



## AAQEP Annual Report for 2024

Provider/Program Name:	Empire State University (SUNY Empire)
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 31, 2026

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider, and the programs included in its AAQEP review.

Empire State University (SUNY Empire) continues to uphold its mission of providing flexible educational opportunities tailored to students with diverse obligations. The institution now serves over 16,000 students through online, blended, and independent study formats. The School for Graduate Studies is structured into three academic divisions—Education; Business, Management, and Leadership (BML); and Graduate Liberal Arts and Sciences (GLAS) - along with three administrative offices. Within the Education Division, programs include a Doctoral Program and Master's-level programs that lead to Initial/Professional Certification in various subject areas such as Agricultural Education, Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, Spanish, and Students with Disabilities for grades 1-6 and 7-12. The division introduced a Transitional B certification option for MAT Special Ed 7-12 students in the 2021-22 academic year and launched a Teaching English to Speakers of Other Languages (TESOL) Advanced Graduate Certificate in the 2023-2024 academic year.

SUNY Empire's original Transitional B MAT programs were designed to serve teacher candidates in high-needs urban schools while expanding to prepare educators for diverse settings, including urban, rural, private, and public contexts. Newer initiatives include a year-long Clinically Rich Residency, pathways for Teacher Assistants (TAs), a two-year Classroom Academy residency in the Capital Region, combined BA/BS-MAT pathways, and certification in Special Education. The MEd and MAT Special Education programs, launched in Fall 2017, have seen significant growth in enrollment, which increased from 9 to 124 students in the MAT program and from 5 to 25 students in the MEd program. These programs are designed to prepare teachers for collaboration and co-teaching in inclusion classrooms. In partnership with multiple districts through the New York State Department of Labor (NYS DOL) grant, SUNY Empire is training cohorts of teaching assistants to become licensed teachers. The largest partner in this initiative is Eastern Suffolk BOCES, with 31 students beginning the program this year.

The institution is focused on ensuring quality through ongoing Education Committee data retreats and regular program meetings. New Clinical Services & Licensure staff, including a Director of Clinical Experiences and an additional Clinical Coordinator, have been recently hired to support program growth and development.

To enhance data collection and assessment, SUNY Empire implemented Watermark Software in Spring 2024. This software aids in tracking candidate experiences across diverse settings using demographic SES tools, facilitating more comprehensive and real-time reporting capabilities. These efforts support the goal of continuous improvement in teaching and assessment practices.

The Bilingual Program proposal was finalized in Fall of 2023 and has undergone all necessary processes, including an external evaluation. The Bilingual Program consists of five academic requirements and 50 hours of real-world experience. We are presently awaiting State approval and hope to enroll our first cohort in Fall 2025.

In Fall 2024, SUNY Empire also welcomed its first students to its initial undergraduate licensure program in Early Childhood Education (ECE). As the university continues to expand and innovate, plans are underway to transition to a new academic structure at SUNY Empire, including a College of Education in Summer 2025.

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.esc.edu/graduate-studies/graduate-degrees/education-programs/mat/teacher-education-accreditation/>

**2. Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
<b>Master of Arts in Teaching (MAT), Adolescence Education, Transitional B (Trans B)</b>	Trans B/Initial/Professional (Middle Childhood and Adolescent Education): <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth science</li> <li>• Physics</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• English Language Arts</li> <li>• Spanish</li> </ul>	138	21
	Trans B/Initial/Professional (All Grades): <ul style="list-style-type: none"> <li>• Agriculture Education</li> </ul>	0	0

<b>MAT, Adolescence Education, Residency</b>	Initial/Professional (Adolescent Education): <ul style="list-style-type: none"> <li>• Biology</li> <li>• Social Studies</li> <li>• English Language Arts</li> </ul>	10	5
<b>Combined, Bachelor's/Masters (B/MAT)</b>	Initial/Professional (Middle Childhood and Adolescent Education): <ul style="list-style-type: none"> <li>• Biology</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• English Language Arts</li> </ul>	3	1
<b>MAT, Special Education, Transitional B</b>	Trans B/Initial/Professional (Grades 1-6 or Grades 7-12): <ul style="list-style-type: none"> <li>• Students with Disabilities (SWD), Generalist (Gr 1-6)</li> <li>• SWD, Generalist (Gr 7-12)</li> </ul>	124	9
<b>MAT, Special Education, Residency</b>	Initial/Professional (Grades 7-12); <ul style="list-style-type: none"> <li>• SWD, Generalist (Gr 7-12)</li> </ul>	0	0
Total for programs that lead to initial credentials		275	36
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
<b>Master of Education (MEd), Special Education, Additional Certificate</b>	Initial/Professional (Grades 7-12): <ul style="list-style-type: none"> <li>• Students with Disabilities, Generalist (Gr 7-12)</li> </ul>	25	8
<b>Advanced Certificate (Adv Cert), TESOL Post-Masters</b>	Initial/Professional	6	0
<b>Advanced Certificate (Adv Cert), TESOL Post-Baccalaureate</b>	Initial		
Total for programs that lead to additional/advanced credentials		31	8

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>		
Total for additional programs		
TOTAL enrollment and productivity for all programs	306	44
Unduplicated total of all program candidates and completers	306	44

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

#### **BS Early Childhood Education (ECE)**

In Fall 2024, the Early Childhood Education (ECE) program began with a new cohort of 24 candidates, with enrollment now at 83. The first cohort is set to begin student teaching in Spring 2026.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
306
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
44
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
43
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.
Standard completion of our programs is three years.

**MAT Adol Ed:**

Completion rate (2022-23), n = 34; median = 2.64 years  
 Completion rate (2023-24), n = 26; median = 2.65 years  
 Completion rate in 6 years (Cohorts 2013 to 2018): 63%

**MAT SpEd:**

Completion rate (2022-23), n = 11; median = 2.89 years  
 Completion rate (2023-24), n = 9; median = 2.65 years  
 Completion rate in 6 years (Cohorts 2017 and 2018) = 75%

**MEd SpEd:**

Completion rate (2022-23), n = 3; median = 1.98 years  
 Completion rate (2023-24), n = 8; median = 1.98 years  
 Completion rate in 6 years (Cohorts Fall 2017 and 2018) = 100%

**E. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

**2023-24 Teacher Education Exam Results\* and Pass Rates\*\*****9/1/2023 through 8/31/2024 NYSTCE Exam Pass Rates**

*(All MAT Programs)*

(Includes available results from Title II reports for students who were enrolled and/or completed during the reporting period; Does not include test-takers who completed programs prior to the current reporting period.)

**Educating All Students (EAS)**

N = 71; 94% pass rate

**Content Specialty Tests (CSTs)**

We present the best attempt pass rates to better capture our students' capacity to persevere and be successful on the exams before graduation.

**MAT CST Pass Rates**

Agriculture (N=0); N/A  
 Biology CST (N=12); 75%  
 Chemistry CST (N=4); 100%  
 Earth Science CST; (N=2); 100%  
 English CST (N=11); 91%  
 Mathematics CST (N=9); 56%  
 Physics CST (N=3); 100%  
 Social Studies CST (N=11); 91%  
 Spanish CST (N=2); 100%

**MAT & MEd in Special Education CST Pass Rates**

	<p>Multisubject 7-12 CST  MAT Part 1 (N = 20, 60%), Part 2 (N = 21, 81%), Part 3 (N = 21, 95%)  MEd Part 1 (N = 3, 100%), Part 2 (N = 4, 100%), Part 3 (N = 4, 100%)</p> <p>Multisubject 1-6 CST  MAT Part 1 (N = 13, 92%), Part 2 (N = 13, 100%), Part 3 (N = 13, 100%)</p> <p>Students with Disabilities CST  MAT 1-6 (N = 7, 100%)  MAT 7-12 (N = 7, 71%)  MEd (N = 4, 100%)</p> <p><b>TESOL CST Pass Rate</b>  English for Speakers of Other Languages (ESOL) (N=2)</p>
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F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

**MAT and SpEd MAT/MEd**  
Completers' (N=8) responses indicate that the SUNY Empire programs prepared them to...

- Be an effective teacher (7/8 strongly agree or agree)
- Be a reflective practitioner (7/8 strongly agree or agree)
- Incorporate feedback into my teaching practice (7/8 strongly agree or agree)
- Engage in self-assessment and reflection on professional learning goals (7/8 strongly agree or agree)
- Incorporate diverse learning styles into my lesson planning and assessment (7/8 strongly agree or agree)
- Be a leader in school (7/8 strongly agree or agree)
- Collaborate with families (7/8 strongly agree or agree)
- Collaborate with colleagues (7/8 strongly agree or agree)
- Work to establish strong community connections (7/8 strongly agree or agree)

**Open-ended Responses:**  
*Respondents indicated the following program strengths:*

- “High expectations.”
- Strong field supervisors.
- “Preparation to [sic] the realities of teaching.”

- “Our teachers and advisors, hands down they are the best, they care and will go out of their way to help in any way they can.”
- “I could not have made it through this program without my mentor.”

***Respondents indicated the following areas for program improvement:***

- streamlining the technology platforms used for submissions
- enhancing classroom management training
- providing more specific examples of differentiation

**Program Employment Outcomes:**

Based on survey responses from 8 recent SUNY Empire teacher preparation program completers (September-November 2024), the program shows generally positive outcomes with all respondents currently employed as P-12 teachers across urban, suburban, and rural settings in New York State (NYS). The respondents, who are predominantly female and range in age from 25-49, completed various programs including MAT, MAT Special Education, and M. Ed Special Education, and most have received "Effective" or "Highly Effective" performance ratings in their teaching positions.

**Program Effectiveness:**

The program's key strengths include its flexibility for working adults, strong mentorship and faculty support, and effective preparation for teaching roles, particularly in special education. Areas for improvement include streamlining the technology platforms used for submissions, enhancing classroom management training, and providing more specific examples of differentiation. While most respondents strongly agreed with the program's effectiveness across various teaching competencies and would recommend it to others (particularly motivated, self-directed learners), there was one notable outlier who provided strongly negative feedback about the program's theoretical framework.

**Program Completer Reach:**

The completers are teaching across diverse subject areas including Biology, English Language Arts, Mathematics, Spanish, and Special Education, indicating the programs' broad reach in preparing educators for various teaching areas. Looking at the survey data, the program completers are teaching across diverse settings including urban, suburban, and rural schools, with representation spanning multiple regions of NYS including the Northeast (Albany area), Central New York, Long Island, Western New York (Erie area), and the Genesee Valley region, demonstrating the program's broad geographic reach across the State.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The employers (N=48) of our programs' completers offered feedback via survey regarding their preparedness to teach and their observed strengths and weaknesses. Below, we summarize their responses.

**Overall Preparedness:**

- Most administrators indicated that the candidates were well-prepared to teach upon entering the classroom.
- Multiple respondents noted strong foundational skills in lesson planning, content knowledge, and basic pedagogical practices.
- Several mentioned candidates being ready "day one" or "first day on the job".

**Specific Areas of Strong Preparation:**

*Content Knowledge & Planning*

- Strong grasp of subject matter content.
- Ability to create and execute lesson plans.
- Understanding of curriculum standards.
- Skills in assessment development.

*Professional Qualities*

- Strong work ethic and professionalism.
- Willingness to learn and accept feedback.
- Possession of effective communication skills.
- Collaborative abilities with colleagues.

*Student Engagement*

- Ability to build positive relationships with students.
- Creation of engaging classroom environments.
- Integration of technology in instruction.
- Differentiation for various student needs.

**Areas for Growth:**

*Classroom Management*

- Most cited area for development and noted as typical for new teachers.
- Specific mentions of needs around behavioral management.

#### *Experience-Based Skills*

- Managing diverse learning needs.
- Balancing various teaching responsibilities.
- Time management and pacing.
- Parent communication.

#### **Reflection on results:**

The feedback suggests that the program is successfully preparing candidates with strong foundational teaching skills while recognizing that some competencies naturally develop with classroom experience. The consistent positive feedback about preparedness across multiple years (2022-2023) indicates sustained program effectiveness in teacher preparation.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The *Teacher Education Alumni Employment Survey* collects valuable information from our graduates, including their employment status and any professional development activities that they have participated in since graduation (i.e., continuing education, additional certificates, research, etc.). Our most recent survey went out to all 2024 and prior program completers.

#### **Overall Results:**

MAT: (n=43); 86.7% are teaching

SpEd MAT/MEd: (n=3); 100% are teaching

#### **Employment Outcomes:**

The analysis of alumni employment survey responses (N=46) demonstrates strong employment outcomes for MAT program completers, with most respondents currently teaching. These employed graduates serve in diverse educational settings including public school districts, charter schools, private/international schools, community colleges, and specialized programs. While most teach in NYS, some have secured positions in other states (Kentucky, Texas) and countries (Hong Kong). Some graduates have advanced into specialized roles such as instructional coaching and technology integration. The robust employment rate and diverse placement settings suggest the program effectively prepares graduates who secure and maintain teaching positions across the educational landscape. Unfortunately, part of the alumni survey that was disseminated lacked the questionnaire items that focus on graduates' current professional development efforts. However, we were able to collect information about graduates'

growth into specialized roles within their schools and districts which is a part of their professional growth. We are now making changes to the survey so we can ensure the collection of this important information next year.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
<p><b>SpEd MAT/MEd</b> Classroom Observation Rubric (COR) Spring 2024 Items 1a, 1b, 2c, and 2d</p>	<p><b>SpEd MAT/MEd</b> A score of 3 or higher on a 4-point scale where 1=ineffective and 4=highly effective</p>	<p><b>SpEd MAT/MEd</b> - Expectation Met Means of Spring 2024 observations of clinical students: 1a (3.81) - <i>Respect and Rapport</i> 1b (3.55) - <i>Managing Student Behavior</i> 2c (3.39) - <i>Instructional Delivery</i> 2d (3.21) - <i>Meeting Individual Student Needs</i></p>
<p><b>MAT Programs</b> Classroom Observation Rubric (COR) Spring 2024 Items 1a, 1b, 2c, and 2d</p>	<p><b>MAT Programs</b> A score of 3 or higher on a 4-point scale where 1 ineffective and 4=highly effective</p>	<p><b>MAT Programs</b> 1a (3.51) - <i>Respect and Rapport</i> 1b (3.41) - <i>Managing Student Behavior</i> 2c (3.21) - <i>Instructional Delivery</i> 2d (3.18) - <i>Meeting Individual Student Needs</i></p>
<p><b>TESOL</b> Rationale Paper (1a,1b,1c,1d)</p>	<p><b>TESOL</b> Rubric 4-point rating scale where 4 = 93-100%; 3 = 89-92%; 2 = 82-88%; 1= 81 and below</p>	<p><b>TESOL</b> 1a. (3.75) - <i>Integration of knowledge &amp; theory</i> 1b. (4.0) - <i>Topic focus</i> 1c. (4.0) - <i>Culturally responsive practice</i> 1d. (3.75) - <i>Assessment for student learning</i></p>
<p><b>SpEd MAT/MEd</b> Key course assignments</p>	<p><b>SpEd MAT/MEd</b> A score of 90% or higher on the assignment rubric</p>	<p><b>SpEd MAT/MEd</b> - Expectation Met  SPED 6060 (N= 39); Mean score = 92.69%</p>

<p>SPED 6060 – Psychoeducational Assessment and IEP Development (Key assignment – IEP Case Study)</p> <p>SPED 7035 – Special Education Mentored Teaching Capstone (Key assignment – Special Education Teacher Identity and Philosophy)</p> <p><b>MAT Programs</b> Capstone Rubric Summer 2024 and Spring 2024 EDUC 7060 Spring 2024 (N=27); Mean score = 86.72% Capstone Essay: (N=7); Mean score = 88.57%</p> <p>EDUC 7060 Summer 2024 (N=14); Mean score = 91.90% Capstone Essay: (N=7); Mean score=96.42%</p> <p><b>TESOL</b></p>	<p><b>MAT Programs</b> A score of 7 or higher where 1-6 = does not meet; 7-8 = Meets; 9-10 = Exceeds</p> <p><b>TESOL</b> Passing score of 2 (82%) or higher</p>	<p>The assignment involves analyzing a case study and completing various sections of an IEP</p> <p>SPED 7035 (N=3); Mean score = 100 The assignment involves writing a detailed essay on special education teacher identity development reflecting on the key aspects of the program.</p> <p><b>MAT Programs - Expectation Met</b> N=18, Rubric item number (average score) 2 (100%) – <i>Demonstrates proficiency in designing an effective unit and in reflecting on growth as a curriculum designer.</i> 3 (100%) – <i>Demonstrates proficiency in designing and implementing effective assessment strategies and in reflecting on growth in assessment.</i> 5 (94.45%) – <i>Articulates the use of appropriate technology to improve practice and assessment, and to meet the needs of diverse learners.</i></p> <p><b>TESOL - Expectation Met</b> N=4, 100% This assignment involves students connecting theory, second language acquisition, benefits, and challenges, and connecting to classroom practice.</p>
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EDUC 6080 Second Language Acquisition (Key Assignment- Rationale Paper)		
<b>SpEd MAT/MEd</b> Content Specialty Test	<b>SpEd MAT/MEd</b> Passing score (520) of 80% or higher	<b>SpEd MAT/MEd</b> - Expectation Met except for MAT 7-12 Students with Disabilities CST MAT 1-6 (N = 7, 100%) MAT 7-12 (N = 7, 71%) MEd (N = 4, 100%)
<b>MAT Programs</b> Content Specialty Test	<b>MAT Programs</b> Passing score (520) of 80% or higher	<b>MAT Programs*</b> Agriculture (N=0); N/A Biology CST (N=12); 75% Chemistry CST (N=4); 100% Earth Science CST (N=2); 100% English CST (N=11); 91% Mathematics CST (N=9); 56% Physics CST (N=3); 100% Social Studies CST (N=11); 91%
<b>TESOL</b> Content Specialty Test	<b>TESOL</b> Passing score (520) of 80% or higher	<b>TESOL</b> Expectation met ESOL CST (N=2), 100%

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
<b>SpEd MAT/MEd</b> Classroom Observation Rubric (COR) Spring 2024	<b>SpEd MAT/MEd</b>	<b>SpEd MAT/MEd</b> - Expectation Met 1c (3.51) - <i>Classroom Procedures</i> 1d (3.67) - <i>Managing Student Behavior</i>

<p>Items 1c, 1d, 2a, 2b</p> <p><b>MAT Programs</b> Classroom Observation Rubric (COR) Spring 2024 Items 1c, 1d, 2a, 2b</p> <p><b>TESOL</b> Lesson Plan</p>	<p>A score of 3 or higher on a 4-point scale where 1 = ineffective and 4 = highly effective.</p> <p><b>MAT Programs</b> A score of 3 or higher on a 4-point scale where 1=ineffective and 4=highly effective.</p> <p><b>TESOL</b> Rubric 3-point rating scale where 3 = 90-100% (Proficient); 2= 80-89% (Developing); 1= 79% and below (Emerging)</p>	<p>2a (3.49) - <i>Knowledge of Students</i> 2b (3.50) - <i>Instructional Outcomes</i></p> <p><b>MAT Programs</b> – Expectation Met 1c (3.31) - <i>Classroom Procedures</i> 1d (3.41) - <i>Managing Student Behavior</i> 2a (3.32) - <i>Knowledge of Students</i> 2b (3.31) - <i>Instructional Outcomes</i></p> <p><b>TESOL</b> – Expectation Met 2b (2.97) - <i>Instructional Outcomes</i> 2c (2.95) - <i>Classroom Procedures</i> 2d – (3.0) <i>Respect for Cultures</i></p>
<p><b>SpEd MAT/MEd</b> Key course assignments</p> <p>SPED 7005 – JTAR (Journal of Teacher Action Research) manuscript submission (Spring 2024). The assignment involves writing a summary of an action research project as a journal manuscript.</p> <p><b>MAT Programs</b> Spring 2024 and Summer 2024 Items 1 and 3</p>	<p><b>SpEd MAT/MEd</b> A score of 90% or higher on the assignment rubric</p> <p><b>MAT Programs</b> A score of 7 or higher where 1-6 = Does not meet; 7-8 = Meets; 9-10 = Exceeds.</p>	<p><b>SpEd MAT/MEd</b> - Expectation Met SPED 7005 (N = 10) Mean score = 94%</p> <p><b>MAT Programs</b> - Expectation Met N=18 Item (percentage of students meeting expectation) 1 (100%) – <i>Articulates an understanding of professional identity as a teacher</i></p>

<p><b>TESOL</b>  EDUC 6082- TESOL Lesson Plan  This assignment highlights classroom management, strategies for teaching ELLs of different proficiency levels and differentiated instruction to meet the needs of grades P-12.</p>	<p><b>TESOL</b>  Passing score rate of 80 % or higher</p>	<p>4 (94.44) – <i>Demonstrates effective teaching and qualities of reflective practitioner</i></p> <p><b>TESOL</b>  EDUC 6082 (N=7)  Mean score = 99.6%</p>
<p><b>SpEd MAT/MEd</b>  SPED 6070 (Spring and Summer 2024)  Transition Focused Interview - requires students to conduct interviews with a middle or secondary student with a disability, the student’s parent, and the student’s teacher using the Future Planning Inventory.</p> <p><b>MAT Programs</b>  EDUC 6005 (Fall 2023)  Community Asset Map - candidates create a community asset map about the community in which they are completing their field experience hours.</p> <p><b>TESOL</b>  Content Specialty Test</p>	<p><b>SpEd MAT/MEd</b>  A score of 90% or higher on the assignment rubric</p> <p><b>MAT Programs</b>  Score of 90% or higher on the assignment rubric</p> <p><b>TESOL</b>  Passing score rate (520) rate of 80% or higher</p>	<p><b>SpEd MAT/MEd - Expectation Met</b>  SPED 6070 (N= 29)  Mean score = 94%</p> <p><b>MAT Programs</b>  Asset Map (N=65)  Mean Score: 94%</p> <p><b>TESOL</b>  Expectation met  ESOL (N=2), 100%</p>

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

As mentioned in the overview, the Clinical Services and Licensure (CSL) office has added a Director of Clinical Services and Licensure who will assist students in the undergraduate and graduate programs. Under the assistant dean's guidance, the director will be able to work closely with partner school districts to implement critical supports for candidates including monthly meetings with large partner districts, newsletters with updates on the clinical landscape in New York, and assist faculty with data collection and feedback.

### **SpEd MAT/MEd Programs**

The Special Education program at SUNY Empire is growing rapidly since the addition of the Grades 1-6 program in 2022. This year, the program grew further by expanding partnerships with Eastern Suffolk BOCES and other districts using the Department of Labor (DOL) grant. These partnerships focused on current teaching assistants (TA) enrolling in our Residency Program. This is a "win-win" situation for both SUNY Empire and the school districts. These TAs have prior classroom experience which helps them to be successful in our courses. In addition, they often share authentic classroom experiences in course discussions which helps our Transitional B program students who are career changers enter our program without significant classroom experience. The partnerships also help the districts to retain their employees (i.e., TAs) to fill the critical shortage of special education teachers in their schools.

During the 2023-2024 academic year, we revised our program curriculum to create a unified PK-12 Special Education Program. This was in response to 2022 NYSED regulation which required all New York EPPs (Education Program Providers) to offer a unified PK-12 special education certification by 2029. We currently have grades 1-6 and 7-12 programs. Our program faculty reviewed the curriculum and adjusted to offer a unified program that will meet PK-12 certification demands. The revised program proposal is under review by the SUNY Empire office responsible for program revisions. We hope to have the program revisions submitted to SUNY and NYSED during Spring 2025. Upon approval, we can offer a unified program in Fall 2025.

In addition, we revised our program admission rubric this year. A key change is the inclusion of a criterion on prior classroom experience working with students with disabilities. A sizable portion of our applicants have prior classroom experience such as teaching assistants, substitute teachers, summer camp counselors, etc. By adding this criterion, the program will acknowledge their prior experience and attract a pool of candidates who already have some experience working with students with disabilities. Our goal for the next year is to monitor admissions carefully to ensure the acceptance of students who will be successful in the program keeping in mind their GPA as well as their prior experience in the classroom.

Besides these program-related developments, we are thrilled to share that our program will add a new full-time faculty member starting in Summer 2025. This will help address the growing needs of the program fueled by a significant program expansion.

### **MAT Program**

In alignment with our 2023-2024 goals to support candidates' efficacy in classroom management and in building a learning community, we revised our Fall introductory courses and expanded our Fall 2024 classroom community webinar offerings with a focus on supporting and reconceptualizing disruptive students. We hope to see a difference in next year's completer and employer surveys.

Two of our MAT faculty members will work with instructional designers to improve our introductory course EDUC 6010 Middle & Adolescent Childhood Development, which was identified as a course where we could improve retention (7.1% DWF), which indicates the percentage of students who either dropped, failed or withdrew from the course. In alignment with recommendation by the 2023-24 CST Working Group, we have been working to improve our student support related to the CST exam, as it continues to be a struggle for some students to pass. Through our Teacher Opportunity Core program, we have created an asynchronous course available to all students and provides NYS-specific test preparation. We are also exploring the new NY State-provided program and running a pilot study to gauge if this new program leads to better outcomes and higher pass rates for our students.

### ***Recommendations from the SGS 2023-24 CST Working Group, established as an initiative to support school- and university strategic retention goals:***

The most pressing that surfaced in the survey was that CST practice tests are behind a paywall. One faculty member shared: "Students cannot take the full practice test without paying. I haven't been able to leverage departmental resources to pay for the CST directly." As shared by a faculty member on the survey, "Consider making practice tests available at SUNY Empire library. This will be of immense help to our students. The cost is a barrier for some..." Our scores are trending upward, and some of the lower scores were associated with students in the program before we hired content area faculty and revised the content area study courses in Math and English. As we advance, we will continue to monitor CST scores each semester and modify the courses to address student needs and changes in testing. Subject area faculty members are working with admissions on content area requirements and making changes to admissions essays to gauge applicants' content expertise and preparedness for graduate study.

Working with the SUNY Empire Library, we received funding for 10 vouchers to NYS's "Right Start" course to support our candidates with CST and EAS. This year we plan to implement a pilot study to measure the impact of having free access to these courses on candidates' completion rates on these exams.

### **TESOL Program**

The Teaching English to Speakers of Other Languages (TESOL) post-baccalaureate Advanced Certificate (AC) and post-master's Certificate of Study (CAS) began successfully in Fall 2024. These programs aim to enhance the

communities and lives of English language learners (ELLs). Through research and pedagogical innovation, prospective educators will be equipped to integrate equity, social justice initiatives, and social-emotional learning into TESOL practices across all curriculum areas for grades PreK to 12. The TESOL program offers exceptional access to many school districts around New York State (NYS), enabling educators to engage in field experiences and clinical practices to enhance their expertise in assisting ELLs. This offers a growth opportunity that enhances professional contact with host teachers, fosters realistic expectations of ELLs, and a deeper awareness of the school and curriculum.

Educators in our TESOL programs will share their expertise and reinforce methodologies that highlight the differences between first and second language learning in the classroom, therefore linking theory and research to practical applications. Moreover, our teacher candidates will enhance their understanding and support to underrepresented immigrant and refugee students by fostering diversity, equity, and inclusion via Culturally Relevant Pedagogy (CRP), Sheltered Instruction Observation Protocol (SIOP), a Presentation-Practice-Production (PPP) framework and High-level Teaching Practices (HLTP) through a world language lens, which will promote content knowledge and academic language learning.

We have created and finalized the Bilingual Extension Certificate, which has undergone an external evaluation. We received State approval at the beginning of December. A change of the TESOL Advanced Certificates (AC) was conducted following NYSED's removal of the clinical requirements. Consequently, our initial cohort will conclude the clinical segment in December 2024. We can choose to forego the clinical component of the curriculum going forward since it poses inherent difficulties because of the students' existing teaching employment responsibilities.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	<p><b>SpEd MAT/MEd Programs</b> Our aim is to improve students' ability to use EBPs (Evidence-Based Practices) in lesson planning and classroom instruction (for clinical students).</p> <p><b>MAT Programs</b> Recognizing issues that teachers are facing in the field, our aim is to improve our completers' mental health and resiliency as they are teaching (for clinical students). Teachers' mental health is important as they work to support their own diverse students' mental health and well-being.</p> <p><b>TESOL Certificate Programs</b> We aspire to improve TESOL students' understanding of the differences between learning a first language and learning a second language, provide explanations of the many theories and perspectives about the initial stages of language acquisition in children, identify the elements involved in the process of children acquiring a second language.</p> <p><b>BS in Early Childhood Education</b> The faculty will work with B-12 partners to develop rigorous measures of candidate effectiveness at specific program points. Current efforts are focused on completion of a valid and reliable dispositions assessment process, consistent rubrics for candidate's instructional plans used across coursework, and the development of the Capstone Portfolio (Teacher Performance Assessment, TPA); this will be completed by Spring 2025.</p>
<b>Actions</b>	<b>SpEd MAT/MEd Programs</b>

	<p>To meet the goal of enhanced use of EBPs in lesson planning and classroom instruction for clinical students, the coursework will emphasize these practices by providing relevant resources. Lesson plan exemplars will be made available showing the use of EBPs. Clinical course webinars will focus on research-based practices for students with disabilities.</p> <p><b>MAT Programs</b> To meet the goal of improving our completers' mental health and resiliency, our faculty, and adjuncts with expertise in this area are developing a program-wide webinars for clinical students in Spring 2025. The faculty plan to partner with the CSL to address these issues in our field supervisor training.</p> <p><b>TESOL Certificate Programs</b> To achieve our program goals, we will support our educators by incorporating multiple perspectives of second language acquisition with practical classroom applications. Educators will create effective lessons by employing evidence-based strategies and create learning experiences that integrate principles that promote cultural and linguistic diversity with the implementation of academic language across all content areas. In addition, educators will formulate classroom activities that integrate culturally responsive methodologies, differentiated instruction, the application of interactive technology, and the facilitation of collaborative learning experiences</p> <p><b>BS in Early Childhood Education</b> The faculty meet monthly on specific assessment tools for use in the program. A retreat is scheduled for January 2025 to draft a TPA which will be disseminated to partners for further development. A key faculty member is charged with collaborating with B-2 partners to develop an instructional plan template and accompany rubric for use by the Fall 2025 semester. Every course objective and rubric will be aligned to NAEYC, DEC, and AAQEP.</p>
<b>Expected outcomes</b>	<p><b>SpEd MAT/MEd Programs</b> After implementing the curricular changes mentioned above, we expect clinical students to:</p> <ul style="list-style-type: none"> <li>• Utilize EBPs in lesson planning.</li> <li>• Implement EBPs in their classroom.</li> </ul> <p><b>MAT Programs</b> As a result of these efforts, we expect to see:</p> <ul style="list-style-type: none"> <li>• Increased retention in our clinical program</li> </ul>

	<ul style="list-style-type: none"> <li>Higher disposition scores for clinical students as collected from their host teachers, field supervisors, and content faculty mentors</li> </ul> <p><b>TESOL Certificate Programs</b> Upon executing the actions, we expect students to exhibit proficiency in connecting instructional strategies, theories, and evaluative methods, while fostering positive educational environments that are inclusive and responsive to the cultural and linguistic backgrounds of English Language Learners (ELLs), along with their social and emotional needs.</p> <p><b>BS in Early Childhood Education</b> Of the 5-7 products scheduled for use for annual program assessment, all will have aligned rubrics, outcomes, and located on Watermark. We also believe an outcome will be higher levels of collaboration between Empire and our B-2 partners.</p>
<b>Reflections or comments</b>	<p><b>TESOL Certificate Programs</b> The outcomes accomplished included our first cohort of students who have participated in clinical practices in TESOL classrooms spanning grades Pre-K through 12. Students have had enriching opportunities learning from seasoned English Language Learner (ELL) educators. They have also had the opportunity to design and implement Sheltered Instruction Observation Protocol (SIOP) principles and Culturally Relevant Pedagogy (CRP) in their lessons effectively catering to multilingual learners with diverse proficiency levels resulting in successful learning outcomes.</p>
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	<p><b>SpEd MAT/MEd Programs</b> We would like to continue our program emphasis on culturally responsive practices (CRPs). This goal was set last academic year, but we would like it to continue another year. Culturally responsive practices will be embedded into the curriculum to ensure deeper sensitivity and awareness of the needs of marginalized communities with a particular emphasis on the issue of poverty considering the current economic climate.</p> <p><b>MAT Programs</b> In alignment with our 2023-2024 goals to refine our introductory coursework and required Fall webinars with respect to behavior management and building classroom communities, we expanded our community webinar offerings with a focus on reconceptualizing disruptive students through more humanizing theoretical lenses</p>

	<p>(Shalaby, 2017). We hope to extend and deepen these efforts through 2024-2025 by working more extensively with our field supervisors.</p> <p><b>TESOL Certificate Programs</b>  Our goals for the program completers are to establish positive and inclusive learning environments for English Language Learners and their families, which are respectful and supportive of their cultural and linguistic backgrounds. Completers will be conscious of how they implement their instruction to different proficiency levels by using differentiated methods, SIOP, and SDAIE models through a culturally and linguistically relevant pedagogical (CLRP) framework.</p> <p><b>BS in Early Childhood Education</b>  Since the first cohort of candidates will not graduate until the Spring of '26, the faculty endeavors to align expectations and assignments to result in excellent candidate outcomes. Issues of culturally responsive pedagogy, equitable B-2 assessment practices, and addressing language and literacy pedagogy for students whose first language is not English are areas of focus.</p>
<p><b>Actions</b></p>	<p><b>SpEd MAT/MEd Programs</b>  Teaching culturally responsive practices with a greater emphasis on marginalized communities and poverty will be accomplished through</p> <ul style="list-style-type: none"> <li>• Targeted readings added across first-year course requirements which will include current events and an examination of the impact of those events on student populations.</li> <li>• Increased requirement to discern and address marginalization within the classroom context during in-service experiences.</li> </ul> <p><b>MAT Programs</b>  To improve teacher candidates' ability to address behavior management and classroom community building through:</p> <ul style="list-style-type: none"> <li>• Two faculty will be redesigning and updating one of our introductory courses (EDUC 6010 Middle &amp; Adolescent Childhood Development) in alignment with our goals of improving behavior management and classroom community building.</li> <li>• The faculty will partner with the CSL to address behavior management and classroom community building during our annual field supervisor training, so they are providing our teacher candidates with more holistic support around these topics.</li> </ul>

	<p><b>TESOL Certificate Programs</b>  To promote increased diversity and inclusivity of ELLs, the TESOL Program will:</p> <ul style="list-style-type: none"> <li>• Integrating multicultural literature, resources, and materials that represent the cultural backgrounds of English Language Learners to foster a feeling of belonging and encouraging an environment in which ELLs feel secure to express their cultural identities.</li> <li>• Establish environments that assist various families and community members in fostering the wellbeing and success of English Language Learners (ELLs).</li> <li>• Ensure completers will understand many cultures and viewpoints via professional development, literature, and engagement with community people.</li> </ul> <p><b>BS in Early Childhood Education</b>  The faculty has reached out to bilingual/ENL school district experts for development of modules addressing literacy and language development in B-2, as well as graduate faculty at the University. A key faculty member is charged with piloting rubrics to ensure equity and fairness.</p>
<p><b>Expected outcomes</b></p>	<p><b>SpEd MAT/MEd Programs</b>  The adjusted emphasis on culturally responsive teaching will result in:</p> <ul style="list-style-type: none"> <li>• Pre- and in-service teachers are better able to confront the non-academic needs of students through pedagogy and a relevant and supportive classroom environment.</li> <li>• Increased empathy towards students, resulting in more effective classroom management.</li> <li>• Graduates report increased awareness of and willingness to advocate for students through their work as educators.</li> </ul> <p><b>MAT Programs</b>  As a result of these efforts, we hope to see:</p> <ul style="list-style-type: none"> <li>• Higher retention rates and performance on key assessments in EDUC 6010</li> <li>• Higher scores from our clinical students on the COR around respect and rapport and managing student behavior</li> </ul> <p><b>TESOL Certificate Programs</b>  This emphasis with result in:</p>

	<ul style="list-style-type: none"> <li>• Completers will represent students in their classrooms so they can see themselves reflected in the curriculum by incorporating decorations, word walls, visual displays, language books representing cultural diversity.</li> <li>• Incorporating strategies that support different learning styles connected to proficiency levels. Build relationships with families and communities to celebrate inclusion and prepare ELLs for life after high school in a globalized society.</li> </ul> <p><b>BS in Early Childhood Education</b> Efforts will result in early childhood educators who are poised to merge the science of reading with issues of culturally responsive pedagogy. The faculty will have confidence in assessment measures as a result of the focus on rigor and equity in our assessment measures.</p>
<b>Reflections or comments</b>	
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	<p><b>SpEd MAT/MEd Programs</b> We revised our admissions rubric this year. A key change is the inclusion of a criterion on prior classroom experience working with students with disabilities. Our goal for the next year is to monitor admissions carefully to ensure the acceptance of students who will be successful in the program keeping in mind their GPA as well as their prior experience in the classroom. In addition, we will continue to seek ways to diversify the student body in our special education program.</p> <p><b>MAT Programs</b> The MAT program will continue to examine ways to support student success on State examinations, particularly CSTs with pass rates below 80%. We will also continue to seek ways to diversify the teaching profession across all content areas.</p> <p><b>TESOL Certificate Programs</b> The TESOL program will maintain alignment with national TESOL standards and content state standards for grades Pre-K through 12. Educators will investigate innovative approaches to facilitate possibilities for ELLs to use technology and online learning applications. Having statewide school connections will allow the delivery of high-quality clinical practicum and field observation experiences. Feedback will allow faculty to evaluate and revise curriculum to meet Universal Design for Learning (UDL) principles.</p>

	<p><b>BS in Early Childhood Education</b></p> <p>Develop a streamlined admissions process, as the current process is cumbersome. Use admission data to track candidate factors that may imply the need for discrete and targeted differentiated supports upon admission (i.e., GPA at admission, application essay, second language status, and math preparation).</p>
<p><b>Actions</b></p>	<p><b>SpEd MAT/MEd Programs</b></p> <p>We revised our admissions rubric that will allow us to focus on those qualities we seek in new teachers. We will closely monitor how the new rubric is performing in attracting a diverse group of candidates keeping in mind the state mandated GPA threshold and prior classroom experience working with students with disabilities.</p> <p><b>MAT Programs</b></p> <p>We have been working to improve our CST support across the program in alignment with recommendations by the 2023-24 CST Working Group and will continue to explore ways to support candidates and eliminate systemic barriers. Through our Teacher Opportunity Core (TOC) program, we have created an asynchronous course available to all students and providing NYS-specific test preparation. We are also exploring the new NY State-provided program and running a pilot study to gauge if the new preparation program leads to better outcomes through higher pass rates for our students.</p> <p>To address program retention for diverse students, we collaborated with instructional designers to pilot a new grading system across 2/4 sections of our literacy assessment course to see how students respond to different grading systems. We will analyze the data this Spring and report back findings to the program so we can adopt effective feedback and grading structures across our courses.</p> <p><b>TESOL Certificate Programs</b></p> <p>To meet our goals, teacher candidates will:</p> <ul style="list-style-type: none"> <li>• Use state and national standards to guide their curriculum planning that is inclusive of diverse learners' needs.</li> <li>• Participate in professional development by attending professional development and conferences specific to TESOL and Literacy to support and engage ELLs in the classroom.</li> <li>• Share ideas and classroom strategies with other candidates in the program and in their districts.</li> </ul>

	<ul style="list-style-type: none"> <li>View educational media to enhance their classroom strategies to include all learners by implementing differentiated instruction across all four modalities of speaking, reading, writing, and listening.</li> </ul> <p><b>BS in Early Childhood Education</b> The faculty is working with admissions to determine a better system for processing applicants quickly. Gathering data each semester regarding candidate progress.</p>
<b>Expected outcomes</b>	<p><b>SpEd MAT/MEd Programs</b> The revised admissions rubric will help us ensure a fair and equitable process in reviewing applications while maintaining standards set by the state and our own internal standards.</p> <p><b>MAT Programs</b> As a result of these efforts, we hope to see:</p> <ul style="list-style-type: none"> <li>Higher pass rates (above 80%) across all content CSTs</li> <li>Adaption of new assessment and grading structures that support retention and diverse teacher candidate success</li> </ul> <p><b>TESOL Certificate Programs</b> Create lessons and assessments that align with TESOL objectives and standards so ELLs can flourish in their second language acquisition and in their content classes. Foster opportunities for ELLs to participate in their communities, in life after high school and in a global society.</p> <p><b>BS in Early Childhood Education</b> The data will inform our actions regarding the admissions process for ECE and future undergraduate programs. Additionally, the data from candidates will be used to implement program improvements. Specific results will be determined by data gathered.</p>
<b>Reflections or comments</b>	<p><b>TESOL Certificate Programs</b> Candidates collaborated with each other to share and integrate AI practices into classroom lessons to support ELLs in the classroom.</p>
	<b>Standard 4</b>

<p><b>Goals for the 2024-25 year</b></p>	<p><b>MAT and SpEd MAT/MEd</b> Explore and connect the data we have collected via Watermark to create truly iterative assessment procedures and practices to inform program revisions, clinical placements, and curriculum.</p> <p><b>TESOL</b> In response to the voiced needs of our stakeholders concerning the changing demographics of students throughout NYS, the Fall 2023 term commenced the first semester of our new TESOL Certificate program. We are presently concluding our inaugural cohort in December 2024. In the forthcoming academic year, starting with the new cohort in Summer 2025, we will conform to NYS requirements that facilitate the educational pathways of English Language Learners (ELLs). We will provide enhanced resources and technology for ELLs for optimal achievement. We will collect data from Watermark and through questionnaires to inform best teaching and assessment practices that are culturally and linguistically accommodating of English Language Learners (ELLs).</p> <p><b>BS in Early Childhood Education</b> All program assessments will have at least one external review and testing for validity and reliability. An additional retreat in Spring 2025 will review and align all program assessments, and a new Gantt chart will outline all activities needed for the 2025-26 year.</p>
<p><b>Actions</b></p>	<p><b>MAT and SpEd MAT/MEd</b> To achieve these goals, we will:</p> <ul style="list-style-type: none"> <li>• Disaggregate Watermark data by demographic characteristics such as race, ethnicity, socioeconomic status, and first-generation status.</li> <li>• Identify trends and disparities in achievement and program outcomes.</li> <li>• Develop reports to share findings with faculty and stakeholders.</li> <li>• Map AAQEP Standards to specific key assignments in each course.</li> <li>• Use rubrics in Watermark to demonstrate alignment and monitor progress.</li> <li>• Regularly review course assignments for standard alignment and update evidence documentation as needed.</li> <li>• Identify a cohort of students in SpEd programs and provide access for the NYS test preparation program and a control group with no access for comparison.</li> <li>• Track pass rates for CST and EAS exams in Spring 2025.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct statistical analysis to determine if participation in NYS teacher test preparation program significantly improves outcomes.</li> </ul> <p><b>TESOL</b> To meet our goals, we will:</p> <ul style="list-style-type: none"> <li>• Engage with stakeholders to ensure that school leadership is committed to educational excellence and consistently supports culturally and linguistically relevant practices.</li> <li>• Persist in fostering communication and collaboration with BOCES and LEAs to address the demands of the educational workforce.</li> <li>• Advocate for the recruitment of diverse applicants across the state for the TESOL program by collaborating with marketing, LEAs, BOCES, former and current SUNY Empire education graduate students, high needs districts, and by means of word of mouth.</li> </ul> <p><b>BS in Early Childhood Education</b> The faculty will actively engage B-2 partners in the development of program assessments. Two formal retreats, one in January and another in May will be bookends on collaborative offline work.</p>
<b>Expected outcomes</b>	<p><b>MAT and SpEd MAT/MEd</b></p> <ul style="list-style-type: none"> <li>• At-risk students will be identified at earlier points within the program, through collected data, focusing on implementing intervention strategies to increase student achievement.</li> <li>• Students enrolled in the NYS Teacher Test Preparation Program will achieve increased passing rates on the NYS EAS and CST exams.</li> </ul> <p><b>TESOL</b></p> <ul style="list-style-type: none"> <li>• We will prepare high-quality TESOL educators that are culturally and linguistically informed to meet the needs of multilingual learners and their families.</li> <li>• We will continue to build strong partnerships with LEAs across the state, BOCES, and community colleges to recruit, educate and graduate well-prepared ELL educators that support multilingual learners in schools and in their communities.</li> </ul> <p><b>BS in Early Childhood Education</b> The candidates will have clear expectations regarding assignments and expectations. The faculty will have confidence in the educational experiences provided to the candidates and subsequently, B-2 partners</p>

<b>Reflections or comments</b>	
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## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A
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## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

### Residency Programs

The Residency Program at SUNY Empire is undergoing significant growth and development. To address this expansion, a new Special Education Assistant Professor will join the program for the Fall 2025 semester. A new Director of Clinical Experiences has been hired to oversee and enhance clinical placements, including site selection, mentor-teacher training, and evaluation of student performance. This Director will establish a direct feedback loop between university faculty and K-12 teachers, ensuring seamless communication and alignment of program goals with classroom needs.

Additionally, SUNY Empire has collaborated with several BOCES across NYS to develop partnerships as part of the Department of Labor (DOL) grant funding opportunities. Current partnerships established in 2024 through this program include Eastern Suffolk, Ulster and Cayuga-Onondaga BOCES. We also work on similar grant-based partnerships with additional BOCES and school districts such as the Greater Southern Tier BOCES, and the Albany and the Schenectady City School Districts. We look forward to hearing about possible funding in 2025. Supporting BOCES programs through this type of partnership will allow the university to continue expanding efforts to support teacher candidates while addressing critical staffing shortages in urban and high-need districts. Scaling up the program to meet future additional partnerships and increased demand within the established partnerships may require additional mentor-teacher training, administrative support, and enhanced coordination with district partners.

### Special Education Programs

The University is expanding its offerings with a Special Education (SpEd) Transition B (Trans B) and residency pathway for students seeking K-12 certification. The program will feature new coursework tailored to SpEd teacher candidates, with certification eligibility spanning all grade levels. With universal grade-level certification, the program is expected to attract many students, addressing statewide and local shortages in SPED educators.

### **Early Childhood Education (ECE) Program**

The ECE initial licensure undergraduate program, launched in Fall of 2024, has already enrolled 83 students. Clinical work will begin in upcoming semesters, and the faculty are seeking input from and partnership with diverse school districts to provide clinically rich experiences in urban, suburban, and rural environments. Program assessments are being prepared in consultation with B-12 providers and teacher candidates within the program. The capstone portfolio (TPA) is under development and set for release to candidates in January 2025. Students will have opportunities to engage with culturally and linguistically diverse learners, preparing them to teach in diverse classrooms. The program aims to foster equitable access to high-quality teacher preparation and equip candidates with the skills needed to meet the needs of diverse student populations. However, challenges remain in establishing sufficient partnerships to ensure placements align with the program's diversity and clinical richness goals while balancing logistical needs across NYS.

### **Teaching English to Speakers of Other Languages (TESOL) and Bilingual Programs**

The TESOL program commenced in Fall 2023. The Advanced Certificate (AC) and Certificate of Advanced Studies (CAS) require the completion of five core courses, including a total of 50 hours of field observations and 20 days of clinical practice. Since the program's inception, NYS eliminated the 20-day clinical requirement. This has been vital to our program, since enrollment has become limited due to full-time employed students being unable to fulfill the 20-day clinical requirements, resulting in their departure from the program or their decision not to enroll altogether. The recent TESOL program revision included reducing the course requirement from five to four courses and removing the 20-day clinical component. It has been submitted to the State for approval. The Bilingual Program proposal was finalized in Fall of 2023, went through internal review and external evaluation during the Spring/Summer in 2024, and was approved by NYS in early December. The Bilingual Program consists of five academic requirements and 50 hours of real-world experience. We are presently awaiting State approval.

### **BS in Special Education**

The Educational Studies faculty at the undergraduate level is finalizing the proposed BS in Special Education. Faculty in the undergraduate program have collaborated with the graduate faculty to streamline some program assessments. This is in early development; however, it is expected to enroll students in Fall 2026 if not earlier.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

There were no regulatory changes through NYS this year.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
	Audeliz Matias, Interim Dean, School for Graduate Studies

Date sent to AAQEP: