# SPECIAL APPLICATION TO REVISE A REGISTERED PROGRAM LEADING TO SCHOOL BUILDING LEADER CERTIFICATION OR SCHOOL BUILDING/SCHOOL DISTRICT LEADER CERTIFICATION

**OFFICE OF COLLEGE AND UNIVERSITY EVALUATION**

#### Important Information:

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| * Use this application if you are a New York State institution of higher education, holding an absolute charter from the NYS Board of Regents or permanent authority to award degrees, and are requesting a change in the registration of a program leading to either school building leader or school building leader/school district leader dual certification. Currently registered school building leader preparation programs enrolling new candidates for the Fall 2023 semester and after must meet amended SBL program registration requirements by September 1, 2023. (see [§52.21(c) (New York Code of Rules and Regulations, Title 8, Chapter II, Subchapter A, Part 52))](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations) |
| * **DO NOT** use this application to request a change to the following: |
| * + Programs that prepare for teacher certification   + Programs that prepare for school district leader certification only or school district business leader certification only   + Programs that prepare for certification in pupil personnel services |
| * **Program registration standards** are defined in Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York). NOTE: For information about the application of these standards, please review the [Program Registration Guidance Documen](http://www.nysed.gov/college-university-evaluation/program-registration-guidance-documents)t. |
| * This application includes **attestations and assurances** affirming an institution’s compliance with program registration standards. If an institution is found to be out of compliance with a standard to which it attested compliance, that finding may lead to denial of: (1) registration or re-registration of the program, pursuant to §52.1(l) of the Regulations, and (2) the ability of the institution to utilize attestations in future applications for program registration. |
| * **Questions regarding this application** will be sent to the institution contact designated by the institution’s President or Chief Executive Officer (i.e., the CEO Designee), as applicable. NOTE: If an institution has not identified a CEO Designee, questions will be sent to the institution’s President or Chief Executive Officer. |
| * + SUNY and CUNY institutions must contact System Administration for program registration guidance. |
| * The Department reserves the right to request additional information and/or clarification of any information provided by the institution on this application. |

#### Submission Instructions:

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| 1. Complete this application in its entirety. ***NOTE: Incomplete applications will be returned.*** |
| 1. Save the completed revised program registration application form and any applicable supplemental materials as ***searchable*** PDF document(s); ***DO NOT SCAN***. |
| 1. Submit the ***searchable*** PDF document(s) via e-mail to [OCUEEdapps@nysed.gov](mailto:OCUEEdapps@nysed.gov) with the subject line: “*Revised, Institution, Award, Program*” (e.g., SUBJECT: Revised, XYZ College, MA, School Building Leader) ***NOTE: These program registration applications will be accepted as searchable PDFs only.*** |
| *NOTE: All requests to revise programs for SUNY and CUNY institutions must be submitted through the applicable System Administration.* |

# SPECIAL APPLICATION TO REVISE REGISTERED PROGRAMS LEADING TO SCHOOL BUILDING LEADER AND SCHOOL BUILDING LEADER/SCHOOL DISTRICT LEADER CERTIFICATION

**OFFICE OF COLLEGE AND UNIVERSITY EVALUATION**

#### SECTION I – Program Registration Specifics

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| SED Institution ID: |
| Institution Name: |

**Table 1 Currently Registered Educational Leadership Program being revised.**

| Program Title | Program Code | Degree/Award | Credits |
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* Is the program a **Multiple-Institution** program? **<SELECT YES/NO>**

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| Partner SED Institution ID: | Partner Institution Name: |

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| **SCHEDULE**:  Evening  Evening/Weekend  Weekend  Day**\*\*** |
| **MODE**:  Accelerated  Distance Education  External  Independent Study  Standard**\*\*** |
| **If the program is registered in the distance education format can the entire program, with the exception of the internship, be completed online? <SELECT YES/NO>** |
| **OTHER**:  Bilingual  Cooperative  Language  Upper-Division |
| \*\* The **Day schedule** and **Standard mode** are default program formats in the Inventory of Registered Programs and will only   appear on an institution’s IRP listing if selected in addition to another format. |

#### SECTION II – Institutional Attestation

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| 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 (“Regulations”) and the following specific requirements:   * That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).   + “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to §52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.” * 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.   + The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution. * 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 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 all requirements relating to faculty. * That all curriculum and courses are offered, and all credits are awarded, consistent with the requirements of §52.2(c). * That admissions decisions are made consistent with the requirements of §52.2(d) and 52.21(c) * That, consistent with §52.2(e) of the Regulations, 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) of the Regulations, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet all State regulatory requirements. |

**All identified fields in this section must be completed in order to confirm attestation.**

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| Name and Title of President/Chief Executive Officer  (or institution’s designated SED contact) \*: |  |
| Email Address: | Phone Number: |
| Signature: **<ENTER SIGNATURE>** | Date: **<ENTER DATE>** |

**If the program is a multiple-institution program, the partner institution must provide the following information:**

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| Name and Title of Partner Institution President/Chief Executive Officer (or institution’s designated SED contact) \*: |  |
| Partner SED Institution ID: | Partner Institution Name: |
| Email Address: | Phone Number: |
| Signature: **<ENTER SIGNATURE>** | Date: **<ENTER DATE>** |

**\*NOTE: This application must be signed by either the institution’s President/Chief Executive Officer (CEO) or the designated contact on file with the Office of College and University Evaluation, as authorized by the President/CEO.**

#### SECTION III – Program Design

###### Table A: Program Schedule – Graduate.

* Use the table to show how a typical student may progress through the program; copy/expand the table as needed.
* Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2, etc.).
* Indicate academic calendar type:  Semester  Quarter  Trimester  Other (explain):

Term: Term:

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| Course Number & Title | Cr | LAS | MAJ | NEW | Prerequisites |  | Course Number & Title | Cr | LAS | MAJ | NEW | Prerequisites |
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***PROGRAM TOTALS*: Credits: Culminating Experience (e.g., thesis, exam, project, etc.):**

Table B: New Content Requirements for All Programs Leading to School Building Leader Certification Including Programs Leading to both School Building and School District Leader Certification

* In the chart below, identify all content courses offered in the program. Identify the new courses, list each course number and title, and provide a description of each content core course for this program as it appears or will appear in the college catalog. Each course listed in the table must have a course description which reflects alignment with the regulatory requirements.
* If new courses have been developed as part of the revised program’s curriculum, course syllabi for all new courses must be submitted with this application. NOTE: For information related to course syllabi expectations, please review the [Program Registration Guidance Documents for Curriculum](http://www.nysed.gov/college-university-evaluation/program-registration-guidance-documents). \*Syllabi for each new course must be saved, not scanned, as a PDF document and added as an addendum to this application.

Programs Leading to School Building Leader and School Building/School District Leader Certification enrolling new candidates for the Fall 2023 semester shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to:

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| (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; | | |
| Course Number and Title (Indicate if a new course.) \* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
| Sample>EDUC 600: Schools as Dynamic Organizations | The purpose of this course is to equip leaders with skills and knowledge to accomplish challenging goals. Students study how mission and vision, governance, teamwork, social intelligence, and organizational behavior contribute to effective leadership practice that supports student success and continuous school improvement. Students also assess barriers to school change and explore strategies to overcome them. |  |
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| (2) act ethically and professionally and according to professional norms to promote each student’s academic success and well-being; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (3) strive for equity of educational opportunity and **culturally responsive** practices to promote each student’s academic success and well-being of all students; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (5) cultivate an inclusive, caring, and supportive school community that promotes the academic success and wellbeing of all students; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (7) foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (9) manage school operations and resources to promote each student’s academic success and well-being; and | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (10) act as agents of continuous improvement to promote each student’s academic success and well-being. | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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Table C: Content Requirements for School District Leader Certification for Programs Leading to School Building Leader/School District Leader Certification

* In the chart below, identify all content courses within the program that meet the program completion requirements for school district leader certification, identify the new courses, list each course number and title, and provide a description of each content core course for this program as it appears or will appear in the college catalog. Each course listed in Table Cbelow must have a course description which reflects alignment with the regulatory requirements. \*Submit syllabi for each new course as a single saved, not scanned PDFdocumentas 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

Programs Leading to School Building Leader and School Building/School District Leader Certification enrolling new candidates for the Fall 2023 semester shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

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| (i) design and execute district-wide systems to promote higher levels of student achievement; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iii) interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs; | | |
| Course Number and Title\* | Course Description | -Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (iv) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ix) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (x) establish accountability systems for achieving educational goals and objectives; | | |
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| (xi) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic; | | |
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| (xii) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives; | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (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 | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| (ix) maintain a personal plan for self-improvement and continuous learning. | | |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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