**Application for Registration of a New Program[[1]](#footnote-1),**

**Leading to Educational Leadership Certification**

This application is for New York degree-granting institutions seeking to register a new program leading to an **Initial School Building Leader, a Professional School District Leader (including Transitional-D), or a Professional School District Business Leader certificate.** If the proposal is for a program at the graduate level for a certification area that is new to the institution an [External Review](http://www.highered.nysed.gov/ocue/aipr/register-te.html) of the program will be required.

MC900411244[1]

This application should NOT be used for the following types of program proposals:

Programs Leading to Teacher Education Certification;

Programs Leading to Transitional-B or Transitional-C Certification;

Programs Leading to Pupil Personnel Services Certification

Revisions to Existing Registered Programs; or

Programs Preparing Licensed [Professionals](http://www.op.nysed.gov/).

The application materials for those types of proposals can be found at: <http://www.highered.nysed.gov/ocue/aipr/register.html>

**Completing and Submitting Your Application**

The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Detailed information about completing this application can be found within the **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs**: [Word](http://www.highered.nysed.gov/ocue/aipr/ocue-educator-guidance-Dec-2013.docx) (200KB) [PDF](http://www.highered.nysed.gov/ocue/aipr/documents/ocue-educator-guidance-Dec-2013.pdf) (865 KB)

**Directions for submission of proposal:**

1. Create a ***single*** PDF document that includes the following completed forms: (Note save as a pdf, do not scan)

* CEO (or Designee) Signature Approval Form
* This Application
* Master Plan Amendment Supplement and Abstract (if applicable)
* External Review of Certain Degree Programs and Response (if applicable)
* Application to Add the Distance Education Format to a New or Registered Programs (if applicable)

2. Create a separate PDF document for any required syllabi or CVs.

3. Attach the PDF documents to an e-mail.

4. Send e-mail to [**OCUEedapps@mail.nysed.gov**](mailto:OCUEedapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science in Education, School Building Leader

**Program registration** is based on standards in the [Regulations](http://www.highered.nysed.gov/ocue/lrp/rules.htm) of the Commissioner of Education. Section [52.1](http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm#§%2052.1%20Registration%20of%20postsecondary%20curricula.) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

**Task 1. Institution and Program Information**

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| **Institution Information** | | |
| **Institution Name:**  Institution Code (6 digits):  ***The name and code of the institution should reflect the information found on the*** [***Inventory of Registered Programs***](http://www.nysed.gov/heds/IRPSL1.html) | |  |
| Institution Address: | |  |
| City: | |  |
| State/Country: | |  |
| Zip: | |  |
| [Regents Regions](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr7.html)*:* | |  |
| Specify campus(s) of the institution where program is offered, if other than the main campus:  ***The name and code of the location(s) should reflect the information found on the*** [***Inventory of Registered Programs***](http://www.nysed.gov/heds/IRPSL1.html) | |  |
| Specify any other additional campus(s) where the program is offered besides the ones selected above: | |  |
| If any courses will be offered off campus, indicate the location and number of courses and credits: | |  |
| If the program will be registered jointly with another institution, please provide the partner institution's name: | |  |
| **Program Information for New Programs** | | |
| **Program Title:** |  | |
| [**Degree Award**](http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm#Section3.50.RegisteredDegrees)**:** |  | |
| [**HEGIS code**](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr19.html)**:** |  | |
| **Number of Credits\*:** |  | |

**If program is part of a dual degree program, provide the following information:**

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| **Program Title:** |  |
| [**Degree Award**](http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm)**:** |  |
| [**HEGIS code:**](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr19.html) |  |

If the partner institution is non-degree-granting, see [CEO Memo 94-04](http://www.highered.nysed.gov/ocue/lrp/ceomemorandum.htm)

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| **Section III.   Contact Information** |  |
| **Name of contact person** |  |
| **Title of contact person:** |  |
| **Telephone** |  |
| **Fax:** |  |
| **Email:** |  |

\*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

Program registration is based on standards set forth in Part 52.1 and 52.2 of the Regulations of the Commissioner of Education. In addition, Section 52.21 provides information specific to the registration of curricula in teacher and educational leadership education. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the primary means by which the Regents support the quality of college and university programs.

**This application is for New York degree-granting institutions seeking to register a new graduate degree or advanced certificate program leading to one of the following educational leadership certification areas:**

* School Building Leader
* School District Leader including transitional D
* School District Business Leader

**Note:** Applications for new programs leading to teacher certification must use the **Initial or Initial/Professional Program Application**.

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| **Task 2. Program Information and Sample Program Schedule**  Please enter the requested information about the proposed program. |
| **1. Program Format** |
| Check all program scheduling and format features that apply: (See [definitions](http://www.highered.nysed.gov/ocue/aipr/format.html))  **a)** **Format**: Day Evening Weekend Evening/Weekend Not Full-Time  **b)** **Mode**: Standard Independent Study External  Accelerated  Distance Education  ( to register the program in the Distance Education format submit a [distance education application](http://www.highered.nysed.gov/ocue/ded/reviseddepplication.doc) with this proposal)  **c) Other**: Bilingual Language Other Than English Upper Division Program |
| **2. Program Description and Purpose** |
| 1. Provide a brief description of the program as it will appear in the institution’s catalog.   *Answer*: |
| 1. Identify each certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. School District Leader professional; School Building Leader initial/professional.   *Answer*: |
| 1. Describe and list the formal relationships that the program and its faculty will have with local schools and or businesses or the professions for the purposes of program development and leadership preparation including the leadership field experience.   *Answer*: |
| 1. What are the anticipated Year 1 *through* Year 5 enrollments?   *Answer*: |
| **3. Sample Program Schedule** |
| **a)** Complete the [Graduate Program Schedule Table](#grad_prog_table). |
| **b)** If the program will be offered through a non traditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.  *Answer*: |
| **c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.   Yes No If no, explain: |
| 1. For existing courses, submit a copy of the catalog description. The course descriptions can be pasted into this answer box.   *Answer*:  NOTE: Each course that has been identified as meeting program specific requirements must have a course description that reflects alignment with the requirement. |
| **e)** Submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| **f)** Only for master’s degree programs, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:  *Answer*: |

**Graduate Program Schedule Table**

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| * Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe): | | | | | | | | | |
| * Label each term in sequence, consistent with the institution’s academic calendar, e.g., Fall 1, Spring 1, Fall 2. * Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. | | | | | | | | | |
| **Term:** | | | | |  | **Term:** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
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| **Term:** | | | | | **Term:** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
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| **Term:** | | | | | **Term:** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
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| **Program Totals:** | **Credits:** | | |  | | | | | |
| **New**: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted courses | | | | | | | | | |

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| **Task 3. Faculty** |
| 1. Complete the faculty tables for full-time faculty, part-time faculty and faculty to be hired, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see the **Guidance Document** regarding faculty qualifications : [Word](http://www.highered.nysed.gov/ocue/aipr/ocue-educator-guidance-Dec-2013.docx) (200KB) [PDF](http://www.highered.nysed.gov/ocue/aipr/documents/ocue-educator-guidance-Dec-2013.pdf) (865 KB) |
| 1. Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application. |
| 1. What is the institution’s definition of “full-time” faculty?   *Answer*: |

**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

| **Faculty Member Name and Title** (include and identify **Program Director**) | **List All Earned Degrees & Disciplines** (include College/University). **Disciplines must be identified.** | **Additional Qualifications:** list related certifications/ licenses; professional experience; scholarly contributions, etc. | **Program Courses (Course Number and Title) Must be Listed** | **Percent Time to Program** |
| --- | --- | --- | --- | --- |
| *Example:*  *Jonathan Smith, Assistant Professor*  *Program Director* | *Example:*  *Ph.D. in Curriculum and Instruction, Syracuse University*  *M.A. in Special Education, College of Saint Rose*  *B.A. in English, University at Albany* | *Example:*  *Special Education N-12 certificate*  *Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.* | *Example:*  *EDU 301: Teaching Students with Disabilities* | *Example:*  *60%* |
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**Part-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

| **Faculty Member Name and Title** (include and identify Program Director) | **List All Earned Degrees & Disciplines** (include College/University). **Disciplines must be identified.** | **Additional Qualifications:** list related certifications/ licenses; professional experience; scholarly contributions, etc. | **Program Courses (Course Number and Title) Must be Listed** |
| --- | --- | --- | --- |
| *Example:*  *Jonathan Smith, Assistant Professor*  *Program Director* | *Example:*  *Ph.D. in Curriculum and Instruction, Syracuse University*  *M.A. in Special Education, College of Saint Rose*  *B.A. in English, University at Albany* | *Example:*  *Special Education N-12 certificate*  *Teaching Students with Special Needs. Journal of Special Needs, vol. 3, no. 6, 226-241, 2011.* | *Example:*  *EDU 301: Teaching Students with Disabilities* |
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**Faculty to be Hired Table**

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| If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications. | | | | | | |
| **Title/Rank of Position** | **No. of New Positions** | **Minimum Qualifications** (including degree and discipline area) | **F/T or P/T** | **Percent Time to Program** | **Expected Course Assignments** | **Expected Hiring Date** |
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| **Task 4. Resources** |
| **Resources, Facilities and Academic Support Services** |
| 1. Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.   *Answer:* |
| 1. What library resources will be added to support this program?   *Answer:* |
| 1. Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.   *Answer:* |

**New Resources Table**

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| List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost. | | | |
| **New Expenditures** | **Year 1** | **Year 2** | **Year 3** |
| Personnel |  |  |  |
| Library |  |  |  |
| Equipment |  |  |  |
| Laboratories |  |  |  |
| Supplies & Expenses  (Other Than Personal Service) |  |  |  |
| Capital Expenditures |  |  |  |
| Other |  |  |  |
| **Total all** |  |  |  |

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| **Core Requirements for Programs Leading to Certification**  **in Educational Leadership \*** |
| **A. General Program Requirements for Educational Leadership** |
| \* Based on the Regulations of the Commissioner of Education Part 52.21 (c), for full text see actual regulations. For more information visit <http://www.highered.nysed.gov/ocue/lrp/rules.htm>. |
| General requirements for all programs preparing education leaders.   * Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational or leadership associations. * Conceptual framework. Programs shall demonstrate a commitment to:   + preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;   + recruiting candidates from groups historically underrepresented in educational leadership; and   + preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:     - leaders know and understand what it means and what it takes to be a leader;     - leaders have a vision for schools that they constantly share and promote;     - leaders communicate clearly and effectively;     - leaders collaborate and cooperate with others;     - leaders persevere and take the long view;     - leaders support, develop and nurture staff;     - leaders hold themselves and others responsible and accountable;     - leaders never stop learning and honing their skills; and     - leaders have the courage to take informed risks. * External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement. * Other requirements.   (a) Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such coursework or training shall include but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. |
| (b) Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.  (c) Programs shall ensure that candidates complete six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training on the social patterns of harassment, bullying and discrimination, a, in accordance with the requirements of section 14 of the Education Law.    **B. Program Specific Requirements for Educational Leadership**  **1. School Building Leader**  Prior to December 1, 2020, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:  (i) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;  (ii) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;  (iii) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school’s goals, expectations, and performance results, and builds support for improving student achievement;  (iv) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:  (a) curriculum development;  (b) instructional strategies and the integration of technology;  (c) classroom organization and practices;  (d) assessment;  (e) student support services, including the provision of services to students with disabilities;  (f) professional support and development;  (g) succession planning;  (h) student, family, and community relations;  (i) facilities development; and  (j) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school’s students;  (v) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;  (vi) establish accountability systems for achieving educational goals and objectives;  (vii) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;  (viii) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;  (ix) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;  (x) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;  (xi) apply statutes and regulations as required by law, and implement school policies in accordance with law; and  (xii) maintain a personal plan for self-improvement and continuous learning.  On or after December 1, 2020, programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to:  (1) develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student;  (2) act ethically and professionally and according to professional norms to promote each student’s academic success and well-being;  (3) strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being;  (4) develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students;  (5) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students;  (6) develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and well-being of all students;  (7) foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being;  (8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being;  (9) manage school operations and resources to promote each student’s academic success and well-being; and  (10) act as agents of continuous improvement to promote each student’s academic success and well-being.  **2. School District Leader including alternative transitional D**  Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:    (i) design and execute district-wide systems to promote higher levels of student achievement;  (ii) develop and implement an educational vision, or build and sustain an existing one, to assist all district students, pre-kindergarten, elementary, middle level, and high school, in meeting State learning standards;  (iii) interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs;  (iv) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;  (v) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;  (vi) communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district’s goals, expectations, and performance results, and builds support for improving student achievement;  (vii) develop building and district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous personal and professional development;  (viii) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the district, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the district, including but not limited to:  (a) curriculum development;  (b) instructional strategies and the integration of technology;  (c) classroom organization and practices;  (d) assessment;  (e) student support services, including the provision of services to students with disabilities (and students who are English language learners);  (f) professional support and development;  (g) succession planning;  (h) student, family, and community relations;  (i) facilities development; and  (j) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the district’s students;  (ix) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;  (x) establish accountability systems for achieving educational goals and objectives;  (xi) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;  (xii) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives;  (xiii) interact and communicate effectively with local, state, and federal representatives, applying statutes and regulations as required by law, and implementing school policies in accordance with law; and  (ix) maintain a personal plan for self-improvement and continuous learning.  **3. School District Business Leader**  Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:     1. create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective; 2. identify, develop, and endorse organizational and administrative policies and procedures for the district; 3. effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances; 4. administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations; 5. effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program; 6. assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs; and 7. effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.   **C. Leadership Experiences for School Building Leader, School District Leader and School District Business Leader**  Programs shall require candidates to successfully complete leadership experiences that shall:   * include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds; * be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and * be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to the certificate the program is designed to lead to, ie. school building leadership, school district leadership or school district business leadership.   The leadership experiences shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.  Alternatively, the leadership experiences may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.  **D. Requirements for Program Completion and Recommendation**  **For initial certificate, School Building Leader.**  (a) Candidates shall have met all program requirements established by the institution of higher education and required for program registration.  (b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.  **For professional certificate, School District Leader.**  (a) Candidates shall have successfully met all program requirements established by the institution of higher education and requirements for program registration.  (b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion, and shall have successfully completed 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district leadership, as specified in the program's content requirements.  (c) Candidates shall have completed successfully the New York State assessment for school district leadership. The requirement of achieving a satisfactory level of performance on the New York State assessment for school district leadership shall be waived if the candidate completes the registered program prior to the availability of such New York State assessment. The department shall determine the date on which such assessment is available and required.  **For professional certificate, School District Business Leader.**    (a) Candidates shall have successfully met all program requirements established by the institution of higher education and requirements for program registration.  (b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion, and shall have successfully completed 60 semester hours of graduate study that may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district business leadership, as specified in the program's content requirements.  (c) Candidates shall successfully complete the New York State assessment for school district business leadership. The requirement of achieving a satisfactory level of performance on the New York State assessment for school district business leadership shall be waived if the candidate completes the registered program prior to the availability of such New York State assessment. The department shall determine the date on which such assessment is available and required.  **E. Requirements for Companion Programs**  **For School District Leadership**  Requirements for companion programs in school district leadership not leading to the professional certificate. Institutions that offer a registered program in school district leadership leading to the professional certificate may have registered a companion program to that program, for students who do not seek certification in New York State, which companion program does not lead to the professional certificate. The companion program in school district leadership shall require the candidate to meet all requirements prescribed in this subdivision for a program in school district leadership that leads to the professional certificate, except the requirement that the candidate shall have completed successfully the New York State assessment for school district leadership.  **For School District Business Leadership**  Requirements for companion programs in school district business leadership not leading to the professional certificate. Institutions that offer a registered program in school district business leadership leading to the professional certificate may have registered a companion program to that program, for students who do not seek certification in New York State, which companion program does not lead to the professional certificate. The companion program in school district business leadership shall require the candidate to meet all requirements prescribed in this subdivision for a program in school district business leadership that leads to the professional certificate, except the requirement that the candidate shall have completed successfully the New York State assessment for school district business leadership. |

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| **APPLICATION** |
| **1. Admission Criteria** |
| a) For all programs, list the program admission requirements and submit the checklist or other documentation the institution uses to verify the requirements.This check list may be pasted into the answer box. For programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; a minimum score on the GRE or a substantially equivalent admission examination and a minimum cumulative grade point average of 3.0 in the applicant’s undergraduate program.\*  *Answer:*  \*Pursuant to the law, each program is entitled to exempt up to 15 percent of its incoming class from these admission requirements based on the exempted student’s demonstrated potential to positively contribute to the educational leadership profession. A program shall report to the Department the number of students admitted pursuant to such exemption and the selection criteria used for such exemptions |
| b) If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.  *Answer:* |
| c) For School Building , School District and School District Business Leadership programs please check that the program meets the following requirements:  Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees.  Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider. |
| d) For School Building and School District Leadership programs please check that the program meets the following requirements:  Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied.  Programs shall inform applicants in writing prior to admission that the State Education Department requires for the initial certificate as a school building leader that the candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12. |
| e) For alternative transitional D programs preparing school district leaders, please check that the program meets the following requirements:  Programs shall require candidates to hold a graduate degree (academic or professional) from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees.  Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider. |
| f) For alternative transitional D programs preparing school district leaders, describe in detail the criteria that will be used and uniformly applied to identify exceptionally qualified candidates with the substantial equivalent of three years of experience as a teacher, administrator, or pupil personnel service provider in schools. Candidates shall demonstrate the following accomplishments through equivalent prior experience:  (1) developed and promoted a vision for an organization;  (2) collaboratively identified goals and objectives for achieving that vision;  (3) communicated effectively to promote goals;  (4) led comprehensive, long-range planning, informed by multiple data sources, for achieving goals;  (5) effected any needed change through ethical decision-making based upon factual analysis, even in the  face of opposition;  (6) established accountability for achieving goals and objectives;  (7) developed staff capability for their roles in achieving goals;  (8) supervised establishment of a budget supporting achievement of goals;  (9) supervised the management of finances and facilities to support achievement of goals; and  (10) applied statutes and regulations in accordance with law, and developed and implemented policies in  accordance with law.    *Answer:* |
| **2. Educational Leadership Core Coursework** |
| **a)** In the **Educational Leadership Core Courses Table**, list all courses in the proposed program. The Educational Leadership Core Courses Table is designed for a program leading to a **single certificate** or **multiple certificates**. See example on Educational Leadership Core Courses Table for a program leading to School Building Leader (SBL) and School District Business Leader (SDBL).  Please use the following steps as a guide to completing the Educational Leadership Core Courses Table.  Step 1: List each course by course number and title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time) (see example);  Step 2: Use the Cert Title columns to identify the appropriate certification title(s). For example, if a program prepares candidates for school building leaders, mark SBL (SBL = School Building Leader; SDL = School District Leader; and SDBL = School District Business Leader) See example on Educational Leadership Core Courses Table below. Note that the program chart is designed for a program leading to one or two certificates.  Step 3: Use section [B. Program Specific Requirements for Educational Leadership](#Prog_Spec_Req_Sec_B) to identify the program-specific core requirements addressed by the course and insert the Roman numerals or letters corresponding to the requirements in the appropriate columns See example on Educational Leadership Core Courses Table below.  **Educational Leadership Core Course Table**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Course Number and Title** | **Credit** | **Required or Elective (R/E)** | **Instructor and Part-time or Full-time Status** | Program Specific Pedagogical Core Requirements | | | Cert Title | Cert Title | | SBL | SDBL | | **Example**  EDU 814  Data and the Environment | 3 | R | L. Jones/ FT | Ii,iii,vi,x | e, g | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |
| b) Describe how the program satisfies the following requirements: a) two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law; b) two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law; and c) six clock hours, of which at least three hours must be conducted through face-to-face instruction, of course work or training on the social patterns of harassment, bullying and discrimination, as defined in section 11 of the Education Law.  *Answer:* |
| **3. Leadership Experiences** |
| a) List courses that include leadership experiences (field work)\*:   |  |  |  | | --- | --- | --- | | Course Number | Course Title | Instructor | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   \*Based on regulations, the leadership experiences shall occur throughout the program of study. |
| b) List the culminating leadership experience (internship) courses\*:   |  |  |  |  | | --- | --- | --- | --- | | **Course Number** | **Course Title** | **Instructor** | **No. of Full School Days** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   \*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth. |
| c) Please check that the leadership experience meets the following requirements:  includes experiences in districts serving students at different developmental levels and with a variety of characteristics and  socioeconomic backgrounds;  is carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes  specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated  by program faculty; and  is supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building, school district or school district business leadership as appropriate to the certificate title. |
| For alternative transitional D programs preparing school district leaders, please check that the leadership experiences meet the three conditions listed above or  will include one year of district-mentored and college supervised employment as a school district leader serving with a transitional D certificate. |
| **4. Additional Requirements for Alternative Transitional D Programs** |
| **Please check that the alternative transitional D program meets the following requirements for recommending candidates for the transitional D certificate:**  Written commitment. Candidates shall hold a written commitment from a school district or BOCES for district mentored and  college supervised employment as school district leader with mentoring of the candidate to be provided by the employing  Superintendent.  Program endorsement. Candidates shall have the program’s endorsement for the transitional D certificate.  State assessment. Candidates shall pass the New York State assessment for school district leader at the time the candidate applies and upon application qualifies for the transitional D certificate. |
| **5.** **Program Completion** |
| a) For programs preparing school building leaders, please check that the program meets the following requirement:  Candidates who have not earned a master’s degree prior to admission shall qualify for a master’s degree upon program completion. |
| b) For programs preparing school district leaders (including transitional D programs) or school district business leaders, please check that the program meets the following requirements:  Candidates who have not earned a master’s degree prior to admission shall qualify for a master’s degree upon program completion and shall have successfully completed 60 semester hours of graduate study.    Candidates shall have successfully completed the required components of the appropriate State assessment. |
| c) For alternative transitional D programs preparing school district leaders, please check that the program meets the following additional requirements.  Candidates hold the transitional D certificate.    Candidates shall have successfully completed three years of educational leadership service and/or classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12, which included at least one year of service in a position that required certification as a school district leader under the transitional D certificate, as prescribed in Commissioner’s Regulations Section 80-5.15 (b)(3). |
| **6. Companion Programs** |
| For programs preparing school district leaders or school district business leaders, please indicate whether the institution would like to register a companion program.  Yes, the institution would like to register a companion program.  No, the institution will not be registering a companion program. |

1. CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications. [↑](#footnote-ref-1)