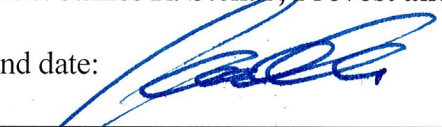


This form should be used to seek SUNY approval and SED registration to create one or more new undergraduate, certificate, graduate, or advanced certificate programs based on an existing, registered program. *It is not necessary to submit a Program Announcement (PA) or a Letter of Intent (LI) for these types of new programs.* A Chief Executive or Chief Academic Officer must submit a signed cover letter and this completed form as one PDF document to the SUNY Provost at program.review@suny.edu. Additional information is available in the [Guide to Academic Program Planning for Educator Preparation Programs](#).

Section 1. General Information

a) Institutional Information	Date of Proposal:	(Original 11/15/17); This update February 2, 2018
	<u>SED Institution Code</u> :	210500
	Institution Name:	University at Albany, SUNY
	Institution Address:	1400 Washington Avenue, Albany, NY 12222
	Dept of Labor/ <u>Regent's Region</u> :	Capital Region
b) Program Locations	List the name, address, and <u>SED Institution Code</u> of each additional campus where the <u>entire program</u> will be offered:	
	List the name and address of <u>extension sites or extension centers</u> where <u>courses</u> will offered, or check here [x] if not applicable	
c) Contact Person for this Proposal	Name and title: Jon Bartow, Vice Dean for Graduate Education	
	Telephone: (518) 437-5062	E-mail: jbartow@albany.edu
c) CEO (or designee) Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the program as revised.	
	Name and title: James R. Stellar, Provost and Senior Vice President for Academic Affairs	
	Signature and date:  2/29/18	
	If the revised program will be registered jointly ¹ with one or more other institutions, provide the following information for each partner institution. The signature confirms support of the changes.	
	Partner institution's name: N/A	
	Name and title of partner institution's CEO:	
	Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

¹ If the partner institution is non-degree-granting, see SED [CEO Memo 94-04](#).

Section 2. Multi-Award and Multi-Institution Programs

Check one

- This proposal is for a **multi-award program** that leads to two separate awards (e.g., A.S./B.A., B.S./M.S.) based on currently registered programs. **Complete Part 2A, below.** *NOTE: Such programs generally involve special admissions for students who have the capacity to complete all awards, curricular integration between the component programs, and shortened time to degree compared to taking the programs separately.*
- This proposal is for a **multi-institution program** (also called a “jointly registered program”) to be offered jointly by two or more institutions. **Complete Part B, below.** *NOTE: Such programs involve a formal agreement between two or more institutions to offer courses leading to an award.*
- This proposal is for a **multi-institution, multi-award program** to be offered jointly by more two or more institutions and leads to two separate awards. **Provide a single, consolidated response that reflects all the items in Parts 2A and 2B, below.**

PART 2A – Multi-Award Program (Information for new program)

- a) Program Title:
- b) Program Awards (e.g., B.A./M.S.) from existing programs:
- c) Proposed HEGIS Code of new program:
- d) Required Number of Credits:
- e) **Format:** Day Evening Weekend Evening/Weekend Not Full-Time
- f) **Mode:** Standard Independent Study External Accelerated Distance Education²
- g) **Other:** Bilingual Language Other Than English Upper Division Program
 Cooperative 4.5 year 5 year
- h) List registered programs at the institution identified in Section 1a whose courses will contribute to this program. Add rows as needed.

	Program Title	Award	<u>SED Program Code</u>
Program 1			
Program 2			

² If 50% or more of the courses in this program will be in the distance education format and the campus has not yet received approval to provide distance education, see Section 5.

- i) List all the courses required for each existing program, and indicate which ones will be counted toward both awards.
NOTE: Undergraduate courses cannot count toward the graduate award.

Program 1 Courses		Credits	Counted Toward Both Awards √
Code	Title		

Program 2 Courses		Credits	Counted Toward Both Awards √
Code	Title		

- j) How many terms will it take for full-time students to complete the proposed program? _____
- k) What are the admissions requirements for the new program, and how are they related to student success?
- l) Complete the **SUNY Program Schedule** to show how a typical student may progress through the multi-award program.

PART 2B – Multi-Institution Program

- a) Program Title:
- b) Are all partner institutions listed in Section 1c, with CEO information and a signature for each partner?
 Yes No
- c) Proposed HEGIS Code
- d) Required Number of Credits: Minimum If tracks or options, largest minimum _____
- e) **Format:** Day Evening Weekend Evening/Weekend Not Full-Time
- f) **Mode:** Standard Independent Study External Accelerated
 Distance Education³
- g) **Other:** Bilingual Language Other Than English Upper Division Program Cooperative 4.5 year
 5 year
- h) List all courses in the program and indicate which courses will be completed at each institution.
- i) Describe the administrative provisions for coordinating admissions, advisement and financial aid for the program between the two institutions.
- j) Describe the program's policies governing residency requirements and tuition charges.
- k) Explain any other special arrangements or requirements arising from the multi-institution nature of the program.

³ If 50% or more of the courses in this program will be in the distance education format and the campus has not yet received approval to provide distance education, see Section 5.

Section 3. New Programs from Options, Concentrations, or Tracks in an Existing Program

This section should be used to propose the creation of new programs from options, concentrations or tracks in existing, registered programs, which is sometimes called “disaggregation.” This section enables (but does not require) a campus to make the following types of revisions to an existing track at the same time the track becomes a separate program:

- new or significantly revised courses; and
- changes to the track’s admissions standards and program evaluation elements.

NOTE: *A new program proposal must be submitted – instead of this section – when the new program(s) will be offered at a different location than the campuses identified in Section 1a or when a Master Plan Amendment is required for the new program(s).*

PART 3A – REVISION OF EXISTING PROGRAM

- a) Title: Information Science - School Library Media Track
- b) Award: M.S.
- c) HEGIS Code: Existing 1601; Proposed for new program 0899.01 – School Media Specialist (Library)
- d) SED Program Code: Existing 91339
- e) List the registered Options, Concentrations or Tracks and indicate which, if any, will be removed.

School Library Media Specialist Track

- f) If the existing program will have any changes to the program’s admissions standards or program evaluation elements, please describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

No changes to the admissions standards or program evaluation elements.

PART 3B – PROPOSED NEW PROGRAM(S)

Provide the information requested below for each proposed new program to be registered separately.

- a) Title: Information Science School Library (ISSL)
- b) Award: M.S.
- c) HEGIS Code: 0899.01 – School Media Specialist (Library)
- d) Required Credits: Minimum [36] If tracks or options, largest minimum []
- e) Describe the new program and the rationale for converting the existing coursework to a separately registered program.

The Department of Information Science proposes a 36 credit Information Science School Library (ISSL) program. ISSL was initiated and designed to comply with the requirement by the New York State Education Department that calls for all Educator/Teacher Preparation Programs to be disaggregated from existing programs. This proposal, a new from existing program, is designed to lead to a recommendation for the issuance of the initial and professional teacher certificate in Library Media Specialist. As is currently instituted, the School Library Media Specialist program at the University at Albany is one of five (5) tracks/concentrations in the 42 credit Master of Science in Information Science (MSIS) program. ISSL, just as the School Library Media Specialist track in the existing MSIS Program, is designed to attract potential students who are seeking to attain New York State teacher certification. It builds on the strengths of the existing School Library Media Specialist track and will prepare students seeking certification to

work in PreK-12 school libraries throughout New York State and in other states with reciprocity with NYS.

ISSL was designed in consultation with faculty in the Department of Information Science, school library practitioners throughout New York State, University at Albany School Library Media Program alums, and an external consultant whose expertise is in information literacy curriculum. The program was designed to align to the 2017 National School Library Standards (<http://standards.aasl.org/>) and will help to grow 21st century school library information professionals. Concurrent with the accredited MSIS Program (please see SUNY Form 3A), the proposed ISSL will consist of 36 credits and will be accredited. Since 1999, students in the School Library Media Specialist track and the other four tracks of the MSIS Program have completed 42 credits, including six (6) core/required technology credits. However, the ubiquitous nature of technology and the natural integration of technology instruction in almost all courses within the program, together with the increased number of students who enter the program possessing requisite or advanced technology skills, have prompted the faculty to revise and streamline its course offerings. Therefore, IST523, Fundamentals of Information Technology will no longer be offered. In addition, to reduce the total number of required credits in ISSL to 36, the faculty decided to eliminate the requirement of IST603: Information Processing. This will enable students with educational backgrounds who are not required to take IST670: Fundamentals of School Libraries: (see course description in the list below) to select an elective course to fulfill the 36-credit requirement. IST666, Current Problems in Information Science is a course that provides students with the opportunity to learn about cutting edge educational topics and technologies. Recent IST666 course titles have included: Educational Assessment & Evaluation for Educators; Current Technology Tools and Resources for Educators; School Library Design; Creating Innovators: The Maker Space Movement; etc. Thus, IST666 ensures that students have the ability to experience the newest educational technologies, substantiated by research, to support the development 21st Century School Libraries. See Table 1 comparing the existing 42 credit master's program to the new 36 credit program.

Table 1: Comparison of Existing 42 Credit MSIS Program to Proposed 36 Credit Information Science School Library

Existing 42 Credit MSIS Program Core School Library Media Courses	Proposed 36 Credit ISSL Core Information Science School Library (ISSL) Courses
1ST 523: Fundamentals of Information Technology (3)	
1ST 571: Literature for Children (3)	1ST 571: Literature for Children (3)
1ST 578: Literature for Young Adults (3)	1ST 578: Literature for Young Adults (3)
1ST 601: The Information Environment (3)	1ST 601: The Information Environment (3)
1ST 602: Information & Knowledge Organization (3)	1ST 602: Information & Knowledge Organization (3)
1ST 603: Information Processing (3)	1ST 605: Information Sources and Services (3)
1ST 605: Information Sources and Services (3)	1ST 608: Research Methods (3)
1ST 608: Research Methods (3)	1ST 668: Internship (6) [Prerequisite 100 hours of field experience] requires two internship placements (two 40 day sessions, for a total of 80 days or at least 400 hours), see: http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do
1ST 668: Internship (6) [Prerequisite 100 hours of field experience] requires two internships placements (two 40 day sessions, for a total of 80 days or 400 hours), see: http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do	1ST 670*: Teaching Fundamentals for School Libraries (3) [50 hours of field experience]
1ST 670*: Teaching Fundamentals for School Libraries (3) [50 hours of field experience]	1ST 673**: School Libraries: Theory, Practice and Assessment (3) [25 or 50 hours of field experience**]
1ST 673**: School Libraries: Theory, Practice and Assessment (3) [25 or 50 hours of field experience]	1ST 675**: Curriculum and supportive Resources (3) [25 or 50 hours of field experience (depending on whether students had to take IST670).
1ST 675**: Curriculum and supportive Resources (3) [25 or 50 hours of field experience]	1ST 676: Administration of School Media Centers (3)
1ST 676: Administration of School Media Centers (3)	1ST 666***: Current Problems in Information Science (3)
	1ST 666***: Current Problems in Information Science (3) is an ISSL Elective for students who do not have to take IST 670.

*IST 670 may be waived for students with appropriate teaching experience or successful completion of appropriate teacher education courses.

**These courses require field experience hours. The number of field experience hours depends on whether the student is required to take IST670: Teaching Fundamentals for School Libraries (3).

***If student is not required to take IST670 s/he may take an elective, e.g., IST 666

f) **If the new program will have any new or significantly revised courses, list them here and attach a syllabus for each.**

No new or significantly revised courses.

g) If the new program will have any changes to the program's admissions standards or program evaluation elements, describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

Admissions Standards for Information Science School Library (ISSL)

1. All school library applicants are required to complete at least one 3-credit college level course in the following Liberal Arts subjects with a grade of C or higher. Applicants to the school library program must have met these requirements in undergraduate school or fulfilled the requirement by taking a course prior to obtaining certification in New York. If not they are informed that they must complete the missing subject area(s) by the time they graduate from the program. In New York, applicants who have already earned an initial certification will have completed all the requirements because they are mandated for graduation from their undergraduate programs.

One 3 credit course with a minimum grade of C must be completed for each of the categories below:

Artistic Expression (art, dance, music or theater)

Communication (speech, communications, journalism, media, public speaking, English, written or literary analysis, and composition).

Information Retrieval (library studies, research, computer literacy and educational technology) this is gained in the MSIS program.

Humanities (literature, religion, philosophy, cultural anthropology, women's studies, linguistics)

Language other than English (can include American Sign Language)

Mathematics (mathematical reasoning, quantitative methods number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics) *not computer science, accounting, finance

Natural Science (biology, chemistry, earth science, and physics) *not nutrition, engineering, environmental science, agriculture or any other applied sciences.

Historical and Social Science (history, political science, economics, geography, public affairs, law, sociology, psychology)

Written Analysis/Expression (English composition, creative writing, and introduction to writing)

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

2. Each applicant applying to the School Library Program must:

a. complete the Liberal Arts checklist

b. have an undergraduate GPA of 3.0 or higher

c. have a GRE score (or MAT) with a "competitive score" (50th percentile) – or "equivalent", additionally there is a 15% exemption for GPA

d. submit a written personal essay illustrating the candidate's understanding of the role of today's 21st century school librarian, commitment to diversity, desire to teach, respect for all learners, and statement for why they wish to pursue a degree in school librarianship.

3. Before graduating from the Information Science, School Library Program, students must complete the following benchmarks for their initial certification:

- a. Dignity for All Students Act Workshop (DASA): <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>
 - b. Child Abuse Identification Workshop <http://www.highered.nysed.gov/tcert/certificate/ca.html>
 - c. School Violence Prevention and Intervention: <http://www.highered.nysed.gov/tcert/certificate/save.html>
 - d. Fingerprinting for criminal history background check: <http://www.highered.nysed.gov/tsei/ospra/fpprocess.html>
 - e. 100 hours of field experience hours (as required in IST670, IST675 & IST673):
50 hours in an elementary setting, 50 hours in a secondary second supervised by a certified school librarian. Half of the field experience hours must be completed in a high needs school as per the New York State Education Department Office of Accountability's designation of a high needs school (see: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>).
 - f. Two 40 day sessions, for a total of 80 days or 400 hours (see: <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>)
One elementary and one secondary (middle school or high school). One internship must be in a high-needs school as per the New York State Education Department's Office of Accountability's designation of a high needs school (see: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>). A minimum of 18 credits must be completed prior to the internship including 100 hours of supervised field experience. Internships may be completed consecutively in one semester or in two separate semesters (at least 200 hours each). Experienced teachers or school librarians who have taught as a school librarian for one full year may be eligible for alternate models of internships. Similarly, one internship may be waived for practicing school librarians, including teachers who are filling the library media specialist position, if they have worked as a school librarian for more than one year. Although one of the internships (3 credits) may, in that situation be waived, the three credits still must be fulfilled. Typically, students in that situation take an additional education course as elective (with their advisor's permission). Teachers who have been classroom teachers for more than three years may complete one of the internships in a public library setting under the supervision of a youth services public librarian (in consultation with their faculty advisor).
 - g. Students who are not certified teachers must fulfill a minimum of 12 education requirements in the following content areas:
 - i. Human Development/Social Concerns in Education (3 credits)
 - ii. Language acquisition/Literacy/Reading and Writing Instruction (6 credits)
 - iii. Enhancing the Learning of Students with Disabilities (3 credits)
- Please see the list of suggested University at Albany courses that can be used to fulfill these content areas (see Table 2: Pedagogical Core Courses). Courses may be taken either at the undergraduate or graduate level. All courses, other than those provided on the list of UAlbany courses (including those from other institutions) must be approved by a School Library Media faculty advisor.

4. By the time students are in their last semester they may complete their application for New York State School Library Media Certification, which as of 2018 entails taking the following certification exams:

- a. Education All Students Test (EAS) –if the student does not yet possess a teaching certification
 - b. Content Specialty Test for Library Media Specialists (CST) – all applicants, even those who have prior teaching certification
 - c. edTPA – if the student does not yet possess a teaching certification (if students do not pass the edTPA they may take the ATSW).
- h) Explain the expected impact of the new program on existing programs.
The program will have no impact on existing programs.
- i) Describe adjustments the institution will make to its current resource allocations to support the new program.

No adjustments at this time will be made to the current resource allocations.

j) Complete the appropriate *Program Schedule* to show how students can complete all required courses in the new program.

SUNY Graduate Program Schedule *OPTION*: ~~You can insert an Excel version of this schedule at the RR links line and delete the rest of this page.~~

Program/Track Title and Award: Information Science School Library (ISSL) M.S.

- a) Indicate academic calendar type: [x] Semester [] Quarter [] Trimester [] Other (describe):
- b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show how a typical student may progress through the program; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. Complete all columns that apply to a course.

Table 2: ISSL M.S. Typical Student Program Progression

Term 1: Fall 1			Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	New	Co/Prerequisites
IST670* Teaching Fundamentals for School Libraries*	3		Co-requisite 50 hours of field experience: 17 hrs., Elementary School; 17 hrs., Middle School; & 16 hrs., High School.	IST602 Information and Knowledge Organization	3	
IST571 Literature for Children	3			IST578 Literature for Young Adults	3	
IST675 Curriculum & Supportive Resources	3		Co-requisite 25 or 50 hours of field experience [depending upon whether students must take IST670]. Includes two teaching observations conducted by fulltime faculty member.	IST605 Information Sources and Services	3	
IST601 The Information Environment	3			IST673 School Libraries: Theory, Practice & Assessment [Capstone Course]	3	Prerequisite IST675 Curriculum & Supportive Resources Co-requisite 25 or 50 hours of field experience [depending upon whether students take IST670]. Includes two teaching observations conducted by fulltime faculty member.
IST670* may be waived for students with appropriate teaching experience or teacher education courses. If waived another three-credit course must be taken in its place. Courses must be approved by the student's advisor.				IST676 Administration of School Media Centers	3	
Term credit total:		12		Term credit total:		12
Term 3: Fall 2			Term 4: Spring 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	New	Co/Prerequisites
IST 666: Special Topics Course	3			IST 668 Internship	6	Prerequisite: 100 hours of field experience. One half must be completed in a high-needs school as designated by the New York

State Education Department's Office of Accountability: http://www.p12.nysed.gov/accountability/ESEADesignations.html			
Two 40 day sessions, for a total of 80 days or at least 400 hours are required; ½ (200 hours) must be completed at the elementary level and the other ½ (200 hours) must be completed in a MS/HIS level. One half must be completed in a high-needs school as designated by the New York State Education Department's Office of Accountability: http://www.p12.nysed.gov/accountability/ESEADesignations.html			
IST 608 Research Methods	3		
Term credit total:	6	Term credit total:	6

Total Credits: 36

Program Total:

Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:
IST673: School Libraries: Theory, Practice & Assessment is the Capstone Course for the School Library Program. Students complete a practicum which is a performance based assessment, consisting of 5-8 learning segments, collaboratively developed with the students' mentor, to meet the learning needs of a specific student body, aligned to local, state and national standards, implemented within a PreK-12 learning environment, and formatively assessed with multiple formative assessment instruments and evaluated to determine whether students mastered the specified learning objectives. Lastly, students provide a self-reflection assessment describing pedagogical and instructional strategies to improve their practice.

New: X if new course Prerequisite(s): list prerequisite(s) for the listed courses

Section 4. Pedagogical Core Coursework and Student Teaching

For programs leading to initial teacher certification, complete the *Pedagogical Core Coursework, Field Experience, and Student Teaching* charts that follow.

For programs leading to initial certification, list all pedagogical courses in the proposed program in the Pedagogical Core Courses table below. The Pedagogical Core Courses Table is designed for a program leading to a **single certificate or multiple certificates**. See example on Pedagogical Core Courses Table for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).

Step 1: In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

Certification Area Code

01. [Early Childhood Education](#)
02. [Childhood Education](#)
03. [Middle Childhood Education](#)
04. [Adolescence Education](#)
05. [Teaching a Special Subject](#)
06. [Teaching Students with Disabilities in Early Childhood and Childhood](#)
07. [Teaching Students with Disabilities 7-12 Generalist](#)
08. [Teaching Students Who are Deaf and Hard of Hearing](#)
09. [Teaching Students Who are Blind or Visually Impaired](#)
10. [Teaching Students with Speech and Language Disabilities](#)
11. [Teaching English to Speakers of Other Languages](#)
12. [Literacy](#)
13. [Teaching the Career Field](#)
14. [Teaching a Specific Career and Technical Subject](#)
15. [Library Media Specialist](#)
16. [Educational Technology Specialist](#)
17. [Bilingual Education Extensions*](#)
18. [Bilingual Education Extensions**](#)
19. [Grades 5 and 6 Extensions](#)
20. [Grades 7 through 9 Extensions](#)
21. [Gifted Education Extensions](#)
22. [Coordination of Work-Based Learning Programs Extensions](#)
24. [Teaching Students with Severe or Multiple Disabilities Extensions](#)

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: *Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table. The general and program-specific requirements can be found by clicking on the link to each certification area.*

NOTE: *The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes above.*

Step 4: Provide a description of each existing pedagogical course for this program as it appears in the college catalog by pasting it below, insuring that the description reflects alignment with the regulatory requirements.

IST 571: Literature for Children (3)

Provides an introductory survey of literature for children (ages 0-12) with an emphasis on current authors and illustrators from diverse backgrounds. Exploration of appropriate strategies to enhance children's appreciation for diverse backgrounds and experiences including economic, family and cultural backgrounds to create a cohesive community. Application of strategies for using and adapting assessment strategies to inform programming and instruction. Explores a variety of techniques to ensure that librarians meet the needs of all children through their collections, programs and instruction. Specific attention is given to adaptive and assistive technologies as well as differentiation of materials, programming and instruction for all children, including children from homes where English is not the primary language.

IST 578: Literature for Young Adults (3)

Provides an introductory survey of literature for young adults (ages 12-18), with an emphasis on current authors. Includes a discussion of the characteristics, needs, and reading interests of young adults using the diversity that exists in the classroom and community which may include young adults of different genders and sexual orientations, different cultures and backgrounds and young adults from homes where English is not the primary language. Provides a critical study of the literature, an overview of basic selection tools, practice in book talking and usage of research and evidence based strategies to promote, through reading, young adults' understanding and respect for diversity and inclusion.

IST 601: The Information Environment (3)

Provides a theoretical background for students entering the information science professions. Through guest speakers, field trips, a variety of readings, class discussion, lectures, and writing assignments, students gain knowledge of the critical themes in the field, such as information seeking, users, environments, policies, and ethics.

IST 602: Information and Knowledge Organization (3)

An introduction to fundamental concepts and theoretical principles of knowledge-organization models and techniques used to facilitate access to information resources. The emphasis in this course is on interdisciplinary ideas and concepts. General consideration of reference/information services, the kinds of knowledge, the kinds of formats in which knowledge is recorded, and the ways in which it is pursued and retrieved.

IST 605 (3)

General consideration of reference/information services, the kinds of knowledge, the kinds of formats in which knowledge is recorded, and the ways in which it is pursued and retrieved by different users.

IST 608: Research Methods (3)

Basic research methods and statistics for students entering the information science professions. Covers descriptive and inferential statistics through correlation and regression; basic research process methods, quantitative and qualitative, and the creation of grant or research proposals.

IST 670: Teaching Fundamentals for School Libraries (3)

Introduces students to the professional roles and responsibilities of today's 21st century certified school librarian by having students shadow school librarians in three educational settings (elementary, middle and high school). Emphasizes the interdisciplinary teaching role of school librarians and highlights strategies for working collaboratively within the school environment and the importance of documenting evidence of practice. Utilizes research-based strategies to introduce students to information literacy curriculum and educational assessment literacy. Introduces students to school-based and community based resources to enhance information literacy instruction for diverse student populations. Identifies school librarian responsibilities and requirements in working with students with disabilities and other special learning needs. Includes 50 hours of supervised school

library field experience. Mandatory for students who do not have prior student teaching or equivalent instructional experience. Mandatory for all school library graduate students who do not have a teacher education background.

IST675: Curriculum and Supportive Resources* (3)

This course, grounded in evidence based theory and practice, introduces students to information literacy curriculum by teaching preservice and/or in-service educators how to design, assess and evaluate information literacy curriculum and resources for elementary, middle and high school students. Applies knowledge of how to select and modify curricula, assessments, information resources, and adaptive and assistive technologies to meet the individualized needs of students with disabilities and other special learning needs. Principles of instructional design (including universal design), cognitive learning styles, and research-based strategies for educational assessment and evaluation are scaffolded into a series of performance-based assignments that culminate in an information literacy learning segment, customized to address the diverse learning needs of PreK-12 students and aligned to local, state and national standards. The learning segment is co-planned with the graduate student's mentor and implemented in the student's field placement. The lesson is systematically assessed through a series of formative assessments designed by the student to document the effect of the lesson(s) on the academic performance of PreK-12 students as well as the instructional effectiveness of the graduate student. Graduate students learn how to integrate research-based instructional strategies that are responsive to the characteristics and learning needs of all students. Includes 25 or 50 hours of school library field experience, dependent on whether the student has taken IST670 (required for all students without an education background). Prerequisite: IST 670 (if applicable).

[*IST 675 Curriculum and Supportive Resources fulfills the *Curriculum and Instructional Design/Program Development* requirement]

IST 673: School Libraries: Theory, Practice & Assessment (3)

This is the capstone course for the school library program. The course is applicable for school librarians and educators who wish to learn how to document evidence of their practice and obtain fluency in information literacy and assessment literacy. Students complete a practicum which is a performance based assessment, consisting of 5-8 lessons, collaboratively developed with the student's mentor, based on current research in library and information science and cognitive science, aligned to local, state and national standards, customized to meet the learning needs of a specific student body, implemented within the PreK-12 learning environment, and assessed through a series of formative assessment instruments designed by the graduate student. Graduate students demonstrate that they have consulted and collaborated with specialists in the PreK-12 environment to identify appropriate resources, technology (including assistive technology) and instruction to meet the individualized needs of students with disabilities and other special learning needs. The design of the curriculum unit must demonstrate knowledge of the PreK-12 students' cognitive style, prior learning, and apply knowledge of criteria and procedures for evaluating, selecting, creating and adjusting instructional materials to meet the learning needs of all students. Formative assessment information is gathered, interpreted and used to shape current and subsequent instruction to determine whether the PreK-12 students have mastered the specified learning objectives. Assessment information is also used to help graduate students modify their instruction to help all PreK-12 students master the learning objectives. A final report documents of evidence of the graduate student's practice: summarizes the results and provides a self-reflective assessment describing pedagogical and instructional strategies to improve his/her practice. Includes 25-50 hours of school library field experience. Prerequisites: IST670 (if applicable) and IST675.

IST 676: Administration of School Media Centers (3)

Problems, practices, and research in the organization, administration and management of school library media centers. The course examines problems, practices and research in the organization, administration and management of school media centers including practices related to local and national standards; services, facilities, policies, and planning including designing and maintaining facilities for persons with disabilities and special needs; budgeting, personnel and organizational factors; public relations, safety and advocacy. The course incorporates knowledge of federal and state laws, policies, and regulations (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act of 1973) and ethical considerations (e.g., confidentiality rights and responsibilities of stakeholders) related to the education of students with disabilities.

IST 666: Educational Assessment & Evaluation for School Librarians and Teachers (3)

Educational Assessment & Evaluation for School Librarians and Teachers (3): An online competency based, collaborative professional development course for educators that enables participants to develop and directly apply essential capabilities related to educational assessment and evaluation in educational settings. The development of this course was made possible by funding provided from the Institute of Museums and Library Services (IMLS) <http://www.imls.gov>. Dr. Joette Stefl-Mabry (University at Albany) in collaboration with leaders from the Association for the Cooperative Advancement of Science and Education (ACASE- <http://acase.org/>) developed the instructional materials for this course. The University at Albany's School of Education was a part of the partnership in the early stages of the course's development and helped to identify key resources related to classroom and formative assessment. Course participants identify a learning module that is aligned to the existing curriculum in their educational setting. The learning module is implemented in an educational setting during the period of participation in the course. Participants work collaboratively on planning, implementing, evaluating, and refining the learning module that involves regular periodic formative assessment of student attainment and instructor effectiveness. The course incorporates knowledge of federal and state laws, policies, and regulations (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act of 1973) and ethical considerations (e.g., confidentiality rights and responsibilities of stakeholders) related to the education of students with disabilities.

IST 666: Creating Innovators: The Maker Movement (3)

Designed for PreK-12 educators, school library media specialists, teacher librarians, classroom teachers, STEM educators, tech integrationists, educational technology teachers, public, special and academic librarians. Explores evidence-based strategies that support building models, prototypes, inventions and innovations to encourage creative problem solving and team collaboration across a range of subject matters, abilities and ages. Applications of learning theory and assessment strategies to create interdisciplinary inquiry-based maker experiences to meet the needs of users from a variety of backgrounds including English Language Learners, exceptional children and adult learners, while promoting a safe and supportive environment for exploration and learning.

IST 668: Internship (6)

Two 40 day sessions, for a total of 80 days or at least 400 hours. Opportunity for curriculum development, program development, research design, teaching, skill development and problem solving through observation and instructional practice, documented by formative assessments, in an information environment designed to meet the learning and information needs of all students, under the supervision of a faculty member and a certified tenured school library media specialist or other information professional. Prerequisites: 18 credits completed toward MSIS, 100 hours of field experience and consent of advisor - See [Internship Program Requirements](#).

Education Credits (minimum 12 credits)

Students who are not certified teachers and students who have no prior education coursework in the three content areas listed below, must complete a minimum of 12 education credits (which may be taken at the undergraduate or graduate level) in the following content areas:

- Human Development/Social Concerns in Education (3 credits)
- Language Acquisition/Literacy/Reading and Writing Instruction (6 credits)
- Enhancing the Learning of Students with Disabilities

Below is an abbreviated list of courses that students may take at the University at Albany to fulfill the 12 credit education requirements. Courses must be approved by the student's faculty advisor.

Human Development/Social Concerns in Education (3 credits)

- **TAP 502: Social Concerns in Schools (3 credits)**
Analysis of the complex social issues of drug abuse, child abuse, teenage depression and suicide, teenage pregnancy and HIV/AIDS. Designed for prospective teachers to develop their skills and understanding of classroom concerns.
- **E Psy 521 Development in Childhood (3 credits)**
This course focuses on the young child (birth through age 11), especially the development of cognition and social-emotional characteristics. Emphasis will be placed on major developmental theories, methods of studying child development, and the implications of child characteristics for instruction, assessment, and the attainment of the NYS Learning Standards.
- **E Psy 522 Adolescent Development (3 credits)**
This course focuses on development during middle childhood and adolescence (ages 10 through 18) with emphasis on the interaction of biological, psychological, and school forces. Topics include individual and group differences, their implications for teaching and advising students, general theories of adolescent development, and a variety of issues facing adolescents.

Language Acquisition/Literacy/Reading and Writing Instruction (6 credits) *

- **LtL 500: Classroom Literacy Instruction (3 credits)**
This class introduces instruction and development in literacy including research-based strategies, materials, and assessment practices consistent with state and national standards. The focus is on intentional, critical literacy teaching with topics including; children's learning and thinking, instructional planning, tools and formats for balanced literacy instruction, text complexity, leveled texts, dialogic instruction, engaging families, running records and reading inventories, vocabulary-, syntax- and knowledge building.
- **TAP 530: Reading and Writing Across the Curriculum (3 credits)**
This course addresses the theory and practice of literacy learning and instruction within and across the disciplines. Focuses on disciplinary and interdisciplinary uses of and purposes for oral and written texts. Includes developing research-based models for integrating reading and writing into content study and for communicating beyond the school setting
- **TAP 610: Literacy in Society (3 credits)**
Provides opportunities for building shared understanding among teachers working with students across grade levels. Involves critical examination of social and linguistic perspectives on language and literacy. Addresses the relationship among schooling, literacy, and social and cultural life. Encompasses family literacy, media studies, and the nature and significance of sociocultural and linguistic diversity.

Enhancing the Learning of Students with Disabilities

- **ESPE 560: Introduction to Human Exceptionality**
Characteristics of individuals across the lifespan (from birth to adult) whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented.
- **ESPE 650: Instructional Environments and Practices for Students with Disabilities**
This course examines techniques for effective instruction for all students, with particular attention to students with disabilities. Course will explore research-based and promising instructional techniques and practices applicable to instruction of Common Core and NYS Learning Standards, as well as approaches to collaboration.

Step 5: Attach syllabi for each new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades.

Table 2: Pedagogical Core Courses

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed			
				General PCR*	Program-Specific PCR		
					Cert Code	Cert Code	Cert Code
IST 571: Literature for Children	3	R	M. Shannon/Adjunct	(i); (ii); (iii); (iv); (v); (vi); (vii); (ix)	15		
IST 578: Literature for Young Adults	3	R	J. Laiosa/Adjunct	(i); (ii); (iv); (vi); (viii); (ix)			
IST 601: The Information Environment	3	R	A. Rorissa/FT	(vi); (viii)			
IST 602: Information Knowledge Organization	3	R	D. Sinn/FT	(vi);			
IST 605: Information Sources and Services	3	R	S. Black/Adjunct	(i); (ii); (vi); (vii)	(ii); (iii); (iv)		
IST 608: Research Methods	3	R	A. Rorissa/FT	(i); (ii); (iii); (v); (vii); (viii); (ix)			
IST 670: Teaching Fundamentals for School Libraries	3	R	L. Fasano/Adjunct	(i); (ii); (iii); (v); (vii); (viii); (ix)	(i); (ii); (iii); (iv)		
IST 675: Curriculum & Supportive Resources	3	R	J. Stefl-Mabry/FT	(i); (ii);	(i); (ii);		

					(iii); (iv)				
IST 673: School Libraries: Theory, Practice & Assessment	3	R	J. Steff-Mabry/FT	(i); (ii); (iii); (iv); (v); (vi); (vii); (viii); (ix)	(i); (ii); (iii); (iv)				
IST 676: Administration of School Media Centers	3	R	L. Fasano/Adjunct	(i) (ii) (iii) (iv) (vi) (viii) (ix) (x) (xi) (xii) (xiii)	(ii); (iii); (iv)				
IST 666: Creating Innovators: The Maker Movement **	3	E*	S. Mersand/Adjunct	(i); (ii); (iii); (v); (vi); (vii); (viii); (ix)	(ii); (iii); (iv)				
IST 668: Internship	6	R	J. Steff-Mabry/FT S. Davies/Adjunct	(i); (ii); (iii); (iv); (v); (vi); (vii); (viii); (ix)	(i); (ii); (iii); (iv)				

<p>** IST666 Current Problems in Information Science is a course that provides students the opportunity to learn about cutting edge educational topics and technologies. Recent IST666 course titles have included: Educational Assessment & Evaluation for Educators, School Library Design, Creating Innovators: The Maker Space Movement, Technology Tools and Resources for Educators, etc. Thus, IST666 ensures that students have an option to experience the newest educational technologies and methodologies substantiated by current educational research.</p>	<p>*IST 666 is recommended for all students who do not have to take IST 670</p>					
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Recommended UAlbany Courses Offered by the School Of Education for Candidates Without Teaching Certificates (Minimum 12 education credits)

<p>Human Development/Social Concerns in Education (3 credits)</p>						
<p>TAP 502: Social Concerns in Schools</p>	<p>3</p>		<p>(i); (x); (xii); (xiii)</p>			
<p>E Psy 521: Development in Childhood</p>	<p>3</p>		<p>(i); (ii)</p>			
<p>E Psy 522: Adolescent Development</p>	<p>3</p>		<p>(i); (ii); (xiii)</p>			
<p>Language Acquisition/Literacy/Reading and Writing Instruction (6 credits)</p>						
<p>LtL 500: Classroom Literacy Instruction</p>	<p>3</p>		<p>(ii); (iv); (vii);</p>	<p>(i)</p>		

TAP 530: Reading and Writing Across the Curriculum	3			(v); (iv); (v)	(i)		
TAP 610: Literacy in Society	3			(i); (iv); (v)	(i)		
Enhancing the Learning of Students with Disabilities (3 credits)							
ESPE 560: Introduction to Human Exceptionality	3			(ii); (iii); (v); (vi); (viii)	(ii)		
ESPE 650: Instructional Environments and Practices for Students with Disabilities	3			(ii); (iii); (v); (vi); (viii)	(ii)		

*Based on SED regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

General pedagogical core requirements x through xiii are graduation requirements that students must complete in order to graduate (see list below). Training to fulfill these requirements is available through **registered teacher education programs** at New York State colleges and universities, Coordinated School Health Network Centers located at certain BOCES, and other service providers approved by the State Education Department.

- a. Dignity for All Students Act Workshop (DASA): <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>
- b. Child Abuse Identification Workshop <http://www.highered.nysed.gov/tcert/certificate/ca.html>
- c. School Violence Prevention and Intervention: <http://www.highered.nysed.gov/tcert/certificate/save.html>
- d. Fingerprinting for criminal history background check: <http://www.highered.nysed.gov/tsei/ospra/fpprocess.html>

Section 5. Field Experience, Practica, Student Teaching

For programs leading to Initial certification, each requirement for field experience, student teaching and practica must meet the following regulatory requirements:

- It is 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;

- It is 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; and
- It provides 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.

List each course that requires field experience*

Table 3: Courses Requiring Field Experience

Course Number	Course Title	Instructor	Grade Level	Clock Hours
IST 670	Teaching Fundamentals for School Libraries*	L. Fasano	ES/MS/HS	*50 FE hours required for all students without an educational background
IST 675	Curriculum and Supportive Resources	J. Steff-Mabry	ES or MS/HS	25 or 50 FE hours depending upon whether students took IST670.
IST 673	School Libraries: Theory, Practice & Assessment	J. Steff-Mabry	ES or MS/HS	25 or 50 FE hours depending upon whether students took IST670.
<p>*One half of the 100 field experience hours must be completed at the elementary level and the other must be completed in a MS/HS level. At least 15 hours of the 100 clock hours shall include a focus on understanding the needs of students with disabilities. One half must also be completed in a high-needs school building as designated by the New York State Education Department's Office of Accountability: http://www.p12.nysed.gov/accountability/ESEADesignations.html</p>				

* Based on SED regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

- Current SUNY policy for student teaching requires that candidates complete a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school. In the table below, list the courses that require college-supervised student teaching.

Courses requiring college-supervised student-teaching experiences*

Table 4: Courses Requiring College-Supervised Student Teaching Experiences

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
IST668 (x2)	Internship	J. Stefl-Mabry S. Davis	PreK-12	A total of 80 days or at least 400 hours (200 hours in ES and 200 hours in MS/HS) (see: http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do)

*Based on SED regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

External Instruction Placement Sites (List up to 5)

Table 5: External Instruction Placement Sites

Placement Site Contact Person Name, Title	Placement Site Name, Address	Type of Placement* (F, S, I, P)	Number of Placements per Year
Alicia Abdul, School Librarian	Albany, High School, 1 Academy Park, Albany, NY 12207	F & I	2-3 per year
Sheri McNair, School Librarian	James O'Neil High School, 21 Morgan Road, Highland Falls, New York	F & I	2-3 per year
Jim Schneider, School Librarian	Schenectady, HS 1445 The Plaza Schenectady, New York, 12308	F & I	1-2 per year
Lindsay Valentine, School Librarian	Park School, 22 Edward Street, Ossining, New York, 10562	F & I	1-2 per year
Marie Vargas, School Librarian	PS 1x 335 East 152 nd Street Bronx, NY 10451	F & I	1-2 per year

*Field Experience (F), Student Teaching (S), Internship (I), Practicum (P)

Section 6. Faculty

- a) Complete all columns of the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty. List all full-time (FT) faculty first, followed by part-time (PT) and then to-be-hired (TBH).
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member. **NOTE:** *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 52.2\(b\) of the Regulations of the Commissioner of Education](#).*

As the demand for certified school librarians grows additional resources, including faculty, will be required and official requests for such resources will be made to the University Administration.

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

A full-time faculty member is someone who holds an appointment with an official academic rank (e.g., lecturer, Assistant/Associate/Full) Professor, either in a tenure or non-tenure track position, and with full (100%) time commitment.

Teaching loads:

- **Lecturers (no PhD):** Seven courses per year.
- **Professors of Practice (earned PhD):** Seven courses per year.
- **Untenured Assistant Professors:** No more than one course per semester, no less than one course per year in any three-year period.
- **Tenured faculty with little to no research expenditures or other activity, nominal service:** Six courses per year.
- **Tenured research active faculty (funded, publishing, advising graduate students):** Two to four courses per year, depending on the level of research activity and service. **Adjustable further with buyout.**

- d) Complete the following table to identify program field supervisors (campus faculty who work with student teachers and P-12 teachers). These names and complete information must be included on the faculty table.

Program Field Supervisors

Table 6: Program Field Supervisors

Name	Rank	Content Area(s) Supervised
Joette Stefl-Mabry	Associate Professor	PreK-12 School Library Media Specialists
Sharon Davis	Adjunct Professor	PreK-12 School Library Media Specialists

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 major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

Table 7: SUNY Faculty Table

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Degrees Earned (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Dr. Joette Stefl-Mabry*	100%	IST 675: Curriculum and Supportive Resources; IST 673: School Libraries: Theory, Practice & Assessment; IST670: Teaching Fundamentals for School Libraries;	PhD, Long Island University	Information Studies/Educational Technology MA Education & Educational Psychology BA English Language Arts/Education	Permanently Certified by the New York State Education Department, PreK-6 Permanently Certified by the Ohio Department of Education, PreK-6. Certified Developmental Education Specialist, Appalachia State University, Boone, NC. Experience conducting large-scale research on student academic achievement

		IST 666 Educational Assessment & Evaluation; IST 668 Internship			investigating the effect of school librarians on student achievement. Principle Investigator of the first longitudinal study of school library effects on academic outcomes using empirical analyses and replication across multiple years on a large population of school libraries—over 4,000 public school buildings. Experience teaching educational assessment and evaluation; program evaluation; curriculum and instructional design. Taught psychology and teacher education courses in Wiesbaden, Germany; Charleston, SC; Oahu, HI; Southampton, NY; Albany, NY.
Dr. Philip B. Eppard	0-25%	IST 601: The Information Environment	PhD, Brown University	American Civilization, Information Science	Experience teaching and conducting archival research, records administration, preservation management, electronic records, history of recorded information.
Dr. Hemalata Iyer	0-25%	IST 602: Information and Knowledge Organization	PhD, University of Mysore	Library & Information Science	Experience teaching and conducting research on knowledge organization and representation' metadata; human information behavior; health information needs and access; culture and representation of information; visual resources management.
Dr. Abebe Rorissa	0-25%	IST 601: The Information Environment; IST 608: Research Methods	PhD University of North Texas	Information Science	Experience teaching and conducting research on information organization and retrieval, information need, use/adoption/impact of ICTs.
Dr. Donghee Sinn	0-25%	IST 602: Information and Knowledge Organization	PhD University of Pittsburgh	Information Science	Experience teaching and conducting research on archives, public memory, archival use/user studies, personal archiving in the web

Dr. Xiaojun (Jenny) Yuan	0-25%	IST 601: The Information Environment	PhD Rutgers University; PhD Chinese Academy of Sciences	Information Science Computer Science	environment, archiving web content, public memory, Asian cultures and heritage. Experience teaching and conducting research on human computer interaction, interactive information retrieval, user interface design and evaluation, human information behavior and research methods.
Part 2. Part-Time Faculty					
Sharon Davis	0-25%	IST 668: Internship	MLS	Library and Information Science	Retired certified, tenured, school librarian. Experience in teaching fundamentals, information literacy curriculum, classroom management, school leadership, and collaboration.
Linda Fasano	0-25%	IST 670: Teaching Fundamentals for School Libraries; IST 676: Administration of School Media Centers	MLS	Library and Information Science	Fulltime certified, tenured middle school librarian. Experience in teaching fundamentals of information literacy, classroom management, leadership, curriculum design, collaboration & administration of school libraries.
Joyce Laiosa	0-25%	IST 578: Literature for Young Adults	MLS	Library and Information Science	Licensed fulltime inservice public librarian. Experience in teaching fundamentals of information literacy, youth services, reading, and community outreach.
Shannon Mersand	0-25%	IST 571: Literature for Children; IST 666: Creating Innovators: The Maker Space Movement	Currently enrolled in doctoral program, University at Albany; MLS; MS	Information Science Interdisciplinary PhD Program; Library and Information Science; Curriculum Development and Instructional	Professional Development Certificate – eLearning and Online Teaching. Fulltime certified, tenured school librarian. Associate lecturer at the University of Wisconsin-Stout; regular staff writer for the monthly “Tech Tips” newsletter for college

				Technology	<p>instructors, K-12 practitioners and instructional designers; an eLearning designer and provider; advisor to Tech & Learning magazine.</p> <p>Experience in teaching information literacy, classroom management, curriculum and instructional design, children's literature, reading, writing instruction, maker spaces and educational assessment.</p>
Carol Anne Germain	0-25%	IST 605: Information Sources and Services	MLS; PhD, University at Albany	Information Science Interdisciplinary PhD	<p>Information Literacy Librarian at the University at Albany.</p> <p>Teaches information literacy courses and develops web-based instructional resources.</p> <p>Adjunct for the Department of Information Science. Research interests include: the persistence of URLs in academic resources, Web usability, and information literacy.</p>
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
*Program Director					

Section 7. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [] No [x] Yes.
If yes, **append** Form EPP H 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



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 (<i>type in the requested information</i>)			
a)	University at Albany, SUNY	<u>SED Institution Code</u>		
	1400 Washington Avenue, Albany, NY 12222	210500		
	NYS Department of Labor/ <u>Regents Region</u> : Capital Area			
b) Program Information	Program Title:	Information Science School Library (ISSL)		
	<u>Award(s)</u> (e.g., BS, MAT):	M.S.		
	<u>SED Program Code</u> (for existing program):	New (disaggregated) program – code to be assigned	<u>HEGIS Code</u> : 0899.01	
	<u>New York State certificate title(s)</u> and level to which the program leads:			
	Certificate Title(s)		Initial, Professional, Initial/Prof	
	School Media Specialist (Library)		Initial/Prof	
c) Distance Education Contact Person	Name: Jon Bartow	Title: Vice Dean for Graduate Education		
	Telephone: (518) 437-5062	E-mail: jbartow@albany.edu		
e) Chief Executive or Chief Academic Officer Approval¹	Name and title: James R. Stellar, Provost and Senior Vice President for Academic Affairs			
	Email: jstellar@albany.edu	Date:	1/27/18	

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.

Section 2: Expected Enrollment

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	60	75

Section 3: Program Information

- a) *Term length* (in weeks) for the distance program:
- 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](#).*

A three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for a total of 45 sessions.

- d) What proportion or percentage of the program will be available in Distance Education format? **100%**
- e) What is the maximum number of students who would be enrolled in an online course section? **25**
- f) How will field experiences, internships, and student teaching placements be arranged? How will these experiences be supervised?

At the beginning of each semester, students complete an online form to set up their field experience placement or internship placement, see *Field Placement Questionnaire*: <https://goo.gl/forms/69xbWDK3pUFRM0nZ2>, and *Internship Placement Questionnaire*: <https://goo.gl/forms/CotcNoxcAGAQPAD2>. Department of Information Science faculty and staff work closely with BOCES School Library System Directors and New York City School Library Coordinators to set up students' placements that will provide learning experiences with highly qualified certified school library mentors. Students who are from outside the New York area are asked to provide contact information from similar entities in their geographic area (School Library Directors/Coordinators). The Information Science Department maintains a database of school library mentors and conducts a yearly survey with school library alums, mentors and practitioners to ensure that what is taught in the classroom has practical value in PreK-12 learning environments.

Dr. Stefl-Mabry, with assistance from the Internship/Field Experience Coordinator supervises all field and internship placements. Students, as part of their regular coursework, submit monthly field reflections, aligned to clinical performance based assessments.

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.**

I. ORGANIZATIONAL COMMITMENT

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- 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.

II. LEARNER SUPPORT

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

III. LEARNING DESIGN

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

There is no difference between what is taught in an online course and what is taught in a face-to-face course.

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

The courses that make up the Information Science School Library (ISSL) online program allows for timely completion of program requirements.

- c) Describe how your institution provides distance students with clear information on:

- Program completion requirements, including clinical placements

Program completion requirements are listed on the Department of Information Science's website (<https://www.albany.edu/information-science/info-science-library.php>). Additionally, each student is assigned a faculty advisor who outlines all of the course and clinical requirements for the degree when students are first accepted into the program.

- Process for selecting clinical placement sites

As explained above students complete an online form to set up field experience placements or internship placements, see *Field Placement Questionnaire*: <https://goo.gl/forms/69xbWdK3pUFRM0nZ2>, and *Internship Placement Questionnaire*: <https://goo.gl/forms/CotcNoxcAGAQPAD2> and faculty and staff conduct interviews with mentors before assigning clinical experiences to ensure a symbiotic collaborative learning relationship.

- Program policies for clinical placements

Each student in the Information Science School Library (ISSL) must complete 100 hours of field experience which are aligned to assignments in ISSL course work. One half must be completed in a high-needs school as designated by the New York State Education Department's Office of Accountability: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>. All students, except students who have been employed for a year or more as a fulltime school librarian, must complete two internships consisting of two 40 day sessions for a total of 80 days or 400 hours. One half of the internship hours must be completed at the elementary level and the other half must be completed at the MS/HS level. One half also must be completed in a high-needs school as designated by the New York State Education Department's Office of Accountability: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>. Students who have worked for more than one year as fulltime school librarians may waive one of the internship experiences. Students who are certified teachers and have worked as classroom teachers for more than three years may complete one of the internship experiences in a public library mentored by a certified public librarian working in youth services.

- Testing requirements for certification

- 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.

Students will need to make arrangements to attend the three-hour face-to-face DASA training sessions by contacting the UAlbany's School of Education for information about workshop dates held at the university. Additionally, they can search for other alternatives on the New York State Education Department's website (see: <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?

All faculty are required to specify on their syllabi how the course content aligns to departmental learning goals. All Department of Information Science faculty are required to complete a *Student Learning Outcomes Assessment Review* (SLOAR) for each course they teach every semester (see:

<https://goo.gl/forms/lir8LPpfHWCNjjCq2>). SLOARs summarize students' attainment of specified

learning objectives for that particular course. A department level SLOAR report is compiled every two years to determine gaps or redundancies in curriculum content.

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

Students are able to interact with ISSL faculty via face-to-face meetings (if students live in close proximity to UAlbany), telephone, Skype, Facetime, and text. In many ways, the online environment provides ISSL students with a customized one-on-one learning experience with direct access to faculty. Discussion boards, wikis, and online forums (supported in Blackboard) provide students with many ways to connect and interact. The ubiquity of smartphones has enabled students to interact instantaneously and economically. Online student presentations include narrated slides and/or videos.

- 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?

At the beginning of the semester students are asked to provide an introductory video and participate in various online discussion boards. Regular weekly assignments using different media tools and calling for different types of expression ensures that instructors are familiar with who the student is, and the quality of his/her work early on in the semester.

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?

This requirement is met in the same way as a face-to-face class. Students are required to complete monthly field experience, or internship reflections. Students use a field note/internship template (aligned to a rubric) to complete their reflections. For example, they must identify the specific student learning objectives for each lesson they observe or teach. They must specify which learning domain the learning objectives represent (affective, cognitive or psycho-motor); they must identify or develop formative and summative assessments to determine if students have mastered the learning objectives, and they must gather and interpret assessment information. They must substantiate what they are observing and/or doing in the field by citing current research theory to explain what they see, or what they are doing, and they must be able to back up their pedagogical and instructional choices with current and appropriate research.

- 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?

ISSL courses and the internships are designed to provide graduate students with the attitudes, knowledge and competencies to

- establish goals and learning objectives appropriate to the setting and the students served
- articulate measurable and observable learning objectives
- design formative assessments to help learners attain the learning objectives

- gather and interpret formative assessment information to shape current or subsequent instruction
- use formative assessment to document evidence of practice
- teach PreK-12 students information literacy skills
- demonstrate knowledge of literature and current trends in school library practice and information technology
- create an environment of respect and appreciation
- establish a culture for inquiry and exploration
- manage student behavior
- provide equitable access to information and resources
- assist students and teachers in the use of technology in the library/media center
- collaborate with teachers in the design of instructional units and lessons
- develop a plan to evaluate the school library program
- demonstrate professionalism

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

ISSL students are observed four times during their 100-hour field experiences and two times during their internships. This ensures that students are provided guidance and support early on in the program to be successful as information professionals. It also identifies candidates who may not be suitable for the profession.

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.

Electronic Video Observations: Faculty observations take place using Skype and with increasing frequency FaceTime. Now that smartphones have become technologically superior to handheld cameras, graduate students are using their smartphones or iPads to record their lessons and use video compression software making it easy to share and store video files.

Responsibilities of Institutional Faculty in Observing and Assessing Candidates Field Experiences and Student Teaching:

Faculty observe and assess students field and internship placements using the 2017 AASL's National Library Standards (<http://standards.aasl.org/school-librarians/>), Danielson's Framework for School Media Specialists

([http://www.wvps.org/images/departments/personnel/Evaluation Process/Library Media Framework k.pdf](http://www.wvps.org/images/departments/personnel/Evaluation%20Process/Library%20Media%20Framework.pdf)) and Danielson's Teacher Effectiveness Rubric (<http://schools.nyc.gov/NR/rdonlyres/8A4A25F0-BCEE-4484-9311-B5BB7A51D7F1/0/TeacherEffectivenessProgram1314Rubric201308142.pdf>).

Faculty share the results of their assessments with students and ask the students to reflect upon what they thought went well, what could have been improved, and inquire about any assistance/support the student might need or wish to pursue.

Cooperating Teachers in Observing and Assessing Candidates Field Experiences and Student Teaching:

ISSL internship coordinator reaches out to inservice school librarians by telephone (or Facetime/Skype) and introduces herself and the intern who will be working in the school. Graduate students review the New York State Report Card to identify specific areas that the school might benefit from additional instructional support. Graduate students then meet with the inservice school

librarian and/or teacher to identify a curriculum area in need of instructional support, development and/or enhancement and set up and agree to a schedule.

An instructional unit is identified. It must be something that is on the teacher's (or school librarian's) calendar for that semester. The graduate student is there to assist and learn from the mentor. The graduate student observes and gets to know the students (often through a variety of formative pre-assessment activities), consults with the school librarian and oftentimes a classroom teacher, and then creates and delivers at least 3-5 consecutive lessons over the course of a semester.

The graduate student informs the mentor(s) that s/he will need to videotape short instructional segments to provide evidence of his/her instructional performance. Permission slips are obtained (as provided by NYSED) and the graduate student follows the necessary protocols to ensure alignment with state certification requirements and district policies. Mentor and district support is needed, and the video requirement is typically discussed with the mentor when the internship coordinator sets up the graduate students' placement.

The learning segment is customized by the graduate student, to meet the learning needs of all students in the class. The graduate student identifies the learning goal and outlines specific learning objectives aligned to local, state and national learning standards using pre-assessments to determine what students know about the topic before designing instruction. As the graduate student refines the learning objectives s/he will check with the school librarian and teacher for advice and guidance. S/he will also design and implement multiple formative assessment instruments targeting affective, cognitive and psycho-motor learning objectives to determine the PreK-12 students' level of attainment for each of the learning objectives identified in the learning segment s/he plans to teach. Typically, the graduate student designs and implements several classroom and online activities that take place before, during and after the actual learning segment. This allows the graduate student to conduct pre- and post assessments. The pre-assessments are used to inform instruction, and formative assessments conducted during instruction help the graduate student ensure students are successfully mastering the learning objective. Formative assessment also helps the graduate student improve his/her own practice while learning is taking place. The post-assessment (summative) documents evidence of the PreK-12 students' level of attainment of the learning objectives and provides evidence of what the students learned, or didn't learn. The graduate student keeps track of all of the lessons that s/he has taught, and in his/her monthly reflection reflects upon his/her learning. The reflections are shared with ISSL faculty. Throughout the process the graduate student engages in dialogue with the mentor, and in the best of all worlds a collaborative learning partnership develops.

ISSL faculty observes graduate students, via FaceTime or Skype, early on in the process during the first or second lesson with Prek-12 students, and then at the end when typically, a culminating learning activity occurs. After viewing the lessons, ISSL faculty using the aforementioned teaching evaluation rubrics evaluates the candidate. A follow-up meeting is scheduled with ISSL faculty member and student to review the outcomes of the teaching evaluation.

ISSL faculty schedules a culminating meeting at the end of the field experience/internship with the mentor oftentimes with the classroom teacher as well to discuss the candidate's areas of strength and weaknesses. Such feedback is used not only for the particular candidate but also to help to shape and strengthen ISSL as well.

- 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?

Working with BOCES School Library System Directors and New York City School Library Coordinators the Internship Coordinator ensures that all graduate students are placed in a variety of learning communities across a wide range of student developmental levels in high need schools in urban, suburban and rural areas. At least one half of the graduate students' field placement hours and internship hours are conducted in high needs schools.

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?

All ISSL faculty are required to specify on their syllabi how the course content aligns to Departmental Programmatic Learning Goals. All Department of Information Science faculty are required to complete a *Student Learning Outcomes Assessment Review (SLOAR)* for each course they teach every semester (see: <https://goo.gl/forms/1ir8LPpfHWCNjjCq2>). SLOARs summarize students' attainment of specified learning objectives for that particular course. A department level SLOAR report is compiled every two years to determine gaps or redundancies in curriculum content. ISSL faculty review the findings of the report and make changes to curriculum and course content based on the findings.

- 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.

ISSL uses a performance based assessment based on the Danielson's framework for school media specialists and the American Association of School Librarians' National School Library Standards (<http://standards.aasl.org/school-librarians/>) to assess students' learning throughout the program.

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?

Whether a course is face-to-face or online there are similar methods to evaluate program effectiveness: they include: Student Course Comments allow all, including online students in this program, to assess their academic experience. Other assessments include yearly review of student learning outcomes and regular review by accrediting agencies such as the American Library Association (ALA). The periodic assessment and length of assessment cycle is the same for the currently registered program and the distance education program.

There are other ways to monitor and evaluate the effectiveness of ISSL on a regular basis. One way is to look at how our students perform on state certification exams. Another way is to determine how many of our students are gainfully employed after they graduate. We perform well on both outcome measures. The majority of our students are employed during, or shortly after they graduate and many find themselves with multiple job offers. However, more telling is the number of our graduates who are now in leadership positions in professional organizations.

In addition to the biannual SLOA&R Report, every two years the Department of Information Science conducts a survey asking alums, school library media practitioners and district administrators to participate. The goal is to determine whether our graduates are employed as information professionals; whether our graduates feel they are adequately prepared, whether employees feel our graduates are adequately prepared, and whether ISSL curriculum represents the core values of the profession. In addition, we ask respondents to share with us what attitudes, skills and competencies they would like our graduates to possess. Such feedback has been extremely helpful in helping us to shape our program, keep curriculum current, and grow school librarians who are information professionals, teachers and leaders in the field of school librarianship.

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

Evaluation results are used to make changes and modify the curriculum. At UAlbany we want to continue to graduate students who are leaders in the field of school librarianship.

- 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?

As is evident from the statements above we are committed to ongoing systematic feedback from a wide variety educational stakeholders to ensure that we continue to educate high quality information professionals.

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?

Each semester, the Office of Institutional Effectiveness runs enrollment counts of students who are fully online and residing outside of New York State.

- 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?

https://www.albany.edu/graduatebulletin/requirements_student_complaints.htm