




Teacher Education Program Proposal: Degree, Certificate, Advanced Certificate, Extension/Annotation

EPP-A
4/2016

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 bachelor or master’s degree, certificate or advanced certificate, and relevant extensions or annotations. Approval and registration are both required before a proposed program can be promoted or advertised or can enroll students. A cover letter signed by the campus Chief Executive or Chief Academic Officer must accompany this completed form. The completed form and appended items should be sent as a single, continuously paginated PDF document to the SUNY Provost at program.review@suny.edu. When required, External Evaluation Reports (EPP-B) from each evaluator and a single Institutional Response should be sent as a separate electronic document. Additional information is available in the [Guide to Academic Program Planning for Educator Preparation Programs](#).

Section 1. General Information	
Item	Response (<i>type in the requested information</i>)
a) Institutional Information	Date of Proposal: 1/8/24
	SED Institution Code : 210500
	Institution Name: University at Albany
	Address: 1400 Washington Ave, Albany, NY 12222
	Dept of Labor/ Regent’s Region : Capital Region
b) Program Locations	List name, address, and SED Institution Code of each additional campus where the <u>entire program</u> will be offered:
	List the name and address of extension sites or extension centers where <u>courses</u> will offered, or check here [] if not applicable
c) Proposed Program Information	Program Title: Adolescent Education
	Award (e.g., B.A., M.S., Cert., Adv. Cert.) ¹ : B.S.
	Number of Credits: Minimum [120] If tracks or options, largest minimum [] (Minimum 15 credits required if program leads to a base teaching certificate)
	Proposed HEGIS Code : 0803
	Proposed CIP 2010 Code : 13.1205
	Expected date of <u>next</u> CAEP accreditation visit: AAQEP- 2028

¹ Programs leading to initial and/or professional certification for Library Media Specialist, Literacy B-6, or Literacy 5-12 certification must lead to a master’s degree or higher. Candidates for Literacy programs must have completed requirements for an initial certificate in another title before being admitted to a Literacy program.

	New York State certificate title(s) to which the program leads at the <u>initial</u> or <u>initial/professional</u> level (including extensions or annotations):	
	Certificate Title(s), Extension, Annotation: Adolescence Education (grades 7-12) Biology, Chemistry, English, Earth Science, Physics, Mathematics, Social Studies, Spanish	Initial or Initial/Professional: Initial
d) Contact Person for this Proposal	Name and title: Kaitlyn Beachner, Staff Associate for Undergraduate Education Telephone: 518-442-3941 E-mail: kbeachner@albany.edu	
e) Campus Contact for Supervision of Placements	Name and title: Christy Smith, Ph.D., Assistant Dean of Academic Programs, Partnerships and Accreditation and Executive Director of Student Success, School of Education Telephone: 518-442-4986 E-mail: csmith2@albany.edu	
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost Signature and date:  1/8/24	
	If the program will be registered jointly ² with one or more institutions, provide the following information for <u>each</u> institution:	
	Partner institution's name and SED Institution 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):	

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.³

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.


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

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature 	Date 01/04/2024
Type or print the name and title of signatory Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost	Phone Number 518-956-8030

3 The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, modes, and other program features](#) that apply to the **entire program**.

- a) **Formats:** Day Evening Weekend Evening/Weekend Full-Time Part-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education⁴
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

Note: Students will have the opportunity to take some of their coursework in a distance education format, however the program will not be fully online. Similarly, students may take some courses in the evening. We anticipate primarily full-time students.

⁴ If 50% or more of the courses in this program will be in the distance education format and the campus has not yet received approval to provide distance education, see Section 10.

2.2. Related Degree Programs (For certificate/advanced certificate programs only)

All coursework required for completion of the certificate or advanced certificate program must be applicable to one or more currently registered degree programs at the institution. List below the registered degree program(s) to which the credits will apply by title, award, and five-digit SED Inventory of Registered Programs (IRP) code. *Not applicable.*

2.3 Program Description, Purposes, and Planning

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

*The **BS in Adolescent Education** offers a strong research-based preparation for prospective classroom teachers at Grades 7-12 in English, Spanish, Social Studies, Science (Biology, Chemistry, Physics, Earth Science), and Mathematics. The program leads to New York State initial certification.*

- 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](#).

- Demonstrate a thorough understanding of the major concepts within their chosen subject of instruction (e.g., English, History, Chemistry) as evidenced by their grades in content courses and performance on NYS content examination.
- Demonstrate an in-depth understanding of NYS content learning standards for their subject areas through planning and delivery of standards-based classroom instruction.
- Plan lessons that demonstrate knowledge of how 5-12 students learn and engage with core ideas and cross-cutting concepts in their subject area.
- Engage in reflective inquiry on their practice both independently and with others to foster continual personal growth and learning progression toward more sophisticated understandings.
- Design assessments that recognize and consider student preconceptions and understandings developed during instruction
- Design and facilitate authentic learning experiences, which facilitate relevant and meaningful content learning for 5-12 students.
- Provide learners with multiple points of access to instruction (e.g., visual, verbal, written, gesture, etc.)
- Demonstrate knowledge of how theories and research about social justice, diversity, and equity can enhance students' opportunities to learn
- Understand and adapt to diverse learning styles in instructional settings
- Demonstrate understanding of an interconnected and interdependent global context
- Demonstrate how media and technology can enhance classroom practice to meaningfully support learning
- Pursue scholarship to enhance and engage professionally in both the content area and teaching field (e.g., attend conferences, read new literature, write, etc.)

CORE PRINCIPLES:

- Teachers demonstrate their understanding of the existence of systemic and sociohistorical power structures.
- Teachers demonstrate their understanding of how these structures impact students and classrooms.
- Teachers demonstrate their understanding of the ways in which democracy can support a just society.
- Teachers demonstrate how classroom practices can be democratic.
- Teachers demonstrate how classroom practices can prepare students for participation in a democratic society.
- Teachers demonstrate their understanding of an interconnected and interdependent global context.
- Teachers support students' understanding of their roles in a global context that contains diverse perspectives.
- Teachers will demonstrate a critical understanding of the ways media and technology shape society.
- Teachers will demonstrate how media and technology can enhance classroom practice to meaningfully support learning.

- Teachers create opportunities for students to use media skillfully, responsibly, and critically.
- Teachers identify how and why students' understanding can shape instruction. Teachers are guided by learners' development, cognition, and perspectives.
- Teachers create opportunities for students to build connections with others and the natural world.
- Teachers create opportunities for students to connect with each other and with communities beyond the familiar.
- Teachers demonstrate a deep understanding of the concept of funds of knowledge and the ability to elicit them.
- Teachers draw upon students', families', and communities' funds of knowledge in their planning and teaching.
- Teachers engage in reflective inquiry on their practice both independently and with others to foster continual growth.
- Teachers use the "I-Thou-It/Context" Framework to support reflection.
- Teachers facilitate students' reflective inquiry to support student growth.
- Teachers are curious about their students, their contexts, their pedagogy, and their discipline and are continually seeking to learn more.
- Teachers understand that no decisions or actions are neutral or without consequence.
- Teachers explicitly instruct and support students in disciplinary thinking of their field (e.g., ELA, history, chemistry).
- Teachers actively pursue scholarship and engage in their field (e.g., attend conferences, read new literature, write, etc.).
- Teachers demonstrate strategic flexibility in the moment and in instructional planning.
- Teachers design and facilitate authentic learning experiences, which put students in direct contact with relevant and meaningful content.
- Teachers connect students to the deeper purpose of the discipline (e.g., chemistry, mathematics).
- Teachers provide learners with multiple points of access (e.g., visual, verbal, written, gesture, etc.).
- Teachers leverage students' linguistic backgrounds and strengths.
- Teachers use formative (ongoing and informal) assessments that support student learning.
- Teachers offer effective instruction and high-quality curriculum, which are essential for formal test success.
- Teachers use results of assessments to inform practice.

c) How does the program relate to the institution's and SUNY's missions and strategic goals and priorities?

Our tradition with undergraduate teacher preparation dates back to our history as the first Normal School in New York State, opened in 1844. Until the 1962 switch from a college to a university, undergraduate teacher certification programs were the primary focus of the college, with many alums from a variety of certification areas. With the broad teacher certification changes by the New York State Education Department in 2004, we switched to initial and professional teacher certification at the graduate level only. Given recent teacher shortages across New York state, especially in areas affiliated with our existing graduate programs, we recognize the importance of re-opening undergraduate programs as an important part of our institutional mission.

This addition certification option fulfills four components of our strategic goals and priorities: student success, research excellence, diversity and inclusion, and engagement and service. As a research university, we have faculty who are locally, regionally, nationally, and internationally known for their research, particularly in areas of literacy, special education, technology, and specific subject areas (e.g., Civics Education, STEM). At our university, the field of teacher preparation is situated in a systems approach – drawing across our high school seniors New Vision program, the Teacher Assistant Pipeline contracts with two local BOCES, our Human Development undergraduate majors, numerous graduate level teacher certification programs, and doctoral programs in the areas of Literacy, Curriculum & Instruction, Educational Psychology/Special Education, and Educational Policy/Leadership. The certification option for undergraduates is connected to student success, giving our students the missing piece of the system, and offering stable pipelines for the high school students, teaching assistants, and local community college students hoping to complete their degree in a seamless process.

With a student population representing the most diversity among the SUNY research centers and many of the comprehensive colleges, the undergraduate teaching certification options have the potential to support critical needs in the area of diversity and inclusion, especially for the school districts seeking a more diverse population of teachers. Further, we will be able to draw on our long-standing excellence in special education programs and literacy/reading program for students experiencing learning difficulties to teach undergraduate students critical knowledge about inclusion of all populations of P-12 students. Given current teaching shortages across New York State, and the

upcoming closure of the College of St. Rose that will have an immediate impact on the Capital Region, opening an undergraduate option supports our commitment to community engagement and service with the local and regional school districts.

- d) What is the program's importance to the institution, its relationship to existing and/or projected programs, and its expected impact on them?

In 2016, we opened a Human Development major as a pipeline to the graduate certification and mental health counseling program. At that time, we anticipated 150 students within five years. To date, we currently have 236 declared majors, 27 dual majors, and 160 intended majors. At over 400 students, the Human Development major far exceeds the original intent. Further, many of these students are seeking teacher certification in areas including childhood, special education, secondary subjects, and literacy. We see this proposed program as an avenue to better support current students in their quest for teacher certification at the undergraduate level. This program will be complementary to the graduate level teacher preparation programs that the University already offers.

- e) How does the program reflect diversity and/or international perspectives?

In the School of Education, there is a Human Development major with pipeline concentrations leading to teacher certification options, mental health counseling, higher education, etc. Currently, of the 434 Human Development declared, intended, or dual major students, 52% have identified as white, leaving 48% to identify as Black, Latino, Asian, or other ethnic groups. Similar to the diversity of the students from university as a whole, we anticipate this program will recruit, retain, and graduate students who will increase the diversity of the teachers in PK-12 schools.

- f) How were faculty members (Education, Humanities, Liberal Arts & Sciences) involved in the program's design? What was the input by external partners; e.g., P-12 schools, community college partners?

The University has a long history of teacher preparation at the graduate level. This undergraduate option expands the graduate process, in which faculty designed the programs to reflect the mission and curriculum. The graduate programs routinely go through program review and revisions stemming from the accreditation process, and regular conversations as part of the MS in Secondary Education program. In developing these undergraduate programs, we draw on courses and information from our graduate level programs. As part of the Human Development major, we have established connections across the departments within the School of Education and with partners in other locations on campus (e.g., Social Welfare, Library Media, Information Technology, College of Arts & Science). We are drawing on those valued collaborations to design this program. Further, during the internal governance process, we worked with Arts & Sciences faculty/staff to update our crosswalk content course forms and look forward to further discussions as part of regular program review.

While developing the program, the Dean reached out to three local BOCES Superintendents to seek their support and input. We routinely meet with these superintendents and other local stakeholders via participation in groups such as the Dean's Leadership Council, the CASDA Board, the Principal Center Board, and our CTEN group (still meeting after 10 years). These meetings include regular discussion of School of Education initiatives and programs for input on program content and experiences. We already have an articulation agreement with Hudson Valley Community College and are working on collaborations with Schenectady County Community College and SUNY-Cobleskill. The undergraduate program will further facilitate a more direct pipeline into teaching. Further, our New Visions teaching program with high school students taking college teaching courses in our building each day, as well as our programs for teaching assistants will now have direct access to an undergraduate program in which their coursework will apply. We work closely with these stakeholder groups and regular discussions that influenced the program design.

- g) Enter anticipated enrollments for years 1 through 5 in the table below and respond to the following: How were the estimates determined and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

For the first year, we anticipate students will be primarily students who transfer from the College of St. Rose, supplemented by Human Development majors who wish to switch to a teacher certification program, if space available. By the second year, we anticipate opening the program more widely to new students, transfer students

from other institutions, and transfer students from other programs. We aligned the admissions number with the hires/resources anticipated for this program to make sure we have adequate staffing. We are anticipating a cohort model of 25 students/year based on current College of St. Rose numbers (recognizing they were no longer be offering this program in the Capital Region). If we do not reach anticipated enrollments, we will offer fewer sections of the courses, many of which are currently part of the Human Development major as well.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	25*	0		25
2	50	0		50
3	75	0		75
4	75	0		75
5	75	0		75

*Year 1 is focused on College of St. Rose students who may transfer to this program, which may be a higher number.

h) Program Impact on SUNY and New York State:

- i. **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?

This program will serve the student population who are seeking to become a teacher in NYS via an undergraduate degree. The current teacher shortage in NYS (including the Capital District) indicates a strong economic impact graduates from this program will have on the local area. In 2022, Governor Hochul indicated that: “The state needs approximately 180,000 new teachers over the next decade to meet workforce needs.” (<https://www.governor.ny.gov/2022-state-state/rebuild-new-yorks-teacher-workforce-and-reimagine-higher-education>). Along with our large group of Human Development majors, in June 2024, the College of St. Rose in Albany will be closing, and it currently has over 700 students enrolled in teacher preparation programs, indicating anticipated need in the Capital Region.

- ii. **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 state their specific number of positions needed. If letters from employers support the program, they may be appended at the end of this form.

We received numerous letters indicating support for the program (see attachment). In this table, we have a short list the employers with the full list in an attachment. Many of the principals or superintendents did not have an exact number or specific projection for a first or fifth year, rather provided an overall assessment of anticipated needs in the letters.

Employer	Need: Projected positions	
	In initial year	In fifth year
Capital Region BOCES		
Questar BOCES		
Schenectady School District		
New Lebanon Public Schools		
Guilford Public Schools		
Lansingburgh Public Schools		
See ATTACHMENT for full list of districts and organizations		

- iii. **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.⁵

Institution	Program Title	Degree	Enrollment
Siena College	Adolescence Education	B.S.	110
SUNY Oneonta	Adolescence Education	B.S.	298
SUNY Cortland	Adolescence Education	B.A./B.S.	1,383
College of St. Rose	Adolescence Education	B.S.	35

- iv. **Collaboration:** In what ways did this program’s design benefit from consultation with other SUNY campuses?

Over the last year, the UAlbany School of Education has engaged with three SUNY campuses on teacher preparation pipeline: Hudson Valley Community College, Schenectady County Community College, and SUNY Cobleskill. After discussions with Elizabeth Yanoff, HVCC Department Chair for Education and Social Sciences, we now have a formal articulation agreement for an education pipeline associated with Human Development. We recently re-connected with her to discuss this proposed program and anticipate we will reach agreement on additional pipeline options if the new programs are approved. Similarly, last month, we talked with David Clickner at Schenectady County Community College about creating a pipeline for SCCE students and look forward to establishing formal articulation agreements if this new program is approved. These conversations, along with four extensive conversations with College of St. Rose faculty members and their Dean across the past week, have contributed to the coursework design.

- v. **Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

We are aware of a few concerns raised by other SUNY campuses at this time. The primary concern stemmed from possible increases in UAlbany enrollments from students who might otherwise enroll at their campus. There was general understanding about the impact on teaching shortages in the Capital Region area without College of St. Rose students, though assumptions students could attend SUNY campuses outside of Albany. To address the concerns, we talked directly with the Provost and Education dean at the regional campuses, distributed a message via the SUNY Dean’s listserv to address questions, met with SUNY representatives and campus administrators (Provost and/or Dean) for discussion of the concerns, and responded to their letters. In our response, we provided information based on our current undergraduate offerings, diversity of our student population, and information from local school districts about teacher shortages.

2.4 Admissions

- a) Separately identify all institutional admission requirements and all program admission requirements.

University:

Required Application Materials for Freshman Applicants

1. Official high school transcripts
2. Official SAT or ACT scores (Optional for current academic year)
3. Personal Essay
4. Teacher/Counselor Recommendation

Required Application Materials for Transfer Applicants

1. Official transcripts from all colleges attended

⁵ 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. Non-SUNY program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).

2. *High school transcript (if fewer than 24 college credits completed)*

For freshman applicants applying from high school, the minimum GPA is around 85%. For transfer students, the University minimum is 2.5, though some programs require higher GPAs.

Program:

Criteria for Students Admitted as Freshmen to Albany:

- 1. The student must have completed at least 24 hours of college credit (sophomore status) and at least 8 credits in the concentration.*
- 2. The student's cumulative grade point average for all course work at the University at Albany must be 3.00 or higher AND the cumulative GPA in Concentration courses must be 3.00 or higher at the time of evaluation.*
- 3. Students must maintain a 2.85 GPA once in the program.*

Criteria for Transfer Students:

- 1. Transfer students are expected to meet the admission criteria specified in this section and are expected to apply for admission to the program when applying for admission to the university.*
- 2. Transfer students who plan to declare this major but have not completed the admission criteria specified in section above, may declare their intention to major but will not be formally admitted to the major when they enter the University. Students must fulfill the criteria specified above.*

**If demand exceeds the number of available spaces, admission criteria remain the same; however, the students with the highest overall cumulative GPA will be admitted into the program*

b) **What is the process for evaluating exceptions to those requirements?**

In exceptional cases, students who do not meet one area of the criteria may be admitted on a provisional basis. For example, in one semester they had low grades due to a family situation, coursework for incompatible major, or other unique situation. Since a committee will review and confirm admissions, there would need to be committee member agreement and department chair to make an exception.

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

Our university is committed to diversity and inclusion and promotes a campus culture that fosters a diverse, welcoming, and supportive community for students from all cultural and economic backgrounds. The university's strategic plan includes efforts to diversify faculty, expand diverse perspectives in the curricula and experiences and advance the university's reputation in these areas. Highlighted as a signature strength of the university, our institution and School of Education (SOE) center the ideal of diversity and inclusion across all programs. Forty percent of the university's current undergraduate population identify as hailing from an historically underrepresented group and 35% identify as first-generation college students. Our institution ranks high on measures for providing access and support for Black and Latino students as well as one of the most LGBT friendly institutions. UAlbany is now in the sixth year of being a recipient of the prestigious Higher Education Excellence in Diversity (HEED) award. Further, UAlbany received the prestigious Seal of Excelencia, awarded by educational nonprofit Excelencia in Education, which certified the University's commitment to ensuring that Latina and Latino students are supported and thriving academically. Our programs will include recruitment from among these students. A commitment to diversifying the teaching pathway to include persons from groups historically underrepresented groups in education, includes both recruitment and a program that fosters their sense of belonging and success within the program and in the field. Through both recruitment and program examination, applicants from historically underrepresented groups will be encouraged to enroll in our new program.

The proposed program aligns efforts with the university's Undergraduate Admissions Office. Throughout the year our university hosts "Open Houses" as well as a program called "Closer Look," which is designed to introduce the programs at University at Albany to prospective students of historically underrepresented groups. We have been active in outreach efforts to ensure that our pool of applicants in current programs is diverse and will continue and expand these efforts for our new program. Articulation agreements with community colleges that have a diverse population of students has been one pathway to encourage enrollment by persons from groups historically

underrepresented groups in education. We plan to expand our current agreements with community colleges to include this new program. Additionally, within our institution and SOE we commit to providing financial support for future educators. For example, the university's Educational Opportunity Program (EOP) provides admission opportunities for economically and educationally disadvantaged undergraduate students who are residents of New York State. We will share details of our new program and information about the field of education with this group. Recognizing financial barriers, our recruitment efforts in the school of education include waived application fees and information about scholarships specifically designed to support students from underrepresented groups such as the Bangert-Drowns Endowment for Diversity in Teaching & Educational Leadership and several other scholarships applicable students in our new program. These publicly shared opportunities will encourage students from underrepresented groups who might experience financial barriers to enroll in our new program.

Through collaborative partnerships with local high schools, New York State United Teachers' (NYSUT) Take a Look at Teaching initiative, Capital Region BOCES, QUESTAR BOCES, and Liberty Partnership we have invited students from historically underrepresented groups to consider our programs through visits and engagement informing them about the field of education and the impact of educators. These include both one time and deeper engagements (e.g., Equity Summit's BIPOC council of youth, Freedom Dreaming). Additionally, through partnerships with Capital Region BOCES our school of education includes an academy for Teaching Assistants and a New Visions program bringing high school students to campus to explore careers in education through a classrooms and exploration program. Through these collaborative initiatives there will continually be opportunities for historically underrepresented groups to learn about our new program and we will encourage them to enroll. These methods of access through deeper engagement and exploration of education careers extend intentionally to new groups previously underrepresented in the teaching field including men, culturally and linguistically diverse individuals, people from a range of socio-economic backgrounds, LGBTQ identifying individuals and others historically underrepresented in the field of education.

2.5 Academic and Other Support Services

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

The Advisement Services Center staff advise freshmen and transfer students in the process of fulfilling admission requirements for the major. Once students have been admitted to the major, they will be advised by the Administrative and Academic Coordinator of the program. Students taking the Upper-division courses will be encouraged to also seek mentorship from their professors. In addition, other resources at the School of Education will play an important role, such as Pathways into Education (PIE), which provides guidance and advice to students interested in careers in education. Students can also use the general resources and support services available on campus, such as tutoring groups, Advising Plus, the Counseling Center, the Writing Center, and Career Services.

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

Based on State Education Department Regulation 52.21(b)(2)(iv)(c), teacher preparation programs must maintain CAEP accreditation. This also satisfies SUNY program assessment policy, as stated in [MTP 2010-02](#): "Programmatic accreditation by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Secretary of Education that includes the assessment of student learning satisfies the State University of New York's expectation for academic program evaluation."

If this program will be accredited by an agency other than CAEP, identify below the full name of that accrediting body and the expected date of the next accreditation review.

We engaged in discussion with the Association for Advancing Quality in Educator Preparation (AAQEP) president about how to add these programs to our current accredited programs. If the program is approved by NYSED, we will complete the Substantive change form for AAQEP <https://aaqep.org/substantive-change-policy>. This program will be part of the Association for Advancing Quality in Educator Preparation (AAQEP) re-approval during the 2028 academic year.

Section 3. Program Schedule and Curriculum

Program Schedule is appended to the end of this document.

Complete the **SUNY Program Schedule** to show how a **typical** student may progress through the program. Read all **Notes** below before completing the program schedule. Also respond to each of the following:

- a) If the program has fewer than 24 credits or 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?
- b) For each existing course that is part of the proposed program, append a catalog description at the end of this document.
- c) For each new or significantly revised course that is part of the proposed program, append a syllabus at the end of this document.⁶ **NOTE:** *Syllabi for all courses should be available upon request. Syllabi generally include a course description, prerequisites and co-requisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

NOTES: Undergraduate programs:

- Complete all columns of the Program Schedule.
- Include all curricular requirements to demonstrate that the program conforms to SUNY policies and SED regulations.
- Baccalaureate degree programs must have at least 45 credits of upper division study, with 30 credits in the LAS content major, and at least 18 upper division credits in the LAS content major.
- Insure that a student can complete all program requirements within [SUNY credit limits](#), including appropriate [Liberal Arts and Sciences \(LAS\) credits](#), and [General Education Requirements](#).
- Meet SUNY Transfer Path requirements when available and demonstrate how students can complete Transfer Path (TPath) courses in both pedagogy and content (see [Transfer Path Requirements](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer Policy and [MTP 2013-03](#)).
- As necessary, a [Waiver Request](#) for a program-level waiver of SUNY credit limits, SUNY GER, and/or a SUNY Transfer Path may be submitted.

NOTES: Graduate programs:

- Complete only the shaded columns of the Program Schedule.
- Include at least 30 credits for master's degree programs.
- Indicate with an asterisk (*) the course in which the culminating project or exam is completed and identify how that requirement is met at the bottom of the Program Schedule.

Additional Considerations for the Program Schedule:

- **Certificate and advanced certificate programs** are not required to conform to SUNY's and SED's policies on credit limits, general education, transfer, and liberal arts and sciences.
- For a program with **multiple tracks/concentrations** or with **multiple schedule options** (such as full-time and part-time options), use one Program Schedule for each track/concentration or schedule option. **NOTE:** Certification preparation and non-certification preparation options cannot be tracks/concentrations within the same program; they must be separate programs.
- When this form is used for a **multi-award and/or multi-institution program** that is not based entirely on existing programs, use the schedule to show how a student can complete the entire proposed program. **NOTE:** [Form EPP N](#) should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.
- [SUNY policy](#) governs the awarding of two degrees at the same level.

⁶ This includes existing, new, or significantly revised courses, including cognates and restricted electives, but not courses meeting General Education requirements only.

Special Considerations for Program Development:

- SED requires that all advanced certificate programs leading to a base teaching certificate for teachers already holding an initial certificate must include at least 15 credits.
- SED requires that programs leading to Social Studies 5-9 or 7-12 certificates must include at least 21 credit hours of study in the history and geography of the United States and the world.
- SED requires that programs leading to Health Education certificates must include instruction in preventing and detecting certain cancers.
- SED requires that programs leading to recommendation for certification in Teaching Students with Disabilities 7-12 Generalist initial or initial/professional must demonstrate that candidates complete a minimum of six credit hours each in mathematics, English language arts, social studies, and science, for a total of 24 credit hours.
- SED requires that programs leading to recommendation for certification in Teaching Students with Disabilities 7-12 Subject Area Extension(s) must demonstrate that candidates complete at least 18 credit hours in the subject area of the extension sought.

Section 4. Pedagogical Core Coursework

In the Pedagogical Core Courses Table below, list all pedagogical courses in a proposed program **leading to initial certification**. The table is designed for a program leading to a **single certificate or multiple certificates**. See example on the 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 below to identify the certificate area(s) to which the program leads and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

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:** 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.

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.

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EPSY 200 Introduction to Educational Psychology	3		Heidi Andrade (FT)	i				
ETAP 201 Exploring Teaching as a Profession	3		Rory Glass (PT)	viii				
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3		Gina Giuliano (FT)	viii				
EPSY 422 Adolescent Development (or any other early childhood and childhood development course)	3		Tianlin Wang (FT)	i	i			
ECPY 360 Psychology, Cultural Diversity, & Social Justice	3		New Hire (FT) Susan Phillips (FT) Graduate Assistants PT	i				
EPSY 400 The Psychology of Instruction and Learning	3		Julio McLaughlin (FT)	ii				
ESPE 460 Introduction to Human Exceptionality	3		Kristie Saddler (FT), Tammy Ellis-Robinson (FT)	iii				
ETAP 452X Methods of Secondary Teaching (X will identify English, Sciences, Social Studies, Math or Languages as appropriate to concentration)	3		Julie Learned (FT), Robert Yagelski (FT), Jonathan Foster (FT), Alan Oliveira (FT), Brett Levy (FT)	v, vi, ix	i			

ETAP 479 Fieldwork: Healthy and Successful Students	6		Joelle Mann (FT) or New Hire (FT)	Ix, x, xi, xii, xiii				
EPSY 440 Introduction to Assessment & Measurement	3		Kimberley Colvin (FT)	vii	i			
ETAP 430 Reading and Writing Across the Curriculum	3		Joelle Mann (FT), Julie Learned (FT) or New Hire (FT)		ii			
ETAP 480 Student Teaching: Adolescent Education	12		Joelle Mann (FT) or New Hire (FT)	ix				
ELTL 400 Language Acquisition for All Learners	3		Yaqi Shen (FT), Jaime Puccioni (PT)	iv	ii			
ESPE 350 Creating an Inclusive Classroom Environment for All Students	3		Kristie Saddler (FT)	iii				
Concentration Courses	30 (15 upper division)		College of Arts and Sciences Faculty	ix				

*Based on SED regulations, General Pedagogical Core Requirements (PCR) are applicable to all initial certification 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 Experiences and Student Teaching

Each field experience, student teaching, and practica must meet the following regulatory requirements:

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

List each course that requires field experience*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
ETAP 479	Fieldwork: Healthy and Successful Students	Joelle Mann, PhD or New Hire	7-12	50 (7-9) 50 (10-12)

* Based on SED 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.

- Current 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.

Courses requiring college-supervised student-teaching experiences*

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
ETAP 480	Student Teaching: Adolescent Education	Joelle Mann, PhD or New Hire	7-12 OR 7-9 AND 10-12	70 35 35

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

External Instruction Placement Sites (List up to 5)

Placement Site Contact Person Name, Title	Placement Site Name, Address	Type of Placement* (F, S, I, P)	Number of Placements per Year
Karen Bechdol, Assistant Supt. Of Curriculum and Instruction	Albany High, 700 Washington Ave, Albany, NY 12203	F, S	2-5
Tom Kachadurian, Principal	Colonie High, 1 Raider Blvd, Albany, NY 12205	F, S	2-5
Michael Harkin, Principal	Columbia High, 962 Luther Rd, East Greenbush, NY 12061	F, S	2-5
Dom Pitianello, Principal	Renn JRSR High, 25 Van Rensselaer Dr, Rensselaer, NY 12144	F, S	2-5
Kenneth Rizzo, Principal	Tamarac, JRSR High, 3992 NY-2, Troy, NY 12180	F, S	2-5

*Field Experience (F), Student Teaching (S), Internship (I), Practicum (P)
3992 NY-2, Troy, NY 12180

Section 6. Faculty

- a) Complete all columns of the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty. List all full-time (FT) faculty first, followed by part-time (PT) and then to-be-hired (TBH).
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member. ***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State’s requirements for faculty qualifications are in [Part 52.2\(b\) of the Regulations of the Commissioner of Education](#).*
- c) What is the institution’s definition of “full-time” faculty?

A full-time faculty member is one who holds an appointment with a 100% time commitment.

- d) Complete the following table to identify program field supervisors (campus faculty who work with student teachers and P-12 teachers). These names and complete information must be included on the faculty table.

Program Field Supervisors

Name	Rank	Content Area(s) Supervised
Joelle Mann	Joelle Mann, Assistant Director of Field Education	English
Beth Chatnik	Lecturer	English
Joe Crocetta	Lecturer	Social Studies
John Gulisane	Lecturer	Social Studies
Tom Nicholson	Lecturer	All Subjects
Linda Klion	Lecturer	All Subjects
Teresa Kosek-Ostwald,	Lecturer	Math
Nancy Rypkema	Lecturer	Sciences

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 major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % Of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses, and professional experience in field.
PART 1. Full-Time Faculty					
Alan Oliveira, Professor	17%, as needed	ETAP 452X	PhD, Indiana University Masters, Southeast Missouri State University	Curriculum & Instruction, Science Education Natural Science/ Science Education	
Alex Kumi-Yeboah, Associate Professor	17%, as needed	ETAP 452X	PhD, MAT, University of South Florida	Curriculum and Instruction Social Sciences Education	
Brett Levy, Associate Professor	17%, as needed	ETAP 452X	PhD, MS, MS, University of Michigan	Educational Studies Environmental Education & Behavior	
Gina Giuliano, Graduate Advisor & Lecturer II	17%	EEPL 300	PhD, University at Albany	Educational Administration and Policy Studies	
Heidi Andrade, Professor	17%	EPSY 200	EdD, M.Ed., Harvard University	Human Development and Psychology	
Joelle Mann, Assistant Director of Field Education	50%	ETAP 430, ETAP 479, ETAP 480	Ph.D., Stony Brook University	English	Reading, Permanent (NY) English 7-12, Permanent (NY)
Jonathan Foster, Assistant Professor	17%, as needed	ETAP 452X	PhD, University of Georgia		Math Education
Julie Learned, Associate Professor	17%	ETAP 452X ETAP 430	PhD, University of Michigan M.Ed., University of Washington M.Ed., Harvard University	Educational Studies; Literacy, Language, and Culture Special Education Learning and Teaching	
Julio McLaughlin, Visiting Assistant Professor	17%	EPSY 400	Ph.D. candidate, CAS, University at Albany	Educational Psychology and Methodology Educational Research	

Kimberly Colvin, Associate Professor	17%	EPSY 440	EdD, University of Massachusetts, Amherst MS, U. of Rochester, BS, MAT, Cornell University	Psychometrics & Statistics Statistics Curriculum & Instruction - Mathematics	Mathematics 7-12, Permanent Certification New York State
Susan Phillips, Professor	10%	ECPY 360	Ph.D. Columbia University	Counseling Psychology Career Development Higher Education	
Kristie Asaro-Saddler, Associate Professor and Director, Division of Educational Psychology	17%	ESPE 350	Ph.D. University at Albany MS Ed. St. John's University BA, St. Joseph's College	Educational Psychology/Special Education Special Education Child Study	Special Education (Birth-21 years) Permanent Teaching Certification, New York
Robert Yagelski, Professor	17%, as needed	ETAP 452X	PhD, The Ohio State University	Rhetoric and Composition	
Tammy Ellis- Robinson, Assistant Professor	17%	ESPE 460, EPSE 352	Ph.D., M.S. University at Albany	Educational Psychology/ Special Education	Special Education Birth-12-Permanent Certification, NY. Elementary Education-Permanent Certification, New York, Spanish- Permanent Certification, New York
Tianlin Wang, Assistant Professor	17%	EPSY 422	Ph.D., MS, University of Wisconsin - Madison	Psychology and Chinese Linguistics Cognitive & Developmental Psychology	
Yaqi Shen, Visiting Assistant Professor	34%	ELTL 400	Ph.D. Pennsylvania State University MS Florida State University	Curriculum and Instruction	
Part 2. Part-Time Faculty					
Jaime Puccioni, Associate Professor 50% Time	As needed	ELTL 400	Ph.D. Michigan State University M.Ed. Pepperdine University	Educational Policy/ Curriculum, Instruction, and Teacher Education Education	California Professional Clear Multiple Subject Credential with Cross-cultural Language Acquisition Development emphasis, K-8
Alina Lewis, Lecturer		ETAP 201	Doctoral Candidate, University at Albany, SUNY	Curriculum and Instruction	
Joe Crocetta, Lecturer		ETAP 480 (clinical supervisor)	Masters of Science in Special Education,	Secondary Social Studies and Special Education	New York State Secondary Education, Social Studies - Professional Certification

			City University of New York		New York State Special Education - Professional Certification
John Gulisane, Lecturer		ETAP 480 (clinical supervisor)	MS Educational Admin and Policy, SUNY Albany MA Social Studies, SUNY Albany	School and Building Leader Secondary Social Studies	NYS District Administrator, Permanent. NYS School Building Leader, Permanent NYS Secondary Social Studies, Permanent
Linda Klion		ETAP 480 (clinical supervisor)	M.S. with Distinction in Elementary Education 1994, Hofstra	Elementary Education/Reading School Building Leader	New York State School/District Leadership Certifications New York State Teacher Certification in Reading Birth through Grade 12 New York State Teacher Certification in Elementary Classroom Pre-K – Grade 6
Nancy Rypkema, Lecturer		ETAP 480 (clinical supervisor)	MS Reading, SUNY New Paltz	K-12 Reading Secondary Biology Secondary Chemistry	NYS 7-12 Biology / General Science 1995 NYS 7-12 Chemistry NYS K-12 Reading 1995 National Board Certified Science-Early Adolescence 2010 -2020
Rory Glass, Lecturer		ETAP 201	PhD, University at Albany, SUNY	Curriculum and Instruction	
Stephanie Conklin, Lecturer		ETAP 201	PhD, University at Albany, SUNY	Curriculum and Instruction	
Teresa Kosek-Ostwald, Lecturer		ETAP 480 (clinical supervisor)	MAT, SUNY Potsdam	Secondary Math	Permanent NYS Secondary Math Certification
Tom Nicholson, Lecturer		ETAP 480 (clinical supervisor)	Master of Science in Health Education, SUNY Cortland	K-12 Health Education School and Building Leader	<i>New York State Education Department</i> School Administrator and Supervisor School Building Leader Health and Physical Education Teacher K-12

Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
TBH1, Visiting Assistant Professor – Fall 2024	34%			Field Experience Courses	
TBH 2, Visiting Assistant Professor Fall 2024	34%	ETAP 201			
TBH, 3 Assistant Professor Fall 2025	17%	ETAP 479/480		Field Experience Courses	

Section 7. Financial Resources and Instructional Facilities

- a) Write a brief summary of the instructional facilities and equipment committed to ensure the success of the program. Identify any new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The School of Education faculty moved to a completely renovated building in 2020. This building has updated technology, classroom space, meeting space, and office that facilitate a range of teaching and learning options. The building includes a dedicated simulation lab with four small rooms with video technology designed specifically for teacher preparation students. Since these space is underutilized during the day, this program will have access to spaces throughout the building, including the simulation lab.

- b) Complete the five-year SUNY Program Expenses Table, consistent with the resource plan described above. 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.

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>Personnel (including faculty and all others)</i>	0	600,000	935,000	1,055,000	1,100,100	1,100,000
<i>Library</i>						
<i>Equipment</i>		12,000	4,500	3,000	3,000	10,000
<i>Laboratories</i>						
<i>Supplies</i>						
<i>Capital Expenses</i>						
<i>Other (Specify):</i>	5,000	85,000	126,000	126,000	146,000	150,000
<i>Sum of Rows Above</i>	5,000	697,000	1,065,500	1,184,000	1,249,000	1,260,000

Note: These budget totals include costs for Early Childhood/Childhood, a Childhood/Special Education, and Adolescent Education. The budget includes an Educator Preparation office (e.g., Director of Teacher Preparation, Advisors) and faculty/staff hires that might support all three programs (e.g., educational psychology, literacy coursework). Thus, the tables for the three initial certification programs all show the same budget. The "other" category represents accreditation costs. Based on New York State regulations, teacher education programs need to be accredited. These programs will be part of our scheduled 2028 site visit (Year 4) for AAQEP as part of larger education program. Equipment includes laptops and the "Other" category also includes Start-Up costs for new faculty, graduate teaching assistants, and \$5000/year to run the simulation lab where candidates can practice teaching conversations, such as parent-teacher conferences.

Section 8. Library Resources

Summarize the library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The University at Albany's libraries, including the University Library and Science Library on the uptown campus and the Dewey Graduate Library on the downtown campus, house more than 2 million print volumes and provide access to thousands of online resources. They have been named among the 125 most prestigious research libraries in North America. Library facilities are available equally to all program candidates, faculty, and staff. The University Library and the Science Library, both located on the uptown campus, house most of the services used by students, faculty, and staff associated with the Teacher Preparation Program. The University Library includes an extensive collection of education-related books, including a children/adolescent literature collection and a curriculum library. The Library contributes annual updates of award winning books (e.g., Caldecott, Coretta Scott King, and Newbery Medal) to the children/adolescent literature collection. In addition, we previously received an annual budget of approximately \$1,000 from the Library for the purchase of new books selected by the faculty. School of Education faculty have selected books to update the content area and middle school literature collections, as well as to provide cultural and racial diversity of the literature. The children/adolescent literature collection to approximately 12,300 volumes.

The University Libraries collect, house, and provide access to all types of published materials in support of the research and teaching of the schools, colleges, and academic departments of the University. In addition to collection development services and online subject guides, Subject Librarians offer outreach through teaching, reference desk assistance, and individual consultation to students and faculty to create awareness of the many resources available to support student success and community engaged learning.

As a university with multiple doctoral programs, the Libraries have access to a significant number of key journals online and in print for teacher preparation and related subject areas (e.g., English, Literacy, Sciences). Should the program need to acquire a key journal, the Libraries would work with the department to identify for cancellation, a less needed journal title that may afford for a new journal subscription. Subject librarians will be sure to seek faculty advisement and advocate for acquisition or re-allocation of budgets based upon need. The University Libraries' Interlibrary Loan (ILL) Department borrows books and microforms, and obtains digital copies of journal articles and other materials not owned by the Libraries from sources locally, state-wide, nationally, and internationally. ILL services are available at no cost to the user for faculty, staff, and students currently enrolled at the University at Albany.

Library memberships provide access to many other libraries in the Capital District region, in New York State, and throughout the United States and Canada. In the Capital District, the Capital District Library Council (CDLC) sponsors the Direct Access Program (DAP). Upon presentation of a CDLC DAP card, students and faculty may borrow from or use 47 academic, public, law, medical, and technical libraries, including the Rensselaer Polytechnic Institute Libraries. Students and faculty may also use the collections of the New York State Library. Statewide, students and faculty may use and borrow materials from most of the SUNY-affiliated institutions. After a review of topics and holding in the MINERVA catalog, more recent monographs on autism and lifespan studies could be more aggressively collected if available. The libraries have been actively acquiring community-based learning resources within education and teaching. New publications addressing global human development, global equity and sustainability within the curriculum could also support the major. If other titles are needed, the University Libraries' Interlibrary Loan services can generally provide access to articles within 3-5 days, if unavailable through the many journals we subscribe to, lease, or own. The Libraries will continue to work with the faculty involved in the program to identify collection needs in light of existing resources. When necessary or upon re-evaluation of the program, funding for new resources will be included in the Libraries' annual budget request process. The Libraries may consider re-allocation of existing funds or utilize other appropriate funding sources.

Section 9. External Evaluation

SUNY requires two external evaluations of all proposed degree programs, and may request an evaluation for a proposed certificate program in a new or emerging field or for other reasons.

- a) Is an external evaluation required? [X] No [] Yes
- b) If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **submit a separate electronic document to accompany this form** that contains each original, signed *External Evaluation Report* (Form EPP B) as well as the single *Institutional Response* to all reports. **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer who will review and provide approval or request additional names. External reviewers should not be from any SUNY campus and a maximum of one may be from New York State.*

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name:	Name:
Title:	Title:
Institution:	Institution:

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [] No [X] Yes. If yes, **append** a completed [Form EPP H](#) 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? [X] No [] Yes

Section 11. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on [Guidance on Master Plan Amendments](#), does this proposal require a Master Plan Amendment?
- [X] No [] Yes, a completed SED [Master Plan Amendment \(MPA\) Supplement](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), does this proposal require degree authorization?
- [X] No [] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization

Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#) (HEGIS Codes). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

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

Program/Track Title and Award: BS Adolescent Education- Biology

- Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path, if one exists: Adolescent Education** See [Transfer Path Requirement Summary](#) for details
- 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: See KEY.								Term 2: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Biology Concentration Course	3		3	3	3			Biology Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	15	9	15			Term credit totals:	15	9	12	12	12		
Term 3: See KEY.								Term 4: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Biology Concentration Course	3	NS	3	3	3			Biology Concentration Course	3		3	3	3		
Free Elective Course	3				3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	
Biology Concentration Course	3		3	3	3			Free Elective	3				3		
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3			EPSY 440 Introduction to Assessment & Measurement	3		3	3			
Term credit totals:	15	6	6	12	12			Term credit totals:	15	3	9	9	12		
Term 5: See KEY.								Term 6: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Biology Concentration Course (upper division)	3		3	3				Biology Concentration Course (upper division)	3		3	3			

EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3				3		
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X	
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Free Elective	3				3		
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Sciences)	3			3		X									
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6		
Term 7:	See KEY.							Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X	
Biology Concentration Course (upper division)	3		3	3				Biology Concentration Course (upper division)	3		3	3			
								Biology Concentration Course (upper division)	3		3	3			
								Free Elective (upper division)	3						
								Free Elective (upper division)	3						
Term credit totals:	15	0	3	15	0			Term credit totals:	15	0	6	9	0		
Program Totals (in credits):	Total Credits: 120		SUNGE R: 30		LAS: 63		Major: 81		Elective & Other: 15		Upper Division: 66		Upper Division Major: 60		Number of SUNY GER Categories: 10

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- Chemistry

– Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):

– **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

– **Name of SUNY Transfer Path, if one exists:** Adolescent Education See Transfer Path Requirement Summary for details

– 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:		See KEY.						Term 2:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Chemistry Concentration Course	3		3	3	3			Chemistry Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	15	9	15			Term credit totals:	15	9	12	12	12		
Term 3:		See KEY.						Term 4:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Chemistry Concentration Course	3	NS	3	3	3			Chemistry Concentration Course	3		3	3	3		
Free Elective Course	3				3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	
Chemistry Concentration Course	3		3	3	3			Free Elective	3				3		

EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3				EPSY 440 Introduction to Assessment & Measurement	3		3	3			
Term credit totals:	15	6	6	12	12				Term credit totals:	15	3	9	9	12		
Term 5:	See KEY.								Term 6:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
Chemistry Concentration Course (upper division)	3		3	3				Chemistry Concentration Course (upper division)	3		3	3				
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3				3			
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X		
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Free Elective	3				3			
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Sciences)	3			3		X										
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6			
Term 7:	See KEY.								Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X		
Chemistry Concentration Course (upper division)	3		3	3				Chemistry Concentration Course (upper division)	3		3	3				
								Chemistry Concentration Course (upper division)	3		3	3				
								Free Elective (upper division)	3							
								Free Elective (upper division)	3							

Term credit totals:	15	0	3	15	0		Term credit totals:	15	0	6	9	0	
Program Totals (in credits):	Total Credits: 120		SUNGER: 30	LAS: 63	Major: 81	Elective & Other: 15	Upper Division: 66	Upper Division Major: 60	Number of SUNY GER Categories:				
									10				

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- English

- Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path**, if one exists: **Adolescent Education** See [Transfer Path Requirement Summary](#) for details
- 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:								Term 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
English Concentration Course	3		3	3	3			English Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	15	9	15			Term credit totals:	15	9	12	12	12		
Term 3:								Term 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
English Concentration Course	3		3	3	3			English Concentration Course	3		3	3	3		
Science Course	3	NS	3	3	3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	

English Concentration Course	3		3	3	3										3				
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3														
Term credit totals:	15	6	9	15	12										15	3	9	12	9
Term 5:	See KEY.																		
Term 6:	See KEY.																		
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
English Concentration Course (upper division)	3		3	3				Free Elective	3				3						
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	English Concentration Course (upper division)	3		3	3							
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X					
EPSY 422 Adolescent Development (or any adolescent development course)	3		3	3	3	X		Free Elective	3				3						
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for English)	3			3		X													
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6						
Term 7:	See KEY.																		
Term 8:	See KEY.																		
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X					
English Concentration Course (upper division)	3		3	3				English Concentration Course (upper division)	3		3	3							
								English Concentration Course (upper division)	3		3	3							

								Free Elective (upper division)	3							
								Free Elective (upper division)	3							
Term credit totals:	15	0	3	15	0			Term credit totals:	15		3	9	0			
Program Totals (in credits):		Total Credits: 120		SUNGER: 30		LAS: 69		Major: 84		Elective & Other: 15		Upper Division: 69		Upper Division Major: 63		Number of SUNY GER Categories: 10

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- Earth Science

– Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):

– **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

– **Name of SUNY** [Transfer Path](#), if one exists: Adolescent Education See [Transfer Path Requirement Summary](#) for details

– 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:		See KEY.						Term 2:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Earth Science Concentration Course	3		3	3	3			Earth Science Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	15	9	15			Term credit totals:	15	9	12	12	12		
Term 3:		See KEY.						Term 4:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Earth Science Concentration Course	3	NS	3	3	3			Earth Science Concentration Course	3		3	3	3		
Free Elective Course	3				3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	

Earth Science Concentration Course	3		3	3	3				3					3		
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3				Free Elective	3		3	3			
Term credit totals:	15	6	6	12	12				Term credit totals:	15	3	9	9	12		
Term 5:	See KEY.								Term 6:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
Earth Science Concentration Course (upper division)	3		3	3				Earth Science Concentration Course (upper division)	3		3	3				
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3				3			
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X		
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Free Elective	3				3			
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Sciences)	3			3		X										
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6			
Term 7:	See KEY.								Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X		
Earth Science Concentration Course (upper division)	3		3	3				Earth Science Concentration Course (upper division)	3		3	3				

								Earth Science Concentration Course (upper division)	3		3	3			
								Free Elective (upper division)	3						
								Free Elective (upper division)	3						
Term credit totals:	15	0	3	15	0			Term credit totals:	15	0	6	9	0		
Program Totals (in credits):		Total Credits: 120		SUNGER: 30		LAS: 63	Major: 81	Elective & Other: 15	Upper Division: 66		Upper Division Major: 60		Number of SUNY GER Categories:		
													10		

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- Physics

– Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):

– **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

– **Name of SUNY Transfer Path, if one exists: Adolescent Education See Transfer Path Requirement Summary for details**

– 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:		See KEY.						Term 2:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Physics Concentration Course	3		3	3	3			Physics Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	15	9	15			Term credit totals:	15	9	12	12	12		
Term 3:		See KEY.						Term 4:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Physics Concentration Course	3	NS	3	3	3			Physics Concentration Course	3		3	3	3		
Free Elective Course	3				3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	
Physics Concentration Course	3		3	3	3			Free Elective	3				3		
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3			EPSY 440 Introduction to Assessment & Measurement	3		3	3			

Term credit totals:	15	6	6	12	12				Term credit totals:	15	3	9	9	12			
Term 5:	See KEY.								Term 6:	See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		
Physics Concentration Course (upper division)	3		3	3				Physics Concentration Course (upper division)	3		3	3					
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3				3				
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X			
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Free Elective	3				3				
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Sciences)	3			3		X											
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6				
Term 7:	See KEY.								Term 8:	See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X			
Physics Concentration Course (upper division)	3		3	3				Physics Concentration Course (upper division)	3		3	3					
								Physics Concentration Course (upper division)	3		3	3					
								Free Elective (upper division)	3								
								Free Elective (upper division)	3								
Term credit totals:	15	0	3	15	0			Term credit totals:	15	0	6	9	0				
Program Totals (in credits):	Total Credits: 120		SUNGER: 30		LAS: 63		Major: 81		Elective & Other: 15		Upper Division: 66		Upper Division Major: 60		Number of SUNY GER Categories: 10		

KEY Cr: credits GER: [SUNY General Education Requirement](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path](#) Courses (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- Spanish

– Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):

– **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

– **Name of SUNY Transfer Path, if one exists: Adolescent Education** See [Transfer Path Requirement Summary](#) for details

– 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:		See KEY.						Term 2:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Spanish Concentration Course	3	WL	3	3	3			Spanish Concentration Course	3		3	3	3		
Free Elective	3				3			Social Studies Course	3	AH	3		3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3	3	3		
Term credit totals:	15	12	12	9	15			Term credit totals:	15	9	12	12	12		
Term 3:		See KEY.						Term 4:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Spanish Concentration Course	3		3	3	3			Spanish Concentration Course	3		3	3	3		
Science Course	3	NS	3	3	3			Social Studies Course	3	WH	3		3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	
Spanish Concentration Course	3		3	3	3			Free Elective	3						
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3			EPSY 440 Introduction to Assessment & Measurement	3		3	3			
Term credit totals:	15	6	9	15	12			Term credit totals:	15	3	9	9	6		
Term 5:		See KEY.						Term 6:		See KEY.					

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Spanish Concentration Course (upper division)	3		3	3				Free Elective	3				3		
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3				3		
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X	
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Spanish Concentration Course (upper division)	3		3	3			
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Languages)	3			3		X									
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	3	9	6		
Term 7:	See KEY.							Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X	
Spanish Concentration Course (upper division)	3		3	3				Spanish Concentration Course (upper division)	3		3	3			
								Spanish Concentration Course (upper division)	3		3	3			
								Free Elective (upper division)	3						
								Free Elective (upper division)	3						
Term credit totals:	15	0	3	15	0			Term credit totals:	15		3	6	0		
Program Totals (in credits):	Total Credits: 120		SUNGER: 30		LAS: 63		Major: 81		Elective & Other: 15		Upper Division: 66		Upper Division Major: 60		Number of SUNY GER Categories: 10

KEY Cr: credits GER: [SUNY General Education Requirement](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path](#) Courses (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category

Course Descriptions can be found at: https://www.albany.edu/undergraduate_bulletin/index.html

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: BS Adolescent Education- Social Studies

– Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):

– **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

– **Name of SUNY Transfer Path, if one exists: Adolescent Education See Transfer Path Requirement Summary for details**

– 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:		See KEY.						Term 2:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Economics: Concentration Course	3		3	3	3			US Geography: Concentration Course	3		3	3	3		
Any 100 or Above College Level Language Other Than English	3	WL	3	3	3			Government: Concentration Course	3		3	3	3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3	3			ETAP 201 Exploring Teaching as a Profession	3			3			
Math Course	3	MS	3		3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3	3		
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course	3	AR	3				
Term credit totals:	15	12	15	9	15			Term credit totals:	15	6	12	12	9		
Term 3:		See KEY.						Term 4:		See KEY.					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Free Elective	3				3			American History: Concentration Course	3	AH	3	3	3		
Science Course	3	NS	3		3			World History: Concentration Course	3	WH	3	3	3		
ETAP 430 Reading and Writing Across the Curriculum	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3			3		X	
World History: Concentration Course	3		3	3	3			Free Elective	3				3		
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3	HU		3	3			EPSY 440 Introduction to Assessment & Measurement	3		3	3			

Term credit totals:	15	6	6	9	12				Term credit totals:	15	6	9	12	9			
Term 5:	See KEY.								Term 6:	See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		
World Geography: Concentration Course	3		3	3				World Geography: Concentration Course	3		3	3					
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200	Free Elective	3		3		X				
ESPE 460 Introduction to Human Exceptionality	3			3				ETAP 479 Fieldwork: Healthy and Successful Students	6			6		X			
EPSY 422 Adolescent Development (or any other adolescent development course)	3		3	3	3	X		Free Elective	3		3						
ETAP 452X Methods of Secondary Teaching (X will be the assigned letter for Social Studies)	3			3		X											
Term credit totals:	15	0	9	15	3			Term credit totals:	15	0	9	9	3				
Term 7:	See KEY.								Term 8:	See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		
ETAP 480 Student Teaching: Adolescent Education	12			12		X	Pre: ETAP 479	ELTL 400 Language Acquisition for All Learners	3			3		X			
American History: Concentration Course	3		3	3	3			Free Elective	3								
								US Geography: Concentration Course	3		3	3					
								Free Elective (upper division)	3								
								Free Elective (upper division)	3								
Term credit totals:	15	0	3	15	3			Term credit totals:	15	0	3	6	0				
Program Totals (in credits):	Total Credits: 120		SUNGER: 30		LAS: 66		Major: 84		Elective & Other: 18	Upper Division: 84		UD Major: 63 (includes 15 UD in concentration)		Number of SUNY GER Categories: 10			

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path Courses](#) (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**




Educator Preparation Programs: Distance Education Format Proposal

EPP-H
1/2016

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 must submit a signed cover letter and this completed form as one PDF file 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.

Campuses that have not received previous approval to provide distance education or those that have made significant changes to the institution-wide distance education operations must complete Sections 1 - 3 and Part A: Institution-wide Issues.

Section 1. General Information		
Item	Response <i>(type in the requested information)</i>	
a) Institutional Information	Institution Name and Address	
	University at Albany, 1400 Washington Ave, Albany, NY 12222	
	NYS Department of Labor/ Regents Region : Capital Region	
b) Program Information	Program Title: Adolescent Education	
	Award(s) (e.g., BS, MAT): BS	
	SED Program Code (for existing program):	
	HEGIS Code : 0803	
	New York State certificate title(s) and level to which the program leads:	
	Certificate Title(s)	Initial, Professional, Initial/Prof
c) Distance Education Contact Person	Name: Billie Bennett Franchini Ph.D.	
	Telephone: 518-442-4850	
e) Chief Executive or Chief Academic Officer Approval ¹	Name and title:  Carol Kim, Ph.D., Senior Vice President for Academic Affairs and Provost	
	Email: Chkim@albany.edu	
	Date: 01/04/2024	

¹ 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:	25	75

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: 15 weeks
- b) Is this the same as term length for classroom program? [] No [x] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

3 credit course – 3 hours

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

The program is primarily an on-campus program. However, some undergraduate courses have both online and on-campus sections, and students will be able to decide which section to take. Further, some of the graduate courses in the 4+1 models will potentially have online courses during senior year. Finally, the College of St. Rose has students in dual major programs that are fully online who may transfer to us. Thus, we will at times be above 50% distance education dependent on the individual experiences of students.

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

At the undergraduate level, course enrollments are typically capped at 40 for both online and on-campus courses. At the graduate level (4+1 models, course enrollments are typically capped at 30 students for online courses, due to the nature of discussion and participations.

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

For the foreseeable future, these experiences will take place via in-person instruction and supervision, with a few exceptions for St. Rose student who was in a fully online program. Placements will be arranged in the same manner as they currently are for our other programs; there will be no difference for online or face-to-face students. However, if necessary, we may shift to virtual observations based on placement. During the pandemic, schools limited the number of visitors, so we have experience with this process and have procedures and technology in place if necessary.

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 a **new request** to add Distance Education Format to a proposed or registered program.

III. LEARNING DESIGN

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

The curriculum for the online course sections is the same as for the traditional in-person version of the program. Standards for written work and field experiences will be the same, and we will use the same evaluation rubrics for written work and field experiences. This program will be part of the AAQEP accreditation process, which will further assure the same standards and requirements.

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

Yes, the program has a sequence of courses and experiences that allow the program to be completed within 4 academic years. See the full proposal for the example sequence.

- 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

Currently we provide our students in other programs information about program requirements, clinical placement sites, policies, and testing via discussions with the Advisor and Assistant Director of Field Education, email, Brightspace, online University Bulletin, Admissions letter and other online communications. We have an orientation for new students in the programs to go through the program requirements and to address questions. For a new program, we would continue to use these means of communication to ensure that students are well-informed about how to successfully complete the program.

- d) Describe how students in the distance education program will satisfy the Dignity for All Students regulation [52.21(b)(2)(ii)(c)(1)(xii)], which requires that three of the six hours of training be conducted face-to-face, noting that electronic communication is not considered as face-to-face.

We will have the DASA training as part of the fieldwork experience courses to make sure all students meet this requirement. Transfer students are required to submit documentation that they completed DASA via an NYSED approved third party provider prior to the award of the degree. They may take it at location of their choice, or online as per current regulations.

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

We regularly assess the quality and accessibility of our program by speaking directly with students about these issues and through more formal assessment methods, such as surveys of graduates and alumni. Certainly, we strive to support students' capacities to be skilled educators, and to graduate, they need to successfully complete their courses and field experiences. Therefore, we will closely monitor students' progress and make pedagogical adjustments to ensure that they are learning the content required for successful program completion. In terms of the specific Brightspace platform, School of Education faculty/staff are routinely part of pilot programs for new technology (e.g. 4 people participated in the pilot).

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

Students will talk routinely with their advisor, course instructor, and other students. In each course, students have opportunities to interact with peers and faculty through full-class discussion boards, small-group discussion boards, synchronous small-group discussions, VoiceThreads, and Zoom meetings.

- g) 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?

Similar to campus-based students, students go through the regular admissions with verifications such as transcripts, letters of recommendation and an interview. Within courses, students access content via a password protected learning management system and may provide photos posted in online format, video

submitted in assignments or may have live face-to-face discussions within class. Zoom and other video platforms are currently used for informal and formal meetings with advisors, faculty and staff.

IV. FIELD EXPERIENCE AND STUDENT TEACHING (Teacher Preparation Programs only)

- a) Field experiences, student teaching and practica must be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated. How is this requirement met in a distance education format?

Student placements will still occur in face-to-face settings and will follow all current placement policies, procedures and expectations. This process includes placement selection and oversight by a designated full time university employee.

- b) Field experiences, student teaching and practica must be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences. How are the coursework and seminar designed to support teaching candidates during their field experiences and student teaching placements?

Our current process that we utilize in our other programs will not change. During both semesters of fieldwork/student teaching, students participate in a weekly seminar with a faculty member to discuss their experiences, the program attributes, and their university and K-12 learning as well as relationships. Our faculty members who teach these seminars have substantial teaching experience and doctoral degrees in education. In addition, students' advisors are in regular contact with them during their student teaching to ensure that student teachers' experiences in classrooms are productive and valuable. While in the classroom, student teachers are regularly supervised by university-based supervisors who work with our Assistant Director of Field Education. The Assistant Director of Field Education oversees the work of all students, cooperating teachers, and supervisors during fieldwork.

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

Student teachers are observed between three and four times during field experience. Student teachers also have three supervisor meetings each semester to discuss their progress.

- d) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model. Describe the responsibilities of institutional faculty and cooperating teachers in the observation, supervision and assessment of candidates' field experiences and student teaching.

We will strive to have qualified field supervisors closely observe and assess the instruction of all teacher candidates in-person. However, if this is not possible due to school-based visitor restrictions or other situations, we will conduct remote observations, which we implemented for student teachers during the pandemic. Historically, Zoom and video recordings have been used directly from the students' own computers. We will follow all FERPA protocols, and there is clear communication with our partner schools when video or Zoom observations must be implemented.

During the pandemic, it was reported that students had a good experience with their supervisors, and we received nuanced, thorough evaluations from supervisors. If we conduct remote observations based on an individual need (e.g., St Rose student already placed in rural area), we will build on this model, and we will also provide more specific guidance to student teachers on camera positioning, microphones use, and video annotation. Meanwhile, we will work closely with supervisors to help them navigate this process. As noted above, it is our intent that all observations will occur with in-person supervisors, but we are prepared to arrange remote observations if necessary.

- e) Field experiences, student teaching and practica must provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. How does the institution arrange candidates' field experiences to meet these requirements?

Our Assistant Director of Field Education has been placing our students in schools that meet these criteria in numerous areas of upstate New York. On occasion, students need to drive to schools that meet these criteria, but usually these commutes are still reasonable (under an hour). The University at Albany has good relationships and with districts in various parts of the state and will be able to find school placements that meet these criteria. The program keeps a database of candidates and the characteristics of placements to ensure their experiences meet the above noted criteria.

V. LEADERSHIP EXPERIENCES (Educational Leadership Programs only)

- a) Programs must ensure that leadership experiences are in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. How does the institution arrange candidates' leadership experiences to meet these requirements?
- b) Leadership experiences must be carefully selected and planned by program faculty in collaboration with school leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty.
 - 1. Describe how the institution selected and planned the leadership experience ensuring the collaboration between program faculty and supervising school district leaders.
 - 2. How frequently will the educational leadership candidate meet with the IHE faculty supervisor?
- c) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model.
- d) Leadership experiences must be supervised by certified school leaders and by program faculty who have preparation and expertise in supervision related to educational leadership. Describe the responsibilities of institutional faculty and supervising educational leaders in the observation, supervision and assessment of candidates' educational leadership experiences.

VI. OUTCOMES AND ASSESSMENT

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

We have a very clear set of program attributes, and the program's final assessment is closely aligned with those attributes. All assessments used within the program will be required of distance-learning students just as it is required of on-campus students. All assessments are connected to standards and outcomes associated with UAlbany, NYSED, and AAQEP rules and regulations.

- 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.

All the courses within the program have assessments aligned to our attributes, student learning outcomes, NYS standards and/or AAQEP accreditation standards. The assessments are specific to the course goals and this program is based on a research-based understanding of both teacher education and assessment.

VII. PROGRAM EVALUATION

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

This program will be evaluated and assessed with the same mechanisms that we have currently in place to assess our other teacher preparation programs. We have developed extensive data collection and analysis procedures including the following: student teaching evaluations per semester, capstone portfolio assessments, exit surveys, alumni surveys, and grades. These assessments are all aligned with the AAQEP standards, NYS teaching standards, and related organizations.

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

A guiding principle of AAQEP is continuous improvement, and we agree with this philosophy, which is one of the reasons we chose this accrediting body. By closely analyzing our data annually (as per AAQEP requirements), we will make appropriate adjustments to our program as needed based on these analyses. We are committed to making adjustments to ensure that students are well-prepared to meet the needs of NYS school students.

- 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?

We will follow the same procedures as we do for our current programs approved by UAlbany, SUNY and NYSED and is part of our AAQEP portfolio.

VIII. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Students in this program will be labeled as such in our integrated administrative system. This information can be queried allowing for identification of those residing outside of New York. A University committee for State Authorization issues and concerns has been formed. This committee is led by our Director of Enrollment Management with representation from the Office of the Registrar and other related units. In addition, we have a website outlining procedures under the State Authorization Reciprocity Agreement (SARA) process: <https://www.albany.edu/online/non-nys-residents.php>

- 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?

Here is the university link for complaints: <http://www.albany.edu/ir/rtk/>

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 a **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.
- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?
- 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
- d) Describe how students in the distance education program will satisfy the Dignity for All Students regulation [52.21(b)(2)(ii)(c)(1)(xii)], which requires that three of the six hours of training be conducted face-to-face, noting that electronic communication is not considered as face-to-face.
- e) How do faculty and others ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?
- f) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?
- g) 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?

IV. FIELD EXPERIENCE AND STUDENT TEACHING (Teacher Preparation Programs only)

- a) Field experiences, student teaching and practica must be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated. How is this requirement met in a distance education format?
- b) Field experiences, student teaching and practica must be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences. How are the coursework and seminar designed to support teaching candidates during their field experiences and student teaching placements?
- c) How frequently will the student teacher be observed by the IHE faculty supervisor?
- d) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model. Describe the responsibilities of institutional faculty and cooperating teachers in the observation, supervision and assessment of candidates' field experiences and student teaching.
- e) Field experiences, student teaching and practica must provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. How does the institution arrange candidates' field experiences to meet these requirements?

V. LEADERSHIP EXPERIENCES (Educational Leadership Programs only)

- a) Programs must ensure that leadership experiences are in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. How does the institution arrange candidates' leadership experiences to meet these requirements?
- b) Leadership experiences must be carefully selected and planned by program faculty in collaboration with school leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty.
 - 1. Describe how the institution selected and planned the leadership experience ensuring the collaboration between program faculty and supervising school district leaders.
 - 2. How frequently will the educational leadership candidate meet with the IHE faculty supervisor?
- c) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model.

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

VI. OUTCOMES AND ASSESSMENT

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

VII. PROGRAM EVALUATION

- a) What process is in place to monitor and evaluate the effectiveness of this particular distance education program on a regular basis?
- b) How will the evaluation results will be used for continuous 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?

VIII. STUDENTS RESIDING OUTSIDE NEW YORK STATE

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

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

Schenectady County Community College Teacher Education Transfer AS					University at Albany <i>Proposed: Adolescent Education BS</i>					
Course #	Course Title	SUNY Gen Ed	Major Requirement at UAlbany	Credits Granted	Course #	Equivalent Course Title	SUNY Gen Ed	Major Requirement at UAlbany	Credits Accepted	
ENG 123	College Composition	COM		3	AENG 100Z	Introduction to Analytical Writing	COM		3	
ENG 124 or ENG 125	Literature and Writing or College Composition II	HU		3	AENG 121 or AENG E00	Reading Literature or English Elective	HU		3	
	Mathematics Elective (1)	MS		3-4		Mathematics Elective	MS		3-4	
PSY 121	Introduction to Psychology	SS		3	APSY 101	Introduction to Psychology	SS		3	
FYS 100	First Year Seminar			1	QNCR E00	No Credit Received			0	
HIS 125 or HIS 134	West to 1650 or World History since 1600	OW		3	AHIS 130 or AHIS E10	History of European Civilization I or History Elective	OW		3	
HIS 132 or HIS 127	World to 1600 or West Since 1650	OW		3	AHIS 131 or AHIS E10	History of European Civilization II or History Elective	OW		3	
	SUNY General Education: Natural Science	NS		6-8		SUNY General Education: Natural Science	NS		6-8	
	SUNY General Education: World Languages	WL		3		SUNY General Education: World Languages	WL		3	
	SUNY General Education: Diversity, Equity, Inclusion & Social Justice	DV		3		SUNY General Education: Diversity, Equity, Inclusion & Social Justice	DV		3	
PSY 221	Educational Psychology		X	3	EPSY 200	Introduction to Educational Psychology		X	3	
TET 221	Foundations of Education		X	3	ETAP 201	Exploring Teaching as a Profession		X	3	
TET 252	Pre-Professional Seminar			1	QNCR E00	No Credit Received			0	
	SUNY General Education: Arts	AR		3		SUNY General Education: Arts	AR		3	
	SUNY General Education: US History	AH		3		SUNY General Education: US History	AH		3	
	PSY Restricted Elective			3-4		PSY Restricted Elective			3-4	
	Concentration Courses		X	15		Concentration Courses		X	15-20	
					Total Credits Eligible for Transfer					
					60-64					
					Additional Required and Elective Courses for the Degree at UAlbany					
					EEPL 300	Social Foundations of Education		X	3	
					ESPE 350	Creating an Inclusive Classroom environment for all Students		X	3	
					ECPY 360	Psychology, Cultural Diversity, & Social Justice		X	3	
					ESPY 400	The Psychology of Instruction & Learning		X	3	
					ELTL 400	Language Acquisition for All Learners		X	3	
					ETAP 430	Reading and Writing Across the Curriculum		X	3	
					EPSY 440	Introduction to Assessment and Measurement		X	3	
					ETAP 452	Methods of Secondary Teaching		X	3	
					EPSE 460	Introduction to Human Exceptionality		X	3	
					ETAP 479	Fieldwork: Healthy and Successful Students		X	6	
					ETAP 480	Student Teaching Adolescent Education		X	12	
						Upper-Division Concentration Courses		X	21	
				Total Credits Required for Degree Completion at SCCC					Total Credits Required at UAlbany	66
				62-66					Total Transfer Credits Applied to Program	60-64
								Total Credits Required for Degree	126-130 (2)	

A transfer student admitted to the University at Albany who has completed his/her A.A. or A.S. degree will be given credit for meeting SUNY's General Education requirements.

Notes:

(1) Students should choose a Mathematic course that is above 145, to ensure it brings credits into the University at Albany. Both MAT 125 and 145 do not transfer credit.

(2) 126-130 is only a variable based on what courses the student chooses at SCCC. Some of their courses with additional credits add to the overall totals.

Hudson Valley Community College Liberal Arts & Sciences Adolescent Education AS					University at Albany <i>Proposed: Adolescent Education BS</i>				
Course #	Course Title	SUNY Gen Ed	Major Requirement at UAlbany	Credits Granted	Course #	Equivalent Course Title	SUNY Gen Ed	Major Requirement at UAlbany	Credits Accepted
FORM 102	College Forum			1	QNCR E00	No Credit Transferred			0
EDUC 101	Introduction to Secondary Education			3	EEPL 300	Social Foundations of Education			3
EDUC 108	Individuals with Exceptionalities in the School and Community			3	EEDU E10	Education Elective			3
EDUC 110	Foundations of Education in America			3	EEDU E10	Education Elective			3
ENGL 101	English Composition I	COM		3	AENG 100Z	Introduction to Analytical Writing	COM		3
ENGL 102 or ENGL 104	English Composition II or English Composition II: Writing About Literature	HU		3	AENG E10 or AENG 121	English Elective or Introduction to Reading Literature	HU		3
PSYC 100	General Psychology	SS		3	APSY 101	Introduction to Psychology	SS		3
PSYC 208	Adolescent Psychology			3	EPSY 422	Adolescent Development			3
	Mathematics Elective	MS		3		Mathematics Elective	MS		3
	World Languages Electives	WL		6		World Languages Electives	WL		6
	Restricted Electives			6		Electives			6
	Electives as advised			3		Electives			3
	SUNY General Education: Diversity, Equity, Inclusion & Social Justice	DV		3		SUNY General Education: Diversity, Equity, Inclusion & Social Justice	DV		3
	Concentration Electives (2)		X	18		Concentration Electives		X	18
					Total Credits Eligible for Transfer				
					60				
					Additional Required and Elective Courses for the Degree at UAlbany				
					EPSY 200	Introduction to Educational Psychology		X	3
					ETAP 201	Exploring Teaching as a Profession		X	3
					EEPL 300	Social Foundations of Education		X	3
					ESPE 350	Creating an Inclusive Classroom environment for all Students		X	3
					ECPY 360	Psychology, Cultural Diversity, & Social Justice		X	3
					ESPY 400	The Psychology of Instruction & Learning		X	3
					ELTL 400	Language Acquisition for All Learners		X	3
					ETAP 430	Reading and Writing Across the Curriculum		X	3
					EPSY 440	Introduction to Assessment and Measurement		X	3
					ETAP 452	Methods of Secondary Teaching		X	3
					EPSE 460	Introduction to Human Exceptionality		X	3
					ETAP 479	Fieldwork: Healthy and Successful Students		X	6
					ETAP 480	Student Teaching Adolescent Education		X	12
						Upper-Division Concentration Courses (3)		X	18
Total Credits Required for Degree Completion at HVCC					Total Credits Required at UAlbany				
61					66				
					Total Transfer Credits Applied to Program				
					60				
					Total Credits Required for Degree				
					126				

A transfer student admitted to the University at Albany who has completed his/her A.A. or A.S. degree will be given credit for meeting SUNY's General Education requirements.

Notes:

(1) Course recommended due to it fulfilling requirements at the University at Albany.

(2) Students choose a concentration from the following areas: History/Social Studies, English, Math, Biology, Earth Science, Physics, or Chemistry. These courses transfer into the same concentration for the Adolescent Education Major at UAlbany.

(3) Students must complete concentration courses that are at the upper-division level.



School of Education

Catskill 281
1400 Washington Ave, Albany, NY 12222
albany.edu/education
518-442-4988

December 11, 2023

To Whom it May Concern:

On behalf of the Departments of Literacy Teaching and Learning, Educational Theory and Practice, Educational Policy & Leadership, and Educational Counseling and Psychology, along with the Divisions of Special Education and Educational Psychology, we support the University at Albany School of Education in creating three undergraduate teacher preparation programs in the following areas:

- Adolescent Education
- Early Childhood/Childhood Education
- Childhood and Special Education

This letter of support accompanies required documentation for these three programs.

Sincerely,

Dr. Cheryl Dozier
Literacy Teaching and Learning, Co-Chair

Dr. Kelly Wissman
Literacy Teaching and Learning, Co-Chair

Dr. Kathryn Schiller
Educational Policy & Leadership, Chair

Dr. Kimberly Colvin
Educational Counseling and Psychology, Chair

Dr. Gabriel Schlomer
Division of Educational Psychology, Director

Dr. Alan Oliveira
Educational Theory and Practice, Chair

Dr. Kristie A. Saddler
Division of Special Education, Director

Current Course Descriptions- Across All Programs

E CPY 360 Psychology, Cultural Diversity, & Social Justice (3)

This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers.

E EPL 300 (formerly E APS 300) Social Foundations of Education (3)

Inquiry into educational policies, purposes, and ideas based upon the resources and insights of the humanities and the social sciences. Prerequisite(s): junior or senior class standing.

E PSY 200 Introduction to Educational Psychology (3)

Introduction to learning, individual differences, motivation, cognitive and socio-emotional human development, and theories of intelligence, and their relevance to a variety of learning contexts. Only one of E PSY 200 and T EPS 200 may be taken for credit.

E PSY 400 The Psychology of Instruction and Learning (3)

Investigation of theories, models, principles, and strategies of instruction based on psychological understandings of human learning that can inform the design of effective learning environments. Prerequisite: E PSY 200.

E PSY 440 Introduction to Assessment & Measurement (3)

This introductory course will address the construction, evaluation, and selection of educational and psychological assessments. Topics of study will include reliability, validity, item writing, summative and formative classroom assessments, grading, rubrics, score interpretation and use (including norm- and criterion-referencing), and social issues related to testing. Prerequisite(s): junior or senior class standing.

E SPE 460 Introduction to Human Exceptionality (3)

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented. Prerequisite(s): junior or senior standing.

E TAP 201 Exploring Teaching as a Profession (3)

Review and exploration of contemporary education with a major focus on the secondary school. Emphasis on concepts of schooling, changing role of teachers, restructuring schools, and teaching as a career. Examine theories of teaching and learning for the purpose of challenging assumptions about today's schools and extending expectations concerning tomorrow's schools.

U UNI 110 Writing and Critical Inquiry (3)

Introduction to college-level critical inquiry with a focus on the practice of writing. Based on principles of rhetorical theory, the course emphasizes intensive practice in academic writing as well as writing in other contexts. Students complete various projects in order to deepen their understanding of writing as a vehicle for inquiry and enhance their

ability to produce clear and effective prose for different audiences and purposes and in different media. Only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of C or better or S to meet the Writing and Critical Inquiry requirement.

Degree Requirements for the Major in Adolescent Education

General Program B.S.: A minimum of 84 credits, including 30 credits in the concentration.

Core Courses: 54 credits

- *Foundations of Education (3 credits): EEPL 300*
- *Teaching as a Profession (3 credits): ETAP 201*
- *Educational Psychology, Development and Assessment (15 credits): EPSY 200, EPSY 400, EPSY 422, EPSY 440, ECPY 360*
- *Special Education (6 credits): ESPE 350, ESPE 460*
- *Literacy (6 credits): ETAP 430, ELTL 400*
- *Methods (3 credits); ETAP 452*
- *Fieldwork and Student Teaching (18 credits); ETAP 479, ETAP 480*

Concentrations: 30 credits in one content area (minimum 15 credits upper division)

- *Biology*
- *Chemistry*
- *Earth Science*
- *English*
- *Math*
- *Physics*
- *Social Studies:*
- *Spanish*

**** Students must maintain a 2.85 GPA to remain in the major.**

EPSY 422: Adolescent Development

Class #: XXXX

Credit: 3

The University at Albany
Summer 2023 – Online Asynchronous

Instructor: Gabriel L. Schlomer, Ph.D.

Email: gschlomer@albany.edu

Website: <https://brightspace.albany.edu/>

Office Hours: XXXX

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction.

I. COURSE DESCRIPTION

This course focuses on development during middle childhood and adolescence (ages 10 through 18) with emphasis on the interaction of biological, psychological, and school forces. Topics include individual and group differences, their implications for teaching and advising students, general theories of adolescent development, and a variety of issues facing adolescents. *From www.albany.edu/educational_psychology/courses.htm*

II. COURSE OBJECTIVES

- Students will acquire scientific knowledge of biological, cognitive, and social development of adolescents.
- Students will be able to use their knowledge of adolescent biological, cognitive, and social development to better understand and contextualize adolescent behaviors.
- Students will be able to consciously consume research on adolescent development
- Students will be able to take different perspectives and see adolescence in different contexts through the shared experiences of their classroom peers

III. COURSE FORMAT

This course is delivered completely online using UAlbany's Brightspace service.

IV. REQUIRED TEXTS

Steinberg, L. (2023). *Adolescence* (13th Ed.). New York, NY: McGraw-Hill*

The key goal of this text is to help students understand how the context in which adolescents come of age shapes the way in which they develop. Adolescent development cannot be understood apart from the context in which young people live and grow up— families, peer groups, schools, neighborhoods, and work and leisure settings. This is a widely used book on adolescence that organizes adolescent development around biological, cognitive, and social aspects.

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7th Ed.* Washington, D.C.: American Psychological Association.

The *Publication Manual of the American Psychological Association* is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy-to-use reference and citation system, the *Publication Manual* also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication. *All writing in this course should follow APA style.*

Additional Readings (see Course Schedule)

This course will take both a broad and in-depth view of adolescent development. The purpose of the book is to provide you with a broad range of information about the many topics and issues in adolescent development. Although any of the issues described in the book merit further exploration (i.e., depth) there simply is not time for everything. The readings that are assigned are meant to bring additional depth to a small set of these topics and issues. The assignments are meant to provide you with the opportunity to explore further into topics of your

choosing. Additional readings can be found on the Brightspace course website (or Google Scholar the reference)

V. ASSIGNMENTS

Thought Question (6 @ 4 points each): Each week, students are required to SUBMIT one Thought Question based on the readings for that week and RESPOND to a question from a classmate. Thought questions should be original questions asked by the student and not taken or borrowed from elsewhere. Students are encouraged to reflect on their own experiences and prior knowledge when developing thought questions, including integrating concepts and discussions from prior classes. Thought questions should reflect student curiosity stimulated by the readings. Good thought questions are usually at least a few sentences in length and demonstrate critical thinking. Responses to classmate's thought questions should be based on prior experience, knowledge, or materials from the readings. Good responses are an honest attempt at answering the question, providing clarification, and/or additional considerations.

Thought Questions should be posted to Blackboard by 5:00 pm the Friday of that week of class. Please create a new Thread on the Discussion Board for your thought question. Grades for Thought Questions will be penalized 1 points if posted late (i.e., after 5:00pm on Friday) and penalized an additional 1 points if posted after 5pm on Saturday (i.e., > 24 hours late). No credit will be given for questions posted after 5pm on Sunday.

Inquiry papers (3 @ 40 pts each): The purpose of this assignment is to encourage you to think critically about information you are gaining from text and other course materials and to pursue further knowledge about particular topics of interest to you. **As you read each chapter and the corresponding course materials, identify one question or specific issue that you would like to know more about.** The focus of your inquiry paper will be on this question or specific topic. For example, in studying biological transitions you may decide that you would like to know more about how hormones influence moods, or why breast development is historically starting earlier in girls. After you have identified your inquiry topic, you are to find at least two research articles from peer reviewed professional journals to assist you in answering your question. The two required research articles should not be ones used in class, although you can use class articles as additional references as needed. Your research articles should be primary research articles (i.e., not a literature review, meta-analysis, or book/book chapter. Dissertations/Theses are also excluded since they are not peer reviewed). Primary research articles have a typical structure (Intro, Methods, Results, Discussion) and include a quantitative analysis of data. If you are unsure if an article qualifies, please email me to ask.

These research articles should have been published within the past 5 years (2018 to 2023). You are to submit a reference list at the end of each paper that lists these two articles in APA format. PsycINFO can be used to find research papers. Students might also look at any of the following specific journals: *Child Development, Developmental Psychology, Journal of Research on Adolescence, Journal of Youth and Adolescence, Journal of Adolescent Research, Journal of Early Adolescence, Development and Psychopathology, Journal of Adolescent Health, Journal of Marriage and Family, Journal of Family Psychology, Journal of Family Issues*. This is not a comprehensive list and is meant to provide examples. If you have a question about if a journal qualifies as a peer reviewed professional journal, please contact me to ask.

Your papers will be approximately 5-6 pages in total length. Each paper should start with a cover page (page 1), followed by 3-4 pages of text (pages 2 to 4 or 5), and end with a final page that includes the list of references in APA format (pages 5 or 6). Papers should be double spaced throughout (don't put extra spaces between paragraphs) and use 12pt Times New Roman font with 1-inch margins (per APA style).

The text of the paper should consist of 3 parts: (1) Introduction: in which you state your inquiry question or topic along with an explanation of why you selected the topic (e.g., what material from text or course materials led you to want to know more about this question); (2) Summary: in which you state a summary of the two

research articles and what you learned from them (include citations in APA format). Summarizing an article means writing about what the authors are studying and why, how they studied it (research method, sample used, etc.), and what the results of the study showed; and (3) Conclusion: in which you discuss (a) whether or not your question has been answered, (b) what further research might be needed, and (c) how your inquiry might be useful to you in your future or current professional role or might be useful to parents, teachers, or adolescents themselves. Papers should be written using complete sentences and paragraphs. Bullet points, lists, and the like should not be used. **Do not use quotes. Your paper will be deducted 10% per quote used even if proper referencing is provided.** All of the writing should be your own. You can include tables and/or figures but they will not be counted toward your 3-4 pages of text required for the assignment.

Papers must be submitted to Brightspace using Word or PDF format. Documents using other formats (e.g., Apple Pages) or links to cloud storage (e.g., Google Docs, Box, Dropbox) will not be accepted. Failure to upload papers using the correct format will result in accruing late penalties until uploaded with the correct format. It is your responsibility to ensure that your paper has been uploaded and uploaded without error (e.g., blank or corrupted file). Inquiry papers are due on the time and date specified on the Course Schedule and should be turned in via the course Brightspace page. Late papers are penalized 25% per day late.

VI. GRADING

Thought Questions = 24 points

Inquiry Papers = 120 points.

Total Points = 144.

A	94-100 percent	C	73-76.9 percent
A-	90-93.9 percent	C-	70-72.9 percent
B+	87-89.9 percent	D+	67-69.9 percent
B	83-86.9 percent	D	63-66.9 percent
B-	80-82.9 percent	D-	60-62.9 percent
C+	77-79.9 percent	E	< 60 percent

VII. REASONABLE ACCOMODATION

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518-442-5490; drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations. This statement appears on our University website as part of our Statement of Reasonable Accommodation Policy In Response to the Americans with Disabilities Act that can be found at the following link:

<https://portal.itsli.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer2016.pdf>

VIII. 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 text written by a generation system (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper), nor 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/graduatebulletin/requirements_degree.htm#standards_integrity

IX. ABSENCE DUE TO RELIGIOUS OBSERVANCE

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

Course Schedule

- Week 1: June 20 - June 23 **Biological Transitions** - Steinberg 1; Skoog, 2014
Cognitive Transitions - Steinberg 2; Ellis, 2012
Due: TQ1 (Friday, June 23)
- Week 2: June 26 – June 30 **Social Transitions** - Steinberg 3; Busby, 2013
Identity - Steinberg 8; Xing, 2015
Due: TQ2, Inquiry Paper 1 (Friday, June 30)
- Week 3: July 3 - July 7 **Autonomy** - Steinberg 9; Michaud, 2015
Families - Steinberg 4; Carlson, 2006
Due: TQ3 (Friday, July 7)
- Week 4: July 10 - July 14 **Peer Groups** - Steinberg 5; Brechwald, 2011
Intimacy - Steinberg 10; Vagi, 2013
Due: TQ4, Inquiry Paper 2 (Friday, July 14)
- Week 5: July 17 - July 21 **Sexuality** - Steinberg 11; Stanger-Hall & Hall, 2011
Work, Leisure, and Media - Steinberg 7; Prescott, 2018
Due: TQ5 (Friday, July 21)
- Week 6: July 24 – July 28 **Psychosocial Problems in Adolescence** - Steinberg 13; Langman, 2009
Achievement - Steinberg 12; Bempechat & Shernoff, 2012
Schools - Steinberg 6; Collie, 2012
Due: TQ6, Inquiry Paper 3 (Friday, July 28)

References

- Bempechat, J. & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In Shristenson, S. L., et al., (Eds.), *Handbook of Research on Student Engagement* (pp. 315-342). Springer
- Brechwald, W. A. & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence, 21*, 166-179. doi: 10.1111/j.1532-7795.2010.00721.x
- Busby, D. R., Lambert, S. F., & Jalongo, N. S. (2013). Psychological symptoms linking exposure to community violence and academic functioning in African American adolescents. *Journal of Youth and Adolescence, 42*, 250-262.
- Carlson, M. J. (2006). Family structure, father involvement, and adolescent behavioral outcomes. *Journal of Marriage and Family, 68*, 137-154.
- Collie, R. J., Shapka, J. D., Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*, 1189-1204. doi: 10.1037/a0029356
- Ellis, et al., (2012). The evolutionary basis of risky adolescent behavior: Implications for science, policy, and practice. *Developmental Psychology, 48*, 598-623. doi: 10.1037/a0026220
- Langman, P. (2009). Rampage school shooters: A typology. *Aggression and Violence Behavior, 14*, 79-86. doi: 10.1016/j.avb.2008.10.003
- Michaud, P., Blum, R. W., Benaroyo, L., Zermatten, J., & Baltag, V. (2015). Assessing an adolescent's capacity for autonomous decision-making in clinical care. *Journal of Adolescent Health, 57*, 361-366.
- Prescott, A. T., Sargent, J. D., & Hull, J. G. (2018). Metaanalysis of the relationship between violent video game play and physical aggression over time. *PNAS, 115*, 9882-9888.
- Skoog, T. & Stattin, H. (2014). Why and under what contextual conditions do early-maturing girls develop problem behaviors? *Child Development Perspectives, 8*, 158-162. doi: 10.1111/cdep.12076
- Stanger-Hall, K. F. & Hall, D. W. (2011). *Abstinence-only education and teen pregnancy rates: Why we need comprehensive sex education in the U.S.* PLoS One, 6, 1-11.
- Vagi, K. J., Rothman, E. F., Latzman, N. E., Tharp, A. T., Hall, D. M., & Breiding, M. J. (2013). Beyond correlates: A review of risk and protective factors for adolescent dating violence perpetration. *Journal of Youth and Adolescence, 42*, 633-649. doi: 10.1077/s10964-013-9907-7
- Xing, K., Chico, E., Lambouths, D. L., Brittan, A. S., & Schwartz, S. J. (2015). Identity development in adolescence: Implications for youth policy and practice. In Bowers, E. P. et al (Eds.), *Promoting Positive Youth Development: Lessons from the 4-H Study*. Switzerland: Springer International.

Inquiry Paper Grading Rubric
EPSY422 - Summer 2023

Basic Paper Elements	Deduction	10 Points
1) Is there a cover page?		2
2) Is there 3-4 pages of text?		4
3) Is there a reference section?		4
Content Requirements		30 Points
4) Does the student clearly identify their Inquiry Question?		2
5) Does the student state why they chose it?		2
6) Are the two research articles primary studies and from peer reviewed academic journals?		4
7) Are the articles from within the past 5 years (since 2016)?		4
8) Does the student provide a summary of the findings from the two papers? (what the authors studied and why, how they studied it (research method, sample used, etc.), and what the results showed)		8
9) Does the student discuss if their question has been answered?		4
10) Does the student suggest what further research might be needed?		4
11) Does the student discuss how their inquiry might be useful to them in the future OR in their current profession OR to parents, teachers, or adolescents?		4
Readability and Structure		14+ Points
12) Is the paper coherent, logical, and well organized? (Especially the summary and discussion)		6
13) APA Style?		4
14) Are quotes used?		4 (per quote)
TOTAL DEDUCTION		

Note: Students start with 40 points. Points are *deducted* based on the above criteria.

ETAP 430 Class#: XXXX
Reading and Writing across the Curriculum
Spring XXX
Mondays 4:30-7:20
Humanities 133
Instructor:

3 graduate credits

Office Hours:

Phone: 518-XXXXXX (office), **Email:** XXXXX

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction.

Course Description and Goals

ETAP 430 examines the theory and practice of literacy learning and instruction within and across content areas or disciplines (e.g., mathematics, science, English, art). It focuses on disciplinary and interdisciplinary uses of and purposes for oral and written texts in school settings, primarily secondary school. This course will be an extended effort to explore three questions: (1) What is literacy? (2) How can school teachers support the literacy development of their students? and (3) How can writing and reading enhance content-area and disciplinary learning in schools? The primary purpose of ETAP 530 is to provide prospective and current school teachers with an understanding of literacy learning in order to help them develop research-based strategies for integrating writing and reading into their classes to support student learning and literacy development. The course also serves graduate students who are not school teachers but who are interested in literacy. Significantly, students' inquiry in this course will grow out of their own experiences as writers and readers. In that spirit, students will be asked to write and read a variety of texts and to reflect carefully on their own literacy experiences and what those experiences might mean for literacy-related education.

As many educators understand, effective reading and writing develop in concert with disciplinary knowledge. Education standards, including New York state's, are requiring knowledge of effective literacy practices of all content area teachers, and they are outlining that K-12 students be able to read complex materials and articulate their knowledge in written form. For all teachers, effective literacy instruction is a practice shaped and improved over time. Our overarching goal is to learn how to integrate reading and writing into content area classes and to examine the role literacy plays in developing disciplinary knowledge.

The primary goals of this course are as follows:

1. To build an understanding of contemporary theoretical perspectives on literacy, literacy teaching, and literacy learning.

2. To build an understanding of disciplinary literacy, including the specialized ways of reading, writing, thinking, and constructing knowledge across the content areas of school (e.g., mathematics, science, English, art).
3. To foster a critical and self-reflective approach to disciplinary literacy instruction and its place in the school curriculum, particularly secondary school.
4. To examine the connections between youth identities (e.g., cultural, ethnic, racial, gender) and their literacy identities and practices.
5. To build an understanding of literacy-related assessment in school.
6. To understand the role of digital literacies as they relate learning in the disciplines.
7. To examine the relationship between school-based literacy instruction and other aspects of youths' literacy practices in their lives outside school.

Course Activities/Projects

The major activities/projects in this course are described below. More detailed information for each will be available on our Blackboard site.

Online Discussions of Readings (56 points = 4 discussions X 14 pts each)

An important feature of our course will be online discussions of readings and videos about disciplinary and content area literacy, adolescent literacy, and the connection between school-based and out-of-school literacies. These discussions will happen throughout the semester with a variety of different student groupings and discussion formats. Your consistent, thoughtful, and respectful participation is essential to your own learning and that of your classmates. **In each discussion it is required that you post an initial response to the readings on the first day of the discussion. Then you must post an additional three more times in response to classmates' posts. In sum, you must post at least four times in a discussion, and each post must contain citations to the assigned readings. The four posts must be spaced out over the discussion week.**

Pivotal Literacy Narrative (20 points)

In this essay of 1000-1200 words, you will relate an experience or event that seems to have been pivotal/important in shaping the kind of writer and reader you have become or an experience that illustrates the role of literacy in your life. The purpose of the assignment is to explore this experience in order to gain insight into who you are as a writer and reader and to examine the role literacy plays into your life.

Case Study of a Youth Reader/Writer (40 points)

For this assignment you will conduct a case study of a middle or high school student in order to gain an understanding of the young person as a writer and reader and to examine the role of literacy in that student's life (both in and out of school). Your case study will include a description and analysis of your student as a writer and reader. This is a research assignment that involves collecting data through interviews and observations as well as consulting the relevant published research on literacy learning. (Due to the pandemic, it is okay if your observations happen virtually.) In your analysis you will draw on theories and research relevant to the specific issues and questions that arise as you seek to understand your student as a literate person. The finished case study should be 1200-1500 words in length and include data from your interviews and observations. More detailed directions will be provided in class.

Final Project: Collaborative Unit Plan (60 points)

For this assignment, which will be the culminating project for the course, you will work in small groups or pairs to create a literacy-related unit plan for a particular content area. Specifically, you will create a content area unit plan in which literacy instruction is used to support disciplinary learning in your specific content area. The specific focus of the unit, the nature of the assigned writing and reading in the unit, the intended grade level, and the length of time for the unit are all up to your group. Your unit plan will include a detailed rationale in which you explain and justify each component of your unit in terms of your goals as content-area teachers and your understanding of adolescent literacy development. More detailed directions will be provided in class.

Course Reflective Essay (Final Essay) (20 points)

Directions will be provided for this essay early in the semester during class time.

Course Participation (4 points)

This aspect of your course grade accounts for the quality of your participation in both face to face and online class sessions. Regular attendance and a consistent online presence are essential parts of your participation.

<p>Note that all writing assignments should include bibliographies and correct format for citing sources (either APA or MLA).</p>
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Class Policies

The following policies are designed to support your opportunities for learning in this course.

- Class participation—both face to face and online—is paramount. We will participate in many discussions and interactive activities that require your presence. If you are unable to participate or will miss a due date, you need to email me. Regular lack of online presence or consistent lateness with assignments will lower your grade for the course.
- Turning in work that is not yours or turning in work that you created for another course may result in your failing the course and your dismissal from the program. See below.

- If you are absent, you are still responsible for turning in all work due.
- Late work will be penalized unless you have extenuating circumstances related to illness or an emergency in your immediate family.

Disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you require an 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.

Academic Integrity and Plagiarism

All work must be your own. Plagiarism may result in a zero for the assignment or dismissal from the course. Please see the following link through the University in regard to Academic Integrity and Plagiarism: <http://www.albany.edu/judicial/docs/CRR2007-2010.pdf>

In this course, students are expected to follow basic rules of academic integrity. Most basic of these rules is that when you use another's ideas, you MUST give that person the credit via citation. If you are unfamiliar with APA style citation rules, please visit the Purdue Online Writing Lab for information: <http://owl.english.purdue.edu/owl/resource>. This is a non-negotiable standard to which all students are held. If you have any questions about how to cite sources, please let me know. I will be happy to provide any help I can.

Absence Due to Religious Observance

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

Course Grading

You can accumulate up to 100 points for work completed this semester. Grades will be based on the number of points you accumulate. Because this is a graduate class and preparation for the profession of teaching, the accumulations must be quite high to earn high grades.

A = 200-190 pts. / 100-95%
 A- = 189-184 pts. / 94-92%
 B+ = 183-178 pts. / 91-89%
 B = 177-166 pts. / 88-83%
 B- = 165-160 pts. / 82-80%
 C+ = 159-154 pts. / 79-77%
 C = 153-142 pts. / 76-71%
 D = 141-131 pts / 70-65%
 E = 129 or less / 64-0%

Course Texts

Required Book

Lent, R. H. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing...content area by content area*. Thousand Oaks, CA: Corwin, A SAGE Company.

*This book is available at the campus book store, but it is fine to purchase/order it elsewhere or borrow from a library. You will need access to it all semester.

Required Articles and Reports (Available on Blackboard site)

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York

Hall, L. A. (2012). The role of reading identities and reading abilities in students' discussions about texts and comprehension strategies. *Journal of Literacy Research, 44*(3), 239–272.

Ito, M., Baumer, S., Bittanti, M., Cody, R., Stephenson, B. H., Horst, H. A., & Perkel, D. (2009). *Hanging out, messing around, and geeking out: Kids living and learning with new media*. Cambridge, MA: MIT press.

Lee, C. D. (2017). An ecological framework for enacting culturally sustaining pedagogy. In D. Paris & H. S. Alim (Eds.), *Culturally sustaining pedagogies : teaching and learning for justice in a changing world*, (pp. 261-274). Teachers College Press.

Learned, J. E. (2018). Doing history: A Study of disciplinary literacy and readers labeled as struggling. *Journal of Literacy Research, 50*(2), 190-216.

Lee, C. D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review (85)*(2), 254-278.

Paris, D. (2012). Culturally sustaining pedagogy a needed change in stance, terminology, and practice. *Educational Researcher, 41*(3), 93-97.

Shanahan, T. & Shanahan, C. (2012). What is disciplinary literacy and why does it matter?. *Topics in Language Disorders, 32* (1), 7-18.

Other recommended articles and books related to course topics

Alvermann, D. E., Hagood, M. C., Heron-Hruby, A., Hughes, P., Williams, K. B., & Yoon, J.-C. (2007). Telling Themselves Who They Are: What One Out-of-School Time Study Revealed about Underachieving Readers. *Reading Psychology, 28*(1), 31-50.

Franzak, J. K. (2006). *Zoom: A review of the literature on marginalized adolescent readers, literacy theory, and policy implications*. *Review of Educational Research, 76*(2), 209–248.

Gutiérrez, K. D., Morales, P. Z., & Martinez, D. C. (2009). Re-mediating literacy: Culture, difference, and learning for students from nondominant communities. *Review of Research in Education, 33*(1), 212-245.

Hall, L. A. (2007). Understanding the silence: Struggling readers discuss decisions about reading expository text. *The Journal of Educational Research, 100*(3), 132-141.

Heath, S. B. (1983). *Ways with words: language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.

- Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (2001). *Identity and agency in cultural worlds*. Cambridge: Harvard University Press.
- Klingner, J. K., & Edwards, P. A. (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly*, 41(1), 108-117.
- Lam, W. S. E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: A case of an adolescent immigrant. *Reading Research Quarterly*, 44(4), 377-397.
- Lee, C. (2007). Culture, literacy, and learning: Blooming in the midst of the whirlwind.
- Mahiri, J. (Ed.). (2003). *What they don't learn in school: Literacy in the lives of urban youth*. New York: Peter Lang.
- Rainey, E. & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write, and think within ELA and across the disciplines. *English Education*. 45(1), 71-90.
- Wortham, S.E.F. (2006). *Learning identity: The joint emergence of social identification and academic learning*. Cambridge, UK: Cambridge University Press.

Tentative Course Calendar

Please note this is subject to change based on the needs of the students in the course.

Topic	Date and Mode	Readings, Videos, Podcasts	Assignments
Course Introduction	Face-to-Face 1/24	Syllabus Course and personal introductions	
What is literacy? What is disciplinary literacy?	Face-to-Face 1/31	Lent (2016, Chapter 1) Moje (2015) Video , Annenberg Learner	Pivotal Literacy Narrative, due 1/31
What is reading across the disciplines?	Online 2/7-2/13 (1 week)	Lent (2016, Chapter 2) Hall (2012) Podcast, Adolescent Literacy, Part 2	Online discussion: 2/7-2/13
What is writing across the disciplines?	Face to Face 2/14	Lent (2016, Chapter 3) Lee & Spratley (2010) Video, Annenberg Learner	Brief proposal for case study, due 2/14
What is inquiry across the disciplines?	Online 2/21-3/6 (2 weeks)	Lent (2016, Chapter 4) Learned (2018) JLR	Reading period: 2/21-2/27 Online discussion: 2/28-3/6
What does culturally responsive teaching look	Online 3/7 -3/13 (1 week)	Paris (2012) Lee (2017) Ito et al. (2009) Podcast, Creating Culturally	Reading period: 3/7-3/13 Work on case study

like in the context of disciplinary literacy?		Competent Classrooms	
UAlbany Spring Break	3/14-3/20	No class or assignments	None
CONTINUED: What does culturally responsive teaching look like in the context of disciplinary literacy? What do we learn about youth literacy through our case studies?	Face to Face 3/21	No new readings, same readings as before Spring Break: Paris (2012) Lee (2017) Ito et al. (2009) Podcast, Creating Culturally Competent Classrooms	Case Study, due 3/21 Share case studies during class
Returning to central question: what is disciplinary literacy?	Online 3/28-4/10 (2 weeks)	Lent (2016, Chapter 6) Shanahan & Shanahan (2012)	Reading period: 3/28-4/3 Online discussion: 4/4-4/10
How are you doing? Questions about final project?	Face to Face 4/11	No new readings	Come to class prepared to meet in final project working groups
What is disciplinary literacy teaching for you?	Online 4/18-5/1 (2 weeks)	Select one academic article related to literacy in your content area to read and share	Reading period: 4/18-4/24 Online discussion: 4/25-5/1
Last Class Final Project Due	Face-to-Face 5/2		Final Presentation and Project, due 5/2
No class – Finals week	No class – Finals week		Final Essay, due 5/6

Methods of Secondary Teaching

ETAP 452X (X will identify English, Sciences, Social Studies, Math or Languages as appropriate to concentration)

Class # XXXX
 Location: XXXX Day/Time: XXXX
 Credit Hours: 3
 University at Albany, SUNY
 School of Education
 Fall 2023

Professor
 @albany.edu
 (518)442-XXXX
 Catskill XXX
 Office Hours: By appointment

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction.

I. Course Goals

Essential Questions:

What is good teaching?
 What knowledge and skills should secondary school students develop?
 What teaching strategies will best facilitate students' learning?
 How do we assess the extent to which our learning goals have been met?
 How do educators develop instructional plans in which the goals, strategies, and assessments are closely aligned?

Course Description:

Focus is on current research, theory, and practice in instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning adolescent instruction; developmental needs, standards and assessments, methods for promoting communication/literacy across contexts and diverse cultures.

Objectives:

By the end of the course, you will be able to:

- Demonstrate a sophisticated understanding of the curriculum you will teach
- Explain and evaluate major reasons for teaching subjects and topics, including connections to state and national standards
- Explain and demonstrate methods of managing various classroom environments
- Develop, implement, and revise detailed plans for lessons *and* units that attend to the needs of a wide variety of students
- Plan and align instruction and assessment with learning goals
- Assess students' work and provide detailed feedback about their learning
- Use various technologies in your teaching practices in a culturally sensitive way
- Reflect on your personal biases and access resources to deepen your understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning

experiences

II. Major Assessments and Assignments

Class Preparation and Participation: ~20%

Attending, preparing for, and participating in interactive discussions in person and online is essential for your learning (and your peers' learning) of important concepts and practices in adolescent education. Preparing for these interactions will include various tasks, such as reading assigned articles, summarizing articles, exploring websites, watching videos, and/or designing discussion questions. Please prepare in advance for these interactions and be courteous and civil throughout our exchanges.

Review/Reflection Papers: ~30%

Writing about your learning in the class and program provides you with the opportunity to summarize and reflect on your perspectives on important issues in adolescent education, such as the purposes of education and the challenges of designing engaging, inclusive lessons. For this course, you will be asked to write papers that summarize the learning materials (e.g., readings), what you've learned from them, and how it will be useful in your work as an educator.

Lesson Plan: ~10%

During this course, you will be asked to develop and present 1 lesson plan suited to teach to middle- or high-school students.

General requirements: The lesson must involve some sort of interactive or hands-on activity that lasts approximately 45 minutes. Write the lesson plan in sufficient enough detail that a substitute teacher can teach the same lesson in the same manner from reading it. You do not need to come up with activities from scratch. Instead, you can use or adapt classroom activities that you find on practitioner journals or online. Please include copies of handouts and worksheets, and cite journal articles, web pages and any other sources from which the classroom activities were drawn upon. Various suggested formats will be discussed in class.

Lesson Plan Presentation: Students will give an oral presentation about the lesson plan they developed. During this presentation, each student will provide an overview of the unit and describe hands-on activities included in it. Students can also demonstrate an exemplary hands-on activity that they found to be particularly interesting or effective.

Unit Plan: ~ 30%

In the last module, you will need develop your final unit plan. For this assignment, you will need to design a COHESIVE, THEORY-BASED unit plan composed of either **six 45-min lessons or three 90-min lessons** in your specific content area that can be used to teach to a group of middle- or high-school students. These lesson plans will be like the one you developed before, which could also be included in your unit. You do not need to come up with activities from scratch. Instead, you can use or adapt classroom activities that you find on practitioner journals or online.

Please make sure that your unit plan includes: (1) an essential or big question; (2) specific grade level and specific student needs; (3) a detailed description of activities to be implemented in each lesson; (4) copies of instructional materials (e.g., handouts); (5) use of ideas in texts read about in the class; (6) alignment with learning at the State level; and, (7) assessments to be used to evaluate student learning outcomes.

The unit plan is accompanied by a substantive, theoretically grounded rationale paper that details learning/content area theory with references to course readings, explains how the lessons fit into the larger unit, offers rationale for specific instructional decisions/choices/ strategies/ activities/texts, describes

formative and final assessment, describes ways the lessons are culturally responsive and inclusive, describes how the instruction could be tailored for ELLs and/or for students with special needs.

Principle-Focused Reflective Essay: ~10%

This short paper involves connecting program principles to your practical classroom experiences. To prepare, please collect materials, such as assessments or lesson plans, from your classroom observations, and consider how these materials illustrate one of the program principles and key ideas from readings (in this course or others). Then you'll write a two-page structured essay that, after revision, can become part of your program portfolio.

III. Required Materials

Readings

There will be many readings for this course, including articles, books, curriculum, and other students' work. Many readings will be available online through our course Brightspace. You will also need to purchase the following books, which will be available for purchase at the UAlbany Bookstore:

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd expanded edition). Pearson. ISBN-13: 978-0131950849

Additional Readings will change depending on the area of certification:

Social Studies

- Larson, B. and Keiper, T. (2016). *Instructional Strategies for Middle and High School Social Studies*. NY, NY: Routledge. 2nd edition.
- Parker, W. (2015). *Social Studies Today*, 2nd edition.

English

- Appleman, D. (2015) *Critical encounters in secondary English: Teaching literary theory to adolescents* (3rd ed.). Teachers College Press
- Roe, B., Kolodziej, N.J., Stoodt-Hill, B., Burns, P. (2014). *Secondary School Literacy Instruction*, 11th Edition. Belmont, CA: Cengage Learning. Free trial e-text access at <http://www.coursesmart.com/IR/2776170/9781133938965?hdv=6.8>
- Tovani, C., (2020). *Why do I have to read this?: Literacy strategies to engage our most reluctant readers*. Stenhouse Publishers.

Science

- National Research Council (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. ISBN-13: 978-0309217422 (RECOMMENDED)

Mathematics

- Berry, R. Q., Conway, B. M., Lawler, B., & Staley, J. W. (2020). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*. Corwin.
- National Council of Teachers of Mathematics (NCTM). (2018). *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*. NCTM.
- Smith, M. S., & Stein, M. K. (2018). *5 Practices for Orchestrating Productive Mathematics Discussions* (Second edition). NCTM.

IV. Policies

Grading

As prospective teachers, you are expected to submit your best work. This expectation includes using correct grammar, punctuation, and spelling. Course grades will be based on total points earned, and the following grading scale will be used to assign final grades:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D 60-69	F <59

You must earn a grade of C or higher to continue in the program. A grade of C- is not sufficient to meet this requirement.

Late Assignment Policy

Course work is given to align with our interactions on particular days, so it is best if you keep up with the schedule. However, if you need an extension, please ask me via e-mail at least 48 hours before the original deadline. There may be penalties for late work if an extension has not been granted. Please plan ahead.

Technology

This is a partially online course, so you'll need access to technological tools that can regularly access Brightspace and VoiceThread. To make VoiceThread posts most personal, please use a webcam if possible. For technical assistance with Brightspace or VoiceThread, please contact UAlbany's ITS, who can be reached at 518-442-3700.

Accommodations & Considerations for All Students

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning, and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Access and Inclusion Student Services office by contacting them at daiss@albany.edu or 518-442-5510. Upon verification and after the registration process is complete, the DAISS office will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DAISS and list the recommended reasonable accommodations.

Attendance

Class attendance is crucial. We will participate in many discussions and interactive activities that require your presence both in the face-to-face and online classes. As a matter of courtesy, I expect you to email if you cannot come to class or if you are going to be late. More than one absence or consistent lateness will lower your grade for the course.

Absence due to religious observance:

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

Academic Integrity

Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling, and upholding them.

Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)

V. Land Acknowledgement

The University at Albany sits at the confluence of the Hudson and Mohawk rivers on the traditional lands of the Kanien’keháka and Muh-he-con-neok people, who stewarded this land for generations before the arrival of European colonists. The Kanien’keháka (People of the Flint) and Muh-he-con-neok (People of the Waters that are Never Still) are more commonly known today as the Mohawk Haudenosaunee and Stockbridge-Munsee Band of Mohicans. Despite the similarity of their westernized names, the Mohawk and Mohican were culturally and linguistically distinct.

The UAlbany community recognizes that we live and work on the homelands of sovereign Indigenous nations with rich histories and cultures that continue today – both within New York and beyond.

As an institution devoted to teaching, scholarship, and service, we strive to understand and learn from our history and to affirm Indigenous rights and issues. To this end, we are committed to cultivating reciprocal relationships with Indigenous communities focused on equity, social justice, and sustainability – and dismantling legacies of colonization.

VI. Calendar (Subject to Revision)

Below is the schedule of topics, readings, and assignments. The activities listed indicate what will be emphasized in that week's readings and class meeting, but we may also explore other issues during those meetings. There may be changes to some aspects of the schedule below, based on students' interests and needs. Please see Brightspace for the most updated plans.

Module & Dates	Weekly Topics & Interaction Formats	Readings/Materials (to be explored <i>before</i> meetings or forums)	Assignments Due
Course Introduction	<p>Introductions</p> <p>8/21-8/27 (Week 1)</p> <p><i>Zoom Meeting</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - Syllabus <p>Discussion Questions for Initial Meeting:</p> <ul style="list-style-type: none"> - Who are we as a learning community? - Why are subjects important for students to study? - What are the most important purposes of education? - What do you want to learn in this class? 	None
Module 1: How do I set reasonable instructional goals for courses?	<p>Designing Essential Questions</p> <p>8/27-9/2 (Week 2)</p> <p><i>Campus Meeting</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - Understanding by Design, Chapter 1 - 1 Content Area Design Chapter - Sample Enduring Understandings & Essential Questions <p><i>Skim (to identify key themes & topics):</i></p> <ul style="list-style-type: none"> - National Standards for Content Area - Research article 	Draft 2-3 EUs & 2-3 EQs on one content topic, due on Brightspace by 9/2
	<p>Considering Learners and Standards</p> <p>9/3-9/9 (Week 3)</p> <p><i>Online Forum</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - 3 Content Area Lesson Design chapters - Unit Plan Assignment Guidelines & Rubric <p><i>Skim (to identify key themes):</i></p> <ul style="list-style-type: none"> - NY State Standards for Content Area - Common Core Literacy Standards - 1 Content Area Design chapter 	<p>Forum Posts</p> <p>First Reflection Paper due 9/9.</p>

<p>Module 2: How do I assess how students have met my instructional goals?</p>	<p>Principles of Assessment 9/10-9/16 (Week 4) <i>Group Chat</i></p>	<p><i>Read Closely:</i> - Understanding by Design, Chapter 7 - 1 Content Area Assessment Chapter</p> <p><i>View:</i> Video on Assessment & Evaluation</p> <p><i>Skim:</i> - Sample Essay Assignment 1 & Sample Performance Assessment 1</p>	<p>Group Chat by 9/13, Summary due 9/16.</p> <p>3 Possible Unit Plan Topics, with two-sentence descriptions due on Brightspace by 9/16.</p>
	<p>Designing Assessment Criteria 9/17-9/23 (Week 5) <i>Campus Meeting</i></p>	<p><i>Read Closely:</i> - 1 Content Area Assessment Chapter - Mertler, Designing Scoring Rubrics for Your Classroom - 14 Rules for Writing Multiple Choice Questions - Sample Essay Assignments 2 & 3 (Are they good?)</p>	<p>Design assessment <i>and</i> rubric. Draft for class due on 9/19; Final due 9/21 on Brightspace. (Get feedback from your CT.)</p> <p>2nd Reflective Paper due 9/23 on Brightspace.</p>
<p>Module 3: What pedagogies can I use to meet my instructional goals?</p>	<p>Inquiry-Based Learning 9/24-9/30 (Week 6) <i>VoiceThread</i></p>	<p><i>Read Closely:</i> Grant, Lee, & Swan – Inquiry Design Model Overview Content Area Inquiry-Based Learning text</p> <p><i>View:</i> Inquiry Design Model Template (for lesson planning)</p> <p><i>Click & Explore:</i> - Content Area websites for designing inquiry-based experiences</p>	<p>VoiceThread Posts</p> <p>Inquiry lesson adaptation draft ready to share by 9/26. Final due on Brightspace on 9/30.</p>

	<p>Fostering Productive & Inclusive Discussions</p> <p>10/1-10/7 (Week 7)</p> <p><i>Campus Meeting</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - 1 Content Area Design Chapter - Lockwood, Teacher's Crucial Role in Discussions <p><i>View & Listen:</i></p> <ul style="list-style-type: none"> - Podcast Episode: Teacher Educator on Guiding Discussions <p><i>Skim:</i></p> <ul style="list-style-type: none"> - Additional material for teaching in the content area 	<p>Lesson plan draft for meeting; Final draft due on Brightspace by 10/7. (Get feedback from CT.)</p>
	<p>Media Literacy</p> <p>10/8-10/14 (Week 8)</p> <p><i>VoiceThread</i></p>	<p><i>Read Closely:</i></p> <p>NAMLE, Core Principles McGrew et al., Bigger than Fake News</p> <p><i>View & Listen:</i></p> <p>Podcast Episode: Jeremy Stoddard on teaching with film</p> <p><i>Click & Explore:</i></p> <ul style="list-style-type: none"> - Additional material for teaching in the content area 	<p>VoiceThread Posts</p> <p>Lesson Plan due 10/14</p>
	<p>Inclusive Classroom Management</p> <p>10/15-10/21 (Week 9)</p> <p><i>Campus Meeting</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - Wong and Wong, <i>The First Days of School</i>, Chapters 18-20 - Curwin and Mendler, <i>Discipline with Dignity</i>, Chapters 3-4 - Anti-Bullying Tip Sheet - Levy et al., Democratic Classroom Management <p><i>Visit and Explore:</i></p> <ul style="list-style-type: none"> - Anti-bullying site: http://www.stopbullying.gov/what-you-can-do/educators/index.html 	<p>Classroom Management Plan draft due in class on 10/17, Final due on Brightspace on 10/21. (Get feedback from CT.)</p>

	<p>Inclusive Education</p> <p>10/22-10/28 (Week 10)</p> <p><i>Group Chat</i></p>	<p><i>All Read Closely:</i></p> <ul style="list-style-type: none"> - 2 Content Area Instructional Design chapters <p><i>Jigsaw – Read One or More Closely (& Be Ready to Share):</i></p> <ul style="list-style-type: none"> - Batt & Janak: Teaching Trans Pride - Gibson & Reich: Confederate Monuments - Wesson: March on Washington - Buswell: Indian Removal 	<p>Group Chat by 10/25; Summary due 10/27.</p> <p>Module 3 Paper due on Brightspace by 10/28.</p>
<p>Module 4: Broad Planning & Reflection</p>	<p>Unit Alignment</p> <p>10/29-11/4 (Week 11)</p> <p><i>Online Forum</i></p>	<p><i>Read Closely:</i></p> <ul style="list-style-type: none"> - Sample Unit Plan 1 - Wiggins and McTighe, Chapter 11 <p>Read about your unit topic. Write paper (2-3 pages) about your unit topic, including key facts and concepts and why these are important for students to learn.</p>	<p>Unit Rationale Paper Draft & Ideas for Goals & Assessments due on Brightspace by 11/7 (before Group Chat.</p> <p>Group Chat Summaries due 11/11</p>
	<p>Program Principles</p> <p>11/5-11/11 (Week 12)</p> <p><i>Campus Meeting</i></p>	<p><i>All Read Closely:</i></p> <p>Program Principles Guidelines for Principle-Focused Reflective Essay (PFRE)</p> <p><i>View & Explore:</i></p> <ul style="list-style-type: none"> - Video on Google Classroom - Content Area Education Online Resources <p><i>Skim:</i></p> <p>Kornfeld, Bass, & Levy, Fostering Youth Voice 1 Content Area Instructional Strategies chapter</p>	<p>Outline of Principle-Focused Reflective Essay (PFRE) due 11/4.</p>

	Planning Lessons and Units 11/12-11/18 (Week 13) <i>Zoom Meeting</i>	<i>Read Closely:</i> - Wiggins and McTighe, Chapter 12 - Sample Unit Plan 2 - Sources on Unit Topic. Please learn your unit topic well!	Draft of Unit Plan Goals & Assessments – Bring full draft to class; submit revised draft on Brightspace by 11/18.
	Planning Lessons and Units 11/19-11/22 (Week 14) <i>No Meeting</i>	<i>Skim:</i> - Sample Unit Plan 3 - Self-selected materials from readings folders - 1 Content Area Instructional Design chapter	Principle-Focused Reflective Essay (PFRE) due 11/22.
	Sharing Instructional Plans 11/26-12/2 (Week 15) <i>Campus Meeting</i>	<i>Read:</i> - Your Group Members’ unit plans so far	PowerPoint Slides on Unit Plan due on Brightspace by 2pm on 11/28. (Presentations in class.)

Final Unit Plans Due on Brightspace: December 7, 2023

ETAP 479 Fieldwork: Healthy and Successful Students (6 credits)

Days/Times

Instructor

Office Location and Hours

Email

Office Phone: XXXX

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction

COURSE DESCRIPTION

In this course, candidates will engage with students by completing a minimum of 100 hours of fieldwork in a school setting. Candidates will learn to plan for instruction, develop a teaching guide, and facilitate various assessment activities in the classroom. Candidates will also gain the knowledge to support students to lead healthy and productive lives. Completion of this course will fulfill New York State requirements for Child Abuse Identification and Reporting, Identification and Referral of Substance Abuse, Dignity for all Students, and Preventing School Violence (Project SAVE), preventing child abduction and fire and arson safety, as well as a non-certification required workshop which provides an overview of trauma.

MATERIALS

All of the materials for this course will be on Brightspace, and each module will have external links to the required resources. The assigned workshops and activities will be utilized during classroom discussions.

COURSE OBJECTIVES

Students who successfully complete this course will:

- Define child abuse and neglect
- Recognize possible signs of abuse and neglect at home
- Know how to plan how to make a report of possible abuse or neglect
- Understand the intent components and operational definitions present in the Dignity Act.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act. Assessment tools and procedures and the use of data to inform decision-making
- Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
- Enhance the understanding of diversity and multi-cultural environments and examine personal biases.
- Learn to how to support students to become healthy and productive people
- Plan the sequence for instruction, allocate time to topics, assemble materials and plan class outlines.
- Develop a guide to teaching allowing you to plan different instructional methods for presenting different parts of the content. (e.g. small group discussions of a common misconception).
- Facilitate various assessment activities including assessing students, your instruction, and the curriculum

COURSE REQUIREMENTS

You must earn a minimum of 180 points ***AND*** complete the fieldwork, workshops, and fingerprinting assignments to pass the course.

Graded Assignments:

1. Lesson Plan Writing (2) 20 pts each= 40
After participating in a lesson plan writing workshop, candidates will create (2) lesson plans to demonstrate their understanding using assigned grade-level and discipline content.
2. Reflections (11) 10 points each= 110
Throughout the course, candidates will complete weekly reflections based on the completed workshops, lesson planning processes or elements of their observation experiences.
3. School Health Index Assessment and Policy Narrative=20 points
Students will analyze the school health index and policies at their field site. They will write a narrative to discuss the major sections of the index, and the basic mission and action plan for safety at the site.
4. Classroom Observations and Reflection=20 points
As part of your field work requirements, you will observe one lesson at your site. You will write in the parts of the plan and note the timing and pace of the lesson. You will also note instructional methods and classroom management using the UAlbany template form. We will also observe one classroom video together in class.
5. Pop-up Quizzes (3) 10 points each=30 points
Throughout the semester, you will have three quizzes worth ten points each. These quizzes will assess your knowledge from course readings and activities. All quizzes will be given online.

Other Assignments:

You must complete the following to pass the course (in addition to successfully completing the graded assignments)

1. Fieldwork
100 hours of fieldwork are required to pass the course. Students will turn in a practicum form to verify their hours.
2. Workshops
 - a. Child Abuse Identification and Reporting
 - b. Identification and Referral of Substance Abuse
 - c. Dignity for all Students (DASA)
 - d. Preventing School Violence (Project SAVE)
 - e. Preventing child abduction
 - f. Arson prevention and fire safety
 - g. Overview of trauma workshop
3. Fingerprinting
Candidates will provide a receipt from their fingerprinting.

ATTENDANCE

Effective learning is dependent on regular attendance. While attendance is not formally taken, missing classes will result in not being present for formative assessment and class discussions, which may impact your final grade.

COLLEGE POLICY STATEMENTS

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 2

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/guidelines/accommodation.html>

COURSE SCHEDULE

Date	Topic	Assigned Tasks/Readings	Tasks Due
Week 1			
	<ol style="list-style-type: none"> Child Abuse Identification and Reporting Overview of Trauma workshop Child Abduction Prevention 	Complete workshops and provide documentation of completion	<ol style="list-style-type: none"> Workshop Fingerprinting Reflection
Week 2			
	Healthy and Safe Students <ol style="list-style-type: none"> Dignity for all Students (DASA) Referral of Substance Abuse Arson prevention and fire safety Health and experience 	Complete workshops and provide documentation of completion	<ol style="list-style-type: none"> Workshop Reflection
Week 3			
	<ol style="list-style-type: none"> Preventing School Violence (Project SAVE) Lesson Planning Seminar 	Complete workshop and provide documentation of completion. CLASS MEETING	<ol style="list-style-type: none"> Workshop Reflection
Week 4			
	<ol style="list-style-type: none"> Classroom Observation/ Demographics 	Classroom demographics Organizer Read on (BS): Lewallen, T.C., et al. (2015). The Whole School, Whole Community, Whole Child Model: A New Approach for Improving Educational Attainment and Healthy Development for Students. <i>J School Health</i> , 85, 729-739 https://doi.org/10.1111/josh.12310	<ol style="list-style-type: none"> Begin Field Observation Reflection
Week 5			
	<ol style="list-style-type: none"> Basic Characteristics of Effective Teachers 	Complete Lesson Plan ONE in the assigned discipline Read on (BS): Walker, J. (2008). Twelve Characteristics of an Effective Teacher, <i>Educational Horizons</i> : https://files.eric.ed.gov/fulltext/EJ815372.pdf	<ol style="list-style-type: none"> Lesson Plan ONE Reflection

Week 6			
	1. Creating Supportive Environments	Complete Lesson Plan TWO in the remaining discipline CLASS MEETING	1. Lesson Plan TWO 2. Reflection
Week 7			
	1. School Health and Safety Policies and Environment	Read on (BS): NYSED School Wellness Policies https://www.cn.nysed.gov/content/local-school-wellness-policy School Health Index Form and Action Plan Activity	1. School Health Index Narrative
Week 8			
	1. Cyberbullying and Bullying	Online Questions and Video: https://cyberbullying.org/videos Read on (BS): New York State Anti-bullying Laws and Regulations	1. Reflection
Week 9			
	1. Student Background and Culturally Sustaining Learning	Read on (BS): New York State Culturally Responsive- Sustaining Framework Group Discussion Questions and Classroom Norms on Flipgrid	1. Pop-up Quiz #1
Week 10			
	1. Social and Emotional Learning	Read on (BS): Institute of Educational Science SEL Competencies: https://files.eric.ed.gov/fulltext/ED581059.pdf Read on (BS): NYS SEL Benchmarks and A Guide to Whole School Implementation: https://www.p12.nysed.gov/sss/sel CLASS MEETING	1. Group work in-class
Week 11			
	1. Diversity, Equity, Inclusion, and Justice	#Rethink Labels Video and Discussion Questions: https://cyberbullying.org/videos	1. Reflection
Week 12			
	1. Equitable Grading and Rubric Creation	Read on (BS): Feldman, J. (2019). <i>Grading for Equity</i> , Corwin— prologue and chapter 1: https://gradingforequity.org/wp-content/uploads/2018/08/grading-for-equity-prologue-chp-1.pdf	1. Reflection 2. Pop-up Quiz #2

Week 13			
	1. Data Collection and Responsive Teaching	Video observation and analysis in content area CLASS MEETING	1. School Classroom Observation and Template
Week 14			
	1. Research and Practice 2. Course Key Terms and Review	Read on (BS): Terada, Y. and Merrill, S. (2023). The 10 Most Significant Education Studies of 2023, Edutopia: https://www.edutopia.org/article/10-most-significant-education-studies-2023 Teacher Statement Pitch Draft/Prep. Word Web: Key Word Activity	1. Reflection
Week 15			
	1. Teacher Belief Statements and Presentations	CLASS MEETING Teacher Statement Presentation	1. Pop-up Quiz #3 2. Course Final Reflection and Observation Practicum Log

ETAP 480 (12 Credits)
Student Teaching: Adolescent Education
Semester
Dates/Times
Instructor
Address and office hours
Email
Office Phone: XXXX

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction.

COURSE DESCRIPTION

Adolescent Teacher Candidates will complete a minimum of 70 days of student teaching in an assigned school district. During student teaching, candidates complete a supervised practicum where they observe, assess, and teach secondary students (grades 7-12). Candidates must have successfully completed ETAP 479. Throughout the course, emphasis is placed on the application and integration of instructional methods and classroom management techniques. In addition, teacher candidates will analyze the experience of teacher evaluation while they reflect on and evaluate their student teaching experience.

COURSE OBJECTIVES

Candidates who successfully complete this course will:

- apply knowledge of curriculum design, classroom management, and assessment to a grade 7–12 subject area (mathematics, English, social studies, science, world languages).
- analyze teacher evaluation processes and professional development frameworks.
- develop an experiential-based understanding of the context of teaching.
- explore and plan using a variety of pedagogical approaches and methods.
- manage classroom responsibilities to create a classroom environment where all children learn.
- utilize standards-based educational theories and practices in real-life teaching and learning environments.
- create a teacher performance assessment which evidences the practice and evaluation of their student teaching experiences.

MATERIALS

A number of texts and resources for this course will be on Brightspace including a required Preservice Teacher Handbook. Each topic will have external links to the required resources. There are also several required texts, which students will also find at the University Bookstore; the major course textbooks are also listed below. Students may purchase the textbooks in paperback or ebook.

- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*, Corwin.
- Marzano, R. (2017). *The New Art and Science of Teaching*, Solution Tree.
- McConnell, C., et al. (2020). *Lesson Planning with Purpose: Five Approaches to Curricular Design*, Teachers College P.

UNIVERSITY ATTENDANCE AND PARTICIPATION

This course meets biweekly in-person. Assignments and readings follow the course schedule listed below, and you are expected to attend all class meetings in person. If there is an emergency, please contact the instructor. You will be responsible for all work in the class in order to pass student teaching and be eligible for NYS initial certification.

COURSE SCHEDULE

The schedule below is subject to change.

Week	Course Readings (Read By Class Time)	Class Meeting Topics	Assignments	Due
1	<ol style="list-style-type: none"> Baldwin, J. (1963). A talk to teachers. In R. Simonson, & S. Walker, (Eds.), <i>Multiculturalism literacy</i>, 3-12, Graywolf Press. Danielson, C. (2013). Rubrics from the framework for teaching: Evaluation instrument, Danielson Group. Marzano, R. (2017). <i>The New Art and Science of Teaching</i>, Chapters 1 and 2 	<ol style="list-style-type: none"> Student Teaching Evaluations and Expectations Teacher Dispositions and Ethical Practice 	<ol style="list-style-type: none"> Introduction Letter to Mentor Teacher and Goal Setting Introduction Meeting with University Supervisor 	End of week 1
2	No Readings	No Class Meeting	<ol style="list-style-type: none"> Begin Student Teaching Requirements Chart Supervisor Progress Form/Reflection #1 	End of week 2
3	<ol style="list-style-type: none"> Marzano, R. (2017). <i>The New Art and Science of Teaching</i>, Chapters 9 and 10. CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org excerpt, Wiggins, G. and J. McTighe. (2005). <i>Understanding by design (2nd edition)</i>. Pearson Education. excerpts McConnell. C., et al. (2020). <i>Lesson Planning with Purpose: Five Approaches to Curricular Design</i>, Teachers College P. 	<ol style="list-style-type: none"> Sustaining Student Identity, Culture, and Funds of Knowledge Planning with the Principles of Backwards Design and Universal Design 	<ol style="list-style-type: none"> UBD Planning Framework Form Classroom Management Plan and Classroom Norms 	End of week 3
4	No Readings	No Class Meeting	<ol style="list-style-type: none"> Supervisor Progress Form/Reflection #2 Lesson Plan: Obs. #1 Observation #1 	End of week 4
5	<ol style="list-style-type: none"> Marzano, R. (2017). <i>The New Art and Science of Teaching</i>, Chapters 7 and 8 Creating a Classroom Management Plan: https://iris.peabody.vanderbilt.edu/module/beh2_elem/cresource/q1/p01/ Hammond, Parts 1 and 2. 	<ol style="list-style-type: none"> Learning Strategies of Classroom Management for a Positive Classroom Environment Classroom Routines and Time Management 	<ol style="list-style-type: none"> Timelog Check Lesson Plan Obs. Small Group Fishbowl 	End of week 5
6	No Readings	No Class Meeting	<ol style="list-style-type: none"> Supervisor Progress Form/Reflection #3 	End of week 6

			2. Classroom Management Plan/Progress Chart	
7	<ol style="list-style-type: none"> 1. Marzano, R. (2017). <i>The New Art and Science of Teaching</i>—Chapters 3 and 4 2. excerpt Standish, A. (2021). From <i>What Should Schools Teach?: Disciplines, subjects and the pursuit of truth</i>, UCL Press 3. Hammond, Part 3. 	<ol style="list-style-type: none"> 1. Student Engagement and Active Questioning 2. Deepening Disciplinary and Content Knowledge 	<ol style="list-style-type: none"> 1. Timelog Check 2. Lesson Plan: Obs. #2 3. Observation #2 	End of week 7
8	No Readings	No Class Meeting	<ol style="list-style-type: none"> 1. Supervisor Progress Form/Reflection #4 2. Midterm Evaluations 3. Midterm Meeting 	End of week 8
9	<ol style="list-style-type: none"> 1. Marzano, R. (2017). <i>The New Art and Science of Teaching</i>—Chapters 5 and 6 2. excerpt Standish, A. (2021). From <i>What Should Schools Teach?: Disciplines, subjects and the pursuit of truth</i>, UCL Press 3. TPA Work and Workshop Samples and Guidance (On BS) 	<ol style="list-style-type: none"> 1. Deepening Disciplinary and Content Knowledge 2. Teacher Performance Assessment (TPA) Workshop 	<ol style="list-style-type: none"> 1. TPA Planning Form 2. Timelog Check 	End of week 9
10	No Readings	No Class Meeting	<ol style="list-style-type: none"> 1. Supervisor Progress Form/Reflection #5 2. TPA Planning 	End of week 10
11	<ol style="list-style-type: none"> 1. Brookhart, S. (2017) <i>How to Give Effective Feedback to Your Students</i>, 2nd ed., ACSD. 2. Rosenshine, B. (January 01, 2012). Principles of instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 36 (1), 12-39. 3. TPA Work and Workshop Samples and Guidance (On BS) 	<ol style="list-style-type: none"> 1. Teacher and Peer Feedback 2. Understanding Mixed Methods in the 21st Century 3. TPA Work and Workshop Samples and Guidance (On BS) 	<ol style="list-style-type: none"> 1. Lesson Plan Obs. #3 2. Observation #3 3. Timelog Check 	End of week 11
12	No Readings	No Class Meeting	1. Supervisor Progress Form/Reflection #6	End of week 12
13	1. TPA Work and Workshop Samples and Guidance (On BS)	<ol style="list-style-type: none"> 1. Certification Procedures, Policies and Next Steps. 2. TPA check-in. 3. Using Artificial Intelligence as a Teaching Tool 	<ol style="list-style-type: none"> 1. Timelog Check 2. Student Teaching Requirements Chart Final Submission 	End of week 13
14	No Readings	No Class Meeting	<ol style="list-style-type: none"> 1. Supervisor Progress Form/Reflection #7 2. Lesson Plan: Obs. #4 3. Observation # 4 	End of week 14

15	1. TPA Work and Workshop Samples and Guidance (On BS)	1. TPA Class Presentations 2. Professional Partnerships and the Professional Learning Community	1. Final Meeting 2. Evaluations 3. TPA Submission 4. Final Timelog Check and Student Teaching Requirements Chart	End of week 15
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COURSE ASSIGNMENTS

Items below must be handed in and/or satisfactorily completed to meet NYS regulations and to pass the course

Introduction to Mentor Teacher: You will send a letter of introduction and a professional resume to the teacher and administrators by the deadline given. In the letter, you will outline your professional background and educational outlook. In addition, you will identify three goals for the student teaching placement. You will send copies of the letter to the University Supervisor and college instructor. Finally, you will arrange for a meeting with the mentor teacher prior to the start of the placement to discuss your educational outlook, plans, and goals.

Student Teaching Requirements Chart: The student teaching requirements chart lists the various tasks and experiences that you are expected to be completing during your student teaching placements. The first two pages consist of activities that you **MUST** complete at each placement. The last two pages consist of activities that you should complete if the opportunity arises. For every requirement that you meet, please ask your Mentor Teacher to initial and date the requirement in the column assigned for the appropriate placement.

Classroom Management Plan and Classroom Norms: Throughout the semester, we will plan on meeting biweekly to discuss the student teaching experience while planning and sharing resources for effective teaching practice. All students will submit and share a classroom management plan and the classroom norms they have created in their student teaching placement. This will eventually be part of your TPA.

Unit Plans: Using the Understanding by Design planning framework, you will submit at least one unit plan that includes a rationale, a list of essential questions, unit objectives, New York State Standards, performance tasks and assessments, as well as a 4-week calendar of learning experiences using Bloom’s Taxonomy. You must submit at least one unit as part of your TPA, but you should plan units for the 70-day student teaching placement or placements during the semester.

Lesson Plans: You are required to submit lesson plans to your mentor teacher **at least three days** in advance of teaching a lesson. This will give the mentor teacher time to review the lesson plan and make any suggestions and/or corrections needed before delivery. You and the mentor teacher should meet to discuss the lessons, topics, and/or class periods that the candidate will be expected to teach.

All candidates should begin the placement by using the University at Albany lesson plan format. As the placement progresses, the mentor teacher may choose to allow the candidate to utilize a different lesson planning format. This decision is up to the discretion of the mentor teacher.

For lessons being observed by the University Supervisor, you will need to provide the full University at Albany lesson plan to the college supervisors **at least 24 hours** in advance of the scheduled observation. All lessons observed by the University Supervisors must be accompanied by the full University at Albany lesson plan. Although only 4 lesson plans are required to be submitted to your University Supervisor, you must submit lesson plans required by your Mentor Teacher (this will contribute to their evaluations of your work).

Supervisor Progress Form/Reflective Practice: As caring and responsive educators, you should commit yourself to learning as an ongoing process. You will submit supervisor progress forms and narrative reflections based on a given prompt biweekly (please see calendar). There are a total of seven to be submitted throughout the semester. The narrative

reflection should reflect on teaching practices, and you will ask for and receive help when needed. It is important to receive constructive criticism in a positive way allowing for thoughtful planning and reflection.

Student Teaching Observations and Evaluations: Throughout the placement, the preservice teacher will be observed four times and attend three meetings. During the meetings, the candidate will be asked to comment on goal setting, reflecting on student learning, and making action to monitor and adjust their teaching. The preservice teacher, cooperating teacher, and supervisor will work together to fill out a checklist based on Charlotte Danielson's Professional Framework.

- 1.) **Observations (4):** For each scheduled formal lesson observation by the supervisor, you will need to send the supervisor a copy of your full University at Albany lesson plan at least 24 hours in advance of the observation. After each scheduled formal lesson observation, the supervisor will complete an evaluation and rate the teaching according to the Danielson Professional Framework (planning, the classroom environment, instruction, and professional responsibilities). The university supervisor will evaluate all the lessons directly observed throughout your student teaching placement. The lesson evaluation will assess knowledge in subject matter, pedagogy, and teaching skills. Your supervisor's job is to provide the support and guidance that you need to become an excellent teacher. Your supervisor will observe your teaching frequently. You will meet with your supervisor after each formal observation to discuss your teaching and any concerns or questions.
- 2.) **Midterm Performance Evaluation:** This evaluation is to be completed around the completion of the 8-9th week of the student teaching placement. The focus of this evaluation is based on holistic domain scores. This evaluation is to serve as a benchmark for your progress. Once you have completed the evaluation, there will be a three-way meeting with the university supervisor and mentor teacher to discuss progress up to the mid-point of the placement. If you are performing below an overall rating of 2 (Basic), or if there are concerns about any part of your progress etc., there will be discussion around these points.
- 3.) **Final Performance Evaluation:** The final evaluation will occur at the end of the student teaching placement, and it will evaluate progress in demonstrating competence in all Danielson components. Similar to the midterm evaluation, students should receive a final ranking of a 3 (Proficient) or higher on the Final Performance Evaluation to pass the student teaching placement. In some instances, you may not have had the opportunity to experience some elements and should receive a score of N/O (no opportunity) in these instances. **All Candidates are evaluated at the conclusion of the student teaching experience by both the Mentor Teacher and by the University Supervisor. Grading is a collaborative decision of the University Supervisor, the Mentor Teacher, and the Teacher Candidate.**

A Candidate who earns below a 3 (Proficient) in any area will be required to meet with their advisor to discuss their options.

- 4.) **Minimum of 70 Days Student Teaching:** Throughout the semester, you will submit a timelog to make sure you are staying on track to complete the required number of days. Please note, some schools may require more than 70 days for consistency for their students.

Teacher Performance Assessment Planning Form: After the mid-term evaluation (where students, mentor teachers, and candidates rate themselves using a checklist based on Charlotte Danielson's Framework for Teaching components), you will complete a Teacher Performance Planning form. This form will outline the major sections of the TPA.

Teacher Performance Assessment: The culmination of your student teacher experience will result in the creation of a teacher performance assessment. The assessment will reflect the work you do throughout the semester. It includes six main tasks based on your semester's work:

- Task 1: An Educational Philosophy, Professional Goal Setting, and Rationale for Teaching
- Task 2: Classroom Management Plan and Classroom Norms
- Task 3: Unit Plan and 3-5 sequential lesson plans (including a unit calendar)
- Task 4: Evidence of Student Learning and Examples of Student Work

GRADING POLICIES AND SCHEMA

Grading Policies: Items below must be handed in and/or satisfactorily completed to meet NYS regulations and to pass the course. The course is S/U graded. The grade of *S* is defined as equivalent to the completion of all required components of the course to fulfill graduation requirements. The grade of *U* is unsatisfactory and is not acceptable to fulfill graduation requirements. **If you do not complete your student teaching days (70 days), you will not pass this course. There are no exceptions made for poor planning and scheduling.**

Assignment	Required Completion Grade
Introduction Letter to Mentor Teacher	S
Student Teaching Requirements Chart	S
Classroom Management Plan and Norms	S
UBD Unit Plan Submission	S
Lesson Plans for Observations (4)	S
Supervisor Progress Forms/Reflections (7) Submission of 7 progress reflections	S
University Supervisor Meetings (3)	S
University Supervisor Observations (4)	S
Midterm Performance Evaluation: University Supervisor, Mentor Teacher, and Candidate	S
TPA Planning Form	S
Final Performance Evaluation University Supervisor, Mentor Teacher, and Candidate	S
Minimum of 70 days of student teaching: Submission on 6 timelogs	S
Teacher Performance Assessment (TPA)	S

- You must have in all required assignments listed above to earn a grade of Satisfactory, or S, is the course.
- A Candidate who earns below a 3 (Proficient) in any area on their Final Performance Evaluation will be required to meet with their advisor to discuss their options.

ETHICAL CONDUCT

Candidates are expected to demonstrate ethical conduct as defined in the New York State Code of Ethics for Educators and the Council for Exceptional Children’s (CEC) Code of Ethics for Educators of Persons with Exceptionalities.

New York State Code of Ethics for Educators

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of

behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

STUDENT TEACHING POLICIES

(Please also refer to the Preservice Teaching Handbook)

Punctuality & Attendance: Candidates are expected to arrive on or before the designated teacher reporting time and remain after school has dismissed. Candidates are to follow the schedule of their Mentor Teacher and perform all duties as expected. Tardiness and/or leaving school early are not acceptable. Instances of tardiness should be reported to your University Supervisor.

Candidates will follow the school board/district's calendar during each student teaching placement. When permitted by the Mentor Teacher, Candidates are expected to attend all in-service, faculty meetings, and any other professional development opportunity.

Absences: Candidates are required to be in attendance every day of their assigned placement dates. In the event of an unavoidable absence, Candidates are expected to follow the listed protocol:

- Contact the Mentor Teacher as soon as it is known that an absence will occur. It is important that the Candidate ensures that the Mentor Teacher has received this information.
- It is the Candidate's responsibility to be sure that all lesson plans, resources, and materials that are needed for the day's lessons are available for the Mentor Teacher.
- Contact the University Supervisor and your instructor to document your absence.
- If the illness causes you to miss three or more placement days, a doctor's note will be required upon returning to school.

Professionalism: Candidates are expected to conduct themselves in a professional manner including appropriate attire, attitude, and initiative. It is important to maintain good professional relationships with the Mentor Teacher, the University Supervisor, and all other school personnel. In addition, Candidates are expected to build a positive rapport with the children and parents of the classroom, fostering a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying.

UNIVERSITY POLICIES AND STATEMENTS

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

Plagiarism is “presenting the work of another person as one’s own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals or other sources). This includes but is not limited to the following:

- quoting, paraphrasing, or summarizing without acknowledgement, even a few phrases;
- failing to acknowledge the source of a major idea or ordering principle central to one’s work;
- relying on another person’s data, evidence or critical method without credit or permission;
- submitting another person’s work as one’s own or using unacknowledged research sources gathered by someone else.
- Using artificial intelligence applications with dishonest intent or without the guidance of an instructor.

Respect: Respect anyone addressing the class by listening attentively and not having side conversations. Show respect for diverse opinions during class discussion and in assignments. Participate in class discussions in a responsible manner, presenting opinions but also permitting others to present their opinions. Harassing or attempting to harass other students or me, especially if the harassment is based on gender, race, or similar biases, will absolutely not be tolerated. Also, do not allow your cell phone to ring in class (don't use it, either). In cases of emergency, please leave the class to make or receive a call or text.

Names and Pronouns: University at Albany affirms all gender identities and expressions. If you go by a name other than that on the class roster, and/or if you would like to be addressed with a specific pronoun, do not hesitate to inform your instructor.

Title IX Violations: Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. The University at Albany Sexual Violence Prevention & Response and Title IX Grievance policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. These policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities.

The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses. Confidential support and guidance can be found through [Counseling & Psychological Services](#) (518-442-5800), [Student Health Services](#) (518-442-5454) and [Interfaith Services](#) (518-442-5565). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Sexual offenses can be reported non-confidentially to the Title IX Coordinator within the [Office of Equity & Compliance](#) (518-442-3800, Hudson Building, Room 117) and/or the [University Police Department](#) (518-442-3131).

Please note, faculty members are considered "responsible employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In an emergency, please call 911.

Student Athletic Statement: This course will accommodate student-athletes in accordance with UAlbany's Student Athletic Statement. For details please visit: <https://www.albany.edu/communicationsmarketing/files/Intercollegiate-Athletic-Missed-Class-Policy.pdf>

Disability Access and Inclusion Student Services: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (daiss@albany.edu, 518 -442-5501). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations. <https://www.albany.edu/disability>

Land Acknowledgement: The University at Albany sits at the confluence of the Hudson and Mohawk rivers on the traditional lands of the Kanien'keháka and Muh-he-con-neok people, who stewarded this land for generations before the arrival of European colonists. The Kanien'keháka (People of the Flint) and Muh-he-con-neok (People of the Waters that are Never Still) are more commonly known today as the Mohawk Haudenosaunee and Stockbridge-Munsee Band of Mohicans. Despite the similarity of their westernized names, the Mohawk and Mohican were culturally and linguistically distinct.

The UAlbany community recognizes that we live and work on the homelands of sovereign Indigenous nations with rich histories and cultures that continue today – both within New York and beyond.

As an institution devoted to teaching, scholarship, and service, we strive to understand and learn from our history and to affirm Indigenous rights and issues. To this end, we are committed to cultivating reciprocal relationships with Indigenous communities focused on equity, social justice, and sustainability – and dismantling legacies of colonization.

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

ELTL 400 Language Acquisition for All Learners

In-person

Fall 2024

Class#XXX Credits: 3

Location:XXX Day/Time:XXXX

Instructor: XXXX

Office Hours:

Email Address:

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction.

Course Description

This course provides an overview of language acquisition for all learners, including learning to read and write in English for bilingual and translingual learners. The course reviews current theoretical foundations and practical implementation of instructional practices of first and second language learning, including phonology, syntax, vocabulary, and academic discourse.

Required Texts:

1. García, Ofelia, & Kleifgen, Jo Anne. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English language learners* (2nd ed.). Teachers College Press.
2. Celic, Christina, & Seltzer, Kate. (2013). *Translanguaging: A CUNY-NYSIEB Guide for Educators*. CUNY-NYS Initiative on Emergent Bilinguals.
3. Additional course readings as listed in the schedule below.

Department and University Policies

All students taking 400 are responsible for reading and following the department and university policies posted on the ELTL Department website www.albany.edu/eltil in the following areas (a) accommodations for students who have disabilities (b) incomplete grades (c) course evaluations (d) academic integrity (e) privacy (f) sexual harassment and religious beliefs.

Absence due to religious observance: Instructors must explicitly refer to New York State Education Law ([Section 224-A](#)) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.

Academic integrity: "Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures

cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.”

(University’s Standards of Academic Integrity Policy, Fall 2013)

https://www.albany.edu/undergraduate_bulletin/regulations.html

Reasonable Accommodations: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and/or mental health (psychiatric) disabilities. If you believe you have a disability and require accommodation in this class, please register with Disability Access and Inclusion Student Services (DAISS). You can contact DAISS at daiss@albany.edu, 518-442-5501 or www.albany.edu/disability. Once you have registered with DAISS, they will provide you with an accommodation letter that you can send to your instructors to receive your approved accommodation.”

Expectations Regarding Course Participation

Students are enrolled in this course because they are professionals who want to learn. As professionals, students are expected to attend all class sessions and be ready to participate in their own learning. If they cannot be present, *they are expected to notify the instructor before class*, as this will be the expectation in your future job as a teacher. Participation is more than presence. It means that students read all materials and be ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. Hand held electronic/communication devices and laptop computers must be used discriminately and professionally per our discussion in class.

Assignments Guidelines

In addition to the general criteria described below, assignments need to: (a) be submitted on time, (b) be typed and double-spaced in 12-point font, (c) include appropriate identifying information, (d) be edited for grammar and spelling errors, and (e) cite sources for all quotes, paraphrases, and adapted ideas. All assignments are due on the dates listed in the syllabus. Extensions will be given under special circumstances (e.g., family or personal emergency). *You must contact the instructor in person or by email at least two days prior to the due date to discuss assignment extension requests.*

Grading Scale

Your final grade is based upon the completion of course requirements, as weighted in the table below and following this scale:

94-100	A	75-79.9	C+
90-93.9	A-	70-74.9	C
88-89.9	B+	60-69.9	D
84-87.9	B	Below 60	F
80-83.9	B-		

Course Assignments and Evaluation

You will be asked to complete a variety of assignments in this course to facilitate your learning. Your grade will be based on 100 points, as allocated by the following requirements:

1. Class Attendance, Preparation, and Participation (14 points)

Students must attend all class sessions and be active participants in class activities. Students are expected to come to class prepared to share their opinions and critiques of the readings and to ask and respond to questions posed in class. It is also understood that everyone has their own way of contributing to the class, therefore small group and whole class discussions and activities will be used to share ideas throughout the semester. With this said, please be respectful of all opinions so that everyone feels comfortable making comments in class.

2. Reading Reflections (16 points)

Due Every Three Weeks – (Original Posts by Friday 11:59pm; Responses by Sunday 11:59pm)

Every three weeks, starting in week 3 and ending in week 12, you will make **one original post** and **two responses** to other people's original posts on BrightSpace. For example, at the end of Week 3, you should post your first reflection on Friday by 11:59pm. Your two responses will be due by Sunday by 11:59pm. Your reflection post should cover the content of the readings assigned over the last three weeks based on the four guiding prompts listed below.

- Week 3: Make a direct link(s) between what we are learning in class and your everyday life, media, campus activities, current events, etc.
- Week 6: Reflect on how families and community members were part of your schooling. What might you do to involve families and community members in your school/classroom? What considerations do you need to make?
- Week 9: Linguistic Landscapes – upload and discuss pictures of where you are seeing language at play/in use.
- Week 12: How will apply ELL teaching strategies in your future classroom?

3. Linguistic and Cultural Autobiography (20 points)

Due Date: Sunday of Week 8 by 11:59pm

After reading about and discussing language practices and varieties, students will write an autobiography that considers (1) the languages and language practices they have learned throughout their lives and how they acquired them, (2) how these language practices reflect their cultural practices, and (3) why it is important to have an awareness of language and culture as a teacher. Students are encouraged to spend time talking to family members about their language ideologies and how that influenced their experiences and beliefs about language and culture. Students may choose to write a five-page paper, or they may create a multimedia presentation (e.g., using Voicethread or Sway), write a song or poem, or come up with another presentation mode as approved by the instructor.

4. Topic Presentation (25 points)

Due Date: Based on Sign-up Sheet (partners)

Starting **Tuesday of Week 4** pairs of students will give presentations of about 15 minutes each week. Topics vary according to the week. Students can give a PowerPoint presentation, but other formats are encouraged. Your instructor will assign you a topic to present. However, if you choose one on your own, it is ideal that you address some key points from the book. For example, you might talk about how your research helps us to enact one or more of the following: *a) consider the whole child; b) consider the students in context of their communities; c) observe and listen to language practices closely; d) learn something about the home languages of the students; e) help students to speak, read, and write; e) encourage students to think about language practices and the power of language; f) provide a challenging and creative curriculum with demanding, imaginative, and relevant material; g) provide differentiated instruction for emergent bilingual students with different educational profiles; h) become an advocate of emergent bilinguals; i) develop a strong relationship with the family; j) instill in emergent bilingual students a hunger for excellence, and model dreams of tolerance, equity, and social justice.*

5. Teaching Philosophy (25 points)

Due Date: Tuesday of Final week by 11:59pm

Students will write a 7-8 page final paper that describes their philosophy for teaching all learners and the approaches they plan to use as a future educator. The paper may draw upon the unit memos and should include: (1) a description of why it is important to consider students' needs as a future educator, (2) the role that language and culture play in the learning process, (3) the general approach they plan to take in their classroom, (4) the types of instructional modifications and forms of assessment they will use that are particular to their grade levels or content areas/disciplines that reflect this approach, (5) how each selected resource reflects this approach, and (6) the theoretical basis or research support for their approach, with citations to at least eight course readings.

Schedule of Course Topics and Activities

Date	Topic & Key Questions	Readings and Assignments
Week 1	Module 1: Introduction and Overview	<ul style="list-style-type: none">• Syllabus and Course Overview• Community Building
Week 2	Module 2: Introduction to First Language Learners and English Language Learners:	Read: <ul style="list-style-type: none">• García, O., & Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and</i>

	Who are them?	<i>practices for English language learners</i> . Teachers College Press. (Chapter 1 & Chapter 2)
Week 3	Module 3: First Lanaguge Acquisition	Read: <ul style="list-style-type: none"> Clark, E. V., & Casillas, M. (2015). First language acquisition. In <i>The Routledge handbook of linguistics</i> (pp. 311-328). Routledge. Assignment: Reading Reflection 1
Week 4	Module 4: Language & Bilingualism Theory	Read: <ul style="list-style-type: none"> García, O., & Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 4)
Week 5	Module 5: Languages and basic linguistic knowledge: Phonology, morphology, syntax	Read: <ul style="list-style-type: none"> Fillmore, L. W., & Snow, C. E. (2000). What teachers need to know about language?
Week 6	Module 6: Vocabulary Knowledge & Academic Language	Read: <ul style="list-style-type: none"> Anderson, B.E. (2023), Vocabulary talk moves: Using language to promote word learning. <i>The Reading Teacher</i>. https://doi.org/10.1002/trtr.2263 Snow, C. E., & Uccelli, P. (2009). The challenge of academic language. <i>The Cambridge handbook of literacy</i>, 112, 133. Assignment: Reading Reflection 2
Week 7	Module 7: Reading	Read: <ul style="list-style-type: none"> Wright, W. E. (2010). Foundations for Teaching English Language Learners: Research, Theory. <i>Policy, and Practice</i>. Caslon Publishing. (Chapter 8) <i>Translanguaging Guide</i>, pp. 100-121
Week 8	Module 8: Writing	Read: <ul style="list-style-type: none"> Wright, W. E. (2010). Foundations for Teaching English Language Learners: Research, Theory. <i>Policy, and Practice</i>. Philadelphia: Caslon Publishing. (Chapter 9) <i>Translanguaging Guide</i> (pages pp. 122-146)

		<p>Assignment: Linguistic and Cultural Autobiography</p>
Week 9	Module 9: Assessment & Assessment Practices and Bias	<p>Assessment</p> <ul style="list-style-type: none"> García, O., & Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 9) <p>Assessment Practices and Bias</p> <ul style="list-style-type: none"> Lenski, S. D., Ehlers-Zavala, F., Daniel, M. C., & Sun-Irminger, X. (2006). Assessing English-language learners in mainstream classrooms. <i>The Reading Teacher</i>, 60(1), 24–34. https://doi.org/10.1598/rt.60.1.3 Popham, W. J. (2006). <i>Assessment bias: How to banish it</i>. Routledge. <p>Assignment: Reading Reflection 3</p>
Week 10	Module 10: Bridging Cultures & Linguistic and Cultural Loss	<p>Read:</p> <ul style="list-style-type: none"> Trumbull, E., Rothstein-Fisch, C., Greenfield, P. M., & Quiroz, B. (2001). <i>Bridging cultures between home and school: A guide for teachers</i>. Routledge. Crawford, J. (1998). Language politics in the USA: The paradox of bilingual education. <i>Social Justice</i>, 25(3), 50-69.
Week 11	Module 11: Funds of Knowledge & Creating Welcoming Learning Environment	<p>Read:</p> <ul style="list-style-type: none"> Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into practice</i>, 31(2), 132-141. https://doi.org/10.4324/9781410613462-9 García, O., & Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 6 & Chapter 7) <i>Translanguaging Guide</i>, pp. 13-19 (A Culturally Relevant Learning Environment) & pp. 40-43 (Community Study)
Week 12	Module 12: Translanguaging Application to Practice	<p>Reading:</p> <ul style="list-style-type: none"> <i>Translanguaging Guide</i>, pp. 1-6 (Introduction), <i>Translanguaging Guide</i> pp. 20-22 (A Multilingual Learning Environment)

		<ul style="list-style-type: none"> • <i>Translanguaging Guide</i>, Language Portfolio, pp. 23-39) <p>Assignment: Reading Reflection 3</p>
Week 13	Module 13: Multilingual Language Objectives and Integrated Instruction	<p>Read:</p> <ul style="list-style-type: none"> • <i>Translanguaging Guide</i>, pp. 44-50 (Multilingual Language Objectives) • <i>Translanguaging Guide</i>, pp. 51-61 (Integrated Instruction & Designing Units around Multilingual Culminating Products)
Week 14	Module 14: ELL Programs & Policies	<p>Read:</p> <ul style="list-style-type: none"> • García, O., & Kleifgen, J. A. (2010). <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>. Teachers College Press. (Chapter 3 & Chapter 5) • Wright, W. E. (2010). <i>Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice</i>. Caslon Publishing. (Chapter 4) <p>Assignment: Teaching Philosophy</p>

Course Objectives:

A. Language

1. Demonstrate knowledge of language systems, structures, functions, and variation
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development
3. Identify the differences between academic language and social language

B. Culture

1. Identify socio-cultural characteristics of English language learners including educational background and demographics
2. Describe how English language learners' cultural communication styles and learning styles affect the learning process
3. Describe how English language learners' cultural values affect their academic achievement and language development
4. Identify bias in instruction, materials, and assessments
5. Understand the importance of cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families
6. Observe culturally and linguistically diverse instructional settings

C. Instruction

1. Apply research, concepts and theories of first and second language acquisition instruction
2. Implement appropriate research-based instructional strategies to make content comprehensible for all learners

3. Demonstrate effective instructional planning and assessment

D. Assessment

1. Identify issues related to standards-based formative and summative assessment
2. Use assessment data to differentiate and modify instruction for optimal student learning

E. Professionalism

1. Describe the legal responsibilities related to serving all learners
 2. Understand collaborative, co-teaching models for serving learners
 3. Identify professional resources and organizations related to serving learners
-



Creating an Inclusive Classroom Environment for All Students (3 Credits)

ESPE 350

Days/Times/Location

Contact information

Professor:

Email:

Phone:

Office:

Office Hours:

The University at Albany reserves the discretion to change the date, time, location, and modality of instruction

Catalog Description

In this course, we will examine techniques for creating inclusive environments that are conducive to effective instruction for diverse students, including students with disabilities and English Language Learners. We will discuss how to structure the classroom and plan instruction that best meets the distinct characteristics and needs of these populations of students. The special education referral process and the development of Individualized Education Programs (IEPs) will be examined. We will explore current research-based practices, including differentiation, and effective management of collaborative relationships with families and other school professionals.

Required readings:

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th edition). Pearson.

Tomlinson, C. A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms* (3rd edition). ASCD.

Other articles and resources will be made available on Brightspace.

Course goals/objectives:

The purpose of this course is to help candidates prepare for teaching diverse students in a variety of settings. By the end of the course, candidates will:

1. Describe some of the learning characteristics of diverse student learners, including those with disabilities and those who are English Language Learners.

2. Create effective instructional environments that meet the needs of all learners.
3. Describe various peer and cooperative grouping strategies
4. Discuss factors that affect students' motivation, engagement, and time on task.
5. Define evidence-based practices and how to identify them
6. Define direct instruction, explicit instruction, and strategy instruction.
7. Discuss components of a differentiated classroom, including scaffolding, questioning, and accommodations.
8. Describe components of effective collaboration, including communication skills, models of co-teaching, and establishing effective parent relationships.

COURSE SCHEDULE

Week	Topics and In-class activities	Readings/Assignments due
Week 1	Syllabus and Introduction <ul style="list-style-type: none"> • Discussion of assignments 	Be sure you can access the Brightspace page
Week 2	Evaluation of students with disabilities <ul style="list-style-type: none"> • Referral process • IEPs 	<u>Assignment due:</u> 3-2-1 Reflection
Week 3	Response to Intervention <ul style="list-style-type: none"> • Progress monitoring • Curriculum-Based Assessments 	<u>Assignment due:</u> Activity #1
Week 4	Collaborative relationships <ul style="list-style-type: none"> • Co-teaching structures • Consultation 	<u>Assignment due:</u> 3-2-1 Reflection
Week 5	Collaborative relationships <ul style="list-style-type: none"> • Paraprofessionals • Related Service professionals 	<u>Assignment due:</u> Activity #2
Week 6	Collaborative relationships <ul style="list-style-type: none"> • Families 	<u>Assignment due</u> Collaboration action plan
Week 7	Collaborative relationships among students <ul style="list-style-type: none"> • Grouping students • Peer learning 	<u>Assignment due:</u> 3-2-1 Reflection
Week 9	Effective intervention <ul style="list-style-type: none"> • Evidence-based practices • Principles of effective instruction 	<u>Assignment due:</u> 3-2-1 Reflection
Week 10	Effective intervention <ul style="list-style-type: none"> • Differentiation • Accommodations and modifications 	<u>Assignment due:</u> 3-2-1 Reflection

Week 11	Effective intervention <ul style="list-style-type: none"> • Planning for Differentiation • Strategies for differentiating instruction • Scaffolding and questioning techniques • 	<u>Assignment due:</u> Activity #3
Week 12	Effective intervention <ul style="list-style-type: none"> • Direct instruction • Explicit instruction 	<u>Assignment due</u> Differentiation Assignment
Week 13	Effective intervention <ul style="list-style-type: none"> • Study skills instruction • Test-taking skills • Strategy Instruction • Self-Regulated Strategy Development 	<u>Assignment due:</u> Activity #4
Week 14	Effective Transition practices	<u>Assignment due:</u> 3-2-1 Reflection
Week 15	<i>Final Case Study</i>	

Assignments

1. 3-2-1 Reflections (6 reflections @ 10 points per reflection = 60 points)

The purpose of the 3-2-1 reflection is to engage you in the course readings. In no less than one and no more than two double-spaced pages, please briefly describe the following:

- **Three** things that you learned from the readings. Why were these three things interesting to you? How might you use this information in your future practice?
- **Two** connections you made between the ideas in the reading and your own knowledge and experiences.
- **One** question you have OR **One** critical quotation from the reading (explain your choice)

Do not include a heading at the top of the page (write only your name). Use Time New Roman, size 12. Double space and use one-inch margins.

2. Activities (4 activities @ 10 points per activity = 40 points)

You will complete four activities to directly apply the course content. These activities will be completed with your learning team in class. Each activity varies in terms of what you are being asked to do, but all activities will be graded on a ten-point scoring guide.

3. Collaboration action plan assignment (35 points)

You will create an action plan for collaboration in three areas: collaboration with other teachers, collaboration with paraprofessionals, and collaboration with families. This assignment will be discussed in detail on the first day of class. You may use the models

we share in class as well as the websites we discuss as examples, but please do not copy information directly from a website. Be thoughtful in what would work for you specifically, given your strengths, concerns, and beliefs about co-teaching. This project may be completed with a partner or independently.

4. Differentiation assignment (40 points)

You will complete several tasks from a differentiation menu. You will have a choice of the tasks that you complete, with the exception of one task, which all students must complete. This assignment may be completed in a variety of formats as per the selected task. We will discuss this assignment in detail on the first day of class and it will be available on Brightspace. This project may be completed with a partner or independently.

5. Final Case (40 points)

For this assignment, you will receive a case study and work with a partner to complete several tasks. This is a comprehensive activity that requires you to use information you have learned throughout the semester. You will be able to use your notes, handouts, and articles to complete the case activity.

6. Professional Behavior and Participation

See the description under “policies” on page 5 of this syllabus. Failure to follow these policies will result in a reduction of points. **(10 points)**

Total possible points:

3-2-1 Reflections (6 @ 10 points each)	60 points
Activities (4 @ 10 points each)	40 points
Collaboration action plan assignment	35 points
Differentiation assignment	40 points
Final Case	40 points
Professionalism	10 points
<hr/>	
Total possible	225 points

Grading

The grading for this course is A-E. Your grade is the percentage of 225 you score. For example, if you obtain 209 points, $209/225 = 92.8$. Numeric grades translate into letter grades on your final transcript based on the following scale:

94 – 100 = A	79 – 81 = B-	63 – 66 = D+
90 – 93 = A-	75 – 78 = C+	60 – 62 = D

86 – 89 = B+	71 – 74 = C	58 – 59 = D-
82 – 85 = B	67 – 70 = C-	< 59 = E

Policies

Professional Behavior and Participation: Students are expected to conduct themselves in a professional manner. Professional behavior includes attending to the course lecture, discussions or activities without engaging in distracting behavior or non-course related discussion or work. Cell phones and other electronic devices must be **turned off and put away** during class. Evidence of cell phones will result in loss of professional points. If there is a specific circumstance that requires you to have access to your cell phone (e.g. your child is sick) please let me know prior to the start of class. **Laptops and other technology may not be used in class for any purpose other than classwork. Using technological devices for personal reasons during class time will result in a loss of professional points.** Be prepared to participate by completing required assignments and readings and handing in assignments on time. Collaboration on several in-class tasks will be required. Demonstrating respect for the questions, contributions and opinions of others is required. Students who conduct themselves in a less than professional manner, engage in work or discussion non-related to the material during lectures or activities, disrupt others, or otherwise prohibit learning will not earn professional behavior points.

University policy on attendance

Attendance by all students must be regular. Regulations concerning attendance in a particular course are at the discretion of the instructor and are announced in the opening class session. Responsibility for class attendance rests with the student.

In all cases the work missed through absence must be made up. However, permission to make up such work is not automatic and is given at the discretion of the instructor.

Attendance policy for this class: In order for students to benefit from discussion and class/group activities, they are expected to attend all classes, except for a compelling reason. A student who learns that he or she will miss a class must notify the professor as soon as the conflict arises. In cases where documentation is called for, appropriate documentation must be provided as soon as possible, and all documentation must be presented before the end of the semester. Students who are absent from more than one class will lose professionalism points. Students who are absent from more than two classes may be asked to drop and retake the course, as per the University Graduate Student handbook guidelines. *Absence due to religious observance, New York State Education Law (Section 224-a): Campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.*

Late Work: Late work will not be accepted without permission AHEAD of the day the assignment is due. If accepted, late work will be penalized two points per day. Late work

will not be accepted after the last class of the semester. Assignments not handed in during class time and emailed to the professor **will be considered late** and will lose points.

Academic Integrity

Whatever you produce for this course should be your own work and created specifically for this course. The Library has a guide to help you meet this goal: [University Libraries' Guide for Practicing Academic Integrity](#). 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 for your source. If you work in a group, both members are expected to participate. If one member does the work and puts both members' names on the product, this would be considered academic dishonesty. Allowing another person to view a paper that you have written is also academic dishonesty. The university policy on academic dishonesty is outlined in the Student Bulletin, and includes, but is not limited to plagiarism, cheating on exams, 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 program.

<http://www.albany.edu/studentconduct/appendix-c.php>

Reasonable accommodations

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 Disability Access and Inclusion Student Services (DAISS) in Campus Center 137, or at 442-5490. That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations. For more information, visit their website <https://www.albany.edu/dean-students/disability>