



UNIVERSITY
AT ALBANY

State University of New York

Senior Vice President for Academic Affairs & Provost

July 5, 2015

Dr. Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, New York 12246

Dear Dr. Cartwright:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal for establishment and registration of an Advanced (Graduate) Certificate Program in Adolescent Special Education for Childhood Special Educators.

This proposal has been fully considered and approved through our campus governance system. We are appreciative for anticipated efforts by staff in your Office of Program Review for the consideration of the proposal. Should there be any technical questions or the need for additional materials, please have inquiries directed to Jonathan Bartow, Vice Dean for Graduate Education (jbartow@uamail.albany.edu) at our campus. As always, we thank you for your on-going support.

Sincerely,

James R. Stellar
Senior Vice President for Academic Affairs and Provost

Enclosure

- c. Dean Kevin Williams, Graduate Studies
- Dean Robert Bangert-Drowns, School of Education
- Vice Dean Jon Bartow, Graduate Studies



New Program Proposal: Certificate and Advanced Certificate Programs Teacher Education

PPP Form 2C
3/19/2014

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

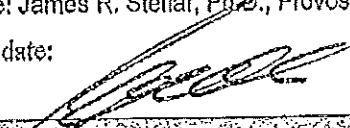
Section I. General Information:	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: April 3, 2015
	Institution's 6-digit SBD Code: 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Ave., Albany, NY 12222
	Dept of Labor/Regent's Region: Judicial District 3
b) Program Locations	List name, address, and 6-digit SBD Code of each additional campus where the <u>entire</u> program will be offered:
	List the name and address of <u>extension sites or extension centers</u> where courses will offered, or check here [<input checked="" type="checkbox"/>] if not applicable:
c) Proposed Program Information	Program Title: Adolescent Special Education for Childhood Special Educators
	Award(s) (e.g., Certificate, Advanced Certificate): Advanced Certificate
	Number of Required Credits: Minimum [15] If tracks or options, largest minimum [] (15 credits required if leading to a base certificate)
	Proposed HEGIS Code: 0808 Special education, general
	Proposed 6-digit CIP 2010 Code: 13.1019
	Expected date of next CAEP or other accreditation visit: 2021
	New York State certificate title(s) and level to which the program leads: Students with disabilities Grades 7-12 -- Generalist (Initial and Professional)
d) Contact for this Proposal	Name and title: Dr. Deborah May, O'Leary Professor, Division of Special Education Dr. Jane Domaracki, Director of Clinically Rich Programs Dr. Bruce Saddler, Director, Division of Special Education
	Telephone: (518) 495-7017 E-mail: dmay@albany.edu (518) 424-7021 E-mail: jdomaracki@albany.edu

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

Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.
E-signatures are acceptable.

Name and title: James R. Stellar, Ph.D., Provost

Signature and date:



7/6/15

If the program will be registered jointly with one or more other institutions, provide the following information for each institution:

Partner institution's name and 6-digit SED Code:

Name and title of partner institution's CEO:

Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Section 2: Program Information

2.1: Program Format

Check all SED-defined format, mode and other program features that apply to the entire program.

- a) Format(s): Day Evening Weekend Evening/Weekend Not Full-Time
- b) Modes: Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.
- c) Other: Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2: Related Degree Programs

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

Answer: Program Title: Adolescence: Special Education Generalist	Award: MS	Program Code 35099
Program Title: Educational Psychology	Award: PhD	Program Code 14481

2.3: Program Description, Purposes and Planning

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

Answer: This program prepares certified childhood special educators with knowledge regarding best practices in special education so they can also serve those learners with special needs at the adolescent level. Students will become familiar with research-validated components of development and instruction at the adolescent level. The program meets the academic requirements for initial and professional certification in Teaching Students with Disabilities Generalist (grades 7-12). NY State certification in Teaching Students with Disabilities at the Childhood Level (1-6) is required for admission.

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

² If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Answer: The program has multiple objectives, but the primary educational and career student learning objectives (SLOs) are that at the end of the program, the students will know:

- the historical and legal foundation of special education;
- the characteristics of students with disabilities, including those with autism;
- how to create educational environments that accommodate individual differences;
- appropriate curriculum and research-validated instructional practices, including use of assistive and instructional technology as appropriate, and supporting students with disabilities in general education settings;
- appropriate behavior management strategies, focusing on positive behavioral interventions;
- collaborative strategies for working with others involved with students with disabilities;
- assessment approaches and evaluation strategies; and
- how to apply their knowledge to the education of students with disabilities during their practicum and internship placements,
- the process of growth and development in adolescence and how to provide learning experiences and conduct assessments that reflects this knowledge.

In addition, after completing this program the students will be recommended for the Teaching Students with Disabilities 7-12 Generalist Certification.

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

Answer: Consistent with the institution's mission to expand knowledge and transform minds, this program directly targets the specialized knowledge needed for our graduates to meet the needs of a range of learners in special education settings. Faculty members are dedicated to studying and teaching the processes, relationships, and structures by which learning best occurs, as well as those that interfere with optimal growth and development, so as to inform theory, practice and societal expectations. The University at Albany's School of Education is a community of nationally recognized researchers who are committed to preparing scholars and practitioners in a variety of fields; this project expands the recognized strengths of the faculty and the graduate programs in Special Education to a new program track to meet the shortage of teachers for students with disabilities at the 7-12 grade levels.

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

Answer: Building on the experiences gained in previously registered programs as well as in implementing our current Graduate Level Clinically Rich Teacher Preparation Pilot Program for Adolescent level special education teachers, the faculty have continued their collaboration in the design of this program. Full-time and part-time faculty members, as well as external partners in high schools, have collaborated on the key aspects of this program, including admissions, course development, course content, sequencing, scheduling, continuity across coursework and assignments.

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

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1		5	5	5
2		5	5	5
3		5	5	5

4		10-15*	10-15*	10-15
5		10-15*	10-15*	10-15

Answer: It is anticipated that many newly certified teachers with Masters degrees in Special Education at the Childhood Level will wish to increase their employment opportunities by adding this additional teaching certification in a teacher shortage area. The Division of Special Education received many emails and phone calls in the past from both graduates of their own programs, and graduates of other programs asking if they had any program that would allow already certified teachers extend their certification to the secondary level in special education. Until now, we had no option for those students. This program would meet this need.

We would start the program small, absorbing the new students into as many existing courses as possible. Five part-time students taking 15 credits a year (spread across a summer and two semesters) would be the equivalent of 5 FTE students, and 10-15 part-time students taking 15 credits a year would be the equivalent of 10-15 FTE students. Initially the small enrollment of 5 part-time students could be handled by distributing students across existing on-campus and on-line courses. There are no courses being offered exclusively for this program. The only necessary change would be to permit registration for ESPE 580 for variable credit, so if students had previously enrolled in it for 3 credits during a childhood practicum, they could enroll in it again for an adolescent practicum in this program. Supervisors would also be assigned for each student only as needed during the student's practicum.

The goal would be to eventually move this new advance certificate program to an on-line program to draw students from across New York since the teacher shortage in this certification area extends across New York. With additional resources the program could expand even beyond these numbers.

* Would require additional resources. The program could expand if demand exists.

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

Answer:

Prerequisites Required for Admission

Valid New York State Classroom Teaching Certificate for Teaching Students with Disabilities at the Childhood Level (Grades 1-6) – and a Master's degree from an accredited institution plus the following:
General Core in Liberal Arts and Sciences – 30 S.H. (including coursework in artistic expression, communication, information retrieval, humanities, Language other than English, written expression)
Content Core- 30 hours in Liberal Arts and Sciences including 6 S.H. in each of the following areas: English Language Arts; Concepts in Historical and social Sciences; Scientific Processes; Mathematical processes
Pedagogical Core – 21 S.H. including Human Development and Learning; Teaching Students with Disabilities; Foundations of Education; Curriculum, Instruction and Assessment; 6 S.H. in Teaching Literacy.

Core Requirements - Coursework in Teaching Students with Disabilities at the Adolescent Level – 15 S.H.

Adolescent Psychology (EPSY 522)
 Assessment, Diagnosis and Evaluation of Students with Disabilities (ESPE 655)
 Curriculum and Instruction for Teaching Students with Disabilities at Adolescent Level (ESPE 658)
 Elective (will vary according to transcript review and areas that will benefit from additional coursework – i.e. ESPE 562, ESPE 669, or others by advisement)
 Practicum (ESPE 580)

g) Program Impact on SUNY and New York State

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

Answer: Teacher Supply and Demand Reports presented at the November 2013 Board of Regents Meeting indicated that special education was a current high need area nationally and also that Special education (grades 7-12) was a shortage area in NY State. Although there are currently similar advanced certificate programs offered in the NY City area, and western New York, there is only one other offered in this region (College of St Rose). Only Brockport

offers Advanced Certificates leading to this same certification, but its programs are very different than our proposed program and not for certified teachers like ours will be. The Teacher Supply and Demand Reports indicate that the likelihood of employment increased with multiple certifications and thus it is anticipated that content area teachers from across the state would find this additional certification in a shortage area advantageous.

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

Employer	Need: Projected positions	
	In initial year	In fifth year

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

Institution	Program Title	Degree	Enrollment F’13
SUNY INSTITUTION			
SUC Brockport	Biology Education Inclusive Generalist	None	1
SUC Brockport	Physics Education Inclusive Generalist	None	0
SUC Brockport	Chemistry Education Inclusive Generalist	None	0
SUC Brockport	Social Studies Education Inclusive Gener	None	0
SUC Brockport	Earth Science Education Inclusive Gener	None	0
SUC Brockport	Mathematics Education Inclusive Genralst	None	1
SUC Brockport	English Education Inclusive Generalist	None	0
IN SERVICE AREA			
College of St Rose	Certificate Only in Special Education	None	unknown
STATE			
Adelphi University	Teaching Students w/Disabilities Generalist 7-12	None	unknown
CUNY City College	Teaching Students w/Disabilities Generalist 7-12	None	unknown
CUNY Lehman College	Special Education Teacher Grades 7-12	None	unknown
CUNY Queens College	Teaching SWD at the Adol Level Gen 7-12	None	unknown
Fordham Univ- Westchester	Tchng Except Adol: Gen/Sub Area Ext Cert	None	unknown
Fordham (Rse Hill-Lncln C)	Tchng Except Adol: Gen: Sub Area Ext Cert	None	unknown
LIU – Brentwood Campus	Students W/Disabilities(SWD) 7-12 Gener	None	unknown

LIU – CW POST Campus	Students W Disabilities (SWD) 7-12 Gener	None	unknown
LIU-Hudson Grad Ctr	Special education in adolescence	None	unknown
Manhattanville College	Special Ed: GR 7-12 Generalist	None	unknown
Medaille College	Students with Disabilities 1-6/Gen7-12	None	unknown
Medaille College	Stdnts w/Dsblts:Subject:Ext GEN 7-12	None	unknown
Molloy College	Teaching Students with Disabilities	None	unknown
Niagara University	Special Education, 7-12	None	unknown
Pace Univ- Pleasantville	Spec Ed- Tchng Adolesc Students W/Disab	None	unknown
Pace Univ- New York	Spec Ed – Tchng Adolesc Students w/Disab	None	unknown
Relay Grad School of Educ	Adolescent Tchng Exceptional Learners	None	unknown
St John Fisher College	Adolescence Education – Sts W/Disabilities	None	unknown
St John Fisher College	Special Education: Adolescence	None	unknown
St John's Univ – Staten Island	Tchng SWD 7-12 Gener Subj Area Ext	None	unknown
St John's University – Main	Tchng SWD 7-12 Gener Subj Area Ext	None	unknown
St Thomas Aquinas College	Teaching Students with Disabilities GR 7-12	None	unknown
University of Rochester	Inclusion Adolescence Education	None	unknown

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

Answer: We discussed the potential for this program with other programs during meetings about our Federally funded 325T grant and our NYS funded clinically rich program and realized there was only one advanced certificate program in this certification area in SUNY, and it was one designed for initial certification and ours was completely different, designed for already certified teachers, with a Master's degree, to obtain an additional certification. It was helpful to see the variations that existed.

2.4. Admissions

Identify all institutional admission requirements and all program admission requirements.

What is the process for evaluating exceptions to those requirements?

How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline, or occupation?

Answer: The program requires candidates to have:

1. N.Y State certification (Initial or professional) as a teacher of students with disabilities at the Childhood level (Grades 1-6)
2. A master's degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees and the following course distributions:
General Core in Liberal Arts and Sciences – 30 S.H. (including coursework in artistic expression, communication, information retrieval, humanities, Language other than English, written expression)
Content Core- 30 hours in Liberal Arts and Sciences including 6 S.H. in each of the following areas: English Language Arts; Concepts in Historical and social Sciences; Scientific Processes; Mathematical processes
Pedagogical Core – 21 S.H. including Human Development and Learning; Teaching Students with Disabilities; Foundations of Education; Curriculum, Instruction and Assessment; 6 S.H. in Teaching Literacy.
3. Completion of DASA (Dignity for All Students Act) training,
4. A 3.0 or better (out of a 4.0) quality grade point average,

5. Completion of autism requirement,
6. Three letters of recommendation from those familiar with the applicant's teaching or academic work,
7. A compelling written statement of intent or reason for pursuing the advanced certificate in special education

List of assessments used in determining admission

1. Academic record – transcripts
2. Three letters of recommendation
3. Written statement of goal
4. Proof of certification
5. Resume

Well-qualified applicants who are missing one or two prerequisite academic classes may be admitted to the program with the stipulation that such courses are completed prior to student teaching.

Our primary methods of recruitment include informational mailings to other departments and colleges with appropriate graduate programs, materials distributed at relevant conferences and through both the special education division and other departmental websites, attendance at minority student fairs, faculty contact through consultation work in school districts, word of mouth from previous graduates, and the reputation of the program in the community and schools. Data from our currently registered Adolescence: Teaching Students with Disabilities Master's program indicates our success in efforts to recruit pre-service teachers from underrepresented groups; this program accepts nontraditional career changers, just as this adolescence program will, and has had the largest number of academically strong students from underrepresented groups of any of our programs (i.e., 10-15% in the last three cohorts). We expect this new program to draw from similar groups who wish to teach students with disabilities at the secondary level.

2.5. Academic and Other Support Services

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

Answer: The Division of Special Education Director works closely with those admitted, beginning at orientation sessions. This mentoring and advisement experience continues with other faculty members as students begin their coursework. As they transition into their field placement, the Director of Training Programs in Special Education provides support in conjunction with faculty.

Individualized supports available, including a writing center, a counseling center, and all the support services from the Office of Students with Disabilities, in case an otherwise qualified student has an identified disability.

2.6. Prior Learning Assessment

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

2.7. Program Assessment and Improvement

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

This program, like other special education programs at the University of Albany is part of the School of Education's accredited programs. Once approved, it will be incorporated into the annual reports and into the full evaluation reports for CAEP accreditation. Assessments of the learning objectives will be conducted through coursework, field experience evaluations, and student surveys. The initial assessment will be at the end of the first semester of coursework and will continue each semester. Student follow-up surveys will determine success after completion of program.

Section 3. Sample Program Schedule and Curriculum

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

Answer: See chart on the following page for a sample.

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

Answer: It is anticipated that most students will complete this program on a part-time basis in one year and that they will therefore not be eligible for financial aid.

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

Answer: Catalog descriptions appended

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

Answer: No new courses required

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

Answer: External Instruction form appended
Additional sites may be added as the program and student needs are identified

SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs
 Program/Track Title and Award: Program Title: Adolescent Special Education for Childhood Special Educators Award: Adv Cert

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

Term 1: Summer 1		Term 2: Fall 1	
Course Number & Title	Credits	Course Number & Title	Credits
Elective as advised based on previous coursework (from courses such as, ERDG 505 Academic Literacy Across Instructional Contexts, 5-12; ESPE 669 Educating students with emotional disorders and challenging behaviors; Advanced tiers of support; or others by advisement)	3	ESpe 655 Assessment of Students with Disabilities	3
EPsy 522 Adolescent Development	3	E Spe 658 Curriculum and Instruction for Adolescents with Disabilities: Collaboration and Co-Teaching	3
Term credit totals:	6	Term credit totals:	6
Term 3: Spring 1		Term 4:	
Course Number & Title	Credits	Course Number & Title	Credits
E Spe 580 Practicum: Teaching Students with Diverse Learning Needs	3		
Term credit totals:	3	Term credit totals:	

Program Totals (in credits):	Total Credits: 15
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Section 4. Pedagogical Core Coursework and Student Teaching

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

Step 1:

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

Step 2:

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

Certification Area Code

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

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

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

Step 3:

Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table. The general and program-specific requirements can be found by clicking on the link to each certification area. **NOTE:** The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes above.

Step 4:

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

Step 5:

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

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed	
				General PCR*	Program-Specific PCR
					Cert Code
					07
EPSY 522	3	R	Cosgrove/PT	All met through admission prerequisites in first certificate	(xi)
Elective (such as ESPE 562, ESPE 669, or others as specified after advisement review)	3	R	Depends on course (O'Connell, Quinn, or others)	All met through admission prerequisites in first certificate	(i), (ii), (iii), (iv), (vi), (vii), (ix), (x) fulfilled as part of initial certification, or by specified course identified during advisement
ESPE 658 Curriculum and Instruction for Adolescents and Disabilities: Co-teaching and Collaboration	3	R	O'Connell/PT Saddler/FT	All met through admission prerequisites in first certificate	(ii), (iv), (vi), (vii), (ix), (x), (xi)
ESPE 655 Assessment of Students with Disabilities	3	R	Saddler/FT Lee/PT	All met through admission prerequisites in first certificate	(i), (v)
ESPE 580 Practicum: Teaching Students with Diverse Learning Needs	3	R	LaFave/FT	All met through admission prerequisites in first certificate	50 clock hours & 20 days of practica across grades 7-9 and 10-12

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

Section 5. Field Experience and Student Teaching

For programs leading to initial certification, each requirement for field experience, student teaching and practica must meet the following regulatory requirements: **THESE REQUIREMENTS WERE MET BY STUDENTS INITIAL CERTIFICATES, NOT THIS ADVANCED CERTIFICATE WHICH IS PROVIDING AN ADDITIONAL CERTIFICATION FOR ALREADY CERTIFIED TEACHERS WITH A MASTER'S DEGREE.**

- It is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- It is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and
- It provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

List Courses that Require Field Experiences*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
ESPE 580	Practicum: Teaching Students with Diverse Learning Needs	Lafave	across the 7-12 grade level	50 clock hours

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

SUNY policy for student teaching requires that candidates complete a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school. In the table below, list the courses that require college-supervised student teaching. **THESE REQUIREMENTS DO NOT APPLY TO THIS PROGRAM - SEE BELOW**

As per correspondence with Provost Pagerey at SUNY these requirements listed above do not apply to programs for already certified teachers preparing for an additional certification and revisions are being made to this form for the future (see attached email). As required by SED regulations, students preparing for an additional certification will have 50 clock hours of practica and a minimum of 20 full days of student teaching with students with disabilities across the 7-12 grade level during their program practica experiences in this advance certificate program.

List Courses that Require College-Supervised Student-Teaching Experiences* SEE COMMENT ABOVE

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
ESPE 580	Practicum: Teaching Students with Diverse Learning Needs	Lafave	Grade 7-12	20

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

Section 6. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

If the demand for the program justifies an expansion of the program, then a request for additional faculty will be made in the future.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Part 55.2(b) of the Regulations of the Commissioner of Education.*

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

A full-time faculty member is a person in a qualified academic rank receiving full salary who is working 100% FTE in the position, whether it be a tenure or non-tenure position.

SUNY Faculty Table

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

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Dr Kevin Quinn	***0-25%	ESPE 669	Ed.D. Northern Illinois Univ	Special Education	Experience Teaching Special Education Expertise in Behavior Management
Dr Bruce Saddler	***0-25%	ESPE 655	Ph.D. University of Maryland	Special Education	Experience Teaching Special Education Expertise in assessment
Dr Matthew LaFave	***0-25%	ESPE 580	PhD University at Albany	Educational Psychology/Special Education	Experience Teaching Special Education, Supervision, Teacher education
Part 2. Part-Time Faculty					
Dr Laura Ficcaro	***0-25%	ESPE 669	Ph.D. University at Albany	Educational Psychology/Special Education	Experience Teaching Special Education Expertise in Behavior Management, Experience college teaching and supervision
Dr Virginia Lee	***0-25%	ESPE 655	Ph.D. University at Albany	Educational Psychology/Special Education	Experience Teaching Special Education Expertise in assessment, Experience college teaching and supervision
Sean O'Connell	***0-25%	ESPE 562 ESPE 658	M.S. College of St. Rose	Special Education	Experience Teaching Special Education 7-12, National Board Certified Teacher Secondary Special Needs, Experience college teaching and supervision
Dr. Gina Cosgrove	***0-25%	EPSY 522	Psy.D. University at Albany	School Psychology	Experience in private practice Experience college teaching Experience with adolescent and child development
	***All variations in faculty time result of possible schedule combinations				

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

Section 7. Financial Resources and Instructional Facilities

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

Answer: This program will join 6 other Nationally accredited special education programs at the University at Albany. The faculty have strong reputations in both teaching and research and resources from a Federally funded 325T program improvement grant have been allocated to provided technology and supplies needed to support this program. The resources exist within other existing programs for small numbers of students, with the addition of a small amount of monies to begin the program; it could be scaled up to a larger program if demand justifies that, additional resources would be requested in the future. There is a need for approximately \$3,000 in additional supervision costs to supervise five students. We have strong adjuncts who share teaching responsibilities for some of these courses with full-time faculty, depending on the semester, so the expertise already exists. A strong partnership with the secondary level schools in the Amsterdam City School District was forged during the 4 years of the funded Graduate Level Clinically Rich Teacher Preparation Pilot Program that resulted in this same certification, and they are anxious to continue this relationship. Partnerships with other schools in the area that we currently have could easily be expanded to the secondary level if needed.

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

SUNY Program Expenses Table STILL NEED TO DO

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

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1: 2015-16	Academic Year 2: 2016-17	Academic Year 3: 2017-18	Academic Year 4: 2018-19	Academic Year 5: 2019-10
(a) Personnel (including faculty and all others)		\$3,000.00	\$3,270.00	\$3,548.00	\$17,248.00	\$17,946.00
(b) Library						
(c) Equipment						
(d) Laboratories						
(e) Supplies		\$500.00	\$550.00	\$600.00	\$1000.00	\$1200.00
(f) Capital Expenses						
(g) Other (Specify):						
(h) Sum of Rows Above		\$3,500.00	\$3,820.00	\$4,148.00	\$18,248.00	\$19,146.00

Section 8. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? No Yes

The design intends for this to be able to happen, although the courses are not all available online at present. It is hoped that this will be able to be done in the future.

Course Descriptions for Possible Courses

ESPE 655 - Spe 655 Assessment of Students with Disabilities (3)

This course provides a foundation for understanding the assessment process for students with special needs, and how to use assessment information for planning instruction and guiding instructional decisions. Course will emphasize evidenced based and best practices in the area of assessment.

ESPE 658 – Spe 658 Curriculum and Instruction for Adolescents with Disabilities: Collaboration, Strategies, and Co-Teaching (3)

This course is designed to prepare educators to develop curricula and to select specific instructional strategies and methods appropriate for teaching adolescent students with disabilities (SWD). Will present the current best practices on co-teaching adolescents in the regular classroom, as well as supporting them with other models of service delivery, i.e. consultant teaching or resource support. Course readings and activities will assist teachers develop ideal practices for co-teaching and collaboration to serve students with disabilities across the content areas.

ESPE 580 - Spe 580 Practicum: Teaching Students with Diverse Learning Needs (3)

Supervised practicum observing, assessing, and teaching students with diverse learning needs. May be repeated for credit.

Electives by advisement:

ESPE 669- Spe 669 Educating Students with Emotional Disorders and Challenging Behaviors: Advanced Tiers of Support (3)□

This course focuses on evidence-based practices in working with students with Emotional-behavioral disorders. Theory, assessment techniques, and planning and teaching procedures for Tier II and III interventions for managing challenging behaviors are presented.

ERDG 505- Rdg 505 Practicum: Academic Literacy Across Instructional Contexts, 5-12 (3)

This course is intended for prospective and practicing consultant teachers and literacy specialists whose job is to support secondary students' subject area knowledge-building in three contexts: the general classroom, academic support classes, and small group or one-to-one tutoring. The course is designed around reading and writing argumentative and explanatory texts. Students will learn knowledge-building literacy practices; assess whole class and individual literacy practices and events; and plan units of study for academic support classes.

ESPE 562 - Spe 562 Characteristics of & Methods for Teaching Exceptional Secondary Students in Inclusive Settings (3)□

Characteristics of students with disabilities and gifted students. Examines legislative mandates and the process of developing and implementing differentiated and special education services for students at the middle childhood or adolescence levels. Use of research-based approaches and methods, including co-teaching and collaboration for integrating students with disabilities is emphasized.



External Instruction Form Form 2E

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

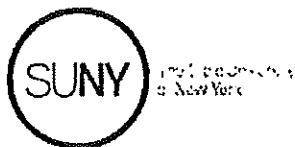
1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	Name and Address of Placement Site	Number(s) of placements per year
David Ziskin, Principal	Amsterdam High School	1-20
Susan Stoya, Director of Secondary Education	Amsterdam Middle School	1-20

2. For clinical placements for programs leading to professional licensure in a health profession, append documentation to demonstrate each site's commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.
3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Dr Matthew Lafave	Coordinator of Special Education Field Experiences	Mlafave@albany.edu

Version 2013-10-15



Distance Education Format Proposal For A Proposed or Registered Program

EPP Form 4
3/18/2014

When a new or existing program is designed for a distance education format, which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to Middle States Commission on Higher Education (MSCHE), the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

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

Section 1. General Information		
Item	Response <i>(type in the requested information)</i>	
a) Institutional Information	Institution Name and Address University at Albany, SUNY	
	1400 Washington Ave., Albany, NY 12222	
	NYS Department of Labor/Regents Region: Judicial District 3	
b) Program Information	Program Title: Adolescent Special Education for Childhood Special Educators	
	Award(s) (e.g., MS, MAT): Advanced Certificate	
	SED Program Code (for existing program):	HEGIS Code: 0808
	New York State certificate title(s) and level to which the program leads:	
	Certificate Title(s)	Initial, Professional, Initial/Prof
	Students with Disabilities Grades 7-12- Generalist	Initial/Prof
c) Distance Education Contact Person	Name: Dr. Deborah May	Title: O'Leary Professor
	Telephone: 518 495-7017	E-mail: Dmay@albany.edu
e) Chief Executive or Chief Academic Officer Approval*	Name and title: James R. Stellar, Ph.D., Provost Email: JStellar@albany.edu Date: 7-6-2015	

*Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.

Section 2: Expected Enrollment

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	5	20

Section 3: Program Information

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

Answer: 15 weeks, same as for campus programs

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

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

Answer: The online classes are designed to be equivalent in terms of instructional time and total material covered to the face-to-face classes, which follow SED guidelines of 150 minutes/week for 15 weeks.

d) What proportion or percentage of the program will be available in Distance Education format?

Answer: The intent is to make the entire program available online eventually, however, all courses are not yet on-line. Even when they are, students will also have the option to take some of the courses on campus too.

e) What is the maximum number of students who would be enrolled in an online course section?

Answer: The maximum number of students in each online section is 25.

f) How will field experiences, internships, and student teaching placements be arranged? How will these experiences be supervised?

Answer: The practicum experiences will be arranged by the Coordinator of Special Education Field Experiences in collaboration with the individual students to make sure that all experiences fulfill all necessary components and requirements. All experiences will be supervised by qualified University supervisors, either by face to face observations or through Skype or Facetime observations and conferencing.

Part A: Institution-wide Issues: Submit Part A only for the first Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

I. ORGANIZATIONAL COMMITMENT

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

- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?
- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? *NOTE: You may refer to SUNY's statement on copyright and faculty ownership of instructional content, and/or faculty contract provisions.*

II. LEARNER SUPPORT

- a) Describe how your institution provides distance students with *clear information* on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses
 - Any technical equipment or software required or recommended
- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What *orientation* opportunities and resources are available for students of distance learning?

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

III. LEARNING DESIGN

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

Answer: The curriculum for courses offered through Distance Education is the same as the campus-based versions. The courses have the same syllabi, instructors, and requirements. Students may take either an online or campus section of a course.

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

Answer: Yes, these courses are offered on a regular basis, although not all are offered yet as distance education, but our intent is to move to that. At present, with a combination of on campus and online courses, students could complete the program in one year, depending on how many courses they take at a time.

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

- Program completion requirements, including clinical placements
- Process for selecting clinical placement sites
- Program policies for clinical placements
- Testing requirements for certification

Answer: The students admitted to the program will receive a letter from the graduate office specifying the program requirements. They will also receive a letter from the Division of Special Education specifying program requirements, a program plan outline, and a handbook that outlines the policies for placements, requirements for program completion, and certification testing requirement.

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

Answer: The faculty use the standard platform provided by the university, currently, Blackboard 9.1. This platform is updated regularly and enables video, student discussion and collaboration, weblinks, and many other resources. However, we do not rely on only one tool and also use tools such as online library resources, UAlbany website, online special education resources such as IRIS and CAST, and Dropbox or Google documents websites.

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

Answer: There are several means of communication, including discussion boards, email, chat rooms, large group discussions, small group discussions, wikis, and opportunity for regular phone call or Skype video chats if appropriate. Face to face appointments can also be arranged between faculty and students if requested by a student. Practicum will be supervised by university instructors.

- f) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Answer: Students are assigned a confidential net ID and select a password to use for accessing university services; individuals logging in are presented with the policy that they are an authorized user (The University at Albany computer system is reserved for authorized use only. By using this system, you represent that you are an authorized user and agree to protect and maintain the security, integrity, and confidentiality of the system and data stored on it consistent with University at Albany policies and all legal requirements. Certain activities are monitored in the course of normal system operations and maintenance. Unauthorized use will be reported to the appropriate authorities). Some courses use photos and videos to identify the individuals; during instructor training, faculty are alerted to the need to have writing and discussion assignments rather than multiple choice exams--using these, faculty would notice differences in writing styles from an individual student (their 'online voice').

IV. OUTCOMES AND ASSESSMENT

- a) Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

Answer: The courses in this advanced certificate program are courses that are also available in our other accredited degrees, with the same or comparable learning goals. Each course has a syllabus with objectives, reading, and assignments. Faculty discuss and revise the course syllabi for both the on campus and online format, assuring the same learning outcomes.

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

Answer: The courses in this advanced certificate program are courses also available in our other accredited degrees, with the same or comparable assessments. The assessments are specific to the course objectives and may include simulations, discussions, written reflections, analysis of teaching strategies, application of materials learned, etc. The assessments require integration, application, and analysis of course content, and may involve use of multiple media.

V. PROGRAM EVALUATION

- a) What process is in place to monitor and evaluate the effectiveness of this particular distance education program on a regular basis?

Answer: The School of Education has a yearly evaluation process, including course surveys, graduation surveys and monitoring of course grades. This program will use the same evaluation system as the other accredited degrees.

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

Answer: The Division Director routinely reviews evaluation results and arranges for mentoring and other supports where needed to improve instruction. The department faculty members routinely discuss the courses and programs drawing on evaluation results, to discuss any needed improvements. We have items on Division meeting agendas to discuss student and course issues, intended for program improvement.

- c) How will the evaluation process assure that the program results in learning outcomes are appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: The program evaluation is the same for students taking online or campus based courses. Most of these courses are already part of programs with national accreditation. Therefore they meet university requirements for rigor and breadth required of graduate coursework, including credits, format, and assignments needed for a graduate degree.

VI. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Answer: Distance learning students will be flagged in our integrated administrative system. This will allow regular querying so that we can identify any out of state students who participate from their home state. We can then seek approval from their home state if necessary.

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted?

www.albany.edu/ir/rtk/

NOTE: Links to information for other states can be found at <http://system.suny.edu/academic-affairs/distance-learning/>

ESPE 658 - Curriculum and Instruction for Adolescents with Disabilities: Collaboration, Strategies, and Co-Teaching

Instructor: Sean O'Connell

Office Location: ED 231

Phone: 442-5421

E-mail: soconnell@albany.edu

Classroom Location: TBD

Office Hours: TBD

Course Meeting Time: TBA

Catalog Description:

This course is designed to prepare educators to develop curricula and to select specific instructional strategies and methods appropriate for teaching adolescent students with disabilities (SWD). Will present the current best practices on co-teaching adolescents in the regular classroom, as well as supporting them with other models of service delivery, i.e. consultant teaching or resource support. Course readings and activities will assist teachers develop ideal practices for co-teaching and collaboration to serve students with disabilities across the content areas.

Course overview:

This course focuses on evidence-based practices (EBPs), scientifically based research (SBR), and promising best practices (BPs) across the curriculum to guide students to develop skills in differentiating and collaborating to provide students with learning barriers an alternate path to success. This course takes some of the most intriguing and yet challenging teaching elements today and develops a new appreciation of collaboration and differentiation of curriculum – issues facing all teachers today. The course presents a wide variety of sources to provide guidance about effective interventions to support student achievement. Students will deepen their understanding of the characteristics of students with disabilities along with developing specific instructional strategies that can be applied to the content areas to support the students with disabilities in inclusive classrooms.

Course Essential Questions:

1. Which academic interventions are designed to assist students' academic skills instruction, and help facilitate success for adolescent students with disabilities?
2. What strategies and practices will improve achievement in core academic areas of reading, writing, math, science, or social studies, and/or promote academic success in school for all adolescent students, with a focus on students with disabilities?

3. Are some interventions especially effective for certain subgroups of students with learning barriers? For example, what is considered best practice for students of different ages, or with particular types of learning disabilities? What about students of different racial/ethnic groups, or English language learners (ELLs)?

4. What is 'differentiation'? What forms of differentiation are most effective in practice for students with disabilities?

5. What are the essential elemental characteristics of a co-teaching and co-curricular setting for teachers in the 7-12 subject area? Does the identification of best practices in collaboration and co-teaching actually improve the academic success of students with disabilities?

This course draws upon a wide array of material and information that is pertinent to teaching students with disabilities strategically and responsively in the classroom. Web resources utilized include some of the following:

- a. *What Works Clearinghouse* (<http://ies.ed.gov/ncee/wwc/>), *Doing What Works* (<http://www.centeroninstruction.org/doing-what-works-dww-website>),
- b. *IRIS center* (<http://iris.peabody.vanderbilt.edu/>), Intervention Central (<http://www.interventioncentral.org/home>),
- c. Alliance for Excellent Education (<http://all4ed.org>), and
- d. The Center on English Learning and Achievement (located at SUNY Albany) (<http://www.albany.edu/outreach/CELA.php>)

These sources have been reviewed and incorporated into course content and assignments. These and other texts and/or on-line sources will be used in this curriculum. Research-based practices on strategy instruction, teaching practices in the differentiated general classroom, and targeted instruction that has shown to be essential for the success of students with disabilities are included in this course for the collaborative educator in the classroom. Collaborative and consultative services will be reviewed in multiple formats to assist students in their understanding and application of collaborative and strategic teaching.

Texts:

The following three (3) texts will be used in this course.

Dieker, Lisa A and Hines, Rebecca A. (2014). *Strategies for Teaching Content Effectively in the Inclusive Secondary Classroom*. Upper Saddle River, NJ.

Buehl, D. (2014). *Classroom Strategies for Interactive Learning*. Newark, DE: International Reading Association (Fourth Edition)

Garner, Betty K. (2007) *Getting to Got it! Helping Struggling Students Learn How to Learn*. Association for Supervision and Curriculum Development. Alexandria, VA. (**this is an alternate text - I will review with you the use of this at the first class - no need to purchase**)

Tomlinson, Carol A. (2005). *How to Differentiate in Mixed Ability Classrooms*. Upper Saddle River, NJ.

Semester

COURSE SCHEDULE

The course will follow a general calendar that focus's our attention to three distinct areas for classroom content teachers to know. They are:

1. Teaching Students who are at-risk (SWD, ELL, etc) in secondary classrooms
2. Foundations of Collaboration / Response to Intervention / Universal Design for Learning
3. Teaching Practices for Special Educators of the 21st Century – Strategies and Best Practice

Class Session	Topics Covered	Reading/Media	Assignment Due
1	*21st Century Teaching: The Game is Changing * How do we as leaders in the classroom help foster cognitive learning?	* Dieker and Hines Chapter 1- Potential Disruption * Why Collaboration Works * Buehl – Preface from <i>Classroom Strategies for Interactive Learning</i>	None

2	<p>*Response to Intervention in the Curriculum: Teaching for Success (RTI)</p> <p>* Cognitive Structures – Why do they matter in the 21st Century Classroom?</p>	<p>* Response To Intervention pdf - Fact Sheet</p> <p>* Response To Intervention - The Future of Secondary Schools</p> <p>* Gardner – Chapter 1 on Cognitive Structures</p>	<p>* Discussion Questions Due - as assigned</p>
3	<p>* Collaborative Process in Schools - Working with Content Specialists / Working with Learning Specialists</p> <p>*Instructional Planning in a Collaborative Curriculum</p>	<p>*The Effectiveness of the Co-Teaching Model – Literature Review (Hanover Research PDF)</p> <p>* Hines and Dieker – Chapter 5- Co-teaching and Collaboration</p>	<p>* Discussion Questions as assigned</p> <p>* First Reflection Paper Due</p>
4	<p>*UDL and Barriers to Learning</p> <p>*Teaching Students Who are Exceptional – Higher Incidence Disabilities in the Secondary Classroom</p>	<p>*Hines and Dieker – Chapter 2 - Status of the Classroom and Chapter 3- Adolescence and Positive Climate</p>	<p>* Discussion Questions as assigned</p>
5	<p>* Common Core, State Standards and High Stakes Assessment: societal influence on classrooms today</p>	<p>*Article - Educator's Voice – Common Core, Common Good, and Uncommon Student Engagement</p> <p>*CELA Article - Instructional Scaffolding for Thinking and Discussion</p>	<p>Complete the IRIS SIM # 1 due</p>
6	<p>Differentiation and its role to facilitate learning / reduce barriers in the classroom</p>	<p>*Tomlinson Chapter 1: What Differentiated Instruction is and isn't</p> <p>*Tomlinson Chapter 2: The Rational for Differentiated Instruction in Mixed Ability Classrooms</p>	<p>* Discussion Questions as assigned</p>

7	<p>*Teacher Best Practices for the differentiated secondary classroom</p> <p>*Textbooks: Useful or archaic Structures for 21st century learning?</p>	<p>*Tomlinson Chapter 3 Role of Teacher in Differentiated Classroom</p> <p>*Chapter 4 – Learning Environment in a Differentiated Classroom</p> <p>*Buehl Chapter 1 – Fostering Comprehension of Complex Texts</p>	<p>*Complete the IRIS SIM # 2 due</p> <p>*First conference on the Final Project</p>
8	<p>*Promoting Excellence in Differentiated Teaching and Learning</p> <p>* Differentiating Lessons - http://www.ncl.org/students-disabilities/accommodations-education/common-modifications-accommodations</p>	<p>*Tomlinson – Chapter 5 “A Look Inside a Differentiated Classroom’ and</p> <p>*Chapter 6 “Strategies for Managing a Differentiated Classroom”</p>	<p>*Discussion Questions as assigned</p>
9	<p>*Facilitating Reading (and Thinking!) in Secondary Classrooms that are Diverse</p>	<p>*Dieker and Hines – Chapter 6 – Reading in Today’s Classrooms</p> <p>*Buehl Chapter 2 – Frontloading: Addressing Knowledge Demands of Complex Texts</p>	<p>*Discussion Questions Due as assigned</p> <p>*Second Reflection Paper Due</p>
10	<p>*Facilitating Writing (and Thinking!) in Secondary Classrooms that are Diverse</p> <p>* The Planning Pyramid for diversified content</p>	<p>*Dieker and Hines – Chapter 7 – Writing, Listening, and Speaking across the Content Areas</p> <p>*Buehl Chap. 3 – Questioning for Understanding Through Text Frames</p>	<p>Discussion Questions as assigned</p>
11	<p>*Content Specialties: STEM and a Differentiated Classroom for the Sciences and Mathematics</p>	<p>*Dieker and Hines – Chapt. 8 – Creating Mathematically Literate Students</p> <p>*Dieker and Hines – Chapt. 9 – Scientific Knowledge</p>	<p>*Second Conference on Final Project - Rough Draft is due for Differentiated Unit Plan</p>

12	*Content Specialties: ELA, Social Studies and Humanities: Differentiation and the Common Core *Summative and Formative tools for Assessment	*Dieker and Hines – Chapter 10 – Secondary SS in the Inclusive Classroom and *Dieker and Hines Chapter 11: Uncovering what Students Know	Discussion Questions as Assigned
13	*Differentiated Practices in Content Classrooms: Implementation of Strategies for Student Success	* Tomlinson - Chpt. 8 – The How To's of Planning Differentiated Lessons by Readiness *Tomlinson – Chapter 9 – Planning Lessons by Differentiated Interest	Discussion Questions as assigned
14	*Strategies and more Differentiating – Content, Process and Products	*Tomlinson – Chapters 11, 12, and 13	* Differentiated Unit Plan is Due – Final Project

Suggestions for Further Reading

21st Century Skills

Hayes-Jacobs, H. (2010). Curriculum 21: Essential education for a changing world. Alexandria, VA: ASCD Publishing.

Partnership for 21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

Cooperative Learning

Slavin, R. E. (1994). Cooperative learning: Theory, research and practice, second edition.

Boston, MA: Allyn and Bacon, Inc.

Differentiated Teaching and Learning

Education Next. <http://educationnext.org/>

Levine, M. (2003). A mind at a time: America's top learning expert shows how every child can

succeed. New York, NY: Simon and Schuster Adult Publishing Group.

Levine, M. (2004). *The myth of laziness*. New York, NY: Simon and Schuster Adult Publishing Group.

Lesson Planning

Ausubel, D. P. (2000). *The acquisition and retention of knowledge: A cognitive view*. Dordrecht, the Netherlands: Kluwer Academic Publishers.

Hunter, M. (1982). *Mastery teaching: Increasing instructional effectiveness in elementary and secondary schools, colleges and universities*. Thousand Oaks, CA: Corwin Press, Inc.

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass Publishers.

Literacy

All about Adolescent Literacy: Resources for parents and educators of kids in grades 4-12.

<http://www.adlit.org/>

Deshler, D. D., et al. (2007). *Informed choices for struggling adolescent readers: A research – based guide to instructional programs and practices*. New York, NY: Carnegie Corporation of New York.

Gregory, G., et al. (2002). *Differential instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

Sturtevant, E., et al. (2005). *Principled Practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.

Multiple Intelligences

Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. New York: NY: Perseus Publishing.

Theory

Dewey, J. (1990). *The school and society; The child and the curriculum*. Chicago, IL: University of Chicago Press.

Course Policies

It is expected that students will participate in every class session. Classes will be busy and interactive with experiences that cannot be recreated. Please plan to attend every class. If absence is unavoidable and necessary, please be sure to communicate with me prior to class and make arrangements to get the work missed and to turn in assignments on time.

The University expects that for a 3 hour course, students will work a minimum of 6 hours per week outside of class. Keep this guideline in mind as you complete assignments.

Students are expected to turn in every assignment on the dates specified. Grades will be reduced by 5 point(s), and after second day, you cannot hand them in for a point value. After assignments are completed, they may not be redone, and extra credit assignments will not be offered. All assignments are graded on the basis of thoroughness, clarity of expression, and quality of thinking. Professional presentation is a critical element of effective teaching, so full credit will not be awarded to work that is unprofessional (i.e. spelling or grammatical errors, sloppy, careless, or inaccurate work).

Assignments/Grading:

Your grade for the course will be earned by your work in these areas:

- 1. Discussion Starter Questions, assigned by instructor, two (2), 10 points each**
- 2. Reflection Papers, two (2) , 25 points each**
- 3. Simulation Assignments, two (2), 30 points each**
- 4. Course Final Project – Differentiation Unit Plan - due last day of class, 100 points**

As you can see, there are no "tests" - we will rely on reading, discussion, writing and self-reflection to assess your knowledge about collaboration, differentiation, and strategic planning and instruction. You'll understand more about specific directions for assignments and criteria for evaluation by looking at the Directions and Rubrics listed below.

In sum, all work in this course has a point value. To calculate your grade, you simply add up the amount of points you have earned to date and divide by the total points possible. Everything that you do - posts, discussion journals, participation, reviews, etc. will all be graded and given a point value.

Reflection Papers:

Typically, three reflection/journal entries will be made over the course schedule. Your purpose here is to be self-reflective, to think about our own changing understanding and attitudes about mixed ability, collaboration, and strategic teaching and learning in the classroom, collaborative schooling, family, and other related topics. This is a place to reflect on what you know, what you believe, and what you are discovering through the course activities -- including our interactions with each other. I will provide the expectations for the each journal entry (and who is assigned to which course meeting date) but for the most part I will ask you to think about the following as you create your entries:

- how your thoughts/opinions were enriched, modified, or otherwise changed, and what has prompted these changes, (if any);
- how your way of reaching your conclusions differed from your classmates;
- what kind of logic and/or evidence sustained or changed your arguments and conclusions?; and
- what are some of the deeply held beliefs about the related issues that seemed to guide your thinking and that clearly set you apart from the others (in what ways your beliefs might have swayed your reasoning)

A follow-up reflection does not necessarily imply that your initial thoughts were superficial or misinformed. It can mean that some ideas became more crystallized or more solidified, and others modified, deepened, or broadened. A follow-up reflection should not be a mere repetition of your initial thoughts -- progressive deepening in your thinking is desirable.

Simulation Assignments

The simulation assignments will be organized and distributed the first class meeting, and will be accessed from information gleaned from a specific web-site, journal, text, or from another source of Media. They could be a reading, a video, or other combined media format. Some of the potential topics for class could focus on:

1. Differentiated Instruction
2. Collaboration and Teaming Options

3. Strategic Teaching of Content
4. Teaching strategies for Learning barriers

The format for these assignments should follow the organization in the detailed handout to be given first class meeting date. If it is from the IRIS web-site, it typically begins with a few questions for you to answer before you begin. Information is then provided in the way of various perspectives and resources, and toward the end you are asked to consider new questions and revisit your answers to the initial questions. Your Simulation Assignments should consist of the following components:

- Your interest in the selected scenario -why did you select this particular topic
- Your initial responses on the questions posed in the Thoughts section
- Your responses to the questions in the Assessments section
- Revisit your responses to the Initial Thoughts questions after reviewing the Perspectives and Resources section - what would you change?
- Brief summary - the content here may include a summary of the key points you learned while participating in the activities -- I will leave this up to you. However, please also include whether or not you would recommend this activity to other teaching colleagues (why or why not). The use of the Simulation assignments are important for your development of a vast knowledge of differentiation in a variety of settings..

Except for the first and last paragraphs (interest and summary), you may choose either a question/answer or paragraph format in your response. I am not looking for a 20 page paper -- simply write until you think you have answered the questions and have sufficiently reflected upon your response as a content/specialist area teacher. Keep the grading rubric presented in mind when you do so.

Discussion Starter Questions

Students will be expected to read and be prepared for class - which means all readings and/or written assignments will be complete and ready to hand in. On selected days (determined first class meeting), several students will be responsible for leading the class discussion covering the topic (topics) covered that day as per the syllabus. You will provide several discussion leading questions, and lead the discussion, in a large group format. Discussion starter(s) (minimum of 4 questions) are intended to help all of us think critically about the readings and help integrate this

new information into our understandings about collaboration, mixed ability classrooms, and strategic thinking and learning. More information will be given at the first class meeting, but note the rubric requirements.

Final Project: A Differentiated Unit Plan

The ultimate purpose of the course is to demonstrate your ability as a special education learning specialist in differentiating course work that would prove otherwise a challenge for a student with a disability. Given the numerous different aspects of a curriculum that may cover as many as eight different subjects, it may be difficult to 'nail' down what area you are interested in working with. However, I have decided to shorten that to the four 'core' areas of a student's learning: ELA, Math, Science, and Social Studies. The format for the Unit Plan is as follows:

1. An introduction to the Unit being studied - why, where in a sequence or grade is this unit taught?
2. Corresponding Common Core Standards - a listing of the CC state standards that relate to the specific Unit being developed.
3. Selection of three (3) separate individual lessons that would constitute all or part of the Unit plan that is being taught. We will assume a 40 minute lesson period, but can use other options to be discussed on the first day of class.
4. The implementation of the Instructional Planning Pyramid - what the skills required for the lesson include for all learners, and what individual elements of the unit that will be differentiated.
5. The aspects of the Unit/lessons that will be differentiated. This can happen either written within the lesson, or in a corresponding parallel lesson. Either way is acceptable.
6. The rationale why you chose to differentiate the aspects that you did - we can discuss this more on the first day of class. It may depend on the unit/grade/subject level you choose to use as a model.
7. A summation (1 page) which provides a justification of why you choose what you did.

8. Corresponding formative and summative assessments for the particular Unit - copies of both a standard assessment and one that is differentiated.

We will have a class discussion about this assignment and will have continued discourse on this particular assignment throughout the course. Also, please note that the Final Project has two separate points in the class where you will conference with me on the different elements you choose, how you are writing lessons and differentiation strategies. The purpose of the conference is to be sure you are on task, understand fully the assignment and its challenges, and are moving in a direction that will produce something that will provide for a unique learning experience as well as demystify any issues you may be having.

A sample (or exemplar) will be provided for you to review and think about while formulating your Unit plan. We as a class will spend more time on this particular assignment the closer we are to the final class.

Grading Rubrics

Simulation Assignments: 2 Simulations @ 30 points each

	10 - 9 pts	8 - 5 pts	4 - 2	0-1 pts
Organization & Content Quality	Follows format and all directions. Thoroughly addresses each component with carefully detailed responses - which are researched and edited for clarity.	Follows format & all directions. Addresses each component with some detail. Most information if stated clearly and detailed	Mostly follows format and directions. Addresses many of the components with some detail.	Does not follow all directions. Not all components addressed. Responses lack detail.
Use of Resource	Excellent use of resources from the simulation; gave clear, accurate and <u>specific</u> examples using correct terms.	Good use of resources from the simulation; gave some specific examples using correct terms.	Fair use of resources from the simulation; gave few specific examples using mostly correct terms.	Use of resources not clear; responses too general.

Presentation Mechanics	Well-written sentences, excellent spelling & grammar with minimal errors. Error Free - i.e. Parent Handout form!	Grammatically correct with a few errors, a few spelling errors.	Difficulty with grammar, some spelling errors.	Difficult to read, sentence fragments, many spelling errors.
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Discussion Starter Questions: 2 @ 10 points each

	5 pts	4 pts	2-3 pts	0-1 pts
Content	Demonstrates scholarly understanding of material; clearly identifies all major aspects with synthesis and balance of ideas.	Demonstrates good understanding of material; identifies all major aspects with some synthesis & balance of ideas.	Demonstrates satisfactory understanding of material; identified some aspects with some synthesis and balance of ideas.	Inconsistent in demonstrating understanding; missed major aspects and/or incorrect definitions.
Structure & Org	Overall structure of paper very well organized with intro, discussion and summary. Each point is clearly made and connected to rest of paper.	Overall structure of paper is well organized with introduction, discussion and summary. Each point is clear.	Overall structure of paper is organized with introduction, discussion and summary. Most points are clear.	Paper is disorganized; topic and/or main points not clear. Missing introduction and/or summary.

Discussion Starter Questions: 2 @ 10 points each

	5 pts	4 pts	2-3 pts	0-1 pts
Content	Demonstrates scholarly understanding of material; clearly identifies all major aspects with synthesis and balance of ideas.	Demonstrates good understanding of material; identifies all major aspects with some synthesis & balance of ideas.	Demonstrates satisfactory understanding of material; identified some aspects with some synthesis and balance of ideas.	Inconsistent in demonstrating understanding; missed major aspects and/or incorrect definitions.
Structure & Org	Overall structure of paper very well organized with intro, discussion and summary. Each point is clearly made and connected to rest of paper.	Overall structure of paper is well organized with introduction, discussion and summary. Each point is clear.	Overall structure of paper is organized with introduction, discussion and summary. Most points are clear.	Paper is disorganized; topic and/or main points not clear. Missing introduction and/or summary.

Reflection Journal Entries: 20 pts each

	20 - 17 pts	16 - 12 pts	11 - 8 pts	7 - 0 pts
Content, Organization, Mechanics	Clearly describes current attitudes and beliefs, gives examples of past experiences that tie into beliefs, explains current concerns, related to course work and peer interactions. Well-organized with key points and summary clear to reader. Excellent spelling, grammar and paragraphing.	Describes current beliefs and attitudes, gives some examples, somewhat connected to course work themes. Fairly well organized, points clear. Good spelling, grammar and paragraphing with few errors.	Describes current beliefs and attitudes, gives a few examples, sometimes connected to course work themes. Organized with some key points and summary. Adequate spelling, grammar and paragraphing with some errors.	Too short, not enough background or examples, ideas not related to course content. Disorganized, main points not clear. Directions not all followed. Many errors.

Academic Integrity

Whatever you produce for this course should be your own work and created specifically for this course. You cannot present work produced by others, nor offer any work that you presented or will present to another course. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. The university policy on academic dishonesty is clearly outlined in the Student Bulletin, and includes, but is not limited to plagiarism, cheating on examinations, multiple submissions, forgery, unauthorized collaboration, and falsification. These are serious infractions of University regulations and could result in a failing grade for the work in question, a failing grade in the course, or dismissal from the University.

http://www.albany.edu/grad/requirements_general_admissions.html#standards_integrity

Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the *UAlbany* Office for Disabled Student Services.

<http://www.albany.edu/studentlife/DSS/index.html>

Note that the instructor retains the right to modify the syllabus at any time. The course syllabus may also include such additional information as the instructor deems appropriate or necessary. Failure to complete any activity by the date required/ agreed upon may result in a grade of 0.