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

**Supplement to Add a Residency to a Registered Teacher Preparation Program**

* Use this form to request the addition of a residency track to a registered teacher preparation program that offers the option of either a residency or a non-residency clinical placement.

OR

* Use this form when changing a currently registered program that offers only residency placements.

**Submission Instructions:**

1. Create a PDF document of the completed supplement.

2. Create a separate PDF document for the residency MOU and any required syllabi.

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

4. Send the e-mail (with the attachment) to [OCUEEdApps@nysed.gov](mailto:OCUEEdApps@nysed.gov) .

5. The subject line of the email should include the name of the institution, the degree award and the program title. For example:

Subject: ABC College, M.S. Adolescence Education Biology 7-12

1. CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

**Supplement to Add a Residency to a Registered**

**Teacher Certification Program**

**Important Information**

1. Program registration is based upon the standards found in the Regulations of the Commissioner of Education (8 NYCRR Chapter II). The Department registers individual curricula/programs rather than the institution as a whole, but the program registration process includes, in some instances, an assessment of institutional-level compliance with certain of the standards.
2. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution’s compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.
3. The Department will audit compliance with the standards and, if an institution is found to be out of compliance with any of the standards to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education, and (2) the ability of the institution to utilize attestations in future applications for program registration; and may warrant deregistration of the program.
4. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.
5. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.

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

**General Information**

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| Institution (Legal Name) | | Institution Code |
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| **Identify the Program to Which a Residency Track May Be Added** | | |
| Program Title | | [Degree/Award (See 3.50 for Registered Degrees](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations) |
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| Credits | [HEGIS Code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes) | Program Code |
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| List the Residency Certificates That May Be Added | | |
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| Lead Contact [First Name, Last Name, Title] | Telephone Number | Email Address |
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**Attestation and Assurances**

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Regulations of the Commissioner of Education and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[[1]](#footnote-2)

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b) and §52.21(b)(2)(i) and (ii) relating to faculty, including those pertaining to field experiences, student teaching, practica, residencies, and mentoring teacher of record.[[2]](#footnote-3)

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2).

That, consistent with §52.2(e), overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), and, that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2), the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state statute, the Rules of the Board of Regents and the Commissioner’s regulations.

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| **CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST** |  |
| Signature | Date |
| Type or print the name and title of signatory | Phone Number |

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| **Program Title Change Request** |
| Note: A program title change can only be registered for institution’s that are proposing to change an entire registered program into a self-standing residency program that will only offer candidate’s the option of completing a residency clinical placement.  Indicate the new program title.  *Answer*: |
| **The Residency Program Collaborative Agreement** |
| *Commissioner’s Regulations Section 52.21 defines a residency as “a structured, college-supervised learning experience for a candidate in a teacher education program that is designed and implemented through a memorandum of understanding or similar collaborative agreement between an institution of higher education and an educational setting where the partners design the residency to provide candidates with instructional experiences connected to program learning goals and district priorities and develop shared expectations for the candidate’s gradual assumption of responsibilities in their placement in the area of the certificate sought. Candidates complete pedagogical coursework during the residency and practice under the direct supervision of the certified school-based teacher.”* |
| **Attach a sample memorandum of understanding or similar collaborative agreement related specifically to the residency (in PDF format).**  Department Expectations:  The memorandum of understanding or similar collaborative agreement should:   * describe specific instructional experiences connected to program learning goals and district priorities * describe the shared expectations of the institution of higher education and educational setting for the candidate’s gradual assumption of responsibilities in their placement in the area of the certificate sought, including those of the university-based teacher educator and the school-based teacher educator * confirm that the university-based teacher educator and the school-based teacher educator meet the following requirements from the regulations   *The School-Based Teacher Educators (SBTE) who work with candidates during the residency shall:*  *(1) be certified in the subject area of certification sought by the teacher candidate or in a related area; and*  *(2) have at least three years of full-time teaching experience or the equivalent, in an educational setting, in the subject area of certification sought by the teacher candidate or in a related area; and*  *(3) be designated by the school or district as a school-based teacher educator; or be rated effective or highly effective in their most recent annual professional performance review or other evaluation conducted pursuant to section 3012-d of the Education Law or other applicable law and regulation; or hold a national board certificate*.  *The University Based Teacher Educators (UBTE) engaged in clinical supervision shall:*  *(1) be involved in program development as appropriate; and*  *(2) have at least 3 years of full-time teaching or related experience in any grade, pre-kindergarten through 12.*   * describe the design and planned implementation of the required planned professional learning, for the SBTE and UBTE, that focuses on the provision of effective clinical supervision. |

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| **Additional Requirements for the Residency Program** |
| Please review each additional requirement and explain how they will be met by the residency program. |
| If the program is preparing candidates for more than one certificate, how will the program ensure that candidates complete the clinical experiences required for each certificate title? Please note that candidates pursuing more than one certificate title may complete placements of at least 250 hours for each additional certificate title within the 1,000 or more total hours per regulations. |
| Institution’s Response: |
| How does the program address the full range of student developmental levels required by the certificate title(s) sought? |
| Institution’s Response: |
| How does the program provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities? |
| Institution’s Response: |

**Clinical Experiences**

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| **Field Experiences**  *The residency program shall include at least 15 hours of clinical experiences that shall include a focus on understanding the needs of students with disabilities.* |
| **Please explain how the residency program will address this requirement:** |

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| **Residency Experiences**  *The residency program shall include a residency of at least one academic year in length that includes*  *at least 1,000 hours of clinical experiences for candidates which shall enable candidates to experience*  *the full range of a teacher’s annual responsibilities, in alignment with the daily schedule and annual*  *calendar of that educational setting; provided that candidates pursuing more than one certificate title*  *may complete placements of at least 250 hours for each additional certificate title within the 1,000*  *or more total hours.* | | | |
| **Course Number and Title** | **Instructor** | **Grade Level** | **Hours of Clinical Experiences** |
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| **Course Catalog Descriptions and Course Syllabi** |
| Attach catalog course descriptions for existing courses that are impacted by the change. |
| If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:   * + Course syllabi for new courses are submitted.   + Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.   + Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:     - * course description       * course objectives       * pre- and co-requisites       * credits allocated       * topics addressed       * assignments       * method of assessing student achievement, including the assessment rubrics at the course and project levels       * basis of grade determination       * texts and other resources       * other course policies related to integrity of credit       * author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table   + Syllabi are submitted for all new courses of proposed programs.   + Syllabi for all existing courses should be available upon request.   + Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.   + Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of [Commissioner’s Regulations Part 50.1(o)](http://www.highered.nysed.gov/50.1.htm), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives. |

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| **Side-by-Side Comparison Chart** |
| Complete the Side-by-Side Comparison Chart of the existing and newly modified program. |

| **Courses in Existing Program** | | | **Courses in the Residency Track Program** | | |
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| Course Number | Course Title | Course Credits | Course Number | Course Title | Course Credits |
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| **University-Based Teacher Educators** |
| *The University-Based Teacher Educator engaged in clinical supervision shall:*  *(1) be involved in program development as appropriate; and*  *(2) have at least 3 years of full-time teaching or related experience in any grade, pre-kindergarten through 12.*  ***Note: Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department*** |
| *Regulations require institutions to ensure that the University-Based Teacher Educator(s) are involved in program development as appropriate. Please explain below how this requirement is met.* |
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| *Regulations require University-Based Teacher Educators (UBTE) to have at least 3 years of full-time teaching or related experience in any grade. Using the space below, please describe how the identified University-Based Teacher Educator(s) have met this requirement. If additional space is required, please attach another page to the application.* |
| |  |  | | --- | --- | | **University-Based Teacher Educator Name** | **Describe how UBTE faculty meets criteria (2)** | |  |  | |  |  | |  |  | |  |  | |

1. The Department reserves the right to request these data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution. [↑](#footnote-ref-2)
2. Please review all requirements concerning faculty for teacher education programs found in §52.21(b)(2) to ensure compliance. [↑](#footnote-ref-3)