TO:       Dr. John R. Halstead, College President

FROM:    The College Senate: 05/04/2015

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

SUBJ:        MSEd Adolescence Physics Conversion to online delivery & reduction in elective requirements (#44_14-15GC)

Signed:   ____________________________ Date: 5/4/15

(P. Gibson Ralph, 2014-15 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO:       P. Ralph Gibson, College Senate President

FROM:    John R. Halstead, College President

RE:       → I. Decision and Action Taken on Formal Resolution (circle choice)

   a. Accepted - Implementation Effective Date**: Spring 2016
   **Implementation of resolution requires final approval from SUNY- State Education Department. 
      X YES NO

   b. Deferred for discussion with the Faculty Senate on ____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

   a. Received and acknowledged ____/____/____

Signed:   ____________________________ Date: 5/4/15

(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.
   MS Ed Adolescence Physics – Conversion to online delivery & reduction in elective requirements

2. BRIEF DESCRIPTION OF PROPOSAL:
   Proposal will change delivery of current Master of Science in Education: Adolescence Physics to include a 100% online delivery option. It will also reduce the number of required elective credits in the program from 6.0 to 3.0.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?  X NO  ___ YES  
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
   n/a

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:
   n/a

6. ANTICIPATED EFFECTIVE DATE:
   Spring 2016

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<tr>
<td>2/28/2015</td>
<td>04/09/15</td>
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</table>

8. SUBMITTED BY: (contact person)
   Name: Sue Robb/Chris Wilkens  
   Department: Education & Human Development  
   Phone: 5935/5548  
   Email: srobb@brockport.edu / cwilkens@brockport.edu

9. COMMITTEES: (Senate office use only)
   Standing Committee
   _ Executive Committee  
   _ Enrollment Planning & Policies  
   _ Faculty & Professional Staff Policies  
   _ General Education & Curriculum Policies  
   _ Graduate Curriculum & Policies  
   _ Student Policies  
   _ Undergraduate Curriculum & Policies
   Forwarded To  
   Standing Committee 03/03/15, 04/09/15  
   Executive Committee 04/13/15  
   Senate 04/20/15, 05/04/15  
   Passed GED's go to Vice Provost  
   College President 05/06/15  
   OTHER  
   REJECTED -WITHDRAWN

NOTES:  RES # 44
MSEd Adolescence Physics– Conversion to online delivery & reduction of one elective

Rationale
The purpose of creating an online option for the delivery of our MSEd program in Adolescence Physics is to increase graduate enrollment (which has consistently enrolled 1 student from 2010-present). We intend to deliver EDI coursework for the program online, while students will continue to have the option to take elective and liberal arts coursework as they see fit, including traditional face-to-face, hybrid, and online options (more details on program paths below, in the “Program Quality” section).

Our rationale is that expanding the high-quality program’s availability to students will make it more attractive and drive enrollment increases. The primary audience for this program is middle and high school teachers (working adults); admission to the program requires possession of an initial-level NYS teaching certificate in Physics grades 7-12. Students in the program generally enroll to satisfy (in part) NYS requirements that teachers obtain a relevant master’s degree within 5 years of initial certification to earn professional-level certification. Offering the proposed program in a multiple-path format, that includes online EDI coursework and the choice of face-to-face or online elective and liberal arts coursework enables prospective students in and beyond Brockport (across New York State, and potentially extending to other states) access, flexibility and convenience.

The Department of Education and Human Development is prepared to offer this program; current EHD faculty have offered a range of coursework in both hybrid and online format over the past several years, including the core coursework of this program – EDI 617 (hybrid, SP15), EDI 623 (hybrid, SP15), & EDI 793 (fully online, FA13). The Department, which has adopted Blackboard early and has provided a cohort approach to faculty professional development and support, is prepared to offer students rich experiences while meeting their professional learning goals. We are not new to delivering online courses; eighty-two percent (14 of 17) full-time faculty in the Department of Education and Human Development are currently teaching or have taught online or hybrid courses. Ninety-three percent (13 of 14) of the full-time faculty slated to teach the proposed courses are teaching or have taught online or hybrid courses. Once approved, the program will be delivered via Blackboard and will be offered continuously, with admission processes following the current policies/practices as for other EHD graduate programs.

We expect that students will take between 18-24 months to complete the program. The program is designed to meet (and will remain designed to meet) National Science Teachers Association (NSTA) standards and prepare students to meet Brockport’s Professional Education Unit (PEU) themes of a solid base of knowledge and skills, professional dispositions, and a positive impact on K-12 learners.

We also propose to reduce the number of required graduate-level elective credits from 6.0 (two courses) to 3.0 (one course). This will reduce the total program credits from 33 to 30. These elective hours are not required for professional-level teacher certification in New York State – but we do have some evidence that time to degree in this program is of some concern. Many EHD students are taking far more than the expected 18-24 months from start to finish, and have shared with us that total credit load and cost are both barriers. A 30-credit MSEd program, we believe, could serve to reduce time to degree for students, and could graduate more students with lower debt, while meeting Brockport and SUNY degree requirements. We have no evidence that reducing elective credit requirements will impact liberal arts departments at Brockport, given that most students in education fulfill these requirements via EDI coursework, especially those courses offered online.
Mission

How does the proposal reflect the campus mission focus?

The mission of the College at Brockport, SUNY reads:

“The State University of New York College at Brockport:

- Is committed to providing a liberal arts and professional education - at both the undergraduate and graduate level - for those who have the necessary ability and motivation to benefit from high quality public higher education;
- Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and
- Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.”

The proposed program revision meets several aspects of our campus mission by delivering graduate-level professional education that will provide students with high quality instruction in a field that is intrinsically linked to civic engagement – teaching in New York State (and other) public schools. Additionally, this revised program will prepare Brockport graduates for high-demand employment in a diverse range of local, state, and national schools.

The College at Brockport’s most recent MOU with the State University of New York (dated November, 2006), details a 145-year history teacher education, as one of the first four Normal Schools in New York State. Today, the College at Brockport is a comprehensive institution that offers 42 baccalaureate and 27 master’s degrees, with a balance of liberal arts and professional programs at both levels. The College at Brockport has earned accreditation from the National Council for Accreditation of Teacher Education (NCATE), while the Department of Education & Human Development’s graduate programs in science earned national recognition from the National Science Teachers Association (NSTA) – meeting one component of the College at Brockport's Mission Review MOU (§6.4), which specifies that “SUNY Brockport’s priorities for graduate education over the next six years are documenting program quality and developing new graduate programs to maintain current enrollment levels and support modest growth.” NSTA’s recognition of MSEd in Adolescence Physics affirms the quality of our Adolescence Physics graduate program – and we affirm in detail below why we believe we can sustain that quality while transitioning delivery online.

Additionally, the online delivery of the revised program meets the College at Brockport’s Mission Review MOU commitment (§6.8) to technology-enhanced learning environments, by delivering the programs entirely through Open SUNY, without duplicating or competing with peer institutions within SUNY.
Market

The program’s relationship to existing or planned programs in the same or related disciplines and expected impact on them.

Brockport’s MSEd in Adolescence Physics program has operated within an environment of overlapping similar programs, within and beyond SUNY, for generations. Among them (and excluding doctoral institutions such as Stony Brook, Cornell, University of Rochester and Albany): Buffalo State, Cortland, Fredonia, Geneseo, Oneonta, St. John Fisher College, Roberts Wesleyan College, and Nazareth College. We have lived with this overlap for a long time, and all programs have seen recent enrollment declines (see, e.g. Education Week’s review of teacher education program enrollment documenting a 17% decline across New York State from 2008-2012).

What we propose will distinguish the MSEd in Adolescence Physics program College at Brockport from those at peer institutions, we think; we are confident that online delivery will help us stand out in the market, and will help enroll more students in the program. From November-December 2011, the Department surveyed current Brockport education program graduate students. We asked students: ‘What would make your experience in the Department of Education and Human Development even better?’ We learned that, among 64 respondents choosing from 17 options (and a fill-in-the-blank ‘other’ option), by far the most popular (44.4%) was ‘Alternative online courses.’ This gives us confidence that the creation of a new graduate program delivered online will meet the desire of current (and future) Brockport graduate students for online educational options.

However, there is likely to be additional upside to the delivery of the program through Open SUNY: it has the best chance of expanding overall graduate program enrollment by attracting students who work and live beyond Brockport’s campus, potentially statewide. Though we do not have any basis to project firm numbers concerning enrollments or growth in comparable online graduate programs statewide or nationally, the 9.7% growth rate in online programs cited by Allen & Seaman (2011) gives us confidence that online programs are desirable in the marketplace, and that offering such an option represents a sound strategy for stabilizing (and growing) graduate education in the future at Brockport. Delivering graduate teacher education programs online appears likely to be attractive to our current graduate students, and also expands Brockport’s reach into markets we would not previously have had – including all of New York’s cities, towns, and rural areas. We believe the new program sustainable, even locally – but are excited by the growth opportunities such an online program affords.

Currently, no SUNY campus offers an online graduate degree in Adolescence Physics. The University at Buffalo offers an Ed.M. in ‘Science & the Public,’ but their program is not designed for teachers, and does not lead to NYS professional-level teacher certification in any content area. As well, Empire State College offers a 36-credit M.Ed. in ‘Teaching and Learning,’ their program does not focus on Physics or any particular student level. We believe that the current NYS-wide requirement that all teachers complete a master’s degree within 5 years of initial certification will drive sustained demand for the program we propose, and we are excited to be at the forefront in SUNY’s ongoing expansion of Open SUNY and the delivery of online programs.

The primary audience for this program is teachers (generally working adults, who appreciate online/asynchronous offerings). Offering the proposed program entirely online enables prospective students in and beyond Brockport (across New York State, and potentially extending to other states).
access, flexibility and convenience. It is clear that there is widespread national movement towards online delivery of master’s degrees for teachers; a 2014 analysis of IPEDS data showed that 12.5% of all students were enrolled ‘exclusively in distance education courses,’ and that NCES data showed that all of the top ten master’s programs in the nation (by graduates) for teachers were online. Robert Pianta, Dean of the University of Virginia’s Curry School of Education Robert Pianta, commented in a USA Today feature about the study: “We shouldn't be surprised because the whole industry is moving in that direction.”

Similar programs at non-SUNY institutions
Although there are no clear competitors for the program we propose within SUNY, it seems likely that a range of online universities could properly be considered program competitors. Perhaps the most famous of these is the University of Phoenix, a private for-profit chain; but Phoenix does not at this time offer graduate teacher education programs for New York State residents. As such it is not a direct competitor. Some of the next tier (by enrollment) of online colleges, including Western Governor’s University, Capella University, and Grand Canyon University do offer some variant of a graduate teacher education program – but it is extremely difficult (if not impossible) to locate information about enrollment, retention, degree attainment – or the extent to which these programs lead to successful New York State teacher certification in a relevant content area, so it is unclear whether or how these programs represent legitimate competition. The majority of these institutions do not publish institutional data, but rather require interested candidates to call or submit online inquiries (and be sent marketing materials). Hence, there is a degree of uncertainty about numbers here in Western New York, and in the state more broadly. It does appear that these private online universities are not directly cost-competitive with Brockport (i.e., Capella: $737/Credit) – but fall more in line with local private colleges than SUNY in-state tuition. This reassures us that our program is cost-competitive even within a robust national market within teacher education.

We know that cost matters to Brockport students when choosing among graduate schools. Between November-December 2011, the Department surveyed current Brockport education program graduate students, and asked: Why did you choose the Department of Education and Human Development for your graduate education experience? We learned that, among 64 respondents choosing from 14 options (and a fill-in-the-blank ‘other’ option), by far the most popular (77.7%) was ‘Cost.’ We also know that the United States Department of Education is pushing all colleges to participate in a so-called ‘College Affordability and Transparency Center’ band that the entire SUNY system will participate. This gives us confidence that the delivery of this program at SUNY Brockport tuition rates - $432 per credit, graduate in-state – will meet the preferences of current (and future) Brockport students, and will fit nicely with the overall push for financial transparency and cost efficiency in higher education.

But perhaps even more important than cost, we believe that the College at Brockport, State University of New York has a large brand advantage in being a longstanding brick-and-mortar comprehensive University College, and as part of the vast and well-known SUNY system. There is little doubt that universities and employers in New York (and beyond) view the degrees offered by out-of-state online institutions and the College at Brockport differently, to the advantage of Brockport.

Finally, the Department of Education & Human Development’s NCATE accreditation and long history of successful recommendations to NYSED for teacher certification serves as a competitive advantage for candidates who seek professional teacher certification from New York State. Any
uncertainty candidates have about whether degrees from Walden (or any other online university) work for NYS professional certification serves as a distinct market advantage for Brockport.

Program Quality
The proposed program revision includes the same high-quality courses that Brockport faculty already offer, and have offered successfully for many years (all of which contributed to national recognition from the Standards-Based Professional Association). Many of the EDI courses which form the core of the program have already been delivered online, with iterations of student feedback improving them over time. We also propose to preserve all Liberal Arts content-area requirements and education requirements in this revision.

The program as proposed includes 30 credit hours. These can be completed at Brockport or by transfer of up to 12 credits from another college. Some students may prefer face-to-face offerings when available (for example, of multiple-offering courses such as EDI 601: Diversity in Education). We intend to preserve the option for interested students to complete face-to-face coursework on campus as they demonstrate interest, particularly in the Liberal Arts.

We propose to deliver both the program online (committing EHD faculty to offering at least one section of each course in the program every 12-18 months), but not exclusively over time. Our rationale is that expanding the program’s availability to students will make it more attractive and drive enrollment, while preserving the option for face-to-face coursetaking keeps the program attractive for students who prefer such delivery.

Delivering the program online can be accomplished without adding new courses or faculty to the Department of Education & Human Development; we are optimistic that this delivery change will enable the department to maximize resource usage (such as expanding enrollment in course offerings below enrollment caps), while at the same time providing attractive programming for those proximal and distant from the Brockport campus. We anticipate no negative or ongoing campus-level impacts on other Departments beyond the Department of Education & Human Development, as the education coursework included in the proposed program will be delivered entirely by our Department, and there are no changes to the requirements for Liberal Arts coursework or delivery expected or required for students to complete the program. We also anticipate no negative campus-level impacts for our Library, Information & Technology Services (LITS) team; our Department has adopted Blackboard for the delivery of all courses, including those through Open SUNY, and our LITS team is currently successfully delivering a 100% online Master of Arts in Liberal Studies that is growing enrollment without negative technology demand in much the way we anticipate this program will run.
Side-by-side comparison of existing and proposed revised programs

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Proposed Revised Program</th>
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<tbody>
<tr>
<td><strong>Course Number / Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Liberal Arts (500 or higher); Select from BIO, CHM, ESC, GEL, PHS, or NAS 501, NAS 601, LST 720-739 or by advisement</td>
<td>12</td>
</tr>
<tr>
<td>EDI 603: Educational Assessment &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 601: Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 623: Reading Research in Adolescence Science</td>
<td>3</td>
</tr>
<tr>
<td>EDI 793: Seminar in Science Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Course Descriptions & Faculty Offering Courses
No new courses are required for the provision of these additional tracks. All courses described below are offered as part of the existing program leading to NYS teacher certification in Physics at the 7-12 level.

<table>
<thead>
<tr>
<th>Course Number / Title</th>
<th>Description</th>
<th>Credits</th>
<th>Online status</th>
<th>Faculty Name, Rank &amp; Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 601: Diversity in Education</td>
<td>Engages students in critical examination, grounded in historical, philosophical, theoretical and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for our work as teachers, and for children's and family experiences within a variety of inclusive educational settings. Fall, Spring &amp; Summer.</td>
<td>3</td>
<td>Online since 2010-2011.</td>
<td>Christian Wilkens, Ed.D. Assistant Professor Tenure Track</td>
</tr>
<tr>
<td>EDI 603: Educational Assessment and Evaluation</td>
<td>Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the</td>
<td>3</td>
<td>[Conversion planned for 2015-16]; instructor</td>
<td>Christian Wilkens, Ed.D. Assistant Professor Tenure Track</td>
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NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practices. Fall & Spring.

<p>| EDI 617: Advanced Methods in Teaching Adolescence Science | Explores the methods, materials and techniques for the teaching of adolescence science. Includes topics such as the psychological aspects of teaching and learning, systematic classroom management and effective instruction. Fall. | 3 | Hybrid (SP15); [Conversion planned for 2015-16]; instructor experienced in online teaching &amp; learning. | Peter Veronesi, Associate Professor Tenure Track |
| EDI 623: Reading Research in Adolescence Science | Examines current research in science education. Analyzes methods, procedures, implications, and applications for research-based science teaching. Requires knowledge of many areas of science education research and expertise in one or more thematic areas. Requires an action research design component as a basis for the final project/theses and an extensive, relevant literature review to function as warrant, claim and conceptual framework for the action research. Spring. | 3 | Hybrid (SP15); [Conversion planned for 2015-16]; instructor experienced in online teaching &amp; learning. | Younkyeong Nam, Ph.D. Assistant Professor Tenure Track |
| EDI 793: Seminar in Science Education | Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Three options are available for meeting the requirements of this course: a curriculum project, an analytical review of professional literature or a professional teaching portfolio. Fall. | 3 | Online since 2013-14. | Peter Veronesi, Associate Professor Tenure Track |
| 4 liberal arts graduate courses in science or other options approved through advisement. | The current program allows students to complete ‘BIO, CHM, ESC, GEL, PHS, or NAS 501, NAS 601, LST 720-739.’ Currently online classes at Brockport include LST 721 (Environmental issues); LST 730 (Evolution &amp; disease); and LST 731 (Ethical issues in science &amp; medicine). A range of other graduate-level science courses are also available on Open SUNY. Courses with lab components must have the lab component completed face-to-face. | 12 | | |
| 1 graduate elective course | Students may complete a range of graduate-level electives offered by EHD or other departments, including already-online courses such as EDI 581 (Technology in the classroom); EDI 628 (TESOL); EDI 665 (Classroom management); or EDI 690 (Common Core). | 3 | | |
| <strong>Total credits</strong> | 30 |</p>
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<tr>
<th>(a)</th>
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<tbody>
<tr>
<td>Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)</td>
<td>% of Time Dedicated to This Program</td>
<td>Program Courses Which May Be Taught (Number and Title)</td>
<td>Highest and Other Applicable Earned Degrees (include College or University)</td>
<td>Discipline(s) of Highest and Other Applicable Earned Degrees</td>
<td>Additional Qualifications: List related certifications and licenses and professional experience in field.</td>
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<tr>
<td>PART 1. Full-Time Faculty</td>
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</tr>
<tr>
<td>Christian Wilkens, Assistant Professor</td>
<td>17%</td>
<td>EDI 601: <em>Diversity in education</em>; EDI 603: <em>Educational assessment &amp; evaluation</em></td>
<td>Ed.D., Harvard University</td>
<td>Elementary &amp; Secondary Education.</td>
<td>Certified in special education (AK), biology (AK &amp; NY), and school leadership (AK &amp; NY); author, <em>Alaska State Special Education Handbook</em> (2013); chair &amp; teacher, special education department, Juneau-Douglas High School (Juneau, AK).</td>
</tr>
<tr>
<td>Younkyeong Nam, Assistant Professor</td>
<td>17%</td>
<td>EDI 603: <em>Educational assessment &amp; evaluation</em>; EDI 793: <em>Seminar in Science Education</em></td>
<td>Ph.D., University of Minnesota</td>
<td>Science Education</td>
<td>Afterschool science instructor, Columbia Heights School District, St. Paul MN; Science Teacher, Ulsan Middle School, South Korea; Earth Science Teacher, Milyang High School, South Korea</td>
</tr>
<tr>
<td>Name</td>
<td>Percentage</td>
<td>Course Details</td>
<td>Degree</td>
<td>Department</td>
<td>Notes</td>
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<td>EDI 623: Reading Research in Adolescence Science</td>
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<td>EDI 793: Seminar in Science Education</td>
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**New Faculty**

No new faculty are required to implement or sustain the proposed tracks.

**Description of Any Additional Costs**

The current library and ITS resources are sufficient to support the proposed program. No additional costs will be incurred.

**Attachments:**

- Letter of support from Chair, Education & Human Development
- Letter of support from Dean, School of Education & Human Services
- Letter of support from Dean of Graduate School
- Letter of support from Manager of Online Learning Systems
- Letter of support from Executive Director of Special Sessions & Programs
To: College Senate Graduate Committee

From: Sue Robb, Interim Chair, Education and Human Development

RE: Support for Online Adolescence MSEd Programs

Date: February 23, 2015

I write to offer my full support for the proposals to move the following programs fully online and to adjust the total credits for each from 33 to 30.

1. MSEd in Adolescence Mathematics
2. MSEd in Adolescence English
3. MSEd in Adolescence Biology
4. MSEd in Adolescence Chemistry
5. MSEd in Adolescence Earth Science
6. MSEd in Adolescence Physics
7. MSEd in Adolescence Social Studies

The reduction in credit hours in these programs is achieved by reducing electives from 6 credits to 3 credits. No change has been made to the requirement for 12-credit hours in the content discipline. This change has the potential to reduce students’ time to degree completion.

Moving the programs fully online is designed to increase enrollment in these graduate programs. The online format will make it possible to market these programs across the state, and will capitalize on the growing numbers of potential students looking for online programs.

My colleagues in EHD have demonstrated expertise in online teaching. Fourteen of the 17 full-time faculty members in the department have taught and/or are currently teaching online courses. Moreover, these proposals have the support of the LITS Learning Systems Team. We will also be able to draw on the resources of Open SUNY.

No new resources are required for the proposed revisions to these programs. Again, I offer my enthusiastic support for these revisions.
February 4, 2015

To Whom It May Concern:

I am writing this letter in support of the proposed revision to a program in Education and Human Development. This revised MSEd program in Adolescence Physics will be delivered in an online format. The Department has my support for this program which includes the following:

- A streamlined, yet rigorous 30 credit program
- An online delivery modality which allows the department to deliver the program across the state

This proposed program requires no additional resources and has my full support.

Sincerely,

[Signature]

Douglas M. Scheidt, Dean
School of Education & Human Services
To: Graduate Curriculum Committee  
   College Senate  

From: James Spiller, Dean  
   The Graduate School  

Date: February 24, 2015  

I am happy to include this brief letter of support for the proposed changes in the MSEd in Adolescence Physics program.  

These proposed changes maintain the program's academic rigor and alignment with accreditation and certification standards, while also delivering an efficient 30 credit curriculum through flexible instruction that can attract students at Brockport, in the Rochester area, and beyond.  

Thank you for your consideration.
TO: Dr. Sue Robb, Interim Chair and Associate Professor, Department of Education and Human Development

CC: Mr. Jeffrey S. Smith, Interim Associate Provost and CIO

FROM: Brendan Post, Manager of Online Learning Systems

DATE: February 10, 2015

RE: IT Support for the online delivery of the MSEd and TESOL Programs

On behalf of the Learning Systems Team within Library, Information and Technology Services (LITS), we would like to express our support and technology readiness for the creation of the MSEd and TESOL programs to be delivered fully online. We’ve been actively working with similar programs such as the MALS program since fall 2010 and are experienced with providing support to the faculty and students participating in these types of programs.

With the combination of a robust Learning Systems Team that supports Blackboard and the expansion of our Help Desk services to providing a phone center that is available 24/7, we believe we are well positioned to support these new programs and any growth in enrollments. We also believe this positions our department to strategically support both College and SUNY initiatives related to online learning.

Please accept this letter as an indication of our support and readiness to meet the technological needs of the faculty and students of the online MSEd and TESOL Programs.
February 23, 2015

Office of Special Sessions & Programs

To Whom It May Concern:

It is my distinct pleasure to submit this letter of support for the online MSEd. degree programs in Adolescence Mathematics, English, Biology, Chemistry, Earth Science, Physics, and Social Studies as proposed by the Department of Education and Human Development (EHD). Well ahead of many of our colleagues in SUNY and responding proactively to education job-market trending, as well as the precipitous decline in graduate enrollments throughout the state, the department’s proposals are innovative, rigorous, and “spot on” in continuing the College’s tradition of providing pertinent, accessible, and rigorous degree programs.

As the Academic Coordinator for Brockport’s distance education programs, I can attest to the quality of our online instructors and their relevant course content, our above average student retention rates (consistently exceeding 90% by course), and the support systems in place ensuring our online students and faculty are well served, including:

- 24-7 HelpDesk support, including online course ticket escalation protocols
- ITEC-hosted Blackboard Learning Management System
- In-house Instructional Design Specialist
- Learning Systems Support Team dedicated to online instruction and technologies
- Extensive Drake Library resources for online research and learning, included embedded librarian availability for online courses
- On-going investment by LITS in technologies specifically for online teaching and learning
- Student Learning Center Remote Writing Tutoring services
- Blackboard training throughout the semester
- CELT events addressing best practices in online teaching and learning
- Campus representation on FACT2
- Support for faculty attendance at online teaching conferences and workshops
- Online/Hybrid Support Team
- Online-Hybrid Education Taskforce, as charged by the Provost.

Across campus, our online faculty are well supported and our students are successful and engaged in continuing their educational pursuits in what is now an established, high-demand, and legitimate instructional venue.

From an enrollment management perspective, EHD is a front-runner in responding to increased student demand for online degree programs, referenced in the College of 2020: Students report and Chancellor Zimpher’s 2015 State of the University address, and aligned with her Open SUNY strategic goals. This degree will have wide appeal to our own alums (retaining them as Brockport graduate students), and to prospective students within the region and entire state. Students have been “voting with their feet” to attend private colleges’ master’s programs offered in alternative (often accelerated) delivery venues, accommodating the convenience they seek. Now students will “vote with the click of a button” to choose Brockport’s online Adolescence MSEd. programs.

In an era of declining graduate enrollments and increasing demands on educators, these proposed programs are a sustainable, relevant solution to providing high-need programs to benefit students, their respective school districts, and the College. EHD is embracing education where it has currently evolved and where it is certainly headed in the future. Please give this program proposal your utmost support. Thank you.

Sincerely,

Karen Schuhle-Williams, PhD, Executive Director

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