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| **SEDseal** | **THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234 |

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

**Leading to Professional, Transitional B, and Transitional C**

This application is for New York degree-granting institutions seeking to register a new program leading to a **Professional, Transitional-B, or Transitional C 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.

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| MC900411244[1] | This application should NOT be used for the following types of program proposals:   * Programs Leading to Educational Leadership 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within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.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:

* 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 Arts in Teaching, Adolescent Education

**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\*:** |  | | |
| **For Certificate and Advanced Certificate Programs** | List all associated registered degree programs to which credits will apply. | | ***Reminder***: All courses in certificate and advanced certificate programs must be applicable to one or more registered degree programs at corresponding locations. |
| Include Program Code and Program Title: | | |

**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 program in one of the following teacher or educational leader certification areas:**

* Professional Teacher Certification
* Alternative Transitional B Teacher Certification
* Intensive Transitional C Teacher Certification

**Note:** Applications for new programs leading to initial orinitial/professional 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 )  **a)** **Format**: Day Evening Weekend Evening/Weekend Not Full-Time  **b)** **Mode**: Standard Independent Study External  Accelerated  Distance Education  ( to register a program with the Distance Education format submit a Distance Education Application for Teacher Education Programs 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. Music professional; Childhood 1-6 professional, Students with Disabilities Generalist 7-12 initial/professional.   *Answer*: |
| 1. Describe and list the formal relationships that the program and its faculty will have with local schools for the purpose of improving the preparation of teachers and the student teaching experience.   *Answer*: |
| 1. What are the anticipated Year 1 *through* Year 5 enrollments?   *Answer*: |
| **3. Sample Program Schedule** |
| **a)** Complete [Graduate Program Schedule Table](#grad). |
| **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)** 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. |
| **d)** 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. |
| **e)** 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 credit total: | |  |  | | Term credit total: |  |  | |
| **Term:** | | | | | **Term:** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
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| Term credit total: | |  |  | | Term credit total: |  |  | |
| **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 credit total: | |  |  | | Term credit total: |  |  | |
| **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 that describe 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** |
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| *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** |  |  |  |

**Supplement A: Application for Registration of a New Program**

**Leading to a Professional Teaching Certificate**

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| **1. Admission Criteria** |
| **a)** Please check that the program meets the following requirements:  The program requires candidates to have completed the requirements for an initial classroom teaching certificate in the same certificate title. For example, a program leading to professional certificate in chemistry 7-12 can only admit those candidates who have fulfilled the requirements of an initial certificate in chemistry 7-12, versus biology 7-12.  The program requires candidates to have completed the following study as part of the program or as an admission requirement: means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs.  For 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.  The program ensures all candidates have completed two clock hours of coursework or training in school violence prevention and intervention, as defined in regulations.  The program ensures all candidates have completed six clock hours of coursework or training in the prevention and intervention of harassment, bullying and discrimination, as defined in regulations.  **b)** List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. For graduate level programs commencing on or after November 15, 2021 a minimum cumulative grade point average of 3.0 in the applicant’s undergraduate program must be required for admission. Each program may exempt up to fifty percent of any incoming class of students from such selection criteria based on a student's demonstration of potential to positively contribute to the teaching profession.  Answer:  **c)** List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. This check list may be pasted into the answer box.  Answer:  **d)** Describe the process for evaluating exceptions to those requirements.  Answer:  **e)** 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: List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. This check list may be pasted into the answer box.  Answer:  **f)** Describe the process for evaluating exceptions to those requirements.  Answer:  **g)** 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: |
| **2. Curriculum** |
| **Pedagogical Coursework.** In the program chart below, list all the pedagogical courses in the proposed program and identify the courses that meet the requirement of at least 12 semester hours in graduate study that links pedagogy and required content.  52.21 (b)(2)(iii)(3*) for professional certificates in early childhood education, childhood education, middle childhood education (generalist), teaching students with disabilities in early childhood, teaching students with disabilities in childhood, teaching students with disabilities in middle childhood (generalist) for programs registered prior to September 2, 2011, students with disabilities in adolescence generalist) for programs registered on or after September 2, 2011, teaching students who are deaf or hard of hearing,*  *teaching students who are blind or visually impaired, teaching English to speakers of other languages, and educational technology specialist, and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in each of the following areas of the State learning standards for students: English language arts; mathematics, science and technology; and social studies. Such programs shall be jointly*  *designed by faculty of these content areas and faculty of education to link content and pedagogy; or*  (4) *for professional certificates in middle childhood education (specialist); adolescence education; teacher of students with disabilities in middle childhood education (specialist) for programs registered prior to September 2, 2011; teacher of students with disabilities in adolescence education for programs registered prior to September 2, 2011; teacher of a special subject; or teacher of the career field of agriculture, or business and marketing and for no other professional certificates, the program shall lead*  *to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in the subject of the certificate or a related subject. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy.*   | **Course Number and Title** | **Credit** | **R or E** required or elective | **Instructor(s)/Status**  Indicate whether the instructor is full-time (FT) or part-time (PT). | **Linking Course** | | --- | --- | --- | --- | --- | | Example:  EDU 630: Content and Instructional Methods in Math, Science, and Technology | 3 | R | J. Smith/FT | Yes | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

**Supplement B: Application for Registration of a New Program**

**Leading to Alternative Transitional B Certification in Teacher Education**

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| **1. Admission Criteria** |
| Please check that the program meets the following requirements:    Prior to admission the institution has provided written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.  The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;  For programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; the program must require 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\*.; and  Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration; or  Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels, or teaching students with disabilities 7-12 generalist, shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.  \* 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 teaching 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. |
| **2. Content Core** |
| **a)** List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major that the institution will accept for each certificate title.  *Answer:* |
| **b)** Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate.** Please check that the acceptable major(s) meet(s) the following requirement:  The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in history and geography of the United States and the world. |
| **c)** Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards  *Answer:* |
| **d)** Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate.** Indicate how the program meets the following requirements:  The program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;  *Answer:*  and  The candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).  *Answer:* |
| **e)** Complete only if the proposed program leads to **Teaching Students with Disabilities 7-12 Subject Extensions,** please indicate how the following requirement is met for each proposed extension:  At least 18 semester hours of study or its equivalent in the subject area of the certificate sought.  *Answer:*  For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.    *Answer:* |
| **3. Pedagogical Core Coursework** |
| |  |  | | --- | --- | | **a)** The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner’s Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates.** The Department reviews this table to ensure that the pedagogical requirements of Commissioner’s Regulations have been met.  Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point “How to Complete the Pedagogical Core Course Table” at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.  **Step 1: LISTING PEDAGOGICAL COURSES**  In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.  **Step 2: IDENTIFYING CERTIFICATION AREA CODES**  Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#SamplePedCoreCht).   |  | | --- | | Certification Area Codes (Cert codes)  01. Early Childhood Education (B-2)  02. Childhood Education (1-6)  03. Middle Childhood Education (5-9)  04. Adolescence Education (7-12)  05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)  06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)  07. Teaching Students with Disabilities 7-12 Generalist  08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)  09. Teaching Students Who are Blind or Visually Impaired (all grades)  10. Teaching Students with Speech and Language Disabilities (all grades)  11. Teaching English to Speakers of Other Languages (all grades)  12. Literacy (B-6) or (5-12)  13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)  14. Teaching a Specific Career and Technical Subject (7-12)  15. Library Media Specialist (all grades)  16. Educational Technology Specialist (all grades)  17. Bilingual Education Extensions\*  18. Bilingual Education Extensions\*\*  19. Grades 5 and 6 Subject Area Extensions  20. Grades 7 through 9 Subject Area Extensions  21. Gifted Education Extensions  22. Coordination of Work-based Learning Programs Extensions  23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English  24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities  \* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.  \*\* Bilingual education extensions for library media specialist and educational technology specialist. |   **Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK**  Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement**.** See the example in the [Sample Pedagogical Core Courses Table](#SamplePedCoreCht). Additional instructions are found in the Guidance Document: [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) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.  *NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.* | | **b)** Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.  **NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.  *Answer:* | | **c)** 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  **NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements. | | 1. Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.   *Roman numerals:*  Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.  *Answer:* |     **Sample Pedagogical Core Courses Table**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Course Number and Title** | **Credit** | **R/E** | **Instructor(s) / Status** | **Pedagogical Core Requirements (PCR) Addressed** | | | | | | **General PCR\*** | **Program-Specific PCR** | | | | | **Cert**  **Code** | **Cert**  **Code** | Cert  Code | Cert  Code | | **02** | **06** |  |  | | EDU 620: Literacy Methods in the Inclusive Classroom | 3 | R | J. Smith / FT | (iv);  (v);  (vi); | (ii); | (vi);  (vii);  (viii); |  |  |   **Pedagogical Core Courses Table**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Course Number and Title** | **Credit** | **R/E** | **Instructor(s) / Status** | **Pedagogical Core Requirements (PCR) Addressed** | | | | | | **General PCR\*** | **Program-Specific PCR** | | | | | Cert  Code | Cert  Code | Cert  Code | Cert  Code | |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |   **\***Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations. |
| **4. Introductory Component** |
| In the **Introductory Component Courses Table** below, list all courses for the introductory component of the proposed program. List the courses by course number, title, total clock hours, field experience clock hours, required (R) or elective (E), and the instructor(s)/status. Indicate whether the instructor is full-time (FT) or part-time (PT). Indicate the introductory component addressed using the corresponding Roman numeral from the **Introductory Component Pedagogical Coursework Requirements** list below.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Introductory Component Courses Table** | | | | | | | **Course Number and Title** | **Total Clock Hours** | **Field Exp Clock Hours** | **R/E** | **Instructor(s)/**  **Status (FT/PT)** | **Introductory ComponentAddressed** | | Example:  EDU 620: Teaching in 21st Century Classrooms | 30 | 0 | R | D. Garcia/FT | (ii);  (v);  (vi); | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | **Total Hours:** |  |  |  |  |  |   **Introductory Component Total Clock Hour Requirements**  Regulation requires that 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. And that at least six hours of the 40 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.  **Introductory Component Pedagogical Coursework Requirements**  The introductory component shall include, but shall not be limited to, graduate study designed to permit the candidate to obtain the following pedagogical knowledge, understanding, and skills:  (i) 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;  (ii) historical, social, and legal foundations of education, including special education, the education of students with limited English proficiency, and multicultural education;  (iii) rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education;  (iv) 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;  (v) 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;  (vi) 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;  (vii) 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;  (viii) 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;  (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; and  (x) means for the prevention of and intervention in harassment, bullying and discrimination in accordance with section 14 of the Education Law. Such study shall include six clock hours, of which at least three hours must be conducted through face­ to-face instruction, of course work or training on the social patterns of harassment, bullying and discrimination, as defined in section 11 of the Education Law, including but not limited to those acts based on person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. |
| **5. Mentored Teaching/In-Service Component** |
| **a)** Please check that the in-service component meets the following regulatory requirements:  \_\_\_ that the employing school/school district provides candidates with daily mentoring during the candidates’ first eight weeks of teaching, by an appropriately certified and trained mentor, in grade levels appropriate to the certificate(s) sought;  \_\_\_ that the employing school/school district provides candidates with the required mentored teaching beyond the first eight weeks of teaching; and  \_\_\_ that the program provides faculty supervision and monthly observation of candidates that promotes the linking of theory and practice. |
| **b)** Describe how the institution will ensure that the school/school district personnel (referred to in 6.a) will be trained for their role as mentors. In your response, please describe the preparation provided to the mentors.  *Answer:* |
| **c)** Describe how the institution will ensure that mentors have the requisite certification and experience.  *Answer:* |
| **d) Mentored Teaching/In-Service Agreement(s)** Submit a copy of the agreement(s) to be used with the school or school district to detail the mentoring requirements as an addendum to this application. The agreement should address the frequency, nature and duration of the first and second mentoring periods. **The agreement must show that it requires authorized signatures for both the institution and the school or school district.** |

**Supplement C: Application for Registration of a New Program Leading to Intensive Transitional C Certification in Teacher Education**

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| **1. Admission Criteria** |
| Please check that the program meets the following requirements:    Prior to admission the institution has provided written notification to candidates of the variety of teacher certification pathways available in New York, including, but not limited to individual transcript evaluation, interstate reciprocity and traditional preparation pathways. Such notification shall also make candidates aware that other pathways may be less costly and/or time intensive and that they should review all their alternatives before entering the program.  For programs commencing on or after July 1, 2016 the following minimum admission criteria must be applied; the program must require 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\*  Candidates shall hold an appropriate graduate academic or graduate professional degree; and  Candidates shall hold a transitional C certificate  \*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 teaching 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.  **And**  For 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.  The program ensures all candidates have completed two clock hours of coursework or training in school violence prevention and intervention, as defined in regulations.  The program ensures all candidates have completed six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training in the prevention and intervention of harassment, bullying and discrimination, as defined in regulations. |
| **2. Pedagogical Core Coursework** |
| a) Complete the **Pedagogical Core Courses Table**, list all pedagogical courses in the proposed program. The Pedagogical Core Courses Table is designed for a program leading to a **single certificate** or **multiple certificates**. See example on Pedagogical Core Courses Table for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).  Follow these steps to complete the Pedagogical Core Courses Table. For a more detailed explanation on how to complete the table visit and view the power point walk through on How to Complete the Pedagogical Core Course Table at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct-accessible.pdf>  **Step 1**:  In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time) (see example on Pedagogical Core Courses Table);  **Step 2**:  Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities 1-6, mark 02 and 06 in the Cert Code columns (see example on Pedagogical Core Courses Table).   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Certification Area Code | | 01. [Early Childhood Education](http://www.highered.nysed.gov/ocue/aipr/early_child_ed.htm) | | 02. [Childhood Education](http://www.highered.nysed.gov/ocue/aipr/child_ed.htm) | | 03. [Middle Childhood Education](http://www.highered.nysed.gov/ocue/aipr/mid_child_ed.htm) | | 04. [Adolescence Education](http://www.highered.nysed.gov/ocue/aipr/adolesc_ed.htm) | | 05. [Teaching a Special Subject](http://www.highered.nysed.gov/ocue/aipr/teach_spec_subj.htm) | | 06. [Teaching Students with Disabilities in Early Childhood and Childhood](http://www.highered.nysed.gov/ocue/aipr/early_child_disabl.htm) | | 07. [Teaching Students with Disabilities 7-12 Generalist](http://www.highered.nysed.gov/ocue/aipr/disabl_7_12.htm) | | 08. [Teaching Students Who are Deaf or Hard-of-Hearing](http://www.highered.nysed.gov/ocue/aipr/teach_deaf.htm) | | 09. [Teaching Students Who are Blind or Visually Impaired](http://www.highered.nysed.gov/ocue/aipr/teach_visimpair.htm) | | 10. [Teaching Students with Speech and Language Disabilities](http://www.highered.nysed.gov/ocue/aipr/teach_lang_dis.htm) | | 11[. Teaching English to Speakers of Other Languages](http://www.highered.nysed.gov/ocue/aipr/teach_engseclang.htm)  12. [Literacy](http://www.highered.nysed.gov/ocue/aipr/literacy.htm) | | 13. [Teaching the Career Field](http://www.highered.nysed.gov/ocue/aipr/teach_career.htm) | | 14. [Teaching a Specific Career and Technical Subject](http://www.highered.nysed.gov/ocue/aipr/teach_spec.htm) | | 15. [Library Media Specialist](http://www.highered.nysed.gov/ocue/aipr/lib_med_spec.htm) | | 16. [Educational Technology Specialist](http://www.highered.nysed.gov/ocue/aipr/ed_tech_spec.htm) | | 17. [Bilingual Education Extensions](http://www.highered.nysed.gov/ocue/aipr/bil_exts2.htm)\* | | 18. [Bilingual Education Extensions](http://www.highered.nysed.gov/ocue/aipr/bil_exts3.htm)\*\* | | 19. [Grades 5 and 6 Extensions](http://www.highered.nysed.gov/ocue/aipr/grades_5_6.htm) | | 20. [Grades 7 through 9 Extensions](http://www.highered.nysed.gov/ocue/aipr/grades_7_9.htm) | | 21. [Gifted Education Extensions](http://www.highered.nysed.gov/ocue/aipr/gifteded_exts.htm) | | 22. [Coordination of Work-based Learning Programs Extensions](http://www.highered.nysed.gov/ocue/aipr/work_based_learning.htm) | | 23. [Teaching Students with Disabilities Extensions](http://www.highered.nysed.gov/ocue/aipr/tdis_exts.htm): Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; Language other than English in either (grades 5-9) or (grades 7 through 12) | | 24. [Teaching Students with Severe or Multiple Disabilities Annotations](http://www.highered.nysed.gov/ocue/aipr/severe_multi_annote.htm) |   *\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.*  \*\* Bilingual education extensions for library media specialist and educational technology specialist. |   **Step 3**:  Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns (see example on Pedagogical Core Courses Table and further instruction in the guidance document). The general and program-specific requirements can be found by clicking on the link to each certification area.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Sample Pedagogical Core Courses Table**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course Number and Title | Credit | R/E | Instructor(s) / Status | Pedagogical Core Requirements (PCR) Addressed | | | | | | General PCR\* | Program-Specific PCR | | | | | Cert  Code | Cert  Code | Cert  Code | Cert  Code | | 02 | 06 |  |  | | EDU 620: Literacy Methods in the Inclusive Classroom | 3 | R | J. Smith / FT | (iv);  (v);  (vi); | (ii); | (vi);  (vii);  (viii); |  |  |   **Pedagogical Core Courses Table**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course Number and Title | Credit | R/E | Instructor(s) / Status | Pedagogical Core Requirements (PCR) Addressed | | | | | | General PCR\* | Program-Specific PCR | | | | | Cert  Code | Cert  Code | Cert  Code | Cert  Code | |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |   \*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.  Sample Pedagogical Core Courses Table | | | | | | | | | |  | | | | | | | | | |  |  |  |  |  | | | | | |  |  | | | | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |
| **b) Pedagogical Core substitution.** Regulations permit a candidate to meet a portion of the coursework requirements in the pedagogical core through assessment methods that ensure 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. If the institution intends to allow candidates to meet a portion of coursework through assessment and/or demonstration of knowledge and skills, please describe the coursework and methods here.  *Answer:* |
| **3. Mentored teaching/in-service component** |
| **a)** Please check that the in-service component meets the following regulatory requirements:  the program requires the completion of two school years of mentored teaching under the supervision of a faculty member of the program; and  the institution executes 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; and  The agreement must have authorized signatures for both the institution and the school or school district. |
| **b) Mentored teaching/in-service Agreement**. Submit the agreement with the school or school district that specifies how the program addresses the mentoring requirements as an addendum to this application. |

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