

***REGENTS
ACCREDITATION OF
TEACHER
EDUCATION***

Handbook of Accreditation

**New York State Board of Regents
and the Commissioner of Education**



**The University of the State of New York
The State Education Department
Albany, New York**

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THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Introduction

New York's Commitment: Teaching to Higher Standards states that "Accreditation is the means of assuring the quality of teacher education." This Handbook provides information on one of the options for accreditation: Regents Accreditation of Teacher Education (RATE), offered to colleges and universities in New York State that voluntarily choose the Board of Regents and the Commissioner of Education as the accreditor of their programs. This fulfills one of the requirements in the Regulations of the Commissioner of Education concerning registration of teacher education programs. Section 52.21(b) requires that programs "shall be accredited by either (i) an acceptable professional education accrediting association, meaning an organization which is determined by the department to have equivalent standards to the standards set forth in this Part; or (ii) the Regents, pursuant to a Regents accreditation process."

The State Education Department's Office of Higher Education administers RATE. Please direct inquiries to:

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Regents Accreditation of Teacher Education

Overview

In 1998 the Board of Regents adopted a new teaching policy, *New York's Commitment: Teaching to Higher Standards*. The revised Regulations, adopted in 1999, require colleges to achieve accreditation of their registered programs that prepare candidates for initial or professional New York State certification as classroom teachers.

The purpose of Regents Accreditation of Teacher Education (RATE) is to ensure that education programs seeking this accreditation prepare all their program graduates to be effective teachers, meaning teachers who:

- promote the well-being of all their students,
- help them learn to their highest levels of achievement and independence, and
- use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form a caring and nurturing environment for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.

New York State Regents Accreditation includes a rigorous, on-site accreditation visit. The costs of accreditation are borne by the colleges. Programs registered before September 2001 must be accredited by December 2006. Programs registered for the first time on or after September 1, 2001, must be accredited within seven years of initial registration.

Standards for New York State Regents Accreditation Reviews

The standards to be used in the RATE reviews are established by Subpart 4-2 of the Rules of the Board of Regents:

Standards of Quality:

1. Commitment and vision
2. Philosophy, purposes, and objectives
3. Standards for program registration
4. Teaching effectiveness of graduates
5. Assessment of candidate achievement

Related Standards:

1. Financial resources
2. Support services
3. Advertising
4. Candidate complaints
5. Public disclosure of accreditation status
6. Annual reports

Procedures for New York State Regents Accreditation Reviews

The institution notifies the Deputy Commissioner for Higher Education, in writing, of its intention to have its education programs accredited by the Regents. The Office of College and University Evaluation (OCUE) sends the institution an Accreditation Agreement and materials to prepare for the site visit. The institution sends the Deputy Commissioner for Higher Education its completed Regents Accreditation Agreement with payment of the annual \$1,000 fee. The annual fee is due by June 1 of each year thereafter. The Department sends an invoice for the fee on April 1 of each year.

For Regents Accreditation, comprehensive, on-site reviews will be conducted at least every seven years, based on information provided in a Self-Study prepared by the institution for its teacher education programs. Following accreditation, annual data reports are required. Substantial interim reports and visits may be required for accreditation with conditions, as described in this handbook and Regents Rules 4-2.5(b)(6).

Institutions pay an annual fee of \$1,000 to partially defray direct costs of providing an accreditation process. They also provide funds to the Department to cover expenses related to accreditation reviews, such as previsits, team visits, and expert reviews of curricular content. If **complete education programs** are separately registered at branch campuses, separate annual fees will be charged for the main campus and each branch campus.

Curriculum reviewers and site visitors are nominated by institutions of higher education in New York State, New York State public school districts, District Superintendents, New York State Education Department (SED) staff, and other relevant parties. SED trains site visitors for participation on site visit teams.

1. *Following receipt of Annual Fee, June 1 of each year:*

If an accreditation visit is pending within 2 years of receipt of Annual Fee:

OCUE sends the institutional contact person a list of its programs requiring external expert curricular review prior to the next RATE accreditation visit, if not previously sent.

The institutional contact person and OCUE verify the dates of the accreditation site visit in writing.

If an accreditation visit is pending within 1 year of receipt of Annual Fee:

OCUE sends the institutional contact person the name of the OCUE staff member who is designated as the RATE Review Coordinator for that institution and a list of its programs requiring external expert curricular review prior to the RATE accreditation visit, if not previously sent.

OCUE solicits third-party comment on the institution's teacher education programs from the public by publishing a notice in the *State Register*.

For each program to be reviewed, the institution sends the Review Coordinator a list of three proposed external expert reviewers, with a curriculum vita for each proposed reviewer. The proposed reviewers must be qualified to review the programs to be accredited, knowledgeable of the time frame for generating their report, and free of conflicts of interest with the institution seeking their services. The RATE Review Coordinator and institutional contact person collaborate on the selection of reviewers and verify, in writing, that no conflicts of interest exist.

The institution sends each selected reviewer a current institutional catalog; a statement of each program's philosophy, purposes, and objectives; an analysis of how each program prepares its graduates to teach to the New York State Learning Standards; syllabi for all pedagogical and content core requirements, by program; and curricula vitae for all full-time and part-time faculty, including which courses in the program each faculty member teaches.

2. Prior to the Previsit:

The RATE Review Coordinator sends the institution a list of the proposed site-visit team, including the Team Chair. The RATE Review Coordinator and the institution verify, in writing, that no conflicts of interest exist with the site visit team. If a conflict of interest is identified, the Review Coordinator adjusts the team's membership as appropriate. Team size (normally five to twelve members) varies according to the number and complexity of an institution's education programs.

The RATE Review Coordinator receives the institution's Self-Study (electronic and hard copy), with additional documents listed in the Self-Study Guide or requested by the Review Coordinator.

The RATE Review Coordinator and the institution confirm that the institution's Self-Study includes sufficient information for the accreditation visit team to conduct the visit. The institution forwards the Self-Study and other relevant information to the Site Visit Team Chair and external expert program reviewers

3. 6 weeks prior to the Site Visit:

The RATE Review Coordinator and the institution receive the external expert reviewers' reports.

Note: The site visit may be postponed if all external reviewers' reports are not received at least 6 weeks before the site visit date.

4. The Previsit (6 to 10 weeks prior to the Site Visit):

The Team Chair and/or RATE Review Coordinator conduct a pre-visit to discuss the site visit with staff of the institution and to develop the specific visit schedule.

5. *Between Previsit and Site Visit:*

The institution sends the site-visit team the Self-Study and accompanying documents, the reports of the external reviewers, and a current institutional catalog.

The RATE Review Coordinator sends the site-visit team any third-party comments received, with copies to the institution, and forms and materials to prepare for the accreditation visit.

The institution prepares a preliminary response to the reports of the external reviewers for the team to review during the site visit.

6. *The Site Visit:*

During the site visit, normally three to four days in length, the team members interview faculty, administrators, candidates, program graduates, and school personnel involved in candidates' field experiences and student teaching; visit classes; review syllabi and candidates' work; check relevant records, including candidate and faculty records; assess physical facilities and equipment; visit student teaching, field placement, and collaboration sites; and visit off-campus locations, if any, where education courses are offered.

At the exit interview, the Team Chair and Review Coordinator summarize the remaining steps in the accreditation process for representatives of the institution. Since the team's Draft Compliance Review Report is not yet complete, at this point information cannot be shared about the content of that report.

7. *After the Accreditation Site Visit:*

The Department sends the Draft Compliance Review Report to the chief executive officer of the institution. The institution responds to the findings in the Draft Compliance Review Report, correcting any factual errors, within 4 weeks of its receipt.

An invoice is sent to the institution for the external reviews, the honoraria for the Site Visit Teammembers, and the pre-visit and site visit expenses, requesting payment within 30 days.

The final Compliance Review Report consists of the Draft Compliance Review Report, the institution's response, and the Department's preliminary recommendation regarding program accreditation. The Assistant Commissioner for Quality Assurance sends the final Compliance Review Report to the institution and submits it to the Subcommittee on Higher Education of the State Professional Standards and Practices Board for Teaching (PSPB) at a scheduled Subcommittee meeting along with the complete record reviewed by the Department. The Subcommittee invites staff of the Department, the institution and, at the Board's discretion, other interested parties to make oral presentations at the meeting.

The institution may submit to the Department further written documentation pertinent to the accreditation review at least 20 days before the scheduled meeting of the PSPB Subcommittee

The PSPB Subcommittee reviews the Compliance Review Report and the Department's preliminary recommendation, any further written documentation submitted by the Department or the institution, and any written information presented at the meeting, and votes to recommend accreditation action to the Deputy Commissioner for Higher Education.

Following the meeting of the PSPB Subcommittee, the Deputy Commissioner for Higher Education considers the findings and recommendations of the Subcommittee, together with the entire record before the Subcommittee, and transmits to the Commissioner the Deputy Commissioner's findings and recommendations, together with a report of the factual basis and findings in support of those recommendations, with a copy to the chief executive officer of the institution.

If the institution does not appeal the Deputy Commissioner's findings and recommendations:

The Commissioner adopts the findings and recommendations of the Deputy Commissioner for Higher Education and transmits them to the Board of Regents. At a regularly scheduled public meeting of the Board of Regents, the Board of Regents considers the findings and recommendations of the Commissioner and makes the final determination of accreditation action.

If the institution does appeal the Deputy Commissioner's findings and recommendations:

An institution which intends to appeal must notify the Commissioner, in writing, of its intent to appeal the Deputy Commissioner's findings and recommendations within 15 days of receiving the findings and recommendations of the Deputy Commissioner for Higher Education.

Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany NY 12234

The institution may appeal the Deputy Commissioner's findings and recommendations by sending its appeal in writing to the Commissioner, with a copy to the Deputy Commissioner for Higher Education, within 90 days of receiving the findings and recommendations of the Deputy Commissioner for Higher Education.

The Deputy Commissioner transmits to the Commissioner the entire record before the Deputy Commissioner and the Deputy Commissioner's recommendations, together with a report of the factual basis and findings in support of those recommendations within 10 days of receiving the institution's written appeal.

The Deputy Commissioner may submit a response to the institution's appeal by sending the Deputy Commissioner's response in writing to the Commissioner, with a copy to the institution within 30 days of receiving the institution's written appeal.

Within 60 days after the Commissioner receives the institution's appeal and the Deputy Commissioner's response, if any, and the relevant materials cited above, the Commissioner affirms, reverses, or modifies the findings and recommendations of the Deputy Commissioner for Higher Education. The Commissioner's determination constitutes a recommendation regarding accreditation action that is transmitted to the Board of Regents for final determination of accreditation action.

The Board of Regents considers the findings and recommendations of the Commissioner and makes the final determination of accreditation action at a regularly scheduled public meeting of the Board.

Regents Accreditation Actions

For programs undergoing initial review, the New York State Regents Accreditation process can result in one of the following actions:

- Accreditation for a seven-year term, without conditions
- Accreditation with conditions, requiring provision of a report or reports on specified matters the Regents direct the institution to provide at specified times and/or follow-up visits or actions the Regents direct the Department accreditation staff to undertake. Follow-up matters may not be of such a core nature or scope as to call into reasonable question the programs compliance with the accreditation standards for the term of accreditation.
- Denial of accreditation based on a determination that the programs do not adhere consistently and continuously to the standards for program accreditation and cannot in the near future be expected to do so.

Institutions seeking renewal of accreditation for teacher education programs submit a letter of intent seeking such renewal at least 18 months prior to the end date of the current accreditation period.

For programs undergoing a reaccreditation review, the above accreditation actions are possible, as well as probationary accreditation. Probationary accreditation means accreditation for a set period of time, up to two years unless extended pursuant to this Subpart, during which the program shall come into compliance with standards for accreditation through corrective action.

**RULES OF THE BOARD OF REGENTS RELATING TO
REGENTS ACCREDITATION OF TEACHER EDUCATION PROGRAMS**

**PART 4
Regents Accreditation**

4-1.2 Definitions.

As used in the Subpart:

(a)

(b)

(c)

(d) *Adverse action* or *adverse accreditation action* means suspension, withdrawal, denial, revocation, or termination of accreditation or preaccreditation.

(e) *Additional location* means a location of an institution geographically apart from the main campus, other than a branch campus, at which the institution offers at least 50 percent of an educational program.

(f)

(g) *Branch campus* means a location of an institution that is geographically apart and independent of the main campus of the institution, meaning that the location is permanent in nature, offers courses in educational programs leading to degrees or certificates authorized by the department, has its own faculty and administrative or supervisory organization, and has its own budgetary and hiring authority.

(h)

(i)

(j) *Curriculum* or *program* means the formal educational requirements necessary to qualify for certificates or degrees.

(k)

(l)

(m) *Department* means the Education Department of the State of New York.

(n) *Deputy commissioner* means the Deputy Commissioner for Higher Education of the State Education Department.

(o)

(p) *Institution of higher education* or *institution* means an institution authorized by the Regents to confer degrees.

(q)

(r) *Principal center* means the location of the principal administrative offices and instructional facilities of an institution of higher education.

(s)

(t)

(u) *State* means New York State

(v)

Subpart 4-2

Regents Accreditation of Teacher Education Programs

4-2.1 Purpose. The purpose of this Subpart is to establish standards and procedures for determining that programs that select teacher education accreditation by the Board of Regents are preparing all teacher education program graduates to be effective teachers, meaning teachers who promote the well-being of all their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form caring and nurturing environments for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.

4-2.2 Applicability. The requirements of this Subpart shall apply to programs that must meet the requirements of subdivision (b) of section 52.21 of this Title.

4-2.3 Definitions. As used in this Subpart:

- (a) Adverse action or adverse accreditation action, additional location, branch campus, curriculum, department, deputy commissioner, institution of higher education or institution, principal center, and state shall have the meaning defined in section 4-1.2 of this Part.
- (b) Accreditation action means accreditation, accreditation with conditions, probationary accreditation, and denial, revocation, or termination of accreditation.

- (c) Accreditation with conditions means accreditation that requires the institution to provide reports and/or to submit to site visits concerning issues raised in a review for program accreditation, provided that such issues do not substantially affect the program's compliance with the standards and requirements for accreditation.
- (d) Candidate means a person enrolled in a teacher education program.
- (e) Nationally recognized accrediting agency means an agency recognized by the U.S. Secretary of Education for the purpose of accrediting higher education institutions or programs.
- (f) Probationary accreditation means accreditation for a set period of time, up to two years unless extended pursuant to this Subpart, during which the program shall come into compliance with standards for accreditation through corrective action.
- (g) Regents accreditation means the status of public recognition that the commissioner and the Board of Regents grant to a teacher education program leading to certification in teacher education that meets the standards prescribed in Part 52 of this Title and the requirements prescribed in this Subpart.
- (h) Standards board means the State Professional Standards and Practices Board for Teaching established pursuant to section 3.14 of this Title.
- (i) Teacher education program means a program leading to certification in teacher education as defined in subdivision (b) of section 52.21 of this Title.

4-2.4 General requirements and provisions.

- (a) General requirements. To meet the requirements for Regents accreditation and the renewal of existing accreditation, the program shall meet the requirements in each of the following paragraphs:
 - (1) State standards. The program shall be in compliance with State standards prescribed in this Title, including but not limited to Parts 50 and 52 of this Title. The institution offering the program shall be in compliance with section 3.47, and Parts 53 and 54 of this Title. The program shall be registered pursuant to Part 52 of this Title.
 - (2) Standards for accreditation. The program shall meet the standards for program accreditation as prescribed in section 4-2.5 of this subpart.
 - (3) Other requirements for accreditation. The program shall meet all other requirements of this Subpart, including but not limited to the requirements of this section and the procedural requirements set forth in section 4-2.6 of this Subpart.

(b) Program registration.

- (1) A review to determine whether a program shall be accredited by the Regents, pursuant to this Subpart, shall also determine whether the program shall be reregistered, pursuant to the standards prescribed in Part 52 of this Title.
- (2) In lieu of the procedures in subdivision (a) of section 52.23 of this Title, the due process procedures in section 4-2.6 of this Title shall be employed when reregistration of a teacher education program is denied based upon a review conducted for the accreditation of the program by the Board of Regents pursuant to this Subpart.

(c) Fees.

- (1) Each application for initial accreditation pursuant to paragraph (a) of section 4-2.6 of this Part shall be accompanied by payment of a fee of one thousand dollars for expenses of the department related to accreditation.
- (2) Each year following the year in which the application for initial accreditation was received, on a schedule set by the department, each institution offering teacher education programs accredited pursuant to this Subpart shall remit to the department a fee of one thousand dollars for expenses of the department related to accreditation.
- (3) Each institution subject to a review pursuant to this Subpart shall be assessed for the cost of accreditation visits, any other related visits the commissioner may determine to be necessary, and related expenses not covered by the annual fee prescribed in paragraphs (1) and (2) of this subdivision.
- (4) Failure to pay the fees prescribed in this subdivision may result in adverse accreditation action against the programs.

(d) Duration of accreditation. Accreditation shall be for a term of 7 years unless otherwise limited to a lesser period for good cause as determined by the Board of Regents.

(e) Scope of accreditation.

- (1) If an institution applies for Regents accreditation of one or more of its teacher education programs, it must apply for Regents accreditation of all teacher education programs offered by the institution.
- (2) Separate Regents accreditation is required for each teacher education program offered by an institution at its principal center, a branch campus, or an additional location.

(f) Enforcement of standards.

(1) If the review of a program under the standards prescribed in this section and section 4-2.5 of this Subpart; including such review which may be initiated by one or more complaints against the institution or the program, or a financial or compliance audit or program review conducted by the U.S. Secretary of Education relating to the HEA Title IV program responsibilities of the institution offering the program, or an adverse action or a placement on probation by another accrediting agency, among other reasons; indicates that the program is not in compliance with any such standard, the commissioner and the Board of Regents shall either:

(i) immediately initiate adverse action against the program; or

(ii) require the institution to take appropriate corrective action to bring the program into compliance with such standards within a time period that shall not exceed:

(a) twelve months, if the program is less than one year in length;

(b) eighteen months, if the program is at least one year but less than two years in length; or

(c) two years, if the program is at least two years in length.

(2) The corrective action period may be extended at the discretion of the Board of Regents upon good cause shown, including but not limited to an adequate showing by the institution that it has a reasonable explanation for the program's failure to meet the standard during the corrective action period and that it has a plan acceptable to the department to meet the standard within a reasonable time period.

(3) A program for which the institution is required to take corrective action pursuant to subparagraph (ii) of paragraph (1) of this subdivision shall receive probationary accreditation for such period of corrective action.

(4) A program for which the institution is applying for Regents accreditation for the first time shall not be eligible to receive probationary accreditation.

(g) Use of information. Information obtained by the department pursuant to a program accreditation review under this Subpart may be used by the department for State actions, including but not limited to program registration actions as prescribed in Part 52 of this Title. Information obtained by the department in relation to such State actions may be used by the department for purposes of program accreditation under this Subpart.

(h) Reporting requirements.

- (1) The institution shall report data relevant to the program on a timetable and in a form prescribed by the department.
 - (2) The institution shall submit a self-study report prior to the initial accreditation review of its program or programs and prior to each periodic accreditation visit thereafter, on a timetable and in a form prescribed by the department.
 - (3) The institution shall notify the department of any denial, withdrawal, suspension, revocation or termination of accreditation or pre-accreditation by another accrediting agency against the institution or any of its teacher education programs within 5 days after receiving official notification of that action by providing to the department a copy of the action.
- (i) Adverse action by an accrediting agency. In the event of a pending or final adverse action by a nationally recognized accrediting agency, or action to place the institution or teacher education program on probation by a nationally recognized accrediting agency, the department shall review the program's Regents accreditation to determine whether adverse action should be taken based upon the standards prescribed in this Subpart. Notification of such adverse action by a nationally recognized accrediting agency may result in a compliance review as prescribed in subdivision 4-2.6(b) of this Subpart.

4-2.5 Standards for Regents accreditation of teacher education programs.

(a) Standards of quality.

- (1) Commitment and vision. The program shall state the nature of its commitment to and vision for preparing teachers who can teach all students to the State learning standards for students, as prescribed in Part 100 of this Title, and shall provide evidence that the commitment and vision are reflected in the curriculum and its delivery.
- (2) Philosophy, purposes, and objectives. The institution shall demonstrate how the philosophy, purposes and objectives found in the written statement of philosophy, purposes and objectives of the program, as required by clause (a) of subparagraph (i) of paragraph (2) of subdivision (b) of section 52.21 of this Title, guide and characterize the program's structure, content, delivery by the faculty, and outcomes.
- (3) Standards for program registration. The program shall meet the standards prescribed in Parts 52, 53, and 54 of this Title. The program shall provide adequate evidence of the successful implementation of the standards for program registration in Part 52 of this Title, including but not limited to the standards for curriculum, field experiences, student teaching, faculty,

administration, resources, and collaboration with local schools to improve teaching and learning in the institution and in the local schools.

- (4) Teaching effectiveness of graduates. The program shall provide adequate evidence that it prepares effective teachers, as defined in section 4-2.1 of this Subpart, taking into consideration the school environments in which the program graduates teach.
- (5) Assessment of candidate achievement. The institution shall demonstrate candidate achievement in its teacher education programs, including but not limited to direct assessment of candidates' learning requiring candidates to display their knowledge and skills; graduation rates; State teacher certification examination results; and job placement rates.

(b) Related standards.

- (1) Financial resources. The institution shall provide the financial resources necessary for the consistent and successful achievement of the goals and objectives of each teacher education program which it offers.
- (2) Support services. The institution shall assure that whenever and wherever the institution offers courses as part of a teacher education program, adequate student support services are provided for achieving the program's goals and objectives and for meeting the needs of its candidates related to program completion, including but not limited to: services for assessing applicants' skills and developing college-level skills of admitted students, tutoring and personal career counseling, and advising and program planning services.
- (3) Advertising.
 - (i) Advertising conducted by or on behalf of the program shall not be false, misleading, deceptive, or fraudulent and shall be consistent with the provisions of Article 22-A of the General Business Law.
 - (ii) The primary emphasis of all advertisements and promotional literature shall be the educational services connected with the program.
 - (iii) Statements and representations in all forms of advertising and promotion shall be clear, current, and accurate. To the extent that statements of facts are made, such statements shall be restricted to facts that can be substantiated. Materials to support statements and representations in advertising and promotion shall be kept on file and shall be available for review by the department.

- (iv) Any endorsement or recommendation used in a public advertisement shall include the author's identity and qualifications and shall be used only with the author's consent. No remuneration of any kind shall be paid for such endorsement or recommendation.
 - (v) References to the New York State Board of Regents in any advertisement or promotional literature shall comply with the requirements of section 13.11 of this Title and paragraph (5) of this subdivision.
- (4) Candidate complaints.
- (i) The institution offering the program shall establish, publish, and consistently administer internal procedures to receive, investigate, and resolve candidate complaints related to the standards prescribed in this Subpart.
 - (ii) The institution may have informal means by which candidates can seek redress of their complaints.
 - (iii) The institution shall have a formal complaint procedure for candidates in the program that shall include, but need not be limited to: steps a candidate may take to file a formal complaint; reasonable and appropriate time frames for investigating and resolving a formal complaint; provision for the final determination of each formal complaint to be made by a person or persons not directly involved in the alleged problem; and assurances that no action will be taken against the candidate for filing the complaint.
 - (iv) The institution shall maintain adequate documentation about each formal complaint related to the program and the disposition of such complaint for a period of at least six years after final disposition of the complaint. Assessment of the disposition and outcomes of complaints shall be a component of the self-study report provided prior to each accreditation visit and shall be a consideration in any review for accreditation or renewal of accreditation.
- (5) Public disclosure of accreditation status. An institution that elects to disclose the accreditation status of its teacher education programs shall disclose such status accurately and include in its disclosure the specific teacher education programs covered by that status and identify the New York State Board of Regents as its accrediting agency for teacher education programs. Such information shall include the address and telephone number of the department. The disclosure shall be consistent with the requirements of section 13.11 of this Title.

- (6) Annual reports. The institution shall annually submit to the department:
- (i) timely and accurate statistical information as prescribed by the commissioner;
 - (ii) additional specified reports, including data related to candidate achievement as required by paragraph (5) of subdivision (a) of this section;
 - (iii) record of candidate complaints and their outcomes; and
 - (iv) other information pertaining to programs' compliance with the standards prescribed in this Subpart, as determined by the department.

4-2.6 Procedures for accreditation.

(a) Comprehensive review procedures.

- (1) Institutions that seek initial Regents accreditation or renewal of Regents accreditation for teacher education programs shall be subject to the requirements of this subdivision. Such comprehensive review shall determine accreditation action and whether the programs shall be reregistered.
- (2) Application. Institutions seeking initial accreditation for teacher education programs shall be required to apply for such accreditation on forms as may be prescribed by the commissioner. Institutions seeking renewal of accreditation for teacher education programs shall submit a letter of intent seeking such renewal at least 18 months prior to the end date of the current accreditation period.
- (3) Self-study. The institution shall be required to conduct an in-depth self-study substantiating compliance of each of its teacher education programs with the standards for accreditation set forth in this Subpart and plans for improvement pertinent to such standards and shall submit such self-study to the department in a form prescribed by the department. The department shall review the self-study to determine whether it is sufficient in depth and breadth to form a basis for a site review. The department may require the institution to submit additional information related to the self-study and/or submit additional self-study materials.
- (4) External reviews.
 - (i) The institution shall submit to the department a description of each program for which it is seeking accreditation for the purpose of external review. The department shall transmit such description to up to three external reviewers, as determined and selected by the department.

- (ii) The description submitted shall be sufficiently detailed to permit judgment of the program's quality in its area of focus and shall include, but need not be limited to, the program's institutional context; philosophy, goals, and objectives; administrative organization; curriculum and sequence; faculty; physical and technological facilities and resources; fiscal resources; admission requirements and procedures; and means of assessing candidates' achievement.
 - (iii) The department shall direct the external reviewer to submit to the department a report assessing the program's quality in the program's area of focus and to provide a copy of such report to the institution. The report shall be submitted to the department on a timetable and in a form prescribed by the department.
 - (iv) The department shall afford an opportunity for the institution to respond in writing to the external reviewer's report. The institution shall submit such response to the department on a timetable prescribed by the department.
- (5) Public notice and opportunity for comment. The department shall publish in the New York State Register, or its successor publication, a notice that the teacher education programs offered by an institution are being considered for accreditation action and invite public written comment concerning the programs' qualifications for accreditation.
- (6) Site visit. The department shall conduct a site visit to the institution to assess the compliance of its teacher education programs with the standards for accreditation prescribed in this Subpart.
- (7) Draft Compliance Review Report . The department shall prepare a Draft Compliance Review Report and provide a copy to the institution. The institution shall respond in writing to the Draft Compliance Review Report within 30 days of the date it was transmitted by the department.
- (8) Compliance review report. The department shall prepare a compliance review report and provide a copy to the institution. Such report shall address whether the program has met each of the standards set forth in sections 4-2.4 and 4-2.5 of this Subpart and shall include any comments by the institution concerning the Draft Compliance Review Report . The report shall include the department's summary of major findings and preliminary recommendation with respect to accreditation action. The report shall also include the department's summary of major findings and preliminary recommendation with respect to the reregistration of the programs.

(9) Standards board's review.

- (i) The department shall notify the institution by first class mail, with return receipt requested, of the date, time and location of the meeting at which the standards board, or subcommittee thereof, will review the department's preliminary recommendations with respect to accreditation action and program reregistration.
 - (ii) The institution may submit to the department by first class mail, express mail, or personal service a written submission at least 20 days before the scheduled meeting.
 - (iii) The standards board or subcommittee shall review the department's preliminary recommendations with respect to accreditation action and program reregistration. The department shall transmit to the standards board or subcommittee the written submission by the institution pursuant to subparagraph (ii) of this paragraph and the record upon which the department made its preliminary recommendations, which shall include but not be limited to the compliance review report and preliminary recommendation, the institution's self study, the institution's application for accreditation and any additional documentation submitted by the institution concerning the application, the department's responses to the institution concerning its application, and any other documentation upon which the department's preliminary recommendations were based. The standards board or subcommittee shall invite staff of the department, the institution, and at the standards board's or subcommittee's discretion other interested parties to make oral presentations at the meeting. At such meeting, parties making oral presentations may present written submissions to the standards board or subcommittee. The standards board or subcommittee shall base its determination only upon the written record upon which the department made its preliminary recommendations, the compliance review report and preliminary recommendations, the written submission by the institution pursuant to subparagraph (ii) of this paragraph, and the written submissions presented at the meeting.
 - (iv) When it concludes its review, the standards board or subcommittee shall prepare recommendations on accreditation action and program reregistration to the deputy commissioner, together with a report of the factual basis and findings in support of its recommendations. The department shall transmit a copy of the recommendations and report to the institution.
- (10) Deputy commissioner's review. The deputy commissioner shall review the recommendations and report of the standards board or subcommittee and the entire record before the standards board or subcommittee, including but not

limited to the documentation listed in subparagraphs (ii) and (iii) of paragraph (9) of this subdivision. Based upon this review the deputy commissioner shall prepare recommendations on accreditation action and program reregistration to the commissioner, together with a report of the factual basis and findings in support of the deputy commissioner's recommendations. The department shall transmit a copy of the report and recommendations to the institution by first class mail with return receipt requested.

(11) In the event that the institution does not appeal the findings and recommendations of the deputy commissioner, as prescribed in paragraph (12) of this subdivision, the commissioner shall adopt said findings and recommendations as the commissioner's findings and recommendations to the Board of Regents.

(12) Appeal of deputy commissioner's recommendations.

(i) The institution shall have the right to appeal to the commissioner the findings and recommendations of the deputy commissioner and to be represented by counsel during the appeal.

(ii) Within 15 days of the date that the institution receives notification of the findings and recommendations of the deputy commissioner, the institution shall notify the commissioner in writing, by first class mail, express delivery, or personal service, of its intention to appeal.

(iii) Within 90 days of the date that the institution receives notification of the findings and recommendations of the deputy commissioner, the institution shall commence an appeal of such findings and recommendations by filing with the commissioner by first class mail, express delivery, or personal service the original appeal papers, with an affidavit proving the service of a copy thereof upon the deputy commissioner by first class mail, express delivery, or personal service. The deputy commissioner shall transmit to the commissioner the entire record before the deputy commissioner and the deputy commissioner's recommendations on accreditation action and program reregistration, together with a report of the factual basis and findings in support of the deputy commissioner's recommendations. The deputy commissioner may file a written response with the commissioner by first class mail, express delivery, or personal service within 30 days of service of such appeal papers upon the deputy commissioner, with an affidavit proving the service of a copy thereof by first class mail, express delivery, or personal service upon the institution.

(iv) The commissioner shall review the appeal papers, the deputy commissioner's written response, and the record reviewed by the department and the standards board or subcommittee. Upon such review, the commissioner may affirm, reverse, or modify the findings and

recommendations of the deputy commissioner. Such determination shall constitute a recommendation regarding accreditation action and program reregistration to the Board of Regents.

- (13) Regents decision. At a regularly scheduled public meeting, the Board of Regents shall consider the findings and recommendations of the commissioner and make the final determinations on accreditation action and program reregistration.

(b) Compliance review procedures.

- (1) The department may institute a compliance review at any time during a program's accreditation period to determine whether the program is in compliance with standards prescribed in this Subpart, including but not limited to the standards prescribed in sections 4-2.4 and 4-2.5 of this Subpart. Such review may be initiated at the discretion of the department for good cause, which may be based on one or more complaints against the program relating to such standards; or an adverse action or a placement on probation of the institution offering the program or the program by another accrediting agency; or financial or compliance audits or program reviews conducted by the U.S. Secretary of Education relating to the institution's HEA Title IV program responsibilities; or other information obtained by the department that the program may not be in compliance with standards prescribed in this Subpart; among other reasons. Such compliance review shall determine accreditation action and whether the program shall be reregistered.
- (2) The department shall notify the institution as to the commencement of the compliance review. Such notification shall include but shall not be limited to a specification of the program being reviewed and the standard or standards at issue, together with the department's reasons for finding them at issue, and shall require the institution to respond in writing.
- (3) The department shall review the institution's response and determine whether there is good cause to commence further review. In the event that the department determines that there is no good cause to commence further review, the department shall notify the institution of this determination and affirm that accreditation shall continue to its term. In the event that the department determines that there is good cause to commence further review, the department shall conduct an evaluation to determine the program's compliance with the standards in sections 4-2.4 and 4-2.5 of this Subpart, which may include a site visit. The department may require the institution to provide the department with information related to the program's compliance with such standards, including but not limited to evidence that the program is meeting the standards or that the institution has taken immediate corrective action to meet the standards.

- (4) Draft Compliance Review Report . The department shall prepare a Draft Compliance Review Report and provide a copy to the institution. The institution shall be given the opportunity to respond in writing to the Draft Compliance Review Report within 30 days of the date it was transmitted by the department.
- (5) Compliance review report. The department shall prepare a compliance review report and provide a copy to the institution. Such report shall address whether the program has met each of the standards at issue and shall include any comments by the institution concerning the Draft Compliance Review Report . In the event that the program has met the standards at issue, the department shall notify the institution in writing of this determination and affirm that accreditation shall continue to its term. In the event that the department determines that the program has not met one or more standards at issue, the department shall notify the institution and shall transmit a copy of its report and preliminary recommendations with respect to accreditation action and program reregistration to the institution and to the standards board.
- (6) Standards board's review.
 - (i) The department shall notify the institution by first class mail, with return receipt requested, of the date, time and location of the meeting at which the standards board, or subcommittee thereof, will review the department's preliminary recommendations with respect to accreditation action and program reregistration.
 - (ii) The institution may submit to the department by first class mail, express mail, or personal service a written submission at least 20 days before the scheduled meeting.
 - (iii) The standards board or subcommittee shall review the department's preliminary recommendations with respect to accreditation action and program reregistration. The department shall transmit to the standards board or subcommittee the written submission by the institution pursuant to subparagraph (ii) of this paragraph and the record upon which the department made its preliminary recommendations, which shall include but not be limited to the compliance review report and preliminary recommendations, and any other documentation upon which the department's preliminary recommendations were based. The standards board or subcommittee shall invite staff of the department, the institution, and at the standards board's or subcommittee's discretion other interested parties to make oral presentations at the meeting. At such meeting, parties making oral presentations may present written submissions to the standards board or subcommittee. The standards board or subcommittee shall base its determination only upon the written record upon which the department made its preliminary recommendations, the compliance review

report and preliminary recommendations, the written submission by the institution pursuant to subparagraph (ii) of this paragraph, and the written submissions presented at the meeting.

- (iv) When it concludes its review, the standards board or subcommittee shall prepare recommendations on accreditation action and program reregistration to the deputy commissioner, together with a report of the factual basis and findings in support of its recommendations. The department shall transmit a copy of the recommendations and report to the institution.
 - (7) Deputy commissioner's review. The deputy commissioner shall review the recommendations and report of the standards board or subcommittee and the entire record before the standards board or subcommittee, including but not limited to the documentation listed in subparagraphs (ii) and (iii) of paragraph (6) of this subdivision. Based upon this review the deputy commissioner shall prepare recommendations on accreditation action and program reregistration to the commissioner, together with a report of the factual basis and findings in support of the deputy commissioner's recommendations. The department shall transmit a copy of the recommendations and report to the institution by first class mail with return receipt requested.
 - (8) In the event that the institution does not appeal the findings and recommendations of the deputy commissioner, as prescribed in paragraph (9) of this subdivision, the commissioner shall adopt said findings and recommendations as the commissioner's findings and recommendations to the Board of Regents.
 - (9) Appeal of deputy commissioner's recommendations. The procedures prescribed in paragraph (12) of subdivision (a) of this section shall apply.
 - (10) Regents decision. At a regularly scheduled public meeting, the Board of Regents shall consider the findings and recommendations of the commissioner and make the final determination on accreditation action and program reregistration.
- (c) Procedures for programs on probationary accreditation.
- (1) Probationary accreditation shall be for the period of time prescribed for corrective action in accordance with the requirements of subdivision (f) of section 4-2.4 of this Subpart. The department shall review a program on probationary accreditation employing the procedures prescribed in this subdivision. Such probationary review shall determine accreditation action and whether the program shall be reregistered.

- (2) The department shall require the institution to demonstrate the program's compliance with the standards that the institution needs to address through corrective action. The department shall conduct a review of such compliance, which may include a site visit.
- (3) Public notice and opportunity for comment. The department shall publish in the New York State Register, or its successor publication, a notice that the teacher education programs offered by an institution are being considered for accreditation action and invite public written comment concerning the programs' qualifications for accreditation.
- (4) Draft probationary review report. The department shall prepare a draft probationary review report assessing compliance and provide a copy to the institution. The institution shall respond in writing to the draft probationary review report within 30 days of the date it was transmitted by the department.
- (5) Probationary review report. The department shall prepare a probationary review report and provide a copy to the institution. Such report shall address whether the program has met the standards at issue and shall include any comments by the institution concerning the draft probationary review report. The report shall include the department's summary of major findings and preliminary recommendation with respect to accreditation action. The report shall also include the department's summary of major findings and preliminary recommendation with respect to the reregistration of the program.
- (6) Standards board's review.
 - (i) The department shall notify the institution by first class mail, with return receipt requested, of the date, time and location of the meeting at which the standards board, or subcommittee thereof, will review the department's preliminary recommendations with respect to accreditation action and program reregistration.
 - (ii) The institution may submit to the department by first class mail, express mail, or personal service a written submission at least 20 days before the scheduled meeting.
 - (iii) The standards board or subcommittee shall review the department's preliminary recommendations with respect to accreditation action and program reregistration. The department shall transmit to the standards board or subcommittee the written submission by the institution pursuant to subparagraph (ii) of this paragraph and the record upon which the department made its preliminary recommendations, which shall include but not be limited to the probationary review report and preliminary recommendations, pertinent documentation prepared by either the institution or department in support of whether the program should be

accredited and reregistered, and any other documentation upon which the department's preliminary recommendations were based. The standards board or subcommittee shall invite staff of the department, the institution, and at the standards board's or subcommittee's discretion other interested parties to make oral presentations at the meeting. At such meeting, parties making oral presentations may present written submissions to the standards board or subcommittee. The standards board or subcommittee shall base its determination only upon the written record upon which the department made its preliminary recommendations, the probationary review report and preliminary recommendations, the written submission by the institution pursuant to subparagraph (ii) of this paragraph, and the written submissions presented at the meeting.

- (iv) When it concludes its review, the standards board or subcommittee shall prepare recommendations on accreditation action and program reregistration to the deputy commissioner, together with a report of the factual basis and findings in support of its recommendations. The department shall transmit a copy of the report and recommendations to the institution.
- (7) Deputy commissioner's review. The deputy commissioner shall review the recommendations and report of the standards board or subcommittee and the entire record before the standards board or subcommittee, including but not limited to the documentation listed in subparagraphs (ii) and (iii) of paragraph (6) of this subdivision. Based upon this review the deputy commissioner shall prepare recommendations on accreditation action and program reregistration to the commissioner, together with a report of the factual basis and findings in support of the deputy commissioner's recommendations. The department shall transmit a copy of the report and recommendations to the institution by first class mail with return receipt requested.
- (8) In the event that the institution does not appeal the findings and recommendations of the deputy commissioner, as prescribed in paragraph (9) of this subdivision, the commissioner shall adopt said findings and recommendations as the commissioner's findings and recommendations to the Board of Regents.
- (9) Appeal of deputy commissioner's recommendations. The procedures prescribed in paragraph (12) of subdivision (a) of this section shall apply.
- (10) Regents decision. At a regularly scheduled public meeting, the Board of Regents shall consider the findings and recommendations of the commissioner and make the final determinations on accreditation action and program reregistration.

13.11 Representations as to registration, licensing, accreditation, or approval.

- (a) An institution which is registered or licensed by the Regents or the commissioner, or accredited by the Regents and the commissioner, or whose courses of study are registered by the commissioner or the department, or whose programs are accredited by the Regents, shall make no statement as to such licensing, [or] registration, or accreditation in its publications, letterheads, advertising or promotional material or other written materials prepared for distribution to or for the information of the public, except as follows:
 - (1) . . .
 - (2) . . .
 - (3) . . .
 - (4) An institution which is accredited by the Regents and the commissioner may make the statement "Accredited by the New York State Board of Regents and the New York State Commissioner of Education."
 - (5) An institution whose programs are accredited by the Regents may make the statement, with respect only to such programs as are so accredited, "Accredited by the New York State Board of Regents."
- (b) No institution or organization which is incorporated by the Regents, or registered or licensed by the Regents or the commissioner, or accredited by the Regents and the commissioner, or whose courses of study are registered by the commissioner or the department, or whose programs are accredited by the Regents, shall, in its publications, letterheads, advertising or promotional material or other written materials prepared for distribution to or for the information of the public, use the word "approved" or its derivatives to describe or characterize the action of the Regents, the commissioner or the department with respect to such institution or organization, or its programs, except that:
 - (1) . . .
 - (2) . . .

ACCREDITATION POLICIES OF THE BOARD OF REGENTS AND THE COMMISSIONER OF EDUCATION

These policies supplement provisions of Part 4 of the Rules of the Board of Regents.

Composition of Evaluation and Decision-Making Bodies

The evaluation, policy, and decision-making bodies directly involved in accreditation by the Regents and the Commissioner shall include academic and administrative personnel.

When the Regents and the Commissioner act as an accrediting agency, the public shall be represented on all decision-making bodies involved in the institutional accreditation function.

Maintenance of Records of Accreditation Reviews and Decisions

When the Regents and the Commissioner act as an accrediting agency; complete and accurate records of the last two full accreditation reviews of the teacher education programs at each institution shall be retained. These records include the institution's most recent self-study report, on-site evaluation reports, institutional responses to on-site reports, and other reports, annual reports, mid-point and other periodic reports, any reports of special reviews conducted by the Department between regular reviews, all accreditation decisions, including adverse actions, and all correspondence with the institution that is significantly related to decisions about the accreditation of its teacher education programs.

Review of Accreditation Standards

A review of all accreditation standards in Subpart 4-2 of the Rules of the Board of Regents shall be conducted on a repeating four-year cycle. The purpose of the comprehensive review in each cycle will be an examination of the adequacy, in practice, of the standards for the evaluation of educational quality. A review plan and schedule within this cycle shall be developed and implemented by accreditation staff of the Department in consultation with the State Professional Standards and Practices Board for Teaching. Complaints about accreditation standards or procedures will be considered in the cyclical program of comprehensive review of its standards. In addition, accreditation standards and their applications shall be examined continuously, based on accreditation experience and feedback from pertinent constituencies, to assure currency with evolving standards in distance education and other evolving areas.

The Regents shall initiate action on changes to the standards within 12 months of identifying a need for such changes. Such changes shall take effect within a stated time following formal adoption by the Regents. Revisions of standards or adoption of new standards by the Board of Regents shall take into account any recommendations of the State Professional Standards and Practices Board for Teaching and shall include an

opportunity for comment by accredited institutions, other relevant constituencies, and the public for a period of not less than 45 days.

Review of Complaints

In responding to complaints against itself as an accrediting agency, it is the Department's policy to ask the office that is the subject of the complaint to review the matter and resolve it if possible or, alternatively, to explain why it cannot be resolved in the manner desired by the complainant. It is Department policy to respond to any such complaints within 30 days of receipt. If the complaint involves a person or persons, it is Department policy to ask an administrator outside the accreditation staff to provide an unbiased assessment of the complaint. If the complaint is about accreditation standards or procedures, it is Department policy to assign the review to the Department's Office of Counsel to provide an unbiased assessment of the complaint.

Provision for Public Correction of Incorrect or Misleading Information on Accreditation

An institution that designates the Board of Regents and the Commissioner of Education as its accrediting agency for teacher education programs shall make public correction, as specified by the Regents and the Commissioner, of incorrect or misleading information related to the accreditation status of the programs, the contents of reports of on-site reviews, or the accreditation actions of the Regents and the Commissioner, with respect to the programs. Subsequent to an investigation, required correction may include all or some of the following: (1) posting of the correction on the institution's Web site; (2) correction notices in the media in which the misrepresentation has been disseminated; and (3) letters of correction to any agency or organization to which the institution provided the misleading or inaccurate information, all nationally recognized agencies that accredit one or more programs at the institution or the institution as a whole; or any interested parties that make inquiry about the misrepresentation.

Persistent or serious misrepresentation may provide a basis for adverse accreditation action by the Regents and the Commissioner pursuant to Subpart 4-2 of the Rules of the Board of Regents.

Notifications of Accreditation Decisions

The public shall be notified of the following actions (by public notice in the *New York State Register*, published by the New York State Department of State, and on the accreditation Web site of the Office of Higher Education):

- a decision to award initial accreditation to an institution's teacher education programs or to review their accreditation;
- a final decision to deny, withdraw or terminate the accreditation of a program;

- a decision to take adverse accreditation action against a program or to place a program on probation;
- a decision by an institution to withdraw from or let lapse the accreditation of its teacher education programs.

The Department shall provide to appropriate accrediting agencies written notice of any action cited above within 30 days of the date the action is taken. The Department shall provide public notice of decisions described above through posting with the New York Department of State within 24 hours of notice to the institution, for publication in the *New York State Register*. The Department shall, within 30 days of receipt of notification from any institution its decision to withdraw voluntarily from accreditation of its teacher education programs by the Regents and the Commissioner, notify appropriate accrediting agencies of this decision. The Department shall notify appropriate accrediting agencies of any lapse of accreditation within 30 days of the date of lapse .

Regard for the Decisions of States and Other Accrediting Agencies

The Regents and the Commissioner will, upon request, share with other appropriate recognized agencies and state approval agencies information about the accreditation status of an institution's teacher education programs and any adverse actions taken against a program.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
OFFICE OF HIGHER EDUCATION

**ACCREDITATION AGREEMENT
REGENTS ACCREDITATION FOR TEACHER EDUCATION**

By submission of this Accreditation Agreement, the institution named below consents to have its education programs accredited by the New York State Board of Regents pursuant to Subpart 4-2 of Regents Rules.

The institution agrees to pay a nonrefundable Annual Accreditation Fee in the amount of \$1,000. **If complete education programs are separately registered at branch campuses, separate annual fees will be charged for the main campus and each branch campus.** The annual payment covers expenses that are incurred prior to the accreditation review, such as preparing and printing accreditation materials, training program reviewers, and postage. The annual payment is due by June 1 of each year.

In addition to the annual fee, the institution agrees to pay the actual costs of accreditation visits, any other related visits the Commissioner may determine to be necessary, and related expenses.

Please print or type information in the spaces provided below.

Official Name of Institution:		
Address:		
City:	State:	Zip Code:
Federal ID Number:	Telephone Number:	
Regents Accreditation Contact Person:		
E-mail Address:	Fax Number:	
Amount of Annual Fee Enclosed:		

I certify that the information provided above is accurate.

Name of President/CEO:	
Title:	
Signature	Date:

**Please Mail Agreement and Annual Fee for April 1, 2005 - March 30, 2006 to:
The State Education Department
Bureau of Fiscal Management
P.O. Box 7346
Albany, NY 12224**

ETHICS GUIDELINES FOR PEER AND EXTERNAL REVIEWERS

Conflicts of Interest

There must be no conflict of interest or appearance of a conflict of interest with the institution under review. There is a conflict of interest when the potential peer reviewer/consultant:

- (1) is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking institutional accreditation from the Board of Regents;
- (2) is a spouse, parent, child, or sibling of an individual or persons listed in (1) above;
- (3) has expressed an opinion for or against the proposed accreditation;
- (4) is seeking or being sought for employment or other relationship with the institution under review;
- (5) has a personal or professional relationship with the institution under review that might compromise objectivity; and/or
- (6) has a competitive relationship with the institution that might compromise objectivity.

Confidential information

The report is confidential until it is final. You may not disclose the report or any part of the report until the Regents have acted on the institution's application. Confidential information obtained during the course of the review may not be used for personal gain. Reviewers' memoranda, notes, and other work products generated during the course of the review are the property of the State Education Department and may never be disclosed.

Gifts

Gifts worth \$75 or more (includes meals and transportation) may not be accepted from the institution under review.

**NEW YORK STATE
REGENTS ACCREDITATION OF TEACHER EDUCATION**

SELF-STUDY

College or University:

Personnel who prepared this Self-Study:
[Continue list on additional page(s) if needed]

Names:

Titles:

The signature of the Chief Academic Officer, below, attests to the accuracy of the information provided in this Self-Study.

Chief Academic Officer:

Name and Title:

Signature:

Date:

SELF-STUDY GUIDE

Purpose of RATE:

The purpose of Regents Accreditation of Teacher Education is to ensure that education programs seeking this accreditation prepare all their program graduates to be effective teachers, meaning teachers who promote the well-being of all their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form caring and nurturing environments for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.

Self-Study:

Your Self-Study is a narrative written by institutional faculty and staff with responsibility for teacher education to inform the review team and State officers involved in the accreditation process about the education programs.

Please use the Draft Compliance Review Report Form as a **guide to writing** the narrative Self-Study. As you write, analyze your institution and each program in terms of the topics, questions, and standards in the Self-Study Guide. It calls for information on the institution, on behalf of multiple programs, and each registered program individually.

The Self-Study Guide cites the standards in the Regents Rules and Commissioner's Regulations that are linked to each question or topic. It also lists sample ways the Self-Study might show that the teacher education programs comply with the standards. The list is suggestive, not exhaustive; an institution may demonstrate compliance with a standard in ways other than those suggested here.

The review team will need to see evidence documenting compliance as described in the Self-Study. Some kinds of evidence that might be supplied are listed in the Self-Study Guide; again, these are suggestive, rather than exhaustive. Relevant data may be woven into the body of the Self-Study or appended, as appropriate. Documentary evidence should be provided for the team at the time of the site visit in a secure location on campus, arranged for ready reference. Some of the documentation to be made available is listed at the end of the Self-Study Guide; other evidence to be documented will be discussed by the institutional liaison and the Review Coordinator from the Office of College and University Evaluation (OCUE) as the institution prepares for the site visit.

Length of Self-Study

The Self-Study, including any appendices and attachments, cannot exceed 100 pages in length and should be single-spaced with 12-point type and with double spaces between paragraphs. OCUE may return a Self-Study to an institution if it exceeds the page length or does not include the requested information. An incomplete Self-Study could prevent a visit from occurring on schedule, which could result in the lapse of accreditation.

Steps for Submitting the Self-Study

Submit a separate Self-Study for each campus of the institution: the main campus and each additional location, if any, where **full education programs** are offered. Submit the complete Self-Study for **each location where full education programs are offered** with a separate Self-Study Cover Page.

If parts of education programs are offered at extension centers or extension sites, provide information on the courses offered there, the enrollment, the faculty, and the resources and student services available at the main campus and the center(s)/site(s) to support the courses offered.

Do not bind the Self-Study.

- At least 12 weeks before the visit, the OCUE Review Coordinator should receive the completed Self-Study/Studies, with attachments as desired by the institution or requested by the Review Coordinator.

Address materials to:

*[Name of Review Coordinator]
Office of College and University Evaluation
Room 5 N Mezzanine
State Education Building
89 Washington Avenue
Albany, NY 12234*

SAMPLE WAYS OF SHOWING COMPLIANCE

Standards of Quality from Regents Rules

(1) Commitment and vision and (2) Philosophy, purposes, and objectives:

Standards: RR: § 4-2.5(a)(1), (2)
CR: § 52.21(b)(2)(i)(a)

Sample Ways of Showing Compliance:

- ▶ The programs' vision for preparing teachers who can lead all students to achieve the State Learning Standards is –
 - Explicitly related to the institution's mission;
 - Reflected in the programs' stated philosophy, purposes, and objectives.
- ▶ The programs' commitment to achieving their vision is reflected in –
 - The curricula and their delivery;
 - The professional activities of the faculty.
- ▶ The programs' philosophy, purposes, and objectives are visible in the curricula and the experiences designed for students.

Possible Evidence: Institution's mission statement; statements of programs' vision, philosophy, purposes, and objectives; curriculum listings, course descriptions, course syllabi; descriptions of student project assignments; faculty's and candidates' notes on field experiences and student teaching; . . .

(3) Standards for program registration:

a. Admission

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(d)(1) and (2)
§ 52.2(e)(3)(iii)
§ 52.21(b)(2)(i)(c)

Sample Ways of Showing Compliance:

- ▶ Admission criteria to the institution and the teacher education programs and the nature of assessments used are published and available to prospective students and the public.

Possible Evidence: Catalogs and brochures, student handbook, . . . (reference to pertinent publications and pages).

- ▶ Admission criteria are adhered to.

Possible Evidence: Sample of admission files, as indicated by the review Team Chair and Review Coordinator; supplemental written materials describing assessment standards and policies; . . .

- ▶ Admission requirements for teacher education programs ensure that candidates have the capacity to undertake the course of study.

Possible Evidence: Statement of admission policies and criteria for teacher education programs, . . .

- ▶ The institution identifies any particular educational needs of students, including students with disabilities, and makes appropriate provisions for meeting those needs.

Possible Evidence: Institutional procedures for identifying and addressing needs of admitted students; sample of admission files, as indicated by the review Team Chair and Review Coordinator; . . .

- ▶ The institution has records showing strategies pursued for recruitment of candidates for its teacher education programs.
- ▶ The strategies include ones designed to recruit from historically underrepresented groups.
- ▶ Institutional and program planning include strategies to monitor and increase the enrollment and retention of candidates from underrepresented groups.

Possible Evidence: Policies and memoranda from admissions officers, minutes of meetings of admissions committees, . . .

- ▶ Documents show strategies modified over time, as appropriate, to improve results.

b. Administration

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(e)(1) and (2)

Sample Ways of Showing Compliance:

- ▶ Different units of the institution with responsibility for teacher education programs have appropriate connections with one another.

Possible Evidence: Rosters and minutes of meetings of collaborative committees, organization charts, . . .

- ▶ Connections among units with responsibility for teacher education programs result in improvements in programs and in candidates' knowledge, skill, and application of that knowledge and skill as teachers.

Possible Evidence: Documented course or program changes resulting from connections between units; evaluations of student teaching by faculty, cooperating teachers, and candidates; candidates' projects, journals, . . .

c. Faculty

Standards: RR: § 4-2.5(a)(3)
CR: § 52.21(b)(2)(i)(c) and (d)

Sample Ways of Showing Compliance:

- ▶ The institution has records showing strategies pursued for recruitment of teacher education faculty.
- ▶ The strategies include ones designed to –
 - recruit from historically underrepresented groups;
 - recruit faculty with expertise and experience in high-need schools.

- ▶ The strategies have been modified over time, as appropriate, to improve results.

Possible Evidence: Current and trend data on faculty; policy statements; advertisements for faculty positions and other recruitment materials; minutes of recruitment committees; . . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(b)(1)
§ 52.21(b)(2)(i)(d) and (h)

Sample Ways of Showing Compliance:

- ▶ More than one member of the full-time education faculty has expertise and experience with teaching in high-need schools.

Possible Evidence: Faculty resumes/curricula vitae, record of professional activity, record of service at the institution, as included in faculty folders and other documents; . . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(b)(6)

Sample Ways of Showing Compliance:

- ▶ Institutional policy provides for evaluation of faculty members according to an established schedule and procedure.

Possible Evidence: Policy statements, faculty handbook, faculty contract, written procedures, evaluation process and standards, professional development expectations and support, . . .

- ▶ Orientation and supervision of inexperienced faculty members are carried on during the initial period of appointment; other faculty are evaluated periodically with respect to their teaching and other responsibilities.

Possible Evidence: Faculty folders reflecting adherence to stated policy, . . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.21(b)(2)(i)(h)

Sample Ways of Showing Compliance:

- ▶ At least 51 percent of all sections offered of credit-bearing pedagogical courses in the program in each academic year are taught by full-time faculty of the institution.
- ▶ Education faculty teaching only in undergraduate programs teach a maximum of 12 semester hours each semester of the academic year; those teaching only in graduate programs teach a maximum of 9 semester hours each semester of the academic year; those teaching in both undergraduate and graduate programs teach a maximum of 21 semester hours during the academic year.

Possible Evidence: Course schedule for each semester of current and preceding academic year, showing sections offered and instructors; . . .

- ▶ Individual faculty members supervise no more than 18 student teachers per semester.
Possible Evidence: Student teaching records for each semester of current and preceding academic year, showing faculty supervisors; . . .
- ▶ Supervision of field experiences, practica, and student teaching is considered in determining faculty load.
Possible Evidence: Policy statements, course schedule for each semester of current and preceding academic year with sections offered and instructors; . . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.1(b)(3)
§ 52.21(b)(2)(iv)(a)

Sample Ways of Showing Compliance:

- ▶ The faculty clearly are responsible for the development, implementation, and evaluation of curricular design and for ongoing quality assurance.
Possible Evidence: Composition of committees, including academic standards and curriculum, minutes of faculty committees, faculty handbook and other documents addressing academic governance, . . .
- ▶ The institution and education faculty have identified measures of the quality of education programs and their graduates.
- ▶ Such measures include:
 - Internal indicators such as measures of candidate achievement; and
 - External indicators such as program graduates' performance and retention in teaching jobs.
- ▶ These measures are systematically applied for program evaluation.
- ▶ The results of such evaluation are used for program improvement.
Possible Evidence: Recent formal program evaluations, including assessment by internal committees and by external peer reviewers or constituencies; changes in courses, sequence, field experiences, student teaching, projects, or other program components; data collection systems set up to evaluate program components and results of changes; . . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(b)(1) through (7)
§ 52.21(b)(2)(i)(h)

Sample Ways of Showing Compliance:

- ▶ Faculty have the documented expertise, including the advanced study and teaching certification appropriate to the field, to –
 - Teach each course to which they are assigned;
 - Conduct other faculty responsibilities, such as (but not limited to) setting curricular objectives, determining the means by which achievement of objectives is measured, evaluating the achievement of curricular objectives, providing academic advice to students, broadening professional knowledge, preparing course materials, directing

independent study and research, supervising teaching, and participating in institutional governance.

- ▶ Faculty members teaching at the baccalaureate degree level hold at least a master's degree in an appropriate field or are actively pursuing graduate study and have the necessary background for in-depth teaching, curriculum development, and program evaluation responsibilities.
- ▶ At least one faculty member teaching in each curriculum at the baccalaureate level holds an earned doctorate in an appropriate field.
- ▶ Faculty members teaching at the graduate level hold earned doctorates or other terminal degrees in their specialty areas. Any faculty members teaching at the graduate level who do not hold an earned doctorate or other terminal degree have significant, widely recognized special competence in the field in which they teach graduate students as demonstrated by such means as publication record and significant professional activity.
- ▶ The faculty have school and college teaching and administrative experience appropriate to their assignments.

Possible Evidence: Table 1-4; faculty transcripts/resumes/curricula vitae, record of professional activity, record of service at the institution, as included in faculty folders and other documents; faculty handbook, employment agreements and contracts, and other documents with criteria for employment, retention, promotion and tenure; teaching schedule showing faculty assigned to each course;. . .

Standards: RR: § 4-2.5(a)(3)
CR: § 52.21(b)(2)(i)(h)

Sample Ways of Showing Compliance:

- ▶ Faculty teaching assignments do 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.

Possible Evidence: Policy statements, faculty contract, faculty handbook, course schedules, . . .

d. Program Curriculum

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(c)(1) through (8)
§ 52.21(b)(2)(ii)(a), (b), and (c)
§ 52.21(b)(2)(iii)(a)
Specific curriculum requirements in the separate subparagraphs (i), (ii), etc., of § 52.21(b)(3)

Sample Ways of Showing Compliance:

- ▶ Curricula design is coherent, implements the philosophy and purposes of the programs, and is aligned with the educational objectives of the programs.
- ▶ The programs meet all general and specific curricular requirements in CR §52.21(b) for programs leading to the applicable teaching certificate, extension, or annotation.
- ▶ Learning experiences and methods of instruction are consistent with the purposes and objectives of the program.

Possible Evidence: Statements of programs' philosophy, purposes, and objectives; curriculum listings, course descriptions, course syllabi; descriptions of student project assignments; faculty's and candidates' notes on field experiences and student teaching; . . .

- ▶ In the first round of accreditation, curricular deficiencies or weaknesses noted in the report(s) of the external expert reviewer(s) are noted in the program's preliminary response.
- ▶ In subsequent accreditation cycles, curricular deficiencies or weaknesses noted in the report(s) of the external expert reviewer(s) have been satisfactorily addressed in the program's response.
- ▶ Remedial coursework is not credit-bearing.
- ▶ Coursework for undergraduate credit is college-level.
- ▶ Coursework for graduate credit is at an appropriate level.
- ▶ Research or a comparable occupational or professional experience is a component of a master's degree program. The requirements for a master's degree include at least one of the following: passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.
- ▶ Credit is granted only for achievement of objectives of all credit-bearing activities; grades and credit are commensurate with demonstrated student attainment of course objectives.
- ▶ Class size and methods of instruction are consistently conducive to effective learning. The size of each class is such as to assure prompt, continual, and substantive feedback on student performance during the course and to assure ongoing faculty accessibility to students in the course. Class size is such that the instructor, or a qualified member of the instructional team for the course, has a good working knowledge of each student's strengths and weaknesses in the course and interacts with the student to strengthen performance.
- ▶ Course evaluations by students and peers assess whether class size and methods of instruction are conducive to effective learning.

- ▶ For each semester hour of credit granted, a course requires at least fifteen 50-minute hours of instruction and at least 30 hours of supplementary assignments, unless the institution has adopted, with prior approval by the Commissioner, a statement of academic standards that defines the considerations which establish equivalency of instruction and study.
- ▶ Courses are offered with sufficient frequency to allow full-time students to complete a baccalaureate degree program in four academic years, with an accumulation of not less than 120 semester hours, or a master's degree program in one academic year, with an accumulation of not less than 30 semester hours.

Possible Evidence: Instructional policy statement and internal guidelines on expectations of effort and level; catalog descriptions of curricula and courses, their prerequisites, and frequency of offering; comprehensive list of all education courses scheduled for a term; course materials, including syllabi, course outlines, exam questions, graded student papers, as indicated by review Team Chair or Review Coordinator; transcripts; registrar's audits on program progress; . . .

e. Collaboration

Standards: RR: § 4-2.5(a)(3)
 CR: § 52.21(b)(2)(i)(b)
 § 52.21(b)(2)(ii)(b)
 § 52.21(b)(3)

Sample Ways of Showing Compliance:

- ▶ Ongoing formal, as well as informal, mechanisms exist for faculty in education and faculty in arts and sciences, special subjects, or other areas as appropriate to the institution's education programs to meet regularly, confer, and revise curricular content and delivery so that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields, and are prepared to teach to the State Learning Standards in the appropriate subject areas.
- ▶ Such collaborative mechanisms have operated at least once each academic year.
- ▶ Curricular design and course content show results of such collaboration.

Possible Evidence: Committee rosters and minutes, course syllabi, course reading lists and activities involving the State Learning Standards, . . .

Standards: RR: § 4-2.5(a)(3)
 CR: § 52.21(b)(2)(i)(f)
 CR: § 52.21(b)(2)(i)(g), and (i)

Sample Ways of Showing Compliance:

- ▶ The institution has ongoing cooperative, collaborative, formal arrangements between the division or department(s) of education and local schools, beyond the placement and supervision of student teachers, for such purposes as faculty, teacher, and candidate development and ongoing professional discussion or research.

- Records such as changes in curriculum or practice, assessments of student learning, candidates' projects, and participants' evaluations provide evidence of improvement in teaching and learning at the institution and the schools.
- The institution provides tangible and structural support for faculty's involvement with schools.
Possible Evidence: Policy statements, institutional grants or statements of released time to faculty for this purpose, institutional assistance to faculty applying for external grants, facilities provided for faculty to meet and collaborate with school or district personnel, institutional or departmental publications describing faculty involvement with schools, . . .
- ▶ The institution provides rewards and incentives for education faculty to engage in collaborative professional relationships and activities with public or nonpublic schools, including activities involving teaching diverse student populations and students in high-need communities.
Possible Evidence: Policy statements, institutional grants or statements of released time to faculty for this purpose, faculty reports documenting collaborative professional activities with schools, . . .
- ▶ Evaluations by parties to such arrangements, candidates' projects, and other evidence show that such involvement has improved candidates' understanding of diversity and issues facing high-need schools.
Possible Evidence: Contracts or written agreements between the institution or units within it and schools or school districts; correspondence concerning such arrangements; results of collaborative arrangements, such as curriculum changes in schools or in the institution, papers and reports by faculty and school personnel, student work, . . .

(4) Teaching effectiveness of graduates:

Standards: RR: § 4-2.5(a)(4)

Sample Ways of Showing Compliance – First Round of Accreditation:

- ▶ The programs have evidence that their graduates are effective teachers.
Possible Evidence: Evaluations during an induction or mentoring year; employer evaluations of graduates' professional performance, especially teaching competence; follow-up studies; alumni/alumnae surveys; academic achievements of the program graduates' own students; indicative evidence based on evaluations of the teaching performance of candidates still enrolled in the program and demonstrations of their work, e.g., in student teaching, projects, etc.
- ▶ The programs have evidence indicating that they are preparing graduates to be effective teachers.
Possible Evidence: Evidence, such as that cited above, that graduates of other education programs offered by the institution are effective teachers and/or that candidates in the program are effective teachers in student-teaching experiences.
- ▶ The programs have a plan to collect and assess such evidence over the coming six years, with a timetable.
Possible Evidence: The assessment plan, . . .

(5) Assessment of candidate achievement:

Standards: RR: § 4-2.5(a)(3) and (5)
CR: § 52.2(e)(3)(iii)
§ 52.21(b)(2)(i)(c) and (k)
Specific admission requirements in the separate
subparagraphs (i), (ii), etc., of § 52.21(b)(3)

Sample Ways of Showing Compliance:

- ▶ The admission criteria for the programs include any specialized requirements in the applicable subparagraph of § 52.21(b)(3) [e.g., teaching literacy, etc.].
Possible Evidence: Statements of admission criteria; sample of student files, as indicated by review Team Chair and Review Coordinator; . . .
- ▶ The programs effectively place all admitted students in courses and services consistent with their assessed skill and knowledge.
Possible Evidence: Sample of student files, as indicated by review Team Chair and Review Coordinator; . . .
- ▶ The student body includes candidates from underrepresented groups. Institutional and program planning include strategies to monitor and increase the enrollment and retention of candidates from underrepresented groups.
Possible Evidence: Demographic data on candidates enrolled in the program for the two most recent academic years, including such demographic elements as age, gender, racial/ethnic distribution, and geographic origin
- ▶ Candidates are formally informed of their progress, including all grades, throughout and at the end of each term. They are formally informed of their cumulative grade point averages at the end of each term.
Possible Evidence: Sample transcripts, advisement worksheets, and degree audit worksheets, as indicated by review Team Chair and Review Coordinator; compendium or handbook of policies relating to student records, including recording of student progress and records retention; . . .
- ▶ The programs have standards for candidate achievement and applies them consistently in decisions about individual candidates' progress through and graduation from the program.
- ▶ The programs keep records of candidate achievement since its inception.
Possible Evidence: Data on course grades; persistence in the program and graduation rates; results of standard measures uniformly applied during the course of the program; evaluations by faculty and cooperating teachers on candidates' teaching effectiveness in student teaching, practica, internships, etc.; licensing examination results; job placement, . . .

Related Standards from Regents Rules

(6) Resources:

a. Financial Resources

Standards: RR: § 4-2.5(a)(1), (2), and (3)
§ 4-2.5(b)(1)
CR: § 52.2(a)(1) (2), and (3)
§ 52.21(b)(2)(i)(j)

Sample Ways of Showing Compliance:

- ▶ In administering the programs, financial resources are allocated with attention to achieving their philosophy, purposes, and objectives and preparing candidates to be effective teachers.

Possible Evidence: Documentation of expenditures in support of program purposes in the current and the immediately preceding academic year; . . .

Sample Ways of Showing Compliance:

- ▶ The institution's certified audits and other data indicate ongoing capacity to carry out its educational mission effectively and in compliance with these accreditation standards.

Possible Evidence: Certified audits, institutional budget documents, fund-raising plans, . . .

- ▶ The financial resources available to the unit(s) responsible for offering education programs are sufficient and are appropriately allocated among units to support compliance with these accreditation standards.

Possible Evidence: Departmental/divisional budget documents, financial records, . . .

b. Facilities and Physical Space

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(a)(2) and (4)
§ 52.21(b)(2)(i)(j)

Sample Ways of Showing Compliance:

- ▶ Candidates in teacher education programs have ready access to computer, laboratory, and other resources, campuswide and dedicated (e.g., learning technology, assistive technology). Laboratories, gymnasiums, music, and other specialized facilities are adequate and appropriate to the programs.

Possible Evidence: Schedules for student use of facilities, including any dedicated use by candidates in education programs; physical characteristics of facilities; plans to add or modify facilities; . . .

- ▶ The holdings of any specialized education collections are up-to-date, readily accessible to students and faculty, and adequate to support instruction at the level of the education programs.

Possible Evidence: Lists and diagrams of special collections, summary data on facilities, physical characteristics of facilities, plans to add or modify facilities, . . .

- ▶ Facilities include an adequate number of appropriate and well-equipped class, conference, and multimedia/computer rooms.
- ▶ Faculty are provided adequate office space for meeting with students with sufficient privacy.
- ▶ Adequate space is provided for departmental academic and administrative support services.

Possible Evidence: Summary data on classrooms, laboratories, spaces for academic and administrative support, faculty, etc.; written agreements for provision of facilities with other organizations and to other organizations; physical characteristics of facilities; . . .

- ▶ The institution complies with the New York State Uniform Fire Code or with a local fire code that supersedes it and with applicable local health and sanitation codes.

Possible Evidence: Certificates of occupancy, code, fire, safety, and health compliance, as applicable.

c. Equipment

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(a)(3)
§ 52.21(b)(2)(i)(j)

Sample Ways of Showing Compliance :

- ▶ Computers, video technology, and other teaching aids, including software, are sufficient in number, kind, and condition to meet program and course objectives and to provide candidates adequate experience with technology and teaching aids they are likely to encounter as teachers.
- ▶ Computers are networked and connected to the Internet.
- ▶ The faculty are provided with adequate computer and office equipment and supplies, including appropriate software, to carry out their teaching and other responsibilities.
- ▶ The unit has adequate, up-to-date computer and other equipment and supplies to carry out its administrative responsibilities.

Possible Evidence: Summary data on computers, other teaching aids, office equipment, and supplies provided for the use of candidates, faculty, and for administrative purposes in education unit(s) and other parts of the institution relevant to the preparation of education candidates, and the availability of such equipment and supplies; . . .

- ▶ The budget provides adequately for maintenance and repair of equipment and supplies.
- ▶ Equipment is up-to-date and in good repair.

Possible Evidence: Maintenance agreements or budget allocations for maintenance and repair of classroom, laboratory, academic, and administrative equipment in the education unit(s) and other parts of the institution relevant to the

preparation of education candidates, records of equipment maintenance and repair, physical characteristics of equipment, . . .

d. Libraries

Standards: RR: § 4-2.5(a)(3)
CR: § 52.2(a)(4)
§ 52.21(b)(2)(i)(j)

Sample Ways of Showing Compliance:

- ▶ Faculty and candidates in teacher education programs have ready access to library facilities and to the circulation, reference, and reserve collections.
Possible Evidence: Schedule of library hours, summary of seating capacity, summary of materials placed on reserve for courses in education programs in the current term, accessibility of library facilities for individuals with disabilities, . . .
- ▶ The library collection provides access to materials adequate in currency, breadth, and depth to support instruction in and in support of the education programs, in addition to full-text databases. At least one library facility at the campus is networked and provides access to the Internet.
- ▶ If the institution operates a virtual library, these resources complement rather than supplant an on-site collection.

Possible Evidence: Summary of library holdings and resources by major program area, analysis of library holdings of materials cited under bibliographic resources in course syllabi, list of acquisitions in the last year by program area, any written agreements or contracts for sharing information resources with other library organizations or networks, . . .

- ▶ Professional library staff have master's degrees from accredited library schools.
Possible Evidence: Resumes of full- and part-time professional staff, . . .
- ▶ Professional and support library staff are sufficient in number to provide instruction and other services to students and to engage in collection development.
Possible Evidence: Summary of staffing during hours of operation, . . .
- ▶ Teacher education faculty regularly use formal and informal mechanisms to update and manage library collections in their fields.
Possible Evidence: Roster and minutes of library acquisitions committee, summary of education department library acquisition orders in current and previous academic years, . . .
- ▶ Library services such as orientation, computer search, and duplicating equipment are available to faculty and students.
Possible Evidence: equipment inventory and hours of access, schedule of library orientation sessions during current and previous academic terms, . . .
- ▶ The financial resources available to the library are sufficient and are appropriately allocated to support compliance with these accreditation standards.

Possible Evidence: Statement of collection plan and ongoing budgeting, . . .

(7) Support services:

Standards: RR: § 4-2.5(b)(2)
CR: § 52.2(d)(2) and 52.2(f)(2)

Sample Ways of Showing Compliance:

- ▶ The institution adequately assesses the skill levels of all entering degree students and addresses any needs for the development of college-level skills, including the areas of writing, literacy, computing, time management, and analytical thinking, that are consistent with the institution's educational mission.

Possible Evidence: Samples of any tests, other diagnostic tools, or high school transcripts used for student assessment, together with the meaning of scores, and the resulting placements or other outcomes in accordance with test results, names and descriptions of programs designed to address particular student needs . . .

- ▶ At each location where courses are offered as part of the program, the institution and the program provide the academic and other support services, including but not limited to tutoring and personal and career counseling, that students may need to succeed in the programs to which they have been admitted.
- ▶ At each location where courses are offered as part of the program, the institution offers adequate advising and program planning services to support enrolled candidates and enhance retention.

Possible Evidence: Written policies and procedures regarding academic advising, placement, and other student support services; a summary of staffing for these services at each location; a summary record of services provided in the academic year preceding the accreditation site visit, . . .

- ▶ The institution and the program have procedures to assess the effectiveness of support services in meeting students'/candidates' needs and using such assessment to improve support services and enhance retention.

Possible Evidence: Written assessment procedures, records of the results, rosters and minutes of relevant committees, records of changes made in support services, student evaluations of services provided, trend data on student retention. . .

- ▶ If the institution or the program admits English language learners, it provides adequate instruction in English for Speakers of Other Languages (ESOL) to enable such students to undertake college-level study in English, and other services and follow-up activities to help them succeed.

Possible Evidence: Admission files, policies regarding required levels of English competence, records of ESOL instruction offered to admitted students and outcomes of such instruction, records of other services and follow-up activities, . . .

(8) Advertising and (9) Candidate Complaints:

Standards: RR: § 4-2.5(b)(4)

Sample Ways of Showing Compliance:

- ▶ The institution has formal procedures for candidates to file complaints and seek redress of grievances. The procedures protect the rights of the candidate and provide for a fair hearing with adequate assurance that no action will be taken against the student for filing the complaint.
- ▶ The institution maintains adequate documentation of its handling of all formal complaints for at least six years after the final disposition of the complaint.
- ▶ The program assesses the disposition and outcomes of candidate complaints and makes any program changes that are appropriate.

Possible Evidence: Catalogs, student handbooks, or other publications widely available to students stating complaint policy and procedures (cite pages in the Self-Study); record of complaints in the past two years; records showing any changes made to improve program based on information gained from student complaints; . . .

I. Enrollment

Table 1a: Institution Enrollment

	Current Year Minus 2 200_-200_				Last Year 200_-200_				Current Year 200_-200_			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	<u>FI</u>	<u>PT</u>	<u>FI</u>	<u>PT</u>	<u>FI</u>	<u>PT</u>	<u>FI</u>	<u>PT</u>	<u>FI</u>	<u>PT</u>	<u>FI</u>	<u>PT</u>
<u>TOTAL</u>												
Male												
Female												
Am. Indian/ Alask. Nat.												
Asian/ Pacf. Islander												
Black, Not Hispanic												
Hispanic												
White, Not Hispanic												
Other												
Nonresidt. Alien												
Data Not Available												

Table 1b: Education Department Enrollment

	Current Year Minus 2 200_-200_				Last Year 200_-200_				Current Year 200_-200_			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>
<u>TOTAL</u>												
Male												
Female												
Am. Indian/ Alask. Nat.												
Asian/ Pacf. Islander												
Black, Not Hispanic												
Hispanic												
White, Not Hispanic												
Other												
Nonresidt. Alien												
Data Not Available												

Table 1c: Enrollment by Program

Program Title	Current Year Minus 2 200_-200_	Last Year 200_-200_	Current Year 200_-200_

II. Faculty Size

Table 2a: Institution Faculty

	Current Minus 2 200 -200		Last Year 200 -200		Current Year 200 -200	
	FT	PT	FT	PT	FT	PT
TOTAL						
Male						
Female						
Am. Indian/ Alask. Nat.						
Asian/ Pacf. Islander						
Black, Not Hispanic						
Hispanic						
White, Not Hispanic						
Other						
Nonresidt. Alien						
Data Not Available						

Table 2b: Education Department Faculty

	Current Minus 2 200 -200		Last Academic Year 200 -200		Current Year 200 -200	
	FT	PT	FT	PT	FT	PT
TOTAL						
Male						
Female						
Am. Indian/ Alask. Nat.						
Asian/ Pacf. Islander						
Black, Not Hispanic						
Hispanic						
White, Not Hispanic						
Other						
Nonresidt. Alien						
Data Not Available						

III. Faculty Qualifications

Table 3a: Full-Time Faculty of the Institution Affiliated with the Program

Program Title:

Name	Tenure Status* (T, TT, or NTT)	%Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with Specific Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience

*T = tenured; TT = tenure track; NTT = not tenure track.

Please provide **full** information. Note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

IV. Faculty Workload

Table 4a: Full-time Faculty Workload for Most Recent Six Semesters

Name	Workload* (semester hours)					
	Current Semester Minus 5	Current Semester Minus 4	Current Semester Minus 3	Current Semester Minus 2	Previous Semester	Current Semester

Note*: Include all courses taught, not just teacher education courses

Table 4b: Part-time Faculty Workload for Most Recent Six Semesters

Name	Workload* (semester hours)					
	Current Semester Minus 5	Current Semester Minus 4	Current Semester Minus 3	Current Semester Minus 2	Previous Semester	Current Semester

Note*: Include all courses taught, not just teacher education courses

V. Faculty Sufficiency

Table 5a: Credit-bearing Pedagogical Course Sections and Instructors for Current Semester

Program Title:

Course Number	Course Title	Number of Credit	Course Instructor	Instructor Status (F or P)*

*F = Full-time; P = Part-time

Table 5b. Percentage of Credit-bearing Pedagogical Core Course Sections Taught by Full-time Faculty for Most Recent Six Semesters

Program Title**	Percentage of Sections Taught by Full-time Faculty					
	Current Semester Minus 5	Current Semester Minus 4	Current Semester Minus 3	Current Semester Minus 2	Previous Semester	Current Semester

DOCUMENTATION THE INSTITUTION MAKES AVAILABLE TO SITE VISIT TEAM

Send the following documents with the Self-Study –

12 weeks before the site visit: to the OCUE Review Coordinator

6 weeks before the site visit: to the site visit team members

- ◆ Current institutional catalog(s)
- ◆ List of the documentation to be made available on site, with reference to the parts of the Self-Study each piece of documentation supports

At the site visit, make available to the team, in a single, convenient location, documentation supporting the ways your institution and program(s) show compliance with the Accreditation Standards in the Self-Study. Your Review Coordinator may request additional documentation prior to the site visit. The materials should include all evidence identified in the Self-Study. The documentation may include, but not be limited to, the following:

General Information

- Registration or reregistration materials for programs to be accredited, including requests for further information and institution's responses
- RATE External review reports, with institution's responses
- Copy of the most recent institutional accreditation Team Visit Report and the College's response(s)
- Copy of the most recent institutional self-study prepared for other accrediting agencies or system-wide central administrations
- List of faculty offices and telephones
- Copy of institution's strategic plan

Admissions

- Admissions profile data (high school average, SAT scores, undergraduate GPA, GRE scores, etc.) for students enrolled in the institution as a whole and in the education programs
- Access to teacher education student files for review

Administration

- Copy of the organization chart for the institution and the part(s) of the institution responsible for the teacher education programs
- Copy of by-laws or other documents describing institutional governance as a whole and that of the part(s) of the institution responsible for the teacher education programs

- List of committees that teacher education faculty are involved with and the committee functions
- Minutes of committee meetings

Faculty

- Copy of faculty handbook
- Copy of faculty collective bargaining contract (if applicable)
- List of materials normally in a faculty member's file
- Access to faculty files
- Current faculty curricula vitae for full- and part-time faculty
- Faculty (full-time and part-time) Teaching Evaluation Form and aggregated data results of the most recent three years of faculty evaluations
- Indicate the scholarly activities of teacher education faculty members during the most recent three years and provide evidence.

Curriculum

- Course outlines, syllabi, reading lists for all pedagogical courses; all other related syllabi should be available upon request.
- A statement identifying the widely accepted standards used by each teacher education program that faculty may reference for purposes of curriculum development. Provide a chart that clearly illustrates which courses reflect the standards identified by each program area
- List of K-12 schools in which student-teaching/field experiences take place, as well as a demographic profile for each school.
- Schedule of teacher education course offerings, indicating faculty member teaching each section.

Collaboration

- Minutes of meetings
- Institutional committees on curriculum, academic affairs, education/arts and sciences collaboration and collaboration with other relevant departments
- Other relevant internal and external committees and councils
- Agreements/grants involving K-12 schools or other departments

Assessment

- Samples of candidate work that may include recent term papers, candidates' projects, comprehensive or final examinations, assessments of student teaching, candidates' lesson plans, faculty notes on classroom observation of candidates, etc.

- Field Experiences/Student-teaching evaluation form and data showing results for the most recent three years.
- Instruments to evaluate graduate effectiveness and data showing results for the most recent three years.

Financial Resources

- Budget for institution and education department(s)/division(s) for the most recent three years
- Comparison budgetary data with other divisions/departments at the institution
- The faculty development budget
- Fundraising—staff grants, record of annual campaign for the last three years + plus capital campaign and other fundraising

Library

- Library budget for the most recent three years
- Library circulation figures for teacher education materials
- Library staffing--list of library personnel, identifying those with MLS degrees
- Data on teacher education holdings--books, journals, electronic databases
- Interlibrary loan arrangements and data showing the amount of activity in teacher education materials

Facilities and Physical Space

- For the teacher education offices--floor plan and computer availability for full-and part-time faculty
- Description of office space available for adjuncts to meet with students
- The most recent facilities inventory and/or campus master plan
- Description of available computer labs for use by teacher education candidates and faculty
- Computer inventory, replacement schedule, number of IT staff to support technology on campus.
- Technology budget for the most recent three years
- Distance learning--if any: Course schedules and course outlines for teacher education courses
- Evaluation process and data verifying effectiveness of distance learning courses
- Distance learning budget

Support Services

- List of materials normally in a candidate's (1) departmental and (2) institutional file
- Data regarding candidates that may be considered "at risk," but admitted to education programs: achievement levels and issues on entry, performance and outcomes following entry, description of institutional interventions/services provided, and any documents showing analysis of data on support services and outcomes of the analysis
- Description of measures/services to improve candidate performance and persistence
- Measures of the institution's and the teacher education programs' effectiveness regarding access to, and diversity of, programs and services available to students/candidates with disabilities

Advertising

- Copy of student/candidate handbook(s)
- Copy of student teaching handbook
- Copy of information provided to prospective and enrolled candidates on State certification requirements and procedures, relevant statistics about the job market and job availability for each certificate title for which a teacher education program is offered, etc.

Complaints

- Procedures for handling student complaints
- Files on teacher education student/candidate complaints and resolution outcomes

SAMPLE SITE VISIT SCHEDULE

Sunday 12:00 p.m. Team meeting at lodging site – overview and discussion of assignments
 1:00 – 1:15 Travel to campus
 1:15 – 2:15 Orientation to campus and overview of programs (team and college personnel)
 2:15 – 6:15 Review documentation on campus
 6:30 Team dinner
 8:00 Team meeting at lodging site

Monday	Activity/Location	Activity/Location	Activity/Location	Activity/Location	Activity/Location
8:00 – 8:30	College RATE Liaison RATE Team Chair RATE Rvw Coord. Location:				
8:30 – 9:15	Dean(s)/Director(s) of education programs RATE Team: All Location:				
9:30 – 10:15	President RATE Team Chair RATE Rvw Coord. Location:	Director of Admissions RATE Team: Location:	Library Director RATE Team: Location:	_____Committee RATE Team: Location:	Class Observation RATE Team: Location:
10:30 – 11:15	VPAA RATE Team: Location:	Placement Director RATE Team: Location:	ITS Director RATE Team: Location:	_____Committee RATE Team: Location:	Class Observation RATE Team: Location:
11:30 – 12:15	Chief financial officer RATE Team: Location:	Field Placement coordinator/committee RATE Team: Location:	Science Laboratories RATE Team: Location:	_____Committee RATE Team: Location:	Class Observation RATE Team: Location:
12:30 – 1:30	Team Lunch				
1:45 – 2:30	Administrator _____ RATE Team: Location:	Director of academic support/ development RATE Team: Location:	Language and computer laboratories RATE Team: Location:		Class Observation RATE Team: Location:

2:45 – 3:30	Administrator _____ RATE Team: Location:				
3:45 – 4:30	Teacher Education faculty RATE Team: Location:	Arts & Sciences faculty RATE Team: Location:	Other faculty from related programs as appropriate RATE Team: Location:		
4:45 – 5:30	Program Graduates RATE Team: Location:	Program Candidates RATE Team: Location:	Program Candidates RATE Team: Location:	Adjunct faculty RATE Team: Location:	
5:45 – 6:00	Team Meeting Location:				
6:00 – 6:15	Team Chair /Review Coordinator Education Dean/ Director/ RATE Liaison Location:				
6:30 – 8:00	Team Dinner				
8:15	Team Meeting at lodging site				
Tuesday	Activity/Location	Activity/Location	Activity/Location	Activity/Location	Activity/Location
8:00 – 8:30	College RATE Liaison RATE Team Chair / RATE Rvw Coord. Location:	Visit to collaborating school RATE Team: Location:	Visit to field site RATE Team: Location:	Visit to field site RATE Team: Location:	Visit to field site RATE Team: Location:
8:45 – 9:30	Faculty supervisors of student teaching RATE Team: Location:				
9:45 – 10:45					

11:00 – 11:45	Open faculty meeting RATE Team: Location:				
12:00 – 1:00	Team Lunch				
2:00 – 2:45					
3:00 – 3:45					
4:00 – 4:45	K-12 cooperating teachers RATE Team: Location:	Student teachers RATE Team: Location:			
5:00 – 5:15	Team Chair /Review Coordinator Education Dean/ Director/ RATE Liaison Location:				
5:30 – 6:00	Team return to lodging				
6:00 – 7:30	Team dinner				
7:45	Team meeting				

Wednesday	Activity/Location
8:30 – 11:00	Team work session at lodging
11:00 – 11:15	Team Chair and Review Coordinator travel to campus
11:15 – 11:45	Exit Conference

REGENTS ACCREDITATION OF TEACHER EDUCATION (RATE)
ANNUAL REPORT FORM

Institutions with RATE accreditation are required to submit the annual report form **beginning with the full year (June 1 through May 31) following the date on which the Board of Regents voted to award accreditation.** For example, if an institution is accredited on September 18, 2006, the institution must submit the Annual Report starting from 2008 and any year after that.

This report requests information covering the period from June 1, 2005 to May 31, 2006. All responses will be for the fall 2005 and spring 2006 semesters. This report is required for all programs accredited under RATE before June 1, 2005.

If you have any questions regarding this form, please contact your RATE review coordinator at (518) 474-1551. Please return the completed report electronically to Jamie Brosnahan at Jbrosnah@mail.nysed.gov or by mail to the following address no later than **October 15, 2006**:

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

Section A: Contact Information

1. Official name of institution:
2. Contact person for the annual report
Name:
Department:
Title:
E-mail:
Phone:
Fax:

Section B: Students

Recruitment: Indicate the success of efforts to recruit students from underrepresented populations* into the teacher education program during the reporting period:

Number of Students from Underrepresented Populations		
Offered Admission	Accepted Admission	Enrolled

* Black/Not Hispanic Origin, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native

Section C: Faculty

Use the table below to indicate the number of credit hours of all courses, not just education courses, taught by teacher education faculty (full-time and part-time) during the reporting period (semester credit hours or equivalent).

Teacher Education Faculty (Full-time and Part-time)
Teaching Load during Reporting Period

Number of Credits Taught*		Number of Teacher Education Faculty	
		Fall Semester	Spring Semester
Faculty Who Teach Undergraduate Level Only	<12		
	12		
	>12		
Faculty Who Teach Graduate Level Only	<9		
	9		
	>9		
Faculty Who Teach Undergraduate and Graduate Levels	Fall and Spring Semesters Combined		
	<21		
	21		
	>21		

*Semester hours or the equivalent

Section D: Assessment

1. Use the chart below to provide data related to candidate achievement during the report period.

Certification Areas	Number of Candidates Expected to Graduate	Graduation Rates	Job* Placement Rates of Reported Graduates	Percentage of Reported Graduates who pursued further study

** Regular teaching, substitute teaching, teaching assistant, or other teaching-related employment, full-time or part-time.*

Section E: Candidate Complaints

Use the chart below to give the number of complaints filed by teacher education candidates during the report period and the dispositions. Provide information on any common theme/trend and any results of candidate complaints, such as program or procedural revisions.

Number of Complaints during the Report Period:
Common Theme:
Results (e.g., procedural revisions):

Section H: Certifications

1. I certify that the information provided in this report is accurate and complete.

Signature - Person completing the report

Typed Name

Title

Date (month/day/year)

2. I certify that I have reviewed the information in this Annual Report.

Signature-
Head of Teacher Education Programs

Signature-
Chief Academic Officer

Typed Name

Typed Name

Title

Title

Date (month/day/year)

Date (month/day/year)

New York State Regents Accreditation of Teacher Education
Evaluation Form for External Program Review

Evaluator Information:

Name: _____ Title: _____ Affiliation: _____
Email: _____ Phone: _____ Date of Evaluation: _____

Program information:

Institution: _____ Program Title: _____ Degree: _____
Title of Teaching Certificate(s): _____ (e.g. English 7-12)
Level of Teaching Certificate(s): Initial Initial/Professional Professional

Please summarize your overall evaluation of the program, listing significant strengths and weaknesses noted.

From the above list, please specify items that you recommend the site visit team investigate further during the site visit.

Program

1. Please assess the sufficiency of the program to prepare successful candidates to teach to the New York State Learning Standards (at web link below) appropriate to the degree and teaching certificate(s) sought. Further information about the New York State Learning Standards is on the Web at www.emsc.nysed.gov/deputy/Documents/learnstandards.htm

Please comment specifically on:

- a. Requirements for admission to the program.
 - b. Design of the curriculum.
 - c. Courses offered.
 - d. Fieldwork and student teaching/practica.
 - e. Plans for periodic assessment of the program(s):
 - (1) Design.
 - (2) Implementation.
 - f. Any other features of note.
2. Please assess the program's overall design for preparing candidates with the knowledge and skills necessary for teaching effectively students with diverse characteristics and backgrounds.

Faculty

1. Please assess program faculty, individually and collectively, with regard to their expertise in the field in which they are preparing program candidates, based on the faculty information provided.
2. Please assess program faculty in terms of number and qualifications for preparing the program's student body to become effective teachers, based on the information provided.
3. Please assess the credentials of adjunct or part-time faculty for participating in the preparation of program candidates, based on the information provided.

Comments on the Program: Please include any further observations that you believe may be important to the evaluation of this program.

We appreciate your assistance in this process. Please send your completed evaluation to the RATE coordinator at the institution and to the following address:

Regents Accreditation of Teacher Education
Office of College and University Evaluation
Room 5 N Mezzanine
State Education Building
89 Washington Ave.
Albany, NY 12234

Peer Review Team Guidelines: Roles and Responsibilities

Team Members. The peer review team is composed of five to 12 trained members who have experience and appropriate credentials in areas relevant to teacher preparation program review. Each team's membership is selected with consideration given to the programs, mission, and goals of the institution under review and will vary in composition. Before the site visit, team members, using the planning instrument as a guide, review the Self-Study, external program reviewers' reports, and related materials, compiling questions and noting further evidence to be checked during the visit. During the visit they conduct interviews, review evidence, attend team meetings, and write preliminary drafts of assigned portions of the compliance review report. After the visit they send any further materials to the Team Chair within one week, answer any questions the Team Chair or Coordinator may have, review the Draft Compliance Review Report and send any corrections to the Review Coordinator within one week.

Team Chair . The Team Chair guides the team in meeting its goals, clarifies assignments with the team, conducts the on-site team meetings during the visit, acts as liaison with institutional representatives during the site visit, and assists the team in obtaining documents or meeting with faculty, staff, or others on site as part of the review process. The Chair works closely with the Review Coordinator. The Team Chair also collects and compiles the reports of the team members and develops the draft compliance report. The State Professional Standards and Practices Board for Teaching (PSPB) may invite the Team Chair to attend the accreditation recommendation meeting.

Review Coordinator. A member of the Office of College and University Evaluation's Teacher Education Team serves as the Review Coordinator. The Coordinator is the person responsible for the work processes. Working closely with the Team Chair, the Coordinator staffs the team, serves as the contact between the Department and the team, arranges the logistics of the visit, serves as a non-voting member of the team, does final editing on the Draft Compliance Review Report submitted by the Team Chair, and sends the edited report to team members and the institution. At the accreditation meeting of the PSPB, the Review Coordinator introduces the institution and its programs, and summarizes the staff recommendation based on all documents submitted.

Instructions to the Site Visit Team

Accreditation Purpose. The purpose of Regents Accreditation of Teacher Education is to ensure that education programs seeking this accreditation prepare all their program graduates to be effective teachers. Effective teachers are defined by the Department as those who promote the well-being of all their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that

knowledge to form caring and nurturing environments for all their students. This includes students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.

Site Visit. The purpose of the visit is to gather evidence of compliance with the standards for accreditation. In addition to opportunities for interviews, meetings, and observations, the team will be provided with documentary evidence at the site visit in a secure location on campus.

- Before the visit, team members review the Draft Compliance Review Report form while reviewing the institution's self-study. They identify additional information needed to be gathered during the visit in order to better understand the information provided and to be able to complete their assigned sections of the Draft Compliance Review Report .
- Before the visit, team members review the Site Visit Schedule and notify the Review Coordinator of any additional arrangements needed to be able to gather sufficient evidence for the review.
- Please do not cancel interviews that have been scheduled even if it is determined that the team already has all of the data needed to make a decision. Faculty members, candidates, and others have planned to meet with team members, and may be disappointed and sometimes frustrated when the team cancels their interviews.
- During and after the visit, each team member completes all assigned sections:
 - State the findings related to satisfying the standards, citing appropriate supporting evidence, and state whether the standards are met, met with areas for improvement, or not met, based on the findings; and
 - List any areas for improvement related to the standards, as specifically as possible. Make sure each area for improvement is supported by evidence in the findings.

If the institution has more than one campus offering complete teacher education programs, separate information for each campus should be included. If parts of education programs are offered at extension centers or sites, the institution should provide information about the number and frequency of offerings and total enrollments at those locations.

At the conclusion of the site visit, written results for each assigned section of the Draft Compliance Review Report must be given to the Team Chair . The Chair and the RATE Coordinator will compile and edit the report and ask for team feedback and possibly for additional information within two weeks of the visit. E-mail communication is preferred.

Written drafts of assigned sections are to be submitted to the Team Chair prior to leaving the campus where the site visit is held. Please also send an e-mail copy of the

assigned section to the Team Chair and the Review Coordinator prior to leaving campus.

RATE Site Visit Planning Instrument

What is the purpose of this instrument?

- Guide team members to prepare for the visit.
- Guide team meetings.
- Make the report rich in data by examining various sources.

Note: It is important that team members identify the sources for additional information and fill in the Interview Question Sheet

Standard: _____

Key points from the Self Study:	
Notes from other Sources:	Identify Sources:
Questions/Clarifications:	Identify Sources:
Strengths:	
Areas for Improvement:	

Interview Question Sheet

To:
From:
Interview Session:

Questions to be raised:

Response:

**REGENTS ACCREDITATION
OF
TEACHER EDUCATION
(RATE)**

Draft Compliance Review Report

**[Type College Name Here]
[Type College Location Here]**

[Type Date(s) of Visit Here]

RATE Review Team:

[Type Team Member 1 Here]

[Type Team Member 2 Here]

[Type Team Member 3 Here]

[Type Team Member 4 Here]

**[Type Review Coordinator Name Here] , NYSED, Review
Coordinator**

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A. Introduction

(1) Institution:

- State the type of the institution: public, independent, proprietary; if public, SUNY or CUNY, and within these categories, university center, college, etc.
- Describe any distinguishing features of the institution as reported in the Overview of the Self Study.
- If the institution has a specific mission, quote the mission statement.
- Give the institution’s location: urban, suburban, rural area; describe the geographic origin of its student body and give any relevant characteristics of the areas of geographic origin (e.g., population diversity, socioeconomic statistics), using the table below if appropriate.

Note: *Data can be found at*

<http://www.census.gov/acs/www/Products/Profiles/Single/2003/ACS/NY.htm>

Choose a geographic area within New York State, and you will find several useful statistical tables.

- Describe and provide data on the size and characteristics of the institution’s faculty (full- and part-time, racial/ethnic characteristics, etc. Use or adapt tables from the Self Study as appropriate.)
- Describe the characteristics of the student population which the institution serves and comment on the pool of applicants as appropriate (e.g., proportions resident/commuter, racial/ethnic characteristics, etc. Use or adapt tables from the Self Study as appropriate.)

Area	Total Population	% African American*	% Hispanic (any race)	% Asian*	% White*	Median Household Income	% of Families below Poverty

* Of those reporting one race.

(2) Department/departments offering education programs:

- Name the department(s) offering teacher education and educational leadership programs and briefly describe the structure by which they are organized and interrelate.
- List programs offered (including alternative teacher preparation programs), by department (if more than one), with program titles, degree awards, and certification areas to which each program leads.

Department:		
Program Title	Degree Award	Certification Area(s)
Department:		
Department:		

- Provide data on teacher education and educational leadership applicants and enrollment (undergraduate, graduate; full-time, part-time; male/female; racial/ethnic characteristics; etc. Use or adapt tables from the Self Study as appropriate.)
- Provide data on size and characteristics of education faculty (full- and part-time, racial/ethnic characteristics, etc. Use or adapt tables from the Self Study as appropriate.)
- If the teacher education and educational leadership department(s) offer(s) any programs/courses through distance education or at off-campus sites and centers,

describe these offerings and any relevant information about their context, administration, faculty, resources, and facilities.

B. Standards of Quality from Regents Rules

(1) Commitment and Vision

The program shall state the nature of its commitment to and vision for preparing teachers who can teach all students to the State learning standards for students, as prescribed in Part 100 of this Title, and shall provide evidence that the commitment and vision are reflected in the curriculum and its delivery.

- If the department(s) has/have a specific mission, quote the mission statement(s).
- Summarize the statement(s) provided in the Self Study of the programs' commitment to and vision for preparing teachers and educational leaders who can lead all students to achieve the State learning standards.
- Using key pieces of evidence from the Self Study and the site visit, assess the ways in which the commitment and vision are reflected in the curriculum and its delivery, including evidence of results.

Note: This should be a summary of the team's consensus as, and after, the evidence is examined throughout all standards. Statements of findings and evidence throughout the report should support this section.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

1. "[Type Area(s) for Improvement Here]"

(2) Philosophy, Purposes, and Objectives

The institution shall demonstrate how the philosophy, purposes and objectives found in the written statement of philosophy, purposes and objectives of the program, as required by 52.21(b)(2)(i)(a), guide and characterize the programs' structure, content, delivery by the faculty, and outcomes.

- Summarize the statement(s) of program philosophy, purposes, and objectives provided in the Self Study and any other relevant documents.
- Using key pieces of evidence from the Self Study and the site visit, assess the ways in which the philosophy, purposes, and objectives of the programs guide and characterize program structure, content, delivery, and outcomes.

Note: This should be a summary of the team's consensus as, and after, the evidence is examined throughout all standards. Statements of findings and evidence throughout the report should support this section.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

2. "[Type Area(s) for Improvement Here]"

(3) Standards for Program Registration

The program shall meet the standards prescribed in Parts 52, 53, and 54 of this Title. The program shall provide adequate evidence of the successful implementation of the standards for program registration in Part 52 of this Title, including but not limited to the standards for curriculum, field experiences, student teaching, faculty, administration, resources, and collaboration with local schools to improve teaching and learning in the institution and in the local schools.

a. Admissions

Cite sources of evidence for the following:

- Assess the effectiveness of efforts by the institution to recruit qualified candidates from historically underrepresented groups.
- Assess the extent to which program admissions requirements are clearly defined, appropriate to the program level, and adhered to.
- Evaluate the degree to which the admissions process sufficiently and effectively assesses each applicant's capacity to engage in study at the appropriate degree level.

Verify that the educational leadership programs have an admissions procedure in place to ensure that each candidate:

- holds a baccalaureate degree
- possesses a permanent or professional certificate or demonstrates the potential to become an education leader possessing the nine essential characteristics of effective leaders specified in regulations.
- in Alternative School District Leader programs candidates
 - hold a graduate degree
 - demonstrate potential through prior leadership experiences; and
 - demonstrate the 10 accomplishments identified in Regulations.
- in School District Business Leader programs candidates:
 - hold a baccalaureate degree
 - demonstrate potential to be a leader possessing the nine essential characteristics of effective leaders.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

3. "[Type Area(s) for Improvement Here]"

b. Administration

Cite sources of evidence for the following:

- Verify the administrative structure of the institution. Include an organization chart. (Use or adapt chart from the Self Study as appropriate.)
- Verify the administration's relationship to the teacher education and educational leadership programs
- Assess the clarity of responsibility in the oversight of budgetary, curricular, and faculty hiring decisions regarding the teacher education and educational leadership programs, i.e., is it clear who/what office oversees budgetary decisions, etc.?
- Verify the general membership of the committee(s) that the college uses in the administration of its teacher education and educational leadership programs, particularly education faculty involvement in the committee(s). Analyze the effectiveness of the committee structure.
- Identify any notable examples, concerns, or questions.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

4. "[Type Area(s) for Improvement Here]"

c. Faculty

Cite sources of evidence for the following:

- Assess the effectiveness of efforts by the institution to recruit qualified faculty from historically underrepresented groups.
- Evaluate efforts by the institution to recruit and retain qualified faculty who understand the problems of high need schools and have professional experience in such schools.
- Assess the institution’s established criteria in selecting faculty, taking into account not only earned degrees and scholarship, but also types of experience and classroom performance that are used in determining competence of faculty members to offer the courses and discharge the other academic responsibilities assigned to them.
- Assess faculty evaluation in terms of the service, scholarly and professional activity, and teaching that is valued in such evaluations. Evaluate the ways in which the institution assists each inexperienced faculty member to meet the expectations of the institution.
- Verify and list the percentage of course sections taught by full-time faculty in each teacher education program. (Use or adapt tables from the Self Study as appropriate.)

Program Title	Number of Course Sections Taught	Number of Course Sections Taught by Full-time Faculty	Percentage of Sections Taught by Full-time Faculty
1.			
2.			
3.			
4.			

- Verify:
 - The number of full-time faculty members in teacher education and educational leadership programs is sufficient to foster and maintain continuity and stability in academic programs and policies and to ensure the proper discharge of all other faculty responsibilities.
 - The ratio of faculty to students is sufficient to assure effective instruction.

- Each member of the faculty has adequate time, in accordance with his/her 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.
 - Faculty and officers of the institution are 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.
 - Applicable to Teacher Education programs only: Faculty teaching assignments do 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. (Not applicable to educational leadership under current regulations.)
 - Applicable to Teacher Education programs only: Faculty members supervise no more than 18 student teachers per semester and how the institution considers supervision of field experiences, practica, and student teaching in determining faculty load. (Not applicable to educational leadership under current regulations.)
 - All programs, including Educational Leadership programs, comply with Section 52.2(b) (2), which requires a sufficient number of faculty members who serve full-time including (3) a designated body of faculty responsible for setting curricula objectives, evaluating the achievement of objectives, providing academic advice to students and fulfilling the proper discharge of all other faculty responsibilities.
- Verify faculty qualifications:
 - Indicate whether there is a faculty member with an appropriate terminal degree teaching in each baccalaureate curriculum.
 - Indicate whether all faculty teaching graduate courses hold terminal degrees or exhibit other widely accepted credentials in the field of the coursework taught.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

5. "[Type Area(s) for Improvement Here]"

d. Program Curriculum

Cite sources of evidence for the following:

- Using external reviewers' reports and institutional responses:
 - Summarize curriculum strengths and weaknesses reported by the external reviewer(s).
 - Confirm or refute strengths and weaknesses reported by the external reviewer(s). Assess the institution's plans to address such weaknesses.
 - Summarize any concerns reported by the external reviewer(s).
 - Confirm or refute concerns reported by the external reviewer(s).
- Assess carefulness of planning in curriculum design.
 - Assess the ways in which the curriculum adheres to the goals and objectives of the program.
 - Assess the ways in which all programs are evaluated regularly and determine whether such evaluations are considered for making program improvements. Verify how long the measures have been in use and how many semesters of data are available.

Teacher Education Curriculum

- Verify:
 - Candidates for initial certificate programs complete a general education core that prepares them in the liberal arts and sciences, including study in 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.
 - Programs leading to only a professional certificate include at least 12 semester hours of coursework, designed by both education and content area faculty, linking pedagogy and content in the subject/s of the certificate or whether it includes at least 12 semester hours of graduate study in the subject area of the certificate.
 - The program(s) require(s) candidates to complete study in the subject(s) to be taught to prepare them with the knowledge base to teach the subject(s) in accordance with the State learning standards for students.
 - The candidate must complete sufficient study in a pedagogical core that provides them with pedagogical knowledge, understanding, and skills to be effective in the classroom.

Educational Leadership Curriculum

- Verify:
 - Educational leadership candidates complete the general requirements and appropriate content for all programs preparing education leaders, and demonstrate the necessary knowledge and skills to effectively lead their constituents in the specific area of certification.
 - As reflected in the curriculum, incorporation and application of the educational leadership conceptual framework and the nine essential characteristics of effective leaders.
 - Completion of the content requirements and leadership experiences defined in Regulations.

All Curricula

- Assess the adequacy of field experiences and student teaching and/or practica in developing effective skills.
- Verify that courses are offered with sufficient frequency to enable students to complete the program within the minimum time for completion.
 - Baccalaureate programs shall normally be completed 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 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 30 semester hours or more. Research or a comparable occupational or professional experience must be a component of each master's degree program. The requirements for a master's degree include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.
- Verify:
 - Credit toward an undergraduate degree is earned only for college level work
 - Credit toward a graduate degree is earned only through work designed for graduate students.
 - A semester hour of credit is earned through completion of a minimum of fifteen 50-minute class sessions with 30 hours of supplemental study;

- Such credit is granted only upon completion of stated course objectives.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

6. "[Type Area(s) for Improvement Here]"

e. Collaboration

Cite sources of evidence for the following:

- Assess the extent of cooperation between the education faculty and the liberal arts and sciences faculty of the college to improve teacher education.
- Assess the nature of the formal collaborative relationships the college has with local schools/school districts, including how such relationships assist in preparation of teachers and educational leaders to understand diversity and issues facing students in high need schools.
- Verify that the educational leadership programs establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement (compliance with 52.21(c) (1) (iii) *External relationships*).
- Verify the extent to which faculty are involved in these formal collaborative relationships.
- Assess the degree to which faculty involvement with local schools is valued by the college, particularly as part of tenure or promotion decisions.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

7. "[Type Area(s) for Improvement Here]"

(4) Teaching Effectiveness of Graduates

The program shall provide adequate evidence that it prepares effective teachers, as defined below, taking into consideration the school environments in which the program graduates teach.

Definition of “effective teacher” from Regents Rule 4-2.1: Teachers who promote the well-being of all their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form caring and nurturing environments for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.

Cite sources of evidence for the following:

- Evaluate the effectiveness of graduates in bringing about student learning.
- Assess the effectiveness of graduates in putting into practice the philosophy, purposes, and objectives of the program with respect to addressing the learning needs of all students, aligned with the NYS Learning Standards.
- Assess the extent to which education leadership graduates demonstrate the nine essential characteristics of effective leaders as specified in 52.21(c)(1)(c).
- Verify program use of at least two measures such as:
 - Evaluations of teaching and education leadership performance of graduates, describing the attributes measured in the evaluation.
 - Surveys of employers of graduates, describing the attributes measured in the survey.
 - Test scores, writing samples, and projects of P-12 students

Verify how long the measures have been in place and how many semesters of data are available.

- Assess the ways in which the above measures are used to improve effectiveness of program graduates as required in regulations.
- Identify any notable examples, concerns, or questions.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

8. "[Type Area(s) for Improvement Here]"

(5) Assessment of Candidate Achievement

The institution shall demonstrate candidate achievement in its teacher education programs, including but not limited to direct assessment of candidates' learning requiring candidates to display their knowledge and skills; graduation rates; State teacher certification examination results; and job placement rates.

Cite sources of evidence for the following:

- Describe the points at which candidate achievement of content and pedagogical knowledge and skills in the teacher education and/or educational leadership program(s) is (are) assessed, including progression to clinical experiences and recommendation for certification; types of assessments used; and how the results are used for continuous improvement of candidate outcomes. (Types of assessment, in addition to State teacher certification examination results, might include portfolios, research papers, and projects; graduation rates; faculty committee reviews; and job placement rates.)
- Verify how long the measures have been in use and how many semesters of data are available.
- Identify any outstanding achievements of candidates in the teacher education and educational leadership program(s) or schools where they are completing field/clinical experiences.
- Use the table on the following page to show the institution's State certification examination results by program (Use or adapt tables from the Self Study as appropriate):

[Program]	ATS-W		LAST		CST	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
[most recent year]		%		%		%
[year before that]		%		%		%
[year before that]		%		%		%
[Program]						
[most recent year]		%		%		%
[year before that]		%		%		%
[year before that]		%		%		%

[Program]	ATS-W		LAST		CST	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
[Program]						
[most recent year]		%		%		%
[year before that]		%		%		%
[year before that]		%		%		%
Total All Programs						
[most recent year]		%		%		%
[year before that]		%		%		%
[year before that]		%		%		%

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

9. "[Type Area(s) for Improvement Here]"

C. Related Standards from Regents Rules

(6) Resources

The institution shall provide the financial resources necessary for the consistent and successful achievement of the goals and objectives of each teacher education program which it offers.

a. Financial Resources

Cite sources of evidence for the following:

- Verify whether the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered curriculum. (Sources may include the State Education Department's evaluation of the institution's fiscal status, information from other accrediting reports, program registration materials, etc.)
- Cite key figures on up-to-date budgetary information, especially allocations that support the education department and/or related programs. Include data on changes in net assets and comparative data for its education program and non-education offerings.
- Assess projected changes, including existing or planned fund-raising activities, applications for new grants, changes in financial aid formulas, etc.
- Assess the adequacy of the financial resources in supporting each registered teacher education and educational leadership program and meeting program needs.

b. Facilities and Physical Space

Cite sources of evidence for the following:

- Assess any improvements, actual and projected, in faculty offices and/or meeting space, which allow staff to confer and advise students with some privacy. Assess how campus-wide access is provided for individuals with disabilities, especially to teacher education and educational leadership program offerings.
- Assess the adequacy of classrooms, faculty offices, auditoria, laboratories, audiovisual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources available to the education programs in support of the curricular objectives dependent on their use. Assess any projected changes and their intended impact on teacher education and educational leadership programs.
- Assess new construction and/or renovations that will affect teacher education and educational leadership programs, such as: offices, laboratories, parking facilities, administrative support services, electronic classrooms and other

technology-advanced environments, such as wireless classrooms and network access in student dormitories.

c. Equipment

Cite sources of evidence for the following:

- Describe the equipment to support instruction, research, and student performance in education programs and assess its adequacy.
- In particular, identify any technology enhancements, computer availability and Internet access for faculty and candidates. This includes teaching aids, software, plans for regular upgrades and replacements, maintenance contracts and repair records.

d. Libraries

Cite sources of evidence for the following:

- Assess the content, depth and breadth of the available library facilities and collections. In particular, assess:
 - The administration of the facilities by professionally trained staff supported by sufficient personnel.
 - The availability of collections to candidates and hours of access to the physical collections.
 - Online or virtual library materials that augment the physical collection.
 - Agreements with neighboring libraries and their collections.
 - Procedures for the education department to request and update items (i.e., texts, reference works, catalogs).
 - The availability and adequacy of curriculum library usage by candidates of library resources, especially appropriate academic documents.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREAS FOR IMPROVEMENT:

10. "[Type Area(s) for Improvement Here]"

(7) Support services

The institution shall assure that whenever and wherever the institution offers courses as part of a teacher education program, adequate student support services are provided for achieving the program's goals and objectives and for meeting the needs of its candidates related to program completion, including but not limited to: services for assessing applicants' skills and developing college-level skills of admitted students, tutoring and personal career counseling, and advising and program planning services.

Cite sources of evidence for the following:

- Assess the adequacy of academic/personal support programs available to candidates; this may include but is not limited to personal/academic assessment, advisement, tutoring, writing center services, ESL instruction, services to students with disabilities (including special accommodations), cultural program activities, health services, career placement and related student support. Include opportunity programs such as Educational Opportunity Programs (EOP), Higher Education Opportunity Programs (HEOP) and related support programs serving teacher education candidates. Verify the extent to which teacher education candidates use these support services; e.g., is the number of teacher education and educational leadership candidates proportional to the numbers of other students at the institution using these services?
- Assess the availability and staffing of support services and the results for students at the institution. Include the role of faculty in providing these services.
- Identify any examples in which candidates have successfully overcome academic, socio/cultural, personal, health, or architectural and other barriers, with appropriate/effective support services.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

11. "[Type Area(s) for Improvement Here]"

(8) Advertising

Cite sources of evidence for the following:

- Verify that the list of teacher education and educational leadership programs in the catalog agrees with the State Education Department's Inventory of Registered Program.
- Verify whether the institution publishes statistics regarding employment placements of teacher education and educational leadership graduates. Indicate the sources where such information is available.
- Verify that advertisements and recruitment materials accurately reflect program offerings, academic requirements and related support services. Indicate discrepancies when applicable.
 - Program offerings, field placements, practica, clinicals, and related field experiences are factually and clearly described.
 - Information provided to teacher education candidates clearly states certification requirements such as identifying and reporting child abuse, drug and alcohol abuse, violence prevention, fingerprinting, and passing all required NYSTCE exams, including dates and sites where exams can be taken. Cite documents and resources that address programmatic elements and services.
- Confirm that endorsements in public advertisements include the author's identity and qualifications and are used with his/her consent. Verify that no remuneration was made for the endorsement or recommendation.
- Review advertisement and promotional literature to determine that programs are not described as "approved" rather than as "registered" as required in Regents Rules §13.11(a) and (5)(b)*. Cite any discrepancies.

FINDINGS:

[Type Findings Here]

* (b) No institution or organization which is incorporated by the Regents, or registered or licensed by the Regents or the commissioner, or accredited by the Regents and the commissioner, or whose courses of study are registered by the commissioner or the department, or whose programs are accredited by the Regents, shall, in its publications, letterheads, advertising or promotional material or other written materials prepared for distribution to or for the information of the public, use the word "approved" or its derivatives to describe or characterize the action of the Regents, the commissioner or the department with respect to such institution or organization, or its programs

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

12. "[Type Area(s) for Improvement Here]"

(9) Candidate Complaints

- Verify:
 - The institution has procedures (formal and informal) to receive, investigate, and resolve student/candidate complaints;
 - The procedures are described in materials readily available to students, faculty, and prospective students;
 - Procedures are consistently followed;
 - Complaints have been handled in a time frame stated in the procedures.
- Provide the number of complaints filed by teacher education and educational leadership candidates in the past six years and summarize how the complaints were resolved. Describe common themes/trends and any changes that were made as a result of candidate complaints, such as program or procedural revisions.

FINDINGS:

[Type Findings Here]

STANDARD: ___MET ___MET WITH AREA(S) FOR IMPROVEMENT ___NOT MET

AREA(S) FOR IMPROVEMENT:

13. "[Type Area(s) for Improvement Here]"

(10) Public disclosure of accreditation status.

(11) Annual reports.

Compliance with the standards for filing annual reports will be reviewed during subsequent site visits for re-accreditation.

Rubrics for Evaluating RATE Standards

Standard 1: Commitment and Vision

Met	Met with Areas for Improvement	Not Met
<p>The department has a statement of commitment and vision, as related to State learning standards;</p> <p style="text-align: center;">-AND-</p> <p>The curriculum and its delivery reflect the commitment and vision.</p>	<p>The department has a statement of commitment and vision, as related to State learning standards;</p> <p style="text-align: center;">-BUT-</p> <p>There are occasional instances where the curriculum and its delivery do not reflect commitment and vision.</p>	<p>The department does not have a statement of commitment and vision;</p> <p style="text-align: center;">-OR-</p> <p>The curriculum does not reflect the commitment and vision.</p> <p style="text-align: center;">-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 2: Philosophy, purposes, and objectives

Met	Met with Areas for Improvement	Not Met
<p>The program has a statement of philosophy, purposes, and objectives;</p> <p style="text-align: center;">-AND-</p> <p>The philosophy, purposes, and objectives guide the content, structure, and delivery of the program.</p>	<p>The program has a statement of philosophy, purposes, and objectives;</p> <p style="text-align: center;">-BUT-</p> <p>There are occasional instances where the philosophy, purposes, and objectives do not guide the content, structure, and delivery of the program.</p>	<p>The program does not have a statement of philosophy, purposes, and objectives;</p> <p style="text-align: center;">-OR-</p> <p>The philosophy, purposes, and objectives do not guide the content, structure, and delivery of the program.</p> <p style="text-align: center;">-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 3: Standards for Program Registration

a. Admissions

Met	Met with Areas for Improvement	Not Met
<p>Admissions requirements are clearly defined; -AND- Admissions requirements are consistently applied; -AND- Admissions take into account the capacity of the student and institution to complete the program; -AND- Efforts are made to recruit qualified candidates from historically underrepresented groups.</p>	<p>Admissions requirements are clearly defined; -BUT- There are occasional instances where admissions requirements are inconsistently applied; -OR- Efforts to recruit qualified candidates from historically underrepresented groups are minimal or consistently unsuccessful.</p>	<p>Admissions requirements are not clearly defined; -OR- Admissions requirements are applied inconsistently; -OR- No efforts are made to recruit qualified candidates from historically underrepresented groups. -OR- The program is out of compliance with any of the relevant regulatory requirements.</p>

b. Administration

Met	Met with Areas for Improvement	Not Met
<p>Responsibility for oversight of budgetary, curricular, and faculty hiring decisions is clearly delineated; -AND- Education faculty are actively involved in effective committees that have a positive impact on teacher education programs.</p>	<p>Responsibility for oversight of budgetary, curricular, and faculty hiring decisions is clearly delineated; -BUT- Education faculty have limited involvement in effective committees that have a positive impact on teacher education programs.</p>	<p>Responsibility for oversight of budgetary, curricular, and faculty hiring decisions is not clearly delineated; -OR- Education faculty are not involved in any of the effective committees that have a positive impact on teacher education programs. -OR- The program is out of compliance with any of the relevant regulatory requirements.</p>

c. Faculty

Met	Met with Areas for Improvement	Not Met
The program meets all regulatory requirements.	The program meets all regulatory requirements. -BUT- There are some concerns in the areas related to faculty.	The program is out of compliance with any of the relevant regulatory requirements

d. Program Curriculum

Met	Met with Areas for Improvement	Not Met
The program meets all regulatory requirements.	The program meets all regulatory requirements. -BUT- There are some concerns in the areas related to curriculum.	The program is out of compliance with any of the regulatory requirements.

e. Collaboration

Met	Met with Areas for Improvement	Not Met
<p>Education faculty collaborate formally with liberal arts and sciences faculty, i.e., there is documentation (meeting minutes, agendas, written agreements) or other means (committees) to indicate the collaboration is formal; -AND- Teacher education programs have formal relationships with PK-12 schools, i.e., there is documentation (meeting minutes, agendas, written agreements) or other means (committees) to indicate the collaboration is formal; -AND- Institution promotes candidate understanding of diversity and the issues of students in high-need schools; -AND- Institution promotes faculty involvement with local schools.</p>	<p>Education faculty collaborate informally with liberal arts and sciences faculty, i.e., there is a lack of documentation (meeting minutes, agendas, written agreements) or other means (committees) to indicate that the nature of the collaboration is formal; -OR- Teacher education programs have informal relationships with PK-12 schools, i.e., there is a lack of documentation (meeting minutes, agenda, written agreement) or other means (committee) to indicate that the nature of the collaboration is formal; -OR- It is unclear how the institution promotes candidate understanding of diversity and the issues of students in high-need schools. -AND- Institution promotes faculty involvement with local schools.</p>	<p>Education faculty do not collaborate with liberal arts and sciences faculty; -OR- Teacher education programs do not have relationships with PK-12 schools. -OR- Institution does not promote faculty involvement with local schools. -OR- The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 4: Teaching Effectiveness of Graduates

Met	Met with Areas for Improvement	Not Met
<p>There is informal evidence (e.g., interviews with principals and graduates) indicating that graduates are *effective teachers according to the definition from Regents Rules 4-2.1</p> <p>-AND-</p> <p>The program has at least two valid formal measures (e.g., employers survey, K-12 student performance) in place to document graduate effectiveness*.</p> <p>-AND-</p> <p>At least one measure has been implemented and data has been collected and analyzed.</p> <p>-AND-</p> <p>Data result from formal measures indicates that the program is producing *effective graduates.</p> <p>-AND-</p> <p>The program uses analysis of the data for continuous program improvement.</p>	<p>There is informal evidence indicating that graduates are *effective.</p> <p>-AND-</p> <p>The program has at least two formal measures (e.g., employers survey, K-12 student performance) in place to document graduate *effectiveness.</p> <p>AND-</p> <p>At least one measure has been implemented and data has been collected and analyzed.</p> <p>-AND-</p> <p>Data result from formal measures indicates that the program is producing *effective graduates.</p> <p>-BUT-</p> <p>One or both of the measures contain flaws that impact its validity or utility.</p> <p>-OR/AND-</p> <p>The program does not use analysis of the data for continuous program improvement.</p>	<p>There is informal or formal evidence indicating that the graduates are not *effective teachers.</p> <p>-OR-</p> <p>There is informal evidence indicating that graduates are *effective;</p> <p>-BUT-</p> <p>There are less than two formal measures in place to document graduate *effectiveness.</p> <p>-OR-</p> <p>There is informal evidence indicating that graduates are *effective;</p> <p>-AND-</p> <p>There are at least two formal measures in place.</p> <p>-BUT-</p> <p>No data has been collected or analyzed.</p> <p>-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

**Note: Definition of “effective teacher” from Regents Rule 4-2.1: Teachers who promote the well-being of all their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form caring and nurturing environments for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.*

Standard 5: Assessment of Candidate Achievement

Met	Met with Areas for Improvement	Not Met
<p>The program provides evidence of candidate assessment via (at a minimum): Direct assessment of candidates' content and pedagogical knowledge and skills; State teacher certification examination results; Graduation rates; and Job placement rates -AND- The program assesses candidates' knowledge and skills at multiple points from admission to exit. -AND- The program uses assessment data to monitor, advise, and support individual candidates. -AND- The program uses information from candidate assessment for continuous program improvement.</p>	<p>The program provides evidence of candidate assessment via (at a minimum): Direct assessment of candidates' content and pedagogical knowledge and skills; State teacher certification examination results; Graduation rates; and Job placement rates -AND- The program assesses candidates' knowledge and skills at multiple points from admission to exit. -BUT- There is no evidence showing that the program uses assessment data to monitor, advise, and support individual candidates. -OR/AND- There is no evidence showing that the program uses information from candidate assessment for continuous program improvement.</p>	<p>The program fails to provide evidence of candidate assessment through each of the following areas: Direct assessment of candidates' content and pedagogical knowledge and skills; State teacher certification examination results; Graduation rates; and Job placement rates -OR- The program assesses candidates' knowledge and skills at one single point. -OR- The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 6: Resources

Met	Met with Areas for Improvement	Not Met
<p>The program has adequate financial resources to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate facilities and space to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate equipment to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate library resources to prepare candidates to be effective teachers.</p>	<p>The program has adequate financial resources to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate facilities and space to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate equipment to prepare candidates to be effective teachers.</p> <p>-AND-</p> <p>The program has adequate library resources to prepare candidates to be effective teachers.</p> <p>-BUT-</p> <p>There are some concerns about the usage of the resources.</p>	<p>The program does not have adequate financial resources to prepare candidates to be effective teachers.</p> <p>-OR-</p> <p>The program does not have adequate facilities and space to prepare candidates to be effective teachers.</p> <p>-OR-</p> <p>The program does not have adequate equipment to prepare candidates to be effective teachers.</p> <p>-OR-</p> <p>The program does not have adequate library resources to prepare candidates to be effective teachers.</p> <p>-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 7: Support Services

Met	Met with Areas for Improvement	Not Met
<p>The institution provides adequate support services to achieve program goals and meet candidates' needs for program completion;</p> <p>-AND-</p> <p>The institution has evidence to show the effectiveness of the services.</p>	<p>The institution provides adequate support services to achieve program goals and meet candidates' needs for program completion;</p> <p>-BUT-</p> <p>The institution does not have evidence to show the effectiveness of the services.</p>	<p>The institution does not provide adequate support services to achieve program goals and meet candidates' needs for program completion.</p> <p>-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 8: Advertising

Met	Met with Areas for Improvement	Not Met
<p>The information in the promotion materials is current, complete, and accurate;</p> <p>-AND-</p> <p>The descriptions are correct, complete, clear, and appropriate.</p>	<p>The information in the promotion materials is current and accurate;</p> <p>-BUT-</p> <p>The language is not correct, complete, or clear.</p>	<p>There is false, misleading, deceptive, or fraudulent information in the promotion materials.</p> <p>-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Standard 9: Candidate Complaints

Met	Met with Areas for Improvement	Not Met
<p>The college/department has formal and/or informal procedures to handle candidate complaints;</p> <p>-AND-</p> <p>The procedures are clearly described in materials readily available to students;</p> <p>-AND-</p> <p>The correct procedures are followed when dealing with candidate complaints;</p> <p>-AND-</p> <p>The department keeps an accurate record of the complaints and responds appropriately.</p>	<p>The college/department has formal and/or informal procedures to handle candidate complaints;</p> <p>-AND-</p> <p>The procedures are clearly described in materials readily available to students;</p> <p>-AND-</p> <p>The correct procedures are followed when dealing with candidate complaints;</p> <p>-BUT-</p> <p>The department does not keep a record of the complaints or does not respond appropriately.</p>	<p>The college/department has neither formal nor informal procedures to handle candidate complaints;</p> <p>-OR-</p> <p>The procedures are not readily available to students;</p> <p>-OR-</p> <p>The correct procedures are not followed when dealing with candidate complaints.</p> <p>-OR-</p> <p>The program is out of compliance with any of the relevant regulatory requirements.</p>

Guidelines for Draft Compliance Review Report Writing

Content

- Use standards and other State guidelines as touchstones for writing.
- Identify strengths as well as concerns.
- Provide specific details to support assertions.
- Where possible, provide balanced commentary.
- Write from the point of view of a helpful, experienced coach whose goal is to make the team work better.
- Cite observations made, data gathered, and interviews held during your visit.
 - Use titles, rather than names, when citing evidence from or relating to persons; e.g., “According to faculty, . . .” “The Director of Admissions provided”
- Draw on existing institutional documents for supporting information in your report:
 - Institutional research reports;
 - Current and previous self-studies;
 - Prior accreditation reports.
- Base suggested “areas for improvement” in the written findings and connect them to standards.
- Where relevant, indicate timetables.
- Avoid sweeping generalizations, gratuitous comments, and searing wit.

Physical Format

- Arial font, size 12
- Paragraph format: single-spaced, right-justified, one blank line between new paragraphs, first line of paragraph indented five spaces
- If choosing to create subtitles in your evaluation under the Findings category, make them underlined, font size 12

Formatting of Lists/Tables

- Use the same bullet for each point within a list
- Single-space within the list/table, one blank line above and below the list/table
- Use existing tables where applicable
- All tables within a report should follow the same format (see example in report template)

Capitalization

- Capitalize: 1) State Learning Standards 2) Self Study 3) Site Visit Team 4) names of units, departments, colleges, programs, and committees: the School of Education, Transition to Teaching Program 5) references to the unit, the department, the college, the dean, the program, the committee, the state: the Chair 6) courses: Philosophy of Education 7) categories of race or ethnicity: Asian, Latino 8) the word “Standard” (referring to a specific RATE standard)
- Do not capitalize: 1) seasons: fall, spring 2) the article in front of a title even if it’s part of the title: the College of Education 3) disciplines unless referring to a language, ethnic group, or geographical entity: mathematics and art, but French and South Asian studies

Punctuation

- One space between the final punctuation mark of one sentence and the first symbol of the next sentence: “ ... positive feedback. The faculty ... “
- Use a comma before the conjunction in a list of three or more items: “Students, faculty, and administration feel ...”
- Ellipses should look like this ... (space, period, period, period, space)
- Italicize titles of written works: *2004-2005 Faculty Handbook*

Acronyms

- Define acronyms when they are first used: “The Office of College and University Evaluation (OCUE) is ... ”

One Word or Two?

- The general rule is verbs are usually two words, compound adjectives are usually hyphenated, and nouns may be one word or hyphenated: “I log in to my computer” and “His login was incorrect.”

Miscellaneous

- “Candidates” are people enrolled in an education program; “students” are children in PK-12 schools or people enrolled in a college program other than education
- Spell out: 1) the words “percent” and “percentage” if in the text, use the % sign in tables or charts 2) numbers at the beginning of a sentence or smaller than 10
- In general the report should be written in the past tense

**Excerpts from the
Regulations of the
Commissioner of Education**

**Concerning Registration of Programs of Study
at Degree-Granting Institutions**

May 2003

PART 50

GENERAL

§ 50.1 Definitions.

As used in this Subchapter:

- (a) *Commissioner* means Commissioner of Education.
- (b) *Department* means the Education Department of the State of New York.
- (c) *Adequate, approved, equivalent, satisfactory, sufficient*, mean adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner.
- (d) *Higher education* means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.
- (e) *Qualifying certificate* means a certificate indicating that the holder has the education required by law and by Part 52 of this Subchapter for admission to the study of a profession.
- (f) *Approved secondary school course* means a course that meets the minimum requirements set forth under Part 100 of this Title, or the equivalent as determined by the commissioner.
- (g) *Course* means an organized series of instructional and learning activities dealing with a subject.
- (h) *Registration* means approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.
- (i) *Curriculum or program* means 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.
- (j) *Certificate* means a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.
- (k) *College* means a higher educational institution authorized by the Regents to confer degrees.
- (l) *University* means a higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.
- (m) *Junior college or two-year college* means a higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

(n) *Credit* means a unit of academic award applicable towards a degree offered by the institution.

(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, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

(p) *Division* means an organizational unit of the college in which faculty are grouped for administrative and academic purposes.

(q) *Principal center* means the location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, *principal center* means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.

(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.

(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.

(t) *Extension site* 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, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

(u) *Regents postsecondary education region* means a geographic area of the State consisting of two or more contiguous counties that includes a range of degree-granting institutions offering, in the aggregate, curricula from the associate degree through the doctoral level and having, in the aggregate, sufficient enrollment to form an efficient educational planning group, and that is so designated by the Regents.

(v) *Regents regional advisory council* means an organization that includes chief executive officers who are representative of the degree-granting institutions in the region, and representatives of the general public, and that is so designated by the Regents.

PART 52
REGISTRATION OF CURRICULA

Note: Sections in [brackets] are not included in these excerpts.

Sec.

- 52.1 Registration of postsecondary curricula
- 52.2 Standards for the registration of undergraduate and graduate curricula
- [52.3 Professional education programs]
- [52.4 Medicine and osteopathy]
- [52.5 Physician's assistants]
- [52.6 Law]
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- [52.14 Chiropractic]
- [52.15 Massage therapy]
- [52.16 Acupuncture]
- [52.17 Optometry]
- [52.18 Interior design]
- [52.19 Respiratory therapy and respiratory therapy technician]
- [52.20 Midwifery]
- 52.21 Registration of curricula in teacher education
- [52.22 Approval of institutions offering highly specialized courses]
- 52.23 Procedures on denial of re-registration
- 52.24 Procedures on denial of initial registration
- [52.25 Dietetics and nutrition]
- [52.26 Certified dental assisting]
- [52.27 Athletic training]
- [52.28 Ophthalmic dispensing]
- [52.29 Pharmacy]

§ 52.1 Registration of postsecondary curricula.

(a) Registration is required for:

- (1) every curriculum creditable toward a degree offered by institutions of higher education;
- (2) every curriculum leading to licensure in a profession;
- (3) every curriculum for which registration is required by statute, the Rules of the Regents, or any other section of these regulations; and
- (4) 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.

(b) To be registered, each curriculum shall:

- (1) be submitted to the commissioner, together with such information as the commissioner may require, in a form acceptable to the commissioner;
- (2) conform to all applicable provisions of this Part; and
- (3) show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

(c) In addition to the requirements of subdivision (b) of this section, to be registered every new curriculum shall be consistent with the Regents Statewide Plan for the Development of Postsecondary Education, 1980 (University of the State of New York, State Education Department, Albany, NY 12230: October 1980, available at Bureau of Postsecondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230.)

(d) Registration shall be granted only to individual curricula.

(e) Curricula offered at each branch campus shall be registered separately from curricula at an institution's principal center.

(f) Each course offered for credit by an institution, shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.

(g) Each curriculum for which registration is required shall be registered before the institution may publicize its availability or recruit or enroll students in the curriculum.

(h) New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery.

(i) The length of the term of registration of each curriculum shall be determined by the commissioner

(j) Application for re-registration of each curriculum shall be presumed, and no actual application for re-registration shall be required of an institution.

(k) Each institution shall notify the department in writing of the discontinuance of any registered curriculum.

(l) Registration or re-registration of a curriculum may be denied if the commissioner finds that curriculum, or any part thereof, not to be in compliance with statute or this Title.

(1) Notice of the denial of registration or re-registration shall be given in writing by the department to the chief executive officer of the institution and shall state the specific reasons for denial. When an initial registration of a proposed curriculum is denied, such notice shall also advise the institution of its right to appeal such denial pursuant to section 52.24 of this

Part. When re-registration of a curriculum is denied, such notice shall also advise the institution of its rights to appeal such denial pursuant to section 52.23 of this Part.

(2) Re-registration of a curriculum shall be denied only upon a finding that a curriculum fails to comply with any applicable provision of statute, of the Rules of the Board of Regents, or of this Part. Such findings shall be based on an inspection followed by a written statement specifying failures to comply. The institution shall have an opportunity to respond in writing to such statement, and an opportunity to submit a plan, acceptable to the commissioner, to achieve compliance.

(3) If a plan acceptable to the commissioner is submitted, the curriculum will be registered during the period in which such plan is being implemented. At the end of such period, an inspection shall be made to determine the extent to which compliance has been achieved, and registration shall be denied or renewed based on such determination. Such denial of registration shall conform to the requirements of paragraph (1) of this subdivision

(4) Upon notification by the institution of its termination of a curriculum, the curriculum shall not be reregistered beyond the date on which there are any students enrolled in it.

(m) In accordance with the provisions of section 224 of the Education Law, the approval of the commissioner may be granted to a person, firm, association, or corporation to advertise in the State a college degree granted by an institution located outside of the State, provided that such institution is recognized as a candidate for accreditation by the appropriate regional association, is accredited by a specialized accrediting association recognized by the United States Commissioner of Education, or, in the judgment of the New York State Commissioner of Education, meets the standards of quality set forth in section 52.2 of this Part.

(n) At the request of an institution, the department may review noncredit curricula to attest their quality for approval for the training of veterans.

§ 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.

(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.

(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.

(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.

(3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses

shall be strictly controlled by the institution.

(4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:

(i) when approved by the commissioner as part of a registered curriculum; or

(ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.

(5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.

(6) Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.

(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.

(9) The master of philosophy degree shall require completion of all requirements for the degree of doctor of philosophy except the dissertation, and shall require that the student has been admitted to candidacy in a doctor of philosophy curriculum offered by the institution conferring the master of philosophy degree.

(10) Doctoral programs shall require a minimum of three academic years of full-time graduate level study after the baccalaureate degree, or their equivalent in part-time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

(11) In addition to the requirements of this section, a program desired to fulfill in part the requirements for licensure in a profession regulated by title VIII of the Education Law shall also meet such requirements as may be established by statute, by the rules of the Regents, or by any other section of this Part.

(12) All registered programs intended to satisfy the educational requirements for professional licensure as identified in paragraph a of subdivision 3 of section 6507 of the Education Law or intended to satisfy the educational requirements for certification or licensure as a

teacher, pupil personnel services professional, school administrator and supervisor, or school district administrator shall include two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment. Such coursework or training shall include information concerning the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out in Social Services Law, sections 413 through 420, 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, and the consequences for failing to report.

(d) *Admissions.* (1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically under-represented in such programs.

(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.* (1) Responsibility for the administration of institutional policies and programs shall be clearly established.

(2) Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.

(3) The institution shall establish, publish and enforce explicit policies with respect to:

(i) academic freedom;

(ii) the rights and privileges of full-time and part-time faculty and other staff members, working conditions, opportunity for professional development, workload, appointment and reappointment, affirmative action, evaluation of teaching and research, termination of appointment, redress of grievances and faculty responsibility to the institution; and

(iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.

(4) Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.

(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.

(6) The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the

official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.

(f) *Other requirements.* The institution shall assure:

(1) that all educational activities offered as part of a registered curriculum meet the requirements established by statute, the rules of the Regents or this Part; and

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

(g) *Exceptions.* To achieve particular objectives, an institution may depart from these standards with the prior written approval of the commissioner.

....

§ 52.21 Registration of curricula in teacher education.

(a) Programs leading to certification in teacher education that enroll students who will apply for provisional certification on or before February 1, 2004, and who upon such application qualify for such provisional certification effective on or before February 1, 2004, shall meet the requirements of this subdivision, except that all programs leading to certification valid for pupil personnel service or administrative and supervisory service shall meet the requirements of this subdivision.

(1) The general requirements for registration as set forth under sections 52.1 and 52.2 of this Part, shall pertain to this section. In addition, the following requirements shall be met:

(i) *Purposes.* Evaluation of the college's success in achieving its teacher education objectives will give major emphasis to the following fields: general education and subject specialization, behavioral and social sciences related to teaching, and education theory and practice. For each program there should be clear statements of the objectives in observable behavioral terms and the procedure that is to be followed for the continuous evaluation of the program. In addition, there should be procedures for subsequent program modification as found necessary by evaluation.

(ii) *Resources.* In addition to the laboratory facilities required under section 52.2 of this Part, the programs in teacher education shall be served by adequate teaching aids; library resources to support instructional programs and research; and facilities for observation and demonstration with children in classroom and other situations, student teaching, professional laboratory experiences, and clinical and field service experiences. The adequacy of the resources shall be judged by evidence showing how the graduates will meet the objectives of the program.

(2) *Certification requirements.* Evaluation for approval of any program shall take into account the applicable certification requirements.

(3) All registered teacher education programs leading to certification for teaching in the early childhood and upper elementary grades (N-6) or the early childhood, upper elementary grades and an academic subject in the early secondary grades (N-9) shall include adequate preparation regarding instruction in alcohol, tobacco and drug abuse. No person may be issued a certificate unless the recommending institution certifies that such applicant has satisfactorily demonstrated the competencies included in the institutional program registered by the department in such form as is determined by the commissioner.

(4) All registered teacher education programs leading to certification in the classroom teaching service, school service, or administrative and supervisory service shall provide two clock hours of coursework or training in school violence prevention and intervention. Such course work or training shall include, but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

(b) Programs leading to certification in teacher education that enroll students who will apply for initial certification on or after February 2, 2004 to qualify for such initial certification effective on or after September 1, 2004, shall meet the requirements of this subdivision, except that all programs leading to certification valid for pupil personnel service or administrative and supervisory service shall meet the requirements of subdivision (a) of this section instead of the requirements of this subdivision.

(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.

(ii) *Classroom teaching certificate* means a teaching certificate other than a certificate in pupil personnel service or administrative and supervisory service.

(iii) *Cognate* means a subject the knowledge of which is directly related to understanding fully the knowledge of a second subject, as chemistry is a cognate of biology. The determination of what subject will be designated a cognate for the second subject at a given institution will be made by the faculty for that second subject at the institution.

(iv) *Concentration* means major, as defined in this paragraph.

(v) *English language learner* means pupils with limited English proficiency, as defined in Part 154 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.

(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.

(viii) *Initial certificate* means the first teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, excluding the transitional certificate and temporary license, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(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.

(x) *Mentored teaching experience* means teaching by a new teacher with guidance and professional support provided to the new teacher by an experienced certified teacher who holds a permanent or professional certificate and has applied to and been approved by the school or school district to provide such mentoring to the new teacher.

(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.

(xii) *Professional certificate* means the final teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(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.

(xiv) *Subject* means a branch of knowledge or study.

(xv) *Transitional A certificate* means the first teaching certificate obtained by a candidate that qualifies that individual to teach a specific career and technical subject within the field of agriculture, health, or a trade in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional B certificate, and transitional C certificate.

(xvi) *Transitional B certificate* means the first teaching certificate obtained by a candidate enrolled in an alternative teacher certification program, as prescribed in this section, that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional C certificate.

(xvii) *Transitional C certificate* means the first teaching certificate obtained by a candidate holding an appropriate graduate academic or graduate professional degree and enrolled in an intensive program leading to a professional certificate that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional B certificate.

(2) General requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title as set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

(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) 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.

(e) Institutions shall publish information about each of its teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

(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.

(h) 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;

ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. 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. The commissioner may grant a waiver from one or more requirements of this clause 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.

(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.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

(ii) Standards for programs leading to an initial certificate. 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 leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(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.

(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.

(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.

(1) Pedagogical knowledge, understanding, and skills. The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn—and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management—and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior—and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(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, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities, students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. 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;

(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;

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice—and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning—and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) 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;

(xi) means for 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;

(xii) 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.

(2) Field experiences, student teaching and practica.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require 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;

(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: socio-economically 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.

(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), 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); teacher of students with disabilities in adolescence education; 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.

(iv) Institutional accountability.

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

(b) Candidate performance on New York State teacher certification examinations.

(1) The department shall conduct a registration review in the event that fewer than 80 percent of students who have satisfactorily completed the institution's program during a given academic year and have also completed one or more of the examinations required for a teaching certificate, pass each such examination that they have completed. 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 requirement that the student pass each required examination of the New York State teacher certification examinations for a teaching 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.

(2) The registration review initiated by not meeting the percentage prescribed in

subclause (1) of this clause 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 the department determines that the institution is not meeting the other requirements of this Part, the institution shall be subject to denial of re-registration in accordance with the requirements of section 52.23 of this Part.

(3) By January 15, 2000 and annually by January 15th thereafter, each institution with programs registered pursuant to this section shall provide the department with a list of all students who satisfactorily complete each of its teacher education programs in the preceding year, July 1st through June 30th.

(c) Accreditation.

(1) For programs registered on or before September 1, 2001, the requirements of sub-clause (2) of this clause shall be met by December 31, 2006. For such programs, the institution shall submit to the acceptable professional education accrediting association or the department pursuant to the Regents accreditation process, the self-study or its equivalent as prescribed by the department, required for the accreditation review, by July 1, 2004. For programs registered for the first time after September 1, 2001, the requirements of subclause (2) of this clause shall be met within seven years of the date of the commencement of such initial registration.

(2) Programs shall be accredited by either:

(i) an acceptable professional education accrediting association, meaning an organization which is determined by the department to have equivalent standards to the standards set forth in this Part; or

(ii) the Regents, pursuant to a Regents accreditation process.

(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. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

(i) Programs leading to initial certificates valid for teaching early childhood education (birth through grade 2).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, 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, in the following areas of the early childhood education curriculum: the arts; career development and occupational studies;

English language arts; health, physical education, and family and consumer sciences; a language other than English; mathematics, science and technology; and social studies.

(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 focus on early childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

(ii) early childhood curriculum development and the implications of environmental design for implementing curriculum; and

(iii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student teaching experience, and student teaching with at least two of these three groups. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students in early childhood, including experiences with each of the three early childhood groups.

(ii) Programs leading to initial certificates valid for teaching childhood education (grades 1 through 6).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, 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, ensures that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies, 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 focus on childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of growth and development in childhood 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 at the childhood level, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in childhood education, including experiences in both childhood education settings.

(iii) Programs leading to initial certificates valid for teaching middle childhood education (grades 5 through 9).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be study that provides a content knowledge base for assisting students in grades 5 through 9 in meeting the State learning standards for students, as prescribed in Part 100 of this Title, through the following options:

(1) specialist option - a major or the equivalent in English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies; provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world; or

(2) generalist option - 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 in the following areas of the middle childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies; 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 focus on middle childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of growth and development in middle childhood and how to provide

learning experiences, including interdisciplinary 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 at the middle childhood level, including methods of reading enrichment and remediation; and

(2) student teaching in both middle childhood settings, grades 5 through 6 and grades 7 through 9. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9.

(iv) Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.

(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 focus on adolescence education and include, but need not be limited to:

(1) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

(v) Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in the subject area of the certificate that provides a knowledge base for assisting students in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: dance, family and consumer science, health education, music, physical education, technology education, theatre, or visual arts.

(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, but need not be limited to:

(1) for teachers of health education, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

(2) student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

(vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood, or adolescence.

(a) Content core. 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 the preparation for meeting the content core requirements for the general teaching certificate at the same student developmental level: early childhood, childhood, middle childhood, or adolescence, as prescribed in this subdivision.

(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, but need not be limited to:

(1) study in the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

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

(viii) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and

(2) field experiences and student teaching with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

(vii) Programs leading to initial certificates valid for teaching students who are deaf or hard-of-hearing (all grades).

(a) Content core. 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 two options for candidates:

(1) content core, as prescribed in this subdivision, for the early childhood education certificate or the childhood education certificate; or

(2) content core, as prescribed in this subdivision, for the middle childhood education certificate or the adolescence education certificate.

(b) Pedagogical core. In addition to meeting the general requirements for the peda-

gogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that includes, but need not be limited to:

(1) study of the effects of hearing loss on students' lives, communication, language development, and learning; and study of American Sign Language, deaf culture, the use of amplification/assistive technologies, and a variety of effective strategies for instructing students who are deaf or hard-of-hearing, such as other sign communication systems, cued speech, speech-reading, and total communication; and

(2) field experiences, student teaching or practica with students who are deaf or hard-of-hearing, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing.

(viii) Programs leading to initial certificates valid for teaching students who are blind or visually impaired (all grades).

(a) Content core. 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 two options for candidates:

(1) content core, as prescribed in this subdivision, for the early childhood education certificate or the childhood education certificate; or

(2) content core, as prescribed in this subdivision, for the middle childhood education certificate or the adolescence education certificate.

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding, and skills for teaching students who are blind or visually impaired that includes, but need not be limited to:

(1) study in the following:

(i) purposes and scope of ophthalmologic, optometric, and clinical low-vision evaluation procedures, major codes of Braille, and treatment options used with students with visual impairments;

(ii) use of devices to assist students with blindness and visual impairments, including assistive technology;

(iii) methods for selecting the appropriate literacy medium or media for each student; and

(iv) reading and teaching Braille; and

(2) field experiences, student teaching or practica with students who are blind or visually impaired, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, provided that student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired.

(ix) Programs leading to certificates valid for teaching students with speech and language disabilities (all grades).

(a) Requirements for the initial certificate.

(1) Content core. The general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision shall not apply. The content core shall include study to acquire knowledge, understanding, and skills in the field of speech and language disorders.

(2) 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, but need not be limited to:

(i) study to develop comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph, and specialized study to prepare for working with general education teachers in terms of the impact of speech, language, and hearing disabilities on learning in the general curriculum areas of the State learning standards for students, which are prescribed in Part 100 of this Title; and

(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable.

(b) Requirements for the professional certificate.

(1) The general registration requirements for a program leading to the professional certificate set forth in clause (2)(iii)(a) of this subdivision shall not apply.

(2) To meet the registration requirements for a program leading to the professional certificate, the program shall be a master's degree program in speech-language pathology or its equivalent that meets the educational requirements in Part 75 of this Title required for licensure as a speech-language pathologist.

(x) Programs leading to initial certificates valid for teaching English to speakers of other languages (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major, concentration, or the equivalent, which, in combination with the general education core and the pedagogical core, provides a knowledge base for assisting students in elementary and secondary schools in meeting the State learning standards for students in English language arts; mathematics, science, and technology; and social studies, as prescribed in Part 100 of this Title; and also includes at least 12 semester hours or the equivalent of study of a language other than English.

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on teaching English to speakers of other languages and include, but need not be limited to:

(1) study in cultural perspectives, language acquisition, linguistics, English grammar, and methods of second-language teaching at the elementary and secondary levels, including methods of teaching reading to students who are English language learners and students with disabilities at the elementary and secondary levels, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching with students learning English as a second language in both elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.

(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.

(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 be focused on early childhood or childhood education, or on middle childhood or adoles-

cence education, as appropriate to the certificate, and shall include, but need not be limited to:

(1) graduate study that prepares candidates with:

(i) knowledge of the theories of literacy development and individual differences, including but not limited to: an understanding of difficulties that may be confronted in acquiring the literacy skills of listening, speaking, reading, and writing; and the principles and practices of assessing student literacy performance;

(ii) proficiency in providing instruction and assessment in cooperation with other school staff, including but not limited to: creating instructional environments; teaching all aspects of literacy acquisition, including but not limited to phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies and strategies for building comprehension, constructing meaning, and building literacy in the content areas; assessing students' literacy performance, including but not limited to identifying dyslexia; providing appropriate instruction for students experiencing difficulty in acquiring literacy skills; and providing literacy services to students in compensatory or special education programs; and

(iii) proficiency in organizing and enhancing literacy programs, including but not limited to: communicating information about literacy to various groups; developing literacy curricula; and communicating assessment results to parents, caregivers, and school personnel; and

(2) for the literacy certificate (birth through grade 6), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the early childhood and childhood levels; and for the literacy certificate (grades 5 through 12), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the middle childhood and adolescent levels. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable.

(c) Programs shall require the candidate to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.

(d) The general requirements for programs leading to a professional certificate prescribed in subparagraph (2)(iii) of this subdivision shall not be applicable.

(xii) Programs leading to initial certificates valid for teaching the career field of agriculture or business and marketing (all grades).

(a) Content core. 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 or its equivalent in agriculture or business and marketing, as applicable, that provides a knowledge base for assisting students in meeting the State learning standards for students in career development and occupational studies, as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the peda-

gogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood and adolescence education and include but need not be limited to:

(1) study in the processes of growth and development in middle childhood and adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(2) field experiences in both elementary and secondary schools and student teaching at two different grade levels with at least one student teaching experience in grades 10, 11 and/or 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12.

(xiii) Programs leading to certificates valid for teaching a specific career and technical subject within the field of agriculture, business and marketing, family and consumer sciences, health, a technical area or a trade (grades 7 through 12).

(a) In addition to meeting the general requirements in paragraph (2) of this subdivision, except for subparagraphs (2)(ii) and (iii) of this subdivision which shall not be applicable, a program registered as leading to a certificate in this title shall meet the following requirements of either Option A or Option B:

(1) Option A.

(i) Initial certificate. The program shall lead to an associate degree or its equivalent that includes:

(A) study in the liberal arts and sciences, and in the following areas of pedagogy:

(I) human developmental processes and variations; including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn;

(II) learning processes, motivation, communication, and classroom management;

(III) the nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior;

(IV) curriculum development, instructional planning and multiple research-validated instructional strategies for teaching;

(V) uses of technology, including instructional and assistive technology in

teaching and learning;

(VI) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice;

(VII) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of course work 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;

(VIII) means for 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

(IX) 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.

(B) field experiences of at least 25 hours and student teaching of at least 30 days, both in grades 7 through 12, that are related to teaching the subject of the certificate.

(ii) Professional certificate. The program shall lead to a certificate of completion requiring completion of at least 30 semester hours of undergraduate study in addition to that required for the initial certificate under Option A or a baccalaureate degree. Such program shall include study in the liberal arts and sciences, career and technical education, and the following areas of pedagogy in addition to the pedagogical preparation prescribed in item (i) of this subclause:

(A) language acquisition and literacy development by native English speakers and students who are English language learners; and

(B) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning.

(2) Option B.

(i) Option B shall not be available for programs leading to specific family and consumer sciences, business and marketing, and technical subject certificates.

(ii) Initial certificate. The program shall require candidates to complete a total of 18 semester hours of undergraduate study. Such programs shall include:

(A) study in the liberal arts and sciences and in the areas of pedagogy prescribed in item (1)(i) of this clause; and

(B) field experiences of at least 25 hours and student teaching of at least 30 days, both in grades 7 through 12, related to teaching the subject of the certificate.

(iii) Professional certificate. The program shall lead to a certificate of completion of at least 30 semester hours of undergraduate study in addition to that required for the initial certificate under Option B or an associate degree or its equivalent. Such program shall include study in the liberal arts and sciences, in career and technical education, and in the areas of pedagogy prescribed in item (1)(ii) of this clause in addition to the pedagogical preparation prescribed in item (1)(i) of this clause.

(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.

(b) In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) study that will permit candidates to obtain the following pedagogical skills:

(i) skill in collaborating with other professional staff to support instruction through library services that enhances the learning and independence of students with disabilities and special needs;

(ii) skill in collaborating with other professional staff to support instruction through library services that enhances the listening, speaking, reading, and writing skills of all students; and

(iii) skill in collaborating with other professional staff to support instruction through library services that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate; and

(2) at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools.

(c) The general requirements for programs leading to a professional certificate prescribed in subparagraph (2)(iii) of this subdivision shall not be applicable.

(xv) Programs leading to initial certificates valid for service as an educational technology specialist (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in educational technology that prepares candidates with the knowledge, understanding, and skills for using various types of technology for teaching to the State learning standards for students, as set forth in Part 100 of this Title, and for instructing other school staff and students in using technology for teaching and learning.

(b) Pedagogical core. In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) study that will permit students to obtain the following pedagogical skills:

(i) skill in collaborating with other professional staff to support instruction through educational technology that enhances the learning and independence of students with disabilities and special needs;

(ii) skill in collaborating with other professional staff to support instruction through educational technology that enhances the listening, speaking, reading, and writing skills of all students; and

(iii) skill in collaborating with other professional staff to support instruction through educational technology that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate; and

(2) at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 hours of field experiences or practica in elementary and/or secondary schools.

(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) 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.

(xvii) Alternative teacher certification program.

(a) General requirements. (1) The general requirements in subparagraphs (b)(2)(i), (ii) and (iv) of this section shall be applicable. The other requirements of paragraph (2) of this subdivision shall not be applicable. The program shall require candidates to have acquired the knowledge, understanding, and skills identified for the general education core in the liberal arts and sciences and the content core for the initial certificate in the area of the transitional B certificate, as set forth in subparagraph (b)(2)(ii) of this section, or to complete study to ensure the acquisition of such knowledge, understanding, and skills before completing the program.

(2) Programs registered on or after July 1, 2001 shall meet all requirements of this subparagraph. Programs registered prior to July 1, 2001 shall meet the requirements in effect at the time of registration. For registration to continue beyond August 31, 2002, programs shall demonstrate compliance with all the requirements of this subparagraph.

(3) The program may permit a candidate to meet a portion of coursework requirements in the introductory and/or in-service components of the program through assessment methods used by the program that shall ensure that the candidate has the knowledge, understanding, and skills that would be acquired through such coursework. Methods of assessment may include, but need not be limited to, determination of equivalency of prior study, testing, portfolio reviews, and demonstration of knowledge, understanding, and skills.

(4) In lieu of offering an introductory component, the program may admit candidates who meet all admission requirements of this subparagraph (xvii) on the condition that they receive a transitional B certificate issued by the department based on having completed equivalent study to that required for the introductory component in this subparagraph (xvii), as determined by the department, and having met any other requirements for such certificate, as prescribed in section 80-5.13 of this Title. The candidate shall present satisfactory evidence of holding the transitional B certificate prior to the commencement of mentored teaching in the in-service component.

(b) The program shall meet the requirements in each of the following subclauses:

(1) Admission requirements. Alternative teacher certification programs that are registered prior to July 1, 2001 shall meet the admission requirements in effect at the time of registration or the admission requirements of this subclause. All alternative teacher certification programs that are registered on or after July 1, 2001 shall meet the admission requirements of this subclause.

(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. The program shall evaluate the preparation of candidates to determine whether they have a sufficient knowledge base to teach to the State Learning Standards appropriate to the certificate sought and shall require candidates to complete additional study, if necessary, to address deficiencies prior to completion of the program.

(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, which finding shall be in writing and include the basis for that finding.

(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 a certificate in early childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels, or in teaching common branch subjects in the lower (PreK-3)

and upper (4-6) elementary grades (PreK-6) shall meet the requirements of item (iv) of this subclause.

(iv) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels, 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.

(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. It shall be offered by faculty employed by the institution offering the registered program and may include other instructors approved by the institution offering the registered program, such as school district personnel or other educational providers.

(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 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 under the supervision of a certified teacher, provided that the program only places such students in grades seven through twelve, 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;

(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 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.

(3) In-service component. For programs of undergraduate study, completion of the introductory component or its equivalent and the in-service component shall prepare the candidate with the education required for the provisional or initial certificate in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificate. For programs leading to a master's or higher degree, completion of the introductory component or its equivalent and the in-service component shall prepare the candidate

with the education required for the provisional/permanent certificates or the initial/professional certificates in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificates. The in-service component of the program shall meet the following requirements:

(i) Candidates must meet program standards for good academic progress for all credit-bearing coursework in order to retain the transitional B certificate.

(ii) **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.

(iii) Coursework requirement. During the in-service component, the candidate shall satisfactorily complete credit-bearing courses and seminars that are designed to link educational theory with classroom experience. The introductory component or its equivalent and the in-service component of the program in combination shall include the pedagogical core study as set forth in subdivision (b) of this section for the initial certificate in the area of the candidate's transitional B certificate and, as applicable, for the bilingual education extension of such certificate, except that the field experience, student teaching, or practica requirement shall not be applicable.

(4) A designated officer of the institution offering the registered program shall be required to recommend the candidate for the initial or provisional certificate or the initial/professional or provisional/permanent certificates, after consultation with the school principal or designee at the location of the mentored teaching.

(5) Successful completion of the program shall result in the award of a degree or the award of a certificate signifying program completion, as defined in subdivision 50.1(j) of this Title.

(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, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities shall require:

(a) study that will permit the candidate to obtain the following knowledge, understanding and skills:

- (1) theories of bilingual education and bilingualism;
- (2) multicultural perspectives in education;
- (3) sociolinguistics and psycholinguistics;

(4) methods of teaching English language arts to bilingual English language learners, including literacy, using the native language and English, for meeting the State learning standards for students, set forth in Part 100 of this Title;

(5) methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English; and

(6) methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students, set forth in Part 100 of this Title; and

(b) college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.

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

(a) study that will permit the candidate to obtain the following knowledge, understanding and skills:

(1) theories of bilingual education and bilingualism;

(2) multicultural perspectives in education;

(3) methods of providing library media services or educational technology services, as appropriate to the teaching certificate to bilingual English language learners, using the native language and English; and

(b) college-supervised field experiences of at least 50 clock hours in providing bilingual services, as appropriate to the teaching certificate.

(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. Such study shall include early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

(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) 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. Such study in middle childhood education shall include early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

(v) Programs leading to extensions for gifted education for classroom teaching certificates shall require:

(a) study that will permit the candidate to obtain the following knowledge, under-

standing and skills:

(1) knowledge of the characteristics of students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners;

(2) knowledge of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates, and skill in using the tools and methods;

(3) knowledge and skills for planning, providing, coordinating, and evaluating differentiated teaching and learning environments to challenge and assist all students in learning to their highest levels of achievement; and

(4) skill in collaborating with other school staff to provide individualized instruction for all students; and

(b) college-supervised field experiences of at least 50 clock hours teaching students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners.

(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 shall require study of at least six semester hours in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

(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 shall require:

(a) a sequential course of study that includes but is not limited to the following:

(1) characteristics of learners with severe or multiple disabilities;

(2) development of collaborative partnerships for the benefit of students with severe or multiple disabilities;

(3) assessment, diagnosis, and evaluation of students with severe or multiple disabilities;

(4) curriculum development and varied methods of instructing students with severe or multiple disabilities;

(5) assistive and instructional technology in the teaching and learning of students with severe or multiple disabilities; and

(6) planning and managing learning environments for individuals with severe or multiple disabilities, including post-school expectations, opportunities, and planning; and

(b) college-supervised field experiences of at least 50 clock hours teaching students with severe or multiple disabilities.

§ 52.23 Procedures on denial of reregistration.

(a) Except as provided in subdivision (b) of this section, decisions to deny re-registration of an existing curriculum may be appealed in accordance with the following procedure:

(1) Within 15 days of receiving notice of the decision to deny re-registration of a curriculum, the institution shall notify the commissioner in writing of its intention to appeal.

(2) Within 90 days of receiving notice of the decision to deny re-registration, the institution shall submit its appeal to the commissioner. The appeal shall take the form of a written statement which presents the institution's position and all evidence and information which the institution believes is pertinent to the case.

(3) Within 60 days of receiving the institution's statement of appeal, the commissioner will issue a determination on the appeal.

(4) Registration of existing curricula, which would otherwise expire, will be continued until the commissioner's determination on the appeal is issued.

(b) In lieu of the procedures in subdivision (a) of this section, the due process procedures in section 4-2.6 of this Title shall be employed when re-registration of a teacher education program is denied based upon a review conducted for the accreditation of the program by the Board of Regents pursuant to Subpart 4-2 of this Title.

(c) Upon denial of re-registration an institution shall:

(1) cease recruitment for an enrollment of new students in each curriculum for which registration is expiring;

(2) cease operation of each curriculum for which reregistration is denied by the effective date of such denial; and

(3) cooperate with the department to ensure that students already enrolled in curricula for which re-registration is denied are able to find avenues for completion of their studies with a minimum of disruption.

§ 52.24 Procedures on denial of initial registration.

(a) Decisions to deny registration of a proposed curriculum may be appealed in accordance with the following procedures:

(1) Within 15 days of receiving notice of the decision to deny registration of a proposed curriculum, the institution shall notify the commissioner in writing of its intention to appeal.

(2) Within 90 days of receiving notice of the decision to deny registration of a proposed

curriculum, the institution shall submit its appeal to the commissioner. The appeal shall take the form of a written statement which presents the institution's position and all evidence and information which the institution believes is pertinent to the case. The appeal shall include a statement and explanation of the specific grounds of the appeal.

(3) Within 60 days of receiving the institution's statement of appeal, the commissioner shall issue a determination on the appeal.

TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER

PART 53
INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

§ 53.1 Institutions subject to the provisions of this Part.

The following institutions shall provide information required by this Part:

(a) degree-granting postsecondary institutions, including organizations under contract to provide postsecondary instructional services such as education opportunity centers; and

(b) other postsecondary institutions registered, licensed or approved by the New York State Education Department, except those institutions covered by Part 126 of this Title.

§ 53.2 Persons to receive information.

The following persons shall receive information, or have it made available to them:

(a) students enrolled at an institution; and

(b) prospective students of an institution, defined as persons who have contacted an institution requesting information for the purpose of enrolling at that institution.

§ 53.3 Information to be provided.

Information shall be provided on financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution, as provided in this section.

(a) Information on financial assistance available to students shall be provided for each of the aid categories listed in this subdivision. The information printed for each program of financial assistance available to students at that institution, and for which student application is required, shall include: application procedures, including a description of forms and their preparation, method of selection of recipients and allocation of awards, award schedule, and rights and responsibilities of recipients. Standard current descriptions of State and Federal financial assistance programs will be provided by the Education Department in cooperation with the Higher Education Services Corporation to the institutions subject to the provisions of this Part. These descriptions, or some other descriptions providing the required information, along with current procedures and definitions related to emancipated student status, shall be provided by the institutions to persons identified in section 53.2 of this Part. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.

(1) State programs. Information shall be provided for those of the following programs for which students at the institution may be eligible: the Tuition Assistance Program (TAP), Regents College Scholarships, Regents Nursing Scholarships, Regents Awards for Children of Deceased or Disabled Veterans, State Assistance for Native Americans, guaranteed student loans, and also special programs for the economically and educationally disadvantaged including the Higher Education Opportunity Program (HEOP), Education Opportunity Program (EOP), Search for Education and Elevation through Knowledge (SEEK),

College Discovery (CD) Program, and the Work Incentive (WIN) Program. Any other State program which accounts for 10 percent or more of the total State student aid administered by the institution shall also be described in similar detail and terminology.

(2) Federal programs. Information shall be provided for those of the following programs for which students at the institution may be eligible: the Basic Educational Opportunity Grants (BEOG) program, Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loans (NDSL), College Work Study (CWS) program, social security payments to children of deceased/disabled parents, Federal aid to Native Americans, and Veterans Administration educational benefits. Any other Federal program which accounts for 10 percent or more of the total Federal student aid administered by the institution shall also be described in similar detail and terminology.

(3) Local institutional programs. Information shall be provided on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work-study arrangements which are administered by the institution. Financial aid programs involving awards of \$300 or more per year shall be individually listed, including restrictions if any. The number and average value or programs with awards of less than \$300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained.

(b) Costs of attending the institution for each of the cost categories listed below shall be provided. Estimates, so indicated, may be used where exact figures are unavailable or inappropriate. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.

(1) Tuition and fees. Information shall be provided on all assessments against students for direct educational and general purposes. A brief description of purpose of any mandatory fee shall be included if the purpose of such fee is not apparent from its name. Course fees and lab fees shall be clearly identified. Conditions under which non-mandatory fees need not be paid shall be clearly stated.

(2) Books and supplies. Estimated costs of textbooks, books, manuals, consumable supplies and equipment, which a student should possess as a necessary corollary to instruction, shall be provided. Separate estimates shall be provided for major program categories for which such costs vary more than 25 percent from the average for the entire institution.

(3) Room and board. Costs of housing and food services operated by the institution shall be provided where such services are available. Estimated costs of similar accommodations available in the community shall also be provided. These figures shall be consistent with estimated student budgets prepared by the institution's financial aid office.

(4) Other living expenses. Estimated cost of personal expenses applicable to students devoting primary efforts to pursuit of educational objectives shall be provided. This estimate shall be consistent with similar figures defined by the institution's financial aid office.

(c) The institution shall state its policy concerning refunds due to failure of students to complete an academic term for any reason. The policy shall include the percentage or amount of tuition, fees, institution-operated room and board, and other assessments to be refunded after specified elapsed periods of time.

(d) The instructional programs of the institution shall be accurately described.

(1) Degree, certificate and diploma programs. A list of degree, certificate and diploma programs shall be provided. The list shall be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the official approved program title, degree and HEGIS code number, and shall be preceded by a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

(2) Program descriptions. Each degree, certificate or diploma program shall be described in terms of both prerequisites and requirements for completion.

(3) The academic year in which each instructional offering (course) is expected to be taught shall be indicated.

(4) Program-related facilities. A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided, in addition to general information describing the total physical plant. Narrative and/or statistical information shall be provided about library collections and facilities, student unions, and institution-operated eating places. Hours of operation, including holiday and vacation schedules, shall be provided.

(5) Faculty and other instructional personnel. Regular resident faculty shall be listed by rank, with the highest degree held by the faculty member and the institution by which such degree was granted, and department or major program area to which such member is assigned. An estimated number of adjunct faculty and teaching assistants in each department or major program area shall be provided.

(6) Student retention. Information on student retention and graduation rates shall be provided based on a summary of the most recent cohort survival statistics (e.g., percentages of those students enrolled at the end of the spring term, percentages of freshman classes that graduate in four, five and six years) available to the institution for at least full-time undergraduates. Statistics shall be computed in a manner consistent with data reported to the Education Department through its higher education data system.

(7) Placement of graduates. Summaries of job placement and graduate school placement statistics compiled by the institution, including its placement center, shall be provided where available.

§ 53.4 Format for provision of information.

All of the information required by this Part shall be included in the catalog or bulletin of the institution. The following procedures shall be followed by institutions:

(a) Where an institution publishes more than one catalog or bulletin for separate programs or schools, only the information required by this Part which pertains to the individual programs or school concerned need be included. In such cases a statement shall indicate that separate catalogs or bulletins are in use.

(b) Where an institution publishes its catalog or bulletin less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.

(c) The information required by this Part shall be clearly and precisely described. Statistical displays shall be easy to read and understand.

(d) Information provided to persons covered by this Part through mechanisms in addition to the catalog or bulletin shall be consistent with the requirements of this Part.

(e) Advertisements, brochures or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.

PART 54
OFF-CAMPUS INSTRUCTION

§ 54.1 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.

(4) The criteria to be used in reviewing the application of an institution to establish a branch campus will include:

(i) the conformity of the curricula to be offered at the proposed branch campus with the standards of academic quality required by Part 52 of this Title;

(ii) the need or demand for the branch campus or the curricula to be offered there from the points of view of students or special groups of students such as military personnel and people in sparsely populated areas, potential employers of the graduates of such curricula, the institution, and the public;

(iii) the impact of the proposed branch campus upon the institution and upon other Institutions in the region and in the State as a whole; and

(iv) the compatibility of the proposed branch campus with the Regents Statewide Plan for the Development of Postsecondary Education, 1980 (University of the State of New York, State Education Department, Albany, NY 12230: October 1980, available at Bureau of Postsecondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230).

(b) No institution shall offer one or more curricula leading to a degree or certificate on the campus of another degree-granting institution unless the institution offering such curriculum or curricula is authorized to offer the curriculum or curricula at that site by amendment to its master plan or permission of the Regents as described in subdivision (a) of this section.

(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, 1980 (University of the State of New York, State Education Department, Albany, NY 12230: October 1980—available at Bureau of Postsecondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230).

(d) No institution shall conduct more than 15 courses for credit or have more than 350 course registrations for credit in any academic year on the campus of another degree-granting institution unless the institution conducting such courses or having such registrations shall be authorized by the commissioner to conduct courses or have course registrations on that scale at that location, as described in subdivision (c) of this section.

(e) The commissioner may authorize the Regents regional advisory council in a Regents postsecondary education region, or, in a region in which no such council has been designated, an organization of degree-granting institutions deemed equivalent by the commissioner, to review proposed branch campuses, or curricula offered on the campus of another degree-granting institution, with respect to the criteria set forth in subparagraphs (a)(4)(ii) through (iv) of this section, and to review proposed extension centers, or course offerings on the campus of another degree-granting institution that require approval according to subdivision (d) of this section, with respect to the criteria set forth in subparagraphs (c)(2)(ii) through (iv) of this section, and to make recommendations to the commissioner on the need for such branch campuses, curricula, extension centers or course offerings.

§ 54.2 Exceptions.

The following shall not be subject to the provisions of section 54.1 of this Part:

(a) units of New York institutions located outside the State or on territory over which the Federal government has asserted exclusive jurisdiction;

(b) registered clinical or field curricula, components of registered curricula, or courses within a registered curriculum, where such curricula, components or courses require special facilities unavailable at the principal center;

(c) courses offered for credit by a degree-granting institution to secondary school students within a secondary school, where those courses are part of a registered curriculum at the degree-granting institution;

(d) courses or curricula offered by an institution within a correctional facility where those courses are part of registered curricula or where the curricula are registered at the institution's

principal center or branch campus;

(e) courses or curricula offered by an institution on the territory of a native American reservation where those courses are part of registered curricula or where the curricula are registered at the institution's principal center or branch campus; and

(f) other off-campus offerings for credit which the commissioner determines warrant exceptional treatment.

§ 54.3 Registration and evaluation of off-campus instruction.

(a) Every institution shall maintain current records of all locations at which it offers courses for credit other than its principal center or branch campuses. Such records shall include the number of courses offered for credit at each such location and the number of course registrations for credit at each location. Institutions shall report this information to the commissioner upon request.

(b) All courses which an institution offers for credit at an extension site or an extension center shall be part of the registered curricula offered at an institution's principal center or branch campus and shall be subject to the standards required of all registered curricula by section 52.2 of this Subchapter.

New York State Learning Standards

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use

the social communications of others to enrich their understanding of people and their views.

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

STATE PROFESSIONAL STANDARDS AND PRACTICES BOARD FOR TEACHING

The State Professional Standards and Practices Board for Teaching was established in 1998 by the New York state Board of regents to advise the Regents and the Commissioner of Education on all matters relating to teaching in New York State. The Board is composed of 28 members and includes K-12 teachers and administrators, higher education representatives, public representatives, and one teacher education student. Members serve four-year staggered terms. They are selected to represent diverse perspectives, taking into consideration such factors as regions of the State, various specialties, and experience in different settings, gender, and race/ethnicity. The current Board includes two teachers with National Board certification, a former New York state Teacher of the Year, and a NYS Christa McAuliffe fellow.

A list of current members of the State Professional Standards and Practices Board for Teaching is on the World Wide Web at

http://www.highered.nysed.gov/tcert/resteachers/standardboard_memlist.htm

The responsibilities of the Standards Board are set, in part, in Section 3.14 and Subpart 4-2 of the Rules of the Board of Regents, Part 83 of the Regulations of the Commissioner of Education, and section 316 of Education Law.

The Board has two standing subcommittees: the Professional Practice Subcommittee deals with issues relating to teaching practice and the Higher Education Subcommittee deals with issues related to teacher preparation.

Board Responsibilities

The Regents initial charge to the Standards Board was for recommendations on the following topics, as outlined in the Regents policy statement, *New York's Commitment: Teaching to Higher Standards*:

- components of a mentoring program for new teachers;
- criteria and training for annual teacher performance reviews;
- certification requirements to ensure that teachers are prepared to teach to the student learning standards;
- models and criteria for professional development;
- a Code of Ethics for teachers; and
- ways to attract and retain certified teachers in high need high schools.

The Standards Board's agenda continues to evolve as determined by Regents policy, Department initiatives, and Board-identified issues of interest and concern.

New York State Teacher Certification Examination (NYSTCE) Program

The Board reviews and makes recommendations on testing policy issues. Board members also serve on the NYSTCE panel of reviewers to evaluate videotapes submitted by candidates for permanent certification that do not pass during the initial rating process (Performance Assessment of Teaching Skills).

Professional Development Requirements for the Maintenance of Certificates

Beginning in 2004, a subcommittee of the Board will constitute a review panel, advising the Department on appeals regarding satisfaction of the professional development requirements for certain certificate holders of professional and Level III teaching assistant certificates.

Regents Accreditation of Teacher Education (RATE)

The Higher Education Subcommittee of the Board reviews applications and makes recommendations to the Department concerning the accreditation of teacher education programs.

State Teacher Resource & Computer Training Center Program

The Board reviews and approves teacher center program funding criteria. The Professional Practices Subcommittee makes recommendations on applications for funding.

Teacher Moral Character Cases

The Professional Practices Subcommittee reviews and makes recommendations for action on individual cases brought to the Board under the provisions of Part 83 of the Commissioner's Regulations.

Program Policy and Regulations

The Board reviews and makes recommendations on proposed policy changes and amendments to Commissioner's regulations and the Rules of the Board of Regents involving all aspects of teaching education, certification, and practice. Note: In New York State a "teacher" is defined as any individual who is required to possess a certificate to work in a public school. This includes classroom teachers, school and district administrators, and pupil personnel service providers.

3.14 State professional standards and practices board for teaching.

- (a) The Board of Regents, upon nomination of the Commissioner of Education, shall appoint a State professional standards and practices board for teaching to consist of 28 members. The board shall serve in a consultative and advisory capacity to the Regents and the commissioner on matters pertaining to teacher education, certification and practice and shall carry on such specific duties as are assigned by the Board of Regents and the commissioner. The State professional standards and practices board for teaching shall be the successor board to the teacher education, certification and practice board.
- (b)
- (c) The board, or a subcommittee thereof, as determined in the bylaws of the board, shall review applications for accreditation of teacher education programs and renewal of such accreditation, pursuant to Subpart 4-2 of this Title, and shall advise the department of its recommendations concerning accreditation.
- (d) *Subcommittees.* The board shall establish such subcommittees as it deems necessary to carry out its functions, including but not limited to:
 - (1) a higher education subcommittee to oversee issues relating to teacher education, as directed by the board, and which shall be composed of a majority of representatives of higher education institutions in New York State that prepare teachers; and
 - (2)
- (e) The board shall adopt bylaws which shall be approved by the Board of regents before they shall become effective.
- (f) The Regents shall designate one of the members of the board to serve as chair.
- (g) *Terms of members.* The terms of the members of the first board shall be so arranged that the terms of seven members shall expire on June 30, 1999, the terms of seven on June 30, 2000, the terms of seven on June 30, 2001, and the terms of seven on June 30, 2002. Thereafter, all members shall be appointed to serve a term of four years each, except the student member who shall be appointed to serve a term of two years, beginning with the first day of July next following the ending of the term to which each, respectively, is to succeed, except that a member may serve a succeeding third term if at least one of the preceding two terms was less than two years in duration. Members may again serve two terms in succession after a gap in service of at least four years.
- (h) *Composition of the board.* (1) Twenty-one members of the board shall be educators practicing in the State, meaning: certified teachers, school building or

district administrators serving in schools in New York State; or faculty engaged in preparing teachers (including liberal arts and sciences faculty) in higher education institutions in New York State that prepare teachers; or presidents or chief academic officers of higher education institutions in New York State that prepare teachers. Of these 21 educators practicing in the State, at least 11 shall be practicing, certified teachers in elementary, middle or secondary schools; and at least seven shall be representatives of higher education institutions that prepare teachers, including at least one president or chief academic officer; provided that at least 14 of the 21 educators shall have had full-time experience as certified teachers in elementary, middle or secondary schools.

(2) Six members of the board shall be public representatives, which shall include parents, school board members, and community and/or business representatives.

(3) One member of the board shall be a student matriculated in a teacher education program registered by the department at a higher education institution in New York State and shall be a non-voting member.

Bylaws of the State Professional Standards and Practices Board for Teaching

Amendment to Article 4, Section 2. Higher Education subcommittee

- a. A subcommittee chair and members shall be appointed by the Board chair or co-chairs.
- b. Subcommittee membership shall be composed of a majority of representatives of higher education institutions in New York State that prepare teachers, and shall number nine voting members and one non-voting member. Of the nine voting members, five members shall be representatives of postsecondary institutions; two members shall be practicing teachers (one of the two teachers shall be a teacher of early childhood and/or elementary school and one teacher shall be a teacher of middle and/or secondary school); one member shall be an administrator in an elementary, middle, and/or secondary school; and one member shall be a public representative. The teacher education student representative shall be a non-voting member of the subcommittee.

1. Training in the Regents Accreditation of Teacher Education (RATE) review process shall be offered to the full Board and a trained Standards Board member from each category of postsecondary representatives, practicing teachers, school administrators, and the public shall be involved in each RATE review.

2. For purposes of reviewing and acting on staff recommendations regarding the accreditation status of a teacher education institution under the Regents Accreditation of Teacher Education (RATE) program described in (c) of this

section, the co-chairs may appoint an additional member(s) to the subcommittee, on an ad hoc basis, to insure that there is representation from each category of subcommittee membership, to include representatives of postsecondary institutions, practicing teachers, a school administrator, and a representative from the public sector.

- c. Duties of the higher education subcommittee shall include, but not be limited to: issues of recommendations for teacher preparatory program standards, acceptable accrediting bodies, and procedures for accreditation; program registration; and determination of extenuating circumstances for waivers of initial or transitional certificate requirements. Duties shall also include the review of staff recommendations regarding the accreditation status of teacher education institutions under the Regents Accreditation of Teacher Education (RATE) program.
- d. All subcommittee decisions shall be approved by the full Board, with the exception of actions regarding the accreditation status of teacher education institutions under the Regents Accreditation of Teacher Education (RATE) program as described in (c) of this Section.
 - 1. The subcommittee shall provide the Board with a report of its actions with respect to (d) above on an annual basis.

SOME KEY TERMS

Accreditation – the status of public recognition that an accrediting agency grants to an educational institution or program that meets the agency’s standards and requirements. [U.S. Department of Education, 34 CFR 602.3]

Candidate – a person enrolled in a teacher education program at a higher education institution (as distinguished from *student*, q.v.).

External program review – a paper review of a program by an expert in the program area who is external to the institution and the State Education Department.

Inventory of Registered Programs (IRP) – the official record kept by the State Education Department of programs registered to be offered by degree-granting institutions in New York State.

Liberal arts and sciences – courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings’ relationship to the social, cultural, and natural facets of their total environment. Liberal arts and sciences courses are generally independent of specific application, not definitely directed toward particular career or specific professional objectives. See the explanation and examples on the sheet “Liberal Arts and Sciences.”

OCUE – Office of College and University Evaluation, part of the Office of Higher Education Quality Assurance in the NYS Education Department (NYSED).

Program – 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. [Commissioner’s Regulations, Section 50.1(i)]

– a registered program of postsecondary study appearing in the NYSED Inventory of Registered Programs.

Program registration – NYSED’s approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or the institution. [Commissioner’s Regulations, Section 50.1(h)]

PSPB – abbreviation for New York State Professional Standards and Practices Board for Teaching

Regulations of the Commissioner of Education or Commissioner’s Regulations— Chapters II – IV of the *Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR)*, now comprising Parts 50 through 281. Commissioner’s Regulations implement the authority of the Commissioner of Education as defined in statute or in the Regents Rules.

Rules of the Board of Regents or Regents Rules – Chapter I of Title 8 of the *Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR)*, now comprising Parts 1 through 30. Regent Rules implement the statutory authority of the Board of Regents.

Self-Study – a narrative written by institutional faculty and staff with responsibility for teacher education to inform the review team and State officers involved in the accreditation process about the education programs.

Student – a child or youth in pre-kindergarten through 12th grade (as distinguished from *candidate*, q.v.).

Teacher education program or education program – a program leading to Initial, Professional, or Initial/Professional certification as a classroom teacher.

See also the definitions in Regents Rules Sections 4-1.2 and 4-2.3 and in Commissioner's Regulations Sections 50.1 and 52.21(b)(1).

THE STRUCTURE OF HIGHER EDUCATION IN NEW YORK STATE

All colleges and universities in New York -- public, non-profit independent, and for-profit proprietary --are members of **The University of the State of New York**, an entity established in the New York State Constitution that embraces all education in New York, public and private, from prekindergarten through postdoctoral. The University was created in 1784. It is governed by The Board of Regents of The University of the State of New York, an unpaid lay board of 16 members elected by the Legislature to five-year terms.

The higher education portion of The University of the State of New York consists of 265 public, independent, and proprietary degree-granting institutions, about 6.4 percent of the nation's 4,109 colleges and universities. New York's colleges and universities operate at 332 main and branch campuses and about 1,200 other locations. In the fall of 2003, they had a total headcount enrollment of more than 1,112,000 students. The degree-granting institutions comprise two public university systems: the State University of New York with 64 campuses and The City University of New York with 19, 141 independent colleges and universities, and 41 proprietary colleges.

Each public university system has a governing board and central administration. Generally, each board has the same powers and responsibilities as the governing boards of the independent colleges.

The State University of New York (SUNY) has campuses across the State. It was created in 1948. Thirty-four campuses are fully State-operated; 13 of them offer study through the doctorate (including four comprehensive universities); 14 offer undergraduate and master's degree study; seven offer programs to the baccalaureate level. In the fall of 2003, they had a total headcount enrollment of more than 217,000 students. The other 30 are community colleges, sponsored by local governments (usually counties) under SUNY's supervision. One community college offers baccalaureate and master's degree programs; the other 29 are two-year colleges. In the fall of 2003, they had a total headcount enrollment of more than 204,000 students. A 16-member Board of Trustees governs State University. The Governor appoints 15 members, with the consent of the Senate, and the student body chooses one student. SUNY's State-operated campuses derive almost 40 percent of their income from direct State appropriations; the balance is from tuition and fees, Federal funds, and other sources. Its community colleges are funded under a system that shares expenditures among the State, the local government sponsor, and tuition and fees. Under that system, they derive almost 30 percent of their operating income from direct State appropriations. Normally, State aid may not exceed about 40 percent of operating income and tuition revenue may not exceed one-third of operating income; the local sponsor provides the remainder. Each community college has its own nine-member board of trustees. The local sponsor appoints five members and the Governor, four.

The City University of New York (CUNY) is located in New York City. It was created in 1961. CUNY has 13 senior colleges (one offering study through the doctorate, eight offering undergraduate and master's degree programs, three offering programs to the baccalaureate level, and a school of law) and six community colleges. In the fall of 2003, CUNY's senior colleges had a total headcount of nearly 144,000, and its community colleges, nearly 71,000. City University is governed by a 17-member Board of Trustees: ten members appointed by the Governor, with the consent of the Senate; five appointed by the Mayor of New York City, also with the consent of the State Senate, a representative of the student body, and a representative of the faculty. Nearly 60 percent of the funding of CUNY's senior colleges is provided by State appropriations; the balance is from tuition and fees and Federal and local funds. CUNY's community colleges are funded under the same system that applies to State University's community colleges. They derive almost 35 percent of their operating income from direct State appropriations. CUNY's community colleges do not have separate boards of trustees.

There are 141 independent colleges and universities in New York; most are chartered (incorporated) by the Regents or by special acts of the State Legislature and have their own boards of trustees. All are operated on a not-for-profit basis. They operate on 187 main and branch campuses. Thirty-five offer study through the doctorate (including 12 comprehensive universities) and 81 through the baccalaureate and/or master's degree level; 25 are two-year colleges. Most of the independent institutions are members of a corporation called the Commission on Independent Colleges and Universities of the State of New York (CICU). The independent colleges derive less than one-half of one percent of their income from direct State aid. In the fall of 2003, they had a total headcount enrollment of nearly 441,000 students.

The 41 proprietary colleges are profit making, private entities. Most specialize in the fields of business and commerce. They operate on 50 main and branch campuses. All but ten are two-year institutions; four offer baccalaureate programs, three offer baccalaureate and graduate programs; three offer only graduate programs. Most of these institutions are members of a corporation called the Association of Proprietary Colleges. The proprietary colleges receive no direct State aid. In the fall of 2003, the proprietary colleges had a total headcount enrollment of more than 46,000 students. (There also are nearly 300 licensed non-degree business and trade schools in New York State, most of them proprietary; they are not included in this category.)

With respect to higher education, the Board of Regents is responsible for planning and coordination, evaluating quality, and promoting equity and access. On behalf of the Regents, the Education Department must register (accredit) every curriculum creditable toward a degree at any degree-granting institution in the State (public, independent, or proprietary) before the institution may offer that program. The Department also conducts periodic reviews of existing curricula. These reviews are concerned solely with the quality of curricula, not with need or duplication. More than 25,000 programs of study are registered at New York's 264 colleges and universities.

The U.S. Secretary of Education recognizes the Board of Regents as a Nationally Recognized Accrediting Agency for 23 degree-granting institutions in New York State that have chosen voluntarily to use the Regents as their accreditor.

Since 1964, issues of need and duplication have been addressed through the State's process for long-range planning in higher education. State University, City University, and each independent and proprietary college formulate a long-range master plan. The Education Department guides the process of formulating those plans. The Board of Regents also develops or updates an overall master plan, The Statewide Plan for Higher Education, every eight years. The Statewide Plan takes into account the independent and proprietary institutions' master plans and, to the extent the Regents approve them, incorporates the State University and City University master plans. To the extent they are incorporated in the Statewide Plan, the SUNY and CUNY master plans are subject to the Governor's approval. The entire Statewide Plan also is subject to the Governor's approval.

On behalf of the Regents, the Department administers State and Federal grants and scholarships that promote equity in higher education, increase collaboration between schools and colleges to improve learning, correct past under representation in higher education and the professions, and contribute to the development of a well-educated populace. It also administers the Higher Education Opportunity Program, which serves students at independent institutions, and oversees the opportunity programs at SUNY and CUNY, in order to provide services for economically and educationally disadvantaged students to assist them in succeeding in college. The Department administers the Carl D. Perkins Vocational and Technical Education Act.

One area that is outside the responsibility of the Board of Regents and the Education Department is the determination of the budgets of State University and City University. That process is in the hands of the public university system governing boards, the Governor, and the Legislature.

November 17, 2003

**HIGHER EDUCATION INSTITUTIONS OFFERING
TEACHER EDUCATION PROGRAMS
WHO HAVE CHOSEN THE NEW YORK STATE BOARD OF REGENTS**

1. Bank Street College of Education
2. Barnard College
3. Boricua College
4. Cazenovia College
5. College of New Rochelle
6. Daemen College
7. D'Youville College
8. Elmira College
9. Hobart and William Smith Colleges
10. Ithaca College
11. Keuka College
12. Marist College
13. Mercy College – Bronx
14. Mercy College – Main
15. Mercy College -- Manhattan
16. Mercy College – Yorktown Heights
17. Marymount Manhattan College
18. New York State College of Agriculture and Life Sciences at Cornell University
19. Pratt Institute
20. Roberts Wesleyan College
21. Sarah Lawrence College
22. School of Visual Arts
23. Skidmore College
24. St. Francis College
25. St. Joseph's College – Brooklyn
26. St. Joseph's College – Suffolk
27. Touro College – Main
28. Touro College – Brooklyn
29. Vassar College
30. Wells College
31. Yeshiva University

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FREQUENTLY ASKED QUESTIONS

FEES AND CHARGES

Q: What is the Annual Fee? What does it cover? When is it due?

A:

- ◆ \$1,000 per institution, or per campus if full teacher education programs are offered at more than one campus of an institution.
- ◆ Covers ongoing, general costs of RATE such as training sessions, supplies and materials.
- ◆ Payable by June 1 each year. Institutions will receive a form each year reminding them that the fee is due and telling them where to send it.

Q: What will the site visits and associated activities cost the institution?

A: Site visit costs are in addition to the Annual Fee. They include:

Travel, lodging, and meals for a team of 5 to 12 members, plus a \$400 honorarium for each of 4 to 11 peer reviewers. Variables include team size (for institutions with only a few programs, a team of 5 may suffice) and distance and mode of team members' travel to the visit site. State rates and rules for travel, lodging, and meals will apply. To minimize costs, site visitors will be selected from New York State or neighboring states as much as possible. The entire team will stay at one lodging place, selected in advance. The campus will be consulted regarding local lodging and arrangements.

Associated activities include:

- ◆ A fee to each external expert engaged by OCUE to conduct a paper review of teacher education programs at the institution;
- ◆ Travel and meals for a pre-visit by the Site Visit Team Chair and/or one member of the OCUE staff (the Review Coordinator).

Q: How and when are these site visit and associated costs paid?

A: When the Site Visit Team has been determined, about 12 weeks before the site visit, the State Education Department will bill the institution for the estimated cost of the site visit and associated activities. Payment will be due within 30 days. Each institution's payment will go into an account from which site visit expenses will be paid as invoices are received. The Department will bill the institution for any expenses in excess of the amount in the account and will reimburse to the institution funds remaining in the account when all expenses have been paid, rendering a full accounting to the institution.

Q: So the Department will reimburse site visitors individually for expenses they incurred during the site visit?

A: Yes.

GENERAL QUESTIONS ABOUT RATE PROCESS

Q: Is this process modeled on other accreditation processes?

A: The RATE process generally follows processes used by other accrediting agencies: a Self-Study followed by a site visit, program review by experts in the relevant fields engaged by OCUE in consultation with the institution, site visit by a team representing various knowledgeable groups with prior opportunity for the institution/program to comment on proposed team members, review of the site visit team's report by an advisory body which recommends accreditation action, opportunities for institutional/program input and appeal, final determination at the highest level by the accrediting agency. The Department itself, particularly OCUE, has considerable experience with accreditation processes.

Q: How does the RATE accreditation process differ from the program registration process?

A: Essentially, for *program registration* staff reviews paper proposals submitted by an institution against the standards in Regents Rules Sections 3.47 and 3.50 and Commissioner's Regulations Sections 50, 52, 53, and 54. Site visits for program registration are limited to certain proposals (e.g., for a new branch campus or a new degree level at the institution). For *accreditation*, staff and external peer reviewers review Self-Studies and conduct a site review to see whether programs meet the standards in Regents Rules Subpart 4-2, which subsume and go beyond those in the Rules and Regulations governing program registration.

Q: To what extent does RATE take into account other site visits and other accreditations?

A: Questions raised during site visits conducted by OCUE for other purposes (e.g., monitoring programs or registering programs at new degree levels) may be followed up at the RATE site visit. If a nationally recognized accrediting agency, such as Middle States, denies or revokes the accreditation of an institution whose education programs are RATE-accredited or puts the institution on probationary accreditation, then Sections 4-2.4(h)(3) and 4-2.4(i) of the Regents Rules require the institution to report such action to the State Education Department (OCUE) and the Department to review the Regents accreditation of the institution's teacher education programs to determine whether adverse action should be taken based on the standards in the Regents Rules.

Q: Since the Self-Study must contain so much information about the institution, what is the difference between institutional accreditation, like that of the Middle States Association of Colleges and Schools, and program accreditation, like RATE?

A: Institutional accreditation covers an institution as a whole and does not include review of individual programs. Program accreditation, such as RATE, covers programs in detail and only covers aspects of the institution as a whole that directly affect the programs under review. The RATE Rules and Regulations require the institution to demonstrate commitment to the programs in certain ways (e.g., financial resources; recruitment and retention of qualified faculty for

education programs; cooperation among education faculty and those in arts and sciences and other areas; institutional maintenance of formal relationships with local schools to improve teaching and learning both in the schools and at the institution).

Q: Do the Regents intend to seek national recognition for RATE?

A: After completing and acting on a number of accreditation reviews, it is possible that the Regents may seek recognition by the U.S. Secretary of Education as an accrediting body for teacher education programs. National recognition would serve to assure the quality of Regents accreditation to the public, potential program candidates, and future employers of RATE-accredited programs' graduates.

Q: Will RATE cover programs preparing school administrators, supervisors, and pupil services personnel?

A: At this point RATE covers only programs preparing candidates for Initial or Professional certification in the classroom teaching service. It is possible, but not certain, that when the Regulations for school and district administration and supervision and pupil services personnel are revised, accreditation will be required for these programs also. *[Note: In July 2003 the Board of Regents adopted Section 52.21(c) of the Regulations of the Commissioner of Education, which requires that programs preparing school building leaders, school district leaders, and school district business leaders be accredited by the Regents or a professional education association with standards equivalent to those of Part 52 Programs registered before December 31, 2006, must be accredited by December 31, 2013. RATE will be revised to accommodate this new requirement. New Regulations governing programs preparing pupil services personnel have not yet been adopted.]*

SELF-STUDY

Q: The Self-Study Guide asks the institution to state its mission and the program to describe how its philosophy, purposes and objectives are related to the institution's mission and the program's own structure. This is something new, compared to program registration, where the Regulations only required a statement of the program's philosophy, purposes and objectives. Please explain the difference.

A: Commissioner's Regulation §52.21(b)(2)(l)(a) requires programs to have a written statement of the philosophy, purposes and objectives of the program. Regents Rule §4-2.5(a)(2) requires the institution to demonstrate how the program's written philosophy, purposes and objectives guide and characterize the program's structure, content, delivery by the faculty, and outcomes. This is an example of the difference between program registration and program accreditation mentioned earlier.

Q: If an institution has a relevant international collaboration, should this be included in Chapter 5?

A: Yes. Include any collaboration that helps candidates learn to be effective teachers and promotes teaching and learning in teacher education programs at the institution and in schools or other sites serving K-12 students.

Q: What types of student/candidate complaints should be documented (Chapter 8)?

A: Formal complaints that have gone through the formal complaint process at the institution.

Q: The Self-Study Guide calls for evidence of program graduates' effectiveness as teachers – either direct evidence, if the program has graduates, or indirect evidence, e.g., the effectiveness of teachers who graduated from “old” programs now being phased out, or current candidates' effectiveness in student teaching and other assignments with a teaching component. Two questions addressed this part of the Self-Study:

(1) What is the minimum level of competence for defining teacher effectiveness?

(A1) The Site Visit Team and accreditation review process will consider the preponderance of the evidence offered by the program with regard to its graduates' effectiveness as teachers. Subpart 4-2.1 of the Regents Rules defines the purpose of RATE as “determining that programs . . . are preparing all teacher education program graduates to be effective teachers, meaning teachers who promote the well-being of all of their students, help them learn to their highest levels of achievement and independence, and use their knowledge of human developmental processes and variations and their skill in applying that knowledge to form caring and nurturing environments for all their students, including those with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.” This definition also appears at the beginning of the RATE *Self-Study Guide*.

In preparing the Self-Study, therefore, programs should seek and devise assessments of these qualities in their graduates and present to the team measures showing that graduates promote learning by all their students, or (if there are no graduates yet) measures that the program will use to show this. Indicative evidence may also be offered, as described in Chapter 6 of the *Self-Study Guide*.

(2) How far back should programs go in putting together indirect evidence to demonstrate a “track record” of preparing effective teachers? Five years? Twenty years?

(A2) Again, use common sense in relation to the evidence being considered. Evidence from the most recent five years is, by definition, more current than that from 20 or even 10 years ago – there is a point of diminishing returns as changes in programs, schools, and society accumulate. If

evidence from more than five years ago seems particularly good and germane, consider citing it and also including plans to update it as part of your overall program evaluation and improvement plan.

Q: Where should new information or new directions be covered in the Self-Study? For example, in preparing for an accreditation Self-Study discoveries are sometimes made that an institution or a program wants to act on; or, a new opportunity or possibility may come up that wasn't included in a program proposal when the program was registered. Where should such new topics be covered?

A: Cover each where common sense tells you it is most appropriate. Report a substantive change in an existing program, or propose a wholly new program, separately to OCUE, as usual, and also include it where it is most appropriate in your Self-Study. Information discovered and used to improve the program, for example, might be added to your program assessment system and covered in Chapter 6; information on collaborations within or outside the institution could be covered in Chapter 5; difficulties, challenges, and plans to meet them could be covered in the Culmination.

Q: Will there be an opportunity to update information submitted in a Self-Study – for example, if faculty leave unexpectedly or new faculty are hired?

A: Yes. The process includes a number of opportunities to update information. It may be updated at the time of the site visit; changes occurring after the site visit may be reported in the institution's response to the draft site visit report or in other documentation submitted for the review by the State Professional Standards and Practices Board. If the institution chooses to appeal the findings and recommendation of the Deputy Commissioner, updated information may be included in the appeal.

Q: Should Self-Studies be submitted in hard copy or in electronic form?

A: Twelve weeks before the date of the site visit, the institution should submit one hard copy of the Self-Study to the OCUE Review Coordinator, with an electronic copy on diskette or CD.

PROGRAM REVIEWS BY EXTERNAL EXPERTS

Q: How will "program" be defined for the external reviews? An institution may have many disciplinary majors separately registered as leading to a certain certification, e.g., childhood education, yet the pedagogical core is the same.

A: In general, it is the certificate that determines a "program." For example, separately registered undergraduate disciplinary majors, all leading to Childhood (Grades 1-6) certification, would constitute a single program in Childhood Education for external review purposes. If the institution also offered a master's degree program leading to Initial certification in Childhood (grades 1-6), then we would offer the same external reviewer a higher fee to review both programs. A

program leading to certification in both Childhood and Teaching Students with Disabilities (Grades 1-6) would require two reviewers; the same expert in Teaching Students with Disabilities would be asked to review all undergraduate programs at an institution for one fee, with a higher fee for also reviewing master's programs in this area. For Adolescence Education (Grades 7-12), each of the following areas or groups of areas would constitute one review for undergraduate programs: English, languages other than English, science, mathematics, and social studies.

Q: How will the external expert reviewers be selected?

A: At least six months before the site visit, the institution will send the OCUE Review Coordinator the names and curricula vitae of three proposed external expert reviewers for each of its programs. When this list is agreed upon, the Review Coordinator will send each expert reviewer the Institution portion and the appropriate Program portion of the institution's Self-Study.

SITE VISITS

Q: The materials say that site-visit teams will consist of 5 to 12 people. What if an institution has only one or a few teacher education programs – is the minimum number still 5?

A: A smaller team might well be appropriate for such an institution. The size of the team will be the subject of discussion between the institutional liaison and the Review Coordinator.

Q: Will an institution with programs at two campuses – a main campus and a branch – have a single site visit team, or two teams?

A: A single team is desirable for consistency. The Review Coordinator will work with the institution to arrange for a single team to review both campuses if possible.

Q: Will the institution have input into site visitor selection?

A: Deans and Directors of teacher education programs are among those asked to submit suggestions in compiling OCUE's list of potential site visitors. The Review Coordinator for the site visit will share with the institution the list of prospective site visitors for comment before the team is finalized.

Q: Will knowledge about urban education and the education of diverse populations be among the qualifications sought in potential site visitors?

A: Yes. Every effort will be made to match site visitors with the characteristics of each institution to be visited.

Q: Will NYSED provide feedback about the Self-Study before the site visit?

A: The OCUE Review Coordinator will review the report for completeness and advise the institution if there are missing elements.

Q: What are the respective roles of the Team Chair and the Review Coordinator on the visit?

A: The two work closely together, but their roles are different. The Team Chair assigns and oversees the work of the team members, confers with the Dean(s) or Director(s) of education programs as needed during the visit, and draws together the team's findings as they emerge during the visit. The review coordinator works with the institutional liaison to arrange the logistics and the visit schedule, in consultation with the Team Chair ; ensures that questions remaining from the registration review are addressed during the site visit; works with the institutional liaison during the visit to amend the schedule as needed; drafts the team's preliminary report, using the contributions of the Team Chair and all team members; and handles the logistics of the review as it progresses within NYSED following the site visit.

Q: Will staff at institutions that go through the process early be eligible as team members on other institutions' site visits later on?

A: Yes, if they volunteer, receive site visitor training, and fit a need on a team being assembled.

Q: Is there a legal or ethical issue regarding site visitors' access to student files?

A: The Federal Family Education Rights and Privacy Act of 1974 (FERPA) permits disclosure of information from a student's record, without consent of the parent of eligible student, to State educational authorities and accrediting organizations. The Site Visit Team will treat such information as confidential. Its report will not reveal individually identifiable information and will deal with issues arising from student and faculty records, as needed, generally and in the aggregate.

Q: How many candidates enrolled in teacher education programs will be interviewed on a site visit?

A: The answer depends on the situation. Candidates will be interviewed in groups or individually; different groups may be interviewed for various purposes (e.g., candidates engaged in student teaching, candidates presenting projects to illustrate evidence that an accreditation standard is met; candidates who come voluntarily to open meetings with the team, . . .). Some candidates to be interviewed will have been identified by the institution ahead of time; other interviews will be requested by the Site Visit Team during the visit.

Q: The sample site visit schedule shows team members visiting classes.

(1) How will the classes be selected?

(A1) The institutional liaison will be asked to determine, before the site visit, whether individual faculty members are willing to have their classes observed, and to give the site visit team, upon its arrival, a schedule of classes, any of which may be visited. Selection depends on team availability.

(2) What if classes are offered only in the evenings?

(A2) Classes will be visited when they are offered. The sample site visit schedule will be modified, as needed, to accomplish the purposes of the site visit at each institution.

Q: The sample site visit schedule includes visits to schools with which the institution has established collaborative arrangements for the purpose of improving teacher preparation, and to sites where student teaching and field experiences are taking place. Will such visits be part of the accreditation review?

A: Yes.

Q: How will institutions know what documentation to assemble for review by the site visit team?

A: Evidence to support points made in the Self-Study should be included. Communication between the OCUE Review Coordinator and the institutional liaison, leading up to and including the pre-visit, will also help define the documentation to be assembled.

Q: Will the institutional liaison be required to be present during the entire site visit?

A: Yes, but with the understanding that the institutional liaison has certain obligations and responsibilities apart from the site visit.

Q: Will the sample site visit schedule be available on the Web for downloading?

A: We will work to put the RATE materials on the OHE Web site; this may take a little time.

Q: The schedule calls for a February site visit to an institution in Buffalo. Are there contingency plans in case of inclement weather?

A: Travel anywhere in New York State can be unpredictably affected by weather several months of each year, yet total shutdowns are relatively rare. Should one occur when a site visit is scheduled, it will need to be rescheduled as soon as possible.