To: SOE Academic Council, UAlbany Graduate Council, SUNY, and NYSED
From: UAlbany Reading and Special Education Faculty
Date: November 27, 2012
Re: Revisions to Teacher Certification Degrees: Literacy, Students with Disabilities, Childhood Education, and Early Childhood

The following packet of program revisions and course changes reflect two years of collaborative work between the Reading Department and the Division of Special Education. Triggered by current federal and state policy changes, ongoing program evaluation, and continued discussions resulting from the Clinically Rich Teacher Preparation and 325T Special Education Improvement Grants, the faculty members are submitting revisions to five interconnected teacher preparation degrees.

The University at Albany registered all five of these MS degrees in 2001 with the new certification requirements, and then again with revisions in 2005. The Teacher Education Accreditation Council (TBAC) accredited all five degrees in 2006, with a full renewal in 2011. Here is a brief overview of the requested changes:

- Current educational initiatives such as the Common Core, RTI, teacher leadership, and data driven instruction are now woven throughout the coursework, leading to shifts in course titles and descriptions.

- Adjustments to course titles and descriptions include more focused information on the content and grade level expectations of a course. The university no longer limits course descriptions to 50 words, so we have expanded descriptions for clarification purposes (though keeping to a 75 word limit).

- Drawing on ongoing data collection and program evaluation, we revised some of the practicum courses to better meet the needs of our students. These shifts update the content requirements (e.g., new technologies and modalities) and experiences (e.g., targeted practicum hours on writing instruction) to strengthen particular areas. In all cases, the required practicum and internship hours continue to meet the requirements of New York State.

- We incorporated a greater focus on literacy coaching, mentoring, and teacher leadership, further aligning with the expectations of the 2010 International Reading Association Standards for Literacy Professionals.

- In the MS in Early Childhood/Childhood (Literacy), we are requesting a name change in the title to remove the word "Literacy" as this is confusing to students, faculty, and employers.

- In the MS in Special Education and Literacy (1), we are requesting a move from 40 to 43 credits for graduation.

- We are requesting removal of the middle childhood certification option in three degrees since NYSED eliminated this option.
Documents:

In the attached documents, you will find the required NYSED program revision document for all five degrees. These documents include a rationale, table with specific changes to required courses, a description of new/revised courses, and implications for various areas (budget, effective date changes). Since these degrees have overlapping course requirements and certifications, there is notably some repetition in the coursework changes. Rather than submitting the required course syllabi numerous times within each degree, we are submitting one set of new courses that apply across the five degree titles.

University Approval for Courses:
In the process of this revision, we are attaching course change forms for:
(a) removing some courses from the graduate bulletin (for UAlbany committees)
(b) editing the title and/or course description of certain courses
(c) adding a small number of new courses. These will include a basic outline and/or syllabus in addition to the course title and description.

If you have any questions during this approval process, please contact Ginny Goatley (vgoatley@albany.edu or 518-442-5104).