



## Educator Preparation Programs: Creating New Program(s) from Existing Program(s)

EPP-J  
1/2016

This form should be used to seek SUNY approval and SED registration to create one or more new undergraduate, certificate, graduate, or advanced certificate programs based on an existing, registered program. *It is not necessary to submit a Program Announcement (PA) or a Letter of Intent (LI) for these types of new programs.* A Chief Executive or Chief Academic Officer must submit a signed cover letter and this completed form as one PDF document to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). Additional information is available in the [Guide to Academic Program Planning for Educator Preparation Programs](#).

<b>Section 1. General Information</b>											
<b>a) Institutional Information</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">Date of Proposal:</td> <td style="padding: 2px;"><b>September 1, 2016</b></td> </tr> <tr> <td style="padding: 2px;"><a href="#">SED Institution Code</a>:</td> <td style="padding: 2px;">211000</td> </tr> <tr> <td style="padding: 2px;">Institution Name:</td> <td style="padding: 2px;">Binghamton University (State University of New York at Binghamton)</td> </tr> <tr> <td style="padding: 2px;">Institution Address:</td> <td style="padding: 2px;">PO Box 6000, Binghamton NY 13902-6000</td> </tr> <tr> <td style="padding: 2px;">Dept of Labor/<a href="#">Regent's Region</a>:</td> <td style="padding: 2px;">Southern Tier</td> </tr> </table>	Date of Proposal:	<b>September 1, 2016</b>	<a href="#">SED Institution Code</a> :	211000	Institution Name:	Binghamton University (State University of New York at Binghamton)	Institution Address:	PO Box 6000, Binghamton NY 13902-6000	Dept of Labor/ <a href="#">Regent's Region</a> :	Southern Tier
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Dept of Labor/ <a href="#">Regent's Region</a> :	Southern Tier										
<b>b) Program Locations</b>	<p>List the name, address, and <a href="#">SED Institution Code</a> of each additional campus where the <u>entire program</u> will be offered:</p> <hr/> <p>List the name and address of <a href="#">extension sites or extension centers</a> where <u>courses</u> will offered, <b>or check here</b> <input checked="" type="checkbox"/> <b>if not applicable</b></p>										
<b>c) Contact Person for this Proposal</b>	<p>Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School</p> <p>Telephone: 607-777-2070 <span style="float: right;">E-mail: <a href="mailto:ssstrehle@binghamton.edu">sstrehle@binghamton.edu</a></span></p>										
<b>c) CEO (or designee) Approval</b>	<p>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 program as revised.</p> <p>Name and title:</p> <p>Signature and date:</p> <hr/> <p style="background-color: #d9d9d9;">If the revised program will be registered jointly<sup>1</sup> with one or more other institutions, provide the following information for each partner institution. The signature confirms support of the changes.</p> <p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):</p>										

<sup>1</sup> If the partner institution is non-degree-granting, see SED [CEO Memo 94-04](#).

## Section 2. Multi-Award and Multi-Institution Programs

### Check one

- This proposal is for a **multi-award program** that leads to two separate awards (e.g., A.S./B.A., B.S./M.S.) based on currently registered programs. **Complete Part 2A, below.** *NOTE: Such programs generally involve special admissions for students who have the capacity to complete all awards, curricular integration between the component programs, and shortened time to degree compared to taking the programs separately.*
- This proposal is for a **multi-institution program** (also called a “jointly registered program”) to be offered jointly by two or more institutions. **Complete Part B, below.** *NOTE: Such programs involve a formal agreement between two or more institutions to offer courses leading to an award.*
- This proposal is for a **multi-institution, multi-award program** to be offered jointly by more two or more institutions and leads to two separate awards. **Provide a single, consolidated response that reflects all the items in Parts 2A and 2B, below.**

### **PART 2A – Multi-Award Program** (Information for new program)

- a) Program Title:
- b) Program Awards (e.g., B.A./M.S.) from existing programs:
- c) Proposed [HEGIS Code](#) of new program:
- d) Required Number of Credits:
- e) **Format:**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time
- f) **Mode:**  Standard  Independent Study  External  Accelerated  Distance Education<sup>2</sup>
- g) **Other:**  Bilingual  Language Other Than English  Upper Division Program  
 Cooperative 4.5 year  5 year
- h) List registered programs at the institution identified in Section 1a whose courses will contribute to this program. Add rows as needed.

	Program Title	Award	<a href="#">SED Program Code</a>
Program 1			
Program 2			

<sup>2</sup> 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 5.

- i) List all the courses required for each existing program, and indicate which ones will be counted toward both awards.  
**NOTE:** Undergraduate courses cannot count toward the graduate award.

Program 1 Courses		Credits	Counted Toward Both Awards √
Code	Title		

Program 2 Courses		Credits	Counted Toward Both Awards √
Code	Title		

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- j) How many terms will it take for full-time students to complete the proposed program? \_\_\_\_\_
- k) What are the admissions requirements for the new program, and how are they related to student success?
- l) Complete the **SUNY Program Schedule** to show how a typical student may progress through the multi-award program.

### **PART 2B – Multi-Institution Program**

- a) Program Title:
- b) Are all partner institutions listed in Section 1c, with CEO information and a signature for each partner?  
 Yes  No
- c) Proposed [HEGIS Code](#)
- d) Required Number of Credits: Minimum  If tracks or options, largest minimum  \_\_\_\_\_
- e) **Format:**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time
- f) **Mode:**  Standard  Independent Study  External  Accelerated  
 Distance Education<sup>3</sup>
- g) **Other:**  Bilingual  Language Other Than English  Upper Division Program  Cooperative 4.5 year  
 5 year
- h) List all courses in the program and indicate which courses will be completed at each institution.
- i) Describe the administrative provisions for coordinating admissions, advisement and financial aid for the program between the two institutions.
- j) Describe the program’s policies governing residency requirements and tuition charges.
- k) Explain any other special arrangements or requirements arising from the multi-institution nature of the program.
- l) Complete a **SUNY Program Schedule** ([click here](#)) to show how students may progress through the multi-institution program.

### **Section 3. New Programs from Options, Concentrations, or Tracks in an Existing Program**

This section should be used to propose the creation of new programs from options, concentrations or tracks in existing, registered programs, which is sometimes called “disaggregation.” This section enables (but does not require) a campus to make the following types of revisions to an existing track at the same time the track becomes a separate program:

- new or significantly revised courses; and
- changes to the track’s admissions standards and program evaluation elements.

**NOTE:** A new program proposal must be submitted – instead of this section – when the new program(s) will be offered at

<sup>3</sup> 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 5.

a different location than the campuses identified in Section 1a or when a [Master Plan Amendment](#) is required for the new program(s).

### **PART 3A – REVISION OF EXISTING PROGRAM**

- a) Title: Literacy Specialist B-6 & Literacy Specialist 5-12
- b) Award: MEd in Literacy Education
- c) [HEGIS Code](#): 0830.00
- d) [SED Program Code](#): 24813 & 24811
- e) List the registered Options, Concentrations or Tracks and indicate which, if any, will be removed.
- f) If the existing program will have any changes to the program’s admissions standards or program evaluation elements, please describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

### **PART 3B – PROPOSED NEW PROGRAM(S)**

Provide the information requested below for each proposed new program to be registered separately.

- a) Title: Literacy Specialist B-12
- b) [Award](#): MEd in Literacy Education
- c) [HEGIS Code](#): 0830.00; SED Program Code 25225
- d) Required Credits: Minimum [ 36 ] If tracks or options, largest minimum [    ]
- e) Describe the new program and the rationale for converting the existing coursework to a separately registered program. In the Graduate School of Education, we currently offer Literacy Specialist Certification in B-6 and in 5-12. However, many of our students are interested in both certifications. In addition, the professional learning standards and content test are the same for both certifications. As such, there is required overlap in the two strands. In order to provide future literacy specialists with a more comprehensive program, we know that they would benefit from the opportunity to complete a program that addresses literacy from birth through grade 12.
- f) If the new program will have any new or significantly revised courses, list them here and attach a syllabus for each.

LTRC 515 – Literacy Research, Theory, and Pedagogy: **Revised**

LTRC 517 – Texts, Tools, and Culture: **Revised**

LTRC 516 – Instructional Methods for Teaching Reading and Writing: **Revised**

LTRC 522 – Literacy Leadership: Supervision, Administration, and Evaluation of Literacy Programs: **New Course**

If the new program will have any changes to the program’s admissions standards or program evaluation elements, describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

Admission standards and evaluation methods will not be changed at all from the current registered program.

- g) Explain the expected impact of the new program on existing programs.

Since this new program actually combines two existing programs, the only impact on the existing program will be slightly higher enrollments in courses.

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

There are no anticipated adjustments to resource allocations needed. The increases in enrollment will not require additional sections of any courses and in fact, will produce more broadly educated literacy specialists for New York.

- i) Complete the appropriate *Program Schedule* to show how students can complete all required courses in the new program.

Term 1:Fall 1				Term 2:Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
LTRC 515: Literacy Research, Theory, and Pedagogy	3			LTRC 506: Early Language and Emergent Literacy	3		
LTRC 516: Instructional Methods for Teaching Reading and Writing	3			LTRC 517: Texts, Tools, and Culture	3		
LTRC 519: Adolescent Learners and Literacy for the Content Areas	3			LTRC 521: Literacy Assessment and Teaching for Secondary Students	3		
LTRC 513: – Language Acquisition and Literacy Instruction for English Language Learners in K-12 Classrooms	3			LTRC 518: Literacy Assessment and Teaching, K-6	3		
Term credit total:	12			Term credit total:	12		
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
LTRC 522: Supervision, Administration, & Evaluation of Literacy Programs	3	X					
LTRC 593: Practicum in Secondary Literacy	3						
LTRC 592: Practicum in Early Childhood and Elementary Literacy	3						
LTRC 594: Seminar in Literacy	3						
Term credit total:	12			Term credit total:			
		<b>Total Credits: 36</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Paper and Project is completed during LTRC 594</b>				

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the noted courses

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

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

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

**Step 2:** Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

Certification Area Code

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

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

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

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

**NOTE:** The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes above.

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

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



**Pedagogical Core Courses Table**

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code 12	Cert Code	Cert Code	Cert Code
LTRC 506: Early Language and Emergent Literacy	3	R	M. Mallette / FT N. Fenty / FT	(i)(iv)(v)	(i); (ii)			
LTRC 513: – Language Acquisition and Literacy Instruction for English Language Learners in K-12 Classrooms	3	R	E. Washburn / FT B. Yoon / FT	(iv)	(i); (ii)			
LTRC 515: Literacy Research, Theory, and Pedagogy	3	R	M. Mallette / FT B. Yoon / FT	(v)	(i); (ii)			
LTRC 516: Instructional Methods for Teaching Reading and Writing	3	R	M. Mallette / FT E. Washburn / FT B. Yoon / FT J. Visser/FT	(v)	(i); (ii)			
LTRC 517: Texts, Tools, and Culture	3	R	B. Yoon / FT M. McConn / FT	(vi)	(i); (ii)			
LTRC 518: Literacy Assessment and Teaching, B-6	3	R	M. Mallette / FT E. Washburn / FT	(v) (vii)	(i); (ii)			
LTRC 519 – Adolescent Learners and Literacy for the Content Areas	3	R	E. Washburn / FT M. McConn / FT J. Visser/FT	(v)	(i); (ii)			
LTRC 521: Literacy Assessment and Teaching Secondary Students	3	R	M. Mallette / FT E. Washburn / FT	(v) (vii)	(i); (ii)			
LTRC 522: Supervision, Administration, & Evaluation of Literacy Programs	3	R	M. Mallette / FT J. Visser/FT	(viii)	(iii)			
LTRC 592: Practicum in Early Childhood and Elementary Literacy	3	R	M. Mallette / FT E. Washburn / FT B. Yoon / FT J. Visser/FT	(v)	a			
LTRC 593: Practicum in Secondary Literacy	3	R	M. Mallette / FT E. Washburn / FT B. Yoon / FT J. Visser/FT	(v)	b			
LTRC 594: Seminar in	3	R	M. Mallette / FT		(i);			

Literacy			E. Washburn / FT B. Yoon / FT J. Visser/FT		(ii); (iii)			
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\*Based on SED regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

**For programs leading to Initial certification,** each requirement for 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.

## 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?
- 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

## 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.
<b>PART 1. Full-Time Faculty</b>					
Dr. Marla Mallette, Associate Professor	100%	LTRC 506 LTRC 515 LTRC 518 LTRC 522 LTRC 592 LTRC 593 LTRC 594	Ph.D., University of Nevada, Las Vegas	Literacy Education	First-grade teacher, Clark County School District, Las Vegas, NV
Dr. Erin Washburn, Program Director, Associate Professor	100%	LTRC 513 LTRC 518 LTRC 519 LTRC 521 LTRC 592 LTRC 593 LTRC 594	Ph.D., Texas A&M University	Literacy Education	Texas Certification: Master Reading Teacher (EC-12); Reading Specialist (EC-12), ESL Supplemental and Secondary Speech Communications (6-12)
Dr. Bogum Yoon, Associate Professor	100%	LTRC 513 LTRC 515 LTRC 517 LTRC 592 LTRC 593 LTRC 594	Ph.D., State University of New York at Buffalo	English Education	South Korea Certifications: English Language Arts for Middle/High Schools and TESOL (Teaching English to Speakers of Other Languages)
M. Jacqueline Visser, Lecturer	100%	LTRC 516 LTRC 519 LTRC 522 LTRC 592 LTRC 593 LTRC 594	M. S., University of Scranton	Reading Education	NYS Teacher Certification: Elementary; Reading NYS Administrator Certification: Central Office Administrator
Dr. Nicole Fenty, Assistant Professor	25%	LTRC 506	Ph.D., University of Florida	Special Education (concentration on Literacy)	Florida Teacher Certification: K-12 Special Education
Dr. Matthew McConn, Assistant Professor	25%	LTRC 517 LTRC 519	Ed.D., University of Houston	English Education	Texas Certification: 8-12 ELA
<b>Part 2. Part-Time Faculty</b>					

<b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b>					

## Section 5. 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