# SPECIAL APPLICATION TO REVISE REGISTERED STUDENTS WITH DISABILITIES (SWD) OR LITERACY PROGRAMS THAT ALSO LEAD TO ADDITIONAL CERTIFICATE TITLE(S) TO LEAD TO SWD (ALL GRADES) AND/OR LITERACY (ALL GRADES) CERTIFICATION

**OFFICE OF COLLEGE AND UNIVERSITY EVALUATION**

#### Important Information:

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| * Use this application to request a change in the registration of a program leading to Students with Disabilities (SWD) OR Literacy certificate titles that also leads to other certificate titles (e.g., Early Childhood (Birth-Grade 2), Childhood (Grades 1-6), ESOL). * **Do not use this application if the institution is revising a registered program leading ONLY to SWD or ONLY to Literacy certificate titles.** For these programs, use the special application for Students with Disabilities programs or special application for Literacy programs. These applications are available at the [State Teacher, Educational Leader, or Pupil Personnel Services Program Registration and Accreditation](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program) page. * **Do not use this application if the institution is making changes beyond aligning the program with the new pedagogical core requirements for the new All Grades certificate(s) and changing the title.** For all other changes, use the Teacher and Educational Leader Program Change Form available at the [State Teacher, Educational Leader, or Pupil Personnel Services Program Registration and Accreditation](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program) page. |
| * **Program registration standards** are defined in Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules, and Regulations of the State of New York). NOTE: For information about the application of these standards, please review the [Program Registration Guidance Documen](http://www.nysed.gov/college-university-evaluation/program-registration-guidance-documents)t. |
| * This application includes **attestations and assurances** affirming an institution’s compliance with program registration standards. If an institution is found to be out of compliance with a standard to which it attested compliance, that finding may lead to denial of: (1) registration or re-registration of the program, pursuant to §52.1(l) of the Regulations, and (2) the ability of the institution to utilize attestations in future applications for program registration. |
| * **Questions regarding this application** will be sent to the institution contact designated by the institution’s President or Chief Executive Officer (i.e., the CEO Designee), as applicable. NOTE: If an institution has not identified a CEO Designee, questions will be sent to the institution’s President or Chief Executive Officer. |
| * + SUNY and CUNY institutions must contact System Administration for program registration guidance. |
| * The Department reserves the right to request additional information and/or clarification of any information provided by the institution on this application. |

Submission Instructions:

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| 1. Complete this application in its entirety. ***NOTE: Incomplete applications will be returned.*** |
| 1. Save the completed revised program registration application form and any applicable supplemental materials as ***searchable*** PDF document(s); ***DO NOT SCAN***. |
| 1. Submit the ***searchable*** PDF document(s) via e-mail to [OCUEEdapps@nysed.gov](mailto:OCUEEdapps@nysed.gov) with the subject line: “*Revised, Institution, Award, Program*” (e.g., SUBJECT: Revised, XYZ College, MA, Special Education) ***NOTE: These program registration applications will be accepted as searchable PDFs only.*** |
| *NOTE: All requests to revise programs for SUNY and CUNY institutions must be submitted through the applicable System Administration.* |

#### SECTION I – Program Registration Specifics

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| SED Institution ID: |
| Institution Name: |

**A. Currently Registered program being revised.**

* Identify the Program Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Program Title | Program Code | Degree Award |
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* [ ] Check here if the title will change

New title:­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Check all the certificate titles the program will lead to. If your program leads to a certificate title not listed here, please complete the Teacher and Educational Leader Program Change Form available at the [State Teacher, Educational Leader, or Pupil Personnel Services Program Registration and Accreditation](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program) page.

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| * Students with Disabilities (All Grades) | * Literacy (All Grades) | * Early Childhood Education (Birth – Grade 2) |
| * Middle Childhood Education (Grades 5-9) | * Childhood Education (Grades 1-6) | * Adolescence Education (Grades 7-12) |
| * English to Speakers of Other Languages | * Bilingual Education Extension | * Severe or Multiple Disabilities Annotation |
| * Students with Disabilities (B-Grade 2) | * SWD Subject Area Extensions in Grades 7-12 |  |

* Is the program a **Multiple-Institution** program? **<SELECT YES/NO>**

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| Partner SED Institution ID: | Partner Institution Name: |

#### SECTION II – Institutional Attestation

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| 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 Regulations of the Commissioner of Education (“Regulations”) and the following specific requirements:   * That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).   + “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to §52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.” * 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.   + The 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. * 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 library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application. * That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with all requirements 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) and 52.21(c) * That, consistent with §52.2(e) of the Regulations, 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); and 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, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet all State regulatory requirements. |

**All identified fields in this section must be completed to confirm attestation.**

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| Name and Title of President/Chief Executive Officer  (Or institution’s designated SED contact) \*: |  |
| Email Address: | Phone Number: |
| Signature: **<ENTER SIGNATURE>** | Date: **<ENTER DATE>** |

**If the program is a multiple-institution program, the partner institution must provide the following information:**

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| Name and Title of Partner Institution President/Chief Executive Officer (or institution’s designated SED contact) \*: |  |
| Partner SED Institution ID: | Partner Institution Name: |
| Email Address: | Phone Number: |
| Signature: **<ENTER SIGNATURE>** | Date: **<ENTER DATE>** |

**\*NOTE: This application must be signed by either the institution’s President/Chief Executive Officer (CEO) or the designated contact on file with the Office of College and University Evaluation, as authorized by the President/CEO.**

#### SECTION III – Program Design

**A. Content Core Requirement*s***

*Note: If the program being revised will not lead to the SWD (All Grades) certificate, skip tables 1 and 2 below and go to table 3****.***

***If you skip tables 1 and 2, check here***

1. Students with Disabilities (All Grades) Certificate.

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| Programs that lead to SWD (All Grades) certification must ensure that the candidate has completed a major, concentration, or the equivalent in one or more of the liberal arts and sciences, as well as a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science and the candidate has sufficient pedagogical skills to teach these subjects**.** |
| a. List the liberal arts and sciences majors or concentrations that meet the content core requirements for the Students with Disabilities (SWD) (All Grades) program. |
| *Answer*: |
| b. Please explain how the institution will ensure candidates have a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science. |
| *Answer*: |

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| c. Identify the course(s) that address the pedagogical skills to teach mathematics, English language arts, social studies, and science. Identify the subject area, list each course number and title, and provide a description of each course as it appears or will appear in the college catalog. List faculty member(s) assigned to teach the course, their earned degrees and disciplines, and additional related qualifications. |

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| Subject | Course Number and Title (Use an asterisk [\*] to indicate new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Students with Disabilities Subject Area Extensions in Grades 7-12.

*Note: If the Students with Disabilities program being revised will not lead to a subject area extension, skip this table, and go to table 3.*

***If you skip table 2, check here.***

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| Programs leading to extensions to authorize the teaching of certain subjects in grades 7 through 12 to students with disabilities for the SWD (Grades 7-12) Generalist certificate or SWD (All Grades) certificate shall require study of at least 12 semester hours in the subject to be taught. The extension may be in one of the following subjects: mathematics, English language arts; biology; chemistry; earth science; physics; social studies; or a language other than English (specified). |
| Please explain how the institution ensures candidates have completed 12 semester hours of study in the subject area of the extension. |
| *Answer*: |

1. Content Core Requirements for Other Certificate Titles

Attest that the program ensures candidates have completed the required content core specific to the certificate(s) the program leads to by checking the appropriate boxes for each certificate title.

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| **Certificate Area(s)** | **Content Core Requirements** |
| * [Early Childhood Education (Birth – Grade 2)](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-early-childhood-education) * [Childhood Education (Grades 1-6)](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-childhood-education-teacher) * [Students with Disabilities (B-Grade 2)](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-teaching-students) | The content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students, as prescribed in Part 100 of this Title, in the following areas of the early childhood or childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer science, world languages, mathematics science and technology; and social studies. |
| * [Middle Childhood Education (Grades 5-9) Specialist](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-middle-childhood-education) | The content core shall be:  **(1) specialist option**- a major or the equivalent in English, a world language other than English, biology, chemistry, earth science, physics, mathematics, or social studies; provided that the content core in social studies includes study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.  Provided, that:  (ii) for candidates who are simultaneously preparing for two or more classroom teaching certificates in different science certificate titles, the program shall require a major or the equivalent for the content core in one of the subject areas of the science certificate title and only 18 semester hours of study for the content core in the subject area(s) of the additional science certificate title(s) |
| * [Middle Childhood Education (Grades 5-9) Generalist](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-middle-childhood-education) | The content core shall be:  **(2) generalist option**- a major, concentration, or the equivalent, in one or more of the liberal arts and sciences, which, in combination with the pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the middle childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies; |
| * [Adolescence Education (Grades 7-12)](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-adolescence-education) | The content core shall be a major or its equivalent, defined as a minimum of 30 semester hours, in one of the liberal arts and sciences that in combination with the pedagogical core provides a knowledge base for assisting students in grades 7 through 12 in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a world language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies includes study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world |
| * [English to Speakers of Other Languages](http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-teaching-english-speakers) | The content core shall be a major, concentration, or the equivalent, which, in combination with the pedagogical core, provides a knowledge base for assisting students in elementary and secondary schools in meeting the State learning standards for students in English language arts; mathematics, science, and technology; and social studies; and also includes at least 12 semester hours or the equivalent of study of a world language other than English. |

**B. General Pedagogical Core Requirements**

*Note: If the program being revised requires all admitted candidates to hold certification, skip this section and go to Part C****.***

***If you skip this section, check here***

In the chart below, identify all courses within the program being revised that meet the thirteen general pedagogical core requirements for programs leading to Initial certification. List each course number and title, provide a description of each course as it appears or will appear in the college catalog, and list faculty who will teach the course. Identify new courses. Each course listed in the chart below must have a course description which reflects alignment with the regulatory requirements of the General Pedagogical Core.

Course syllabi for all new courses must be submitted with this application. NOTE: For information related to Department expectations for course syllabi, please review the [Program Registration Guidance Documents for Curriculum](http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. \*Syllabi for each new course must be saved, not scanned, as a PDF document and added as an addendum to this application.

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| (i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) means for understanding the needs of Students with Disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of Students with Disabilities in the general education curriculum. The three-semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three-semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of Students with Disabilities through other means; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ix) means to update knowledge and skills in the subject(s) taught and in pedagogy; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xiii) means for the prevention of and intervention in harassment, bullying (including cyberbullying) and discrimination in accordance with section 14 of the Education Law. Such study shall include six clock hours of course work or training on the social patterns of harassment, bullying and discrimination, as defined in section 11 of the Education Law, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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**C: Program-Specific Pedagogical Core Requirements**

Complete the chart that corresponds with each certificate in the program being revised.

Course syllabi for all new courses must be submitted with this application. NOTE: For information related to Department expectations for course syllabi, please review the [Program Registration Guidance Documents for Curriculum](http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. \*Syllabi for each new course must be saved, not scanned, as a PDF document and added as an addendum to this application.

1. Students with Disabilities (All Grades) - Program-Specific Pedagogical Core Requirements

In the chart below, identify all the courses within the revised program that meet the thirteen program-specific pedagogical core requirements for programs leading to Students with Disabilities (All Grades) certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

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| (i) historical, social, and legal foundations of special education, employment, and independence for individuals with disabilities |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) characteristics of learners with disabilities; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) managing behavior of Students with Disabilities and promoting development of positive social interaction skills; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) participating in collaborative partnerships for the benefit of Students with Disabilities, including family strengthening partnerships; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (v) assessment, diagnosis, and evaluation of students with disabilities; | | | |

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| (vi) curriculum development and research-validated methods of instructing Students with Disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (viii) use of assistive and instructional technology in the teaching of and learning by Students with Disabilities; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting Students with Disabilities in general education settings;  Note: Candidates holding the SWD (All Grades) certificate must be prepared to be employed in a variety of roles, including as resource room teachers, consultant teachers, integrated co-teachers or to teach students that receive “alternative assessments” in all grades in the certificate (PK- Grade 12). |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xi) study in the process of growth and development in early childhood, childhood, middle childhood, and adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xii) a focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities; and |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (xiii) a focus on developing comprehensive knowledge, understanding, and skills for teaching Students with Disabilities who are culturally and linguistically diverse |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Literacy (All Grades) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the three program-specific pedagogical core requirements for programs leading to Literacy (All Grades) certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog, and list the faculty who will teach each the course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

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| --- |
| (i) knowledge of the theories of literacy development and individual differences, including but not limited to an understanding of difficulties that may be confronted in acquiring the literacy skills of listening, speaking, reading, and writing; and the principles and practices of assessing student literacy performance; |

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| Course Number and Title (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) proficiency in providing instruction and assessment in cooperation with other school staff, including but not limited to: creating instructional environments; teaching all aspects of literacy acquisition, including but not limited to phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies and strategies for building comprehension, constructing meaning, and building literacy in the content areas; assessing students’ literacy performance, including but not limited to identifying dyslexia; providing appropriate instruction for students experiencing difficulty in acquiring literacy skills; and providing literacy services to students in compensatory or special education programs; and |

|  |  |  |
| --- | --- | --- |
| Course Number and Title (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) proficiency in organizing and enhancing literacy programs, including but not limited to: communicating information about literacy to various groups; developing literacy curricula; and communicating assessment results to parents, caregivers, and school personnel. |

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| Course Number and Title (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Early Childhood Education (Birth – Grade 2) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meets the three program-specific pedagogical core requirements for programs leading to Early Childhood Education Birth- Grade 2 certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses,

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| --- |
| (i) processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes; |

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| --- | --- | --- |
| Course Number and  Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) early childhood curriculum development and the implications of environmental design for implementing curriculum; and |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Childhood Education (Grades 1-6) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the two program-specific pedagogical core requirements for programs leading to Childhood Education (Grades 1-6) certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

|  |
| --- |
| (i) processes of growth and development in childhood and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the childhood level, including methods of reading enrichment and remediation. This six semester hour requirement may be waived upon a showing of good cause satisfactory to the commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means; |

|  |  |  |
| --- | --- | --- |
| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Middle Childhood Education (Grades 5-9) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the two program-specific pedagogical core requirements for programs leading to Middle Childhood Education Grades 5-9 certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses,

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| --- |
| (i) processes of growth and development in middle childhood and how to provide learning experiences, including interdisciplinary experiences, and conduct assessments reflecting understanding of those processes; and |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Adolescence Education (Grades 7-12) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the two program-specific pedagogical core requirements for programs leading to Adolescence Education Grades 7-12 certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

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| --- |
| (i) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the childhood level, including methods of reading enrichment and remediation. This six semester hour requirement may be waived upon a showing of good cause satisfactory to the commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means; |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Teaching English to Speakers of Other Languages (TESOL) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the two program-specific pedagogical core requirements for programs leading to Teaching English to Speakers of Other Languages (TESOL) certification. List each course number and title, describe each course for this program as it appears or will appear in the college catalog, and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

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| --- |
| (i) study in cultural perspectives, language acquisition, linguistics, English grammar, and methods of second-language teaching at the elementary and secondary levels, including methods of teaching reading to students who are English language learners and Students with Disabilities at the elementary and secondary levels, including methods of reading enrichment and remediation; and |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester- hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means. |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Students with Disabilities (Birth-Grade 2) – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the thirteen program-specific pedagogical core requirements for programs leading to Teaching Students with Disabilities Early Childhood (Birth-Grade 2) certification. List each course number and title, escribe each course for this program as it appears or will appear in the college catalog, and list the faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses.

|  |
| --- |
| (i) historical, social, and legal foundations of special education, employment, and independence for individuals with disabilities |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) characteristics of learners with disabilities; | | |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) managing behavior of Students with Disabilities and promoting development of positive social interaction skills; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) participating in collaborative partnerships for the benefit of Students with Disabilities, including family strengthening partnerships |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (v) assessment, diagnosis, and evaluation of Students with Disabilities; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (vi) curriculum development and research-validated methods of instructing Students with Disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means; |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (viii) use of assistive and instructional technology in the teaching of and learning by Students with Disabilities; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting Students with Disabilities in general education settings; |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (xi)  processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (xii) a focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities; and |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (xiii) a focus on developing comprehensive knowledge, understanding, and skills for teaching Students with Disabilities who are culturally and linguistically diverse |

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| Course Number and Title  (Use an [\*] to Indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Bilingual Education Extension – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the six program-specific pedagogical core requirements for programs leading to the Bilingual Education Extension. List each course number and title, describe each course for this program as it appears or will appear in the college catalog, and list each faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses,

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| --- |
| (i)  theories of bilingual education and bilingualism; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) multicultural perspectives in education; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) sociolinguistics and psycholinguistics |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) methods of teaching English language arts to bilingual English language learners, including literacy, using the native language and English, for meeting the State learning standards for students; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (v) methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English; and |

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| --- | --- | --- |
| Course Number and  Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (vi) methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students. |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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1. Severe or Multiple Disabilities Annotation – Program-Specific Pedagogical Core Requirements

In the chart below, identify all courses within the revised program that meet the six program-specific pedagogical core requirements for programs leading to the Teaching Students with Severe or Multiple Disabilities Annotation. List each course number and title, describe each course for this program as it appears or will appear in the college catalog, and list faculty who will teach each course. Each course listed must have a course description which reflects alignment with the regulatory requirements of the certificate title. Identify new courses,

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| --- |
| (i) characteristics of learners with severe or multiple disabilities; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ii) development of collaborative partnerships for the benefit of students with severe or multiple disabilities; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) assessment, diagnosis, and evaluation of students with severe or multiple disabilities; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) curriculum development and varied methods of instructing students with severe or multiple disabilities; |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (v) assistive and instructional technology in the teaching and learning of students with severe or multiple disabilities; and |

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| --- | --- | --- |
| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| --- |
| (vi) planning and managing learning environments for individuals with severe or multiple disabilities, including post-school expectations, opportunities, and planning. |

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| Course Number and Title  (Use an [\*] to indicate a new course.) | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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D. Field Experience, Practica, and Student Teaching

Guidance for determining the field experience, practica, and/or student teaching requirements for programs leading to multiple certificate titles can be found on the [Core Requirements for Teacher Preparation Programs](http://www.nysed.gov/college-university-evaluation/core-requirements-teacher-preparation-programs) webpage.

Complete the chart below for courses that require a **field experience** for each certificate title the program leads to.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Certificate Title | Course Number | Course Title | Instructor | Grade Level | Clock Hours |
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Complete the chart below for courses that include a college supervised **practica** and/or **student teaching experience** for each certificate title the program leads to.

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| --- | --- | --- | --- | --- | --- |
| Certificate Title | Course Number | Course Title | Instructor | Grade Level | Number of Full School Days/Clock Hours |
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