

Graduate Academic Council

2022-2023

Minutes of the Graduate Academic Council meeting on 9/20/22, 11:30 AM via Zoom

<https://albany.zoom.us/j/93081726775?pwd=SDVjNFZEMUhPR2FWWExUL1h2SCsrdz09>

Approved by the Council on 10/13/2022.

In attendance: Oleg Lunin (chair), Phil Eppard, Eliot Rich, Kathleen Flynn, Jaclyn Napoleon, Rakhee Balaram, Kim Colvin, Andrew Gill, Byoung Park, Ming-Ching Chang

Staff/Guests: Colleen Davis (staff), Na-Vasia Phillips(staff), Shanise Kent (staff), Rachael French (Registrar's Office), Masa Yamamoto (Department of Communication), Cheryl Dozier (Department Of Literacy Teaching and Learning), Reisha Rieder (Department of Literacy Teaching and Learning)

Agenda

1. Introductions
2. Approval of this GAC Agenda (no edits)
3. Approval of the minutes of the GAC meeting of 5/3/2022
4. Dean's Report – Kevin Williams; Dean Williams was unable to attend GAC. A brief report was given on his behalf by Colleen Davis. Welcome to GAC members and thank you for your participation. Dean Williams has created a Graduate Board that will include leaders of graduate programs across the Division of Academic Affairs. Specifically, this group will include graduate or program directors of doctoral and master's programs from all schools & colleges. The goals of this board are to enhance communication between the Graduate School and academic departments, exchange ideas and best practices related to graduate education and enrollment management, provide updates on Graduate School related matters, and promote cross-disciplinary interaction. The first meeting is scheduled for October 3rd. Currently, the board consists of graduate/program directors (does not have graduate students). This is not a policy committee.
5. Chair's Report – Oleg Lunin; Unfortunately, he will be unable to attend Senate Executive Committee and Senate meetings during the Fall 2022 semester. We will need to elect a Vice Chair to represent GAC during these meetings this Fall. We will discuss this further later in the agenda.
6. GAC Standing Committees and Chairs for 2022-2023; we have a preliminary list of committee members for the Committee on Curriculum and Instruction and the Committee on Admissions & Academic Standing. If you have not given your preference yet, please submit it as soon as possible to Colleen. Once we settle the committees, Colleen and Shanise will reach out to its members to coordinate initial meetings.
7. Elect a Vice Chair; nominations were solicited and Jaclyn Napoleon volunteered. GAC voted to approve 9-0-0.
8. Program Curriculum Proposals –
 - a. School District Leadership AGC and School District Business Leadership AGC Programs; NYSED has removed the NYS exam requirement as part of the degree requirements for students completing these two programs. Previously, NYSED required the external exam as part of the degree requirements, but they adjusted this at its May Board of Regents meeting. The exam has been removed from the Graduate Bulletin for both programs. This is a mandate from NYSED, which means GAC does not need to vote on this change.
 - b. Communication CGS and PhD Program Proposals; Masa Yamamoto from the Department of Communication presented both program changes to GAC. There was a question inquiring if

there was required language for doctoral comprehensive exams in terms of attempts and repercussions of failing the exam. The Graduate Schools stance is that if we need to enforce a program requirement, it should be listed in the bulletin. If the department is flexible in the attempts to complete the comprehensive exam, then that can be listed in the departmental handbook. GAC voted to approve the program proposals 10-0-0.

- c. Reading MS Program Proposal; Reisha Rieder and Cheryl Dozier presented the proposal to updated the Reading MS. The changes will add rigor to the program. There were no questions related to the proposal. GAC voted to approve the proposal 10-0-0
9. No other business; meeting adjourned 12:07pm

Graduate
Academic
Council
2022-2023
Roster

Council /Committee	Senator?	Name	TF/PF	Title/Rank	School/Unit	Term Start	Term End	
		* GAC: Graduate Academic Council: 6 - 8 TF (2 of whom must be Senators and 1 must be a member of the library staff); 1 PF; 1-3 GSA; 1SA						
GAC	S	Lunin, Oleg (Chair)	T	Associate Professor	CAS/Physics	2022	2023	TBC; (to be appointed 1 year Senate term to chair council)
GAC	S	Park, Byoung	T	Assistant Professor	CAS/Economics	2022	2023	
GAC	S	Balaram, Rakhee	T	Assistant Professor	CAS/Art & Art History	2022	2024	
GAC		Flynn, Kathleen	T	Senior Assistant Librarian	University Libraries	2022	2024	
GAC		Rich, Eliot	T	Associate Professor	School of Business	2021	2023	
GAC		Colvin, Kim	T	Assistant Professor	School of Ed	2021	2023	
GAC		Eppard, Philip	T	Professor	CEHC	2022	2024	
GAC		Chang, Ming-Ching	TF	Associate Professor	CEAS/Computer Science	2022	2023	volunteer
GAC		Napoleon, Jaclyn	PF	Director of Graduate Recruitment & Admissions	Rockefeller College of Public Affairs & Policy	2021	2023	
GAC		Gill, Andrew	GSA	Graduate Student	CAS/Philosophy	2022	2023	
GAC		Massara, Gregory	GSA	Graduate Student	EDU/Educational Policy and Leadership	2022	2023	

GAC		Ajayi, Boluwatife	GSA	Graduate Student	CAS/Women's, Gender & Sexuality	2022	2023	
GAC			UG					
GAC			F/S					
GAC			F/S					
GAC		French, Rachel	volunteer	The Registrar's Office				willing to serve on subcommittee
GAC	Support	Colleen Davis	Support	Dean of the Graduate School's designee		N/A	N/A	
GAC	Support	Shanise Kent	Support	CA&AS Committee Support		N/A	N/A	
GAC	ex officio	Williams, Kevin	ex officio (non- voting)	Dean	Graduate School	N/A	N/A	

Graduate Academic Council
2022-2023
9/20/22

Committee Memberships
Draft for GAC consideration

GAC Committee on Curriculum & Instruction (CC&I)

Assistant Graduate School Dean Colleen Davis, staff

Kim Colvin (potential chair)

Eliot Rich

Kathleen Flynn

Byoung Park

Phil Eppard

Rachael French

GAC Committee on Admissions & Academic Standing (CA&AS)

Assistant Graduate School Dean Shanise Kent, staff

Rakhee Balaram

Ming-Ching Chang

Jaclyn Napoleon

Lunin, Oleg

Gill, Andrew

** Chair

Course and Program Action Form

Proposal No. 2

Please check one: Course Proposal Program Proposal

Please mark all that apply:

New Course (Attach Syllabus)

Revision of: Number

D

New Program

Title

P

Cross-Listing

Credits

Shared-Resources Course

Grading

Deactivate/Activate Course (boldface & underline as appropriate)

Other (specify):

Department EEPL

Effective Semester, Year: June 1, 2022

Explanation of proposal:

Due to COVID, the Board of Regents exempted school district leader (SDL) and school district business leader (SDBL) candidates from passing the SDL and SDBL assessment, respectively, for program completion and the institutional recommendation for Professional certification, if they completed all other program requirements during the 2019-2020 or 2020-2021 academic year. At the May meeting the Regents reviewed a proposal seeking to make these flexibilities permanent and is a vote on the permanent adoption of the emergency rule passed in January 2022. Motion passed unanimously. The proposed amendment will become effective as a permanent rule on June 1, 2022.

Please remove the successful completion of the appropriate NYS exam requirement for *graduation* (it is still a certification requirement) from the Bulletin for:

SDL AGC

SDBL AGC

<https://www.regents.nysed.gov/common/regents/files/522brca2.pdf>

Communication CGS Program Proposal

University at Albany – State University of New York			
College of Arts and Sciences		Course and Program Action Form	
		Proposal No.	22-043
Please check one: <input type="checkbox"/> Course Proposal <input checked="" type="checkbox"/> Program Proposal			
Please mark all that apply:			
<input type="checkbox"/> New Course		Revision of:	<input type="checkbox"/> Description
<input type="checkbox"/> Cross-Listing		<input type="checkbox"/> Number	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Shared-Resources Course		<input type="checkbox"/> Title	
		<input type="checkbox"/> Credits	
<input type="checkbox"/> Deactivate/Activate Course (boldface & underline as appropriate)		<input checked="" type="checkbox"/> Other (specify):	Revision of Certificate of Graduate Study in Communication
Department: Communication		Effective Semester, Year: Spring 2023	
Course Subject & Number	Current: _____	New: _____	Credits: <u>Current:</u> _____ <u>New:</u> _____
Course Title: (47 char max)	<u>Current:</u> _____		
	<u>New (if applicable):</u> _____		
Course Description to appear in Bulletin:			
<u>Current:</u> see page 2			
<u>New:</u> see page 2			
Prerequisites statement to be appended to description in Bulletin:			
<u>Current:</u> _____			
If S/U is to be designated as the only grading system in the course, check here: <input type="checkbox"/>			
If this course is repeatable, indicate how many credits, total instances, and if it can be repeated within a given term: _____			
This course is (will be) cross listed with (i.e., CAS ###): _____			
This course is (will be) a shared-resources course with (i.e., CAS ###): _____			
<u>Explanation of proposal:</u>			
Revise the Certificate of Graduate Study (CGS) in Graduate Bulletin and on Communication page (https://www.albany.edu/graduatebulletin/certificate_communication.php)			
See page 2 please: Remove: ACOM 590: Computer-Mediated Communication			
Add: ACOM 657: Leadership Communication to the list of CGS Organizational Communication Concentration Courses			
Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:			
If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:			
Chair of Proposing Department (TYPE NAME)	Administrative Manager or Admin. Assistant (TYPE NAME)	Date	
Rukhsana Ahmed	Monica Bartoszek	6-1-22	
Approved by Chair(s) of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Date	Dean of College	Date
		Caren Stark	6/6/22
Caren Stark for APC	6/6/22		

<p>Certificate of Graduate Study in Communication Program of Study (12 credits)</p> <p>Concentration requirements are fulfilled by selecting 3 courses from one of the two core groupings, and 1</p>

additional course (either from the core grouping that the student has declared, or from the other concentration grouping, or as advised).

Organizational Communication Concentration Courses

~~Remove: Com 590 Computer-Mediated Communication (3)~~

Com 595 Communication & Culture Across Organizational Contexts (3)

Com 620 Communicating Globally (3)

Com 652 Interaction in Institutional Contexts (3)

Com 655 Communication, Work and Organization Life (3)

Add: Com 657 Leadership Communication (3)

Com 664 Corporate Communication: Theory and Practice (3)

Strategic Communication Concentration Courses

Com 600 Understanding Data in Strategic Communication (3)

Com 628 New Media and Engagement (3)

Com 640 Risk & Crisis Communication in the Public Interest (3)

Com 660 Digital and Social Media in Strategic Communication (3)

Please Note: This program is not eligible for federal financial aid.

COM 657-0001

Leadership Communication

Fall 2021 - Online

Instructor:

Kenneth J. Levine, J.D., Ph.D.
359 Social Sciences Building
klevine@albany.edu

Office Hours:

Wednesday: 2:00 p.m. - 3:00 p.m.
Friday: 11:00 a.m. - noon; or by appointment

Course Description

The focus of this course is on organizational leadership and specifically how the communication variable is used to help achieve the shared goals of the organizational members. In addition to understanding the history of leadership studies, this course will also look at present-day communication issues including charisma, culture and inclusion.

Readings

HBR's 10 Must Reads on Leadership, Harvard Business Review Press, 2011, 1st ed ISBN 978-1422157978
Additional articles will be found on Blackboard.

Objectives

This course is designed to assist students in becoming leaders. By the end of the term, each student should be able to assess their leadership roles and personality traits, evaluate strengths and weaknesses and analyze their leadership profiles as compared to examples of high-performance leaders.

Learning Outcomes

- Use theories and concepts to explain the relationship between organizational goals and leadership roles
- Understand the various leadership roles and competencies essential for successful performance
- Identify leadership strengths and weaknesses and how to leverage strengths for high impact
- Work on understanding cultural and organizational barriers and unconscious biases in the workplace and in leadership
- Appreciate the value of diversity and inclusion in top management teams

Course Requirements:

Note: Failure to turn-in any of the course papers, projects or exams will result in failure of the course.

1. Leadership Qualities Reaction Paper: (25 points). This first reaction paper will discuss the basics of leadership found in the readings and lectures. Due dates are listed in the course calendar located that at the end of the syllabus and more details on this assignment will be provided.
2. Book Report (50 points). Students will select a “popular press” leadership book and compare the text of the book with the theories and concepts discussed in class. The book needs prior approval by the instructor. More details on this assignment will be provided.
3. How to be a Leader (100 points). This is the major assignment of the semester. This paper will be a guidebook/leadership manual for you to follow during your career that was guided and written based on the theories, concepts, readings and lectures in this course.
4. Final Reaction Paper: (25 points). There will be a short (2 – 4 pages) reaction papers assigned at the end of the term. More details on these papers will be provided.
5. Weekly quizzes: (15 points each). There will be ten online quizzes given during the semester (see attached Course Schedule). The quizzes will consist of Multiple Choice/True or False/Matching questions as well as short-answer and essay questions and are worth up to 15 points each. The quizzes will be available on Blackboard from 5:00 p.m. on Friday until Midnight on Monday. Quizzes are to be taken individually.

Student Evaluation --	DUE	POINTS
Grade Distribution		
ASSIGNMENT		
1. Leadership Qualities	9/26	25
2. Book Review	10/26	50
3. How to Communicate like a Leader	11/21	100
4. Final Reaction Paper	12/5	25
5. Weekly quizzes	8/24-12/6	150
TOTAL		350

Grading Scale:

A 93%-100%	C 73%-76.99%
A- 90%-92.99%	C- 70%-72.99%
B+ 87%-89.99%	D+ 67%-69.99%
B 83%-86.99%	D 63%-66.99%
B- 80%-82.99%	D- 60%-62.99%
C+ 77%-79.99%	E 0%-59.99%

Final Grades

Points Earned ÷ Possible Points =

Final %

Example

Earned Points ÷ 220 Possible Points

= (B+, Very good!)

Extra Credit:

Extra Credit opportunities **may** become available during the semester. If so, students may participate in these studies/activities for extra credit. These opportunities are only available for a short time and once the deadline has passed, no credit for participation will be granted. Most of these opportunities will be available only once in class or via a URL forwarded through your Blackboard account.

Assistance:

As in the workplace, it is *your* responsibility to seek assistance when you are having difficulty understanding the course material. Please ask questions during class if the material is unclear and/or seek help during office hours (or set up an appointment) to receive assistance outside of class. You don't have to be struggling with the material to receive assistance. Office visits also are helpful for review of course material and other guidance.

Academic Dishonesty:

The principles of truth and honesty are fundamental to the educational process and academic integrity. All students should act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. The University's published code of student conduct (see Academic Regulations in the Undergraduate Bulletin and Graduate Bulletin) prohibits cheating, plagiarism, or disruption of class.

Academic dishonesty (e.g., cheating on exams, claiming someone else's work or ideas as your own, removing an exam from the classroom, posting any classroom materials online) is a serious offense. All work that you submit in this class must be completed independently, with the exception of the Small Group Interactions and the Group Projects. Each student is responsible for being familiar with the University at Albany's policies on academic dishonesty. Any student engaging in academic dishonesty in this course will receive an "E" for their final course grade.

Dishonesty of any kind will not be tolerated in this course. Therefore, no student shall: claim or submit the academic work of another as one's own; procure, provide, accept, or use any materials containing questions or answers to any examination or assignment without proper authorization; complete or attempt to complete any assignment or examination for another individual without proper authorization; allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization; alter, tamper with, appropriate, destroy, or otherwise interfere with the research, resources, or other academic work of another person; and finally,

fabricate or falsify data or results. If a community “*google doc*” or other sharable documents are found to exist and contain any of the information listed above, everyone contributing to the shared document will be reported to the proper U Albany authorities.

All papers submitted via Blackboard will be automatically checked for plagiarism. If this plagiarism score is over 30%, you will be given one chance to correct this problem without punishment. If the score remains high, the student and the instructor need to meet to discuss this problem in more detail.

Religious Observance/Illness/Death in the Family:

Consistent with university policy, students’ religious observance days, illness, or death in the family will be respected by re-scheduling any exams/projects/small group interactions that conflict with those observances. A student who requires a reasonable religious accommodation should contact me directly. Students are expected to provide sufficient notice of the request for an accommodation to be implemented.

New York State Education Law (Section 224-a) - Campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.

<https://www.albany.edu/registrar/absence-due-to-religious-observance.php>

Student Evaluations of Instructor

Students are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning.

Ph.D. Student Requirements

There are additional requirements for Ph.D. students. Please contact me ASAP to discuss these requirements in greater detail.

Course Policies:

1. Please be prepared for worst case scenarios. Save your work often. Keep a local copy of your work and materials. Have a plan in case you lose internet access or power or if your computer unexpectedly breaks down.

2. All students are expected to have access to the course’s Blackboard site. You can access pertinent course resources and check your grades through the Blackboard Learning System. Logon to the Blackboard Learning System at <https://blackboard.albany.edu/>.

3. Late assignments will have points deducted equivalent to 1 letter grade for each day late. Papers and other outside assignments are due by midnight on the date listed in the syllabus. *Unless otherwise notified, all assignments must be turned in via Blackboard.*

4. Failure to turn in individual reaction papers and assignments will result in the failure of the course.

5. Incompletes: No incompletes will be given except in the case of severe illness and when only a small number of assignments remain unfinished.

6. Deadlines: All assignments must be completed on schedule. No makeups or extensions will be permitted unless the student contacts the instructor prior to the due date and has a verifiable excuse.

7. E-Mails: Students in this course are encouraged to use their UAlbany issued email accounts for all communication with the Instructor.

Note: *Improper or unprofessional emails (i.e.: no salutation, no subject line and not listing your name) will not be answered. The Instructor reserves the right to not respond to any emails that could be answered by reading the syllabus. The Instructor will attempt to answer all emails within 24 hours of receipt, but please be respectful and*

understand that I may not be able to respond immediately to your query. (Remember, even if you believe that emails are archaic and obsolete, your workplace supervisor may not agree!)

8. Please check your grades online often to be sure that there are no errors or omissions. All discussions about grades need to take place via an online platform (zoom). Please make an appointment for an online meeting for any discussion about grades.

9. ADA compliance: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities.

If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center by contacting them at drc@albany.edu or 518-442-5501.

Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

The DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations. For more information, please see:

<https://portal.itlsi.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer08-2016.pdf>

The student, not the instructor, is responsible for making all contact with the Disability Resource Center.

10. Writing Style: **Writing is essential for leadership.** All assignments must be double-spaced, have normal margins and be composed in an easy-to-read font (12 point) and use WORD software. Any paper that contains three or more errors (including, but not limited to, grammatical, typographical, and/or failure to proofread) will be returned without a grade. The student will be permitted to rewrite the paper and turn it back in within a week. The final grade will reflect a 10%-point deduction for each new version of the paper. If no new version is turned in, the student will receive a “zero” for the assignment. Please use APA 7th as your style guide for references and citations. *Note: Proficiency in written discourse is an element of evaluation. Written work should be carefully edited and conform to basic standards of academic argumentation, style, and format. The Writing Center offers resources to students who may need assistance in the different stages of the writing process. You may visit the Writing Center at <https://www.albany.edu/writing/>.*

11. Please use my Albany email (klevine@albany.edu) for all communication and for the scheduling of online office hours.

Assignments:

1. Leadership Qualities Reaction Paper

(25 points – Due before midnight on Sept. 26)

Please read the assigned text (*HBR's 10 Must Reads on Leadership*) and evaluate the qualities of a great leader and how high-achieving individuals can gain those qualities. Examples include “What does a leader need to do” or “Why would you make – or not make – a good leader?”. There should be at least one entry from each of the readings in the text. Please identify the reading used for the quality listed.

The paper should be between 5 – 7 pages in length. Please see Course Policy #10 for more instructions. Additionally, please pay particular attention to the introduction and conclusion and be sure that the final paper is well edited, within the assigned page length and that the references follow APA 7th.

2. Book Review & Oral Presentation

(50 points – Due before midnight on Oct. 24)

Each student will select, prepare, and present a critical review of a popular-press leadership book. The book must be approved by the Instructor.

Book titles need to be submitted for approval before October 3, 2021

The presentation, 15-18 PPT slides, needs to last about 20-25 minutes. Creativity is important, but not if it gets in the way of the necessary information. Please feel free to use any multi-media tools to augment your presentation and make it interesting to follow. The audio should supplement the slides by elaborating and explaining the content of the slides (as opposed to simply reading or repeating the bullets).

The paper and the presentation will be graded separately, but both will be graded using the following criteria:

CRITERIA

5 = A	4 = A-	3 = B+	2 = B	1 = B-/C+
Opening statement/paragraph			5	
Clarity of writing and/or audio and slide presentation			5	
Flow of ideas/transition			5	
Understanding of leadership theories			5	
Understanding of common leadership Practices			5	
Integration and application of course material			5	
Creativity			5	
Strength of conclusion			5	
One major Take-Away			5	
References			5	

**Assignment 3 = How to communicate like a Leader
(100 Points – DUE by midnight on November 21)**

Think of this as a leadership manual. Please identify, define and thoughtfully explain the five most important insights or takeaway points on leadership you believe you have gained from this course. Explain why you found them personally meaningful to you and also what may be a barrier to put that behavior in action. Support your ideas with the assigned and outside readings. Please include an introduction and conclusion for the entire essay. Please keep the paper to between 6 and 8 pages in length. Citations and references are encouraged (and required for an “A” grade).

**Assignment #4 = Reaction Paper #2
(25 points – DUE by midnight on December 12/5)**

Topic: To be announced.

Course Schedule

For each week, you will find a series of short PowerPoint presentations, readings and URLs on Blackboard. Any assignments or due dates for the week will also be listed online.

Please purchase *Harvard Business Review's 10 Must Reads on Leadership*, Harvard Business Review Press, 2011, 1st ed ISBN 978-1422157978

Also, please introduce yourself to your colleagues on Student Commons.

Feel free to contact me if you have any questions – klevine@albany.edu

Weeks 1 (August 23 – 29)

Orientation to Leadership Communication

Week 2 (August 29 – September 5)

Introduction to Leadership

Quiz #1 – Due by midnight on September 5

Week 3 (September 6 – 14)

Managers versus Leaders. What is the difference?

Quiz #2 – Due by midnight on September 14

Week 4 – September 13 - 19

Charismatic Communication

Quiz #3 – Due by midnight on September 19

Week 5 – September 20 – 26

Leadership Theories

Leadership Qualities assignment – DUE by midnight on September 26

Week 6 – September 27 – October 3

Leadership Theories – continued

Quiz #4 – Due by midnight on October 3

Week 7 – October 4 – 10

Leading Groups and Teams

Quiz #5 – Due by midnight on October 10

Week 8 - October 11 – 17

Leader's Personality

Quiz #6 – Due by midnight on October 17

OPTIONAL zoom meeting for the class to “meet” each other

October 17, 2021 at 7:30 p.m. EST

Meeting ID: 811 0000 2784

Passcode: UAlbany

Week 9 – October 18 – 24

Book Review Week

Week 10 – October 25 – 31

Persuasion and Persuasion strategies

Quiz #7 – Due by midnight on October 31

Week 11 – November 1 – 7

Persuasion and Persuasion strategies – continued.

Quiz #8 - Due by midnight on November 7

Week 12 – November 8 - 14

Leadership and Diversity

Quiz #9 – Due by midnight on November 14

Week 13 – November 15 – 21

“How to Be a Leader” week

Week 14 – Thanksgiving, NO CLASS

Week 15 - November 29 – December 5

Toxic Leadership – The Dark Side.

Quiz #10 – Due by midnight on December 5

Reaction Paper - DUE by midnight on December 8

College of Arts and Sciences

Course and Program Action Form

Proposal No. 20-106

Please check one: Course Proposal Program Proposal

Please mark all that apply:

- New Course
- Cross-Listing
- Shared-Resources Course
- Deactivate/Activate Course (boldface & underline as appropriate)

- Revision of:
- Number
 - Title
 - Credits
 - Other (specify):

- Description
- Prerequisites

Revision of COM Ph.D. Program

Department: Communication

Effective Semester, Year: Spring 2023

Course Subject & Number Current: _____ New: _____ Credits: _____

Course Title: Current: _____

New (if applicable): _____

Course Description to appear in Bulletin:

Current:

Current Communication Doctor of Philosophy Degree Program on the Graduate Bulletin (https://www.albany.edu/graduatebulletin/communication_phd.htm).

New:

See pages 2-5 of this document for the specific changes we request to be made.

Prerequisites statement to be appended to description in Bulletin:

Current:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with (i.e., CAS ###): _____

This course is (will be) a shared-resources course with (i.e., CAS ###): _____

Explanation of proposal:

The Degree Program on the Graduate Bulletin (https://www.albany.edu/graduatebulletin/communication_phd.htm) is not consistent with the Department's current Ph.D. degree requirements outlined in [the Ph.D. Handbook](#) and needs to be updated.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department (TYPE NAME)	Administrative Manager or Department Secretary (TYPE NAME)	Date
Rukhsana Ahmed	Monica Bartoszek	
Approved by Chair(s) of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Dean of College	Date
	Caren Stark	5/27/22
Caren Stark for APC		5/27/22

The [Communication Doctor of Philosophy Degree Program information on the Graduate Bulletin](#) needs to be updated in order to reflect the current requirements outlined in [the Department's Ph.D. Handbook](#). The specific changes to the current bulletin we request are listed as follows (see track changes)

Communication Doctor of Philosophy Degree Program

The program leading to the Doctor of Philosophy degree is designed to prepare qualified students for college and university teaching and for careers in communication research. The program emphasizes communication theory, research methods, and the application of knowledge in the field to identify, analyze and propose solutions for communication problems. The program requires at least three academic years of full-time study and research or the equivalent over a longer period beyond the baccalaureate.

Students entering the program with a Bachelor's degree (having not yet earned a Master's degree) are required to take a minimum of 60 credits, distributed as follows below, along with successful completion of a qualifying exam and a dissertation. Items in A1 below should be completed within the first two years of the program.

Doctoral students are required to complete a plan of study indicating a projected pathway to a program specialization and cognate, to be determined in negotiation between each student and his/her advisory committee.

A. Required Coursework ~~The core, substantive area, cognate area, electives, and guided research project require a minimum of 60 credits for completion. The core, substantive area, cognate area, electives, and independent research project add up to 57-63 credits minimum. A minimum of 60 credits is required for the program.~~

1. Core Courses (~~24-18~~ credits)

Consists of 3 theory courses and 3 methods courses

1. Theory courses (9 credits)

Communication Theory (Com 502)

Persuasion/Message Design and Social Influence (Com 503)

~~Additional advanced theory course (to be selected in consultation with advisor)~~ ~~Advanced Theory (Com 702)~~

2. Methods courses (9 credits)

Communication methods (Com 525)

~~2 additional methods courses: quantitative and/or qualitative~~ ~~2 additional quantitative or qualitative methods courses*~~

*Qualitative methods may be satisfied with Qualitative Research Methods (Com 580), Field Research Methods (Com 587), Conversation Analysis (Com 585), Qualitative Research Techniques (Soc 535), and Field Methods in Ethnology (Ant 608). Quantitative methods may be satisfied with Research Methods (Soc 509), Intermediate Stats (Soc 522), Multivariate Analysis (Soc 609), Survey Design and Analysis (Soc 626), Empirical Data Analysis (Pos 517), Regression Analysis (Pos 518), and Advanced Statistical Methods (Pos 519).

2. Breadth Courses (6 credits)

This requirement ensures that students become familiar with 1 or 2 other fields of study in the communication discipline beyond that represented by the substantive area. Courses fulfilling this requirement are designated by the Director of Graduate Studies, selected from courses such as: Theories and Research in Public Organizational Communication (COM 551), Interpersonal Interaction (COM 575), Culture and Communication (COM 577), Theories and Research in Political

Communication (COM 520), Introduction to Health Communication (COM 560). (Note that these courses may not be double counted to fulfill other requirements.)

3. Substantive area (~~15-18~~ 18 credits, at least 12 of which are within the Department)
The substantive area will be defined in consultation between students and their faculty advisers. Fields of study historically associated with the discipline of communication and represented in this department are: interpersonal/intercultural communication, organizational communication, political communication, health communication, and communication technologies.
4. Cognate area (9 credits)
The cognate area consists of coursework related to or supportive of students' substantive areas, consisting of courses in or outside department; courses are selected in consultation with students' doctoral advisors.
5. Guided Research Project (6 credits)
Doctoral students must complete a 6 credit guided research project (courses 697A and 697B). This is typically a two-semester commitment. It is generally recommended that students complete their guided research project during the third and fourth semesters of study. An M.A. thesis completed elsewhere does not necessarily exempt a student from the guided research project requirement; this will be determined during approval of the student's Plan of Study. Students who have completed a guided research project during their M.A. coursework at the University at Albany may transfer the credits. Internship practicum credits from the M.A. in Communication cannot be used to fulfill this requirement.
Independent Research Project (3 credits)
This project is to be completed in the 4th semester, under the guidance of a faculty member in an independent study.
6. Electives (~~6-9~~ 6 credits)
Electives inside and outside of the department, including independent studies, as advised.

B. Other Program Requirements

1. Proseminar (Participation required until coursework is completed; not credit bearing.) These are weekly research discussions with faculty during the academic year; participation is expected until the student completes coursework.
2. Doctoral Comprehensive Examination
Students must pass the doctoral comprehensive exam. Students will respond to questions that cover each of three areas: their major area, their cognate/secondary area, and methods.

The doctoral comprehensive exam is typically undertaken at the completion of required coursework.
3. ~~Three qualifying examinations, 1 in methods, 2 in substantive areas as defined in consultation with the qualifying examination committee. The qualifying exams can be initiated as early as the 5th semester (or when required methods courses are completed) but should be completed by the end of the 7th semester (or 1.5 years past Master's level coursework). Students who fail a qualifying exam or portions of an exam may retake the entire exam or that portion with deficient work. Students who do not pass the qualifying exams on second attempt will not be allowed to continue in the Ph.D program. Students will remain eligible to complete the master's degree.~~
4. Research Tool
Students must demonstrate competence in use of one research tool relevant to the area of specialization. The research tool requirement must be fulfilled with an acquisition of expertise in one special methodological area. Students must demonstrate competence in use of one research tool relevant to the area of specialization. The research tool requirement may be fulfilled with a reading knowledge in one appropriate foreign language, or competence in one special methodological area.

Foreign language skills are tested by appropriate examinations. Research tool options not involving foreign languages are satisfied by passing appropriate courses, as advised by the chair of the committee, with a grade of B or better.
5. Teaching Tool / Pedagogy Requirement

Students must complete a semester-length experience (or its equivalent) focusing on the acquisition of pedagogical theory and method. This requirement may be waived by the student's committee on the basis of past experience. The nature of the experience will be determined in consultation with the student's committee.

6. **Teaching Tool Requirement**

~~Students fulfill this requirement by successfully engaging in a bona fide teaching experience, such as teaching a course or playing a major role in assisting in the teaching of a course, under the supervision of a faculty member in the Department. Students will generally complete this requirement by fulfilling the duties of a teaching assistantship, although other options will be available.~~

7. **Dissertation**

Doctoral students will complete a dissertation presenting original research, guided by a committee comprised of at least 3 faculty members, one of whom will serve as chair. The chair generally should be selected from faculty members in the Department of Communication. Other members of the committee will be selected by students in consultation with committee chair.

C. Other Program Information

1. **Advanced Standing and Waivers**

Of the 60 credits required for the degree, 30 credits must be completed at this university. Students who have completed graduate work in our M.A. program or elsewhere may apply for advanced standing credits. Prior UAlbany M.A. s~~Students who completed the Research Practicum as their capstone project may receive up to 27 credits of advanced standing from their MA coursework, whereas those who completed the Guided Research Project as their capstone are eligible for up to 33 credits of advanced standing. Those who completed graduate work outside of UAlbany may receive up to 30 credits of advanced standing. The number of may receive up to 33 credits of advanced standing credits is determined and approved by on the approval of a student's their plan of study committee~~30 credits of advanced standing, and this credit may or may not include credit for required courses. It also is possible for students with or without a master's in communication to receive advanced standing for one or more courses in a related discipline.

A waiver is granted when the faculty committee deems that students have satisfied a specific requirement by some means other than taking the required course. It does not carry credit.

2. **Admission to Candidacy**

Students are admitted to candidacy for the degree of Doctor of Philosophy upon the following:

- a. Satisfactory record in course study
- b. Satisfactory completion of the research tool requirement
- c. Completion of the University residence requirements
- d. Satisfactory completion of the qualifying examination ~~(both methods and specialty areas)~~

3. **Leaves of absence**

Students should be continuously enrolled during the period of graduate study. Leaves of absence may be granted upon petition of the student's advisor, the Director of Graduate Studies, and the Graduate School.

4. **Getting a Master's degree along the way**

Students who do not enter the doctoral program having already completed a Master's degree in communication may, at their option, apply to be awarded a Master's degree while they are completing their doctoral program. All requirements of the M.A. program must be satisfied. The application form for the Master's degree can be obtained from the MyUAlbany website.

Please note: This program offers an internship, field experience, study abroad component, or clinical experience in the course listing as an option to fulfill course requirements. Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. If you have concerns about this matter please contact the Dean's Office of your intended academic program.

Course and Program Action Form

Proposal No. 2
0

Please check one: Course Proposal Program Revision **Revision**

Please mark all that apply:

<input type="checkbox"/>	New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	D
<input checked="" type="checkbox"/>	New Program/ Revised Program		<input type="checkbox"/>	Title	<input type="checkbox"/>	P
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Credits	<input type="checkbox"/>	
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Grading	<input type="checkbox"/>	
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as appropriate)		<input checked="" type="checkbox"/>	Other (specify):	<u>Revised Program</u>	

Department: Literacy Teaching and Learning Effective Semester, Year: Upon approval

Course Number: Current: _____ New: _____ Credits: _____

Program Title: Revisions to MS in Reading

Course Description to appear in Bulletin:

See below and attached documentation for overview of MS in Reading *Program Revisions*.

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with: _____

This course is (will be) a shared-resources course with: _____

Explanation of proposal: **See attached proposal.**

The overall goal of the proposed revisions for the MS in Reading program is to extend the focus of reading and literacy theory and pedagogy within the program. The two proposed revisions reflect current student applicants and will better support successful student program completion. The first proposed change is a shift in a capstone course (from ELTL 658 to ELTL 677) and milestone project (from an Inquiry Project to Attributes Focused Reflective Essay). The second proposed change is a shift from 15 required core credits/15 elective credits to 18 required core credits/12 elective credits. This program revision still maintains a range of elective options for graduate students interested in a master’s degree.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering (attach email or memo):

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department	Date	Administrative Manager or Department Secretary	D
Cheryl Dozier, Co-Chair	4-21-2022	Reisha Rieder	4 /
Chair(s) of Departments Having Cross Listed Course	Date	Associate Dean, School of Education	D
		Christy Smith	9 /
Chair of Academic Council	Date	Dean of Undergraduate or Graduate Studies	D
Kimberly Colvin	9/1/22		



**Program Revision Proposal:
Changes to an Existing Program**

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information		
a) Institutional Information	Institution's 6-digit SED Code :	210500
	Institution's Name:	University at Albany-State University of New York
	Address:	1400 Washington Ave, Albany, NY 12222
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:	
c) Registered Program to be Changed	Program Title:	Reading
	SED Program Code	77554
	Award(s) (e.g., A.A., B.S.):	MS
	Number of Required Credits:	Minimum [30] If tracks or options, largest minimum []
	HEGIS Code :	830.00
	CIP 2010 Code :	13.1315
	Effective Date of Change:	Upon approval
	Effective Date of Completion ²	Ongoing-graduates each semester
d) Campus Contact	Name and title: Colleen Davis, Assistant Dean for the Graduate School	
	Telephone and email: 518-437-5063 cdavis@albany.edu	
e) Chief Executive or	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. <i>E-signatures are acceptable.</i>	

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.

² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).

Chief Academic Officer Approval	Name and title: Carol H. Kim, Provost and Senior Vice President for Academic Affairs Signature and date:
	If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Section 2. Program Information

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

The overall goal of the proposed revisions for the MS in Reading program is to extend the focus of reading and literacy theory and pedagogy within the program. Proposed revisions reflect current student applicants and will better support successful student program completion. This program revision maintains a range of elective options for graduate students interested in a master's degree.

Adding or eliminating a requirement for program completion

•**The first request** is to change the capstone requirement and associated course. The current MS in Reading program includes a capstone research course (LTL 658) with the option of engaging in a research project or completing the Attribute Focused Reflective Essay (AFRE) as a possible culminating project. The AFRE is required as the culminating project for all other master's degree programs offered by the Department of Literacy Teaching and Learning at the University at Albany (including our teacher preparation programs). We are requesting the elimination of LTL 658 and replacing the culminating course with LTL 677, where students will complete the AFRE, which will provide students a capstone experience supported by and aligned to the revised program coursework. The requested change would eliminate the research project option (LTL 658) as the capstone project. The AFRE is

³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

completed in LTL 677 and serves as a milestone for the culminating project requirement. In this proposal, LTL 677, “Data Based Decision Making in Literacy, Assessment, Policy, and Practice,” would be required and would now become the capstone course, replacing LTL 658.

Change in program core requirements

The second request is a revision in the core course requirements. All of the courses in this proposed program revision were either part of the prior MS in Reading coursework (2011) or are a part of current the MS in Early Childhood, Childhood or Literacy degrees (2019 revisions). All required reading courses listed in this proposal already exist in the accredited programs.

Currently the MS in Reading program requires 15 credit hours of required Reading Core courses and 15 credit hours of reading or education elective courses for a total of 30 credit hours.

- This change to the program core is for a redistribution of the total 30 program credit hours. The revised program would now have 18 credit hours of required reading courses and 12 credit hours of elective courses. A minimum of 6 of the 12 elective credit hours would come from courses offered by the Department of Literacy Teaching and Learning (LTL). The other six credits must be education related (though all could be reading related). In the revised MS in Reading, students will have 24 required reading credits, while the total program credit hours remain at 30 credits.
- Of the eighteen required credit hours (6 courses), four of the course options remain the same. Two current elective course options (LTL 600/LTL 601 and LTL 677) will become required courses in the proposed pedagogical core changes. The two changes are:
 - *addition of LTL 600 or LTL 601 requirement.* LTL 600, “Strategic Intervention to Prevent Literacy Difficulties,” currently an elective course option, is added as a required course. Or students might select LTL 601, “Practicum: Instruction to Prevent Literacy Difficulties” instead of LTL 600 to satisfy this requirement. Rationale: Adding LTL 600 (or LTL 601) as a required course extends the literacy pedagogy component of the MS in Reading program. An understanding of early literacy instruction and early intervention will strengthen the content knowledge of graduates. Additionally, the 600/601 focus on early literacy instruction is based on collaborations with departmental stakeholders and meets content area needs of school districts. With the addition of LTL 600/LTL 601 as a required course, students gain additional literacy-related theory, content, and practice for the completion of the AFRE capstone project (see next point).
 - *the elimination of LTL 658 with the replacement of LTL 677 for the culminating project.* LTL 677, “Data Based Decision Making in Literacy Assessment, Policy and Practice,” also an elective course option in the current MS in Reading program, would be required and would become the capstone course, replacing LTL 658. Rationale: In the past few years, students have completed either a literature review or the AFRE as part of LTL 658. The majority of students selected the AFRE. In addition, we found students who took LTL 677 benefitted from the content learned in this course. Given this feedback from students and our own perspectives on best coursework and experiences, taking LTL 677 and completing the AFRE within the course, serves as a more appropriate culminating experience and project.

Course Descriptions from Graduate Bulletin

Ltl 600 Strategic Intervention to Prevent Literacy Difficulties (3)

Course Description: Teachers will learn about the Interactive Strategies Approach to early literacy instruction and Intervention and how the approach can contribute to RTI processes in the primary grades. The topics include: the development of strategic, self-regulated early literacy learners who view reading and writing as meaning making activities, providing differentiated instruction in an RTI context, promoting motivation to read and write, and the development of phonological skills, a strategic word approach to word learning, oral language skills, and the knowledge base upon which comprehension depends. Prerequisite: Satisfactory completion of Ltl 500.

Ltl 601 Practicum: Instruction to Prevent Literacy Difficulties (3)

Course Description: Most early literacy difficulties can be prevented through early, responsive, comprehensive, and coherent literacy Instruction. This course focuses on helping teachers to develop greater expertise in identifying and effectively

responding to learners who struggle at the early stages of literacy acquisition. Topics include differentiated instruction in an RTI context, promoting motivation to read and write, the development of phonological skills, a strategic word approach to word learning, and oral language skills and the knowledge base upon which comprehension depends. Graduate students provide one-to-one intervention for a young literacy learner and engage small groups of students in interactive read alouds. Prerequisite: Satisfactory completion of Ltl 655.

Ltl 677 Data-Based Decision Making in Literacy Assessment, Policy and Practice (3)

Course Description: This class is intended to enable teachers to effectively analyze and draw conclusions from classroom-, school- and system-level literacy assessment data and to develop a critical understanding of the use and implications of data in literacy research. Areas of emphasis include assessment functions (screening, monitoring, etc.), basic concepts of measurement, statistical inference, and research designs. The course uses data sets as the basis for discussions about evaluation systems, instructional improvement (Common Core, APPR), data-driven decision making, proactive participation in literacy initiatives, and principles for linking research and practice in literacy instruction. Prerequisite: Satisfactory completion of Ltl 600 or 601.

- b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

Note: In 2015, the department name changed from the Department of Reading to the Department of Literacy Teaching and Learning. Subsequently, all course codes changed from RDG to LTL. Further, in the process of changing the MS in Literacy in 2012 and 2019, some course names and descriptions changed. SUNY and NYSED approved this code LTL change as part of the MS in Literacy revision in 2019, though it has not occurred in the prior MS in Reading submission.

Existing Program		Proposed Revised Program	
Course Number/Title	Credits	Course Number/Title	Credits
Required Reading Courses (15 credits)		Required Reading Courses (18 credits)	
RDG 500 Introduction to Literacy Teaching and Learning, B-6 (3) OR	3	LTL 500 Classroom Literacy Instruction (3) OR	3
RDG 505 Introduction to Literacy Teaching and Learning, 5-12 (3-6)		LTL 505 Practicum: Academic Literacy Across Instructional Contexts, 5-12 (3-6)	
RDG 504 Literature for Reading Programs (3) OR	3	LTL 504 Children's Literature (3) OR	3
RDG 506 Young Adult Literature (3)		LTL 506 Young Adult Literature (3)	
RDG 615 Teaching Writing, B-6 (3) OR	3	LTL 615 Teaching Writing, B-6 (3) OR	3
RDG 616 Teaching Writing, 5-12 (3)		LTL 619 Practicum: Writing in the Classroom, 1-6 (3)	
RDG 610 Literacy in Society	3	LTL 610 Literacy in Society	3
RDG 658 MS Research Project	3	LTL 600 Strategic Intervention to Prevent Literacy Difficulties (3) OR LTL 601 Practicum: Instruction to Prevent Literacy Difficulties (3)	3
Elective Course Options (15 credits)		LTL 677 Data-Based Decision Making in Literacy Assessment, Policy and Practice (3)	3
RDG 526 Language Acquisition	3	Literacy Department Elective Course Options (6 credits)	
RDG657 Reading in a Second Language	3	LTL 526 Language Acquisition, B-2	3
RDG 638 Media Literacy	3	LTL 657 (Tap 657) Literacy for English Language Learners	3
RDG 655 Emergent Literacy	3	LTL 655 Early Literacy Development, B-2	3
EPSY 521 Development of the Child	3	LTL 625 Integrated Literacy Instruction, B-6	3
EPSY 540 Classroom Assessment	3	Additional Electives Courses (6 credits)	
Electives as advised		As approved by advisor	6
Total required credits	30	Total required credits	30

- c) For each new or significantly revised course, provide a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly

revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

No new courses have been created. All courses already exist and are part of current masters' programs in the Department of Literacy Teaching and Learning.

d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

There are no additional costs. This change involves a redistribution of existing courses with a shift from elective to required courses. Faculty in the Department of Literacy Teaching and Learning currently teach all the core courses offered in the revised program.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

Program title

Program award

[Mode of delivery](#)

NOTES: (1) If the change in delivery enables students to complete 50% or more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

[Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid

2) Describe availability of courses and any change in faculty, resources, or support services.

A change in the total number of credits in a certificate or advanced certificate program

Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

a) For **undergraduate programs**, complete the **SUNY Undergraduate Program Schedule** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTES: The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic

Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages

- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY’s [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTE: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

SUNY Graduate Program Schedule OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: ___MS in Reading_____

- 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.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
LTL 500 Classroom Literacy Instruction OR LTL 505 Practicum: Academic Literacy Across Instructional Contexts	3			LTL 615 Teaching Writing, B-6 OR LTL 619 Practicum: Writing in the Classroom, 1-6	3		
LTL 504 Children’s Literature OR LTL 506 Young Adult Literature	3			LTL 600 Strategic Intervention to Prevent Literacy Difficulties OR LTL 601 Practicum: Instruction to Prevent Literacy Difficulties	3		
Term credit total:	6			Term credit total:	6		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Literacy Department Elective Course	3			LTL 610 Literacy in Society	3		
Literacy Department Elective Course	3			Literacy Department Elective Course OR Elective Course	3		
Term credit total:	6			Term credit total:	6		
Term 5: Spring 2				Term 6:			

Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Literacy Department Elective Course OR Elective Course	3						
LTL 677 Data Based Decision Making in Literacy Assessment, Policy and Practice	3		Must be taken in final semester.				
Term credit total:	6			Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Program Total:	Total	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: The culminating project for the MS in Reading is the Attribute Focused Reflective Essay (AFRE). This essay is completed and submitted during the candidate's final semester, typically while taking the capstone course, LTL 677.					
	Credits: 30						

New: X if new course **Prerequisite(s):** As listed in the Graduate Bulletin, LTL 655 is a pre-requisite for students who choose the LTL 601 course option.

Section 4. SUNY Faculty Table

a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
There are no newly created or significantly revised courses in the program.

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

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 and discipline)	Additional Qualifications: List related certifications, licenses and professional experience in field.