in person with one:
<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>

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

Across campus, we have a number of offices whose responsibilities include ensuring the availability and appropriate use of technological tools. The learning management system used to deliver online courses at Brockport is Blackboard, a common LMS used SUNY-wide and supported robustly by locally by our Academic Systems and Instructional Support team (<https://www.brockport.edu/support/lits/asis/>). via weekly workshops, daily walk-in hours, and 24/7 Blackboard support available to both students and faculty at no cost. Students and faculty can email, call, or chat anytime to get support with technology. Faculty delivering online courses are required to complete an approval process through both their department and the College's Executive Director of Special Sessions and Programs, which includes syllabus review and instructional design review and adjustment through the College's Instructional Design Specialist (IDS). Faculty are also encouraged to participate in the Distance Learning Community sponsored by the College's Center for Excellence in Learning and Teaching (CELT), and to attend regular professional meetings/conferences to stay current in appropriate technologies. The College provides tutoring and writing support via a Student Learning Center.

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

Each course in this program will utilize a number of tools to ensure appropriate and flexible interactions. These include the use of discussion boards, collaborative projects, peer review, VoiceThread, Blackboard Collaborate, etc.). In the future, these could include synchronous distance sessions, which allow the entire class to meet online at the same time. Students have access to faculty members via email, discussion boards, streaming video, telephone, etc. The course schedules provide for flexible selection of the most appropriate modality throughout the semester.

- g) 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?

Students are held to Brockport's policy on academic dishonesty (updated 2010: https://www.brockport.edu/policies/docs/policy_on_student_academic_dishonesty.pdf; the relevant clause here is C. Presenting someone else 's examination results, paper, computer work, or other material as one 's own work.). Brockport has implemented an authentication "pop-up" that requires an electronic signature prior to completion of assignments. All students must use Blackboard for class assignments and must do so by logging in via a unique ID and password meeting security requirements. Brockport also contracts with a plagiarism-screening software provider to be certain all work submitted to electronic dropboxes is unique to the student submitting it. We also hold students in all professional programs to rigorous professional dispositions standards shared across the College's Professional Education Unit. We have in place mechanisms for reporting, investigating, and resolving transgressions of these dispositions standards that can include program removal for violations such as that described above (see here: <http://www.brockport.edu/peu/policies.html>). There are also options for faculty to utilize proctored testing centers for the administration of exams. Finally, faculty work to carefully construct assessments that require the unique thoughts and productive work of individual students, and cannot be successfully completed through plagiaristic or peer-enabled dishonesty.

IV. FIELD EXPERIENCE AND STUDENT TEACHING (Teacher Preparation Programs only)

- a) Field experiences, student teaching and practica must be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated. How is this requirement met in a distance education format?

We see no variation from Brockport’s longstanding philosophy, purposes, or objectives in our current Literacy Program due to the distance delivery format. The differences are geographic only, and largely solved by an expansion of our school- based teacher educator network and the use of technology to facilitate connections. Brockport has long experience with distance-delivered Field Experiences (TESOL) and student teaching (PE). We will use the same student learning objectives and related program assessments for distance and face-to-face students, delivered via TK20 at various program checkpoints, and which are completed by teacher candidates, local mentor teachers (what Brockport calls “School Based Teacher Educators, or SBTEs”) and IHE college supervisors. As these assessments are web-based, there is no need to adapt for students completing field experiences at a distance.

Below is the schedule of assessments for students in the Literacy B-12 program:

Course	Course Name	Assessment
EDI 634	Teaching Reading to Children with Diverse Needs	<i>The Role of the Reading Specialist</i>
EDI 735	Emergent Language and Literacy	<i>Literacy and the Young Child Case Study</i>
EDI 739	Teachers as Writers, Teachers Teaching	<i>Writing Lesson Plan Sequence</i>

	Writing	
EDI 740	Childhood Literacy Internship	<i>Literacy Institute Report</i>
EDI 742	Literacy, Policy and Advocacy	<ol style="list-style-type: none"> 1. <i>Coaching, Policy and Advocacy Portfolio</i> 2. <i>Content Area Specialty Practice Exam</i>
EDI 745	Adolescent Literacy Internship	<i>Literacy Portfolio</i>

The professional dispositions assessments are included in the internship assessments.

- b) Field experiences, student teaching and practica must be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences. How are the coursework and seminar designed to support teaching candidates during their field experiences and student teaching placements?

Each Field Experience is taken with corequisite coursework taught by FT Brockport faculty members, and which include required Field-based assignments comprising substantial proportions of the course and used for accreditation purposes:

EDI 740- Elementary Literacy Internship
EDI 745-Adolescent Literacy Internship

Literacy internships must be completed to the same standards (including site-based supervision by an SBTE and Brockport college supervision) as would apply in a local setting. We do propose that candidates be able to complete these practicum experiences via a two-option strategy to preserve flexibility, based on our institution's long experience delivering both types of supervision:

- Candidates may arrange for **local (near Brockport) practicum**; this option is the one which takes advantage of partnerships with local schools and our Field Experience Office's robust connections to school districts within and near Monroe County. We will be able to place candidates in schools and provide for supervision via local school-based teacher educators (SBTEs) in traditional fashion.
- Candidates at a distance from Brockport may independently arrange for **practicum placements in their own areas**. This has been done by our Field Experience Office on several occasions previously (*e.g.* when candidates from elsewhere return home to complete student teaching), and has been the norm for candidates student teaching in Brockport's Physical Education program for years. All practicum placements will be reviewed (and must be approved by) the Field Experience Office in advance, and will be completed to the same standards as those completing the practicum locally. We review and propose on site supervision during the review process, and candidate proposals must include provisions for on-site supervision by local school-based teacher educators (SBTEs) that meet the same standards and scope as traditional local placements.

- c) How frequently will the student teacher be observed by the IHE faculty supervisor?

Student teachers will be observed at least four times by the IHE faculty supervisor during the semester.

- d) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model. Describe the responsibilities of institutional faculty and cooperating teachers in the observation, supervision and assessment of candidates' field experiences and student teaching.

VOIP and/or electronic video observations will be a valuable tool for college supervisors of teacher candidates in this program. The College at Brockport currently uses Blackboard Collaborate for electronic conferencing with students taking online courses, and this platform (along with others such as Zoom or Skype) can be adapted for use as observation tools. Additionally, students can use recorded observations with annotation tools such as VoiceThread, which allows students to record their observations and engage in self-reflection and the observing college faculty member to directly comment and annotate the observation. During the Literacy internships, interaction with Literacy interns by the IHE faculty member will be conducted during EDI 740 and EDI 745 (seminars) using these tools weekly – we anticipate the format will be what Brockport terms “synchronous combined,” wherein students connect on a regular predetermined schedule just as they would face to face (for example, Tuesday evenings). Most P-12 school districts have video cameras or other equipment which can be used by teacher candidates, and protocols we expect our teacher candidates to follow when students may be recorded – including the securing of parental permission, and not recording those students who have not provided consent. Additionally, the College provides camera kits (via Drake library; see https://www.brockport.edu/support/institutional_assessment/tk20/technologyresources.html) for students to use, and most have laptops, iPads or tablets, and smartphones as well, all of which have video conferencing capabilities, as well as recording capabilities for either ‘live’ observation or recordings to be reviewed later. The Instructional Technology Services Department (including Brockport’s LITS; <https://www.brockport.edu/support/lits/>) at the College at Brockport conducts ongoing technology training for faculty and students, and it is anticipated that online training modules on the use of electronic equipment for observation and assessment will be available for teacher candidates, college supervisors, and SBTEs both locally and at a distance from the College's campus. Please note, for students unable to obtain placements, we wi

The observation and assessment of Literacy interns will be a collaborative effort between the intern, the cooperating teacher, and the college supervisor. The college supervisor is responsible for informing the cooperating teacher and the intern about the experiential expectations of the practicum, the Student Learning Outcomes, and the assessment protocol and rubric, and for facilitating decisions about the approach to face-to-face and/or electronic observations according to the constraints of geography, technology, and the particulars of a given school setting. All teacher candidates will be formally observed at least four times – but the balance of face-to-face v. electronic may vary across students and settings. The cooperating teacher is expected to conduct regular ongoing informal observations of teacher candidates throughout field experiences and the practicum. While there is no minimum number of informal observations required, it is expected that the cooperating teacher will regularly observe the Literacy intern during the practicum. The college supervisor will consult with the cooperating teacher about the progress the Literacy intern has made toward fulfilling the expectations of the practicum at the

midpoint and end of the practicum. The midterm and final grade for the practicum experience will be determined by the college supervisor in consultation with the cooperating teacher. Additionally, the Literacy intern will complete a self-evaluation of the practicum at mid-semester and at the end of the experience, which will be considered by the college supervisor.

- e) Field experiences, student teaching and practica must provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. How does the institution arrange candidates' field experiences to meet these requirements?

Brockport placement policy (detailed in Appendix document titled "FE and ST requirements CI program") is that at least one field experience or student teaching placement must meet each of the following requirements:

1. must be completed in a high-need school
2. must be working with children with special needs
3. must be working with children who are not native speakers of English

The Field Experience Office notes that the most-frequently-placed high-needs school district for Brockport teacher candidates in the Rochester area is the Rochester City School District. Additionally, the Field Experience Coordinator ensures (and records in a tracking database) that during the 50 -hour field placements candidates placed in the primary grades (1-3) receive some hours in the intermediate grades (4-6) and vice versa. The same will be true for managing Literacy clinical experiences in middle and high school settings. The database will track all of these requirements using check boxes each semester.

Please note, for students unable to participate in a placement during the school year due to work obligations, the Literacy faculty will arrange virtual partnerships where the distance candidates collaborate with candidates in our face to face, on campus summer internship settings to engage in practicum experiences.

V. LEADERSHIP EXPERIENCES (Educational Leadership Programs only)

- a) Programs must ensure that leadership experiences are in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. How does the institution arrange candidates' leadership experiences to meet these requirements?
- b) Leadership experiences must be carefully selected and planned by program faculty in collaboration with school leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty.
 1. Describe how the institution selected and planned the leadership experience ensuring the collaboration between program faculty and supervising school district leaders.
 2. How frequently will the educational leadership candidate meet with the IHE faculty supervisor?

- c) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model.
- d) Leadership experiences must be supervised by certified school leaders and by program faculty who have preparation and expertise in supervision related to educational leadership. Describe the responsibilities of institutional faculty and supervising educational leaders in the observation, supervision and assessment of candidates' educational leadership experiences.

VI. 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?

Overall program learning outcomes, including knowledge, skills, and credentials, will be identified in both the Brockport Course Catalogue (overall) and on each course syllabi (specific to each course) under the heading “Objectives.” This distance Literacy program will also identify in all program materials and in the Brockport Catalog the intended credential outcome completion of NYS Literacy Certification.

- 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.

As a result of changes in national organizations, the International Literacy Association (ILA) has self-removed from the SPA process. Nonetheless, we continue to employ the ILA standards and include SPA assessments to meet CAEP standards. We also are reviewed by CAEP through the CAEP accreditation visit. CAEP Accreditation visits occur every 7 years. Brockport will meet CAEP's Evidence Review of Standard One program review process. That report will be due in summer 2022. All assessment components may be completed using distance technology (e.g. over Blackboard or TK20).

VII. 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 College conducts regular program reviews of all academic programs on campus. The proposed program will further be part of the portfolio of programs delivered by the Department of Education & Human Development considered for recognition from CAEP for our next reaccreditation process. We anticipate that the proposed revisions described in the attached proposal will be regularly evaluated in the same manner as our on-campus programs. As well, the College's Professional Education Unit, or PEU, of the College, will pursue re-accreditation from the Council for the Accreditation of Educator Preparation (CAEP) starting in Spring 2020, and we anticipate that the proposed program will contribute to the portfolio of advanced educator programs receiving such external review during our CAEP visit (see: http://caepnet.files.wordpress.com/2014/08/caep_standards_for_advanced_programs1.pdf). The College's approaching Middle States reaccreditation visit will also likely yield additional external evaluation

feedback that may contribute to ongoing program improvements. Moreover, student feedback in the form of IAS scores will be used to evaluate effectiveness of instructional efforts.

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

The program will be reviewed at a variety of levels on an ongoing basis. At the faculty level, the Department of Education & Human Development reviews course evaluations annually, and invests in faculty professional development in needed domains. At the program level, each program is accountable for reviewing program data on a continuous basis, including results of course-based assessments and those administered at the Unit level. The Professional Education Unit (PEU) within the School of Education has a full time Director of Assessment (<http://www.brockport.edu/peu/assessment.html>) responsible for the design and implementation of all Unit-wide assessments. The PEU Director also coordinates assessment forums each semester where evaluation results are used to inform programmatic changes. Finally, the College has an institution-wide Office of Assessment (<http://www.brockport.edu/acadaff/directory.html>), charged with overseeing assessment plans, data evaluation, and closing-the-loop monitoring to ensure continuous improvement.

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

Annual assessment reports, including learning outcome and assessment metrics, will be compiled and analyzed at the program, department, Unit, and College division level to ensure rigor and breadth. Furthermore, the ongoing accreditation reviews from CAEP will help ensure that the program maintains appropriate student learning outcomes.

VIII. 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?

All full and part time students, whether matriculated or non-matriculated, fill out an application which includes their home address including state. Our campus may need to seek individual authorization from those states in which we deliver distance education courses. If the College at Brockport decides not to seek authorization in states in which authorization is required, we will notify students studying in those particular states that they cannot register for distance education courses.

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?

Contact information for filing complaints for students is posted to our Online @ Brockport site: <https://www.brockport.edu/academics/online/docs/Complaint%20Res.pdf>.

Appendices

1. **Distance Literacy Plan for Implementation with Current Faculty**
2. **Letters of Support:**
 - a. EHD Chair—Chris Wilkens
 - b. Dean—Tom Hernandez
 - c. Director of Graduate Studies—Mike Harrison
 - d. Director of the PEU— Linda Balog
 - e. Director of LITS—Stephen Cook
 - f. Library Director— Diane Fulkerson

Proposed Distance Literacy Tracks Utilizing Current Faculty

*Designed for each faculty member to teach one online course per semester and
two hybrid or face to face courses
*with the addition of adjuncts as needed

9 Credits *Fall Admit	9 Credits *Spring Admit	6 Credits *Fall Admit	6 Credits *Spring Admit
Fall 735- Natalie 726- Kathy 634- Janeen	Spring 727- Kate 730-Natalie 739-Janeen	Fall 735- Natalie 726- Kathy *Winter 601 Option	Spring 730-Natalie 739-Janeen
Spring 727- Kate 730-Natalie 739-Janeen	Summer Elective 601	Spring 730-Natalie 739-Janeen	Summer 634 727
Summer Elective 601	Fall 735- Natalie 726- Kathy 634- Janeen	Summer 634 727	Fall 735- Natalie 726- Kathy *Winter 601 Option
Fall 728 Choice-740/745 *Winter 601 Option	Spring 742 Choice-740/745	Fall 728 740 *Winter Elective Option	Spring 745 742



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Education & Human Development

24 January 2020

To: College Senate Graduate Curriculum Committee

RE: Support for program changes to childhood education programs

I write to offer my support for the Graduate Literacy Distance Education proposal submitted by the Department of Education & Human Development.

The proposed changes expand our long-standing and successful literacy program to a fully-online track. This presents an exciting opportunity to expand Brockport's footprint across New York State and expand graduate enrollment.

I am confident that our department and literacy faculty have the technical skillset to bring this program fully online, as most of the course offerings have been available online over several different iterations, and we have successfully piloted literacy internship supervision for students beyond driving distance from Brockport during 2018-19.

One note is that I fully support the hiring of a Distance Field Education Coordinator within the PEU; the PEU currently places a significant number of students beyond driving distance from Brockport – and establishing and maintaining relationships with school partners (and confirming certification / supervision / field hours completed) is intensive detail-driven work. When we opened our TESOL program in FA18 as a distance-delivered program, it quickly grew and placed high demand on the PEU for field experience placements and oversight. This hire is critical for program success – but can also support multiple other distance placements – for TESOL, PE, Public Health, and student teachers in Alaska, New York City, Ghana and Australia.

I am excited about this proposal; please let me know if you have questions!

Sincerely,

Dr. Christian P. Wilkens

Chair, Department of Education & Human Development



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Education, Health and Human Services

February 5, 2020

To Whom It May Concern:

I support the Department of Education and Human Development's proposal for a distance literacy education program. The proposal offers an online track that will provide opportunities for students to pursue their MSED in literacy from a distance.

Additionally, the program allows students a great deal of flexibility to meet student needs. I fully endorse the proposed change; however, I am aware that there is a need for a distance field education coordinator to support distance education programs such as this.

Sincerely,

Thomas J. Hernández, EdD, LMHC
Dean

The School of Education, Health & Human Services



Date: 1/28/20

To Whom It May Concern,

Please accept this letter in support of the Department of Education and Human Development's proposal to offer an online option for the MEd Literacy B-12 program.

Extending the reach of this program through an online format has the potential to grow new enrollments while also serving as a retention initiative in support of matriculated students who find themselves in need of an online option.

The Department of Education and Human Development has a history of successfully delivering graduate programs online and I am confident that the same will be true of the Literacy B-12 program.

Sincerely,

Michael Harrison
Director – Center for Graduate Studies
The College at Brockport

January 21, 2020

Memorandum

To: College Senate
From: Linda F. Balog, PhD, CHES
Director, Professional Education Unit
Re: Letter of support for proposed Distance ~~MSEd~~ in Literacy B-12 Program

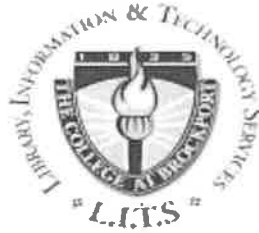
As Director of the Professional Education Unit (PEU), I fully support the proposed Distance ~~MSEd~~ in Literacy B-12 Program. This program would create opportunities for distance learning for the graduate Literacy program that otherwise would not be available. The goal is to keep up with current demands from students and educate those who must currently pursue online study elsewhere. Brockport currently has experienced faculty teaching in the program, and will be able to offer the program by creating online editions of current coursework. This would increase enrollment numbers and, therefore, increase revenue for SUNY Brockport.

It is also important to mention that this program supports Advanced Program Standards of the Council for the Accreditation of Educator Preparation. More specifically, it aligns with Standard A.1.1: *Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through:*

- applications of data literacy,
- leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents, and
- supporting appropriate applications of technology for their field of specialization.

This distance learning program will provide these opportunities for those who are enrolled and easily allow them to transfer this learning to the students in their classrooms. The technological pedagogy in this program includes the use of discussion boards, collaborative projects, peer review, VoiceThread, Blackboard Collaborate, etc.). It supports the *Cross-Cutting Theme of the Application of Technology* as described above in A.1.1 but also in Standard A.2 (*Technology-based collaborations may be included in partnerships*), and Standard A.3 (*Candidates can apply technology in appropriate ways to their field of specialization*).

I should also mention that external stakeholders (PEU Advisory Board members from area school districts) have always emphasized the importance of assuring that our students know and use technological pedagogies in their classrooms. What better way to do this than to be enrolled in online courses! Online education is here to stay and I endorse the ~~MSEd~~ in Literacy B-12 program.



Date: January 28, 2019
To: College Senate Graduate Committee
From: Stephen Cook, Director of Information Technology
Re: LITS support for the Masters in Education Literacy B-12 Program

I write to offer LITS support for the Masters in Education (MSEd) Literacy B-12 Program as proposed by the Department of Education & Human Development. Library, Information, and Technology Services will continue to support this program using our current set of tools as listed below:

- The College utilizes a world-class Learning Management System (Blackboard).
- The College provides instructional design support for all faculty using Blackboard.
- We have Help Desk services available 24*7, year-round.
- Library services are continually improving. Students have access to numerous Library databases and journals 24*7, as well as access to Drake Memorial Library's vast resources and open hours of availability.
- Students have access to a wide array of campus licensed software.
- Students can access our virtual computer lab 24 hours a day from wherever they are.
- Technology enhanced classrooms are located across the campus.

We look forward to supporting the program to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely,

Stephen Cook
Director of Information Technology
Library, Information, & Technology Services
The College at Brockport, SUNY
scook@brockport.edu
Phone 585-395-5152



Drake Memorial Library

College Senate
The College at Brockport
State University of New York
350 New Campus Drive
Brockport, NY 14420

January 24, 2020

To Whom It May Concern:

Drake Memorial Library supports the proposal to reactivate and improve Early Childhood Education with a new Early Childhood Inclusive Education major that meets multiple external and internal requirements.

The proposed major may require some additional library support to acquire bi-lingual resources for the library collection. If additional resources are required the Library will use existing collection development funds to acquire the resources. Once the proposed major is approved we will work with the department to identify the types of resources required to meet the curricular needs of the program.

Drake Memorial Library looks forward to working collaboratively with the Department of Education and Human Development in continuing to improve the learning experience for all our students.

Sincerely,

Diane M. Fulkerson

Diane M. Fulkerson, MA, MLS
Library Director
Drake Memorial Library