UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council
University Planning & Policy Council

Date: January 19, 2016

PROPOSAL TO ESTABLISH A GRADUATE CERTIFICATE PROGRAM IN TESOL ONLINE

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1.   That the University Senate approves the attached proposal to establish a graduate certificate program in TESOL Online as approved by the Graduate Academic Council and University Planning & Policy Council.

2.   That this proposal be forwarded to the President for approval.

New Program Proposal:
Certificate and Advanced Certificate Programs
Teacher Education
EPP Form C

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

Section 1. General Information		
Item	**Response** *(type in the requested information)*	
a) Institutional Information	Date of Proposal:	April 2, 2015
	SED Institution Code:	**210500**
	Institution's Name:	University at Albany
	Address:	*1400 Washington Avenue Albany, NY 12222*
	Dept of Labor/Regent's Region:	*Capital Region*
b) Program Locations	List name, address, and SED Institution Code of each additional campus where the entire program will be offered:	
	List the name and address of extension sites or extension centers where courses will offered, **or check here [X] if not applicable:**	
c) Proposed Program Information	Program Title:	TESOL Online
	Award(s) (e.g., Certificate, Advanced Certificate):	Advanced Certificate
	Number of Required Credits:	Minimum [15] If tracks or options, largest minimum [ ] (15 credits required if leading to a base certificate)
	Proposed HEGIS Code:	1508.00
	Proposed CIP 2010 Code:	13.1401
	Expected date of next CAEP or other accreditation visit: N/A	
	New York State certificate title(s) and level to which the program leads: ESOL Initial/Professional	
d) Contact for this Proposal	Name and title: Dr. Istvan Kecskes, Professor	
	Telephone: 442-5030 E-mail: ikecskes@albany.edu	

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

d) Campus Contact Person for <u>Supervision of Placements</u>	Name and title: Dr. Istvan Kecskes, Professor Telephone: 442-5030 E-mail: ikecskes@albany.edu
e) Chief Executive or Chief Academic Officer Approval	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: James Stellar, Senior Vice President for Academic Affairs and Provost Signature and date:
	If the program will be registered jointly[2] with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and <u>SED Institution Code</u>: Name and title of partner institution's CEO: Signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

Section 2. Program Information
2.1. Program Format

Check all SED-defined <u>format, mode and other program features</u> that apply to the **entire program.**

a) **Format(s):** [ ]Day [ ]Evening [ ]Weekend [ ]Evening/Weekend [ ]Not Full-Time

b) **Modes:** [ ]Standard [ ]Independent Study [ ]External [ ]Accelerated [x]Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 8, and append a <u>Distance Education Format Proposal</u>.

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

2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution. List below the registered degree program(s) by title, award, and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply.

Curriculum and Instruction PhD 13788
Teaching English to Speakers of other Languages MS 25989
Teaching English to Speakers of other Languages MS 15131
Teaching English to Speakers of other Languages MS/Communication MA 32138
English as Foreign Language Advanced Certificate (CGS) 31098

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[2] If the partner institution is non-degree-granting, see SED's <u>CEO Memo 94-04</u>.

a) Insert the program description as it will appear in the institution's catalog.

The program is designed for in-service teachers to fulfill the requirements for the Additional Classroom Teaching Certificate in TESOL (see NYS Requirements for English as a New Language Programs under Part 154: "Certified teacher trained in cultural competency, language development and the needs of ENL students"). The courses offered in the program online serve also as online alternatives for all our TESOL students enrolled in any of our four different programs.

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

Outcomes:
Knowledge: Through coursework students will enhance their knowledge in English pedagogic grammar and linguistics as related to TESOL issues.
Skills: The two methodology courses will provide students with skills that are based on the latest research in language teaching methodology. Also, students will further develop their skills in educational technology to work with English Language Learners more effectively.
Competencies: The online format focuses on competency-based learning that is learner-focused and works naturally with independent projects and with the instructor in the role of facilitator. This learning method allows students to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like. Then, they can move rapidly through other skills to which they are more adept.

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

The new Advanced Certificate in TESOL fits well both into institutional goals and departmental goals. One of the strategic goals of SUNY is to promote online learning. At the same time the ETAP department makes efforts to broaden its online offerings to both national and international students. We aim to offer most of our courses both online and face-to-face to better serve our students.

The proposal reflects three of these four priority areas for advancing the University:
1) The new certificate program utilizes online and distance learning for reaching new student populations. First, it will serve in-service teachers who otherwise may not come to the University at Albany, because their full-time job restricts their possibility of attending face-to-face courses. Second, the online courses will also serve as alternatives for some of our existing courses for international students. Thus they will not have to spend 4 semesters in Albany, if they want to fulfill the requirements of our MSc in TESOL without NYS certification or Graduate Certificate in Teaching English as a Foreign Language.
2) The proposal seeks to develop an online program that provides expanded access to existing offers. As said above, some of the courses will serve as alternatives to the existing face-to-face programs. Besides, one of the courses in the Advanced Certificate program will be a new online course: ETAP 631 Language in Education. This course will fulfill the linguistics requirement in all of our four existing TESOL programs. This means that our students will not depend any more on the courses offered by the Anthropology department in linguistics.
3) The proposal also promotes better engagement with the broader community beyond the campus. The primary goal of the new certificate is to meet the needs of Capital Region teachers in accordance with the NYS Requirements for English as a New Language Programs under Part 154: "Certified teacher trained in cultural competency, language development and the needs of ENL students." We involved representatives of the Capital Region BOCES in program planning.

The TESOL Program already has three masters programs and one graduate certificate (see above). Our goal is to introduce graduate certificate programs that target the immediate needs of in-service teachers and at the same time strengthen our existing programs.

d) How were faculty members (education and arts and sciences) involved in the program's design? Also describe input by external partners; e.g., P-12 schools, community college partners.

Faculty members of the Department of Educational Theory and Practice actively participated in the planning process. The program was discussed in department meeting. Faculty members who were selected to teach the online courses in the program had separate meetings to discuss details of the program.
We have also partnered up with Capital Region BOCES in order to better serve teachers' needs.

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

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5-6	8-10	13-16	
2	7-8	10-12	17-20	
3	7-8	12-15	19-23	
4	7-8	12-15	19-23	
5	7-8	14-17	21-25	

Calculating the headcount, we took into consideration our existing enrollment and the growing need for TESOL teachers in the Capital Region. We do not anticipate much growth in the number of full-time students, because these courses are alternative courses to the face-to-face courses already offered. The program mainly targets students who will do the program part time because of their full-time teacher obligations.
We had to plan enrollment taking into account availability of faculty.

f) List all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, except General Education courses.

Course Requirements (15 credits):

ETAP 501 Teaching of English to Speakers of Other Languages (3)
Design of lesson plans, construction of test items: analysis of contents to be taught, collection of resources used in teaching, analysis of linguistic development of students, techniques for developing and evaluating audiolingual, reading, and writing skills. Includes an "application module" with students learning English as a second language.

ETAP 550 Approaches to English Grammar (3)
This course is meant to introduce students to basic tools for the analysis and understanding of the grammatical structure of English. It provides students with the awareness of those aspects of the grammar of the English language that are fundamental for English language learners.

ETAP 631 Introduction to Language in Education (3)
The course explores linguistics, language use and language development as they relate to general issues in teaching and learning. It examines the ways in which linguistic knowledge can contribute to the development of new strategies for the actual process of teaching.

ETAP 635 Teaching Methodology for English Language Learners (3)
Advanced TESOL methods for students seeking NYS certification and students in related fields. NYS standards, assessments, incorporating content into language instruction. Students will gain expertise in state regulations, working with parents, school boards, mainstream teachers and administrators as well as in practical pedagogy for English Language Learners K-12.

ETAP 653 Language, Literacy and Technology (3)
This course explores the many and important roles electronic texts play in the development of contemporary readers and writers. How technologies affect language and literacy development in native, foreign, and second languages will be studied.

Other:

- Workshop Child Abuse Identification
- Workshop School Violence Intervention and Prevention
- Workshop Dignity For All Students Act

The online program will have a minimal impact on the existing face-to-face courses for the following reasons:

The program caters to the needs of a new student population.

Of the five courses offered as part of the online certificate, two of the courses are offered as online only (ETAP 653, ETAP 635).

The other three courses (ETAP 501, ETAP 550, ETAP 631) will have both an online and a face-to-face section. These course will be offered as need arises, either online, face-to-face, or both if enrollment requires.

g) Program Impact on SUNY and New York State

Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Justification

The program is designed for in-service teachers and other interested parties. It satisfies the NYS Requirements for English as a New Language Programs under Part 154. ("Certified teacher trained in cultural competency, language development and the needs of ENL students")

For Capital Region schools to be in full compliance when the regulations come into effect in September 2015, the 23 districts in the Capital District will have to hire 59 teachers who are certified in TESOL. The target audience for this advanced certificate will mainly be current content (7-12) and classroom (K-6) teachers.

Here are the requirements for the Additional Classroom Teaching Certificate in TESOL as it is found on the NYSED website. Our course offerings match the requirements. Courses can be taken as parts of the Advanced Certificate in TESOL or as separate courses as teachers need them.

- Hold a Valid NYS Teaching Certificate
- Content Core Major or Equivalent in One of the Liberal Arts & Sciences 30 S.H.
  - College Coursework Linguistics
  - College Coursework English Grammar
  - College Coursework Language other than English (including American Sign Language) 12 S.H.
- Pedagogical Core
  - College Coursework Teaching Literacy Skills Methods 3 S.H.
  - College Coursework Methods of Teaching English to Speakers of Other Languages 6 S.H.
- Content Specialty Test (CST) ESOL
- Workshop Child Abuse Identification

- ⬤ Workshop School Violence Intervention and Prevention
- ⬤ Workshop Dignity For All Students Act

Employment: For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be appended at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year

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

Institution	Program Title	Degree	Enrollment
St. John's University	TESOL Certificate Program	Certificate	Not Available
Canisius College	TESOL Advanced Certificate	Certificate	Not Available
SUNY Fredonia	Certificate of Advanced Study: TESOL K-12	Certificate	2010-2014: 7
Mercy College	TESOL K-12 Advanced Certificate	Certificate	Not Available
Manhattanville College	CERT TESOL (All grades)	Certificate	Not Available

The programs listed above all have different goals and credit requirements. SUNY Fredonia has a Certificate of Advanced Study: TESOL (24 credits) available for candidates who possess initial, provisional or permanent certification and already have completed a Master's degree. The certificate leads to certification in TESOL K-12 after the completion of 24 credit hours. That program is similar to the one we are proposing. However, the two programs cater to entirely different geographical areas. Our program follows the NYS Requirements for English as a New Language Programs under Part 154: "Certified teacher trained in cultural competency, language development and the needs of ENL students", while the Fredonia program does not have this goal.

Collaboration: In what ways did this program's design benefit from consultation with other SUNY campuses?

N/A

2.4. Admissions

a) Identify all institutional admission requirements and all program admission requirements.

- • Must hold a valid NY State certificate in a classroom teaching title. Those with pending certification or certification from another state will not be admissible.

- Must hold a Masters degree from an accredited college or university.
- 12 credits in language other than English. However, this requirement can be waived if already fulfilled in another degree program.
- Official transcripts
- 3 Letters of recommendation
- Statement of goals
- Students applying to the program should take one of the following exams: GRE, GMAT, Miller's Analogies, or Praxis® Core Academic Skills for Educators.
  Note: Please contact the Pathways Into Education Center (518-442-3529) with questions regarding the entrance exam requirement.

b) What is the process for evaluating exceptions to those requirements?
   N/A
c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline, or occupation?
   The applicant pool for this program consists of those already certified, so we are unable to diversify discipline/occupation pool.

2.5. Academic and Other Support Services

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

Academic advising is available through the department and Capital Region BOCES. One of the full time faculty who is teaching in the program will be appointed as advisor for incoming students. The School's Pathways Into Education Center will also assist students with the certification process.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program.

The first assessment will take place two years after the program begins. After that, there will be a bi-annual assessment cycle. Learning outcomes will be assessed on the basis of the following information:
1) GPA of students in the program.
2) Students will be asked to submit a written evaluation of the program anonymously after completing the program.
3) Participating faculty will discuss the quality of final examination results and term papers in a meeting.
4) Interviews with 5 randomly selected graduates.
5) Information about placement of graduates and their move in the profession within two years' time.

This is a teacher preparation program and as such it will be reviewed as part of the TEAC/CAEP national accreditation process.

Section 3. Program Schedule and Curriculum

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

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

EXAMPLE FOR ONE TERM: Program Schedule for Certificate Program

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

*NOTE: For a graduate advanced certificate program, the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. All advanced certificate programs leading to a base teaching certificate must be at least 15 credits for teachers already holding an initial certificate. By Regulation, programs leading to initial/professional certification in **Library Media Specialist, Literacy Birth-Grade 6, or Literacy Grades 5-12** must lead to a master's or higher degree. Therefore, the State Education Department will <u>no longer</u> register advanced certificate programs leading to certification in these areas. Existing registered advanced certificate programs in these areas should be considered for revision to master's degree programs.*

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

Students in the program will not be eligible for financial aid.

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

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

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

SUNY Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: Advanced Certificate in TESOL

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. Complete all columns that apply to a course.

Term 1:

Course Number & Title	Credits	New (X)	Co/Prerequisites
ETAP550 Approaches to English Grammar	3		
TAP501 Teaching of English to Speakers of Other Languages	3		
Term credit totals:	6		

Term 3:

Course Number & Title	Credits	New (X)	Co/Prerequisites
Term credit totals:			

Term 2:

Course Number & Title	Credits	New (x)	Co/Prerequisites
ETAP 631 Introduction to Language in Education	3		
ETAP 653 Language, Literacy and Technology	3		
ETAP 635 Teaching Methodology for English Language Learners	3		
Term credit totals:	9		

Term 4:

Course Number & Title	Credits	New (X)	Co/Prerequisites
Term credit totals:			

Program Totals (in credits):	Total Credits: 15

For programs leading to initial certification, in the Pedagogical Core Courses Table below, list all pedagogical courses in the proposed program. 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) to which the program leads 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:

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.

Pedagogical Core Courses Table

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	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

*Based on 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.

Section 5. Field Experience and 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 Courses that Require Field Experiences*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
Prior certification required	Prior certification required	Prior certification required	Prior certification required	Prior certification required

*Based on 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.

- 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.

List Courses that Require College-Supervised Student-Teaching Experiences*

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
Prior certification required	Prior certification required	Prior certification required	Prior certification required	Prior certification required

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

External Instruction Placement Sites (List up to 5)

Site Contact Person Name, Title	Placement Site Name, Address	Type of Placement* (F, S, I, P)	Number(s) of placements per year

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

Section 6. Faculty

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

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

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

Full time faculty status is granted to those holing an appointment with 100% time commitment. For a faculty member participating in doctoral level work and research, full-time is two courses per semester.

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.

SUNY Faculty Table

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

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Istvan Kecskes *	25%	ETAP550 Approaches to English Grammar	PhD	English Linguistics	Foreign languages
Kristen Wilcox	25%	ETAP501 Teaching English to Speakers of Other Languages	PhD	Education	
Julie Learned	25%	ETAP653 Language, Literacy and Technology	PhD	Education	
Part 2. Part-Time Faculty					
Gretchen Oliver	30%	ETAP 635 Teaching Methodology for English Language Learners	MA	French	PhD student in Curriculum and Instruction
Monika Kimer-Ludwig	50%	ETAP550 Approaches to English Grammar, ETAP631 Introduction to Language in Education	PhD	English Linguistics	Foreign languages

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					

Section 7. Financial Resources and Instructional Facilities

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

The new program will be using existing resources.

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

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

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

Section 8. Application for Distance Education

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

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

Course Descriptions

ETAP 501 Teaching of English to Speakers of Other Languages (3)
Design of lesson plans, construction of test items: analysis of contents to be taught, collection of resources used in teaching, analysis of linguistic development of students, techniques for developing and evaluating audiolingual, reading, and writing skills. Includes an "application module" with students learning English as a second language.

ETAP 550 Approaches to English Grammar (3)
Traditional and modern methods of syntactic analysis developed and compared. Philosophical, linguistic, and practical problems associated with linguistic description. Texts will normally include a high school grammar and a current treatment of English syntax.

ETAP 631 Introduction to Language in Education (3)
This course focused on linguistic issues that have special importance for TESOL. It explores language use and language development as they relate to general issues in teaching and learning. The course also examines the ways in which linguistics and education approach a shared problem-area.

ETAP 635 Teaching Methodology for English Language Learners (3)
Advanced TESOL methods for students seeking NYS certification and students in related fields. NYS standards, assessments, incorporating content into language instruction. Students will gain expertise in state regulations, working with parents, school boards, mainstream teachers and administrators as well as in practical pedagogy for English Language Learners K-12.

ETAP 653 Language, Literacy and Technology (3)
This course explores the many and important roles electronic texts play in the development of contemporary readers and writers. How technologies affect language and literacy development in native, foreign, and second languages will be studied.

As per the Registration of Curricula in Teacher Education (https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?viewType=FullText&origination Context=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) clause (b)(i)(iii)

Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college- supervised student teaching or practica, provided that the institution demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

this proposal seeks a waiver of:

(ii)(x)(b)(2) field experiences and student teaching with students learning English as a second language in both elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.

This proposal follows the NYSED certification pathway of "Additional Classroom Teaching Certificate". NYSED requirements for this pathway do not require certified teachers to complete the practica/student teaching component to receive the TESOL certificate. The requirements are:

Pathway: Additional Classroom Teaching Certificate (Must hold a valid certificate)

Requirements:
- Hold a Valid NYS Teaching Certificate
- Content Core - Major or Equivalent in One of the Liberal Arts & Sciences - 30 S.H.
  ○ College Coursework - Linguistics
  ○ College Coursework - English Grammar
  ○ College Coursework - Language other than English (including American Sign Language) - 12 S.H.
- Pedagogical Core
  ○ College Coursework - Teaching Literacy Skills Methods - 3 S.H.
  ○ College Coursework - Methods of Teaching English to Speakers of Other Languages - 6 S.H.
- Content Specialty Test (CST) - ESOL
- Workshop - Child Abuse Identification
- Workshop - School Violence Intervention and Prevention
- Workshop - Dignity For All Students Act
- Fingerprint Clearance

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

In addition to not requiring a practicum/student teaching, this pathway does not require completion of an approved teacher preparation program. However, this proposal seeks approval as a teacher preparation program so will have strict quality guidelines that those that seek certification via the Additional Classroom Teaching Certificate Pathway do not:

1. The program will seek CAEP accreditation. The School of Education's current teacher preparation programs are accredited by CAEP/TEAC and follow the organization's standards for admission, program and outcome assessments. Once approved, this proposed program will be incorporated into the CAEP Annual Report and data will be assessed and reported on every year. Additionally, this program will be evaluated in the next accreditation site visit/program review. If CAEP finds that the program is not producing TESOL teachers that meet its rigorous standards, the program will either not be granted accreditation or will be given a time frame in which issues must be addressed. This process will have both internal and external review of graduates and outcomes.

2. Applicants to this program must have their credentials reviewed at point of admission to ensure quality and potential for success in both the program and as a TESOL teacher. CAEP accreditation requires a cohort average GPA of 3.0 in addition to an entrance exam (GRE/GMAT etc.); variables that Governor Cuomo has recommended as signs of quality teachers. Admission is not guaranteed and those that do not meet the program's standards will be denied admission.

3. Applicants to this program will be required to hold a valid NY State Initial or Professional classroom teaching certificate. As such, applicants will have already met NY State's strict standards for certification including student teaching in the area of certification that included exposure to English language learners (ELL) as per (i)3(ii)(c). Although this clause may or may not have exposed the certificate holder to 50 clock hours of field experience and 20 days of practica/student teaching in ELL, it offers an introduction to ELL guaranteeing all Initial certificate holders have experience with ELL.

In conclusion, this proposal seeks a waiver of the practica/student teaching requirement. Following the NYSED approved Additional Classroom Teaching Certificate Pathway, graduates of this program will not complete a traditional TESOL experience. However, highly qualified candidates that already have ELL experience will complete an academic rigorous program that will be internally and externally reviewed for both quality inputs and outputs; an element not present in the Additional Classroom Teaching Certificate Pathway.

When a new or existing program is designed for a <u>distance education format</u>, which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at <u>program.review@suny.edu</u>. 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.

- All campuses must complete Sections 1 - 3 <u>and</u> Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information

Item	Response *(type in the requested information)*	
a) Institutional Information	Institution Name and Address	210500
	University at Albany, SUNY 1400 Washington Avenue, Albany, NY 12222	<u>SED Institution Code</u>
	NYS Department of Labor/<u>Regents Region</u>: Capital Region	

Item		
b) Program Information	Program Title:	Advanced Certificate in TESOL Online
	<u>Award</u>(s) (e.g., MS, MAT):	Advanced Certificate
	<u>SED Program Code</u> (for existing program):	<u>HEGIS Code</u>: 1508.00
	<u>New York State certificate title(s)</u> and level to which the program leads:	
	Certificate Title(s)	Initial, Professional, Initial/Prof
	Teaching English to Speakers of Other Languages	Initial/Professional

Item		
c) Distance Education Contact Person	Name: Istvan Kecskes	Title: professor
	Telephone: 518-442-5030	E-mail: ikecskes@albany.edu

Item	
e) Chief Executive or Chief Academic Officer Approval*	Name and title: Dr. James Stellar
	Email: jstellar@albany.edu
	Date: 4/1/15

*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.

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	13-16	19-23

Section 3: Program Information

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

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

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

   3 hours

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?

   N/A

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.

The University at Albany's planning process for Distance Education is both imbedded in the program planning process and supported by institution-wide oversight and strategic planning. While distance education has been part of the University's offerings since the mid-1990s, the University's *Strategic Plan of 2009* identified as a goal expansion of online and other distance education to support the learning of traditional students as well as to reach new populations. In 2012-13, a Task Force on Online Teaching and Learning created a "Framework" for moving forward as well as assessing the current quality of these endeavors. Since then, a University Steering Committee has been guiding strategic distance education efforts, with membership from each academic unit and administrative supporting work in this area. Most recently, the University has appointed an Associate Provost for Online Learning to provide focused direction and coordination to these efforts.

Like all academic program planning at the University, the department, school, or college offering the program plays the central role in identifying the need and appropriate audience for its academic offerings, based on discipline-specific knowledge and environmental scanning. This assessment is a required part of the academic program approval process at the University.

Student identities are verified by use of login to the Learning Management System with the student's MyUAlbany unique ID and password.

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?

UAlbany uses Blackboard Learn to host online courses for all programs. The campus provides technical and instructional support for the faculty and students through professional units in both Information Technology Resources (ITS) and Academic Affairs.

The Information Technology Resources staff manages the Blackboard service and serves as technical support for faculty and students. The office is staffed M-F 9:00 – 5:00 for phone, walk-in, and web support. When the office is closed, faculty and students are able to access online support resources, including instructions, FAQs, and tutorials as well as submit inquiries and help requests by phone and via the Web.

Online Technical Support Resources:

- ITS Service Desk

  Both phone messages and online requests are logged electronically using the service desk software, FootPrints. This software allows the HelpDesk staff to respond to requests the following business day and maintains a record of communication and resolution of technical support incidents.
  http://www.albany.edu/its/currentfaculty.html

- AskIT Wiki

  Self-help resources are available through the AskIT wiki which provides procedural and tutorial assistance with the full range of UAlbany Information Technology Services.
  https://wiki.albany.edu/display/public/askit/Information+Technology+Services+askIT

- ITS Service Points

  Several offices within IT provide support for the numerous technology services available to faculty, staff, and students.
  https://wiki.albany.edu/display/public/askit/Contact+Information+for+ITS+Service+Desk

At the institutional level we believe that the University at Albany further demonstrates its commitment to quality online education through its participation in OpenSUNY Plus with five existing online programs that reflect our commitment to provide the enhanced service and support necessary to achieve this designation. As an institution UAlbany has made significant new investments in human and technological resources that demonstrate additional levels of commitment to quality. These include hiring an Associate Provost for Online Learning, two new hires in 2015 in Information Technology Services in the area of Instructional Design and faculty support, and ongoing investment in faculty and staff incentives to develop new online courses and programs. More than two dozen faculty-led projects to build new online courses, enhance existing courses and develop infrastructure for complete programs have been supported since 2013. Should the current program be approved, we would nominate it for inclusion in the OpenSUNY Plus set of offering that UAlbany now has.

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.

The Online Course Development program facilitates faculty and course development activities. The program is conducted by the staff in Faculty Technology Resources (FTR), including Instructional Developers who hold Masters Degrees in Instructional Design/Technology, Communication, and Library Sciences, and have extensive experience facilitating course development and supporting programs.

As of 2015, additional partnering across units to promote faculty development for online teaching has been supported by the Office of the Provost. This included a grant to promote systematic integration between Faculty Technology Resources and our teaching center, the Institute for Teaching Learning and Academic Leadership (ITLAL). Additional joint workshops with representation from both units and experienced online faculty have been launched this year with a goal to create organizational synergies. New rotating workshops have been developed to advance faculty understanding of best practices in online pedagogy, instructional design, assessment and related themes.

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.

N/A

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.*

UAlbany adheres to SUNY's policy on course/materials ownership. However, contractual arrangements are devised in some cases which articulate specifics about faculty ownership with permission granted for the university to use the course/materials for future offerings.

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

Equivalent services are made available to students regardless of instructional format. Course syllabi outline the student expectations and learning outcomes, as well as the expected interaction with the faculty, and any equipment or software required or recommended. Academic advisors will work with students to review requirements and address and clarify student behaviors necessary for academic success. Faculty development offerings and instructional design guidelines emphasize the importance of interaction between students and instructors and typical online courses assume a high level of instructor-student interaction.

Online students have access to the University degree audit system. DARs provides students with a clear listing of program requirements, and tracks which requirements the student has completed or has yet to complete.

All online courses offered through Blackboard provide general orientation materials designed to provide guidance on using the system to succeed in online courses. The standard for each course is to include a Course Information module that details expectations for students and instructors, around course-specific requirements and expectations around interactions. ITS also provides technology requirements.

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?

All UAlbany students have a personal account through MyUAlbany. The University uses this online portal to provide information and support to all students, concerning advising, finances, access to library resources and email.

Technical support is provided to faculty, students, and staff by the Information Technology Services (ITS) Help Desk team. The Help Desk provides support in person, by phone, and via online channels (email, web form, remote assistance). The Help Desk is staffed 8:30 am to 5:00 pm, Monday through Friday.

When the Help Desk is closed students are able to access online support resources, including instructions, FAQ, and tutorials as well as submit inquiries and help requests by phone and via the Web.

Online Technical Support Resources:

- ITS Service Desk

    Both phone messages and online requests are logged electronically using the service desk software, FootPrints. This software allows the HelpDesk staff to respond to requests the following business day and maintains a record of communication and resolution of technical support incidents.
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- ITS Service Points

    Several offices within IT provide support for the numerous technology services available to faculty, staff, and students.

    https://wiki.albany.edu/display/public/askit/Contact+Information+for+ITS+Service+Desk

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.

Applications and information concerning admission is fully available online at www.albany.edu/admissions. Once admitted, the UAlbany welcome webpage provides all necessary follow-up information for students to prepare for classes and student life.

Students register for UAlbany online courses through their MyUAlbany online portal.

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

The Office of New Student Programs invites all students to participate in the on-campus orientation for new students. Information from the orientation will also be available online for Distance Education learners who cannot make it to campus. This information will include academic and course related information as well as information about resources available to students. A comprehensive new orientation website specifically for online learners is currently in development. Distance Education learners who have questions about UAlbany resources are encouraged to contact the Office of New Student Programs at (518) 442-5509 or orientation@albany.edu.

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

III. LEARNING DESIGN

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

The courses in the new program have been offered face-to-face as well, usually by the same faculty.

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

Yes. These courses are offered on a regular semester-based calendar and students are able to complete the program within 1 to 1.5 years.

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

Admission letter, Graduate Bulletin (www.albany.edu/graduatebulletin/index.htm) and Pathways Into Education website (www.albany.edu/education/pie.php)

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

Our faculty are experienced in online teaching. New faculty must take a preparatory course before s/he can offer a course in the program.

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

On line, as organized by instructor. Faculty are trained in the importance of appropriate and timely interaction and feedback to students. Courses are designed around a pedagogical model that promotes student-faculty, student-student, and student content interaction.

f) 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?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password protected domain using the NETID protocol and must also log into the BLS Learning Management System using their university credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of certain tasks within the LMS environment.

IV. FIELD EXPERIENCE AND STUDENT TEACHING: Teacher Preparation Programs

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?

N/A

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?

N/A

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

N/A

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.

N/A

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?

N/A

V. LEADERSHIP EXPERIENCES: Educational Leadership Programs

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? N/A

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. N/A

    1. Describe how the institution selected and planned the leadership experience ensuring the collaboration between program faculty and supervising school district leaders. N/A

    2. How frequently will the educational leadership candidate meet with the IHE faculty supervisor? N/A

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. N/A

d) Leadership experiences must be supervised by certified school leaders and by program faculty who have preparation and expertise in supervision related to school leadership. Describe the responsibilities of institutional faculty and supervising educational leaders in the observation, supervision and assessment of candidates' educational leadership experiences. N/A

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?

The online courses are also offered on campus and will follow the same syllabi outlining necessary of knowledge, skills, or credentials in course and program materials.

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

Assessing student learning in the online environment will be equivalent to assessing the student in a face-to-face environment. Neither our classroom versions nor our online courses rely on high-stakes exams that are incompatible with the asynchronous online pedagogy employed in the program. All course activities can be successfully completed and assessed online. In general, learners are required to demonstrate developing understanding through a variety of assessments that include written work in various forms with formative and summative feedback provided by the instructor.

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?

This program will be evaluated as part of our TEAC/CAEP accredited teacher preparation program. Surveys at point of course completion and graduation are among some of the modes of evaluation.

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

Student evaluations are shared with the course instructor who in turn will act on the results. All course evaluations and program reviews involve all members of a program at all levels. Suggestions and feedback

will be continuously reviewed and acted on. Faculty teaching sections of the same course will confer and share course content.

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?

Curriculum mapping (as part of the regular program self-study review process) will assure that instruction aligns with desired goals and learning outcomes.

VIII. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Students in this program will be labeled as such in our integrated administrative system. This information can be queried allowing for identification of those residing outside of New York. Approval from the home state can be sought if necessary. A University committee for State Authorization issues and concerns has recently been formed. This committee is led by our Director of Enrollment Management with representation from the Office of the Registrar and other related units.

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?

www.albany.edu/ir/rtk