



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. Additional information is available in the *Guide to Academic Program Planning for Educator Preparation Programs*.

Section 1. General Information											
a) Institutional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">Date of Proposal:</td> <td style="padding: 2px;">May 1, 2016</td> </tr> <tr> <td style="padding: 2px;">SED Institution Code:</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/Regent's Region:</td> <td style="padding: 2px;">Southern Tier</td> </tr> </table>	Date of Proposal:	May 1, 2016	SED Institution Code :	211000	Institution Name:	Binghamton University (State University of New York at Binghamton)	Institution Address:	PO Box 6000, Binghamton NY 13902-6000	Dept of Labor/ Regent's Region :	Southern Tier
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Dept of Labor/ Regent's Region :	Southern Tier										
b) Program Locations	<p>List the name, address, and SED Institution Code of each additional campus where the <u>entire program</u> will be offered:</p> <hr/> <p>List the name and address of extension sites or extension centers where <u>courses</u> will offered, or check here [X] if not applicable</p>										
c) Contact Person for this Proposal	<p>Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School</p> <p>Telephone: 607-777-2070 E-mail: ssrehle@binghamton.edu</p>										
c) CEO (or designee) Approval	<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>If the revised program will be registered jointly¹ 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>										

¹ 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 Education²
- 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	SED Program Code
Program 1			
Program 2			

² 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		

- 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** ([click here](#)) 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 Education³
- 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 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: Special Education – Adolescence
- b) Award: MEd in Special Education – Adolescence
- c) [HEGIS Code](#): 0808.00
- d) [SED Program Code](#): 24814
- 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.
Admissions standards are unchanged from the existing program.

PART 3B – PROPOSED NEW PROGRAM(S)

³ 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.

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

- a) Title: Certificate of Advanced Study in Adolescence Special Education
- b) Award: CAS in Adolescence Special Education
- c) HEGIS Code: 0808
- d) Required Credits: Minimum [21] If tracks or options, largest minimum []
- e) Describe the new program and the rationale for converting the existing coursework to a separately registered program.

The Advanced Certificate in Special Education is designed for students completing the BU MAT programs or Adolescence content area certified teachers who hold a master's degree and are seeking additional certification and coursework in special education. The 21-credit program will lead to recommendation for NYS Initial and Professional Certification in SWD 7-12 Generalist, with eligibility for the SWD content area extension, as well as a Binghamton University-issued Certificate of Advanced Studies in Adolescence Special Education.

- f) If the new program will have any new or significantly revised courses, list them here and attach a syllabus for each.

EDUC 530: Adolescent Psychology and Education (prerequisite)
SPED 500: Special Education for Content Area Teachers or an equivalent (prerequisite)
SPED 521: Proactive Approaches to Behavior Management
SPED 522: Collaboration with Families and Staff
SPED 523: Assessment in Special Education
SPED 526: Instruction and Assessment for Adolescence Special Education
LTRC 521/SPED 527: Literacy Assessment and Teaching for Secondary Students
SPED 594: Practicum in Special Education
SPED 595: Seminar in Special Education

- g) 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.

As a graduate program, we will retain the current requirement that students hold or are eligible for NYS certification in Adolescence Education (grades 7-12 ELA, Math, one of the Sciences, or Social Studies). Given a recently added MAT program in Romance Languages, we will also accept students with grades 7-12 Spanish or French. Students currently holding other NYS initial certifications at the grades 7-12 level, including, but not limited to, business education, technology education, and family and consumer sciences, may also apply. We will review transcripts of all applicants to make sure the major/concentration was fulfilled as part of their prior teacher education program. Additionally, transcripts of all applicants will be reviewed to make sure the core distribution requirements have been fulfilled. (Such reviews are already routine for our pre-service programs and our existing Special Education – Adolescence program.)

All admitted students will also be required to have completed an introduction to special education course (SPED 500 or equivalent) and three (3) credits in adolescent development.

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

The CAS program will allow us to provide a University-issued certificate for students who have completed an MAT, but want special education certification and/or knowledge of teaching students with disabilities at the secondary level. Students will be able to earn post-master's credits via a University-issued certificate, as well as recommendation for special education certification at the adolescence level. In addition, they will benefit from academic advising throughout their enrollment in the program.

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

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

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

The new program is dependent on currently offered courses in our existing Master of Science in Education – Adolescence Special Education. No adjustments to resources are necessary at this point. As the programs grow and faculty demand grows accordingly, we anticipate adding faculty.

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

SUNY Graduate Program Schedule OPTION: *You can insert an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.)*

Program/Track Title and Award: CAS in Adolescence Special Education

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

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
SPED 521: Proactive Approaches to Behavior Management	3		SPED 500: Special Education for Content Area Teachers	SPED 522: Collaboration with Families and Staff	3		
SPED 526: Instruction and Assessment in Secondary Special Education	3		SPED 500: Special Education for Content Area Teachers	SPED 523: Assessment in Special Education	3		SPED 500: Special Education for Content Area Teachers
LTRC 521/SPED 527: Literacy Assessment and Instruction for Secondary Students	3	X		SPED 594: Practicum in Special Education	3	X	Taken in last semester of program; must be taken concurrently with SPED 595
				SPED 595: Seminar in Special Education	3		Taken in last semester of program; must be taken concurrently with SPED 594
Term credit total:	9			Term credit total:	12		
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites

Term credit total:				Term credit total:			
Program Total:	Total Credits: 21	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Intervention Project (an action research project conducted in practicum placement), completed during SPED 594 and SPED 595.					

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

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

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

Step 1: *In the first four columns, identify each pedagogical course by course number, 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	Cert Code	Cert Code	Cert Code
EDUC 530: Adolescent Psychology and Education	3	Pre-req	E. Mellin	(i)			(xi)	
SPED 500: Special Education for Content Area Teachers	3	Pre-req	L. Mason-Williams/FT, N. Fenty/FT	(ii) (iii) (v) (vii) (viii)			(i) (ii) (iii) (v) (vi) (vii) (ix) (x) (xi)	
SPED 521: Proactive Approaches to Behavior Management	3	R	M. Rozalski/FT, C. Mulcahy/FT	(i) (ii) (iii)			(i) (ii) (iii) (v) (ix) (x)	
SPED 522: Collaboration with Families and Staff	3	R	E. Anderson/FT, M. Rozalski/FT	(i) (iii) (viii)			(iv)	
SPED 523: Assessment in Special Education	3	R	C. Mulcahy/FT, M. Rozalski/FT	(iii) (vii)			(i) (ii) (v) (ix) (xi)	
SPED 526: Instruction and Assessment in Secondary Special Education	3	R	C. Mulcahy/FT	(ii) (iii) (v) (vii)			(i) (ii) (v) (vi) (vii) (viii) (ix) (x)	
LTRC 521/SPED 527: Literacy Assessment and Instruction for Secondary Students	3	R	E. Washburn/FT	(ii) (iii) (iv) (v) (vi) (vii)			(vii) (viii)	
SPED 594: Practicum	3	R	L. Mason-Williams/FT	(ii)			(iii)	

in Special Education				(iii) (v) (vi) (vii) (viii)			(iv) (v) (vi) (vii) (viii) (ix)	
SPED 595: Seminar in Special Education	3	R	L. Mason-Williams/FT	(ii) (iii) (v) (vi) (vii) (viii) (ix)			(iii) (iv) (v) (vi) (vii) (viii) (ix)	

*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.

Course Descriptions:

EDUC 530: Adolescent Psychology and Education

This course is designed to introduce students to the major theories of adolescent psychological, social, and cognitive development and engage students in applying these theories to understanding adolescent issues and behaviors. Students will become aware of the critical issues and problems associated with adolescence in current times, and of the ways "adolescence" is socially constructed. Students will explore the diversity of adolescent identities, the varied pathways to identity development, and ways educators can help to provide safe spaces for identity development/exploration. A variety of strategies for meeting the social and academic needs of adolescent learners in educational settings will be discussed. Fieldwork may be required.

SPED 500: Special Education for Content Area Teachers

Introduces content-area teachers for grades 7-12 to current legal, social, theoretical, and research foundations for special education services and practice. One role of general educators at the secondary level is to effectively teach students with high-incidence disabilities in inclusive environments. This involves understanding students' individual learning differences and collaborating with special educators and support staff to adapt assessment and instruction, to use positive behavioral supports, and to use research-based practices to meet the requirements of Individualized Education Program plans. Fifteen hours of fieldwork with students with disabilities in schools is required.

SPED 521: Proactive Approaches to Behavior Management

This course provides students with strategies for understanding, observing, monitoring, and influencing both group and individual behavior. Emphasis is placed on principles that underlie learned behavior, with a specific focus on applying principles to promote and develop positive group social interactions and individual behavior. Although the course will highlight classroom and school behavior, comprehensive program development, which includes engaging family and community resources in a variety of social and cultural contexts, will also be discussed. Fieldwork required weekly or according to a schedule established by the instructor.

SPED 522: Collaboration with Families and Staff

Knowledge, skills, and dispositions needed by teachers to develop partnerships with families of children with disabilities and/or families from diverse social, cultural, and linguistic traditions; with other school personnel; and with staff in related community agencies. Fieldwork required weekly or according to a schedule established by the instructor. Prerequisites: SPED 500 or consent of instructor.

SPED 523: Assessment in Special Education

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

SPED 526: Instruction and Assessment for Adolescence Special Education

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

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

This course develops competence in administering, analyzing, and critiquing both formal and informal literacy assessments, and using this information to provide appropriate instruction to striving learners. It is offered for classroom teachers, reading teachers, and special education teachers. During the first half of the course, teachers will learn how to administer and interpret various literacy assessments and explore evidence-based instruction for older striving learners. During the second half of the course, teachers will administer 5 literacy assessments and create literacy-based instruction for adolescents. Each teacher prepares a case report on an adolescent(s) and a portfolio of classroom assessment and teaching tools. Fieldwork hours are a minimum of 10.

SPED 594: Practicum in Special Education

The student teaching, or Practicum, experience lasts five (5) days per week for a full semester in an approved setting (B-2, 1-6 or 7-12), with supervision from the special education faculty and university supervisors. The Practicum Experience is designed to help students apply and refine the knowledge, skills, and dispositions for working effectively in a variety of settings serving students with disabilities. Prerequisites: matriculation in the special education program and completion of at least 24 hours of coursework in Special Education; waiving the 24 credit requirement will be considered only by written petition to the program. Graded S/U only. Students must be concurrently enrolled in SPED 595.

SPED 595: Seminar in Special Education

Complementing the Student Teaching or Practicum semester, students must enroll in the Seminar on the Special Education Practicum. This course is designed to help students apply and refine the knowledge, skills, and dispositions for working effectively in a variety of settings serving students with disabilities. The seminar will include discussions, readings, and activities related to the Practicum experience, and will provide a place for students to critically reflect on the Practicum experience. The seminar will also serve as a place for students to receive feedback and support for their Capstone Intervention Projects (CIP), a requirement for graduation in the Master's of Science in Education, Special Education Program. Prerequisites: matriculation in the special education program, and completion of at least 24 hours of coursework in Special Education; waiving the 24 credit requirement will be considered only by written petition to the program. Graded S/U only. Students must be concurrently enrolled in SPED 594.

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.

List Courses that Require Field Experiences*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
SPED 521	Proactive Approaches to Behavior Management	M. Rozalski, C. or Mulcahy,	7-12	18-20
SPED 522	Collaboration with Families and Staff	E. Anderson or M. Rozalski	7-12	18-20
SPED 523	Assessment in Special Education	C. Mulcahy or M. Rozalski	7-12	18-20
SPED 526	Instruction and Assessment for Adolescence Special Education	C. Mulcahy	7-12	18-20
LTRC 521/SPED 527	Literacy Assessment and Instruction for Secondary Students	E. Washburn	7-12	10

*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.

Students in Binghamton University’s existing Special Education inservice and the new CAS programs are required to complete 6-8 hours of fieldwork (for full-time students) or 3-4 hours of fieldwork (for part-time students) per week for the course of the semester, each semester. The amount of time spend on field-based assignments for each required course is equivalent to 18-20 hours per course (for full-time students) or 9-12 hours per course (for part-time students).

- 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.

Our students hold an initial certification and complete fieldwork hours and practicum days well over the minimum requirement for professional certification of 50 hours (fieldwork) and 20 days (practicum).

List Courses that Require College-Supervised Student-Teaching Experiences*

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
SPED 594	Practicum in Special Education	L. Mason-Williams	7-12	50

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

Section 4. Faculty

- a) Complete all columns of the **SUNY Faculty Table** ([click here](#)) 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.

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?

The normal teaching load for full-time faculty is 2 graduate courses per semester. In addition, faculty members conduct research, pursue scholarly activity, and provide professional service to the university and community, and supervise dissertations and theses.

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					
Candace Mulcahy, Associate Professor , Program Director	40	SPED 521: Proactive Approaches to Behavior Management, SPED 523: Assessment in Special Education, SPED 526: Instruction and Assessment in Adolescence Special Education	PhD, University of Maryland, College Park	Special Education	Certification: MD Grades 1-12 Special Education Experience teaching special education at the elementary and secondary levels
Michael Rozalski, Associate Professor	40	SPED 521: Proactive Approaches to Behavior Management, SPED 522: Collaboration with Families and Staff, SPED 523: Assessment in Special Education	PhD, University of South Carolina	Special Education	Certifications: Special Education, Emotional Handicapped, Educable Mentally Handicapped, Early Childhood Education (South Carolina) Early Childhood Education (South Carolina, Maryland) Experience: Education Director, Consultant, Special Education Teacher; Taught male juvenile offenders aged 13 to 20 in a resource room; Trained teachers in behavior management and assessment techniques; Co-led therapy group; Counselor Trainer, Counselor/Teacher
Loretta Mason-Williams, Assistant Professor	40	SPED 500: Special Education for Content Area Teachers, SPED 594: Practicum in Special Education, SPED 595: Seminar in	PhD, University of Maryland, College Park	Special Education	Certification: MD Grades 1-12 Special Education; Experience teaching special education at the middle school level; Completed program leading to MD Reading Specialist certification.

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.
		Special Education			
Erin Washburn, Assistant Professor	10	LTRC 521/SPED 527: Literacy Assessment and Instruction for Secondary Students	PhD, Texas A&M University	Curriculum and Instruction, Literacy Education	Teacher certifications: Texas: Reading Specialist, Master Reading Teacher, Supplemental ESL, and Speech & Debate.
Nicole Fenty, Assistant Professor	40	SPED 500: Special Education for Content Area Teachers	PhD, University of Florida	Special Education	Certifications: Florida K-12, varying exceptionalities, exceptional student education certification Florida K-5, elementary education certification K-4 teaching experience- students with learning and behavior disorders
Elizabeth Anderson, Assistant Professor	10	SPED 522: Collaboration with Families and Staff	EdD, Binghamton University	Educational Theory and Practice	Certifications: NYS - Pre-K - Grade 6 General Education (permanent); Birth - Grade 12 Special Education (permanent); Experience teaching general education at the early childhood and elementary level. Experience teaching special education at the early childhood level.
Elizabeth Mellin, Associate Professor, CCPA	10	EDUC 530: Adolescent Psychology and Education	PhD, Ohio University	Counselor Education & Supervision	
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide					

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

Section 5. Application for Distance Education

- 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-I](#) 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