




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:	Childhood and Special Education
	Award (e.g., B.A., M.S., Cert., Adv. Cert.) ¹ :	BS
	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 :	0808
	Proposed CIP 2010 Code :	13.1001
	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: Childhood (grades 1-6) Students with Disabilities (all grades)	Initial or Initial/Professional: Initial
d) Contact Person for this Proposal	Name and title: Kaitlyn Beachner, Staff Associate for Undergraduate Programs 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.

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

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.

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 1/12/24
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 Childhood and Special Education program** is for applicants seeking New York State Initial Teacher Certification in Childhood Education (Grade 1-6) and Students With Disabilities (All Grades). This program includes liberal arts and pedagogical coursework to prepare students for teaching in general elementary classrooms and for students with disabilities at all grade levels. The program requires intensive practicum and student teaching experiences. A minimum 3.0 undergraduate GPA is required for admission.*

- b) What are the program's primary student learning outcomes (SLOs)? NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#).

The program has a set of attributes that are built upon the New York State Teaching Standards, AAQEP Standards, Early Childhood/Childhood Standards, Council for Exceptional Children Standards, New York State Discipline Specific K-12 Standards (e.g., Next Generation) and National Board for Teaching Standards. The attributes provide the foundation for the Student Learning Outcomes.

Human Development

- Graduates know the psychological, social, and cultural facets of human development and learning across the lifespan. They understand the commonality as well as the diversity of patterns of human development.
- Graduates critically assess social and cultural frameworks and the ways in which individuals, families and communities are situated within them.
- Graduates recognize issues of equity and social justice as they impact human development.
- Graduates think critically about developmental theories; research on issues of human development; recognize the characteristics of studies and publications that provide credible research findings; practice ethical behavior across academic, research, and professional settings; apply theory to practice.

Standards

- Graduates identify and understand the instructional implications of shifts in current standards.
- Graduates apply the New York State Content Standards and National Content Specific Standards in their teaching (e.g. NCTM, NCSS, ILA classroom teacher standards, Next Generation Learning Standards).

Assessments

- Graduates use assessments to identify, prevent, and intervene when students experience difficulties to inform their instruction and decision making.
- Graduates evaluate the affordances and constraints of a range of assessments (e.g. screening, formative, summative, informal, formal).
- Graduates understand the importance of using various assessments to develop a comprehensive assessment plan/comprehensive portrait of learners and can convey this information to a range of stakeholders.

Materials, Resources, and Digital Technologies

- Graduates know how to evaluate, select, and integrate relevant materials, resources, and digital technologies for classroom teaching and assessment that are inclusive of cultural and linguistic diversity.
- Graduates know how to embed print and digital resources into authentic instruction that supports critical conversations, development, and student inquiry.
- Graduates foster learning environments where learners draw on multimodalities to create meaning, depending on purpose and audiences.

Engagement

- Graduates know how to create collaborative learning communities with students.
- Graduates know how to teach for engagement and meaning-making and provide opportunities for student directed learning.
- Graduates provide opportunities for learners to experience learning practices as intentional, purposeful, and authentic.
- Graduates engage in professional learning communities (PLCs) with sensitivity to a range of perspectives.

Development of Literacies

- Graduates understand the historical, theoretical, and evidence-based foundations of literacy (across the lifespan) including (but not limited to) components of print concepts, decoding, vocabulary, fluency, comprehension, viewing/representing, and composition.
- Graduates understand the reciprocal relationships among reading, writing, speaking, and listening development.
- Graduates use their knowledge of literacy development to identify a learner's present level of performance.

Disciplinary Literacies/Knowledge Building

- Graduates understand the historical, theoretical, and evidence-based foundations of literacy and the role of literacy in building disciplinary/conceptual knowledge across elementary school subjects (e.g., science, social studies, mathematics, ELA).
- Graduates know how to support learners in accessing, developing, and communicating discipline specific/content area knowledge (or practices common across disciplines) including content knowledge, genre knowledge, and vocabulary.
- Graduates understand how to use literacy events to build conceptual knowledge over time with attention to material selection and assessment of knowledge and literacy development.

Responsive Teaching to Promote Strategic Learning

- Graduates know how to plan a range of instructional approaches and practices to meet the needs of each learner (e.g. historical knowledge, vocabulary development, writing processes).
- Graduates ensure students have equitable access to high quality, engaging, and comprehensive instruction, curriculum, and authentic learning.
- Graduates know how to turn learners' attention to using productive strategies.
- Graduates know how to foster resilience and independence through engaging learners in meaningful practices.

Data Based Decision Making

- Graduates collaborate with colleagues to analyze and collect data to construct/create a plan for classroom instruction.
- Graduates assume that learning problems lie in instruction, rather than in the learner. Graduates then analyze teaching practices to identify areas of instructional improvement to respond to student needs.
- Graduates critically consume and draw upon findings from published research studies to inform instructional planning and decision-making.

Learning as Sociocultural Practice

- Graduates understand that learning practices occur across multiple contexts, not only schools, and for multiple purposes.
- Graduates know how to build on students' funds of knowledge (e.g. linguistic diversity; cultural, family, and community resources) to inform instruction.

Critical Perspectives and Equity

- Graduates know how to create teaching and learning contexts in which students value multiple perspectives in the service of equity and social justice.
- Graduates know how to create contexts that promote civic engagement and inspire learners to take action in local and global communities.
- Graduates create teaching and learning contexts in which students critically consume and produce media.
- Graduates recognize and know the importance of intervening in educational inequities, including bias stemming from race, class, gender, language, ability, and heterosexism.

Respectful Representation of Students, Families, Colleagues, and Communities

- Graduates notice, name, and build upon learner strengths and progress.
- Graduates interact and engage with families and communities in ways that respect diverse life experiences.

- Graduates foster respectful partnerships characterized by reciprocal relationships that support learners.
- Graduates are self-reflexive about how their lived experiences and their identities shape their instructional practices and teaching philosophies.

Teaching All Learners

- Graduates demonstrate knowledge of the causal factors and characteristics of the various disability categories defined under “child with disability” in the Individuals with Disabilities Education Act;
- Graduates demonstrate working knowledge of the various, legally required components of an Individualized Educational Plan;
- Graduates demonstrate knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development and contribute to a student developing a disability;
- Graduates demonstrate ability to effectively collaborate with colleagues, follow instructions, and use problem solving skills in order to be an effective member of the instructional team;
- Graduates demonstrate ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;
- Graduates show knowledge of and competency with technology that can assist the teaching and learning of students with disabilities

Learner Development and Individual Learning Differences

- Graduates understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- Graduates use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Learning Environments

- Graduates create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues.
- Graduates demonstrate ability to develop and apply a variety of positive procedures and proactive behavior management strategies that provide the differentiated behavioral supports all students’ need to function successfully in the classroom.

Content Knowledge in Special Education Settings

- Graduates understand the central concepts, structures of the disciplines, and tools of inquiry of the content areas they teach (e.g., science, mathematics, ELA, social studies), and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- Graduates understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- Graduates modify general and specialized curricula and materials to make them accessible to individuals with exceptionalities.

Assessment of Students with Disabilities

- Graduates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- Graduates use multiple types of assessment information in making decisions about individuals with exceptionalities in collaboration with colleagues and families.

Instructional Planning and Strategies

- Graduates consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- Graduates use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- Graduates develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Graduates teach to mastery and promote generalization of learning.

Professional Learning and Ethical Practice

- Graduates use professional Ethical Principles and Professional Practice Standards to guide their practice.

- Graduates understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of SE services

Collaboration

- Graduates use theory and elements of effective collaboration.
- Graduates use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

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 additional 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 Visions 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 and 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, 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 more recently, the revisions of the Literacy and Students with Disabilities certification to All Grades. 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	30*	0		30
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. 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
SUNY Oneonta	Early Childhood/Childhood Education	B.S.	373
SUNY Oneonta	Childhood Education	B.S.	291
Skidmore College	Childhood Education	B.S.	40
The Sage Colleges	Childhood Education	B.S.	46
SUNY Cortland	Combined Early Childhood/Childhood Education (Birth-G6)	B.S.	660
SUNY Cortland	Inclusive Childhood Education	B.S.	301
College of St. Rose	Childhood/Special Education	B.S.	102

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

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](#).

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 for our Human Development majors. 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. Ongoing conversations with SUNY Cobleskill focus on early childhood/childhood collaborations, including their programs for students with special needs. These conversations, along with four extensive conversations with College of St. Rose faculty members and their Dean in December, 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
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).
2. The student's cumulative grade point average for all course work at the University at Albany must be 3.00 or higher at the time of evaluation.
4. 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 above 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.

Our commitment to social justice and equity practices to foster belonging and engagement have include outward facing opportunities through a fellowship centered on diversifying the education and mental health fields and equity and social justice in education. The Beloved Community Fellows (formerly the Touhey Family Fellows) bring together undergraduates interested in education careers, graduate students pursuing education degrees, faculty, and career professionals from historically underrepresented groups. The program recruitment includes outreach to students across the university, specifically including historically underrepresented groups through affinity and fraternal organizations. Members of the fellowship engage with young people in Future Teachers of America and Take a Look at Teaching clubs and other groups of high school students, to further highlight a focus and sense of belonging to and through the field of education. This established program will be integrated in recruitment efforts through outreach and participation in open houses and continued recruitment efforts for our programs, thus expanding pathway diversification opportunities.

One vital component of the recruitment effort is highlighting the programs and climate at the university and within our programs using in person and virtual recruitment, fairs, and website and social media. To both support current students and encourage enrollment of new students from historically underrepresented groups, our university has been committed to increasing the diversity of our faculty and perspectives across programs and experiences. The SOE Diversity, Equity, and Justice Committee actively innovates and plans for equity and inclusion within the educator preparation programs across the school. These efforts will be inclusive of courses within our new program. Our efforts include both community inclusive events and opportunities and attention to curricula within our programs. Culturally responsive and equity-focused practices and content are explicit goals. These ideals and focused mission are evidenced in ongoing effort in an SOE workgroup, Decolonizing Syllabi and Inclusive Practices which provides for ongoing renewal and infusion of equity focused practices within our programs. Additionally, The University is committed to providing faculty with support to develop courses and evidence-based practices that will serve and support our diverse student population through the Center for the Advancement of Teaching Learning and Online Education (CATLOE). We foster the same commitment to diversity and inclusion, equity, and social justice in our graduate's practices. Through broad recruitment efforts and development of a program to support and amplify the strengths of persons from historically underrepresented groups our institution and school of education will encourage the enrollment of persons from underrepresented groups.

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 and curriculum are 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
					02	SWD all grades		
EPSY 200 Introduction to Educational Psychology	3	R	Heidi Andrade (FT)	i, ix				
ETAP 201 Exploring Teaching as a Profession	3	R	Rory Glass (PT)	viii,				
EEPL 300 Social Foundations of Education	3	R	Gina Giuliano (FT)	viii				
EPSY 420 Child and Adolescent Development	3	R	Tianlin Wang (FT)	i	i	xi		
ELTL 300 Comprehensive Literacy I	3	R	Stephanie Affinito (FT), Erica Barnes (FT), Yaqi Shen (FT)	ix,	ii	vii		
ELTL 301 Comprehensive Literacy II	3	R	Stephanie Affinito (FT), Cheryl Dozier (FT), Yaqi Shen (FT), Margaret Sheehy (FT)	ix,	ii	vii		
ELTL 400 Language Acquisition for All Learners	3	R	Yaqi Shen (FT), Jaime Puccioni (FT)	iv, ix	ii	Vii, xiii		

EPSY 400 The Psychology of Instruction and Learning	3	R	Julio McLaughlin (FT)	ii		vii		
EPSY 440 Introduction to Assessment & Measurement	3	R	Kimberly Colvin (FT)	vii	i	xi		
ESPE 351 Culturally Sustaining, Knowledge-Building Literacy Intervention	3	R	Tammy Ellis-Robinson (FT)	v, vi, ix		v		
ESPE 352 Anti-Racist Math and Science Inquiry Instruction	3	R	Nicholas Bell (FT)	v, vi, ix		v		
ETAP 314 Teaching Science for Understanding Prek-6	3	R	Alan Oliveira (FT)	v,vi,ix		v		
ESPE 350 Creating an Inclusive Classroom Environment for All Students	3	R	Kristie Asaro-Saddler (FT)	iii, ix		iv, vi, x		
ESPE 369 Special Education for Students with Emotional and Behavioral Problems	3	R	Matt LaFave (FT)	ix,		iii		
ESPE 460 Introduction to Human Exceptionality	3	R	Tammy Ellis-Robinson (FT)	iii		i, ii, viii, ix, xii, xiii		
ESPE 463 Introduction to Autism Spectrum Disorders	3	R	Kristie Asaro-Saddler (FT)			ix		
ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	R	New Hire (FT) Susan Phillips (FT)/ Graduate Assistants (PT)	i				
ESPE 479 Fieldwork: Healthy and Successful Students	6	R	Matt LaFave (FT) Or New Hire (FT)	i, ix, x, xi, xii, xiii	i	i, ii, iii, iv, xii, xiii		
ESPE 480: Student Teaching	12	R	Matt LaFave (FT) Or New Hire (FT)	ix,	i	i, ii, iii, iv, xii, xiii		

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
ESPE 479	Fieldwork: Healthy and Successful Students	Matt LaFave, PhD Or New Hire	SWD 7-12 SWD 1-6 Childhood 1-6	25 25 50
ELTL 301	Comprehensive Literacy Instruction II. Note: This course has five fieldwork hours listed in the syllabus, that is above and beyond the 100 hours – listed here to avoid confusion.		1-6	5 Hours (though not part of the 100 hour requirement)

* 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
ESPE 480	Student Teaching	Matt LaFave, PhD Or New Hire	Childhood	70
			OR SWD 1-6	70
			OR SWD 7-12	70
			OR	
			Childhood	35
			OR/AND	
			SWD 1-6	35
			OR/AND	
			SWD 7-12	35
				(total of 70 days)

*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
Lynn Bancroft, Teacher	Arbor Hill Elementary (Albany School District), 1 Arbor Dr, Albany, NY 12207	F, S	3-5
Jennifer Cannavo, Superintendent	Menands School District, 19 Wards Lane Menands, NY 12204	F, S	1-3
Elizabeth Wood, Assistant Superintendent for Curriculum, Instruction & Assessment	Shenendehowa Central School District, 5 Chelsea Place, Clifton Park, NY 12065	F, S	1-3
Amber Manke, Pupil Services Administrator	North Colonie School District, 91 Fiddlers Lane, Latham, NY 12110	F, S	3-5
Imran Abassi, Assist. Superintendent for HR	Troy School District, 475 First Street, Troy, NY 12180	F, S	1-3

*Field Experience (F), Student Teaching (S), Internship (I), Practicum (P)

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
Matt LaFave	Assistant Director of Field	Special Education
Tammy Ellis- Robinson	Assistant Professor	Special Education, Childhood Education
Cynthia Clo	Lecturer	Special Education
Suzanne Newswanger	Lecturer	Childhood and Special Education
Patti Jo Sawyer	Lecturer	Childhood Education
Monica Waller	Lecturer	Childhood Education
Maria Haji-Georgi	Visiting Assistant Professor	Childhood Education
Lynn Bancroft	Lecturer	Childhood and Special Education

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)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% Of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses, and professional experience in field.
PART 1. Full-Time Faculty					
Cheryl Dozier, Associate Professor and Associate Dean for Academic Advancement; Dept Co-Chair	17%, when needed	ELTL 301	Ph.D. Univ.at Albany MS SUNY New Paltz	Reading Elementary Education	NYS Teacher Certifications in Elementary Education and Reading

			BS Springfield College	Elementary Education	
Delicia T. Greene, Assistant Professor	17%	ELTL 404 (Elective)	Ph.D. Syracuse University MA City College of New York MLIS Pratt Institute	Information Science and Technology Administration and Supervision Library and Information Science	Professional Administrative Certification-School District Leader NYS Teacher Certification-School Media Specialist Children's Literature
Erica Barnes, Associate Professor	17%, when needed	ELTL 300	Ph.D., Vanderbilt University MS, University of Michigan BA, Kalamazoo College	Development, Learning, and Diversity Literacy and Learning Disabilities English and Spanish Education	Previous Michigan Certifications in Literacy Specialist, Teacher Consultant, 6-12 English, Spanish, and ELL (expired)
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	
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	34%	ESPE 350, ESPE 463	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

Margaret Sheehy, Associate Professor	17%	ELTL 301	Ph.D. Ohio State University CAS SUNY New Paltz MS, BS Montana State University	Education Theory and Practice Educational Administration Reading and Curriculum Elementary Ed	NYSED Literacy Specialist, B-6 and 5-12, School District Leader, School Building Leader, Elementary Teacher (Wisconsin, expired), Elementary Teacher (Montana, expired)
Maria Haji-Georgi, Visiting Assistant Professor	5%	ESPE 480 (clinical supervisor)	Ph.D., M.S.	Educational Psychology, Special Education	Childhood Education Teacher Certificate 1-6, New York
Matt LaFave, Assistant Director of Field Education	17%	ESPE 369, ESPE 479, ESPE 480	Ph.D. University at Albany M.A.T. Cal State Northridge	Educational Psychology/ Special Education Special Education	K-12 Mild to Moderate Disabilities, California
Nicholas Bell, Assistant Professor	17%	ESPE 352	Ph.D. University of Delaware MA, BS West Chester University	Education Literacy Special Education	Special Education teacher in Pennsylvania
Gina Giuliano, Lecturer II	17%	EEPL 300	PhD, University at Albany, SUNY	Educational Policy and Leadership	
Alan Oliveira, Professor	17%	ETAP 452, ETAP 314	PhD, Indiana University Masters, Southeast Missouri State University	Curriculum & Instruction, Science Education Natural Science/ Science Education	
Stephanie Affinito, Clinical Teaching Faculty	17%, when needed	ELTL 300, ELTL 301	Ph.D., CAS, MS, Univ. at Albany BS, College of St. Rose	Reading Childhood Ed	NYS Permanent Certifications in PK-6 and Reading K-12
Tammy Ellis- Robinson, Assistant Professor	17%	ESPE 351, ESPE 460	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 420	Ph.D., MS, University of Wisconsin - Madison	Psychology and Chinese Linguistics Cognitive & Developmental Psychology	
Yaqi Shen, Visiting Assistant Professor	17%	ELTL 300, ELTL 301, ELTL 400	Ph.D. Pennsylvania State University	Curriculum and Instruction	

			MS Florida State University		
Part 2. Part-Time Faculty					
Jaime Puccioni, Associate Professor (50%)		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
Colleen Monaco, Lecturer		ELTL 300	CAS, Ph.D. (ABD), Univ. at Albany M.S., Sage Graduate College B.A., Rivier College	Literacy Literacy Education (B-6) Elementary & Special Education	Certifications: NY Literacy, B-6; NY Early Childhood Education; NY Childhood Education, 16; NY Students with Disabilities, B-2 and 1-6. 2009 – Present, reading teacher, special education teacher
Cynthia Clo, Clinical Supervisor (Lecturer)		ESPE 480 (clinical supervisor)	M.A.	Special Education	Permanent Certification Special Education, New York; 30+ years in elementary education
Lynn Bancroft, Clinical Supervisor (Lecturer)		ESPE 480 (clinical supervisor)	M.S.	Special Education K-12	20+ years special education K-12 and elementary ed PK-6 teaching 5+ years guest lecturer at St. Rose Special Education Hero Award and Golden Apple Award, CSDA
Monica Waller, Clinical Supervisor (Lecturer)		ESPE 480 (clinical supervisor)	M.S.	Curriculum Development and Instructional Technology	Permanent Certification N-6, New York; 30+ years in elementary education
Patti Jo Sawyer, Clinical Supervisor (Lecturer)		ESPE 480 (clinical supervisor)	M.S.	Teaching	Permanent Certification N-6, New York; Permanent Certification School District Administrator, New York
Rory Glass, Lecturer		ETAP 201	PhD, University at Albany, SUNY	Curriculum and Instruction	
Suzanne Newswanger, Clinical Supervisor (Lecturer)		ESPE 480 (clinical supervisor)	M.S.	Education/Special Education	Permanent Certifications in Elementary Education, N-6 and Special Education, New York; Permanent Certifications in Elementary Education, 1-6 and Special Education N-9, Massachusetts; 30+ years in elementary/special education/AIS education
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					

TBH 1 Visiting Professor (August 2023)	34%	EDU 479/480			
TBH 2 Visiting Associate Professor (August 2023)	34%	Edu 479/480			
TBH 3 Assistant Professor (August 2024)				Special Education	
TBH 4 Assistant Professor (August 2025)				Special Education	
TBH 5 Assistant Professor				Human Development	
TBH 5 Field Supervisors (4) (August 2023)					

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 this 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	1,100,000	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? 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 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? 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?

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?

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 Childhood and Special Education

- Indicate **academic calendar type**: 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: Childhood 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/Prerequisite	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
English Course (concentration)	3	HU	3	3	3			Math Course (concentration)	3	MS	3	3	3		
Any 100 or Above College Level Language Other Than English (concentration)	3	WL	3	3	3			Social Studies Course (concentration)	3	AH	3	3	3		
EPSY 200 Introduction to Educational Psychology	3	SS	3	3				ETAP 201 Exploring Teaching as a Profession	3			3			
Science Course (concentration)	3		3	3	3			ECPY 360 Psychology, Cultural Diversity, & Social Justice	3	DEISJ	3	3			
UUNI 110 Writing and Critical Inquiry	3	COM	3		3			Arts Course (concentration)	3	AR	3	3	3		
Term credit totals:	15	12	15	12	12			Term credit totals:	15	12	12	15	9		
Term 3: See KEY.								Term 4: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisite	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
English Course (concentration)	3	DEISJ	3	3	3			ETAP 314 Teaching Science for Understanding Prek-6	3			3		X	
Science Course (concentration)	3	NS	3	3	3			Social Studies Course (concentration)	3	WH	3	3	3		
ELTL 300 Comprehensive Literacy I	3			3		X		ESPE 350 Creating an Inclusive Classroom Environment for All Students	3					X	
Math Course (concentration)	3		3	3	3			ESPE 369 Special Education for Students with Emotional and Behavioral Problems	3			3			

ESPE 460 Introduction to Human Exceptionality	3			3					
Term credit totals:	15	6	9	15	9				
Term 5:	See KEY.								
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisite		
ESPE 463 Introduction to Autism Spectrum Disorders	3			3					
EPSY 400 The Psychology of Instruction and Learning	3		3	3			Pre: EPSY 200		
EEPL 300 Social Foundations of Education (or any other Foundations of Education course)	3			3	3				
EPSY 420 Child and Adolescent Development (or any other child and adolescent development course)	3		3	3	3				
ESPE 351 Culturally Sustaining, Knowledge-Building Literacy Intervention	3			3		X			
Term credit totals:	15		6	15	6				
Term 7:	See KEY.								
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisite		
ESPE 480 Student Teaching	12			12		X	Pre: ESPE 479		
Liberal Arts and Sciences Elective	3		3	3					
Term credit totals:	15		3	12	0				
Program Totals (in credits):	Total Credits: 120		SUNY GER: 36	LAS: 60	Major: 99	Elective & Other: 18	Upper Division: 78	Upper Division Major: 63 (plus 15 in concentration)	Number of SUNY GER Categories: 10

EPSY 440 Introduction to Assessment & Measurement	3		3	3			
Term credit totals:	15	3	6	12	3		
Term 6:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ELTL 301 Comprehensive Literacy II	3			3		X	Pre: ELTL 300
ESPE 352 Anti-Racist Math and Science Inquiry Instruction	3			3		X	
ESPE 479 Fieldwork: Healthy and Successful Students	6			6		X	
Liberal Arts and Sciences Elective (Concentration)	3		3	3			
Term credit totals:	15		3	15	0		
Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Liberal Arts and Sciences Elective	3		3				
Liberal Arts and Sciences Elective	3		3				
ELTL 400 Language Acquisition for All Learners	3			3		X	
Free Elective	3						
Free Elective	3						
Term credit totals:	15		6	3	0		

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)

Degree Requirements for the Major in Childhood and Special Education

General Program B.S.: A minimum of 99 credits, including 30 credits in the concentration.

Core Courses: 69 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 420, EPSY 440, ECPY 360,
- *Special Education (12 credits):* ESPE 350, ESPE 369, ESPE 460, ESPE 463
- *Literacy (9 credits):* ELTL 300, ELTL 301, ELTL 400
- *Methods (9 credits):* ESPE 351, ESPE 352, ETAP 314
- *Fieldwork and Student Teaching (18 credits):* ESPE 479, ESPE 480

Concentration: 30 credits (minimum of 15 Credits at the Upper Division Level)

Science Sequence (6 credits required)

Examples:

- A ATM 102 Science and Major Environmental Issues (3)
- A ATM 103 Introduction to Climate Change (3)
- A ATM 107 The Oceans (3)
- A ATM 200 Natural Disasters (3)
- A ATM 210 Atmospheric Structure, Thermodynamics, and Circulation (3)
- A ATM 210 Atmospheric Structure, Thermodynamics, and Circulation (3)
- A ATM 211 Weather Analysis and Forecasting (4)
- A ATM 211 Weather Analysis and Forecasting (4)
- A ATM 301 Surface Hydrology and Hydrometeorology (3)
- A ATM 304 Air Quality and Air Pollution Policy (3)
- A ATM 305 Global Physical Climatology (3)
- A ATM 307 (= A CHM 307) Introduction to Atmospheric Chemistry (3)
- A ATM 315 (= A ENV 315) Environmental Statistics and Computation (4)
- A ATM 320 Atmospheric Thermodynamics (3)
- A ATM 400 Synoptic Meteorology I (4)
- A ATM 401 Synoptic Meteorology II (3)
- A ATM 404 Oceans and Climate (3)
- A ATM 405 Water and Climate Change (3)
- A ATM 408 Hydrometeorology (3)
- A ATM 413 Weather, Climate Change, and Societal Impacts (3)
- A ATM 316 Dynamic Meteorology I (3)
- A BIO 130 General Biology: Molecular and Cell Biology and Genetics (3)
- A BIO 131 General Biology: Ecology, Evolution, and Physiology (3)
- A BIO 201 (formerly A BIO 122) Introduction to Biological Investigations I (1)
- A BIO 202Z (formerly A BIO 123Z) Introduction to Biological Investigations II (1)
- A BIO 205 Human Genetics (3)
- A BIO 212Y Introductory Genetics (4)
- A BIO 301 Molecular Cell Biology (3)
- A BIO 303 Developmental Biology (3)
- A BIO 314 Microbiology (3)
- A BIO 318 (= A ANT 312) Human Population Genetics (3)
- A BIO 330 Principles of Ecology and Evolution (3)
- A BIO 335 Immunology (3)
- A BIO 341 Neurobiology (3)
- A BIO 365 Biological Chemistry I (3)
- A BIO 365 Biological Chemistry I (3)
- A BIO 401 Ecology (3)

- A BIO 402 Evolution (3)
- A BIO 410 Human Physiology (3)
- A BIO 441 Molecular Neurobiology (3)
- A CHM 115 General Chemistry I and Lab (4-5)
- A CHM 116 General Chemistry II and Lab (4)
- A CHM 220 Organic Chemistry I (3)
- A CHM 221 Organic Chemistry II (3)
- A CHM 222 Organic Chemistry Laboratory I (1)
- A CHM 223 Organic Chemistry Laboratory II (1)
- A CHM 226 Quantitative Analysis (3)
- A CHM 227 Quantitative Analysis Lab (1)
- A CHM 342 Introduction to Biochemistry (3)
- A CHM 350 Physical Chemistry I (3)
- A CHM 351 Physical Chemistry II (3)
- A CHM 352Z Physical Chemistry Lab (3)
- A CHM 420 Inorganic Chemistry I (3)
- A CHM 429 Instrumental Analysis (3)
- A CHM 431 Instrumental Analysis Lab (1)
- A CHM 442 Comprehensive Biochemistry I (3)
- A CHM 443 Comprehensive Biochemistry II (3)
- A ENV 105 Introduction to Environmental Science (3)
- A ENV 106 Introduction to Environmental Science Laboratory (1)
- A ENV 221 Understanding the Earth (3)
- A ENV 327 (= A ATM 327) Meteorological and Environmental Measurement (3)
- A ENV 415 (= A ATM 415) Climate Laboratory (3)
- A PHY 140 Physics I: Mechanics (3)
- A PHY 140 Physics I: Mechanics (3)
- A PHY 145 Physics Lab I (1)
- A PHY 150 Physics II: Electromagnetism (3)
- A PHY 150 Physics II: Electromagnetism (3)
- A PHY 155 Physics Lab II (1)
- A PHY 235 Mathematics in Physics (3)
- A PHY 240 Physics III: Structure of Matter (3)
- A PHY 245 Physics Lab III (1)
- A PHY 250 Physics IV: Waves (3)
- A PHY 335Z Advanced Physics Lab (3)
- A PHY 410 Classical Mechanics (3)
- A PHY 430/430Y Optics (3)
- A PHY 440 Quantum Physics I (3)
- A PHY 450 Quantum Physics II (3)
- A PHY 460 Thermodynamics and Statistical Physics (3)
- A PHY 470 Electromagnetism I: Statics (3)
- A PHY 480 Electromagnetism II: Electrodynamics (3)
- Or other as approved by advisor

Social Studies Sequence (6 credits required)

Examples:

- A ECO 110 Principles of Economics I: Microeconomics
- A ECO 111 Principles of Economics II: Macroeconomics
- A ECO 480/480Z Topics in Economics
- A GOG 101 Introduction to the Physical Environment
- A GOG 102/102Z Introduction to Human Geography
- A GOG 125 (= A USP 125) The American City
- A GOG 356 Geography of the United States
- A GOG 440 Global Politics, Space and Place
- A HIS 100 American Political & Social History I
- A HIS 101 American Political & Social History II

- A HST 110 (= A LCS 110) Introduction to Latin America and the Caribbean
- A HIS 130 History of European Civilization I
- A HIS 131 History of European Civilization II
- A HIS 144 (formerly A HIS 140) Latin America Since the Aztecs
- A HIS 158 The Past as Present: The World since 1900
- A HIS 170 (= A LCS 102) Introduction to Caribbean History
- A HIS 177 (= A EAS 177) East Asia: Its Culture and History
- A HIS 300 The History of American Indians and the United States
- A HST 301 Haudenosaunee History
- A HST 303 The Indigenous Present and Future
- A HIS 305 Colonial America to 1763
- A HIS 307 Nationalism and Reform, 1815–1848
- A HIS 308 American Civil War Era
- A HIS 309 The Gilded Age, 1877–1900
- A HIS 310 History of Women in the United States
- A HIS 313 Constitutional History of the United States
- A HIS 314 The Progressive Generation, 1900–1932
- A HIS 315 Roosevelt to Reagan, 1933–1988
- A HIS 316 Workers and Work in America, 1600–Present
- A HIS 317 City Life in the United States to 1880
- A HIS 336 History of the Early Middle Ages
- A HIS 337 The High Middle Ages
- A HIS 416 European Economic History
- A HIS 424 American Intellectual & Cultural History to 1860
- A HIS 425 American Intellectual History Since 1860
- A HIS 451 (= A LCS 451 & A WSS 451) Gender & Class in Latin American Development
- A HIS 455 The Diplomacy of Global Conflict, 1890–1945
- A HIS 456 The Diplomacy of the Nuclear Age
- R POS 100 Introduction to Political Science
- R POS 101 American Politics
- R POS 424/424Z Community Politics
- R POS 430Z Founding the American National Government
- R POS 435Z Congress and the Presidency
- Or other as approved by advisor

ELA Sequence (6 credits required)

Examples:

- A ENG102Z Introduction to Creative Writing
- A ENG110Z Writing and Critical Inquiry in the Humanities
- A ENG121 Reading Literature
- A ENG144 Reading Shakespeare
- A ENG200 (= A LIN 200) Structure of English Words
- A ENG216: Traditional Grammar and Usage
- A ENG 222 World Literature
- A ENG226 The Black Arts Movement
- A ENG240 Growing Up in America,
- A ENG261L American Literary Traditions
- A ENG 302Z Creative Writing
- A ENG 309Z Professional Writing
- A ENG 310 Reading and Interpretation in English Studies (3)
- A ENG 311 History of the English Language
- A ENG 331 Literature of the Earlier Renaissance
- A ENG 334 19th Century British Literature
- A ENG346 Studies in Shakespeare
- A ENG 372 Transnational Literature
- A ENG 402Z Advanced Writing Workshop
- A ENG 411 British Lit & Culture
- A ENG 412 Topics in Film or Drama
- A ENG 450Y Topics in Writing Studies
- Or other as approved by advisor

Math Sequence (6 credits required)

Examples:

- A MAT 100 Precalculus Mathematics
- A MAT 104 Topics in Contemporary Mathematics
- A MAT 106 Survey of Calculus
- A MAT 108 Elementary Statistics
- A MAT 112 Calculus I
- A MAT 113 Calculus II
- A MAT 214 Calculus of Several Variables
- A MAT 215 Ordinary Differential Equations
- A MAT 220 Linear Algebra
- A MAT 222 Honors Linear Algebra
- A MAT 300 Introduction to Proofs
- A MAT 301 (= A ECO 351) Theory of Interest
- A MAT 308 Topics in Statistical Inference
- A MAT 312/312Z Basic Analysis
- A MAT 314 Analysis for Applications I
- A MAT 315 Analysis for Applications II
- A MAT 326/326Z Classical Algebra
- A MAT 409 Vector Analysis
- A MAT 412/412Z Complex Variables for Applications
- A MAT 413/413Z Advanced Calculus I
- A MAT 416 Partial Differential Equations
- A MAT 432/432Z Foundations of Geometry
- A MAT 487 Topics in Modern Mathematics
- Or other as approved by Advisor

Arts (3 credits required)

Examples:

- A ARH 170 Survey of Western Art & Architecture I
- A ARH 171 Survey of Western Art & Architecture II
- A ARH 200 Global Encounters: Modern and Contemporary Art in India and South Asia
- A ARH 205 Myths of the Greek and Roman World in Western Art
- A ARH 207 (= A CLA 207) Egyptian Art and Archaeology
- A ARH 208 (= A CLA 208) Greek Archaeology
- A ARH 209 (= A CLA 209) Roman Archaeology
- A ARH 221 American Art I
- A ARH 222 American Art II
- A ARH 225 (= A HIS 225 & A JST 225) The Modern Jewish Experience in Film
- A ARH 264 Radical Film Movements: 1960s and 1970s Cinema
- A ARH 265 History of Photography
- A ARH 266 Photography 1970 to the Present
- A ARH 267 International Film Movements
- A ARH 269 The Crime Film
- A ARH 302 (= A CLA 302) Villanovans, Etruscans, and Early Romans
- A ARH 303 Artistic Encounters in the Early Medieval World
- A ARH 329 Archaeological Field Research (2-6)
- A ARH 331 Monks, Monarchs, and Medieval Art: Europe 500-1100 C.E.
- A ARH 332 Gothic Art and Architecture
- A ARH 350 Art and Theatre 1600-1700
- A ARH 351 Art, Commerce, and Colonization in the Dutch Republic
- A ARH 352 (= A HST 341) Art and Globalization in 18th Century Europe
- A ARH 361 Understanding Screen Studies: Acting, Apparatus, and Audiences
- A ARH 362 Topics in Film: Significant Cinema Directors
- A ARH 363 Early Film Technologies: From Zoetrope to Film Sound
- A ARH 365 Modern Art I
- A ARH 366 Modern Art: A Revolution in Time and Space
- A ARH 401 Greek Sculpture
- A ARH 442 Art and Change in Northern Europe, 1300-1500
- A ARH 450 (= A FRE 460) Art and Society in Early Modern France
- A ARH 460 Special Topics in Cinema
- A ARH 461 (= A WSS 461) Women in Cinema

- A ARH 462 Research Seminar in Film Studies
- A ARH 463 Landscape in Film: Cinematic Space and Setting
- A ARH 464 Advanced Analysis of Film Form, Story, and Style
- A ARH 466 Art Criticism of the Modern Period
- A ARH 467 Art Criticism of the Post-Modern Period
- A ARH 468 Postwar & Contemporary Art: 1945 to Now
- A ARH 475 (= A WSS 475) Women in Art from the Renaissance to Impressionism
- A ARH 476 (= A WSS 476) Women in Art from the New Woman to Now
- A MUS 100 Introduction to Music
- A MUS 102 The Golden Age of Piano Music
- A MUS 105 Choral Music
- A MUS 115 Jazz: America's Music
- A MUS 122 Music Appreciation: Engaging Creatively with Music
- A MUS 202 (formerly A CAS 202) Understanding the Arts
- A MUS 204 (= A PHY 204) Physics of Music
- A MUS 208 Introduction to Opera
- A MUS 209 (= A AFS 209) Black American Music
- T MUS 209 Black American Music
- A MUS 212 Chamber Music
- A MUS 213 Survey of Symphonic Music
- A MUS 214 American Music
- A MUS 216/216Z (= A LCS 216/216Z) Music and Society in Latin America: Past and Present
- T MUS 216 (= T LCS 216) Music and Society in Latin America: Past and Present
- A MUS 217 (= A WSS 217) Women and Music
- A MUS 219 Rock Music in Historical Perspective
- A MUS 223 Modern Jazz: Bebop to Free Jazz and Beyond
- T MUS 223 Modern Jazz: Bebop to Free Jazz and Beyond
- A MUS 226 Hip Hop Music and Culture
- A MUS 229 Jazz Fusion: History and Repertory
- A MUS 280 Music, Creativity, and the Law
- A MUS 300 (formerly A MUS 230) Early Music
- A MUS 301 (formerly A MUS 231) Music History: Common Practice Era
- A MUS 311 Music and Social Justice
- A MUS 313Z Survey of Symphonic Music
- A MUS 319Z Rock Music in Historical Perspective
- A MUS 323 Modern Jazz: Bebop to Free Jazz and Beyond
- A MUS 329 Jazz Fusion: History and Repertory
- A MUS 332 (= A JST 332; formerly A MUS 225 & A JST 215) Music of the Jewish People
- A MUS 334 Survey of American Music
- A MUS 335/335W/335Y/335Z Music Since 1900: Art and the Popular
- A MUS 336/336W/336Y/336Z (= A WSS 336/336W/336Y/336Z) Representations: Music, Gender, Race, and Class
- A MUS 338 Survey of Opera
- A MUS 340 Film Sound, Music, and Musicals
- A MUS 380 Forensic Musicology in Theory and Practice
- A MUS 385 (= A WSS 385) Music, Power, and Digital Tech
- A MUS 451 (= A AFS 451) Jazz, Identity and the Human Spirit
- A MUS 495 Research Seminar
- A THR 107/107Z Introduction to Dramatic Art
- A THR 120 Understanding Design for the Performing Arts
- A THR 121 Play Analysis
- A THR 204 American Musical Theatre
- A THR 221 Theatre History I
- A THR 223 Topics in Theatre History
- A THR 228 Voices of Diversity in Contemporary American Theatre and Drama
- A THR 230 Great Drama on Film and Video
- A THR 235 Fundamentals of Theatrical Design
- A THR 257 Topics in Dramatic Literature
- A THR 268 Topics in Design and Technology
- A THR 300 Plays in Process
- A THR 319 Studies in Theatre History
- A THR 326 Studies in Shakespeare
- A THR 330 Contemporary Theatre (Formerly A THR 220)

- A THR 331 Theatre History II (Formerly A THR 222)
- A THR 380 History of Clothing Styles
- A THR 381 Costume Technology
- A THR 386 Costume Crafts
- A THR 439 Acting with Verse
- ATHR 456Z Seminar in Dramatic Literature
- A THR 457 Topics in Dramatic Literature
- Or other as approved by advisor

Arts and Sciences Electives (3 credits required)

Any AXXX course as approved by advisor

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

Arts and Sciences Concentration

Name:

UAlbany ID:

Required Courses (30 credits minimum)	Grade	Number of Credits
<p><u>Science Sequence (6 credits)</u> Examples: A Atm 210 Atmospheric Structure, Thermodynamics, A Atm 211 Weather Analysis and Forecasting A Bio 130 General Biology I A Bio 131 General Biology II A Bio 212 Introductory Genetics A Bio 301 Molecular Cell Biology A Bio 314 Microbiology A Bio 402 Evolution A Chm 115 General Chemistry I and Lab A Chm 116 General Chemistry II and Lab A Chm 125 General Chemistry Lab II A Chm 220 Organic Chemistry I (3 cr. A Chm 221 Organic Chemistry II A Chm 222 Organic Chemistry Lab I A Chm 223 Organic Chemistry Lab II A Chm 226 Quantitative Analysis A Chm 442 Comprehensive Biochemistry A Phy 140 Physics I: Mechanics A Phy 145 Physics Lab I A Phy 150 Physics II: Electromagnetism A Phy 155 Physics Lab II and Circulation</p> <p>Or other as approved by advisor</p>		
<p><u>Social Studies Sequence (6 credits)</u> Examples: A ECO 110 Principles of Economics I: Microeconomics A ECO 111 Principles of Economics II: Macroeconomics A GOG 101 Introduction to the Physical Environment A GOG 102/102Z Introduction to Human Geography A GOG 125 (= A USP 125) The American City A HIS 100 American Political & Social History I A HIS 101 American Political & Social History II A HIS 130 History of European Civilization I A HIS 131 History of European Civilization II A HIS 144 (formerly A HIS 140) Latin America Since the Aztecs A HIS 158 The Past as Present: The World since 1900 A HIS 170 (= A LCS 102) Introduction to Caribbean History A HIS 177 (= A EAS 177) East Asia: Its Culture and History A HIS 300 The History of American Indians and the United States A HIS 305 Colonial America to 1763 A HIS 307 Nationalism and Reform, 1815–1848 A HIS 308 American Civil War Era A HIS 309 The Gilded Age, 1877–1900 A HIS 310 History of Women in the United States A HIS 313 Constitutional History of the United States A HIS 314 The Progressive Generation, 1900–1932</p>		

<p>A HIS 315 Roosevelt to Reagan, 1933–1988 A HIS 316 Workers and Work in America, 1600–Present A HIS 317 City Life in the United States to 1880 A HIS 336 History of the Early Middle Ages A HIS 337 The High Middle Ages A HST 110 (= A LCS 110) Introduction to Latin America and the Caribbean A HST 301 Haudenosaunee History A HST 303 The Indigenous Present and Future R POS 100 Introduction to Political Science R POS 101 American Politics</p> <p>Or other as approved by advisor</p>		
<p><u>ELA Sequence (6 credits)</u> Examples: A ENG102Z Introduction to Creative Writing A ENG110Z Writing and Critical Inquiry in the Humanities A ENG121 Reading Literature A ENG144 Reading Shakespeare A ENG200 (= A LIN 200) Structure of English Words A ENG216: Traditional Grammar and Usage A ENG226 The Black Arts Movement A ENG240 Growing Up in America, A ENG261L American Literary Traditions A ENG300Z: Expository Writing A ENG302Z Creative Writing A ENG346 Studies in Shakespeare A LIN 220: Introduction to Linguistics</p> <p>Or other as approved by advisor</p>		
<p><u>Math Sequence (6 credits)</u> Examples: A MAT 100 Precalculus Mathematics A MAT 104 Topics in Contemporary Mathematics A MAT 106 Survey of Calculus A MAT 108 Elementary Statistics A MAT 112 Calculus I A MAT 113 Calculus II A MAT 214 Calculus of Several Variables A MAT 215 Ordinary Differential Equations A MAT 220 Linear Algebra A MAT 222 Honors Linear Algebra A MAT 300 Introduction to Proofs A MAT 301 (= A ECO 351) Theory of Interest A MAT 308 Topics in Statistical Inference A MAT 312/312Z Basic Analysis A MAT 314 Analysis for Applications I A MAT 315 Analysis for Applications II A MAT 326/326Z Classical Algebra A MAT 327/327Z Elementary Abstract Algebra A MAT 328 Introduction to Combinatorics</p> <p>Or other as approved by advisor</p>		


<p><u>Arts</u></p> <p>Examples:</p> <p>A ART 110 Two-Dimensional Design</p> <p>A ART 115 Three-Dimensional Design</p> <p>A ART 144 Fundamentals of Photography and Related Media</p> <p>A ART 205 Life Drawing</p> <p>A ART 220 Beginning Sculpture</p> <p>A ART 230 Beginning Painting</p> <p>A MUS 100 Introduction to Music</p> <p>A MUS 122 Music Appreciation: Engaging Creatively with Music</p> <p>A MUS 202 (formerly A CAS 202) Understanding the Arts</p> <p>A MUS 204 (= A PHY 204) Physics of Music</p> <p>A THR 107/107Z Introduction to Dramatic Art</p> <p>A THR 120 Understanding Design for the Performing Arts</p> <p>A THR 121 Play Analysis</p> <p>A THR 135 Introduction to Technical Theatre</p> <p>Or other as approved by advisor</p>		
<p><u>Arts and Sciences Electives:</u></p> <p>Any AXXX course as approved by advisor</p>		



**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 Avenue, Albany, NY 12222
	NYS Department of Labor/ Regents Region : Capital Region
b) Program Information	Program Title: Childhood and Special Education
	Award(s) (e.g., BS, MAT): B.S.
	SED Program Code (for existing program):
	HEGIS Code : 0808
	New York State certificate title(s) and level to which the program leads:
	Certificate Title(s)
Initial, Professional, Initial/Prof	
Childhood Students with Disabilities, All Grades	Initial
c) Distance Education Contact Person	Name: Billie Bennett Franchini, Ph.D.
	Telephone: 518-442-4850
	Title: Interim Director, Online Teaching and Learning
	E-mail: bfranchini@albany.edu
e) Chief Executive or Chief Academic Officer Approval ¹	Name and title:  Carol Kim, Ph.D., Senior Vice President for Academic Affairs & 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:	30	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?

University at Albany, School of Education

Hudson Valley Community College Early Childhood and Childhood Studies AS					University at Albany <i>Proposed: Childhood and Special 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		No Credit Given			0
ECCE 111	Creative Arts for Children	AR	X	3	ETAP E00	Education Elective	AR	X	3
EDUC 100	Child Development	SS		3	EPSY E00	Education Psychology Elective	SS		3
EDUC 108	Individuals with Exceptionalities in the School Community	SS		3	EEDU E10	Education Elective	SS		3
EDUC 110	Foundations of Education in America	SS		3	EEPL 300	Social Foundations of Education	SS		3
EDUC 225	Children's Literature, Language, and Literacy Development: Birth to Age 8			3	EPSY E00	Educational Psychology Elective			3
ENGL 101	English Composition I	COM		3	AENG 100Z	Introduction to Analytical Writing	BC		3
ENGL 104	English Composition II: Writing about Literature (Recommended English Course) (1)	HU	X	3	AENG 121	Reading Literature	HU	X	3
SOCL 120	Cultural Diversity in American Society	SS		3	ASOC 282	Race & Ethnicity	SS		3
	Concentration Electives			6		Concentration Electives			6
	World Language Electives	WL		6		World Language Electives	WL		6
	History Elective		X	6		History Elective		X	6
	Humanities Elective	HU	X	3		Humanities Elective	HU	X	3
	Science Elective (Recommended As Advised Elective) (1)		X	3		Science Elective		X	
	Elective as Advised (LAS Electives)			6		Electives			6
	Mathematics Electives	MS	X	6		Mathematics Electives	MS	X	6
	Science Elective	NS	X	3		Science Elective	NS	X	3
					Total Credits Eligible for Transfer				
					60				
					Additional Required and Elective Courses for the Major at UAlbany				
					EPSY 200	Introduction to Educational Psychology		X	3
					ETAP 201	Exploring Teaching as a Profession		X	3
					ELTL 300	Comprehensive Literacy I		X	3
					ELTL 301	Comprehensive Literacy II		X	3
					ETAP 314	Teaching Science for Understanding PreK-6		X	3
					ESPE 350	Creating an Inclusive Classroom Environment for All Students		X	3
					ESPE 351	Culturally Sustaining Knowledge- Building Literacy Intervention		X	3
					ESPE 352	Anti-Racist Math and Science Inquiry Instruction		X	3
					ESPE 369	Special Education for Students with Emotional and Behavioral Problems		X	3
					ECPY 360	Psychology, Cultural Diversity, & Social Justice	DV	X	3
					ESPY 400	They Psychology of Instruction and Learning		X	3
					ELTL 400	Language Acquisition for all Learners		X	3
					EPSY 420	Child and Adolescent Development		X	3
					ESPY 440	Introduction to Assessment and Measurement		X	3
					ESPE 460	Introduction to Human Exceptionality		X	3
					ESPE 463	Introduction to Autism Spectrum Disorders		X	3
					ESPE 479	Field Work: Healthy and Successful Students		X	6
					ESPE 480	Student Teaching		X	12
Total Credits Required for Degree Completion at HVCC					Total Transfer Credits Required at UAlbany				
61					66				
					Total 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.

(1)Course recommended because it meets requirements at UAlbany.

Schenectady County Community College Teaching Education Transfer AS					University at Albany <i>Proposed: Early Childhood & Childhood 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	X	3	AENG 121 or AENG E00	Reading Literature or English Elective	HU	X	3
	Mathematics Elective (1)	MS	X	3-4		Mathematics Elective	MS	X	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	X	3	AHIS 130 or AHIS E10	History of European Civilization I or History Elective	OW	X	3
HIS 132 or HIS 127	World to 1600 or West Since 1650	OW	X	3	AHIS 131 or AHIS E10	History of European Civilization II or History Elective	OW	X	3
	SUNY General Education: Natural Science	NS	X	6-8		SUNY General Education: Natural Science	NS	X	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	X	3		SUNY General Education: Arts	AR	X	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 (2)		X	15		Concentration Courses		X	15-20
					Total Credits Eligible for Transfer				
					60				
					Additional Required and Elective Courses for the Degree at UAlbany				
					ELTL 300	Comprehensive Literacy I		X	3
					ELTL 301	Comprehensive Literacy II		X	3
					ETAP 314	Teaching Science for Understanding PreK-6		X	3
					ESPE 350	Creating an Inclusive Classroom Environment for All Students		X	3
					ESPE 351	Culturally Sustaining Knowledge- Building Literacy Intervention		X	3
					ESPE 352	Anti-Racist Math and Science Inquiry Instruction		X	3
					ESPE 369	Special Education for Students with Emotional and Behavioral Problems		X	3
					ECPY 360	Psychology, Cultural Diversity, & Social Justice	DV	X	3
					ESPY 400	They Psychology of Instruction and Learning		X	3
					ELTL 400	Language Acquisition for all Learners		X	3
					EPSY 420	Child and Adolescent Development		X	3
					ESPY 440	Introduction to Assessment and Measurement		X	3
					ESPE 460	Introduction to Human Exceptionality		X	3
					ESPE 463	Introduction to Autism Spectrum Disorders		X	3
					ESPE 479	Field Work: Healthy and Successful Students		X	6
					ESPE 480	Student Teaching		X	12
Total Credits Required for Degree Completion at SCCC					Total Credits Required at UAlbany				
62					60				
					Total Transfer Credits Applied to Program				
					60				
					Total Credits Required for Degree				
					120				

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) To complete concentration courses required at UAlbany, students should take a minimum of one additional English course, one additional mathematics course, and one additional science course.



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- Used Only by Childhood/SWD

E PSY 420 Child and Adolescent Development (3)

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior standing.

E SPE 369 Special Education for Students with Emotional and Behavioral Problems (3)

Presentation of theoretical positions, assessment techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior standing.

E SPE 463 Introduction to Autism Spectrum Disorders (3)

This course will cover the nature and etiology of autism spectrum disorders (ASD). Characteristics of children with ASD in the areas of cognition, language, socialization, behavioral, sensory, and academic skills will be discussed. Instructional strategies and research on current evidence-based strategies and their implementation in the school setting will be examined. Prerequisite(s): junior or senior class standing.

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.

ELTL 300 Comprehensive Literacy Instruction 1

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 class is an introduction to children's literacy development and classroom instruction. The course explores instructional and assessment practices consistent with research and learning standards. The course focus is on the core literacy components of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional practices emphasize children's learning and thinking, instructional planning, tools for literacy instruction, text selection, and assessments.

Course Objectives

Drawing on research and learning standards, students will:

- Define and explain the reading process and how language influences this process
- Examine the impact of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension on literacy development
- Compare characteristics of learning theories and models of the reading process that influence teaching practices
- Identify characteristics of, and demonstrate strategies for, incorporating early literacy instructional materials and practices in classrooms
- Compare and contrast various theoretical approaches and choose materials when teaching reading
- Develop strategies for teaching decoding and vocabulary in the reading classroom
- Demonstrate knowledge of how comprehension supports learners
- Develop instructional practices for honoring and teaching culturally diverse students
- Select appropriate classroom organizational formats (e.g., literature circles, small groups, conferences, workshops, reading centers, multiage groups) for specific instructional objectives
- Share and present ways to effectively organize a classroom for literacy instruction

Department and University Policies

All students taking 300 are responsible for reading and following the department and university policies posted on the ETLT Department website www.albany.edu/eltl 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.”

Course Texts and Readings

Scanlon, D., Anderson, K., Barnes, E., & Sweeney, J. (2024). *Early literacy instruction and intervention: The Interactive Strategies Approach* (3rd Ed). The Guilford Press.

International Literacy Association. (2017). Standards for the Preparation of Literacy Professionals. Classroom Teachers Matrix by Roles.

<https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf>

New York State Education Department. (2023). *Culturally Responsive-Sustaining Education Framework*. <https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Additional readings to supplement course content will be selected from literacy research and practitioner journals such as *The Reading Teacher*, *Journal of Literacy Research*, *Reading Research Quarterly*, *Elementary School Journal*, *Educational Leadership*, and *Exceptional Children*. Students will also engage with podcasts, webinars, and researcher/author videos throughout the course.

Schedule of Course Topics, Readings, and Assignments

Date	Topics	Readings and Assignments
Week 1	NYS Standards for ELA/Literacy Culturally Responsive-Sustaining Education Framework Comprehensive Literacy	Scanlon et. al., Chapter 1 NYS Culturally Responsive-Sustaining Education Framework, p. 5-13
Week 2	Literate Identities Family Literacies	Scanlon et al., Chapter 2 NYS Culturally Responsive-Sustaining Education Framework, p. 14-23 Ahmed, S. (2018). Exploring our identities. <i>Being the change</i> . Heinemann.
Week 3	Language Development	Scanlon et al., Chapter 3 NYS Culturally Responsive-Sustaining Education Framework, p. 24-30
Week 4	Stages of Reading and Spelling Development	Scanlon et al., Chapter 4 Assignment: Quiz 1 (4 points)
Week 5	Phonological/Phonemic Awareness	Scanlon et al., Chapters 5, 6 Assignment: Quiz 2 (4 points)
Week 6	Phonological/Phonemic Awareness	Scanlon et al., Chapters 7, 8 Assignment: Quiz 3 (4 points)

Week 7	Phonics Instruction	Scanlon et al., Chapters 9, 10 Assignment: Quiz 4 (4 points)
Week 8	Phonics Instruction and Fluency	Scanlon et al., Chapters 12, 13 Young, C., & Rasinski, T. (2009). Implementing readers theatre as an approach to classroom fluency instruction. <i>The Reading Teacher</i> , 63(1), 4–13. DOI:10.1598/RT.63.1.1
Week 9	Fluency	Scanlon et al., Chapter 14 Assignment: Quiz 5 (4 points)
Week 10	Vocabulary and Background Knowledge	Scanlon et al., Chapter 15
Week 11	Vocabulary Development	Assignment: Comprehensive Literacy Infographic (25 points)
Week 12	Comprehension	Scanlon et al., Chapter 16
Week 13	Culturally Responsive Instructional Literacy Practices	NYS Culturally Responsive-Sustaining Education Framework, p. 40--44 Assignment: Collaborative Interactive Read Aloud Lesson Plan (15 points)
Week 14	Differentiation to Support All Learners	Scanlon et al., Chapter 17 Kuhn, M. & Dougherty Stahl, K. (2022) Teaching reading: Development and differentiation. <i>Phi Delta Kappan</i> , 103(8), 25-31.
Week 15	Designing and Planning a Literacy Classroom	Scanlon et al., Chapter 18 Assignment: Designing And Planning a Literacy Classroom (30 points).

Grading Information

95-100 A
91-94 A-
87-90 B+
84- 86 B
80-83 B-
75-79 C+
74-76 C
Below 74 D
Below 64 E

Assignments

Quizzes on Course Readings and Videos (Stages of Reading and Spelling Development, Phonemic Awareness, Phonics Instruction, Fluency, Vocabulary Development). (20 points)

Comprehensive Literacy Infographic. Using digital tools, create an infographic that explains the interdependence of phonemic awareness, phonics, decoding, oral language, vocabulary, fluency, and text comprehension on literacy development. On the infographic, share strategies to facilitate student thinking and comprehension, and ways teachers can develop oral language, reading, and writing through a literacy-rich environment. (25 points)

Collaborative Interactive Read Aloud Lesson Plan. Plan an Interactive Read Aloud for a small group of learners. In this assignment, choose a grade level (grades 1-4) and create a read aloud to share with students. Carefully describe the group of students, choose an appropriate picturebook with a rationale for your choice, include appropriate Next Generation ELA standards, and create a lesson script for an interactive read aloud focusing on vocabulary and comprehension using the template provided in class. Submit a written interactive read aloud reflection. (15 points)

Designing and Planning a Literacy Classroom. Identify and describe specific instructional strategies and classroom organizational formats (e.g. literature circles, small groups, conferences, workshops, reading centers, multiage groups) that will support comprehensive literacy instruction in your future classroom (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing). Discuss how you will engage in culturally responsive teaching by building on family funds of knowledge. Write a letter to families discussing how you will integrate the five pillars of reading in your classroom. (30 points)

Engagement and Participation. Class attendance and engagement are mandatory, which includes being up to date with the readings. The success of your learning experience depends on your active and thoughtful participation throughout the entire course. You will reflect on and integrate past and present readings/conversations in each session. Complete all requirements for the course on time. Students who do not complete assignments on time, have absences, or arrive late to class will receive a lower grade and may be asked to withdraw from the course. If there are extenuating circumstances, and you must miss or be late to class, please be sure to contact me in advance - e-mail is the best way to contact me prior to class. (10 points)

ELTL 301 Comprehensive Literacy Instruction 2

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

Course Description. This class has a focus on early literacy instruction and intervention in the primary grades. The course topics include instruction to support self-regulated early literacy learners, reading and writing as meaning making activities, developing speaking and listening skills, providing differentiated literacy instruction to learners, promoting motivation to read and write, and the development of phonological skills, word learning, oral language skills, and comprehension. Prerequisite: Satisfactory completion of ELTL 300.

Course Objectives

Drawing on research and learning standards, students will:

- Develop literacy lessons to support the reciprocity of reading, writing, listening, and speaking
- Integrate children's literature to support reading comprehension and writing instruction.
- Teach writing as a way to communicate a variety of purposes and audiences
- Select and plan appropriate literacy instruction to support diverse elementary students.
- Generate a range of comprehension strategies to make content accessible for all learners.
- Identify ways to assess and progress monitor the literacy development of readers and writers.
- Gather artifacts for teaching portfolios to demonstrate understanding of early literacy instruction and intervention in the primary grades.

Department and University Policies

All students taking 301 are responsible for reading and following the department and university policies posted on the ETLT Department website www.albany.edu/eltl 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 UAAlbany 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.”

Course Texts and Readings

Scanlon, D., Anderson, K., Barnes, E., & Sweeney, J. (2024). *Early literacy instruction and intervention: The Interactive Strategies Approach* (3rd Ed). The Guilford Press.

International Literacy Association. (2017). Standards for the Preparation of Literacy Professionals. Classroom Teachers Matrix by Roles.

<https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf>

New York State Education Department. (2023). *Culturally Responsive-Sustaining Education Framework*. <https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

New York State Next Generation English Language Arts Learning Standards. (2017).

Crosswalk between P-12 ELA CCLS (2011) and the revised New York State Next Generation ELA Learning Standards (2017).

Additional readings to supplement course content will be selected from literacy research and practitioner journals such as *The Reading Teacher*, *Journal of Literacy Research*, *Reading Research Quarterly*, *Elementary School Journal*, *Educational Leadership*, and *Exceptional Children*. Students will also engage with podcasts, webinars, and researcher/author videos throughout the course.

Schedule of Course Topics, Readings, and Assignments

Date	Topics	Readings and Assignments
Week 1	Comprehensive Literacy Early Literacy Instruction and Intervention in the Primary Grades	Duke, N., Cervetti, G., & Wise, C. (2018). Learning from exemplary teachers of literacy. <i>The Reading Teacher</i> , 71(4), 395-400. Duke, N. & Martin, (2012). 10 things every literacy educator should know about research. <i>The Reading Teacher</i> , 65(1), 9-22
Week 2	Oral Language	Readings: International Literacy Association. (2017). <i>Standards for the Preparation of Literacy Professionals. Classroom Teachers Matrix by Roles.</i>
Week 3	Comprehension	Readings: Scanlon et al., Chapters 1, 2 Heibert, E., (2020). The Core Vocabulary: The Foundation of Proficient Comprehension. <i>The Reading Teacher</i> , 73(6), 757-768.

Week 4	Comprehension Digital Text	Scanlon et al., Chapter 16 ILA. (2018). Literacy Leadership Brief: Overcoming the Digital Divide: Four Critical Steps ILA. (2019). Position Statement and Research Brief: Digital Resources in Early Childhood Literacy Development
Week 5	Comprehension	Duke, N. Ward, A., & Pearson, P.D. (2021). The science of reading comprehension instruction. <i>The Reading Teacher</i> . 74(6), 664-672. Assignment: Book Club (20 points)
Week 6	Readers as Writers, Writers as Readers Reciprocal Relationships Among Reading, Writing, Listening, and Speaking	Anderson, N. & Briggs, C. (2011). Reciprocity between reading and writing: Strategic processing as common ground. <i>The Reading Teacher</i> , 64(7),546-549. Assignment: Classroom Observation (5 points)
Week 7	Development of Phonological Skills The Wonder of Words - Word Learning	Scanlon et al., Chapter 11 Assignment: Interest Inventory (5 points)
Week 8	Reading and Writing Across the Curriculum	NCTE. (2018). Position Statement: Understanding and Teaching Writing: Guiding Principles. Assignment: Book Engagement (10 points)
Week 9	Writing Instruction to Engage Writers	Flores, T. (2017). Writing the threads of our lives: Stories from a bilingual family writing project, <i>Culturally sustaining and revitalizing pedagogies</i> . 209-223. https://doi.org/10.1108/S1479-368720150000029018 Assignment: Interactive Read Aloud (12.5 points)
Week 10	Writing Instruction for Civic Engagement	Diamond, L. (2017). Writing to change the world: Teaching social justice through writer's workshop. <i>Language Arts</i> , (95)2, 99-100. Vasquez, V., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. <i>Language Arts</i> , 96(5), 300-311. Assignment: Writing Engagement (12.5 points)
Week 11	Supporting Student's Engagement and Motivation	Scanlon et al., Chapter 3 Friddle, K., & Ivey, G. (2023). Motivate and engage our youngest writers. <i>The Reading Teacher</i> . https://doi.org/10.1002/trtr.2251

Week 12	Literacy Assessments	<p>NCTE (2020). Position Statement: Expanding Formative Assessment for Equity and Agency. https://ncte.org/statement/expanding-formative-assessment/</p> <p>NCTE (2018). Position Statement: Literacy Assessment: Definitions, Principles, and Practices https://ncte.org/statement/assessmentframingst/</p> <p>ILA (2018). Literacy Leadership Brief: Beyond the Data: Using Data for Instructional Decision-Making. https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-beyond-the-numbers.pdf</p> <p>Assignment: Curriculum Planning (15 points)</p>
Week 13	Family and Community Literacies Honoring Family and Community Funds of Knowledge	<p>New York State Education Department. (2023). <i>Culturally Responsive-Sustaining Education Framework</i>._</p> <p>Kugler, E. (2010). Is anyone listening to families’ dreams? <i>Educational Leadership</i>. 32-36.</p> <p>Routman, R. (2018). Make parents partners. <i>Literacy essentials: Engagement, excellence and equity for all learners</i>. p. 19-23.</p>
Week 14	Self-Regulation and Literacy Learning	Assignment: In class presentations
Week 15	Responsive Literacy for All Learners	Assignment: In class presentations
<p>Grading Information</p> <p>95-100 A 91-94 A- 87-90 B+ 84- 86 B 80-83 B- 75-79 C+ 74-76 C Below 74 D Below 64 E</p>		

Assignments

Book Club: Responsive Teaching to Promote Strategic Learning. Students will work in small groups to read and discuss a children's book. They will then develop instructional language and a range of pedagogical practices to support comprehension, build vocabulary, and promote independence. After receiving instructor feedback, students will implement an instructional strategy with their case study student. (20 points).

Case Study. During Weeks 6-10 of the course, participants will observe in elementary classrooms. During this time, students will also engage in a range of literacy instructional events with elementary learners to complete this multi-part Case Study. (70 points total)

Across the 5 weeks, assignments for the Case Study will include:

1. **Observation.** Take careful, detailed notes of literacy instructional practices and language, classroom arrangement, environmental print, and student engagement within the elementary classroom.. Write a reflection. (5 points).
2. **Interest Inventory.** Complete an Interest Inventory with a learner. What do you learn about the student from the conversation during this engagement? How will your understanding inform future conversations and engagements? What did you learn about the student's literate identity while completing the Interest Inventory? Write a reflection. (5 points).
3. **Book Engagement.** Invite a learner to choose a text to share with you. Engage in conversations about the text. Focus on vocabulary and student's comprehension of the text. What do you learn about the student from the conversation? Reflect on your instructional language, engagement. Where are you most confident? What areas do you want to focus on more intentionally during remaining classroom weeks? (10 points)
4. **Interactive Read Aloud.** Based on the first three meetings with the learner, choose a children's book for an interactive read aloud. Prepare for and script an interactive read aloud lesson plan following a template provided with an emphasis on intentional language choices. Areas of emphasis will include vocabulary and comprehension. What did you learn about the student as a reader and learner? (12.5 points)
5. **Writing Engagement.** Engage in side by side writing with a student to construct a heart map (Heard, 2016). Develop lesson plan with template provided. Analyze and reflect on the student's writing as one component of case study. (12.5 points)
6. **Curriculum Planning.** Based on what you have learned about your case study student, what would you plan for the student? To develop the curriculum, analyze student writing, reflect on knowledge gained during interest inventory, interactive read aloud, book discussions, and writing event. Select 5-8 books (fiction and informational texts) you would choose to share with the learner (include decision logic for selection). Design writing engagements based on your analysis of the writing events and student's engagement as a writer. How does your curriculum planning support foundational literacy skills as well as honor the student's funds of knowledge? (15 points)
7. **In Class Presentation.** Reflect on your experience with learners. Present a reading or writing engagement with learners to the class. (10 points)

Engagement and Participation. Class attendance and engagement are mandatory, which includes being up to date with the readings. The success of your learning experience depends on your active and thoughtful participation throughout the entire course. You will reflect on

and integrate past and present readings/conversations in each session. Complete all requirements for the course on time. Students who do not complete assignments on time, have absences, or arrive late to class will receive a lower grade and may be asked to withdraw from the course. If there are extenuating circumstances, and you must miss or be late to class, please be sure to contact me in advance - e-mail is the best way to contact me prior to class. (10 points)



ESPE 3XX

(3 credits)

Class#: XXXX

Term:

Location: XXXX Day/Time: XXXX

Culturally Sustaining, Knowledge-Building Literacy Intervention

Instructor: Dr. Tammy Ellis-Robinson (she, her, hers)

E-mail:	tellis-robinson@albany.edu
Phone:	(518) 442-5061
Office:	Catskill Building 231
Office Hours:	By Appointment or Tuesday 3-4 PM

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

Course Description

Presentation and application of culturally sustaining, research-validated theoretical positions, assessment techniques, planning procedures and teaching methods relevant to preparing students with disabilities who are culturally and linguistically diverse to meet education standards. Attention will be paid to comprehensive knowledge development and inclusion of assistive and instructional technology in teaching and learning.

Class Community

In our class meetings, discussions, collaborative assignment building, and throughout course communications we will respect open dialogue and a focus on understanding perspectives. We will prioritize the development of critical consciousness. *Critical consciousness means developing deep understanding while recognizing perception and social and political contradictions.* Taking action against oppressive elements is implied. All members of our class community bring valuable perspectives and can contribute new knowledge for analysis. Each one of you is invited to question, suggest, and take an active part in our academic inquiry. Reflexive practice and practical applications of knowledge to improve educational outcomes are two important values in our course which will be highlighted throughout our work together. Together we will build community, establish our community agreements, and encourage one another.

Course Goals

Developing readers across grade levels present instructional challenges. The purpose of this course is to prepare teachers who are *knowledgeable about instruction* that is responsive to readers' individual needs in comprehension. Research-validated practices related to cultural sustaining practice, use of technology in teaching and learning, language development, knowledge acquisition, comprehension strategies and pre-requisite skills are presented. This course is also designed to produce teachers who can use researched techniques to address the challenges that face some readers. Integration of learning standards in intervention contexts will be explored. Attainment of the course objectives will be demonstrated through written analysis and class discussions.

- Engage in collaborative conversations to develop and explore the development of critical consciousness
- Examine specific student profiles in planning for intervention.
- Evaluate and plan culturally responsive practice exploring diverse texts and materials for literacy instruction
- Practice, analyze and revise lesson plans for literacy instruction aligning grade level standards and individualized instructional goals including IEP goals
- Provide constructive feedback for lesson planning considering effective practice and engagement with class learning community
- Design formative assessments to monitor comprehension in a variety of texts
- Practice development of intentional language to support strategy instruction and generalization of comprehension skills.

- Explore and practice use of instructional technology to support teaching and learning.

Special Education Attributes

The Special Education faculty have created a set of seven attributes that directly relate to each of our Master's Degree Programs in Special Education. We have further divided these attributes into discrete knowledge and skill indicators that you will learn about during your coursework. All of the attributes and indicators are listed in the Special Education Graduate Student Handbook. The content of this course is designed to help you learn about the attributes and indicators listed below. Further, you will create actual artifacts during several assignments that will *display* your knowledge of attributes and indicators that are listed in bold print.

Attribute 3. Content Knowledge

- Indicator 3.1: understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- **Indicator 3.2: understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities**
- Indicator 3.3: modify general and specialized curricula and materials to make them accessible to individuals with exceptionalities.

Attribute 4. Assessment

- Indicator 4.2: use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- Indicator 4.3: use multiple types of assessment information in making decisions about individuals with exceptionalities in collaboration with colleagues and families.
- **Indicator 4.4: engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.**

Attribute 5. Instructional Planning and Strategies

- **Indicator 5.1: consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.**

- Indicator 5.2: use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- Indicator 5.3: are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- Indicator 5.6: teach to mastery and promote generalization of learning.

Required Texts and Readings

Novak, K.; Hinkle, R; Parker, B.; Poirier, J. & Wolff, A. (2023). Universal Design for Learning in English Language Arts. CAST

Willingham talks Reading and the Mind (2017) edWeek. Video.

ASSIGNED BLOGS AND WEBSITES:

COLORIN COLORADO

Determining background knowledge for ELLs <https://www.colorincolorado.org/blog/determining-how-much-background-knowledge-provide-ells>

Text-Dependent Questions for ELLS (part one, two, three)

part one <https://www.colorincolorado.org/blog/text-dependent-questions-ells-part-1>

part two <https://www.colorincolorado.org/blog/creating-text-dependent-questions-ells-examples-second-grade-part-2>

part three

<https://www.colorincolorado.org/blog/creating-text-dependent-questions-ells-examples-6th-8th-grade-part-3>

Achieving the core ELL literacy tools

<https://www.colorincolorado.org/blog/elaliteracy-tools-achievethecoreorg-resources-can-support-ells-classroom>

Windows mirrors and sliding glass doors: ensuring students see themselves and others in literature

<https://humaneeducation.org/windows-and-mirrors-and-sliding-glass-doors-ensuring-students-see-themselves-and-others-in-literature/>

Website resource: <https://mirrorswindowsdoors.org/wp/>

SAMR and TPAK two models for integrating technology into instruction: <https://taylorinstitute.ucalgary.ca/resources/SAMR-TPACK>

Articles on ADLIT <https://www.adlit.org/profile/daniel-t-willingham>

Willingham articles:

How Knowledge Helps

Knowledge in the Classroom

Critical thinking, Why is it so hard to teach.

Why students think they understand when they don't

Do Visual, Auditory and Kinesthetic Learners need Visual, Auditory and Kinesthetic Instruction

Flores (2021) Using Diverse Books to Support Writing Instruction <https://www.colorincolorado.org/article/using-diverse-books-support-writing-instruction>

Fowler (2003) Teaching Writing to Diverse Learners
<https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations>
<https://www.readingrockets.org/topics/writing/articles/writing-disabilities-overview>

Troia (2014) Evidence Based Writing Instruction (Ceedar Center)
 High Leverage Practice Research Synthesis Briefs for Assessment and Instruction.

Chapters and Articles: Available on Brightspace

Gelzheiser, L., Scanlon, D., Flynn, L. & Connors, P. (2019). *Comprehensive? Reading Intervention in Grades 3-8: Fostering Word Learning, Comprehension, and Motivation*. New York, NY: The Guilford Press Chapter 14

Teaching Reading IS Rocket Science: What expert teachers of reading should know and be able to do. *American Educator*.44(2)
<https://www.aft.org/sites/default/files/wysiwyg/ae-summer2020.pdf>

Brochin, C. (2018). Assembled Identities and Intersectional Advocacy in Literacy Research. *Literacy Research: Theory, Method, and Practice*, 67(1), 164-179. <https://doi.org/10.1177/2381336918786890>

Sedita, J.(2020). *Literacy and Equity in Education*. Literacy Lines: The Keys to Literacy Blog. <https://keystoliteracy.com/blog/literacy-and-equity-in-education/>

Shanahan, T. (2015). What teachers should know about the common core. *The Reading Teacher*, 68, 583-588.

Please bring a means to access technology to each class if possible.

Accommodations for Students with Disabilities. 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 accommodations 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.

Please contact me with any additional accommodations you may need to be successful in 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. 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 outlined in the Graduate 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.

https://www.albany.edu/studentconduct/standards_of_academic_integrity.php

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

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

Counseling Services

Health and Counseling Services
1400 Washington Ave.
Albany, NY 12222
518-442-5800

https://www.albany.edu/counseling_center/

University Covid Resources and information website

<https://www.albany.edu/covid-1>

Assignments

In Class Assignments

Goal setting, activity, and reflection assignments related to each topic due each class unless otherwise noted. These can only be completed in class.

Lesson Lab

Lesson Plan (for your assigned week should be submitted to your group via blackboard at least 48 hours prior to the class session)

Using the Special Education Lesson Plan, share a detailed literacy intervention lesson for the assigned simulated class (distributed in our first class meeting). Plans should include use of technology for teaching and learning with appropriate citations.

Lesson Lab Ladder of Feedback Forms

Group members will complete the feedback form prior to class and come to the group ready to share their feedback with classmates. Groupmates will fill out the Lesson Lab reflection in the last ten minutes of each lab.

Lesson Lab Reflection Forms

All group members will complete the Lesson Lab Reflection form at the close of each session.

Lesson RevisionsAfter feedback and class discussion, revise the lesson for the final portfolio in red.

Lesson Plan Portfolio to include:

- Table of Contents
- Letter to Reviewer
- 1-Lesson Plan
(revised versions/ revisions in red)
- Ladder of Feedback forms
- Reflection forms from each discussion

WEEKLY Reading Guide Summaries due at the start of each class meeting

In addition to textbook assigned readings, you will be assigned one of the readings to focus on each class and create a one page reading guide in which share key highlights of theories and evidence and pose and respond to essential questions. Use the graphic organizer to prepare your one page guide. A model will be shared in class. Reading guides are due before class to be used in a jigsaw assignment and discussion.

[Reading guide organizer](#)

Evaluation is based on accuracy of response and jigsaw process completion/reflection

Intervention Lesson Sequence Plan

The student profiles are taken from [IRIS Case Study](#), however assume all students will be in a pull out intervention block together. Review the STAR Sheets and details to give you ideas for your intervention planning. Refer to course materials and at least one outside article to support your lesson sequence plan for this group of students. Keep in mind strategies for building all levels of literacy skill with special attention to these vocabulary and comprehension focused goals.

- Design a set of three lessons to work with the following group of students.
- Identify the goal(s) and objectives you will address and create three specific lesson plans using the Special Education lesson Planning template.
- Provide a 1-2 page rationale including citations of materials and support of your rationale using class readings and original intervention research.
- Use APA formatting for the rationale and reference page and include the three lesson plans as appendices

Profiles

Antonia likes school and especially enjoys reading. However, they have a difficult time comprehending stories because of a limited vocabulary. Antonia's teacher, Ms. Falk, has observed that he is able to read sight words and decode many unfamiliar words. Despite Ms. Falk's "previewing" new vocabulary before each story, Antonia appears to need more instruction in the meaning of words.

IEP goal: Given vocabulary words, Antonia will provide definitions.

Kevin is a popular fourth grader who occasionally gets in trouble for cutting up in class. While most students in Kevin's fourth-grade class are able to decode unfamiliar, multi-syllable words, Kevin is struggling with this task. Although Kevin is able to quickly and accurately read sight words, he tries to sound out multisyllabic words letter-by-letter, rather than using prefixes, suffixes, and root words. This difficulty affects Kevin's fluency and comprehension.

IEP goal: Given multi-syllable words, Kevin will decode them accurately and with ease.

Pablo is a fifth grader at a suburban elementary school. His reading strengths include a wide vocabulary, average decoding skill, and average fluency. He has built these strengths across the past three years through his work with the special education teacher, Mr. Trout. Pablo enjoys reading but still has difficulty comprehending what he reads. The comprehension difficulties include both literal and evaluative questions (see Introduction, page 2, for definitions). In addition, Pablo has difficulty identifying the main components of a story.

IEP goals:

- *Given a reading passage on his instructional level*, Pablo will answer literal comprehension questions.*
- *Given a reading passage on his instructional level, Pablo will answer evaluative comprehension questions.*
- *Given a reading passage on his instructional level, Pablo will identify the main components of the passage.*

José is a new student in the fifth grade. It is April and this is the third school José has been in this year. José adapts well to change, has a positive attitude toward school, and appears to have made friends at his new school. José does well in math and enjoys science and social studies. In the area of reading, José is able to easily decode unfamiliar words and reads with good expression. However, in the area of comprehension, José has difficulty answering questions that require reasoning and total understanding of the story. José also has difficulty identifying the main components of a story. José's teacher, Ms. Lundy, states that although he enjoys reading and does not seem to be frustrated, he will not ask for help when needed,

IEP goals:

- *Given a reading passage on his instructional level*, José will answer inferential and evaluative comprehension questions.*
- *Given a reading passage on his instructional level, José will recall the main story elements.*

Mirrors, Windows, Doors Exploration Curriculum Project (individually)

Read the Blog: Potter, C. (2019). *Windows mirrors and sliding glass doors: ensuring students see themselves and others in literature.* Institute for Humane Education <https://humaneeducation.org/windows-and-mirrors-and-sliding-glass-doors-ensuring-students-see-themselves-and-others-in-literature/>

Review website: Mirrors Windows Doors <https://mirrorswindowsdoors.org/wp/>

and Disrupt Texts <https://disrupttexts.org/disrupttexts-guides/>

Task Instructions:

Part A. Describe a list of 4 fictionalized but realistic students representing diverse cultural and linguistic students with varying disability classifications, strengths and needs. These can be based on examples used in class, students with pseudonyms whom you have worked with, or completely newly created examples. Students should be in grades 3-8.

Part B. Create an annotated bibliography of 10-12 children's books to be used in literacy intervention or classroom sessions where these students will be present. For each text: (1) identify the rationale for their choice for this group of students (these might include a combination of grade level standards, student interest or teaching goals), (2) how they will build content knowledge and which standards and goals they may address. (3) If there are relationships or ways you might use these texts together indicate the rationale for your choices. Within the annotations, you should include citations of class readings to support your choices.

Interactive Read Aloud Assignment

1. Choose a **picture book** (*not a controlled vocabulary text or text written for the teaching of reading*) that has literary value and vocabulary words that would be useful. **The text should address one Social Studies standard and one literacy standard.** Your choice should be a book that is appropriately challenging for a teacher read aloud. Indicate the students (age, ability) and setting (small group, special class) where you envision using this book, and why you judge these to be an appropriate match.
2. From this text, **select three Tier 2** words (generally useful but not used in everyday speech) for instruction. Explain in detail why you chose these words, **citing** what you have read (Scanlon, et al., *Magic of Words*) in your justification.
3. **Script** what you will say and do to convey the meaning of these words to students while reading this text aloud to students. If your vocabulary instruction will include pre-reading or after reading teacher talk, you should script this as well. Your instruction should follow the guidelines provided in the reading (Scanlon et al). **Cite** what you have read to justify your approach to instruction.
4. For each word, **describe/provide the activities** you will structure that will enable students to practice using and learning these words. As you select practice activities, remember Willingham's question—what are students thinking about as they do this activity? *Cite what you have read to justify your practice activities using.*
5. **Describe/provide the way that you will measure/assess** whether or not students have learned the words. What level of word knowledge do you expect students to attain? **Cite** what you have read to justify your approach to assessment using proper APA format.
6. Please provide me with:

Use the interactive read aloud directly or and include required components with the information 1-5 in one document.

1. **a copy of the book**
2. **your explanation of your instructional decisions**
3. **your teaching language**
4. **your practice activities**
5. **your assessment. (not just described, create the assessment)**

Rubric for Interactive Read Aloud Assignment

	Excellent	Adequate	Needs Work	Points
Comprehension	Work reflects excellent understanding of the text and its challenges.	Work reflects some understanding of the text and its challenges, but key ideas may be missing.	Work includes misunderstanding of the text and its challenges.	___/3
Insightful Teaching	The words selected for instruction, and the teaching and practice of these words closely follow the guidelines presented in the class and readings.	The words selected for instruction, and the teaching and practice of these words approximates the guidelines presented in the class and readings.	The words selected for instruction, and the teaching and practice of these words deviates from the guidelines presented in the class and readings.	___/7
Comprehensive	Work is comprehensive and addresses all parts of the assignment. Ample citations are provided.	Work addresses most parts of the assignment. Adequate citations are provided.	Work is incomplete. Few citations are provided.	___/3
Professionalism	Paper has no mechanical errors. Proper APA citation is used.	Paper has 1-2 errors in mechanics and/or citations.	Paper has multiple mechanical and/or citation errors.	___/2

Assessment Project

Given the description of three students below:

1. Create a list of questions about each student to gain information for effectively with them
2. A general plan for how you will obtain that information.
3. A brainstorm list of instruction tools and practices and how they connect with what you do know about the student
4. Design of a comprehension focused assessment to be used with each student including a recording tool and plan for how it will be used to inform instructional planning.
5. A one page rationale for your choices including citations of literature read for class and one additional source related to assessment.

Profiles

Ellie is a shy 10.5 year old fifth grader who is struggling in all academic subjects that require a lot of reading. She is a multilingual learner who emigrated to the United States with her family from Ecuador last year. Ellie is able to read all sight words and decode most of the multi-syllable words she encounters. However, Ellie's teacher, Mr. Haywood, has noticed that her fluency is not at the level of most fifth graders and feels this is because Ellie has a low self-concept. Emma reads aloud very softly and slowly, often waiting to speak a word until she can pronounce it correctly.

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years. Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes

to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher

Kenny is an 8th grade student who has just returned from an alternative school placement, due a long term suspension for fighting with another student. Kenny is prone to outbursts in class and has been identified as a student with an oppositional defiant disorder. He has difficulty working in groups; kicking other students, talking out of turn, and ignoring directions. His grades are either "D" or not passing, even though he has excellent reading comprehension skills, and has passed his math state assessment test at the "advanced proficiency level." Kenny is being raised by a single grandmother while his parents are incarcerated for drug possession. His grandmother works full time, and Kenny is at home alone in the afternoons.

Technology Exploration Presentations (group project)

Research technology tools including apps and software to support one of the following areas as assigned in class. Identify one tool for teaching and one for learning.

With your group

1. Prepare a presentation 5-10 minutes 7-10 slides explaining how the tool works, who it is most useful and information about access to be shared in class.
2. Prepare a resource list and citations to support your choices.

Individually

3. Write a collaborative learning statement sharing how you communicated, collaborated and worked together as a group.

TOPICS:

1. Writing
2. Comprehension
3. Vocabulary
4. Fluency
5. Knowledge building through or for comprehension building.

Course Grading

Item	Point value	# of occurrences	Total
In Class Assignments with Goal and Attribute Reflections	1-2	14	20
Reading Guide Summaries and Jigsaw	5	6	30
Interactive Read Aloud Assignment	10	1	10
Assessment Project	10	1	10
Mirrors Windows Doors Exploration Curriculum Project	10	1	10
Lesson Lab Portfolio	15	1	15
Intervention Lesson Sequence Project	10	1	10
Technology Exploration Presentations (group project)	5	1	5
Total points:			110

Final Grades will be based on the following cumulative points scale

A	105-110
A-	99-104
B+	93-98
B	87-92
B-	81-86
C+	75-80

C	69-74
C-	63-68
D+	57-62
D	51-56
D-	46-50
E	45 or Below

TOPICS

KNOWLEDGE OF SELF, STUDENTS FAMILIES AND COMMUNITIES **Personal map, MWD assignment**

KNOWLEDGE OF CURRICULUM and PEDAGOGY, **Interactive read aloud , Assessment intervention, sequence assignment**

VOCABULARY AND CONCEPT LEARNING

FICTION

NONFICTION

WRITING

TEACHER IDENTITY AND DECISION MAKING FOR IMPACT **Technology assignment and Lesson Lab portfolio due.**

COURSE SCHEDULE

Week	Topic for Class	Reading Due	Assignment Due
1	<p>KNOWLEDGE OF SELF</p> <p>Course Intro and GOAL SETTING What is Reading? Equity in Literacy Instruction MWD introduction</p> <p>Lesson Plan Introduction Explicit Instruction and Intentional Language choices.</p>		<p>IN CLASS ASSIGNMENT (ICA 1)</p> <p>Identity Maps</p>
1	<p>KNOWLEDGE OF SELF, STUDENTS FAMILIES AND COMMUNITIES</p> <p>Lesson Lab Introduction What is Reading Comprehension How do Teachers and Parents Foster Learning?</p>	<p>ALL READ</p> <ul style="list-style-type: none"> ● Shanahan, 2020 ● Novak et al. Chapter One <ul style="list-style-type: none"> ● GROUP ONE (A & B) Gorski (2018) Chapter 8 ● GROUP TWO (A & B) Nieto (2013) Chapter 3 ● GROUP THREE (A & B) Sedita, J. (2020) ● GROUP FOUR (A & B) Brochin, C. (2018). 	<p>ICA 2</p> <p>SMART GOALS SHEET</p> <p>Reading Summary One</p>

3	<p><i>Lesson Lab 1</i> Student profiles and characteristics</p>	<p>All Read Novak Chapter 3 Read or Watch the Reading Rockets link for your assigned group; prepare for in class jigsaw discussion.(revisit from previous week)</p> <p>GROUP ONE (A & B) https://www.readingrockets.org/blogs/shanahan-literacy/what-is-science-reading-2021</p> <p>GROUP TWO (A & B) https://www.readingrockets.org/helping-all-readers/looking-reading-interventions/reading-multisyllable-words-xavier-third-grader</p> <p>GROUP THREE (A & B) https://www.readingrockets.org/helping-all-readers/looking-reading-interventions/mastering-silent-e-and-becoming-more-fluent</p> <p>GROUP FOUR (A & B) https://www.readingrockets.org/helping-all-readers/screening-and-assessment</p>	ICA 3 Reading Summary Two
4	<p>Analyzing class profiles, IEP's and observations of readers.</p> <p>Tool Kit Assembly</p>	<p><i>All read Willingham: Do Visual, Auditory and Kinesthetic Learners need Visual, Auditory and Kinesthetic Instruction</i></p> <ul style="list-style-type: none"> ● Teaching Reading is Rocket Science Article Split (Assigned to Groups for discussion) 	ICA 4 Reading Summary 3

		<p>GROUP ONE A & B: Teaching Reading Is Rocket Science What Expert Teachers of Reading Should Know and Be Able to Do by Louisa C. Moats</p> <p>GROUP TWO A & B: Limiting Children to Books They Can Already Read Why It Reduces Their Opportunity to Learn by Timothy Shanahan</p> <p>GROUP THREE A & B: Building Knowledge What an Elementary School Curriculum Should Do by Natalie Wexler</p> <p>GROUP FOUR A & B : Bilingualism and Biliteracy for All Celebrating Our Linguistic Strengths by Chan Lü</p>	
5	<p>KNOWLEDGE OF CURRICULUM and PEDAGOGY Concepts and Vocabulary</p> <p><i>Lesson Lab 2</i></p> <p>Using Read Aloud to develop Tier 2 Vocabulary Knowledge in Science or Social Studies</p> <p>Reading is Rocket Science Collaborative Conversation and Knowledge Building</p> <p>Developing Tier 3 Concepts and Vocabulary</p>	<p><i>Novak et al. (2023) Chapter 6</i></p> <p><i>Willingham articles:</i></p> <p><i>Group 1 How Knowledge Helps</i></p> <p><i>Group 2 Knowledge in the Classroom</i></p> <p><i>Group 3 Critical thinking, Why is it so hard to teach.</i></p> <p><i>Group 4 Why students think they understand when they don't</i></p>	<p>ICA 5</p> <p>Reading Summary 4</p>
	How Informational Text Works	<ul style="list-style-type: none"> <i>Nonfiction text features infographics</i> 	ICA 6

6	Informational Text in Online Contexts		Interactive Read Aloud Assignment
7	<p><i>Lesson Lab 3</i> Standards-what readers do to understand informational text</p>	<ul style="list-style-type: none"> • <i>Next Generation Standards</i> • <i>New York State Next Generation English Language Arts Learning Standards</i> • <i>New York State Next Generation Grades 6-12 Learning Standards for Literacy</i> • <i>Next Generation English Language Arts Learning Standards: Frequently Asked Questions</i> • <i>Next Generation English Language Arts Learning Standards Glossary of Terms</i> • 	ICA 7
8	<p><i>Lesson Lab 4</i> How Fiction Works Assessment for comprehension</p>	<i>Novak (2023) Chapter 4 and 5</i>	ICA 8
9	Using fiction and nonfiction for content knowledge and literacy skills	<ul style="list-style-type: none"> • Thematic Units Chapter (Gelzheiser Chapter 14) 	ICA 9 Assessment Project Due
10	<p><i>Lesson Lab 5</i> Perspective taking</p>	<ul style="list-style-type: none"> • TBD 	ICA 10

	Intervention practices using content knowledge contexts Case study example practice		Reading Summary 5
11	TEACHER IDENTITY AND DECISION MAKING FOR IMPACT Planning Intervention Comprehension Strategy instruction	<ul style="list-style-type: none"> • <i>Progress monitoring</i> 	ICA 11 Mirrors Windows Doors exploration Curriculum Project Due
123	Writing Instruction Writing to Learn	<ul style="list-style-type: none"> • Group One https://www.colorincolorado.org/article/using-diverse-books-support-writing-instruction • Group Two https://www.readingrockets.org/topics/writing/articles/teaching-writing-diverse-student-populations https://www.readingrockets.org/topics/writing/articles/writing-disabilities-overview • Group Three https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-5_FINAL_08-31-14.pdf https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-5_FINAL_08-31-14.pdf 	ICA 12 Reading Summary 6
13	Technology For Teaching and Learning Group Project Presentations	Technology Website: SAMR and TPAK two models for integrating technology into instruction: https://taylorinstitute.ucalgary.ca/resources/SAMR-TPACK	ICA 13 (peer review) Technology Group Project

14	Question Formulation Techniques (QFT) Course Wrap Up		ICA 14 Lesson Lab Portfolio Due
			Intervention Lesson Sequence Plan Due
<i>This syllabus is subject to change with prior notice.</i>			

ESPE 352
Anti-Racist Math and Science
Inquiry Instruction
3 Credits
Days of week/meeting times
Instructor
Emails/Phone/Office hours
The University at Albany reserves the discretion to change
the date, time, location, and modality of instruction

Course Description

This methodological course includes theoretical positions, anti-racist and ambitious teaching methods, assessment techniques, and planning procedures to prepare candidates with the knowledge, skills, and beliefs to support students in meeting math standards. Additional exploration of inquiry methods in math and science are included.

Candidates will acquire the knowledge and attitudes that will enable them to become successful learners and problem solvers in the areas of math and science. This knowledge and attitude should enable them to understand why students, including students with disabilities and students from diverse cultural backgrounds, may struggle with mathematical tasks, and how such difficulties may be prevented or remediated via anti-racist and ambitious teaching methods and inclusive practices. Specifically, candidates will demonstrate a working understanding of number concepts and relationships, place value, operations with whole numbers and fractions, and algebraic principles. Additionally, candidates will also demonstrate an understanding of anti-racist and ambitious teaching in math and science, and how to critically assess curricula and interventions for these approaches. This understanding will be demonstrated by the ability to translate among the different languages of mathematics, thorough analysis of the prerequisite mathematical knowledge required by a given task, and the design of appropriate lesson plans, and research and inquiry projects. Candidates will articulate a philosophy of math and science instruction, acknowledging that these disciplines involve solving problems.

Mastery in these areas is essential to ensure transformative educational experiences.

Learning Goals: Candidates will

- Recognize the value and importance of math and science learning to promote equitable outcomes for students representing a range of social groups (including racial, social, gender identity, linguistic etc.)
- Develop a solid base of understanding of mathematics disabilities, including their learning characteristics and possible causes of difficulty.
- Learn how to develop students' skills via instruction and individual education plans, including procedural, through conceptual understanding and application of math concepts.
- Apply anti-racist, ambitious math and science teaching to develop lesson plans and evaluate curricula and interventions.
- Read and apply research to enhance practice and advocate for students.
- Understand the pre-requisite and conceptual basis for the addition, subtraction, multiplication, and division of whole numbers and fractions as well as activities to facilitate learning of the concepts and appropriate research-based practices.
- Plan and design standards-based inclusive mathematics instruction (including differentiation, multiple entry points, concrete representations, variety of modes for students' demonstration of understanding.)
- Develop the ability to utilize and encourage the use of physical objects, pictures and other concrete means of developing a deeper understanding of mathematical concepts and procedures.
- Incorporate children's literature into mathematics lessons to enhance the learning of students with and without disabilities through the planning of "real life" experiences, various languages of math, and visual representations of mathematical concepts.
- Plan science instruction to include hands-on experiences and strategies for meeting the needs of diverse learners.
- Expand knowledge of co-teaching roles in the classroom

- Design Inquiry-based science projects.
- Examine ways to incorporate educational technology that can be used in mathematics and science classrooms for students with and without disabilities (Student website resources, games, calculator use, apps for smartphones and tablets, etc.)

Embedded Understandings:

- Research analysis APA format for writing
- Collaborative processes for analysis and instructional design
- Culturally Responsive/Relevant and Anti-Racist practice practices, pedagogies, and policies
- Ambitious math instruction

Special Education Attributes:

The Division of Special Education has created a set of seven attributes that directly relate to each of our Master's Degree Programs in Special Education (MDPSE). All of the attributes and indicators are listed in the Special Education Graduate Student Handbook.

Although you will *learn* about all of these attributes and indicators in this course, you will create actual artifacts during several assignments that will *display* your knowledge of the following attributes and indicators:

Attribute 3. Content Knowledge

- *Indicator 3.1: understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities*
- *Indicator 3.2: understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities*
- *Indicator 3.3: modify general and specialized curricula and materials to make them accessible to individuals with exceptionalities.*

Attribute 4. Assessment

- *Indicator 4.1: select and use technically sound formal and informal assessments that minimize bias.*
- *Indicator 4.2: use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.*
- *Indicator 4.4: engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.*

Attribute 5. Instructional Planning and Strategies

- *Indicator 5.1: consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.*
- *Indicator 5.2: use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.*

What are we going to read?

Required Texts

1. A., Van. De Walle. (2018). *ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS: Teaching developmentally*. UPPER SADDLE RIVER: PEARSON.
2. Additional articles, slides, handouts, videos, and other materials for selected modules on Brightspace

How will we know that we are making useful meanings of what we learned?

Class Preparation and Participation (30 points)

Math Reading Inquiry Project (20 points)

Math Research Project (20 points)

Math Intervention Project (20 points)

IRIS Module Assignments (15 points)

Exams 1 & 2 (40 points)

Lesson Labs Recorded Teaching Demonstrations (20 points)
Science Inquiry Project (20 Points)
Final Paper: (15 points)
Total Points: 200 points

Assignments handed in by the due date may be revised and resubmitted for re-evaluation two weeks after feedback is received. Late assignments will be accepted; however, revisions and resubmissions of late assignments cannot be accommodated.

Final grades will be reported using the following scale:

A=94+ A-= 90-93 B+=87-89 B=83-86 B-=80-82 C+=77-79 C=73-76 C-=70-72

Instruction, Professionalism, Participation, Collaboration, and Academic Supports

Instructional Perspective

My instructional philosophy is guided by my desire to develop a community of learners and my views on teaching and learning is strongly influenced by sociocultural perspectives and a justice-oriented lens. All members of our learning community are responsible for contributing to everyone's development. Completing readings, developing and sharing high-quality products, attending class, and contributing to discussions will help all of us learn from each other. In my dual role as a learning community member and the instructional designer of our learning environment, I share the responsibility with you.

Professionalism, Participation, Collaboration

Professionalism is integral to the course. Participation and collaboration are important for learning and emulates your future life as a collaborative practitioner. You will have numerous opportunities to demonstrate participation and collaboration during activities and discussions. Additionally, you are reminded that our entire learning community is impacted by your absence. Collaborative groups and class discussions will suffer when learning community members are not present.

The ***attendance policy*** for class is purposely structured to prepare you for the practices of the professional world. You are expected to attend every class. Should an absence occur, students are responsible for all material covered in class. If extenuating circumstances are unavoidable, please contact me via email in advance of the class meeting when possible. *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.*

All ***written assignments*** will be assessed for their content and their construction, and written assignments should be *single-spaced* and printed using 12-point font. I encourage you to proofread your work and to take advantage of the writing center. You may contact the Writing Center to check out its resources and services at <https://www.albany.edu/tutoring/access-tutoring-resources/writing-center>.

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. Please visit the Library if you need assistance: <https://library.albany.edu/infolit/playlists/academic-integrity>

Academic Supports and Reasonable 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 contact Disability Access and Inclusion Student Services (DAISS) at daiss@albany.edu or 442 5501. Current students use Accommodate for all requests related to approved accommodations. To submit schedule exams, request accommodation letters to email to professors, or request textbooks in alternative format, please **Login to Accommodate**.

Reasonable accommodation for concerns not related to a documented disability will be considered. Please contact me in advance.

Class Assignments

Class Preparation (20 points) and Participation (10 points)

For most classes, you will be assigned readings and videos, in which, you will take notes that reflect key understandings of the content presented. In addition, your participation (active engagement) is vital to our classroom community.

Math Reading Inquiry Project (20 points)

The Math Reading Inquiry project will provide you with an opportunity to explore an area of equity in math. With your assigned group, you will develop a reading schedule, discuss the book and topic in class, and prepare a presentation.

Math Research Project (20 points)

Candidates will examine whether or not math curricula include components of high-quality math instruction, evidenced-based practices, and anti-racist math practices.

Math Intervention Project (20 points)

Candidates will examine math intervention-based programs based on several areas: research evidence, high quality math instruction, and anti-racist math practices.

IRIS Module Assignments (15 points)

The IRIS center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities .<http://iris.peabody.vanderbilt.edu>. You will complete 3 Iris Module Assignments. The links will be available on Brightspace

- **Assignment 1: High Quality Mathematics Instruction Module and Assignment:**
<https://iris.peabody.vanderbilt.edu/module/math/>
- **Assignment 2: MTSS/RTI Math Module and Assignment:**
<http://iris.peabody.vanderbilt.edu/module/rti-math/#content>
- **Assignment 3: Error Analysis Case Study Module and Assignment**
https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_matherr.pdf

Exams 1 & 2 (50 points)

There will be two exams based on course content including readings and classwork.

Lesson Labs Recorded Teaching Demonstrations (20 points)

You will present and discuss 1-2 lessons each based on topics assigned in the course schedule. You will discuss and provide feedback for your groupmates' lessons.

Science Inquiry Project (20 points)

In groups you will create a science inquiry project for a specific age/group of children. You will describe the big ideas and specific questions to be addressed as well as providing an accompanying lesson script and examples of any materials to be used. Plans or ideas related to differentiation of assessment or other aspects of the project should be included. Decide how the three practitioners will use co-teaching models to lead instruction. Your project

should include plans for the incorporation of concepts of measurement or statistics.

Final Paper (15 points)

Your culminating, final paper will encompass a variety of topics from class, including, for example, your **philosophy of math and science instruction.**

Course Schedule

Week 1	
Topics	Assignments
<ul style="list-style-type: none"> • Community building • Course overview (syllabus activity) • Opening Question • Purposing math instruction Discussion: What we will focus on? • “I Am Poems” Mini-Project • Math reading inquiry project: Formulate a plan 	N/A
Week 2	
Class Preparation and Assignments: See Module 1	
Topics	Assignments
<ul style="list-style-type: none"> • Community building: Poems • Conceptual instruction, inquiry guided learning, equity and rigor • Math reading inquiry groups • Ambitious and anti-racist math teaching • Research of math programs and research project 	Module 1 Introduction, “I Am Mini Project”
Week 3—	
Class Preparation and Assignments: See Module 2	
Topics	Assignments
<ul style="list-style-type: none"> • Domains of mathematics, curricular design, planning instruction, using assessment • Math research project • Math inquiry reading groups 	Module 2 Math Book: Chapters 2, 5, 6 IRIS Assignment 1
Week 4—	
Class: Thursday, 4:30 (in person)	
Topics	Assignments
<ul style="list-style-type: none"> • Early Numeracy, Applications/Manipulatives • Math inquiry reading groups • Lesson Lab 	Module 3 Math Book: Chapters 7, 8 Math Research Project
Week 5	
Class Preparation and Assignments: See Module 4	
Topics	Assignments
<ul style="list-style-type: none"> • Declarative Knowledge, Teaching Basic Facts • Math inquiry reading groups • Lesson Lab 	Module 4 Math Book: Chapters 9, 10 IRIS Assignment 2

• Math Intervention Research Project	
Week 6	
Class Preparation and Assignments: See Module 5	
Topics	Assignments
<ul style="list-style-type: none"> • Problem solving, Error Analysis • Lesson Lab • Math inquiry reading 	Module 5 Math Book: Chapters 3, 11, 12 Math Intervention Project
Week 7	
Exam 1	
Task	Assignments
• Complete Exam 1	
Week 8	
Class Preparation and Assignments: See Module 6	
Topics	Assignments
<ul style="list-style-type: none"> • Fractions and Decimals • Lesson Labs • Math Inquiry Reading Project Preparation 	Module 6 Math Book: Chapters 14, 15, 16
Week 9	
Class Preparation and Assignments: See Module 7	
Topics	Assignments
• Algebra instruction and principles	Module 7
Week 10	
Class: Thursday, 4:30 (in person)	
Class Preparation and Assignments: See Module 8	
Topics	Assignments
<ul style="list-style-type: none"> • Technology • Math Inquiry Reading Project Presentations • Math Integration and Science Learning 	Module 8 Math Inquiry Projects
Week 11	
Exam 2	
Task	Assignments
• Complete Exam 2 (10/30-11/3)	Exam 2
Week 12	
Class Preparation and Assignments: See Module 9	
Topics	Assignments
<ul style="list-style-type: none"> • Science Inquiry • Science Inquiry Project (Presentation) Preparation 	Module 9 IRIS Assignment 3
Week 13	
Class Preparation and Assignments: See Module 10	
Topics	Assignments

• Science Inquiry Presentations	Module 10 Science Inquiry Presentations
Week 14—November 30th	
Class: Finish Final Assignments	
	Assignments
• Finish assignments	Science Inquiry Projects Final Paper

*All class sessions are face-to-face unless otherwise indicated

**Syllabus subject to change

ESPE 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			
	1. 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			
	1. 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

ESPE 480 (12 Credits)
Student Teaching
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

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. Candidates must have successfully completed ESPE 479. Throughout the course, emphasis is placed on the application and integration of instructional methods and classrooms 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
----	---	--	---	----------------

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.

ETAP 314: Teaching Science for Understanding PreK-6

Fall 2023

Contact Information

Instructor:

Email:

Office Hours:

Course Description

This course prepares candidates to monitor and enhance the development of science literacy in pre-school and elementary school children. Candidates will deepen their understanding of fundamental scientific principles and develop pedagogical strategies applicable in formal and informal educational settings that provide all children the opportunity to develop understanding of science and the abilities of science inquiry appropriate to their developmental level.

Course Objectives

1. Candidates will reflect about current topics and theories in the science education literature by reading, critiquing, and discussing several research studies.
2. Candidates will reflect about science teaching practices and issues by reading, discussing and proposing solutions to several complex teaching cases.
3. Candidates will learn about science content and processes by collaboratively designing, conducting and reporting several chemistry investigations.

Evaluation

Your course grade will be determined based on your participation and performance in the following activities:

Research Article Discussions (5 points per module)	55
Classroom Case Discussions (10 points per module)	110
Science Discussions (10 points per module)	110
Science Reports (10 points per module)	110
Final Assignment	40
Grand Total	425

Grading Scale

Your final course grade will follow a straight scale. The criteria levels are as follows:

- A 395-425 points**
- A- 383-394 points**
- B+ 370-382 points**
- B 353-369 points**
- B- 340-352 points**
- C+ 327-339 points**
- C 310-326 points**
- C- 298-309 points**
- D 255-297 points**
- E 0-254 points**

Course Format

This course is composed of 12 modules that are about a week long each. In modules 1 through 11, students are expected to complete the following activities:

- 1. Read one (1) *research article* from the science education literature and participate in whole-class discussions **by writing one (1) post responding to a question prompt, as well as writing one (1) response post to your classmates. (2 total posts)****
- 2. Read *1 Model Lesson* from the Brown (2023) textbook and participate in whole-class discussions **by writing one (1) post responding to a question prompt, as well as writing one (1) response post to your classmates. (2 total posts)****

3. In assigned small groups, plan a science investigation (*science discussion*) **using the small group discussion forum provided.** (Please see link under the navigation menu on the upper, left-hand corner). **All students, regardless of role, are expected to make 1-2 posts in planning the experiment OR in planning the science report.**
4. Conduct their planned investigation (if the experimenter) and submit a *science report* (if the reporter) describing and explaining their findings. **Only the reporter needs to submit the science report for the whole group.**

NOTE 1: This is not a self-paced course!!! Students are expected to complete modules according to the course schedule (see pages 9 & 10).

NOTE 2: During the last module (#12), students will work individually on their final assignments (see page 7).

Course Activities

Research Article Discussions

In each module, one research article from the science education literature will be assigned for reading. These articles will be available on the “Reading” tab at the web site (Please see link under the navigation menu on the left side of screen)

After reading the article, students are expected to participate in a threaded discussion by posting responses to comments and/or questions posed by the course instructor as well as their peers. ****MINIMUM NUMBER OF POSTINGS = 2 FOR EACH ARTICLE****

In each module, students will receive up to 5 points for their participation in the research article discussion. The guidelines for posting responses and contributing to discussions are as follow:

- (1) Postings should be a minimum of one paragraph (**at least three sentences**) and a maximum of three paragraphs.
- (2) Avoid postings that are limited to "I agree" or "great idea," etc. Instead of simply agreeing or disagreeing, **provide a complete argument**, supporting it with your own experiences and/or information from assigned readings.
- (3) **Support your postings with references and quotes from the assigned articles**, or possibly connect it to other articles that you have read.
- (4) Use academic language and **avoid using language that is too informal**, grammatically incorrect, or improper to a classroom setting.

(5) Observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.

Students' responses will be graded according to the following rubric:

Points	5 points	4-3 points	2-1 points	0 point
Level	Outstanding	Acceptable	Needs Improvement	Unacceptable
Number of postings	Contributes with TWO postings to the discussion	Contributes with TWO postings to the discussion	Contributes with ONE posting to the discussion	Does not contribute to the discussion
Knowledge	Clearly demonstrates significant knowledge and understanding gained from assigned readings by posting an insightful comment	Demonstrates some knowledge or understanding gained from assigned readings (somewhat insightful response)	Responses lack insight and/or demonstrate little knowledge and understanding gained from readings	Does not demonstrate any knowledge or understanding ("I agree," etc.)
Adherence to guidelines	Follows all guidelines for contributing to discussions	Fails to follow 1 guideline	Fails to follow 2 or more guidelines	Does not follow guidelines

Classroom Case Discussions

In every module, students will be assigned a Model Lesson from the following book:

BROWN, P. L. (2023). Activating students' ideas: Linking formative assessment probes to instructional sequence. NATL SCIENCE TEACHERS. (required textbook)

After reading the model lesson, students are expected to participate in threaded discussions by posting responses to comments and/or questions posed by the course instructor as well as their peers. In these responses, students will address the lesson's design, propose ways to modify the lesson by grade level, and discuss other ways to expand the lesson based on their own science teaching and learning experiences as well as the assigned readings on e-reserve. ****MINIMUM NUMBER OF POSTINGS = 2 PER LESSON****

The guidelines, expectations and grading criteria for classroom case discussions will be the same used for research article discussions (see description above).

Science Discussions

In every module, students will participate in small-group science discussions. Working in small groups of 3 or 4, students will design hands-on science experiments and investigations on chemistry topics assigned by the course instructor. During these discussions, students are expected to brainstorm, and then select a research question, identify experimental variables (independent, dependent, and 3 controls), come up with a procedure for data collection, identify necessary materials, make predictions, state a hypothesis etc.

Once the investigation has been designed, students will select a group member to be the *Experimenter*. This student will be in charge of conducting the experiment, collecting the data and then sharing it with rest of the group by posting it in the group's science discussion. Students are expected to take turns assuming the role of *Experimenter* (ideally each student will conduct 4 out of 12 science experiments during this course). These experiments will require only everyday materials (groceries, food items, ruler, timer, etc.) that are easily accessible to most people.

Once results have been posted by the experimenter, group members will collaboratively analyze it by identifying trends, making tables and/or graphs, taking averages, proposing explanations for their observations, and identifying key science concepts.

Finally, one student will be selected to be the *Reporter*. This student will be responsible for preparing a formal science report on behalf of the group (see description below). Students are also expected to take turns playing the role of *Reporter*. The same student cannot play both roles (experimenter and reporter) within a single week.

In each module, students will receive up to 10 points for their participation in science discussions, being graded according to the following rubric:

Points	10 points	9-7 points	6-2 points	1-0 point
Level	Outstanding	Acceptable	Needs Improvement	Unacceptable
Contribution, participation, attitude	Always willing to help and do more, routinely offers useful ideas. Always displays	Cooperative, usually offers useful ideas. Generally displays positive attitude.	Sometimes cooperative, sometimes offers useful ideas. Rarely displays positive attitude.	Seldom cooperative, rarely offers useful ideas. Is disruptive.

	positive attitude.			
Working with others/ cooperation	Does more than others – highly productive. Works extremely well with others.	Does their part of the work – cooperative. Works well with others.	Could have done more of the work – has difficulty, requires structure, directions and leadership, sometimes argues unproductively.	Does not do any work – does not contribute, does not work well with others, usually argues unproductively with teammates.
Focus on task/ commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work.
Team role fulfillment	Participates consistently in science discussions, assumes leadership role as necessary. Does the work assigned by the group.	Participates as required in science discussions. Provides leadership when asked. Does most of the work assigned by the group	Participates less than required in science discussions. Provides some leadership. Does some of the work assigned by the group.	Minimal participation in science discussions. Provides no leadership. Does little or no work assigned by the group.
Communication/ listening Information sharing	Always listens to, shares with, and supports the efforts of others. Provides effective feedback to other members. Relays a great deal of information	Usually listens to, shares with, and supports the efforts of others. Provides some effective feedback to others. Relays some basic information related to the topic.	Often listens to, shares with, and supports the efforts of others. Provides little feedback to others. Relays very little information related to the topic.	Rarely listens to, shares with, or supports the efforts of others. Never listens to others. Provides no feedback to others. Does not relay any information to teammates.

	related to the topic.			
--	-----------------------	--	--	--

Science Reports

Reporters will be required to prepare a clear, reflective and well organized report of the science experiments carried out as well as the science concepts discussed with peers. Each reporter will submit one single report on behalf of his/her group. Report format: double-spaced, Time News Roman font (12 pt. size), and saved as a Word or PDF file. ****TYPICAL LENGTH = 2 PAGES** (excluding pictures/graphs) **

Each science report should have the following two components:

(1) Science investigation: Provide an one-page description of your research question(s), procedural adaptations, observations (include charts, pictures and/or graphs), and conclusion;

(2) Teacher Notes: As a professional educator, provide a one-page pedagogical assessment of the science activity. Highlight its strengths and weaknesses, problems that students might experience, suggestions for future implementation in your own elementary classrooms (safety, procedural adaptations, assessment, etc.), and identification of related activities (e.g., demos, children’s books, hands-on activities, etc.) that can be potentially integrated with the one conducted.

Students will receive up to 10 points for each science report, being graded according to the following rubric:

Points	10 points	9-7 points	6-2 points	1-0 point
Level	Outstanding	Acceptable	Needs Improvement	Unacceptable
Organization	(I) Logical (II) Clear (III) Easy to follow.	One category is lacking.	Two categories are lacking	All three categories are lacking
Completeness	(I) Contents are complete, dated and labeled. (II) Includes all components of science activities (research question, procedural	One category is lacking.	Two categories are lacking	All three categories are lacking.

	adaptations, observations, conclusion). (III) Includes science investigation and teacher notes			
Reflective/ Critical thinking	(I) Identifies problems and evaluates content and activities. (II) Makes connections between experiences, readings and science activities	One category is lacking.	Two categories are lacking.	NA
Language	(I) Clear and concise. (II) Appropriate use of science concepts.	One category is lacking.	Two categories are lacking.	NA
Creativity	(I) Presents new thoughts or questions. (II) Seeks to improve activities. (III) Uses effective visuals	One category is lacking.	Two categories are lacking.	NA

Final Assignment (Module 12)

Module 12 will have a different a different structure. During this last module, students will be working individually on their final assignments. There will be no larger group discussions or small group discussions in this last week of class.

Your final assignment will be to create an infographic related to one of the science investigations conducted in the earlier modules (e.g., M&M investigation, soda exploration, color explosion). Infographics are a very popular type of science communication that emphasizes art and creativity. In Module 12, you will be provided with readings and more specific information about infographics. Meanwhile, if you are curious, simply google the word “infographics”, and you will find LOTS of examples.

COURSE SCHEDULE

Module	Start-End Dates	Discussion Topic	Model Lesson (From Brown book)	Research Articles (on e-reserve)	Science Investigation Topic
1	08/21 - 09/03	Inquiry Teaching	Lesson 1: Exploring "Magnets in Water"	Furtak, The problem with answers.	Dissolving M&M
2	09/04 - 09/10	Constructivism Wars	Lesson 2: Exploring "Marble Roll"	Van Hook, Lift, squeeze, stretch, and twist	Water Properties
3	09/11 - 09/17	Cooperative Learning	Lesson 3: Exploring "Needs of Seeds"	Parr, Improving science instruction through effective group interactions	Comparing Different Liquids
4	09/18 - 09/24	Cultural Issues	Lesson 4: Exploring "Sink or Float?"	Trundle, The moon project	States of Matter
5	09/25 - 10/01	Language and Science	Lesson 5: Exploring "Watermelon and Grape"	Hansen, Strategies for ELL success	Soda Exploration

6	10/02 - 10/08	Science Misconceptions	Lesson 6: Exploring "Shadow Size?"	Stein, A study of common beliefs and misconceptions in physical sciences	Color Explosion
	10/09 - 10/15	NO CLASS	FALL BREAK		
7	10/16 - 10/22	Religion and Science	Lesson 7: Exploring "Do the Waves Move the Boat?"	Donnelly, High school students' perceptions of evolution instruction	Baking Powder and Baking Soda
8	10/23 - 10/29	Spirituality and Morality	Lesson 8: Exploring "Batteries, Bulbs, and Wires"	Easley, Cemeteries as science labs	Red Cabbage Indicator
9	10/30 - 11/05	Formative Assessment	Lesson 9: Exploring "What is the Result of a Chemical Change"	Lee, Assessing for Science Learning	The Heat of Chemical Reactions
10	11/06 - 11/12	Children's Science Books	Lesson 10: Exploring "Can it Reflect Light?"	Bruxton, Better books better teaching	Making Bubbles
11	11/13 - 11/19	Technology and Science	Lesson 11: Exploring "The Grand Canyon"	Akerson, How should I know what scientists do -I am just a kid	Density Exploration
	11/20 - 11/26	NO CLASS	THANKSGIVING		
12	11/27 - 12/03	FINAL PROJECT			

References (on e-reserve)

Akerson, V. L., & Abd-El-Khalick, F. S. (2005). "How should I know what scientists do—I am just a kid": Fourth grade students' conceptions of Nature of Science. *Journal of Elementary Science Education*, 17, 1-11.

Bruyton, C.A., & Austin, P. (2003). Better books better teaching. *Science and Children*, October, 28-32.

Donnelly, L., Kazempour, M., & Amirshokoohi, A. (in press). High school students' perceptions of evolution instruction: Acceptance and evolution learning experiences. *Research in Science Education*.

Easley, L.M. (2005). Cemeteries as science labs. *Science Scope*, Nov/Dec, 28-32.

Furtak, E.M. (2006). The problem with answers: An exploration of guided science inquiry teaching. *Science Education*, 90(3), 453-467.

Hansen, L. (2006). Strategies for ELL success. *Science and Children*, January, 22-25.

Lee, M.H., & Abell S.K. (2007). Assessing for science learning. *Science and Children*, March, 66-67.

Parr, R. (2007). Improving science instruction through effective group interactions. *Science Scope*, September, 20-21.

Stein, M., Larrabee, T.G., & Barman, C.R. (2008). A study of common beliefs and misconceptions in physical sciences. *Journal of Elementary Science Education*, 20(2), 1-11.

Trundle, K.C., Willmone, S., & Smith, W.S. (2006). The moon project. *Science and Children*, 52-55.

Van Hook, S.J. (2008), Lift, squeeze, stretch, and twist: Research-based inquiry physics experiences (RIPE) of energy for kindergartners. *Journal of Elementary Science Education*, 20(3), 1-16.

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	<p>Read:</p> <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. <p>Assignment: Reading Reflection 1</p>
Week 4	Module 4: Language & Bilingualism Theory	<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 4)
Week 5	Module 5: Languages and basic linguistic knowledge: Phonology, morphology, syntax	<p>Read:</p> <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	<p>Read:</p> <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. <p>Assignment: Reading Reflection 2</p>
Week 7	Module 7: Reading	<p>Read:</p> <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	<p>Read:</p> <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
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>