



Educator Preparation Programs: Creating New Program(s)

- b) Are all partner institutions listed in Section 1c, with CEO information and a signature for each partner?
[] Yes [] No
- c) Proposed [HEGIS Code](#)
- d) Required Number of Credits: Minimum [] If tracks or options, largest minimum []

Provide the information requested below for

Currently, many MAT students take special education coursework following completion of their MAT program, and must seek certification via transcript review by NYSED. In contrast, this new program will allow students to gain special education certification via institutional recommendation. Students will also be eligible for SWD subject extensions (7-12) in the subject area of their initial certification, as appropriate.

We do not expect any negative impact on existing programs, except that classes may be larger (up to 20-25 students) than in recent years. Positive impacts may include additional incentive for students to complete their MAT at Binghamton University, with the availability of an additional year of coursework to earn a CAS.

- i) Describe adjustments the institution will make to its current resource allocations to support the new program.

The new program is dependent on currently offered courses in our existing Master of Science in Education – Adolescence Special Education



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

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

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

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

Certification Area Code

01. [Early Childhood Education](#)
02. [Childhood Education](#)
03. [Middle Childhood Education](#)
04. [Adolescence Education](#)
05. [Teaching a Special Subject](#)
06. [Teaching Students with Disabilities in Early Childhood and Childhood](#)
07. [Teaching Students with Disabilities¹² Generalist](#)
08. [Teaching Students Who are Deaf and Hard of Hearing](#)
09. [Teaching Students Who are Blind or Visually Impaired](#)
10. [Teaching Students with Speech and Language Disabilities](#)
11. [Teaching English to Speakers of Other Languages](#)
12. [Literacy](#)
13. [Teaching the Career Field](#)
14. [Teaching a Specific Career and Technical Subject](#)
15. [Library Media Specialist](#)
16. [Educational Technology Specialist](#)
17. [Bilingual Education Extensions*](#)
18. [Bilingual Education Extensions**](#)
19. [Grades 5 and 6 Extensions](#)
20. [Grades 7 through 9 Extensions](#)
21. [Gifted Education Extensions](#)
22. [Coordination of Work-Based Learning Programs Extensions](#)
24. [Teaching Students with Severe or Multiple Disabilities Extensions](#)

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

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

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

NOTE: The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links always align with the Roman numerals ~~in~~ ⁱⁿ Section 52.21. For purposes of completing the Pedagogical Core Cou table, please use ~~only~~ ^{only} the Roman numerals found within the Certification Area Codes above.

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

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

Provides participants with the knowledge and skills necessary to collect and use a wide range of assessment data in general education and special education settings. Prepares educators who engage in reflective decision-making and research-validated professional practice based on collection and evaluation of informal, formal, curriculum-based, and standardized assessment data. Open only to matriculated students in special education. Fieldwork required weekly or according to a schedule established by the instructor. Prerequisite: SPED 500 or equivalent.

SPED 526: Instruction and Assessment for Adolescence Special Education

Addresses the special learning needs of secondary students with high incidence disabilities. Emphasis is on lesson and unit planning, instructional delivery, and use of effective instructional and assessment strategies. Participants will critically examine, evaluate, and apply approaches used in both general and special education settings for teaching English/language arts, math, science, and social studies. Fieldwork required weekly or according to a schedule established by the instructor.

LTRC 521/SPED 527: Literacy Assessment and Instruction for Secondary Students

This course develops competence in administering, analyzing, and critiquing both formal and informal literacy

supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

It provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

List Courses that Require Field Experiences*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
SPED 521	Proactive Approaches to Behavior Management	M. Rozalski, C. or Mulcahy,	7-12	18-20
SPED 522	Collaboration with Families and Staff	E. Anderson or M. Rozalski	7-12	18-20
SPED 523	Assessment in Special Education	C. Mulcahy or M. Rozalski	7-12	18-20
SPED 526	Instruction and Assessment for Adolescence Special Education	C. Mulcahy	7-12	18-20

LTRC 521/

[the Commissioner of Education](#)

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

The normal teaching load for full-time faculty is 2 graduate courses per semester. In addition, faculty members

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 Title)
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Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Erin Washburn, Assistant Professor	10	Special Education LTRC 521/SPED 527: Literacy Assessment and Instruction for Secondary Students	PhD, Texas A&M University	Curriculum and Instruction, Literacy Education	Teacher certifications: Texas: Reading Specialist, Master Reading Teacher, Supplemental ESL, and Speech & Debate.

Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
title/rank and expected hiring date.)					

Section 5. Application for Distance Education