Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification

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Introduction and Overview: Teacher and Leader Preparation Program Registration Process

Procedures Common to all Proposals

The ***Office of Higher Education*** assesses the compliance of public, independent, and proprietary degree-granting institutions and the programs of study they offer with the standards of quality set forth in laws, rules, and regulations. This includes assessing applications to establish new higher education institutions, major changes to the missions of existing higher education institutions, proposed programs of study and changes to currently registered programs. New York State Education Department (NYSED or Department) approved programs are listed on the Department's Inventory of Registered Programs (IRP).

The Department registers individual curricula ("programs") rather than an institution as a whole. However, the registration process takes into consideration all significant aspects of an institution's educational enterprise as it relates to a proposed program. Program registration is the Department's chief means to ensure that colleges, universities, and professional schools maintain quality standards.

What Requires Registration?

Registration of a curriculum (program of study) indicates its approval based on quality standards in the Regulations of the Commissioner of Education (Commissioner's Regulations). Section 50.1 (i) of those regulations defines curriculum or program as *"the formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both."* Section 52.1 requires registration of the following types of curricula at colleges, universities, and professional schools before those institutions may offer them:

- every curriculum creditable toward a degree offered by institutions of higher education;
- every curriculum leading to a certificate or diploma bearing credit towards a degree;
- every curriculum leading to licensure in a profession;
- every curriculum for which registration is required by statute, the Rules of the Board of Regents, or any other section of these regulations; and
- every curriculum leading to a certificate or diploma offered by a non-chartered proprietary institution authorized by the Regents to grant degrees, except noncredit curricula approved by another State agency for the purpose of licensure by that agency.

  (Statutory Authority: Sections 207, 210, 6506, and 6507 of Education Law. See also Section 13.1 of the Rules of the Board of Regents.)

The Proposal Submission Process

Proposal applications to register or change a Teacher Education, Educational Leadership or Pupil Personnel Services certificate title program **must** be submitted in portable document format (PDF) to: **OCUEedapps@mail.nysed.gov**

Proposal applications are required for the following actions:

- Registration of a new degree program (with some exclusions), including those requiring master plan amendment (MPA)
- Registration of a new certificate or advanced certificate program
- Addition of the distance education format to an existing registered program
- Changes in program content, including:
  - Changes in the program's focus or design
  - Adding a certificate title (e.g., adding a 5-6 extension)
  - Adding or eliminating a major or concentration
  - Altering the liberal arts and science content
  - A cumulative curricular change of 1/3 or more of the total credits
  - A curricular change that impacts the pedagogical core
  - Eliminating a requirement for completion
- Changes in program information, including**:**
  - A change in degree award (e.g., from a B.S. to B.A.)
  - A change in program title
  - A change in format (e.g., from day to evening, from full-time to part-time)
  - A change in delivery mode (e.g., from traditional format to an on-line format of the program)
  - A change in the total number of credits of any certificate or advanced certificate program (if less than 1/3 of total credits and does not impact the pedagogical core)
  - Deleting a certificate title
  - Discontinuing a program

If the request does not fall into one of the above categories, please contact the Office of College and University Evaluation (OCUE) at (518) 474-1551, or at OCUEINFO@mail.nysed.gov for further information and instructions. Examples of Program Registrations not included in this process:

- Doctoral Programs
- ITI Programs (Intensive Training Institutes) in Bilingual Education
- Programs leading to professional licensure

Colleges and universities within the State University of New York (SUNY) and City University of New York (CUNY) systems should contact their respective system administrations for the appropriate proposal submission process.

Completing the Proposal Application

After a proposal has been submitted to the New York State Education Department, Office of College and University Evaluation, a preliminary review is conducted. This preliminary review checks to see if the correct application has been completed as well as for inclusion of certain basic information,

such as purpose of the proposal, contact person, and signature of approved institutional designee. Once the preliminary review is completed and the information is confirmed, the proposal is logged in and assigned to an OCUE reviewer.

The Office is committed to reviewing proposals within 30 working days of their submission, when the submission is complete and on the correct application form. If issues are raised, the institutional contact person identified in the proposal will be notified of the specific problem areas, questions and issues. Once contacted, institutions will have 30 working days to provide a comprehensive e-mail response that addresses all problem areas, questions and issues identified by OCUE staff. **If the proposal is not resubmitted within the required 30 working day period with all the requested information, and/or if any of the problem areas, questions and issues have not been fully addressed in the institution's response, the proposal will be withdrawn from further consideration.** In this case, the institutional contact will be notified via a letter citing the regulatory deficiencies in its submission and resubmission/response. **Therefore, institutions are urged to read this guidance document to have a clear understanding of what the expectations are regarding program review criteria, submit the proposal on the correct application form, check to ensure the application is completed thoroughly and ensure that all additional attachments and submissions are included.** Again, institutions are encouraged to read this guidance document in its entirety. If more information is needed after reading the guidance document, email OCUEedapps@mail.nysed.gov.

There may be instances when, as a result of a unique proposal or other special circumstances, additional time is needed to engage the institution and confirm compliance with quality standards. In such cases the OCUE evaluator will contact the institution's liaison, explain the concern and ask for the appropriate additional information to move the review process forward.

In addition, institutions are asked to limit the total number of proposals they submit within a three month period of time**.** As a *general* guide, institutions should not submit more than five new program registrations in any single three month period, and not more than one Master Plan Amendment in any six month period. If an institution submits more than five proposals in three months, the Department expects that the institution has submitted the proposals in priority order and will review them accordingly.

Applications for Programs Leading to Classroom Teacher, Educational Leadership, and Pupil Personnel Services Certifications

There are five different applications for programs leading to teacher, educational leadership or pupil personnel services (PPS) certification, discussed below.

I. The Application to Register New Programs Leading to Initial or Initial/Professional Classroom Teaching Certificates/Extensions/Annotations

Use this application to register a traditional undergraduate program leading to initial classroom teaching certification or a graduate level program leading to initial/professional classroom teaching certification.

Use this application to register a traditional program leading to an extension, including bilingual extension for teachers, or annotation.

Do not use this application for Transitional B program registration, please see below.

II. The Core Application for Registration of a New Program Leading to Professional, Transitional B, or Transitional C Certification.

Applicants for a program leading to the Professional, Transitional B, or C Certification, must complete the Core Application and applicable Supplement (A, B or C).

Use this application to register a traditional graduate program leading to professional

certification only. Programs leading only to professional certification require candidates to hold initial certification in the same certification subject area as the proposed professional program. These programs cannot be used as a second certificate pathway as they do not require field experience or student teaching (Supplement A).

Use this application to register an alternative graduate program leading to Transitional B classroom teaching certification, or Transitional C classroom teaching certification (Supplement B or C).

III. The Educational Leadership Application

Use this application to register a graduate program leading to initial school building leader certification, professional school district leader certification including alternative Transitional D or professional school district business leader certification. This application includes the option of a bilingual extension for these certificate titles.

IV. Pupil Personnel Services (PPS) Application

Use this application to register a program that leads to certification as a school psychologist, school social worker, or school counselor. This application includes the option of a bilingual extension for these certificate titles.

V. The Application for Changes in a Currently Registered Program Leading to Certification in Teacher or Educational Leadership Certification.

Use this application to make changes to currently registered programs leading to classroom teacher or educational leadership certification.

Instructions for Completing a Proposal Application

1. Review the instructions and tasks required **for each application** before actual submission. Each application form can be downloaded and completed for hard copy submission.
2. Please note that all SUNY and CUNY colleges and universities should continue to prepare and submit proposals as required by their respective system administrations. SUNY and CUNY colleges and universities please contact your system administration for direction regarding processes, procedures, timelines and applications.
3. Use the Instructions, Resources, Guidance and Relevant Regulations associated with each application and task. This Teacher, Leader and PPS Guidance Document for Program Registration can be downloaded and printed.
4. Incomplete applications or applications that do not use the appropriate forms, will be returned to the institution and withdrawn from further consideration. Please ensure that you understand the applications and forms that are required for your particular proposal.
5. An application that has been returned may count toward the five proposal limit within a three month period for each institution, depending on the reason for the return.
6. Proposals that represent a significant change in the institution's academic mission may require a master plan amendment. For more information on master plan amendments, see http://www.highered.nysed.gov/ocue/aipr/mpainfo.html
7. Certain actions may require an amendment to the institution's charter or certificate of incorporation. For more information see http://www.highered.nysed.gov/ocue/aipr/cainfo.html
8. If the change involves establishing an existing registered program at a new location, this is considered to be a new program, not a change to an existing program. A new registration application for the proposed program is required, with all requisite accompanying materials.

9. For programs that are registered jointly with another institution, all institutions involved in the joint registration must confirm their support for the changes by signing the required documents.

10. To change a registered professional licensure program or to add a license qualification to an existing program (e.g., School Psychologist, Speech & Language Pathology), please contact the Office of the Professions (OP) for guidance. Please see http://www.highered.nysed.gov/ocue/aipr/register.html#professions for information on state professional license.

External Program Reviews

When is an External Program Review Required?

An external review of a proposed teacher, educational leadership or pupil personnel services program is required if the program falls into one of the following two categories:

1. The program leads to **a graduate degree** and is in a **new certificate area in Teaching or Educational Leadership**. When an Institution of Higher Education (IHE) moves to a new certificate area at the graduate level (adolescence education when they have only physical education), an external review is required.
2. An external review is **requested by the Department**. The Department reserves the right to request an external review of a program leading to teacher, educational leadership or pupil personnel services certificate at any time. Such instances include, but are not limited to, when pass rates fall below 80% on the New York State Teacher Certification Exams (NYSTCE), low graduation rates, complaints and/or evidence of ineffective candidate preparation.

   If an external review is required, the new program proposal must include the submission of:

   - A copy of either the original External Review for Teacher Education Programs form, the External Review for Educational Leadership Programs or External Review of Pupil Personnel Services Programs form, completed and signed by a recognized expert in the field and certificate area. **IMPORTANT: The expert must be approved by OCUE in advance of the External Review occurring.**
   - A copy of the **email from the State Education Department (OCUE)**, indicating that advanced approval of the external evaluator was received prior to the external review occurring.
   - A copy of the institution's response to the external evaluation, **including how the institution's proposal has been modified** in response to the external reviewer's comments and recommendations.

Who Qualifies as an Acceptable External Reviewer?

The proposed external reviewer is expected to be a **recognized expert in the field** of the proposed program, as demonstrated by appropriate **educational credentials**, **professional experience, academic teaching and/or administrative experience in similar programs, or publications in the field in peer reviewed journals.** A terminal degree in the field of study is preferred. The proposed reviewer must not have a conflict of interest or the appearance of a conflict of interest with the institution or program under review.

What Constitutes a Conflict of Interest?

There is a **conflict of interest when** the potential reviewer:

- is a present or former employee, student, member of the governing board, owner or shareholder of, consultant (past or present) to the institution or in a partnership with the institution that is proposing the new program; this includes those persons who may have consulted or helped develop the proposed program.
- is a spouse, parent, child, or sibling of an individual or persons listed above;
- has expressed an opinion for or against the proposed program;

- is seeking or being sought for employment or other relationship with the institution proposing the program;
- has a personal or professional relationship with the institution that might compromise objectivity; and/or
- has a competitive relationship with the institution that might compromise objectivity.

How is Approval of an External Reviewer Obtained? What is the Review Process Once Approval is Obtained?

External reviewers must be approved before the review takes place. The approval of an external program reviewer, and the external review process, includes the following steps:

1. Ensure there is no conflict of interest with the proposed reviewers (see list above).
2. Submit to the institution's OCUE liaison, via e-mail, the names and CVs or biographies of proposed reviewers (usually three).
3. Include a brief description of the program.
4. The OCUE liaison reviews the credentials of the proposed reviewers and advises the institution.
5. An external reviewer completes the review.

Proposals Requiring Master Plan Amendment

What is a Master Plan?

A college or university states its mission, goals and objectives in its master plan. The master plan describes the institution's philosophy, purposes and direction; the characteristics of the people it seeks to serve; the level and range of programs it offers; the research it conducts; and the services it provides. This plan may be modified by amendment as the institution evolves.

What is a Master Plan Amendment?

When an institution seeks to expand its academic mission (e.g., by offering a degree at a new level of study or in a new disciplinary area), it must submit a master plan amendment application for review and approval by the Board of Regents. The Regents must approve an amendment of an institution's master plan before the institution can undertake the proposed activities. The main purpose of this process is to permit public review of significant changes in an institution's academic mission.

What Requires a Master Plan Amendment?

Approval of a master plan amendment is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program (see Section I: General Information for definitions); or establishes at each degree level its first program in each of the 10 general disciplinary areas. Under certain circumstances, proposed programs may require amendment of the institution's master plan and/or charter or certificate of incorporation, in addition to program registration.

Additional information about master plan amendment is available online:
http://www.highered.nysed.gov/ocue/aipr/mpainfo.html.

Proposals Requiring Charter Amendment or Similar Authorization

The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution's legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees, new degree titles, including degrees at new levels, change of location or establishment of a branch campus, and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college's certificate of incorporation on file with the Department of State. Such amendments require the consent of the Commissioner of Education.

Additional information about charter amendments and similar authorizations is available online at:
http://www.highered.nysed.gov/ocue/aipr/cainfo.html .

Important Policy Information

- To strengthen the preparation of teachers and leaders and to support the Regents Reform Agenda, please take note of the following:
- The Department will no longer register, as one program, a teacher preparation program with a "track" that leads to teacher certification and a "track" that does not lead to certification. These tracks have different career outcomes and objectives, and should be designed, administered and implemented differently. "Tracks" that do not lead to teacher or leader certification should be submitted using the application for general academic programs. Educational leadership companion programs are an exception. See Registration of Companion Programs.
- If the proposed program leads to initial and/or professional certification for library media specialist, the program must lead to a **master's or higher degree**. **Commissioner's Regulations, Part 52.21(b)(3)(xiv)** require that programs leading to the library media specialist certification "shall lead to a master's or higher degree." As such, the Department will no longer register new library media specialist programs **leading to an advanced certificate**, since an advanced certificate is not a degree title. Section 3.50 of the Rules of the Board of Regents lists all degree titles in New York State, found at: http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm#Section3.50.RegisteredDegrees. Existing library media specialist programs leading to an advanced certificate should consider a change to a master's degree to be in compliance with Commissioner's Regulations and Regent's Rules.
- If the proposed program leads to initial and/or professional certification in teaching Literacy Birth-Grade 6 or teaching Literacy Grades 5-12, the program must lead to a **master's or higher degree**. Commissioner's Regulations, Part 52.21(b)(3)(xi) require that programs leading to the teaching literacy certifications "shall lead to a master's or higher degree." As such, the Department will no longer register new literacy certification programs that lead to an advanced certificate, since an advanced certificate is not a degree. Section 3.50 of the Rules of the Board of Regents lists all degree titles in New York State, found at: http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm#Section3.50.RegisteredDegrees. Existing Literacy Birth- Grade 6 and Literacy Grade 5-12 programs should consider a change to a master's degree to be in compliance with Commissioner's Regulations.
- Programs that lead to multiple, unrelated certificates (i.e., Childhood Education, Adolescent Education (Chemistry 7-12) and Specific Subject Education (Health)) or certificates at different levels (i.e., initial/professional with a second track for professional) should be registered as separate programs.
- 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.
- Advanced certificates leading to a base teaching certificate should minimally be 15 credits for teachers already holding an initial certificate.
- The institution shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other supports the student needs to successfully complete the program. Low institutional retention and graduation rates can be indicators that the supports necessary for student learning are ineffective or insufficient. These rates will be considered when the application is submitted.

Department Expectations: General Institutional Information

Complete For All Teacher, Educational Leader, and Pupil Personnel Services Program Proposals

The information requested in this "General Information" section pertains to all proposals and provides directions for completing the Institution and Program Information Task in OCUE's Proposal Submission process.

I. Institutional Information

Institution Name

- Institution name is the registered official name of the institution.

Institution Address

- Institution address is the registered official address of the institution.

Related Regulations on Authorization of Institutions

Section 224.1 of Education Law *states that "no individual, association, copartnership or corporation not holding university, college or other degree conferring powers by special charter from the legislature of this state or from the regents, shall confer any degree or use, advertise or transact business under the name university or college, or any name, title or descriptive material indicating or tending to imply that said individual, association, copartnership or corporation conducts, carries on, or is a school of law, medicine dentistry, pharmacy, veterinary medicine, nursing, optometry, podiatry, architecture or engineering, unless the right to do so shall have been granted by the regents in writing under their seal.*

Additional Information

- Specify campus where program will be offered, if other than the main campus.
- If any *courses* will be offered off campus, indicate the location and number of courses and credits.
- Please see http://www.highered.nysed.gov/ocue/aipr/Off-CampusInstruction1.html for categories of off- campus instruction and definitions.

Note: Institutions must seek prior approval to operate a branch campus or extension center. Applications for approval of an extension center or branch campus are available on line at: http://www.highered.nysed.gov/ocue/documents/ExtensionCenters.pdf

Related Regulations on Off-Campus Instruction: Branch Campus

Section 50.1 Definitions. *As used in this Subchapter*

(r) Branch campus means a unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

Section 54. Approval of Off-Campus Instruction. *(a) Branch Campuses.*

(1) No independent institution shall establish a branch campus unless the institution is authorized to establish such branch campus by its charter and master plan, as approved by the Regents.

(2) No public university or college thereof shall establish a branch campus unless the university is authorized to establish such branch campus by its master plan as approved by the Regents and the Governor.

(3) No degree-granting proprietary institution shall establish a branch campus unless the institution has the permission of the Regents to establish such branch campus."

Related Regulations on Off-Campus Instruction: Extension Center

Section 50.1 Definitions. *As used in this Subchapter*

(s) Extension center means a unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

Section 54. Approval of Off-Campus Instruction*. (c) Extension centers. 1) No institution shall begin to operate an extension center after September 2, 1980, and no institution shall, after September 2, 1981, continue to operate an extension center existing prior to September 2, 1980, unless the institution has applied for and obtained specific approval of the commissioner to operate such extension center.*

(2) In reviewing the application of an institution to operate an extension center, the commissioner will consider: (i) the impact of the extension center upon the institution offering courses, including its impact on the quality of academic curricula registered at the institution; (ii) the need or demand for the extension center and for the courses offered there for credit from the points of view of students or special groups of students, including military personnel and people in sparsely populated areas, potential employers of the students completing those courses, the institution and the public; (iii) the impact of the extension center upon other institutions in the area and in the State as a whole; and (iv) the compatibility of the extension center with the Regents Statewide Plan for the Development of Postsecondary Education

II. Program Information for New or Existing Programs

Program Code

Review Criteria:

- The institution enters the existing program code when requesting a change to a currently registered program.
- No program code is entered if requesting a new program.

Program Title

Review Criteria:

- Proposed program title reflects **program purpose**.

*Note: **Award** is a separate program element and should not be included in the proposed program title. For example, if the proposed program title is for an advanced certificate in Bilingual Education, the registered program title will be changed to "Bilingual Education" since "advanced certificate" is the award.*

Degree Award

Review Criteria:

Proposed program degree award must be authorized in the institution's charter. Before submitting an application, check the institution's charter for eligibility.

- If the proposed program award is not authorized in the institution's charter, the institution will need to request a charter amendment to register the program. Information on charter amendments is available at: http://www.highered.nysed.gov/ocue/aipr/cainfo.html
- If the proposed program leads to a teaching certificate for library media specialist, the program must lead to a master's degree or higher.
- If the proposed program leads to a certificate in Literacy Birth-Grade 6 or Literacy Grades 5-12, the program must lead to a master's degree or higher.
- An appropriate award for a master's level program leading to teacher certification for someone without initial certification is the Master of Arts in Teaching (M.A.T.)

- Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.
- Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

Related Regulations on Awards

Part 52.21 Registration of curricula in teacher education (b) Programs leading to certification in the classroom teaching service (3) Specific requirements.

(xi) Programs leading to initial and professional certificates for teaching literacy (birth through grade 6) or for teaching literacy (grades 5 through 12). (a) Notwithstanding the requirements of subparagraph (2)(ii) of this subdivision, the program shall lead to a ***master's or higher degree****.*

Part 52.21 Registration of curricula in teacher education (b) Programs leading to certification in the classroom teaching service (3) Specific requirements.

(xiv) programs leading to initial and professional certificates valid for service as a library media specialist (all grades). (a) Notwithstanding the requirement of subparagraph (2)(ii) of this subdivision that programs leading to an initial certificate shall lead to a ***baccalaureate or higher degree****, a program leading to an initial certificate valid for service as a library media specialist shall lead to a master's or higher degree in library science. In addition, the requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision shall not apply.*

HEGIS Code

- HEGIS (Higher Education General Information Survey) is a set of codes used to classify academic curricula.

Note: Information on HEGIS Code is available at:
http://www.highered.nysed.gov/ocue/documents/HEGIS.pdf

Review Criteria:

- The assigned HEGIS Code is consistent with the focus and purpose of the curriculum.

Number of Credits

- Indicate the **minimum** and **maximum** number of credits required for program completion.

Review Criteria:

- The minimum number of credits for baccalaureate degree is 120 semester hours.
- The minimum number of credits for master's degree is 30 semester hours.
- The number of credits identified is consistent with the total number of credits indicated on the program sample schedule.
- Advanced certificates leading to an additional teaching certificate for teachers who already hold certification must have a minimum of 15 credits of coursework.

Related Regulations on Credits

Part 52.2 Standards for the Registration of Undergraduate and Graduate Curricula. *(c) Curricula and awards.*

(2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6)-(10) of this subdivision.

(7) Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.

(8) Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

When the program leads to a certificate or an advanced certificate, indicate the registered degree program(s) to which the credits apply.

Review Criteria:

- The degree program(s) listed here must be (an) existing registered program(s).

Note: **Information on the current registered program is required.** *Commissioner's Regulations Part 50.(n) defines credit" as "a unit of academic award applicable toward a* ***degree*** *offered by the institution, and Part 50(j) defines "certificate" as "a credential issued by an institution in recognition of the completion of a curriculum* ***other than one leading to a degree****."*

- Institutions wishing to simultaneously register new degree programs and new certificate or advanced certificate programs associated with the same new program, the master's proposal must first be evaluated and approved for registration before the Advanced Certificated will be considered.

When the program is part of a dual degree program, provide the program title, degree award, HEGIS code, and minimum and maximum number of credits required to complete the second degree of the dual degree program.

Review Criteria:

- The degree program(s) listed here must be (an) currently registered program(s).
- The degree program listed in response to this item must be registered.

III. Contact Person for this Proposal

If any problem areas, questions or issues arise during the review period, the Department (OCUE) liaison(s) will send questions on the proposal to the contact person. Therefore please be certain that the contact person is listed, and that the person is reachable and knowledgeable about the program.

Review Criteria:

- Information for the program contact person, including an e-mail address and phone number, has been provided.

Department Expectations:
Program Information and Sample Program Schedule

Program Format

Review Criteria:

- Program description and sample program schedule reflect allowable program scheduling and format features.
- For the Distance Education format, an Application to Add the Distance Education Format is submitted.

Format Definitions

- Program format definitions (e.g., evening, weekend, accelerated, etc.) are available at: http://www.highered.nysed.gov/ocue/aipr/format.html
- See Review Process for Approval of Programs in Distance Education Format for detailed information on distance education.

Program Description and Purpose

a) Program description as it appears in the institution's catalog

Review Criteria:

- A program description is provided that includes the philosophy, purpose, and specific career objectives of the program.
- The program has a clear focus and specific career objectives.
- The program focuses on one or two certificate titles in order to ensure the integrity of the program, the curricular design and attention to the student population to be taught.

Related Regulations on Program Description

Part 52.21 Registration of curricula in teacher education. *(b) Programs leading to certification in the classroom teaching service.*

(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, all programs leading to certification in teacher education shall meet the following requirements:

> *(a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.*

b) Certificate titles

Review Criteria:

Certification Titles

- Certificate titles for which the institution would like the authority to recommend as a result of the registration of this proposed program are identified.
- Programs leading to multiple certification title areas are designed for a specific developmental level or have a specific pedagogical focus.

- Programs that lead to multiple, unrelated certificates (i.e., Childhood Education, Adolescent Education (Chemistry 7-12) and Specific Subject Education (Health)) or certificates at different levels (i.e., initial/professional with a second track for professional) should be registered as separate programs.
- 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 developmental level will help maintain the focus and integrity of the program so that candidates are fully prepared to meet their specific career objectives and have the knowledge and skill to tech the New York State Learning Standards and Common Core Curriculum.

Teacher, PPS and Educational Leader Certificate Title List

Early Childhood Education (Birth-Grade 2);
Childhood Education (Grades 1-6);

Generalist In Middle Childhood Education (Grades 5-9);
English Language Arts (Grades 5-9);
Language Other Than English (Specified) (Grades 5-9); American Sign Language, Arabic, Cantonese, Chinese, French, Hebrew, Greek, German, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu;
Mathematics (Grades 5-9);
Biology (Grades 5-9);
Chemistry (Grades 5-9);
Earth Science (Grades 5-9);
Physics (Grades 5-9);
Social Studies (Grades 5-9);

English Language Arts (Grades 7-12);
Language Other Than English (Specified) (Grades 7-12);; American Sign Language, Arabic, Cantonese, Chinese, French, Hebrew, Greek, German, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu;
Mathematics (Grades 7-12);
Biology (Grades 7-12);
Chemistry (Grades 7-12);
Earth Science (Grades 7-12);
Physics (Grades 7-12);
Social Studies (Grades 7-12);

Students With Disabilities (Birth-Grade 2); Students With Disabilities (Grades 1-6); Students With Disabilities Generalist (Grades 7-12);
Deaf And Hard Of Hearing (All Grades);
Blind And Visually Impaired (All Grades);
Speech And Language Disabilities (All Grades);

Literacy (Birth-Grade 6);Literacy (Grades 5-12);

Dance (All Grades); Health Education (All Grades); Music (All Grades); Physical Education (All Grades);
Theater (All Grades); Visual Arts (All Grades);
English To Speakers Of Other Languages (All Grades);
Library Media Specialist (All Grades);
Educational Technology Specialist (All Grades);
Agriculture (All Grades);

Family And Consumer Sciences (All Grades);
Business And Marketing (All Grades);
Technology Education (All Grades);

Educational Leadership: School Building Leader; School District Leader; School District Business Leader

Pupil Personnel Services: School Counselor, School Social Worker, School Psychologist

Extensions and Annotations

Review Criteria

- Definitions for extension and annotation may be found below the *Extension and Title List* and at in Commissioner's Regulations ***Part 52.21 (b)(1)(i) and (vi)***
- Extensions to authorize the teaching of a subject in Grades 5 and 6 must be tied to a certain base certificate, including grades 7-12 certificates in teaching biology, chemistry, earth science, English, mathematics, physics, social studies or languages other than English (LOTE). The 5-6 extension is only valid for someone with the appropriate 7-12 base certificate, or who is concurrently earning the base certificate.
- Extensions to authorize the teaching of a subject for students in Grades 7 through 9 for teachers with existing base certificates in childhood education shall require study of at least 30 semester hours in the subject to be taught and at least 6 semester hours in middle childhood education.
- Subject area extensions for Students with Disabilities (SWD) certificates are tied to the developmental level of the base certificate. Only SWD 7-12 subject area extensions can be added to the SWD Generalist 7-12 certificate. As of September 2011, program registration for the SWD 5-9 specialist and generalist certificates ended with previously existing programs being phased out by 2016. There is no 5-6 extension to the SWD Generalist 7-12 certificate.
- Programs leading to extensions to authorize the teaching of gifted education must associate the extension to a classroom teaching certificate.
- Programs leading to extensions in coordinator of work-based learning programs for career exploration or to authorize coordination of discipline-specific and diversified work-based learning programs for career development must associate the extension to a valid teaching certificate, and shall require study of at least six semester hours in developing, implementing, coordinating and evaluating work-based learning programs.
- Programs leading to annotations for teaching students with severe or multiple disabilities must associate the annotation to certificates for teaching students with disabilities in early childhood, childhood, adolescence, students who are blind or visually impaired, students who are deaf or hard of hearing or students with speech and language disabilities.
- Extensions to authorize the teaching of Bilingual Education must be tied to an appropriate base teaching, leadership, or pupil personnel services certificate. The Bilingual Extension is only valid for someone who has an existing certificate or who is concurrently earning a valid certificate. TESOL is not an appropriate base certificate for the bilingual extension.
- Bilingual extension requirements differ for teacher education and educational leadership and PPS certificates. Please see Department Expectations: Bilingual Extensions for Pupil Personnel Services and Educational Leadership Titles

Extension and Annotation Title List

5-6 Ext	Sev/Mult Dis Ann
General Science 7-12 Ext	SWD Arabic 7-12 Ext
General Science 5-9 Ext	SWD American Sign Language 7-12 Ext
English 7-9 Ext	SWD Biology 7-12 Ext
Amer Sign Language 7-9 Ext	SWD Cantonese 7-12 Ext
Arabic 7-9 Ext	SWD Chinese 7-12 Ext
Canton 7-9 Ext	SWD Chemistry 7-12 Ext
Chinese 7-9 Ext	SWD English 7-12 Ext
French 7-9 Ext	SWD Earth Science 7-12 Ext
German 7-9 Ext	SWD French 7-12 Ext
Greek 7-9 Ext	SWD German 7-12 Ext
Hebrew 7-9 Ext	SWD Greek 7-12 Ext
Italian 7-9 Ext	SWD Hebrew 7-12 Ext
Japanese 7-9 Ext	SWD Italian 7-12 Ext
Latin 7-9 Ext	SWD Japanese 7-12 Ext
English 7-9 Ext	SWD Latin 7-12 Ext
Physics 7-9 Ext	SWD Mandarin 7-12 Ext
General Science 7-9 Ext	SWD Math 7-12 Ext
Math 7-9 Ext	SWD Physics 7-12 Ext
Social Studies 7-9 Ext	SWD Russian 7-12 Ext
Mandarin 7-9 Ext	SWD Spanish 7-12 Ext
Russian 7-9 Ext	SWD Social Studies 7-12 Ext
Spanish 7-9 Ext	SWD Urdu 7-12 Ext
Urdu 7-9 Ext	Gifted Ed Ext
Biology 7-9 Ext	Coor Wrkbs Lr Ex
Chemistry 7-9 Ext	Bilingual Ext PPS/ADM
Earth Science 7-9 Ext	

Related Regulations on Certification Titles Extensions and Annotations

Part 52.21 Registration of curricula in teacher education. *(b) Programs leading to certification in the classroom teaching service. (1) Definitions .As used in this subdivision:*

> *(i) Annotation of a teaching certificate means the recognition that the holder of an appropriate valid teaching certificate has additional pedagogical knowledge, skills and experiences attained on a voluntary basis, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.*
>
> *(vi) Extension of a teaching certificate means the required authorization for the holder of an appropriate valid teaching certificate to teach an additional student population, grade or subject not otherwise authorized by the certificate held, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.*

Part 52.21 Registration of curricula in teacher education. *(b) Programs leading to certification in the classroom teaching service. (4) Programs leading to extensions and annotations.*

To be registered as a program leading to an extension or annotation of a teaching certificate, the program shall meet the requirements of this paragraph. The requirements for the extension or annotation are additional to the requirements set forth in this subdivision for the teaching certificate but may be completed as part of the program leading to the certificate.

> *(i) Programs leading to extensions authorizing the provision of bilingual education for certificates for teaching early childhood education; childhood education; middle childhood education; adolescence education; a special subject; literacy education; career and technical education;*

students with disabilities in early childhood, or childhood, or middle childhood for programs registered prior to September 2, 2011, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities…

(ii) Programs leading to extensions authorizing the provision of bilingual education for certificates in library media specialist and educational technology specialist…

(iii) Programs leading to extensions to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (grades 7 through 12) shall require study of at least 6 semester hours in middle childhood education…

(iv) Programs leading to extensions to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (grades 1 through 6)…

(v) Programs leading to extensions for gifted education for classroom teaching certificates…

(vi) Programs leading to extensions for classroom teaching certificates to authorize coordination of work-based learning programs for career exploration or to authorize coordination of discipline-specific and diversified work-based learning programs for career development…

(vii) Programs leading to annotations to recognize additional pedagogical knowledge, skills, and experiences for teaching students with severe or multiple disabilities for certificates for teaching students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities…

(viii) Programs leading to extensions to authorize the teaching of certain subjects in grades 7 through 12 to students with disabilities for a certificate in students with disabilities adolescence (generalist) shall require study of at least 18 hours in the subject to be taught.

Additional Regulations from Part 80 of the Regulations of the Commissioner of Education relating to Extensions, including the bilingual extension.

Section 80-4.3. Requirements for the extension of a certificate.

(i) Requirements for the extension to teach general science (grades 5-9). *The candidate shall meet the requirements in each of the following paragraphs:*

(1) The candidate shall hold an initial or professional certificate in a science (grades 5-9).

(2) The candidate shall satisfactorily complete 18 semester hours of study in two additional sciences.

(j) Requirements for the extension to teach general science (grades 7-12). *The candidate shall meet the requirements in each of the following paragraphs:*

(1) The candidate shall hold a provisional, permanent, initial or professional certificate in a science (grades 7-12).

(2) The candidate shall satisfactorily complete 18 semester hours in at least two additional sciences.

Section 80-2.9 Requirements for a bilingual extension for PPS Certificates

(iii) For pupil personnel service professionals (see section 80-2.3 of this Subpart), administrative and supervisory personnel (see section 80-2.4 of this Subpart), and school media specialists (see section 80-2.8 of this Subpart), the program will include cultural perspectives, theory and practice of bilingual/multicultural education, and methods of providing services in the native language. The program will provide appropriate college- supervised field experience in the certificate area in a bilingual context.

(iv) Language proficiency. The candidate will submit evidence of having achieved a satisfactory level of oral and written proficiency in English and in the target language of instruction on the New York State Teacher Certification Examinations.

c) Documented need for the program

Review Criteria:

- Strong evidence indicating a demonstrated need and demand for teachers or leaders in the title area and geographic region and/or statewide is provided, such as:
  - Quantitative data regarding the need for this program that leads to this specific certificate(s)
  - The nature (and level) of the occupational demand for graduates of the program
  - Evidence showing that the demand will continue (See the Department's Office of Research and Information Services (ORIS) database for information on supply and demand for teacher and leader certificate titles at: http://www.highered.nysed.gov/oris/stats/tsd.htm.

As an example, **Childhood Education (Grades 1-6)** is an area of surplus and is not likely to be approved as a new program without very strong supporting quantitative data that there is a need for this program.

d) Formal relationships and faculty involvement with partnering schools for the purpose of improving the preparation of teachers and educational leaders, and the student teaching and leadership internship experiences.

Review Criteria:

- Evidence that formal relationships and faculty involvement exist with partnering schools and, when appropriate to the certificate, community based agencies hosting Universal Pre-K programs where candidates may be placed for lab and field experiences and student teaching. Formal relationships are evidenced by:
  - funds allocated for IHE school partnerships;
  - a template of the MOU between the IHE and partnering school for the proposed program;
  - current (within the past two years) examples of Memorandums of Understanding (MOU) and/or other agreements from registered teacher education and educational leadership programs;
  - a plan regarding how the faculty intend to collaborate with the school. This plan could indicate how the school will benefit from the relationship with the teacher/leader preparation program;
  - previous professional development offerings the IHE has provided to partnering schools;
  - plans for prospective professional development the IHE will provide to partnering schools;
  - procedural agreements regarding the edTPA.
- Is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated.
- Is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy.

- Full-time faculty are involved in supervising candidates during their student teaching or practica assignments.
- Candidates are provided with experiences in a variety of communities and across the range of student developmental levels of the certificate. Experiences include skill development in interacting with parents or caregivers, teaching in high need schools, and with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

Related Regulations on Faculty Involvement

Part 52.21 Registration of curricula in teacher education. *(b) Programs leading to certification in the classroom teaching service.*

(i) Standards for all programs.

> *(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.*
>
> *(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.*
>
> *(i) institutions offering educational leadership programs shall "collaborate with school districts or with educational or leadership associations."*

Part 52.21(c) Programs leading to certification in the educational leadership service. *(1) General requirements for all programs preparing education leaders.*

(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.

e) Anticipated Year 1 though Year 5 enrollment:

Review Criteria:

- The institution provides sufficient resources to support candidates enrolled in the program as the program grows. (See Department Expectations for Resources)

Related Regulations on Enrollment:

Part 52.21 Registration of curricula in teacher education. *(b) Programs leading to certification in the classroom teaching service.*

(i) Standards for all programs.

> *(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.*

Financial Aid Considerations

The eligibility of the proposed program for the New York State Tuition Assistance Program (TAP) is determined through a review of the Sample Student Schedule.

If a program can be completed in the "normal" time for the particular degree level, the program is registered as being offered on a full-time basis. Only programs registered as full time are eligible for TAP.

A full-time program is one that is capable of completion in the “normal” (statutory) time. Section 52.2(c)(7) of Commissioner’s Regulations specifies that a baccalaureate degree must be capable of completion in four academic years of full-time study.

While a full-time program must be capable of completion in the normal time to be registered as a full-time program, students need not complete the program at the rate of 15 semester hours a semester. The full-time study requirement for financial aid purposes, pursuant to Commissioner’s Regulations section 145-2.1 (a), is a minimum course load of 12 semester hours.

For more information on the New York State Tuition Assistance Program, contact the Higher Education Services Corporation (HESC).

Curriculum Matters

Curriculum

For teacher education and education leadership programs, curriculum is addressed throughout the applications and the guidance document, including the **Program Information and Sample Program Schedule**, **Admission, General Education and Content Cores, Faculty, Resources, Student Teaching and Field Experiences, Pedagogical Core Courses** and the **Core Application Supplements.** The regulatory requirements for curriculum are specific for each certificate title. In addition to the specific certificate title requirements, field experiences, student teaching, the NYS Learning Standards and Common Core Curriculum, required workshops, literacy and teaching to diverse student populations are among the curricular elements that generally must be addressed. In addition to the guidance below, check each specific application section for additional guidance.

- The curriculum design is coherent, implements the philosophy and purposes of the program, aligns with the educational and career objectives of the program, and is consistent with professional expectations in the field.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency. Appropriate prerequisite knowledge and skill is required.
- Faculty in education collaborate with arts and sciences faculty to develop curriculum and ensure that teacher preparation and educational leadership candidates are of consistent high quality, equivalent to that of higher education students in other fields.
- To ensure a strong curriculum and to ensure teachers have the content knowledge to teach to the NYS Learning Standards and Common Core Curriculum, institutions should further develop and support strong relationships between the Education and the Liberal Arts and Science Faculties.
- Undergraduate degree programs must contain the required amount of liberal arts and science content for the degree award cited. See Policy Statement on Liberal Arts and Sciences *http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm*.

Sample Program Schedule

Review Criteria:

- The Undergraduate Program Schedule Table and/or the Graduate Program Schedule Table are submitted.
- The minimum number of credits for baccalaureate degrees is 120 semester hours.
- The minimum number of credits for master's degrees is 30 semester hours.
- At least 90 credits in the liberal arts and sciences are included in a Bachelor of Art (A.B. or B.A.) Degree; at least 60 credits in the liberal arts and sciences are included in a Bachelor of Science Degree or Bachelor of Science in Education (B.S. in Ed.) Degree (Refer to http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm for Policy Statement on Liberal Arts and Sciences).
- Program schedules include all courses, not solely teacher education specific courses.

- One semester hour or a credit represents at least 15 hours (of 50 minutes each) of classroom instruction and at least 30 hours of supplementary assignments (homework), such as reading and research, beyond what is scheduled for in the classroom.
- Syllabi are demonstrably consistent with, or superior to those of comparable course and programs at comparable institutions: syllabi embed the content and skill expectations of professional associations in the field.
- Coursework in graduate courses is clearly graduate-level work, and advanced in content, rigor and requirements.
- A master's degree includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.
- The curriculum design is coherent, implements the philosophy and purposes of the program, and is aligned with the educational and career objectives of the program. (See Program Description and Purpose)
- Courses are offered frequently enough to ensure timely completion of the program, as demonstrated in the sample program schedule.
- A nontraditional schedule is explained and the explanation includes its impact on financial aid eligibility.

Department Expectations: Review Process for Approval of Programs in the Distance Education Format

Colleges and universities located in or operating in New York State that offer degree or certificate programs in which a major portion of the requirements (i.e., 50% or more) can be completed through study delivered by distance education must have those programs registered in the distance education format.

To add the distance education format to a registered program, submit the "Add the Distance Education Format application."

To submit a proposal for a new degree or certificate program to be offered in the Distance Education format, submit the **Add the Distance Education Format** application and the **Register a New Degree Program** (non-doctoral) application.

Review Criteria:

- If the teacher preparation or educational leader program proposal has not been previously approved and registered in the traditional classroom (on-ground) format, full applications to Register a New Program and Add the Distance Education Format must be submitted.
- If the teacher preparation or educational leader program proposal has been previously approved and registered in the traditional classroom format, the Application to Add the Distance Education Format to a Registered Teacher Preparation or Educational Leader Program must be submitted.

Distance Education Programs: Principles of Good Practice

Organizational Commitment

Principle: Distance learning must be backed by an organizational commitment to program quality and effectiveness in all aspects of the learning environment.

Discussion: To be effective distance learning programs must be backed by the institution's commitment to include distance learning in its planning and goal-setting, to treat distance education and on-campus education equitably in its policies and procedures, and to provide the necessary resources – human, fiscal, programmatic and technical – to support those programs.

Operational Criteria:

- The institution's distance learning activity is consistent with the institutional mission.
- The institution shows evidence - through its priorities, goals, strategic plans, policies, procedures, faculty recognition, and infrastructure - that it values distance learning.
- The institution's distance learning programs show evidence of careful planning, including identification of the need, the nature and size of the intended audiences, provisions for serving those audiences, and a plan for adding resources (financial and human, including instructional staffing and support functions) to accommodate future program growth ("scalability").
- The institution has committed sufficient resources to its distance learning programs and services to ensure their effectiveness.
- The institution has clearly identified a single office or officer with responsibility for assuring the quality of all distance education across the institution.

- The institution ensures that the administration of its distance learning programs is carried out by knowledgeable personnel with adequate time and resources to accomplish this task.
- The institution has developed and implemented a process for sustaining faculty professional development in distance learning. This process recognizes that teaching in the distance learning environment requires different pedagogical and communication strategies to function effectively, and that the faculty member and the institution share responsibility for assuring effectiveness.
- If the institution uses courses, programs, or academic support services from another provider, it has an adequate process in place (with faculty participation) for evaluating their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- The institution has in place a comprehensive, viable technology plan to support current and planned curricula in the distance learning format.
- The institution has a clear policy on ownership of course materials developed for its distance education courses; this policy is shared with all faculty and staff involved in distance education at the institution.

Learning Design

Principle: The institution's distance learning programs are designed to fit the specific context for learning.

Discussion: All programs the institution offers in a distance learning format must have quality, integrity, and consistency, and must fit the specific context for learning. That context includes the nature of the subject matter, the intended learning outcomes, the needs and goals of the learner, the learner's environment, and the instructional technologies and methods.

Operational Criteria:

- The same academic standards and requirements are applied to programs offered on campus and through distance learning.
- Distance learning programs are coherent, complete, and offered in a sequence or configuration that allows timely completion of requirements.
- The same faculty qualifications are applied to distance education programs as all other academic programs.
- Faculty is responsible for the initial and ongoing development and delivery of instruction in distance programs.
- Distance learning programs provide clear statements of learner responsibilities and expectations of student participation and learning.
- Distance learning programs provide for appropriate and flexible interaction between faculty and students and among students.
- The technologies selected for a specific distance learning opportunity are appropriate for the intended learning outcomes, content, relevant characteristics of the learning and the learner, and student cost.
- Distance learning programs include adequate verification of learners' work.
- Faculty and program administrators determine the appropriate enrollment that can be supported in the distance learning program and in individual courses based upon the content and learning activities, the nature of the learners, the technologies used, and the support available to faculty.

Learner Support

Principle: Distance learning activities are effectively supported for candidates through fully accessible modes of delivery and resources.

Discussion: Distance learners (candidates) often must assume greater responsibility for their own learning. They must understand and address their own learning needs; take initiative in asking questions and obtaining help; interact with faculty and other candidates as appropriate; and be prepared to deal with technical difficulties in the two-way flow of information. At the same time, institutions must develop and provide the necessary information and learner support systems to assist learners in carrying out their learning activities and using the available resources. Learner support must be appropriate to the distance learning modes used.

Operational Criteria:

The institution provides distance education candidates with detailed information on admissions and program graduation requirements.

- Distance program materials clearly and accurately represent the program, including detailed program completion requirements, the nature of the learning experience, program and faculty responsibilities, and the nature of faculty-candidate, candidate-faculty, and candidate-candidate interaction opportunities, techniques, and requirements. They define any specific candidate background, knowledge, or technical skills needed to undertake and successfully complete the distance program, and describe in layman's terms any technical equipment and/or software required or recommended.
- The institution provides distance learners adequate academic support, including academic advisement, technical support, and other student support services normally available on campus. Program materials clearly describe how candidates obtain these support services.
- The institution provides adequate library and information resources, services, and support for academic programs, including training in information literacy. These resources and services are accessible at a distance on a timely basis.
- Administrative processes such as admissions and registration are readily accessible to distance candidates, and program materials clearly describe how access is obtained.
- The institution provides orientation opportunities and resources for distance learners that are appropriate to the technologies used, the content, and the learners.

Field Experience and Student Teaching in Distance Education Programs

Principle: The following are guiding principles in fieldwork, student teaching and/or practica for distance education:

- Field experience and student teaching/practica must be consistent with the program's philosophy, purposes and objectives, and carefully selected and planned by program faculty, with learning outcomes specified and the achievement of outcomes regularly evaluated.
- Field experience and student teaching/practica are accompanied by coursework or seminars. In addition, they are supervised by one or more IHE faculty who participate actively in the program and its development, and who possess training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty participates in supervising candidates during their student teaching and/or practicum.
- Candidates are provided with experiences in a variety of communities and across the student developmental range of the certificate. Experiences include: practicing skills for interacting with parents and other caregivers; working with students and other staff in high

needs schools; and working with students who are socioeconomically disadvantaged, English language learners and students with disabilities.

Operational Criteria (common to all programs):

- Courses that require field experience(s) and student teaching/practica are listed.
- Instructors (i.e., supervisors) for field experiences and student teaching/practica are included in the Faculty Table.
- Instructors involved with supervising field experiences and student teaching/practica have the subject area expertise to provide supervision related to content and pedagogy.
- The supervising (cooperating) teacher is appropriately certified, and has been identified as a trained, effective teacher mentor.
- The supervising (cooperating) teacher is supported by the institution and program.
- The time requirements for field experiences and student teaching are minimally 100 clock hours of field experience, of which 15 hours must be in understanding SWD.
- Student teaching/practica must meet the minimum standard of two twenty-day supervised placements or one forty day placement provided field experiences and student teaching combined include all grade levels settings as described in Commissioner's Regulations section 52.21.
- For candidates preparing for two certificates simultaneously, the second certificate is required to meet a reduced standard of 50 clock hours in the second certificate area, with 20 days of student teaching/practica. All other requirements for the first certificate apply.
- There is active and ongoing collaboration between IHE faculty and the supervising teacher that includes regularly scheduled meetings held face-to-face or using other meeting formats.

Operational Criteria (specific to Distance Education <u>Teacher</u> Preparation programs):

- Candidates in the fieldwork and student teaching/practica and seminar are fully engaged; they are fully supported within the distance education format and curriculum.
- The technology fully supports the required interactions between faculty and student teachers needed for delivery of curriculum, ongoing supervision, candidate evaluation and skills assessment.
- Face-to-face interactions between supervisors and teacher preparation program candidates, to discuss their placements and experiences, are held with sufficient frequency.
- Available technological resources are sufficient to cover the current and planned program curricula in distance education.

Operational Criteria (specific to Distance Education <u>Educational Leader</u> Preparation programs):

- Candidates in the fieldwork, educational leader internship and seminar are fully supported within the distance education format and curriculum.
- The technology fully supports the required interactions between faculty and educational leader interns that are needed for ongoing supervision, candidate evaluation, and skills assessment.

- Face-to-face interactions between supervisors and education leadership program candidates, to discuss their placements and experiences, are held with sufficient frequency.
- Available technological resources are sufficient to cover current and planned program curricula in distance education.

Outcomes and Assessment

Principle: Distance education programs organize learning activities around demonstrable outcomes (often expressed in learning objectives), assist the learner to achieve these outcomes, and assess learner progress by reference to these outcomes.

Operational Criteria:

- Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. These learning outcomes are clearly identified -- in terms of knowledge, skills, or credentials -- in course and program materials.
- All aspects of the distance learning program are consistent with and shaped to achieve the demonstrable learning outcomes.
- The means chosen for assessing student learning are appropriate to the content, learning design, technologies, and characteristics of the learners.

Program Evaluation

Principle: The institution evaluates the effectiveness of its distance learning programs and uses the findings to improve the programs and services.

Operational Criteria:

- The institution has a process in place to monitor and evaluate the effectiveness of all aspects of its distance learning programs on a regular basis.
- The evaluation results are used for continuous program improvement.
- Program evaluation procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded.

Determining Time on Task in Distance Education

Discussion: Time on task is the **total learning time** spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.)

"Instruction" is provided differently in online courses than in classroom-based courses. Despite this difference in methodology and activities, however, the total "learning time" online normally can be measured. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course. This includes:

- reading course presentations/ "lectures"
- reading other materials
- participation in online discussions

- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information includes:

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required
- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it
- a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)

Related Regulations on Distance Education and Program Completion

Section 50.1 Definitions. *As used in this Subchapter*

(o) Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments…

Section 52.1 Registration of Postsecondary Curricula.

(b) To be registered, each curriculum shall: (3) show evidence of careful planning. …

Section 52.2 Standards for the Registration of Undergraduate and Graduate Curricula. *(c) Curricula and awards.*

(7) Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.

(8) Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. … The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

Section 145-2.1. Full-time and part-time study and remedial workload.

(a) For programs at degree granting institutions which measure study in terms of credit hours or a comparable measure, the following definitions shall apply:

> *1.(i) For State student financial aid programs, except the supplemental tuition assistance program (STAP), full-time study, where required by law, shall mean enrollment in credit-bearing courses applicable to the students' program of study, for at least 12 semester hours for a semester of not less than 15 weeks or 100 calendar days, inclusive of examination periods; or eight semester hours a quarter; or, in programs not organized on a semester or quarter basis, 24 semester hours for an academic year of not more than 12 months or the equivalent… "*

Section 3.47 *Requirements for earned degrees.*

(c) Undergraduate degrees. Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree

(1) Three-quarters of the work for the following degrees shall be in the liberal arts and sciences:

- *Bachelor of Arts (A.B. or B.A.)*

(2) One half of the work for the following degrees shall be in the liberal arts and sciences:

- *Bachelor of Science (B.S.)*
- *Bachelor of Science in Education (B.S. in Ed)*

Department Expectations:
Requirements for Program Faculty

Faculty Requirements

Review Criteria:

- Faculty assigned to the proposed program have college teaching and administrative experiences appropriate to their assignments.
- Faculty in the program have the documented expertise, including the advanced study and licensure appropriate to the field, to teach effectively each course to which they are assigned, in appropriate depth and breadth, and to conduct other faculty responsibilities set forth in the standards.
- The information listed in the Faculty chart(s) (e.g., earned degrees in specific/related disciplines and/or majors, teaching certificates, teacher education experiences in P-12 and/or higher education, scholarly contributions, including local, state, and national presentations and publications in recognized journals in the field of study) demonstrates how program faculty possess the needed expertise and background to teach the assigned courses. Clinical /school experiences alone do not constitute special competence.
- Faculty in education collaborate with arts and sciences faculty to develop curriculum and ensure that teacher preparation and educational leadership candidates are of consistent high quality, equivalent to that of higher education students in other fields.
- Faculty in education collaborate with P-12 teachers and leaders to improve the preparation of P-12 educators in understanding diversity and the issues facing high need schools.
- At least one faculty member teaching in each curriculum at the baccalaureate level holds an earned doctorate either in the discipline or certificate area of the proposed program.
- Faculty members teaching at the graduate level hold earned doctorates or other terminal degrees in the field of the certificate sought. Faculty members teaching at the graduate level without an earned doctorate or other terminal degree in the discipline or the major of the proposed program have significant, widely-recognized special competence in the field in which they teach, as demonstrated through national or international publications, research recognized in the field and other contributions to the advancement of knowledge, professional practice or quality of life. The burden of proof is with the institution to demonstrate the special competence of such individuals.
- The number of full-and part-time faculty members is sufficient to assure the consistent attainment of program objectives with respect to the depth and breadth of instruction, timely offering of all courses needed to complete the program within the appropriate period of time and effective conduct of other academic responsibilities, including:
    - development, implementation and evaluation of curricula
    - ongoing assurance of the integrity of credit
    - quality of teaching and learning
    - academic advising
    - appropriate allocation and use of services and resources
- The Department may calculate, based on the application submitted, whether the faculty are sufficient to meet the standard of a successful program.
- At least 51% of the pedagogical core course sections are taught by full-time faculty unless the institution is eligible for a waiver by:

- Faculty members teach within the following course load limits:
    - for undergraduate courses, 12 or fewer semester hours per semester
    - for graduate courses, 9 or fewer semester hours per semester
    - for a combination of undergraduate and graduate courses, 21 or fewer semester hours per academic year, unless the institution is eligible for a waiver by having a pass rate of greater than 80 percent on the last reported NYSTCE exams and no identified faculty issues in the most recent teacher accreditation report.
- Class size and the methods of instruction are consistently conducive to effective learning and are consistent with the characteristics and needs of the student population. The size of each class is such to assure prompt, continual and substantive feedback on candidate performance during the course and to assure ongoing faculty accessibility to candidates in the course.
- Faculty workloads provide sufficient time for course preparations and for frequent, timely and careful assessments of candidates' progress, including the development of writing and analytical skills.
    - having an 80% pass rate on the NYSTCE exams and
    - no identified faculty issues in the most recent accreditation report.
- Faculty members teaching at the certificate and baccalaureate levels hold at least a master's degree in an appropriate field of study, and have the background for delivering in-depth instruction, curriculum development and program evaluation that informs program and/or teaching improvements.
- Faculty resumes/curricula vitas include all of the following:
    - education
    - degrees/credentials in specific field(s) of study (e.g., licenses or teaching certificates)
    - P-12 teaching and administrative experiences
    - publications/scholarly activity
    - service
    - memberships in professional/academic organizations
- In faculty areas the Department will consider the overall collective education, experiences, research and other evidence to support a new program. For example, available higher education faculty with doctorates in special education are in short supply. The Department would consider approving a graduate level program that does **not** include a faculty with a doctorate. in Special Education if:
    - unsuccessful attempts to hire a doctorate in special education have been documented and are available
    - faculty with doctorates that have been hired for the program are in closely aligned fields (e.g., Educational Psychology for Special Education).
    - there exists significant practical experience by master-level prepared faculty, such as 10 years of P-12 special education experience **and** published research, with contributions to the field.
- For proposed programs whose faculty has yet to be hired, a description of the required academic credentials/content specialization and experience is provided and the anticipated hire date is identified.
    - the position description or announcement may be submitted.

Related Regulations on Faculty

Section 52.2 Standards for the registration of undergraduate and graduate curricula.

(b) Faculty. (1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.

(2) To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.

(3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

(4) At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.

(5) All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.

(6) The teaching and research of each faculty member, in accordance with faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.

(7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance and carry out other academic responsibilities, appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

Part 52.21(b) of Commissioner's Regulations *(2) General Requirements states:*

(i) Standards for all programs

> *(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.*
>
> *(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.*
>
> *(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high need schools and have professional experience in such schools.*
>
> *(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.*
>
> *(h) Faculty.*
>
> > *(1) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to foster and maintain continuity and stability in teacher education programs and policies and ensure the proper discharge of all instructional and other faculty responsibilities. Institutions shall meet the requirements for faculty set forth in section 52.2 of this Part.*
> >
> > *(2) Staffing requirements.*
> >
> > > *(i) Except as provided in item (ii) of this subclause, institutions shall meet the following staffing requirements: Institutions shall ensure that the majority of credit-bearing courses in the program are offered by full-time teaching faculty. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a*

combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load.

(ii) Waiver and exception.

(A) Waiver. The commissioner may grant a waiver from one or more requirements of item (i) of this subclause upon a showing of good cause satisfactory to the commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

(B) Exception. Institutions that meet the standard for student performance on the New York State teacher certification examination set forth in clause (iv)(b) of this paragraph and are accredited in accordance with clause (iv)(c) of this paragraph shall not be required to meet the staffing requirements prescribed in item (i) of this subclause.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

(ii) Standards for programs leading to an initial certificate.

c) Pedagogical core.

(2) Field experiences, student teaching and practica.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

Department Expectations: Resources

Resources, Facilities and Academic Support Services

Review Criteria:

- An explanation is provided if no new resources are identified.
- The New Resources Table is submitted; indicating new resource expenditures for the first three years of the program.
- The budget should include expenses for faculty compensation, library resources, and equipment and student support services.
- Facilities and equipment are adequate to support the program at the level described.
- The New Resources Table includes information about the specific resources to support the program, such as:
    - Laboratories
    - Clinical facilities
    - Technical and other equipment
    - Studios
    - Meeting spaces
    - Office space
    - Student study space
    - Technology and equipment to support candidate's preparation for P-12 technology
    - Support staff
    - Field Experience, Student Teaching, and Internship Sites
- The institution shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other supports the student needs to successfully complete the program. Low institutional retention and graduation rates can be indicators that the supports necessary for student learning are ineffective or insufficient. These rates will be considered when the application is submitted.
- The academic support services include information about access to resources for students with disabilities and academic support (i.e., tutoring, writing center services, other).
- If no new library resources are identified, a description is provided detailing the current library resources to support this proposed program.
- The institution has budgeted a satisfactory amount to launch, implement and sustain the proposed program at a strong qualitative level.
- The institution provides adequate academic advice and academic support services for teaching and educational leadership candidates through faculty and other appropriately qualified persons.

Library Resources

Review Criteria

- The description of library resources and/or plan for library development includes educational and research materials in an appropriate print and non-print mix in depth and breadth to support the proposed new curriculum.

- The institution demonstrates that students attain through instruction and practice the advanced information literacy skills appropriate to the achievement of the general education and program skills goals.
- Library resources include a sufficient number of appropriately trained library staff to support the proposed program.
- Professional library staff possesses a minimum of a master's degrees from accredited library schools.

Related Regulations on Resources

Part 52.21(b) Programs leading to certification in the classroom teaching service.

(2) General Requirements:

(i) Standards for all programs.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Section 52.2 Standards for the registration of undergraduate and graduate curricula.

(a) Resources. The institution shall:

(1) possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum;
(2) provide classrooms, faculty offices, auditoria, laboratories, libraries, audiovisual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use;
(3) provide equipment sufficient in quantity and quality to support instruction, research, and student performance; and
(4) provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

Related Regulations on Academic Support Services

Part 52.2 Standards for the registration of undergraduate and graduate curricula.

(d) Admissions. (2) Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

(e) Administration. (5) The institution shall provide academic advice to students through faculty or appropriately qualified persons The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

(f) Other requirements. The institution shall assure: (2) that whenever and wherever the institution offers courses as part of a registered curriculum it shall provide adequate academic support services.

Department Expectations
Admissions, General Education and Content Cores

Admission Requirements

Listed below are general admission requirements for most programs. Specialized admission criteria for specific subject titles and certificates may be an additional requirement.

Review Criteria:

- All pre-requisites for admission are fully described.
- Admissions criteria are fully and accurately described in the proposal and admission checklists used to verify admission criteria are provided
- The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied.
- Admissions criteria may include:
    - Minimum GPA or entrance exam scores
    - Work experience
    - Achievement of specific degree program
    - Completion of specific coursework
    - Required certification
- Admissions criteria specific to the proposed program may be different from general institution admissions criteria. If so, this should be noted and the differences fully described. If identical to the general admissions criteria, please identify the general admissions criteria.
- The institution identifies and encourages the enrollment of prospective students from historically underrepresented groups by including targeted activities in its admissions process.
- All course placement testing is fully described in the publications of the institution and available upon request.
- The institution adheres to published admission criteria and policies for admitting only those students capable of completing the course of study to which they apply, given the instructional and other supports the institution provides.
- If the proposed program leads to a literacy certificate, the program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.
- The processes for evaluating exceptions to the admission requirements are described.
- Any deficiencies must be made up prior to completion of the program recommendation for the teaching certificate.
- Passing the NYSTCE exams has not been validated for use as a program admission requirement and, as such, may not be used unless the institution has conducted the validity and reliability studies for use as an admission requirement.

General Education Core in the Liberal Arts and Sciences

Review Criteria:

- The institution ensures that candidates have the knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression, upon completion of the program.
- The institution ensures that candidates have the knowledge, understanding, and skills to successfully pass the Academic Literacy Skills Test (ALST).
- The teacher preparation general education core may, and likely will, exceed the institution's general education core requirements for undergraduate programs.
- Evidence of on going collaboration between the Education and the Liberal Arts and Sciences Faculties may include, but may not be limited to:
    - changes in course syllabi to support the NYS Learning Standards and Common Core Curriculum;
    - changes in instructional delivery (e.g., Liberal Arts and Sciences and Education Faculty team teach);
    - agreements between Liberal Arts & Sciences and Education Deans and/or School Chairs;
    - affirmations between Liberal Arts & Sciences and Education Deans and/or School Chairs (Agreements are available upon request.);
    - documents showing efforts to align content and pedagogy with the NYS Learning Standards and Common Core Curriculum.

Related Regulations on General Education Core in Liberal Arts and Sciences

Part 52.21 Registration of curricula in teacher education (b) Programs leading to certification in the classroom teaching service (2) General requirements.

(ii) Standards for programs leading to an initial certificate. (a) General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

Note: Policy Statement on Liberal Arts and Sciences is available on line at:
http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm

Content Core

Listed below are general content core requirements for many programs, and specific content core requirements for some programs. Additional content core coursework may be required in other subject titles and certificates.

Review Criteria:

- An undergraduate program includes a concentration or major in sequential study in a subject or interdisciplinary field of at least 30 semester hours that provides knowledge of breadth and depth in the subject(s) or interdisciplinary fields to be taught and prepares candidates to teach the subject(s) matter in accordance with the New York State Learning Standards and Common Core Curriculum.

- For graduate level programs where the content core is a pre-requisite for admission, there is an explanation about how the institution ensures the major or concentration prepares the candidates to teach to the New York State Learning Standards and Common Core Curriculum.
- When the proposed program leads to certification in early childhood education, childhood education, and middle childhood education-generalist, or early childhood or childhood students with disabilities, the content core shall include an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field
- When the proposed program leads to certification in grade 7-12 adolescent education titles areas, biology, chemistry, earth science, physics, English, social studies, mathematics or languages other than English, the content core includes a major of at least 30 semester hours that provides a knowledge base for assisting students in grades 7-12 in meeting the State learning standards for students, as applicable to the certificate being sought.
- When the proposed program leads to certification in Social Studies, the content core includes study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.
- When the proposed program leads to Teaching English to Speakers of Other Languages (all grades), the content core includes at least 12 semester hours or the equivalent of a language other than English.
- When the proposed program leads to Teaching Students with Disabilities 7-12 Generalist certificate, the content core includes a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies, and science. These six credits should adequately prepare the special education teacher to teach in a supportive manner to the NYS learning standards. Credit by exam is not acceptable for this requirement.
- When the proposed program leads to Teaching Students with Disabilities 7-12 Subject Extensions, the content core includes at least 18 semester hours of study or its equivalent in the subject area of the extension sought.
- When the proposed program leads to Teaching Students with Disabilities 7-12 Social Studies Extension, the content core includes 18 semester hours through a combination of study in United States history, world history and geography.
- The institution has listed all relevant liberal arts and sciences majors or concentrations that meet the content core requirements.
- If the program leads to the Teaching Students with Disabilities 7-12 Generalist certificate, the institution shows how the specific subject area requirements are met.
- If the program leads to the Teaching Students with Disabilities 7-12 Subject Area Extensions, the institution shows how the subject area requirements for the extension are met.
- The content core curriculum prepares the candidate to successfully pass the Content Specialty Test in the specific certificate area(s).
- Syllabi are demonstrably consistent with, or superior to those of comparable course and programs at comparable institutions: syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
    - course description

- course objectives
- pre- and co-requisites
- credits allocated
- topics addressed
- assignments
- method of assessing student achievement, including the assessment rubrics at the course and project levels
- basis of grade determination,
- texts and other resources,
- other course policies related to integrity of credit
- author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table

Related Regulations on Content Core

Part 52.21 Registration of curricula in teacher education (b) Programs leading to certification in the classroom teaching service. (2) General requirements.

(ii) Standards for programs leading to an initial certificate. (b) Content Core. The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

Part 52.21(b) (3) Specific requirements*. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. This includes [for programs leading to certification in the classroom teaching service] "that the content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the general education core and pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students, as prescribed in Part 100 of this Title,.. for each Classroom teaching title.*

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service.

(1) Definitions. (iv) Concentration means major, as defined in this paragraph. (ix) Major means sequential study in a subject or interdisciplinary field of at least 30 semester hours that provides knowledge of breadth and depth in that subject or interdisciplinary field, except as otherwise prescribed in this subdivision.

Department Expectations: Pedagogical Core Coursework

Pedagogical Core Coursework

Review Criteria:

- The curriculum meets the general Pedagogical Core Requirements (PCR) and program-specific pedagogical core requirements specified in the Commissioner's Regulations available at http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html.
- The curriculum prepares candidates for successful completion of the Department's teacher certification exams, including the Educating All Students (EAS) Test, and the performance-based Teacher Performance Assessment (edTPA).
- The course descriptions for courses identified as meeting the pedagogical core requirements show alignment with requirements in Commissioner's Regulations.
- Specific requirements pertaining to **course syllabi**:
    - Course syllabi for new courses are submitted.
    - Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
    - Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
        - course description
        - course objectives
        - pre- and co-requisites
        - credits allocated
        - topics addressed
        - assignments
        - method of assessing student achievement, including the assessment rubrics at the course and project levels
        - basis of grade determination
        - texts and other resources
        - other course policies related to integrity of credit
        - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
    - Syllabi are submitted for all new courses of proposed programs.
    - Syllabi for all existing courses should be available upon request.
    - Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
    - Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

- The design of each curriculum, and degree program as a whole, is coherent, implements the philosophy, purposes and educational objectives of the program and institution, and is consistent with professional expectations in the field. This is evidenced by:
    - a statement of program philosophy (see Program Information and Sample Program Schedule).
    - alignment with standards established and set forth by the Council for the Accreditation of Educator Preparation (CAEP) or other teacher education accrediting organizations.
    - a curriculum that addresses:
        - partnerships and strong clinical experiences with schools.
        - teaching a data-driven decision making process that informs instructional practice.
        - performance based evaluations.
        - reflective practice.
        - monitoring of knowledge, skill, and disposition acquisition using rubrics and other evaluation tools.
        - alignment between course work and the NYSTCE.
        - the use of current research based instructional methodologies and planning systems such as Universal Design and Differentiated Instruction.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required. This may be illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- Instructors are included in the Faculty Table and each instructor is qualified to teach the assigned courses.
- Each instructor teaching in a graduate program holds a terminal degree or demonstrates special competence in a widely accepted way (scholarly work: e.g., publications in a referred journal; presentations at state and/or national level; action research). Clinical /school experiences alone does not constitute special competence.
- Unless the institution is eligible for a waiver -- by having an 80% pass rate on the NYSTCE exams **and** has no identified faculty issues in the most recent teacher education accreditation report -- at least 51% of the pedagogical core course sections are taught by full-time faculty.
- When the proposed program leads to Teaching Students with Disabilities 7-12 Generalist certificate, the program is designed to prepare teachers of students with disabilities to work as consultant teachers, or resource room teachers, collaborating with general education colleagues and as co-teachers in an integrated co-teaching model. This program includes:
    - A content core with a minimum of six semester hours in mathematics, English language arts, social studies, and science.
    - Pedagogical coursework that prepares the candidate to teach the NYS Learning Standards to students with disabilities grades 7-12 in these four academic areas. (Refer to http://www.highered.nysed.gov/pdf/memo1152010.pdf.)

Related Regulations on Pedagogical Core for Teacher Certification

Part 52.21 Registration of curricula in teacher education (b) Programs leading to certification in the classroom teaching service. (2) General requirements.

(ii) Standards for programs leading to an initial certificate. (c) Pedagogical core. The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(iii) means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means;

Part 52.21(b)(3) Specific requirements. *To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. This includes [for programs leading to certification in the classroom teaching service] the pedagogical core shall focus on 1) study in the following:*

(i) processes of growth and development in … [appropriate to the certificate] and how to provide learning experiences and conduct assessments reflecting understanding of those processes; (ii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners in … [appropriate to the certificate], including methods of reading enrichment and remediation; and (2) field experiences and student teaching experiences in … settings [appropriate to the certificate] .

Section 52.2 Standards for the registration of undergraduate and graduate curricula. c) Curricula and awards.

(1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.

Special Regulations Related to Pedagogical Core for SWD Generalist 7-12 Certificate

Part 52.21 (b)(3) Specific Requirements. (vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood for programs registered prior to September 2, 2011, or adolescence.

(a) Content Core (ii) Students with disabilities in adolescence (generalist). In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall include a major, concentration, or the equivalent, in one or more of the liberal arts and sciences. Within the course of study, the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science and the candidate has sufficient pedagogical skills to teach these subjects. These requirements, in combination with the general education core and pedagogical core, shall ensure that the candidate has a knowledge base for teaching students with disabilities at the adolescence level the State learning standards as prescribed in Part 100 of this Title.

b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and

shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include…

Completing the Pedagogical Core Courses Table for Teacher Certification

Completion of the Pedagogical Core Courses Table follows Steps 1-3 in the Application, as follows. For a more detailed explanation on how to complete the table, visit and view the power point walk through on How to Complete the Pedagogical Core Course Table at http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf

Step 1: In the first four columns, identify each pedagogical course by course number, title, number of credits, whether required (R) or elective (E), and instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.
Step 2: Use the **Certification Area Codes** listed in the application to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for a certificate in Childhood Education (Grades 1-6) and Students with Disabilities in Early Childhood and Childhood, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

Go to the following website:
http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html for general and program-specific pedagogical core requirements. Click the title for the certification area(s) the program is designed to lead to, in this example Cert Code 02, Childhood Education, and Cert Code 06, Students with Disabilities Early Childhood and Childhood.

Step 3: Identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns (see example below).
The general and program-specific requirements can be found by clicking on the link to each certification area.

Example: Pedagogical Core Course Table with Descriptions

Course Number and Title	**Credit**	**R/E**	**Instructor(s)/Status[1]**	**Pedagogical Core Requirements (PCR) Addressed**				
				General PCR[2]	**Program-Specific PCR**			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith/FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		

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).

Step 2: Using the Certification Code website (http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html), list the Certification code(s) for the areas covered by the program.

Step 3: Using the course description, complete the **General Pedagogical Core Requirements** (General PCR) and **Program Specific Pedagogical Core Requirements** (Program-Specific PCR) columns.

Example:

Course Description: EDU 620 Literacy Methods in the Inclusive Classroom

Theories, teaching strategies, and instructional materials pertinent to teaching reading, writing, listening, and speaking. Theories and processes of literacy. Application through reading and writing across the curriculum, integration of language arts, literature-based instruction, and metacognitive strategies. Special focus on the differentiated instruction in the inclusive classroom and using technology to support literacy instruction.

EDU 620 Literacy Methods in the Inclusive Classroom covers the General Pedagogical Core Requirements (PCR) in 02. Childhood Education and 06. Students with Disabilities Early Childhood and Childhood, as follows:

General PCR

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

Program Specific PCR

02 : Childhood Education

(ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the childhood level, including methods of reading enrichment and remediation. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

06: Students with Disabilities Early Childhood and Childhood

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

(vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

Department Expectations:
Teacher Certification Field Experience and Student Teaching

Field Experience, Student Teaching, and Practica

Review Criteria:

- Institution confirms that the program meets each of the following regulatory requirements:
  - Is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
  - Is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and
  - Provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities.
- Courses that require field experiences and student teaching are listed.
- Instructors (supervisors) for field experiences and student teaching are included in the Faculty Table.
- Each instructor has the expertise to provide supervision related to content and pedagogy.
- The cooperating teacher:
  - is certified in the title sought or, when not available, in a closely related area
  - has been identified under the school district's Annual Professional Performance Review (APPR) plan as effective or highly effective
  - has at least three years of teaching experience.
- As may be evidenced in the course syllabi, there is close collaboration and cooperation between the institution's faculty and the cooperating teacher. Meetings are held frequently in order to support the success of the teacher or leader candidate and P-12 student learning.
- Candidate performance observation rubrics support candidate growth and development, and align with the New York State Teaching Standards and NYS Learning Standards and Common Core Curriculum.
- The student teaching experience prepares the candidate with the practice-based skills needed to successfully complete the Teacher Performance Assessment (edTPA).
- 100 clock hours of field experience prior to student teaching is documented and 15 hours of the 100 hours of field experience in traditional programs (6 of the 40 hours in Transitional B programs) focuses on understanding the needs of students with disabilities.
- The student teaching experience for most teaching tiles may be either:

1. a minimum two twenty-day (20+20) **supervised** student teaching experiences

or for select certification title areas only,

2. a minimum of one forty day **supervised** student teaching placement providing the following criteria is met :

   - *the combination of field experience hours and days of student teaching meets or exceeds the specific requirements for the certificate title; and*
   - *the combination of field experience hours and days of student teaching provides the full range of developmental levels required by the certificate title; and*
   - *the mentoring teacher of record at the school or school district where the student teacher is placed holds a certificate in the certificate title or in a closely related area; and is designated by the school or district as a teacher mentor or coach or is rated effective or highly effective in their most recent annual professional performance review conducted pursuant to section 3012-c of the Education Law or holds a national board certificate.*

   These requirements shall be met by student teaching, unless the specific requirements for the certificate title require practica.

(Institutions should refer to: http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html for the specific requirements of each teaching title area.)

- Candidates who are simultaneously preparing for another classroom teaching certificate (and completing the field experience, student teaching and practica for the additional certificate) must complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching in the second certificate area.
- The field experiences and student teaching cover the grade levels specified in the Commissioner's Regulations specific to the candidates area of certification (Refer to: http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html.)
- The total number of clock hours/school days meets the requirements specified in the Commissioner's Regulations specific to the candidates area of certification (Refer to: http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html.)

Related Regulations on Field Experience and Student Teaching

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (1) Definitions. *As used in this subdivision:*

(vii) Field experience means direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled; engaged in prior to student teaching or practica; and carefully selected and planned by program faculty.

(xiii) Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

(xi) Practica means structured, college-supervised learning experiences for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program through direct experiences with individual students, or with groups of students. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the students.

52.21 (b) (2) General requirements. (i) Standards for all programs*. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, all programs leading to certification in teacher education shall meet the following requirements:*

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

52.21 (b) (2) General requirements. (ii) Standards for programs leading to an initial certificate. (c) Pedagogical Core.

(2) Field experiences, student teaching and practica.

(i) (A) All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include:

(I) at least two college-supervised student-teaching experiences of at least 20 school days each; or

(II) at least two college-supervised practica with individual students or groups of students of at least 20 school days each; or

(III) at least one college-supervised student-teaching experience of at least 40 school days, provided that:

1 *the combination of field experience hours and days of student teaching meets or exceeds the specific requirements for the certificate title as described in paragraph (3) of this subdivision; and*

2 *the combination of field experience hours and days of student teaching provides the full range of developmental levels required by the certificate title in paragraph (3) of this subdivision; and*

3 *the mentoring teacher of record at the school or school district where the student teacher is placed holds a certificate in the certificate title or in a closely related area; and is designated by the school or district as a teacher mentor or coach or is rated effective or highly effective in their most recent annual professional performance review conducted pursuant to section 3012-c of the Education Law or holds a national board certificate. These requirements shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.*

(B) At least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and

(D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

Department Expectations: Core Application

See Department Expectations for Program Information and Sample Program Schedule; Faculty; and Resources regarding first Tasks associated with the Core Application.

Supplement A: New Program Leading to the Professional Certificate

1. Admission Criteria

Review Criteria:

- Candidates admitted to the program have completed requirements for an initial teaching certificate in the same certificate title.
- The program includes in its curriculum or requires as an admission requirement specific minimum hours of study to promote the participation and progress of students with disabilities.
- All program admission criteria are listed and the program's checklist and/or other documentation used to confirm that requirements are met prior to admission is/are included.
- If the program grants exceptions to its normal admission requirements, the process for evaluating exceptions is fully explained.
- When the program grants substantial credit for learning derived from experience, the methods used to evaluate the potential candidate's learning and the maximum number of credits allowed by the program are fully described.

2. Curriculum

Review Criteria:

- The Pedagogical Coursework Chart in Supplement A includes all requested information and shows 12 semester hours of graduate level study linking pedagogy and content.
- The program requires candidates to have completed the following study: means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means.

- Master's degree programs shall normally include:
    - A minimum of one academic year of full-time graduate level study, or its equivalent in part-time study
    - An accumulation of not less than 30 semester hours
    - Research or a comparable occupational or professional experience
    - At least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project
- The design of each curriculum and degree programs as a whole, are coherent, implement the philosophy, purposes and educational objectives of the program and institution, and are consistent with professional expectations in the field.
- Courses are offered frequently enough to ensure timely completion of the program, as demonstrated in the sample program schedule.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required.
    - This is illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- Syllabi are submitted for all new courses,
    - Syllabi for all existing courses required for proposed undergraduate programs should be available upon request.
- Syllabi are demonstrably consistent with, or superior to those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field
- Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
    - course description
    - course objectives
    - prerequisites
    - credits allocated
    - assignments
    - method of assessing student achievement, including the assessment rubrics at the course and project levels
    - basis of grade determination;
    - bibliographic and other resources
    - other course policies related to integrity of credit
    - Author(s) of syllabus and resume(s), if not cited in the faculty table required in Task 4: Faculty.
- Syllabi demonstrate that at the course level the requirements for expected time on task meet the requirements of CR 50.1(o), that all work for credit is college-level, of the

appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives.

Related Regulations on Programs Leading to a Professional Certificate

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (2) General requirements.

(iii) Standards for programs leading to a professional certificate.

(a) In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs registered as leading to a professional certificate shall lead to a master's or higher degree and meet one of the following requirements:

(1) the program shall meet the requirements for an initial certificate;

(2) the program shall meet the requirements for an extension or annotation of a certificate for candidates holding such certificate or simultaneously meeting the requirements for such certificate;

(3) for professional certificates in early childhood education, childhood education, middle childhood education (generalist), teaching students with disabilities in early childhood, teaching students with disabilities in childhood, teaching students with disabilities in middle childhood (generalist) for programs registered prior to September 2, 2011, students with disabilities in adolescence (generalist) for programs registered on or after September 2, 2011, teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching English to speakers of other languages, and educational technology specialist, and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in each of the following areas of the State learning standards for students: English language arts; mathematics, science and technology; and social studies. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy; or

(4) for professional certificates in middle childhood education (specialist); adolescence education; teacher of students with disabilities in middle childhood education (specialist) for programs registered prior to September 2, 2011; teacher of students with disabilities in adolescence education for programs registered prior to September 2, 2011; teacher of a special subject; or teacher of the career field of agriculture, or business and marketing and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in the subject of the certificate or a related subject. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy.

(b) Other options for fulfilling the educational requirements for the professional certificate are set forth in the teacher certification requirements of this Title.

Department Expectations: Core Application

Supplement B: Application to Register a New Program Leading to Alternative Transitional B Certification in Teaching

1. Admission Criteria

Review Criteria:

- Programs registered to prepare teachers for the Transitional B certificate must meet general admission criteria requirements and program specific admission requirements. For general admission requirements see the Department Expectations for Admission Requirements.
- Prior to admission the institution will provide written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.
- The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;
- Candidates shall have achieved a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered alternative teacher certification program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding; and
- Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the Department for this purpose at the time of program registration; or
- Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or early childhood or childhood special education, shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field; or
- Candidates for certificates in students with disabilities adolescence (7-12 generalist), shall have completed an undergraduate or graduate major in a liberal arts and sciences subject and shall have completed at least six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science.
- Candidates shall be evaluated to determine whether they have a sufficient knowledge base to teach to the State learning standards appropriate to the certificate being sought and shall be required to complete additional study, if necessary, to address deficiencies prior to the completion of the program.
- The institution affirms that all listed admission criteria are required for admission into their proposed Alternative Transitional B certification program.

Related Regulations on Admissions

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (3) Specific Requirements.

(xvii) Alternative classroom teacher certification program. *(b) The program shall meet the requirements in each of the following subclauses:*

(1) Admission requirements.

(i) As used in this subclause, major means sequential study comprising at least 30 semester hours that provides knowledge of breadth and depth in an interdisciplinary field or a subject, provided that such 30 semester hours may include up to 12 semester hours in cognates. …

(ii) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. Candidates shall have achieved a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered alternative teacher certification program to have the necessary knowledge and skills to successfully complete the program...

(iii) Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that candidates for … [certain certificate shall have completed certain undergraduate programs as specified in subclauses (iii) and (iv) of this part].

(iv) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels for programs registered prior to September 2, 2011; or special education at the early childhood and childhood levels for programs registered on or after September 2, 2011, or in teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6) shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(v) Candidates for a certificate in students with disabilities adolescence (generalist) shall have completed an undergraduate or graduate major, concentration, or the equivalent, in one or more of the liberal arts and sciences, and shall have completed at least six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science and have sufficient pedagogical skills to teach these subjects prior to completion of the program.

2. General Education Core

See Department Expectations on the General Education Core in Liberal Arts and Sciences

3. Content Core

See Department Expectations on the Content Core

4. Pedagogical Core Coursework

See Department Expectations on the Pedagogical Core Coursework for directions on completing the Pedagogical Core Coursework Table.

Review Criteria:

- The curriculum meets the general Pedagogical Core Requirements (PCR) and program-specific pedagogical core requirements specified in Commissioner's Regulations (Refer to http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html).
- The curriculum prepares candidates for successful completion of the Department's teacher certification exams, including the Educating All Students (EAS) Test, and the performance-based Teacher Performance Assessment (edTPA).
- The course descriptions for courses identified as meeting the pedagogical core requirements show alignment with requirements in Commissioner's Regulations.
- Specific requirements pertaining to **course syllabi**:
    - Course syllabi for new courses are submitted.
    - Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
    - Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
        - course description
        - course objectives
        - pre- and co-requisites
        - credits allocated
        - topics addressed
        - assignments
        - method of assessing student achievement, including the assessment rubrics at the course and project levels
        - basis of grade determination
        - texts and other resources
        - other course policies related to integrity of credit
        - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
    - Syllabi are submitted for all new courses of proposed programs.
    - Syllabi for all existing courses should be available upon request.
    - Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
    - Syllabi demonstrate that at the course level the requirements for expected time on task (i.e., seat time) meet the requirements of Commissioner's Regulations Part 50.1(o):
        - that all work for credit is college-level and of the appropriate rigor
        - that credit will be granted only to students who have achieved the stated learning objectives

- The design of each curriculum, and degree program as a whole, is coherent, implements the philosophy, purposes and educational objectives of the program and institution, and is consistent with professional expectations in the field.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required. This may be illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- All instructors are included in the Faculty Table and each instructor is qualified to teach the assigned courses.
- Each instructor teaching in a graduate program holds a terminal degree or demonstrates special competence in a widely accepted way (scholarly work: e.g., publications in a referred journal; presentations at state and/or national level; action research). Clinical /school experiences alone does not constitute special competence.
- Unless the institution is eligible for a waiver -- by having an 80% pass rate on the NYSTCE exams **and** has no identified faculty issues in the most recent education accreditation report -- at least 51% of the pedagogical core course sections are taught by full-time faculty.
- When the proposed program leads to teaching Students with Disabilities 7-12 Generalist certificate, the program is designed to prepare teachers of students with disabilities to work as consultant teachers, or resource room teachers, collaborating with general education colleagues and as co-teachers in an integrated co-teaching model. This program includes:
    - A content core with a minimum of six semester hours in mathematics, English language arts, social studies, and science.
    - Pedagogical coursework that prepares the candidate to teach the State Learning Standards to students with disabilities grades 7-12 in these four academic areas. (Refer to http://www.highered.nysed.gov/pdf/memo1152010.pdf.)

5. Introductory Component

Review Criteria:

- The Introductory Component Courses Table is completed.
- The Introductory component includes at least 200 clock hours of pedagogical study, including at least 40 clock hours of field experience appropriate to the certificate title the candidate is seeking.
- The Introductory component includes at least 6 clock hours of the 40 clock hours of field experience focusing on meeting the needs of students with disabilities.
- The Introductory component field experience must be under the supervision of a teacher that is certified in the title sought, has been identified under the school district Annual Professional Performance Review (APPR) plan as effective or highly effective, and has at least three years of teaching experience.
- For Transitional B programs leading to teacher certification in the following title areas - English to speakers of other languages; students with disabilities generalist 7-12; students who are deaf or hard-of-hearing; students who are blind or visually impaired;

and students with speech and language disabilities, the Introductory component shall meet the following pedagogical study and field experience:

- The Introductory component includes at least 200 clock hours of pedagogical study, including at least 40 clock hours of field experience appropriate to the certificate title the candidate is seeking.
- The Introductory component includes at least 6 clock hours of the 40 clock hours of field experience focusing on meeting the needs of students with disabilities.

OR

- The introductory component includes at least 100 clock hours of pedagogical study, including at least 40 clock hours of field experience appropriate to the certificate title the candidate is seeking.
- The introductory component includes at least 6 clock hours of the 40 clock hours of field experience focusing on meeting the needs of students with disabilities.
- The first year student placement during the in-service component of the program is with students in grades 7-12.
- The candidates teaching load is reduced by at least 25% during the first semester of teaching during the in-service component of the program, and
- The candidate completes the remaining pedagogical study of the introductory component by the end of the first semester of teaching in the in-service component of the program.

- The introductory component shall include, but shall not be limited to graduate study including:
  - introduction to the community in which the school or school district is located and the learning needs of students in that community, including field experiences within the community that provide interactions with community leaders and residents;
  - historical, social, and legal foundations of education, including special education, the education of students with limited English proficiency, and multicultural education;
  - rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education;
  - child or adolescent development, as appropriate to the certificate sought, including the processes of first and second language acquisition and the characteristics of learners with disabilities;
  - instructional planning and effective teaching strategies, including the use of technology, for assisting all students, including native English speakers, English language learners, and students with disabilities, to achieve the State Learning Standards in English language arts and the subject(s) appropriate to the certificate;

- school organization and classroom management, including methods of managing behavior of students with disabilities and promoting development of positive social interaction skills in all students;
- means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;
- means of instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808;
- means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior; and
- means for the prevention of and intervention in harassment, bullying and discrimination in accordance with section 14 of the education law. Such study shall include six clock hours, of which at least three hours must be conducted through face-to-face instruction, of course work or training on the social patterns of harassment, bullying and discrimination, as defined in section 11 of the Education Law, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

- at least 40 clock hours of supervised field experience. At least six hours of the 40 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.

Related Regulations on Introductory Component

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (3) Specific requirements. (*xvii) Alternative classroom teacher certification program. (b) The program shall meet the requirements in each of the following subclauses:*

2) Introductory component.

(i) The introductory component shall lead to the transitional B certificate in a certificate title in the classroom teaching service, and may also lead to a bilingual education extension of such transitional B certificate. …

(ii) Except as provided in item (iii) of this subclause, the introductory component shall include pedagogical core study of at least 200 clock hours, including field experience appropriate to the certificate title sought of at least 40 clock hours, with at least 6 of these 40 clock hours focusing on meeting the needs of students with disabilities, under the supervision of a certified teacher.

(iii) A program leading to a transitional B certificate authorizing the teaching of English to speakers of other languages, students with disabilities, students who are deaf or hard-of-hearing, students who are blind or visually impaired, or students with speech and language disabilities, which may also lead to a bilingual education extension of one of those certificates, shall meet the clock hour and field experience requirements as prescribed in item (ii) of this subclause or the following requirements: pedagogical core study of at least 100 clock hours, including field experience appropriate to the certificate title sought of at least 40 clock hours, with at least 6 of these 40 clock hours focusing on meeting the needs of students with disabilities, under the supervision of a certified teacher, provided that the program only places such students in grades 7 through 12, if authorized by the certificate, arranges for at least a 25 percent reduced teaching load during the first semester of teaching, and requires the candidate to complete all of the remaining pedagogical study of the introductory component prescribed in item (ii) of this subclause by the end of the first semester of teaching in the in-service component of the program.

(iv) The introductory component shall include, but shall not be limited to, undergraduate or graduate study designed to permit the candidate to obtain the following pedagogical knowledge, understanding, and skills:

(A) introduction to the community in which the school or school district is located and the learning needs of students in that community, including field experiences within the community that provide interactions with community leaders and residents;

(B) historical, social, and legal foundations of education, including special education, the education of students with limited English proficiency, and multicultural education;

(C) rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education;

(D) child or adolescent development, as appropriate to the certificate sought, including the processes of first and second language acquisition and the characteristics of learners with disabilities;

(E) instructional planning and effective teaching strategies, including the use of technology, for assisting all students, including native English speakers, English language learners, and students with disabilities, to achieve the State learning standards in English language arts and the subject(s) appropriate to the certificate;

(F) school organization and classroom management, including methods of managing behavior of students with disabilities and promoting development of positive social interaction skills in all students;

(G) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(H) means of instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(I) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of coursework or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

(J) means for the prevention of and intervention in harassment, bullying and discrimination in accordance with section 14 of the education law. Such study shall include six clock hours, of which at least three hours must be conducted through face-to-face instruction, of course work or training on the social patterns of harassment, bullying and discrimination, as defined in section 11 of the Education Law, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

6. Mentored Teaching/In-Service Component

Mentored Teaching for Transitional B Certification

Review Criteria:

- Transitional B program candidates receive mentoring and supervision for at least one full year and during the entire period they are both teaching and enrolled in the program
- The mentored teaching is in the same title area and is appropriate to the certificate being sought.
- Prior to the candidate's employment the institutions shall execute a first written agreement with the employing school or school district by which the school or school district
    - agree to consult with program faculty and the candidate before determining the teaching load of the candidate.
    - agree to provide daily mentoring of the candidate by certified school personnel during the first eight weeks of teaching and identifies the scheduled times when the candidate and mentor will engage in planning, observation, advisement, and evaluation.
    - assure that the mentoring shall be provided by certified school personnel who have received preparation for their role as mentors prior to serving as mentors.
- Before the end of the first eight weeks of teaching the institutions shall execute a second written agreement with the employing school or school district by which the school or school district assures continued mentoring by certified school personnel during the remainder of the time that the candidate is enrolled in the program and teaching.

The second agreement shall:

- include a schedule for continued mentoring during the remainder of the time that the candidate is enrolled in the program and teaching and shall be designed to meet the individual learning needs of the candidate.
- be signed by the principal or designee, program faculty, the mentor, and the candidate before the end of the first eight weeks of teaching. It shall specify times, periodically throughout each school year, for the candidate and mentor to engage in planning, observation, advisement, and evaluation;
- specify dates for meetings of program faculty, the school principal or designee, the mentor, and the candidate at least once every three months during the first year of mentored teaching and periodically thereafter, to provide the candidate with advice for improving teaching practices.

- The first agreement with the school or school district specified how the program addresses the mentoring requirements.
- Program faculty shall supervise the teaching of the candidate and promote the linking of theory and practice by observing and advising the candidate at least once each month during the first year of mentored teaching and periodically throughout the remainder of the candidate's enrollment in the program and teaching.

Related Regulations on Mentored Teaching Pertaining to Supplement B: New Program Leading to Alternative Transitional B Certification in Teaching:

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (3) Specific requirements.

(xvii) Alternative classroom teacher certification program.

(iii) Mentored teaching. The program shall require program candidates who are teaching with a transitional B certificate to receive mentoring and supervision during the entire period that they are both teaching and enrolled in the program, including at least one school year, as follows:

(A) The mentored teaching shall take place in a school or school district that offers instruction in any grade, pre-kindergarten through 12, as appropriate to the certificate sought.

(B) Prior to the candidate's employment as a teacher, the institution shall execute a written agreement with the employing school or school district by which the school or school district agrees to consult with program faculty and the candidate before determining the teaching load of the candidate; agrees to provide daily mentoring of the candidate by certified school personnel during the first eight weeks of teaching; and agrees to execute, before the end of the first eight weeks of teaching, a second written agreement for continued mentoring by certified school personnel during the remainder of the time that the candidate is enrolled in the program and teaching.

(C) The first written agreement shall indicate that all mentoring will be provided by certified school personnel who have received preparation for their role as mentors prior to serving as mentors, and shall include scheduled times during the candidate's first eight weeks of teaching for the candidate and mentor to engage in planning, observation, advisement, and evaluation.

(D) The second written agreement shall include a schedule for continued mentoring during the remainder of the time that the candidate is enrolled in the program and

teaching and shall be designed to meet the individual learning needs of the candidate. The agreement shall be signed by the principal or designee, program faculty, the mentor, and the candidate before the end of the first eight weeks of teaching. It shall specify times, periodically throughout each school year, for the candidate and mentor to engage in planning, observation, advisement, and evaluation; and shall also specify dates for meetings of program faculty, the school principal or designee, the mentor, and the candidate at least once every three months during the first year of mentored teaching and periodically thereafter, to provide the candidate with advice for improving teaching practices.

(E) The second written agreement for continued mentoring and supervision may be modified to reflect changing learning needs of the candidate by agreement of and with the signatures of the principal or designee, program faculty, the mentor, and the candidate.

(F) Program faculty shall supervise the teaching of the candidate and promote the linking of theory and practice by observing and advising the candidate at least once each month during the first year of mentored teaching and periodically throughout the remainder of the time that the candidate is enrolled in the program and teaching.

Department Expectations: Core Application

Supplement C: Application to Register a New Program Leading to Intensive Transitional C Certification in Teaching

1. Admission Criteria

Review Criteria:

- Programs registered to prepare teachers for the Transitional C certificate must meet general admission criteria requirements and program specific admission requirements. For general admission requirements see the Department Expectations for Admission Requirements.
- The three criteria for admissions to an Intensive Transitional C certification program have been reviewed by the institution prior to submission and the institution affirms these criteria will be met.
    1. Prior to admission the institution will provide written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.
    2. Candidates shall hold an appropriate graduate academic or graduate professional degree; and
    3. Candidates shall hold a Transitional C certificate
- The institution affirms that all listed admission criteria are required for admission into their proposed Intensive Transitional C certification program.

2. Pedagogical Core Coursework

Review Criteria:

- The curriculum meets the general Pedagogical Core Requirements (PCR) and program-specific pedagogical core requirements specified in the Commissioner's Regulations (Refer to http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html).
- The curriculum prepares candidates for successful completion of the Department's teacher certification exams, including the Educating All Students (EAS) Test, and the performance-based Teacher Performance Assessment (edTPA).
- The course descriptions for courses identified as meeting the pedagogical core requirements show alignment with requirements in Commissioner's Regulations.
- Specific requirements pertaining to **course syllabi**:
    - Course syllabi for new courses are submitted.
    - Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.

- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
    - course description
    - course objectives
    - pre- and co-requisites
    - credits allocated
    - topics addressed
    - assignments
    - method of assessing student achievement, including the assessment rubrics at the course and project levels
    - basis of grade determination
    - texts and other resources
    - other course policies related to integrity of credit
    - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

- The design of each curriculum, and degree program as a whole, is coherent, implements the philosophy, purposes and educational objectives of the program and institution, and is consistent with professional expectations in the field.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required. This may be illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- Instructors are included in the Faculty Table and each instructor is qualified to teach the assigned courses.
- Each instructor teaching in a graduate program holds a terminal degree or demonstrates special competence in a widely accepted way (scholarly work: e.g., publications in a referred journal; presentations at state and/or national level; action research). Clinical /school experiences alone does not constitute special competence.
- Unless the institution is eligible for a waiver -- by having an 80% pass rate on the NYSTCE exams **and** has no identified faculty issues in the most recent teacher

education accreditation report -- at least 51% of the pedagogical core course sections are taught by full-time faculty.

- When the proposed program leads to Teaching Students with Disabilities 7-12 Generalist certificate, the program is designed to prepare teachers of students with disabilities to work as consultant teachers, or resource room teachers, collaborating with general education colleagues and as co-teachers in an integrated co-teaching model. This program includes:
    - A content core with a minimum of six semester hours in mathematics, English language arts, social studies, and science.
    - Pedagogical coursework that prepares the candidate to teach the State Learning Standards to students with disabilities grades 7-12 in these four academic areas. (Refer to http://www.highered.nysed.gov/pdf/memo1152010.pdf.)

Related Regulations on the Alternative Transitional C program

Section 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (3) Specific requirements. (xvi) Intensive programs leading to professional certificates for individuals, including career changers and others, holding a transitional C certificate and an appropriate graduate academic or graduate professional degree.

(a) The general requirements in subparagraphs (2)(i) and (iv) of this subdivision shall be applicable. The other requirements of paragraph (2) of this subdivision shall not be applicable, except to the extent that the general requirements for the pedagogical core are applicable pursuant to clause (b) of this subparagraph.

(b) Pedagogical core.

(1) The program shall include undergraduate or graduate pedagogical core study required for the initial certificate in the area of the candidate' s transitional certificate, as prescribed for the certificate title in this paragraph, that is integrated into an intensive and streamlined program of study, except that the field experience, student teaching or practica requirement shall not be applicable. The program shall result in the award of a degree or the award of a certificate signifying program completion, as defined in section 50.1(j) of this Title. The program may permit a candidate to meet a portion of the coursework requirements in the pedagogical core through assessment methods used by the program that shall ensure that the candidate has the knowledge, understanding, and skills that would be acquired in such coursework. These assessment methods may include, but need not be limited to: testing, portfolio reviews, and demonstration of pedagogical knowledge and skills.

(2) The program shall require the completion of two school years of mentored teaching under the supervision of a faculty member of the program. The institution shall be required to execute a written agreement with the employing school or school district to establish a plan for two years of mentoring and assistance for the candidate by a support team comprised of a faculty member of the program, the school principal or designee, an experienced certified teacher, and a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the candidate's teaching.

(c)

(1) Prior to admission into a program, the institution shall provide written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.

(2) The program shall require the candidate to present evidence that the candidate meets the requirements for a transitional C certificate for admission to the program. The candidate shall present evidence of holding such transitional C certificate prior to the commencement of mentored teaching, based in part on the holding of an appropriate graduate academic or graduate professional degree.

3. Mentored Teaching for Transitional C Certification

Review Criteria:

- The program requires the completion of two school years of mentored teaching under the supervision of a faculty member of the program.
- Prior to the candidate's employment the institution shall execute a written agreement with the employing school or school district by which the school or school district:
  - agrees to establish a plan for two years of mentoring and assistance for the candidate by a support team comprised of a faculty member of the program, the school principal or designee, an experienced certified teacher, and a school curriculum supervisor or specialist.
  - specifies that daily mentoring shall be provided by the experienced certified teacher during at least the first twenty days of the candidate's teaching.
- The mentored agreement with the school or school district specifying how the program addresses the mentoring requirements has been submitted.

Related Regulations on Mentored Teaching Pertaining to Supplement C: New Program Leading to Intensive Transitional C Certification in Teaching:

Part 52.21 Registration of curricula in teacher education. (b) Programs leading to certification in the classroom teaching service. (3) Specific requirements.

(xvi) Intensive programs leading to professional certificates for individuals, including career changers and others, holding a transitional C certificate and an appropriate graduate academic or graduate professional degree.

(b) Pedagogical core.

(2) The program shall require the completion of two school years of mentored teaching under the supervision of a faculty member of the program. The institution shall be required to execute a written agreement with the employing school or school district to establish a plan for two years of mentoring and assistance for the candidate by a support team comprised of a faculty member of the program, the school principal or designee, an experienced certified teacher, and a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the candidate's teaching.

Department Expectations: Educational Leadership including Alternative Transitional D Programs and the Bilingual Extension

1. Admission Requirements for Educational Leadership programs.

Programs registered to prepare educational leaders must meet general admission criteria requirements and program specific admission requirements. For general admission requirements see the Department Expectations for Admissions Requirements.

Review Criteria:

a) Programs provide a checklist of admission criteria used to establish and confirm that candidates meet all requirements

b) If substantial credit is granted for experience, the methods of evaluating the credits are explained and the maximum number of credits toward the program is listed.

c) For School Building and School District Leader programs, the institution affirms that the program meets all listed requirements.

d) For School District Business Leadership programs, the institution affirms that the program meets all listed requirements.

e) For Alternative Transitional D School District Leader programs, the institution affirms that the program meets all listed requirements.

f) For Alternative Transitional D School District Leader programs, the institution describes in detail the criteria that will be used and uniformly applied to identify exceptionally qualified candidates meeting the equivalency requirement.

Admission Requirements for School Building, School District Leader and School District Building Leader programs

Review Criteria:

- 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.
- 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.

(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

(9) leaders have the courage to take informed risks

Additional Admission Requirements for School Building and School District Leader Programs

Review Criteria:

- 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 and the professional school district 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.

Additional Admission Considerations for Programs Leading to School District Leader

Although not required in Commissioner's Regulations as an admission requirement, many School District Leader programs require candidates to hold a master's degree. This is related to the regulatory requirement that upon completion of the School District Leader program all candidates must have completed 60 credits of graduate study.

Additional Admission Requirements for Alternative Transitional D School District Leader Programs

Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders, listed above, 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.

Review Criteria:

- 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.
- 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

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

2. Educational Leadership Core Coursework

Programs registered to prepare educational leaders must meet specific coursework related to the educational leadership certificate for which the program is designed.

Review Criteria:

- The institution completes the Educational Leadership Core Courses Table assuring all core course requirements are met.

Specific Coursework Requirements for Programs Leading to School Building, School District, and School District Business Leader:

School Building Leader

Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

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

(ii) 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;

(iii) 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;

(iv) 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:

a) curriculum development;

b) instructional strategies and the integration of technology;

c) classroom organization and practices;

d) assessment;

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

f) professional support and development;

g) succession planning;

h) student, family, and community relations;

i) facilities development; and

j) 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;

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

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

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

(viii) 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;

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

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

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

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

School District Leader, Including Alternative Transitional D

Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

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

(ii) 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;

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

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

(v) 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;

(vi) 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;

(vii) 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;

(viii) 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:

a) curriculum development;

b) instructional strategies and the integration of technology;

c) classroom organization and practices;

d) assessment;

e) student support services, including the provision of services to students with disabilities (and students who are English language learners);

f) professional support and development;

g) succession planning;

h) student, family, and community relations;

i) facilities development; and

j) 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;

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

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

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

(xii) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives;

(xiii) 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

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

School District Business Leader

Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

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.

Institutional Accountability for Programs Leading to Educational Leadership Certification.

(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.

(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 1st through June 30th.

(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.

Completing the Educational Leadership Core Courses Table

Completion of the Educational Leadership Core Courses follows Steps 1-3 in the Application, as follows:

Step 1: List each course by course number and title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example in Educational Leadership Core Courses table below.

Step 2: Use the Cert Title columns to identify the appropriate certification title(s). For example, if a program prepares candidates for school building leaders, mark SBL (SBL = School Building Leader; SDL = School District Leader; and SDBL = School District Business Leader) See example on Educational Leadership Core Courses Table below. Note that the program chart is designed for a program leading to one or two certificates.

Step 3: Use section B. Program Specific Requirements for Educational Leadership to identify the program-specific core requirements addressed by the course and insert the Roman numerals or letters corresponding to the requirements in the appropriate columns see example on Educational Leadership Core Courses Table below.

Example: Educational Leadership Core Courses Table with Descriptions

Course Number and Title	**Credit**	**Required or Elective (R/E)**	**Instructor and Part-time or Full-time Status**	Program Specific Pedagogical Core Requirements	
				Cert Title	Cert Title
				SBL	SDBL
Example EDU 814 Data and the Environment	3	R	L. Jones/ FT	ii,iii,vi,x	e, g

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).

Step 2: Using the Program Specific Requirements for the Educational Leadership identify the certification code(s) for the areas covered by the program.

Step 3: Using the course description, complete the **Program Specific Pedagogical Core Requirements** column for each specific certification title.

Example:

Course Description: EDU 814 Data and the Environment

This course enables students to become informed consumers of educational research and community based data in order to develop skills that prepare them to carry out action research in their schools that will inform decision-making. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership practices and to distinguish between trustworthy and non-trustworthy research. Throughout the course, students identify the elements that scientifically-based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for school leaders.

EDU 814 Data and the Environment covers the Program Specific Pedagogical Core Requirements ii,iii,vi, and x for School Building Leader Certification and e and g for School District Business Leader Certification.

3. Leadership Field Experiences and Internships

Review Criteria:

- Courses that require field experiences and internships are listed.
- Instructors (supervisors) for field experiences and internships are included in the Faculty Table.
- Each instructor has the expertise to provide supervision related to content and pedagogy.
- The length of the Culminating Leadership Experience (internship) is a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities appropriate to the leadership area of the certificate that is of increasing breadth and depth.
- Institution confirms that the program meets each of the following regulatory requirements:
    - includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
    - is carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
    - is supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building, school district or school district business leadership as appropriate to the certificate title.
- For Alternative Transitional D programs preparing school district leaders, the leadership experiences meet all three conditions listed above or will include one year of district-mentored and college supervised employment as a school district leader service with a Transitional D Certificate.

4. Additional Requirements for Alternative Transitional D programs Preparing School District Leaders

Review Criteria:

Institution confirms that the Alternative Transitional D program meets the following requirement for recommending candidates for the Transitional D certificate:

- Written commitment.
    - Candidates shall hold a written commitment from a school district or BOCES for district mentored and college supervised employment as school district leader with mentoring of candidate to be provided by the employing superintendent.
- Program endorsement.
    - Candidates shall have the program's endorsement for the Transitional D certificate.
- State assessment.

- Candidate shall pass the New York State assessment for school district leader at the time the candidate applies and upon application qualifies for the Transitional D certificate.

5. Program Completion Requirements for Educational Leadership

Review Criteria:

a) School Building Leader

- For programs preparing school building leaders, the Institution confirms that candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

b) School District Leader, Including Transitional D, and School District Building Leader

- For programs preparing school district leaders (including Transitional D programs) or school district business leaders the institution confirms that 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 hours of graduate study, and
- Candidates shall have successfully completed the required components of the appropriate State assessment.

c) Alternative Transitional D programs preparing school district leaders, the institution confirms that:

- For Alternative Transitional D programs, the institution confirms that candidates hold the Transitional D certificate, and
- Candidates shall have successfully completed three years of educational leadership service and/or classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12, which included at least one year of service in a position that required certification as a school district leader under the Transitional D certificate, as prescribed in Commissioner's Regulations Section 80-5.15(b)(3).

6. Registration of Companion Programs

For School District Leader and School District Business Leader programs regulations require candidates to have successfully completed the required components of the appropriate State assessment in order to qualify for degree conferral. **In the event a candidate is not able to successfully pass the State assessment the candidate does not qualify for the degree award nor the School District Leader and/or School District Business Leader certificate**. Commissioner's Regulations, therefore, stipulate the registration of a "companion program" for the School District Leader and School District Business Leader title areas. If a candidate cannot successfully complete the State assessment, an institution with a registered companion program may elect to transfer the candidate into the companion program. The companion program ***will not lead to certification*** but will allow the institution to confer upon the candidate an award.

For School District Leader Programs

Requirements for companion programs in school district leadership not leading to the professional certificate: Institutions that offer a registered School District Leader program leading to the professional certificate may register a companion program to the existing program that does NOT lead to the professional certificate, for candidates not seeking New York State

certification. The School District Leader companion program requires candidates to meet all requirements prescribed for the School District Leader program that leads to the professional certificate, ***except*** for the requirement of successfully completing the New York State assessment for school district leadership.

For School District Business Leadership

Requirements for companion programs in school district business leadership not leading to the professional certificate: Institutions that offer a registered School District Business Leader program leading to the professional certificate may register a companion program to the existing program that does NOT lead to the professional certificate, for candidates not seeking New York State certification. The School District Business Leadership companion program requires candidates to meet all requirements prescribed for the School District Business Leadership program that leads to the professional certificate, ***except*** for the requirement of successfully completing the New York State assessment for school district business leadership.

Educational Leadership Regulations

Commissioner's Regulations Part 52.21 (c)

(c) Programs leading to certification in the educational leadership service. The requirements of this subdivision shall be met by September 1, 2004.

(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.

(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.

(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.

(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 coursework 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.

(c) Programs shall ensure that candidates complete six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training on the social patterns of harassment, bullying and discrimination, a, in accordance with the requirements of section 14 of the Education Law.

(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).

(i) General requirements. Programs shall meet the general requirements for all programs preparing education leaders prescribed in paragraph (1) of this subdivision.

(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

(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.

(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.

(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

(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.

(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.

(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.

(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).

(i) General requirements. Programs shall meet the general requirements for all programs preparing education leaders in paragraph (1) of this subdivision.

(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.

(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.

(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;

(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.

(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 clause (b) of this subparagraph.

(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.

(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.

Companion Programs

(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 this subdivision 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.

(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.

(i) General requirements. Programs shall meet the general requirements for all programs preparing education leaders in paragraph (1) of this subdivision.

(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 implemented policies in accordance with law.

(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.

(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.

(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;

(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.

(vi) Mentored and supervised experience.

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

(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.

(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.

(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).

(i) General requirements. Programs shall meet the general requirements for all programs preparing education leaders in paragraph (1) of this subdivision.

(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 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.

(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.

(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.

(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 subparagraph provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.

(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 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.

(vii) Requirements for companion programs in school district business leadership not leading to the professional certificate. Institutions that offer a registered program in school district business 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 business leadership shall require the candidate to meet all requirements prescribed in this subdivision for a program in school district business 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 business leadership.

Department Expectations: Changes to Currently Registered Programs Leading to Teacher Certification or Educational Leadership

Identification and Explanation of a Proposed Changed

When there is a change in program title (e.g., from Teaching Students with Disabilities at the Childhood Level to Inclusive Childhood Education)

Review Criteria:

- An explanation is given regarding the program change.
- The certificate title(s) to which the program currently leads is identified.
- The new title is indicated.

When a program is being discontinued

Review Criteria:

- An explanation is given regarding the program change.
- The certificate title(s) to which the program currently leads is identified.
- The date the program will be discontinued is provided. Please note that in the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

When a certificate title is being deleted

Review Criteria:

- An explanation is given regarding the program change.
- The certificate title(s) to which the program currently leads is identified.

- The certificate title is provided as well as a date by which all students will have completed the program leading to this certificate title.
- The **Side by Side Comparison Chart** is included and complete.

When there is a change in delivery mode (e.g., from traditional format to a distance education format)

Review Criteria

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified.
- The proposed delivery mode is indicated.
- There is a description of how the change impacts library resources, support services and financial aid eligibility. If there is no impact, there is an explanation as to why not. . In addition please see section on **Department Expectations: Resources** for a complete list of Review Criteria
- When the change involves adding a distance education format to a registered program, the **Distance Education Application** is submitted. In addition, please see section on **Department Expectations: Review Process for Approval of Programs in the Distance Education Format** for a complete list of Review Criteria.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for a complete list of Review Criteria.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.

When there is a change in format that alters the program's financial aid eligibility (e.g., from day to evening, from full-time to part-time)

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified.
- The change in format is indicated.
- There is a description of how the change impacts library resources, support services or financial aid eligibility. If there is no impact, there is an explanation as to why not. In addition, please see section on **Department Expectations: Resources** for a complete list of Review Criteria.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.

When the change is altering the liberal arts and science content in a way that impacts the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- The **Side-by-Side Comparison Chart** of the existing and newly modified program is included and complete.

When there is a change in degree award (e.g., from B.S. to B. A.; from Advanced Certificate to M.A.)

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified.
- The proposed degree award is indicated and an explanation is given regarding how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements found at: http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm#Section3.50.RegisteredDegrees.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- The **Side By Side Comparison Chart** of the existing and newly modified program is included and complete.

When there is a change in the total number of credits of any certificate or advanced certificate and if the change is less than 1/3 of the credits and does not impact the pedagogical core

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified
- The current number of credits in the certificate or advanced certificate is given along with the newly proposed number of credits.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- The **Side by Side Comparison Chart** is included and complete.

When there is a curricular change of 1/3 or more of the Credits

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified.
- The current number of credits in the certificate or advanced certificate is given along with the newly proposed number of credits.
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- **The <u>Side by Side Comparison Chart</u>** is included and complete.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.
- If there are currently existing courses impacted by the change, the catalog course descriptions are included.
- When new courses are added as part of the indicated change(s), syllabi for each new course are attached, please see Specific requirements pertaining to **course syllabi** in the section on **Pedagogical Core Coursework**.
- When the proposed change impacts field experience or student teaching leading to teacher certification, please see **Department Expectations: Teacher Certification Field Experience and Student Teaching** for a complete list of Review Criteria.
- When the proposed change impacts the field experience or internship required for a program leading to educational leadership, please see section on **Leadership Field Experience and Internships** for a complete list of Review Criteria.

When there is a curricular change that impacts the pedagogical core

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified
- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- **The <u>Side by Side Comparison Chart</u>** is included and complete.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.
- If currently existing courses are impacted by the change, the catalog course descriptions for every course are included.
- When new courses are added as part of the indicated change(s), syllabi for each new course are attached, please see specific requirements pertaining to **course syllabi** in the section on **Pedagogical Core Coursework**.
- When the change impacts the pedagogical core for teacher certification or educational leadership, please see **Department Expectations: Pedagogical Core Coursework.**

- When the change impacts the content core of an educational leadership program, please see sections on **Educational Leadership Core Coursework** and **Completing the Educational Leadership Core Courses Table** for a complete listing of Review Criteria.
- When the proposed change impacts field experience or student teaching leading to teacher certification, please see **Department Expectations: Teacher Certification Field Experience and Student Teaching** for a complete list of Review Criteria.
- When the proposed change impacts the field experience or internship required for a program leading to educational leadership, please see section on **Leadership Field Experience and Internships** for a complete list of Review Criteria.

When a certificate title is added (e.g., adding Birth-2 to an existing program leading to childhood 1-6; or adding a 5-6 extension)

Review Criteria:

- An explanation is given regarding the proposed change.
- The certificate title(s) to which the program currently leads is identified
- The documented need for the addition of the certificate title(s) is provided.
- Changes to admission requirements for the new certification title are provided. In addition, please see section on **Department Expectations: Admissions, General Education and Content Cores** for a complete list of Review Criteria.
- **The Side by Side Comparison Chart** is included and complete.
- When the program is offered through a nontraditional schedule, a brief explanation of the schedule and its impact on financial aid eligibility is included. (See section on Financial Aid Considerations)
- The institution confirms that there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments for each one credit.
- For master's degree programs a research or a comparable occupational or professional experience is a component of the program is described, including course number. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.
- When the change impacts the pedagogical core for teacher certification or educational leadership, please see **Department Expectations: Pedagogical Core Coursework**.
- If currently existing courses are impacted by the change, the catalog course descriptions for every course are included.
- When new courses are added as part of the indicated change(s), syllabi for each new course are attached, please see specific requirements pertaining to **course syllabi** in the section on **Pedagogical Core Coursework**.
- When the change impacts the content core of an educational leadership program, please see sections on **Educational Leadership Core Coursework** and **Completing the Educational Leadership Core Courses Table** for a complete listing of Review Criteria.

- When the proposed change impacts field experience or student teaching leading to teacher certification, please see **Department Expectations: Teacher Certification Field Experience and Student Teaching** for a complete list of Review Criteria.
- When the proposed change impacts the field experience or internship required for a program leading to educational leadership, please see section on **Leadership Field Experience and Internships** for a complete list of Review Criteria.

When Adding a Major or Concentration

Review Criteria:

- When the proposed change impacts the undergraduate and/or the graduate program schedules, please see section on **Sample Program Schedule** for complete list of Review Criteria.
- When new faculty is being added as part of the noted change(s), faculty resumes/curriculum vitas are included. In addition, please see **Department Expectations: Faculty** for complete list of Review Criteria.
- If currently existing courses are impacted by the change, the catalog course descriptions for every course are included.
- When new courses are added as part of the indicated change(s), syllabi for each new course are attached, please see specific requirements pertaining to **course syllabi** in the section on **Pedagogical Core Coursework**.

Department Expectations: Pupil Personnel Services Certificate Titles

See Department Expectations for Program Information; Faculty; and Resources regarding Tasks associated with the Pupil Personnel Services Application.

Sample Program Schedule

Review Criteria:

- The Graduate Program Schedule Table is submitted.
- Program schedules include all courses, not solely PPS specific courses.
- There are 30 semester hours of graduate study for the provisional certificate in school counseling.
- There are 30 semester hours of graduate study for the permanent certificate in school counseling.
- There are 60 semester hours of graduate study included in school psychology for the provisional certificate in school psychology.
- One semester hour or one credit represents at least 15 hours (of 50 minutes each) of classroom instruction and at least 30 hours of supplementary assignments (homework), such as reading and research, beyond what is scheduled for in the classroom.
- Syllabi are demonstrably consistent with, or superior to those of comparable course and programs at comparable institutions: syllabi embed the content and skill expectations of professional associations in the field.
- Coursework in graduate courses is clearly graduate-level work, and advanced in content, rigor and requirements.
- A master's degree includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.
- The curriculum design is coherent, implements the philosophy and purposes of the program, and is aligned with the educational and career objectives of the program. (See Program Description and Purpose)
- Courses are offered frequently enough to ensure timely completion of the program, as demonstrated in the sample program schedule.
- A nontraditional schedule is explained and the explanation includes its impact on financial aid eligibility.
- The proposed program indicates how it will insure that candidates will have two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment and addresses the following content [Commissioner's Regulations Subpart 80-1.4]:
    - Information concerning the physical and behavioral indicators of child abuse and maltreatment
    - Statutory reporting requirements, including, but not limited to, when and how a report must be made, what other actions the reporter is mandated or authorized to take
    - The legal protections afforded reporters
    - The consequences for failing to report

- The proposed program Indicates how it will insure that candidates will have two clock hours of coursework or training in school violence prevention and intervention that addresses the following content [Section 3004 of Education Law]:
    - Warning signs within a developmental and social context that relate to violence and other troubling behaviors in children
    - The statues, relationships 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
    - How to participate in an effective school/community referral process for students exhibiting violent behavior

- The proposed program indicates how it will insure that candidates will be instructed in the following:
    - Preventing child abduction [Education Law Section 803-a]
    - Preventing alcohol, tobacco, and other drug abuse [Education Law Section 804]
    - Providing safety education [Education Law Section 806]
    - Preventing fire and arson [Education Law Section 808]

- The proposed program Indicates how it insure that candidates will complete six clock hours, three of which are face-to-face, of coursework or training on the social patterns of harassment, bullying and discrimination and that addresses the following content [Sections 11 and 14 of Education Law and Sections 80-1.4 and 80-1.13 of the Regulations of the Commissioner of Education]:
    - Understanding the intent components and operational definitions of the Dignity Act.
    - Developing sensitivity to the experience of specific student populations.
    - Understanding how school climate and culture have an impact on student achievement and behavior.
    - Understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
    - Understanding diversity and multi-cultural environments and examining your own biases.

Admission and Content Core Coursework Requirements for Pupil Personnel Services Programs.

Programs registered to prepare school counselors, school psychologists and school social workers must meet general admission criteria requirements and program specific admission requirements. For general admission requirements see the Department Expectations for Admissions Requirements.

Review Criteria:

- Programs provide a checklist of admission criteria used to establish and confirm that candidates meet all requirements
- If substantial credit is granted for experience, the methods of evaluating the credits are explained and the maximum number of credits toward the program is listed.
- For pupil personnel service titles, the institution affirms that the program meets all listed requirements.

- For school counselor, school psychologist or school social worker leading to permanent certification, the candidate shall have completed two years of school experience in the field of pupil personnel services.
- Appropriate Coursework to be taken in the certificate area are listed along with the number of credits assigned, including if it is a required course along with who the instructor of the course is and their status. Examples of course can be found below.
- Any graduate course in psychology may be used to satisfy the coursework requirement. A college supervised internship must be part of an approved school psychology program.
- Any graduate course that is part of a program leading to a Master's degree in social work is acceptable

Examples of Acceptable Graduate Courses for School Counseling

Counseling Theory and Practice
World of the Counselor
Techniques of Counseling the Elementary School Child
Group Counseling & Practice
Core Course in Guidance
Individual Testing
Diagnostic Tools for Measurement
The Counselor as a Team Member
World of Work
Career Development/Guidance
Vocational Guidance
Community Resources & Relationships
Occupational Information & Vocational Development in Elementary School
Drop Out Identification & Counseling
Counseling Issues for Effective Parenting
Counseling the Abused & Neglected Child
Organization & Administration of the Guidance/Pupil Personnel Service Programs
Supervision of Counseling
Strategies for Preventing Conflict & Violence
Teaching Students to Get Along
Keys to Motivation

Sex Education
Orientation to Schools
School Law
Implementation of PL #94-152 (Special Education)
Mainstreaming
Educational Psychology
Statistical Methods in Education
School and Community Computer Applications in Guidance
Group Dynamics
Developmental Psychology
Child/Adolescent Psychology
Nature & Needs of the Gifted
Psychology of the Handicapped
Abnormal Psychology/Psychopathology
Theories of Personality
Psychology of Learning
Mental Hygiene/Health
Drugs, Alcohol, & Smoking
AIDS Education & Human Sexuality
Marriage & Family
Decision Making
Problem Solving
Stress Management

Pupil Personnel Services Supervised Practice or College-Supervised Internships

Supervised Practice and College-Supervised Internship

Review Criteria:

- Courses that require supervised practice or college-supervised internship are listed.
- Instructors (supervisors) for supervised practice or college supervised internship are included in the Faculty Table.
- Each instructor has the expertise to provide supervision related to content and pedagogy.

Related Regulations on Supervised Practice or College-Supervised Internships

Section 80-2.3 Preparation: to obtain a certificate in a pupil personnel service, a candidate shall meet the requirements set forth in this section.(b) School counselor.

(1) Provisional certificate.

(i)** The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and in addition shall have completed 30 semester hours of approved graduate study in the field of school counseling, **including supervised practice in guidance.

(ii) Time validity. The provisional certificate shall be valid for five years from date of issuance.

*(2) Permanent certificate. The candidate shall have completed, in addition to the requirements for the provisional certificate, **two years of school experience in the field of pupil personnel services** and 30 semester hours of graduate study in the field of school counseling. Within the total program of preparation, the candidate shall have been awarded a master's degree.*

(e) School psychologist.

(1) Provisional certificate.

(i) The provisional certificate shall be valid for five years from the date of issuance.

*(ii) The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and shall have completed in addition 60 semester hours of graduate study, **including a college-supervised internship in the field of school psychology.***

*(2) Permanent certificate. The candidate shall have completed, in addition to the requirements for the provisional certificate**, two years of school experience in the field of pupil personnel services**. Within the total program of preparation, the candidate shall have been awarded a master's degree.*

(f) School social worker.

(1) Provisional certificate.

*(i) The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and in addition shall have completed 30 semester hours of graduate study, **including a supervised internship, in the field of social work.***

*(2) Permanent certificate. **The candidate shall have completed two years of school experience in the field of pupil personnel services**, hold the degree of master of social work or an equivalent degree as determined by the department, and be licensed and registered by the department as a licensed master social worker or a licensed clinical social worker.*

Department Expectations: Bilingual Extension for Pupil Personnel Services (PPS) and Educational Leadership Titles

Bilingual Extension for PPS and Educational Leadership Programs

Review Criteria:

- The target language for the bilingual extension is indicated
- Criteria for evaluating the candidates target language proficiency is provided.
- The program courses are listed along with course descriptions for registered courses or course syllabi for new courses
- The regulatory requirement(s) that each course meets is indicated (cultural perspectives, theory and practice of bilingual/multicultural education, and methods of providing services in the native language)
- The credit assigned to each course, and identification of the course as required or as an elective is indicated.
- The instructor that is listed for each course is also included in the Faculty Table.
- There is a minimum of 15 credits in coursework indicated on the chart.
- The course(s) associated with the required college-supervised experience in a bilingual context are listed.

The New York State Education Department's Office of College and University Evaluation (OCUE) provides this Guidance Document to assist with the completion of applications for program registration. This document is meant to be a fluid document that is updated to respond to changes in policy, regulation and law. While OCUE attempts to provide accurate, current, and reliable information through this Guidance, it cannot preclude the possibility of human or mechanical error. Therefore, OCUE recommends that applicants refer to the Regulations of the Commissioner of Education available here http://government.westlaw.com/linkedslice/default.asp?SP=nycrr-1000 for the most up to date Regulations.