

**INSTRUCTIONS FOR REQUESTING REGISTRATION OF PROGRAMS LEADING TO
CERTIFICATION IN EDUCATIONAL LEADERSHIP
BASED ON 8NYCRR 52.21(c)**

Updated 10/2/2006

To enroll new candidates on or after September 1, 2004, in any program leading to certification as a school building leader, school district leader, or school district business leader, institutions must apply to the Department's Office of College and University Evaluation (OCUE) for program registration based on the new standards adopted by the Regents on July 17, 2003 and amended on June 20, 2006, in subdivision 52.21(c) of the Commissioner's Regulations. To register an educational leadership program, please use one or more of the four attached leadership application forms, and include a *Signature and Program Information Page* with each application. Programs that meet the new standards will be registered as leading to initial or professional certificates.

Programs achieving registration must also achieve accreditation by a professional education accrediting association or by the New York State Board of Regents by December 31, 2013.

Effective **September 1, 2004**, institutions should not enroll new candidates in programs that lead to provisional or permanent certificates as school administrator and supervisor (SAS), school district administrator (SDA), or school business administrator (SBA). By **September 1, 2007**, candidates enrolled in such programs will need to complete their programs, apply for, and qualify for their certificates. Once the state examinations for education leadership certificates become available, a passing score will be required for certification. **No provisional or permanent SAS, SDA, or SBA certificates will be issued with an effective date later than September 2, 2007.** For information regarding certification requirements of educational leaders, refer to the Office of Teaching Initiatives web site, www.highered.nysed.gov/tcert, and CEO 06-05, also at that web site.

The complete application for educational leadership programs, including the *Signature and Program Information Page*, signed by the institution's President, Chief Academic Officer, or designee, should be sent to:

Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
5 North Mezzanine EB
Albany, NY 12234

The application forms are available on the Department's web site at www.highered.nysed.gov/ocue/. For additional information, please contact the Office of College and University Evaluation at (518) 474-1551.

TABLE OF CONTENTS

	Page
Signature and Program Information Page (include with each application)	iii
 <u>Applications</u>	
Application for Approval of a Program Leading to Certification as a <i>School Building Leader</i>	1-6
Application for Approval of a Program Leading to Certification as a <i>School District Leader</i>	7-12
Application for Approval of an <i>Alternative Program</i> Leading to Certification as a <i>School District Leader</i>	13-20
Application for Approval of a Program Leading to Certification as a <i>School District Business Leader</i>	21-25
 <u>Attachments</u>	
Table of Full-Time Faculty of Institution Affiliated with the Program	
Table of Part-Time Faculty Affiliated with the Program	

Signature and Program Information Page

Complete for all programs proposed for registration with this application.
Attach additional, signed pages if necessary.

Title of Program	Award	Certificate(s)/Extension(s)	Certificate Type	Title of Program to Be Replaced, if any (from IRP)*	Award (from IRP)	Certificate(s)/Extension(s) (from IRP)	Certificate Type (from IRP)	HEGIS Code No. (from IRP)	Program Code No. (from IRP)
Example: School Building Leadership	M.S.	School Building Leader	Initial/Prof	School Administration and Supervision	M.S.	Administrator and Supervisor	Prov/Perm	0827.00	12479

* IRP stands for the Department's Inventory of Registered Programs, which is sent to each institution annually. Any program leading to a provisional/permanent certificate will be removed from the Inventory of Registered programs (IRP) effective September 2, 2006. All students enrolled in a program that will be discontinued on that date will need to have completed the program or transferred to a registered program on or before that date.

Name and Title of Chief Academic Officer: _____

Institution/Branch Campus: _____

Signature of Chief Academic Officer: _____

Date: _____

Name and Title of Contact Person: _____ Phone: _____

Fax: _____ E-mail: _____

**APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO CERTIFICATION
AS A SCHOOL BUILDING LEADER**

*(Selected regulatory language in italics; Complete regulations can be found at
www.highered.nysed.gov/ocue)*

52.21(c)(1) General Requirements for All Programs Preparing Education Leaders.

(i) Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational or leadership associations.

- **Identify all entities with which the institution collaborates to provide this program. Describe the institutions' relationship with each entity and list their program-related responsibilities.**

(ii) Conceptual framework. Programs shall demonstrate a commitment to:

(a) Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;

(b) Recruiting candidates from groups historically underrepresented in educational leadership; and

(c) Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:

(1) Leaders know and understand what it means and what it takes to be a leader;

(2) Leaders have a vision for schools that they constantly share and promote;

(3) Leaders communicate clearly and effectively;

(4) Leaders collaborate and cooperate with others;

(5) Leaders persevere and take the long view;

(6) Leaders support, develop and nurture staff;

(7) Leaders hold themselves and others responsible and accountable;

(8) Leaders never stop learning and honing their skills; and

(9) Leaders have the courage to take informed risks.

- **Describe the program's conceptual framework, addressing the program's commitment to (a), (b), and (c) above.**

(iii) External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

- **Describe the program's formal, external relationships and how they serve the purposes identified in (iii).**

(iv) Other requirements.

(a) Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such course work or training shall include but not be 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.

(b) Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.

- **Describe how the program will ensure that candidates have the required statutory preparation upon program completion.**

52.21(c)(2) School Building Leader. Specific requirements for programs preparing candidates for the initial certificate as a school building leader (principal, housemaster, supervisor, department chair, assistant principal, coordinator, unit head, and any other person serving more than 10 periods per week of the assignment in an administrative or supervisory position, except school district leader or school district business leader).

(ii) Admission requirements.

(a) Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees.

(b) Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied. Programs shall inform applicants in writing prior to admission that the State Education Department requires for the initial certificate as a school building leader that the candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12.

(c) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

- **State the admission requirements for the proposed program.**
- **State the projected full-time equivalent enrollment for the initial semester of the program.**
- **State the maximum full-time equivalent enrollment possible for the semester five years from the initial semester, given the projected program capacity at that time.**

(iii) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

- **State the program's policy for granting credit for prior learning for the school building leader certificate.**

(iv) Content requirements. Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

(a) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;

(b) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

(c) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;

(d) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

(1) curriculum development;

(2) instructional strategies and the integration of technology;

(3) classroom organization and practices;

(4) assessment;

(5) student support services, including the provision of services to students with disabilities;

(6) professional support and development;

(7) succession planning;

(8) student, family, and community relations;

(9) facilities development; and

(10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

(e) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;

(f) establish accountability systems for achieving educational goals and objectives;

(g) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

(h) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;

(i) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

(j) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;

(k) apply statutes and regulations as required by law, and implement school policies in accordance with law; and

(l) maintain a personal plan for self-improvement and continuous learning.

- **Describe how the program will ensure that upon program completion candidates will be able to perform the duties specified in (a) through (l).**
- **List all required courses in the program by course number, title, and credits. Include the instructor's name for each course and total credits required for program completion. Indicate with an asterisk each course that will be regularly available through distance education.**
- **Provide a course description for each required course that indicates the topics covered in that course.**
- **Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year, including summer. If not, indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.**
- **Using the attached forms, complete one chart for full-time and one chart for part-time faculty.**
- **List all information technology resources that directly support the program and describe candidate access to library resources that directly support the program.**

(v) Leadership experiences.

(a) Programs shall require candidates to successfully complete leadership experiences that shall:

(1) include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

(2) be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program

competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

(3) be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building leadership.

(b) The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

(c) Alternatively, the leadership experiences specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.

- **List and describe the leadership experiences required throughout the program, including the required culminating leadership experience.**

(vi) Requirements for program completion and recommendation for initial certificate.

(a) Candidates shall have met all program requirements established by the institution of higher education and required for program registration;

(b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

- **List the program requirements for completion and for recommending candidates for initial certificates.**

52.21(c)(6) Institutional Accountability.

(i) Regular program evaluations by the institution. Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.

- **Describe the institution's procedure for ongoing evaluation of program effectiveness and the leadership effectiveness of program graduates.**
- **Describe how these evaluations are used to make program improvements.**

(ii) Candidate performance on New York State Teacher Certification Examinations.

(a) The department shall conduct a registration review in the event that fewer than 80 percent of the students who have satisfactorily completed the institution's program preparing school building leaders during a given academic year and have also completed the examination required for a school building leadership certificate pass such examination. For purposes of this clause, students who have satisfactorily completed the institution's program shall mean students who have met each

educational requirement of the program, excluding any institutional requirements that the students pass the required examination for a school building leader certificate in order to complete the program. Students satisfactorily meeting each educational requirement may include students who earn a degree or students who complete each educational requirement without earning a degree. For determining this percentage, the department shall consider the performance on each certification examination of those students completing an examination not more than five years before the end of the academic year in which the program is completed or not later than the September 30th following the end of such academic year, academic year defined as July 1st through June 30th, and shall consider only the highest score of individuals taking a test more than once.

(b) The registration review initiated by not meeting the percentage prescribed in clause (a) of this subparagraph shall require the institution to submit a corrective action plan within four months of being notified by the department of not meeting the percentage. If the department approves the plan, the department shall define a timeframe for its implementation and shall assess the effectiveness of the plan within three years of initiation of the plan. If the department does not approve the plan or determines that the institution is not meeting the terms of the plan, and determines that the institution is not meeting the other requirements of this Part, the institution shall be subject to denial of re-registration.

(c) By January 15, 2007, and annually by January 15th thereafter, each institution with registered programs preparing school building leaders shall provide the department with a list of all students who satisfactorily completed each such program in the preceding year, July 1 through June 30.

(iii) Accreditation.

(a) The accreditation requirements of clause (b) of this subparagraph shall be met by December 31, 2013, for programs leading to certification as school building leaders, school district leaders, or school district business leaders, except for such programs registered for the first time after December 31, 2006, in which case the accreditation requirements shall be met within seven years of the date of first registration.

(b) Programs shall be accredited by either:

- (1) a professional education accrediting association determined by the department to have equivalent standards to the standards set forth in this Part; or
- (2) the Regents pursuant to the Regents accreditation process.

- **Identify the accrediting body selected by the institution and the date by which the institution will apply for initial accreditation of its educational leadership programs.**

**APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO CERTIFICATION
AS A SCHOOL DISTRICT LEADER**

*(Selected regulatory language in italics; Complete regulations can be found at
www.highered.nysed.gov/ocue)*

52.21(c)(1) General Requirements for All Programs Preparing Education Leaders.

(i) Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational, (social service, public service,) or leadership associations.

- **Identify all entities with which the institution collaborates to provide this program. Describe the institutions' relationship with each entity and list their program-related responsibilities.**

(ii) Conceptual framework. Programs shall demonstrate a commitment to:

(a) Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;

(b) Recruiting candidates from groups historically underrepresented in educational leadership; and

(c) Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:

(1) Leaders know and understand what it means and what it takes to be a leader;

(2) Leaders have a vision for schools that they constantly share and promote;

(3) Leaders communicate clearly and effectively;

(4) Leaders collaborate and cooperate with others;

(5) Leaders persevere and take the long view;

(6) Leaders support, develop and nurture staff;

(7) Leaders hold themselves and others responsible and accountable;

(8) Leaders never stop learning and honing their skills; and

(9) Leaders have the courage to take informed risks.

- **Describe the program's conceptual framework, addressing the program's commitment to (a), (b), and (c) above.**

(iii) External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

- **Describe the program's formal, external relationships and how they serve the purposes identified in (iii).**

(iv) Other requirements.

(a) Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such course work or training shall include but not be 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.

(b) Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.

- **Describe how the program will ensure that candidates have the required statutory preparation upon program completion.**

52.21(c)(3) School District Leader. Specific requirements for programs preparing candidates for the professional certificate as a school district leader (superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibility for general district-wide administration, except those responsibilities defined for school district business leaders).

(ii) Admission requirements.

(a) Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees.

(b) Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied. Programs shall inform applicants in writing prior to admission that the State Education Department requires for the professional certificate as a school district leader that the candidate shall have successfully completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools N-12.

(c) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

- **State the admission requirements for the program.**
- **State the projected full-time equivalent enrollment for the coming fall semester.**
- **State the maximum full-time equivalent enrollment possible for the fall semester five years from this coming fall, given projected program capacity at that time.**

(iii) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

- **State the program's policy for granting credit for prior learning for the school district leader certificate.**

(iv) Content requirements. Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the responsibilities of the chief executive officer and instructional leader of a school district, including but not limited to the following:

(a) design and execute district-wide systems to promote higher levels of student achievement;

(b) develop and implement an educational vision, or build and sustain an existing one, to assist all district students, pre-kindergarten, elementary, middle level, and high school, in meeting State learning standards;

(c) interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs;

(d) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

(e) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

(f) communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district's goals, expectations, and performance results, and builds support for improving student achievement;

(g) develop building and district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous personal and professional development;

(h) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the district, identify root causes of problems, propose

solutions, and validate improvements with regard to all aspects of the district, including but not limited to:

- (1) curriculum development;*
- (2) instructional strategies and the integration of technology;*
- (3) classroom organization and practices;*
- (4) assessment;*
- (5) student support services, including the provision of services to students with disabilities (and students who are English language learners);*
- (6) professional support and development;*
- (7) succession planning;*
- (8) student, family, and community relations;*
- (9) facilities development; and*
- (10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the district's students;*
 - (i) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;*
 - (j) establish accountability systems for achieving educational goals and objectives;*
 - (k) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;*
 - (l) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives;*
 - (m) interact and communicate effectively with local, state, and federal representatives, applying statutes and regulations as required by law, and implementing school policies in accordance with law; and*
 - (n) maintain a personal plan for self-improvement and continuous learning.*

- **Describe how the program will ensure that upon program completion candidates will be able to perform the duties specified in (a) through (l).**
- **List all required courses in the program by course number, title, and credits. Include the instructor's name for each course and total credits required for program completion. Indicate with an asterisk each course that will be regularly available through distance education.**
- **Provide a course description for each required course that indicates the topics covered in that course.**
- **Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year, including summer. If not, indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.**
- **Using the attached forms, complete one chart for full-time and one chart for part-time faculty.**

- **List all information technology resources that directly support the program and describe candidate access to library resources that directly support the program.**

(v) Leadership experiences.

(a) *Programs shall require candidates to successfully complete leadership experiences that shall:*

(1) *include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;*

(2) *be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty;*

(3) *be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school district leadership;*

(b) *The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.*

(c) *Alternatively, the leadership experiences specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in (b) of this subparagraph.*

- **List and describe the leadership experiences required throughout the program, including the required culminating leadership experience.**

(vi) Requirements for program completion and recommendation for professional certificate.

(a) *Candidates shall have successfully met all program requirements established by the institution of higher education and requirements for program registration;*

(b) *Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion, and shall have successfully completed 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district leadership, as specified in the program's content requirements; and*

(c) *Candidates shall have completed successfully the New York State assessment for school district leadership. The requirement of achieving a satisfactory level of performance on the New York State assessment for school district leadership shall be waived if the candidate completes the registered program prior to the availability of such New York State assessment. The department shall determine the date on which such assessment is available and required.*

- **State the program requirements for completion and for recommending candidates for professional certificates. Please note that the program must ensure that candidates successfully complete the written and performance components of the State assessment in school district leadership for program completion and for recommending them for certification.**

(vii) Requirements for companion programs in school district leadership not leading to the professional certificate. Institutions that offer a registered program in school district leadership leading to the professional certificate may have registered a companion program to that program, for students who do not seek certification in New York State, which companion program does not lead to the professional certificate. The companion program in school district leadership shall require the candidate to meet all requirements prescribed in section 52.21(c) of this Part for a program in school district leadership that leads to the professional certificate, except the requirement that the candidate shall have completed successfully the New York State assessment for school district leadership.

- **If the institution requests that the proposed program also be registered as a companion program that does not lead to the professional certificate, provide a statement to this effect, including an alternate program title.**

52.21(c)(6) Institutional Accountability.

(i) Regular program evaluations by the institution. Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.

- **Describe the institution's procedure for ongoing evaluation of program effectiveness and the leadership effectiveness of program graduates.**
- **Describe how these evaluations are used to make program improvements.**

(iii) Accreditation.

(a) The accreditation requirements of clause (b) of this subparagraph shall be met by December 31, 2013, for programs leading to certification as school building leaders, school district leaders, or school district business leaders, except for such programs registered for the first time after December 31, 2006, in which case the accreditation requirements shall be met within seven years of the date of first registration.

(b) Programs shall be accredited by either:

- (1) a professional education accrediting association determined by the department to have equivalent standards to the standards set forth in this Part; or*
- (2) the Regents pursuant to the Regents accreditation process.*

- **Identify the accrediting body selected by the institution and the date by which the institution will apply for initial accreditation of its educational leadership programs.**

**APPLICATION FOR APPROVAL OF AN ALTERNATIVE PROGRAM FOR
PREPARING SCHOOL DISTRICT LEADERS**

*(Selected regulatory language in italics; Complete regulations can be found at
www.highered.nysed.gov/ocue)*

52.21(c)(1) General Requirements for All Programs Preparing Education Leaders.

(i) Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational, (social service, public service,) or leadership associations.

- **Identify all entities with which the institution collaborates to provide this program. Describe the institutions' relationship with each entity and list their program-related responsibilities.**

(ii) Conceptual framework. Programs shall demonstrate a commitment to:

(a) Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;

(b) Recruiting candidates from groups historically underrepresented in educational leadership; and

(c) Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:

(1) Leaders know and understand what it means and what it takes to be a leader;

(2) Leaders have a vision for schools that they constantly share and promote;

(3) Leaders communicate clearly and effectively;

(4) Leaders collaborate and cooperate with others;

(5) Leaders persevere and take the long view;

(6) Leaders support, develop and nurture staff;

(7) Leaders hold themselves and others responsible and accountable;

(8) Leaders never stop learning and honing their skills; and

(9) Leaders have the courage to take informed risks.

- **Describe the program's conceptual framework, addressing the program's commitment to (a), (b), and (c) above.**

(iii) External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

- **Describe the program's formal, external relationships and how they serve the purposes identified in (iii).**

(iv) Other requirements.

(a) *Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such course work or training shall include but not be 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.*

(b) *Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.*

- **Describe how the program will ensure that candidates have the required statutory preparation upon program completion.**

52.21(c)(4) Alternative School District Leader Certification Program. Specific requirements for programs preparing candidates for the professional certificate as a school district leader (superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibility for general district-wide administration, except those responsibilities defined for school district business leaders). Such alternative programs are for exceptionally qualified candidates who do not have three years of classroom teaching service, and/or pupil personnel service, and/or educational leadership service.

(ii) Admission requirements. *Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of the candidates' prior service for at least three years in an exemplary fashion in a leadership position in an organization or organizations that demonstrated strong performance. The criteria for admission shall include the following:*

(a) *Degrees. Programs shall require candidates to hold a graduate degree (academic or professional) from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees.*

(b) *Demonstrated potential through prior leadership experiences. Programs shall describe in detail the criteria that will be used and uniformly applied to identify exceptionally qualified candidates with the substantial equivalent of three years of experience as a teacher, administrator, or pupil personnel service provider in schools. Through this equivalent prior experience, candidates shall demonstrate the following accomplishments:*

- (1) *developed and promoted a vision for an organization;*
- (2) *collaboratively identified goals and objectives for achieving that vision;*
- (3) *communicated effectively to promote goals;*

(4) led comprehensive, long-range planning, informed by multiple data sources, for achieving goals;

(5) effected any needed change through ethical decision making based upon factual analysis, even in the face of opposition;

(6) established accountability for achieving goals and objectives;

(7) developed staff capability for their roles in achieving goals;

(8) supervised establishment of a budget supporting achievement of goals;

(9) supervised the management of finances and facilities to support achievement of goals; and

(10) applied statutes and regulations in accordance with law, and developed and implement policies in accordance with law.

- **Describe in detail how the alternative program’s admission requirements will incorporate all of the admission criteria identified in regulation, including the specific criteria for identifying exceptionally qualified leadership candidates with the substantial equivalent of three years of school experience.**
- **State the projected full-time equivalent enrollment for the coming fall semester.**
- **State the maximum full-time equivalent enrollment possible for the fall semester five years from this coming fall, given projected program capacity at that time.**

(iii) Requirements for recommending candidates for transitional D certificates.

(a) The program may recommend that the department issue transitional D certificates to admitted candidates who also meet the following requirements:

(1) Written commitment. Candidates shall hold a written commitment from a school district or BOCES for district-mentored and college-supervised employment as a school district leader, with mentoring of candidates for superintendent of schools to be provided by the regional BOCES District Superintendent or the New York City Regional Superintendent, or a superintendent identified by the regional BOCES District Superintendent or New York City Regional Superintendent, subject to the approval of the employing authorities.

(2) Program Endorsement. Candidates shall have the program’s endorsement for the transitional D certificate, including the program’s description of how the candidate met each criterion used by the program to determine that the candidate had exceptional qualifications for becoming a school district leader with the substantial equivalent of three years of experience as a teacher, administrator, or pupil personnel provider in schools.

(3) State Assessment. Candidates shall pass the New York State assessment for school district leadership, provided that such assessment is available at the time the candidate applies and upon application qualifies for the transitional D certificate. The department shall determine the date on which such assessment is available and required.

(b) While serving as a school district leader under a transitional D certificate, candidates shall complete all remaining program requirements, including but not limited to the mentored leadership experience and supervised experience requirement for the

professional certificate as a school district leader, as prescribed in subparagraph (vi) of this paragraph.

- **State the program requirements candidates will need to meet to qualify for a recommendation for the transitional D certificate. Include the requirements identified in (iii) above. Please note that the program must ensure that candidates pass the written component of the State assessment in school district leadership before recommending them for the transitional D certificate.**

(iv) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

- **State the program's policy for granting credit for prior learning for the school district leader certificate.**

(v) Content requirements.

(a) Programs preparing school district leaders shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following functions of the chief executive officer and instructional leader of a school district:

(1) design and execute district-wide systems to promote higher levels of student achievement;

(2) develop and implement an educational vision, or build and sustain an existing one, to assist all district students, pre-kindergarten, elementary, middle level, and high school, in meeting State learning standards;

(3) interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs;

(4) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

(5) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

(6) communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district's goals, expectations, and performance results, and builds support for improving student achievement;

(7) develop building and district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous personal and professional development;

(8) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the district, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the district, including but not limited to:

- (i) curriculum development;*
 - (ii) instructional strategies and the integration of technology;*
 - (iii) classroom organization and practices;*
 - (iv) assessment;*
 - (v) student support services, including the provision of services to students with disabilities (and students who are English language learners);*
 - (vi) professional support and development;*
 - (vii) succession planning;*
 - (viii) student, family, and community relations;*
 - (ix) facilities development; and*
 - (x) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the district's students;*
- (9) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;*
- (10) establish accountability systems for achieving educational goals and objectives;*
- (11) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;*
- (12) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives;*
- (13) interact and communicate effectively with local, state, and federal representatives, applying statutes and regulations as required by law, and implementing school policies in accordance with law; and*
- (14) maintain a personal plan for self-improvement and continuous learning.*

- **Describe how the program will ensure that upon program completion candidates will be able to perform the duties specified in (a) through (l).**
- **List all required courses in the program by course number, title, and credits. Include the instructor's name for each course and total credits required for program completion. Indicate with an asterisk each course that will be regularly available through distance education.**
- **Provide a course description for each required course that indicates the topics covered in that course.**
- **Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year, including summer. If not, indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.**
- **Using the attached forms, complete one chart for full-time and one chart for part-time faculty.**

- **List all information technology resources that directly support the program and describe candidate access to library resources that directly support the program.**

(vi) Mentored and supervised experience.

(a) *Mentored leadership experience. Programs shall require candidates to successfully complete one of the following types of mentored leadership experiences:*

(1) *one year of district-mentored and college-supervised employment as a school district leader serving with a transitional D certificate; or*

(2) *Mentored leadership experiences that shall:*

(i) *include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;*

(ii) *be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those competencies regularly evaluated by program faculty; and*

(iii) *be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school district leadership.*

(3) *the leadership experiences specified in subclause (2) of this clause shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.*

(4) *alternatively, the leadership experiences specified in subclause (2) of this clause may occur in another competency-based format different from that prescribed in subclause (3) of this clause provided that the program demonstrates that such format is substantially equivalent to the format prescribed in subclause (3) of this clause.*

(b) *Supervised experience requirement for the professional certificate. Programs shall require the candidate to successfully complete the experience requirement for the professional certificate of three years of educational leadership service and/or classroom teaching experience and/or pupil personnel service experience in public or non-public schools N-12, which must include at least one year of service as a school district leader under the transitional D certificate, as prescribed in section 80-5.15(b)(3) of this Title. Such experience shall include but not be limited to mentored experience as prescribed in clause (a) of this subparagraph and additional experience while under the transitional D certificate needed to meet the experience requirement for the professional certificate as a school district leader. The program shall provide the candidate with support and supervision while the candidate obtains such additional experience under the transitional D certificate.*

- **List and describe the leadership experiences required throughout the program, including the required culminating leadership experience.**

(vii) *Requirements for program completion and recommendation for the professional certificate as a school district leader.*

(a) *The candidate shall meet the following requirements for program completion leading to the professional certificate as a school district leader:*

(1) *Candidates shall have successfully met all program requirements established by the institution and requirements for program registration.*

(2) *Candidates shall have successfully completed at least 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district leadership, as specified in the program's content requirements; and*

(3) *Candidates shall hold the transitional D certificate.*

(4) *Candidates shall have successfully completed the experience requirement for the professional certificate as a school district leader, as prescribed in section 80-5.15(b)(3) of this Title.*

(b) *For the candidate to be issued a professional certificate as a school district leader, the program must recommend to the department that the candidate be issued the professional certificate. In order to be recommended, the candidate must meet the requirements for program completion prescribed in clause (a) of this subparagraph.*

(c) *Candidates shall successfully complete the New York State assessment for school district business leadership. The requirement of achieving a satisfactory level of performance on the New York State assessment for school district business leadership shall be waived if the candidate completes the registered program prior to the availability of such New York State assessment. The department shall determine the date on which such assessment is available and required.*

- **State the program requirements for completion and for recommending candidates for professional certificates. Please note that the program must ensure that candidates successfully complete the written and performance components of the State assessment in school district leadership for program completion and for recommending them for certification.**

52.21(c)(6) Institutional Accountability.

(i) Regular program evaluations by the institution. *Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.*

- **Describe the institution's procedure for ongoing evaluation of program effectiveness and the leadership effectiveness of program graduates.**
- **Describe how these evaluations are used to make program improvements.**

(iii) Accreditation.

(a) *The accreditation requirements of clause (b) of this subparagraph shall be met by December 31, 2013, for programs leading to certification as school building leaders, school district leaders, or school district business leaders, except for such programs registered for the first time after December 31, 2006, in which case the*

accreditation requirements shall be met within seven years of the date of first registration.

(b) Programs shall be accredited by either:

(1) a professional education accrediting association determined by the department to have equivalent standards to the standards set forth in this Part; or

(2) the Regents pursuant to the Regents accreditation process.

- **Identify the accrediting body selected by the institution and the date by which the institution will apply for initial accreditation of its educational leadership programs.**

**APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO CERTIFICATION
AS A SCHOOL DISTRICT BUSINESS LEADER**

*(Selected regulatory language in italics; Complete regulations can be found at
www.highered.nysed.gov/ocue)*

52.21(c)(1) General Requirements for All Programs Preparing Education Leaders.

(i) Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational, (social service, public service,) or leadership associations.

- **Identify all entities with which the institution collaborates to provide this program. Describe the institutions' relationship with each entity and list their program-related responsibilities.**

(ii) Conceptual framework. Programs shall demonstrate a commitment to:

(a) Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;

(b) Recruiting candidates from groups historically underrepresented in educational leadership; and

(c) Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:

(1) Leaders know and understand what it means and what it takes to be a leader;

(2) Leaders have a vision for schools that they constantly share and promote;

(3) Leaders communicate clearly and effectively;

(4) Leaders collaborate and cooperate with others;

(5) Leaders persevere and take the long view;

(6) Leaders support, develop and nurture staff;

(7) Leaders hold themselves and others responsible and accountable;

(8) Leaders never stop learning and honing their skills; and

(9) Leaders have the courage to take informed risks.

- **Provide a statement of the program's conceptual framework that includes an indication of the program's commitment to (a), (b), and (c) above.**

(iii) External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

- **Describe the program's formal, external relationships and how they serve the purposes identified in (iii).**

(iv) Other requirements.

(a) Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such course work or training shall include but not be 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.

(b) Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.

- **Describe how the program will ensure that candidates have the required statutory preparation upon program completion.**

52.21(c)(5) School District Business Leader. Specific requirements for programs preparing candidates for the professional certificate as school district business leader (deputy superintendent of schools for business, associate superintendent of schools for business, assistant superintendent of schools for business, and any other person having professional responsibility for the business operation of the school district).

(ii) Admission requirements.

(a) Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees; and

(b) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences that are evaluated using criteria established by the program and uniformly applied.

- **State admission requirements for the proposed program.**
- **State the projected full-time equivalent enrollment for the coming fall semester.**
- **State the maximum full-time equivalent enrollment possible for the fall semester five years from this coming fall, given projected program capacity at that time.**

(iii) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

- **State the program’s policy for granting credit for prior learning for the school district business leader certificate.**

(iv) Content requirement. Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following within the context of a school district business leadership position:

(a) create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective;

(b) identify, develop, and endorse organizational and administrative policies and procedures for the district;

(c) effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances;

(d) administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations;

(e) effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program;

(f) assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs; and

(g) effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.

- **Describe how the program will ensure that upon program completion candidates will be able to perform the duties specified in (a) through (l).**
- **List all required courses in the program by course number, title, and credits. Include the instructor’s name for each course and total credits required for program completion. Indicate with an asterisk each course that will be regularly available through distance education.**
- **Provide a course description for each required course that indicates the topics covered in that course.**
- **Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year, including summer. If not, indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.**

- **Using the attached forms, complete one chart for full-time and one chart for part-time faculty.**
- **List all information technology resources that directly support the program and describe candidate access to library resources that directly support the program.**

(v) Leadership experiences.

(a) *Programs shall require candidates to successfully complete leadership experiences that shall:*

(1) *include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;*

(2) *be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those competencies regularly evaluated by program faculty; and*

(3) *be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school district business leadership.*

(b) *The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.*

(c) *Alternatively, the leadership experiences specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this paragraph provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.*

- **List and describe the leadership experiences required throughout the program, including the required culminating leadership experience.**

(vi) Requirements for program completion and recommendation for professional certificate.

(a) *Candidates shall have successfully met all program requirements established by the institution of higher education and requirements for program registration;*

(b) *Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion, and shall have successfully completed 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district business leadership, as specified in the program's content requirements;*

(c) *Candidates shall successfully complete the written and performance components of the State assessment for school district business leaders.*

- **State the program requirements for completion and for recommending candidates for professional certificates. Please note that the program must**

ensure that candidates successfully complete the written and performance components of the State assessment in school district leadership for program completion and for recommending them for certification.

(vii) Requirements for companion programs in school district leadership not leading to the professional certificate. Institutions that offer a registered program in school district leadership leading to the professional certificate may have registered a companion program to that program, for students who do not seek certification in New York State, which companion program does not lead to the professional certificate. The companion program in school district leadership shall require the candidate to meet all requirements prescribed in section 52.21(c) of this Part for a program in school district leadership that leads to the professional certificate, except the requirement that the candidate shall have completed successfully the New York State assessment for school district leadership.

- **If the institution requests that the proposed program also be registered as a companion program that does not lead to the professional certificate, provide a statement to this effect, including an alternate program title.**

52.21(c)(6) Institutional Accountability.

(i) Regular program evaluations by the institution. Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.

- **Describe the institution's procedure for ongoing evaluation of program effectiveness and the leadership effectiveness of program graduates.**
- **Describe how these evaluations are used to make program improvements.**

(iii) Accreditation.

(a) The accreditation requirements of clause (b) of this subparagraph shall be met by December 31, 2013, for programs leading to certification as school building leaders, school district leaders, or school district business leaders, except for such programs registered for the first time after December 31, 2006, in which case the accreditation requirements shall be met within seven years of the date of first registration.

(b) Programs shall be accredited by either:

- (1) a professional education accrediting association determined by the department to have equivalent standards to the standards set forth in this Part; or*
- (2) the Regents pursuant to the Regents accreditation process.*

- **Identify the accrediting body selected by the institution and the date by which the institution will apply for initial accreditation of its educational leadership programs.**

