

NYSED

**HOW TO COMPLETE THE PEDAGOGICAL
CORE COURSES TABLE**

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- ‡The section from the Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification H Q W L W O H G 3 ' H S D U W P H Q W ([S 3 H G D J R J L F D O & R U H & R X U V H Z R U N '
<http://www.highered.nysed.gov/ocue/aipr/register-te.html>
- ‡A copy of the Pedagogical Core Courses Table
<http://www.highered.nysed.gov/ocue/aipr/register-te.html>
- ‡A copy of the General and Program-Specific Pedagogical Core Requirements for the the Certificate Title(s) that your proposed program leads to
<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>
- ‡Copies of Course Descriptions and/or Course Syllabi from the proposed new program or the program to be changed

Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification can be found at:

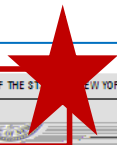
<http://www.highered.nysed.gov/ocue/aipr/register-te.html>

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Course Descriptions

EDU 200-Foundations of Education

Historical and contemporary issues in education. An overview of the changes in American education and the forces that created those changes. The relationship between school and society, including issues of equity, federal state and local governance, ethical responsibilities. Historical initiatives effecting school organization



General and Program -Specific Pedagogical Core Requirements can be found at: <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>

07. Teaching Students with Disabilities 7 -12 Generalist

General requirements

The program shall include the following:

(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 KRPV VFKRRO DQG FRPPXQLW\ RQ V and skill UHDGLQHVV WR OHDUQ 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;

(ii) learning processes, motivation, communication, and classroom management - and skill in applying those understandings to stimulate and sustain student

LQWHUHVW FRRSHUDWLRQ DQG DFKLHYHPHQW WR HDFK VWXGHQW V KLJKHVW OHYHO RI OHDUQLQJ

THE PROCEDURE

The Procedure

- ‡Step 1: Using the course description and other information, fill in the appropriate columns of the Pedagogical Core Course Chart entering the course number, title, number of credits, whether required (R) or elective (E), and instructor(s)/status (full-time or part-time).
- ‡Step 2: Using the Certification Code website list the Certification code(s) for the areas covered by the program.

Enter Course Information

Step 1: Using the course description and other information, identify course number, title, number of credits, whether required (R) or elective (E), and instructor(s)/status (full-time or part-time).

EDU 301 ±Teaching Students with Disabilities

Overview of federal and state law. Identification and characteristics of students with disabilities including intellectual and cognitive disabilities, communication disorders, emotional disabilities, autism, and other disorders. Issues related to providing instruction that meets the needs of diverse learners in inclusive secondary school settings. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students must complete 20 hours of field experience.

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 301 ± Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	07 i, ii, ix			

‡ Step 2: Using the Certification Code website enter the Certification code(s) for the areas covered by the program.
<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> In this example, the program leads to Teaching Students with Disabilities 7-12 Generalist, and 07 is the associated Certific(th)-2(tudents)-Tm <()]01 0 0 1 61.464 3 is

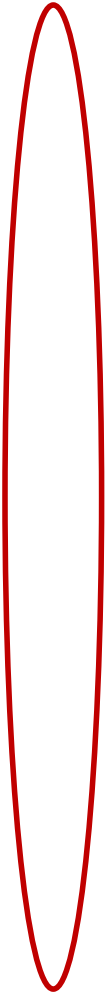
Enter the Pedagogical Core Requirements

‡ Step 3: Using the course description, and/or syllabi, identify the General Pedagogical Core Requirements (General PCR) and Program -Specific Pedagogical Core Requirements (Program-Specific PCR) met by each course. Complete the chart by entering the associated roman numeral of the identified requirement into the related PCR column. Double check to ensure all requirements have been met. All general and program-specific PCR roman numerals from the Certification Title sheet should be listed on the chart.

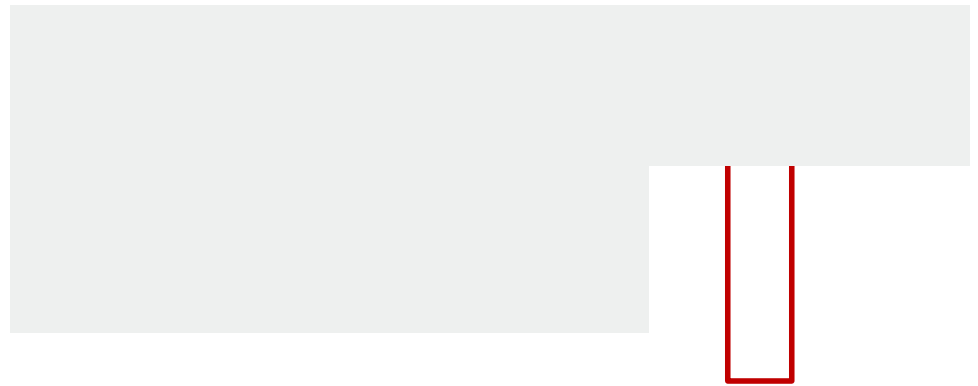
EDU 301-Teaching Students with Disabilities

Overview of federal and state law. Identification and characteristics of students with disabilities including intellectual and cognitive disabilities, communication disorders, emotional disabilities, autism, and other disorders. Issues related to providing instruction that meets the needs of diverse learners in inclusive secondary school settings. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students must complete 20 hours of field experience.

Enter General Pedagogical Core Requirements



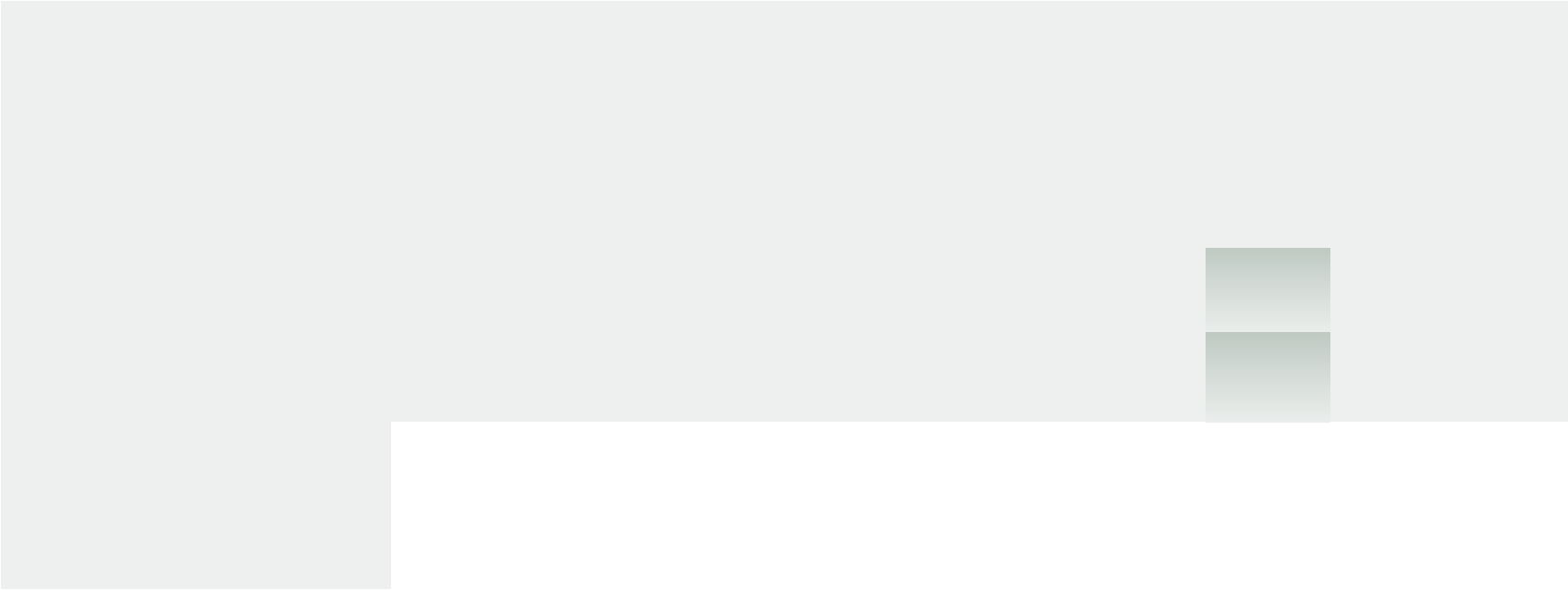
Enter Program -Specific Pedagogical Core Requirements
for example Teaching Students with Disabilities 7 -12 Generalist (07)



WHEN PROPOSING A PROGRAM THAT LEADS TO DUAL CERTIFICATION

Do all of the above ---- and

Caution: Programs should not be designed to lead to a list of certificate titles. Combining multiple certificate tracks and levels may lead to a curriculum that is diluted and diffused. A focus on one or two certificate titles at the same level will help maintain the focus and integrity of the program so that candidates are fully prepared to meet their specific career objectives.



Complete the Pedagogical Core Courses Table

‡ **Step 2:** Using the course description, and/or syllabi, identify the additional Program - Specific Pedagogical Core Requirements (Program-Specific PCR) met by each course. Complete the chart by entering the associated roman numeral of the identified requirement into the related PCR column.

EDU 320-Language and Literacy In the Content Areas

E

Pedagogical Core Course Table with 04. Adolescence Education (grades 7-12) Program -Specific Requirements

‡ Program -Specific Requirements

‡ Coursework

‡ The program shall include the following:

- ‡ (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
- ‡ (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.

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code 07	Cert Code 04	Cert Code	Cert Code
EDU 301 ‡ Teaching Students with disabilities	3	R	Smith/FT	iii, vi	i, ii, ix			
EDU 320 Language and Literacy in the Content Area	3	R	Jones/FT	iv		ii		

General and Specific Pedagogical Core Requirements can be Found:

<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>