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

**Application for the Registration of New Graduate and Undergraduate Residency Programs Leading to Teacher Certification**

**Important Information**

1. 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, requesting registration of **a residency program leading to a teaching certificate.**

1. **Do not** use this application if you are requesting registration of:

* **Programs leading to certification in classroom teaching with a traditional or alternative clinical placement**
* Programs leading to certification in educational leadership or pupil personnel services titles
* General academic programs, including those leading to credit-bearing certificates or advanced certificates
* Programs preparing licensed professionals
* Programs leading to doctoral level degrees
* Proposals for revisions to existing registered programs (including title and curricular changes, etc.)

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.

1. 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.
2. 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.
3. 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.
4. 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.

**Submission Instructions**

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted, reviewed or retained by the Department.

1. Create a single PDF document that includes the following documents:

* The completed Application for the Registration of New Graduate and Undergraduate Residency Programs Leading to Teacher Certification, with all required signatures included.
* Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
* Any external review of the proposed program that is required (see below).

1. Create a separate PDF document for the residency MOU and any required syllabi.
2. Attach the PDF documents to an e-mail.
3. Send the e-mail (with the attachment) to [OCUEEdApps@nysed.gov](mailto:OCUEEdApps@nysed.gov) .
4. 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

**Master Plan Amendments**

If this program proposal requires a Master Plan Amendment, additional information and materials related to that request will be required. Please visit the Department’s web site for information on [Master Plan Amendments](http://www.nysed.gov/college-university-evaluation/proposals-requiring-master-plan-amendment) to determine if a Master Plan Amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

**External Review**

If this program proposal requires an external review, additional information and materials related to that request will be required. Please refer to the Department’s website for information about when an [external review](http://www.nysed.gov/college-university-evaluation/external-reviews) of a proposed program is required. If an external review is required, it must be submitted with the program registration application.

**General Information**

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| Institution (Legal Name) | Institution Code |
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| Proposed Program Title (Must include the term Residency) | [Degree/Award (See 3.50 for Registered Degrees)](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations) |
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| Address of Any Campus Where the Proposed Program Will Be Offered  (main and/or branch campuses) | Full-time or Part-time [[1]](#footnote-2) |
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| Program Format: Please note some formats indicate the entire program can be completed in that format, i.e. “evening” indicates the entire program can be completed in the evening. See <http://www.nysed.gov/college-university-evaluation/format-definitions> for more information. | [HEGIS Code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes) |
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| Certification Titles (include any extensions and annotations sought) | Certification Level(s) |
|  |  |
| Joint Registration IHE (if applicable) | Total Number of Credits |
|  |  |
| Lead Contact [First Name, Last Name, Title] | Telephone Number |
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| 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.[[2]](#footnote-3)

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.[[3]](#footnote-4)

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 |

**Program Purpose, Philosophy, Objectives and Targets**

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| **Program Description**  *Department Expectation*: *Provide a brief description of the program as it will appear in the institution’s catalog and on the institution’s webpage.* | | | | |
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| **Program Objectives**  *Department Expectation:* *Identify the certification areas the program is designed to lead to.* | | | | |
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| **Program Targets -** *Department Expectation*: *Establish realistic enrollment for this program that is connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. Note: Specific Department defined targets are not required for the registration of curricula. However, the Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets as they relate to program implementation.* | | | | |
| Enrollment Projections  *The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.* | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
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**Curriculum and Course Information**

*Complete the relevant Program Schedule (Table A and/or Table B) in a manner consistent with §52.2(c) of the Regulations of the Commissioner*

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| ***Table A: Undergraduate Program Schedule***   * *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: | | | | | | Credits per classification | | | | | | |  | | Term: | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
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| Term: | | | | | | Credits per classification | | | | | | | Term: | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
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| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
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| Term: | | | | | | Credits per classification | | | | | | | Term: | | | | | Credits per classification | | | | | |
| Course Number & Title | | | | Cr | | LAS | Maj | | New | | Prerequisite(s) | | Course Number & Title | | | Cr | | LAS | | | Maj | New | Prerequisite(s) |
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| **Program Totals**: | Credits: | | | | | | | | | Liberal Arts & Sciences: | | | | | | Major: | | | | | Elective & Other: | | | | |
| **Cr**:= credits **LAS** = [Liberal Arts and Sciences](http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum) **Maj** = major requirement **New** = new course **Prerequisite(s)** = list prerequisite(s) for the noted courses | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Table B: Graduate Program Schedule***   * *Indicate academic calendar type:*  *Semester*  *Quarter*  *Trimester*  *Other (describe):* * *Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)* * *Use the table to show how a typical student may progress through the program; copy/expand the table as needed.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term: | | | | | | | | | | | |  | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Term: | | | | | | | | | | | | Term: | | | | | | | | | | | |
| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | | Course Number & Title | | | Credits | | New | | | Prerequisite(s) | | | |
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| **Program Totals:** | | **Credits:** | | | | | | Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: | | | | | | | | | | | | | | | | | |
| **New** = indicate if new course **Prerequisite(s)** = list prerequisite(s) for the noted course | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Program Admission Requirements**  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 checklist may be pasted into the answer below. 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. |
| **Identifying Program Coursework Requirements**  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. |

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| **Meeting the Content Core Requirement for a Major or Concentration** |
| 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 the institution will accept for each certificate title. If the certificate area requires study beyond the major explain how the required study will be met. (i.e., Teaching Students with Disabilities 7-12 Generalist) |
| **Meeting the Content Requirements for Generalist Certificate Titles** |
| For programs leading to a generalist certificate in Early Childhood Education; Childhood Education; Generalist in Middle Childhood Education; Students with Disabilities (Birth-Grade 2) and (Grades 1-6); Deaf and Hard of Hearing; Blind and Visually Impaired, the content core must be a major in one or more of the liberal arts or sciences. The program including the content core, in combination with the pedagogical core, must ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the generalist curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies. By checking each box below the college attests that program candidates are prepared with knowledge, understanding, and skills in the following curricula. Institutions must be prepared to identify the courses in the program or those required for admission that prepare the candidate in each area.   |  |  |  | | --- | --- | --- | | **the arts** | **health, physical education, and family**  **and consumer sciences** | **science and technology** | | **career development**  **and occupational studies** | **world languages** | **social studies** | | **English language arts** | **mathematics** |  | |

**Pedagogical Core Requirements for both Undergraduate and Graduate Programs**

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| **Pedagogical Core Course Table**  *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.* |
| **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.  [**Certification Area Codes (Cert codes)**](http://www.nysed.gov/college-university-evaluation/core-requirements-teacher-preparation-programs)   |  |  | | --- | --- | | **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**.** Additional instructions can be found in the power point at: [http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf.](http://www.nysed.gov/common/nysed/files/ped-core-instruct.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.* |

**Pedagogical Core Courses Table**

| **Course Number and Title** | **Credit Hours** | **R/E** | **Instructor(s) / Status** | **Pedagogical Core Requirements (PCR) Addressed** | | | | |
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| **General PCR\*** | **Cert Code** | **Cert Code** | **Cert Code** | **Cert Code** |
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| *\*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.* | | | | | | | | |

| **Pedagogical Core Course Descriptions**  *In the space below, identify all pedagogical courses within the program, identify the new courses, list each course number and title, and provide a description of each pedagogical course for this program as it appears or will appear in the college catalog. Each course that has been identified in the Pedagogical Core Course Table must be identified below and have a course description which reflects alignment with the regulatory requirements.* ***\*In addition to the course descriptions identified below, 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*** | | | |
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| **Course Number** | **Course Title** | **Check if this is a new course** | **Course description** |
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| **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 experience that shall include a focus on understanding the needs of students with disabilities.* |
| **Please explain how this 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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**Faculty Information**

| **Existing Core Faculty**  *Department Expectations:*  *1) Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured.* ***Identify the program director and university-based teacher educators (“UBTE”).***  *(2) Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.*  *Note: Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.* | | | | |
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| Faculty Member Name, Title, and Rank | Courses to be taught. **Include number and Title** | Full-time or Part-time; if Full-time identify % of time to the program | **List All Earned Degrees & Disciplines** (include College/University). **Disciplines must be identified.** | List additional qualifications that demonstrate special competence in the field relative to the specific program. (certifications/ licenses; professional experience; scholarly contributions, etc). For UBTE’s only: Please describe how the faculty meet “Additional Information” criteria (2) below. |
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| **Additional Information about 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. |
| Institution’s Response: |
| Regulations require UBTE’s to have at least 3 years of full-time teaching or related experience in any grade. Using the chart above, please describe how each of the identified UBTE’s have met this requirement. If additional space is required, please use the space below. |
| Institution’s Response: |

1. Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information about full and part time study. Only programs meeting the definition of full-time under §145-2.1 can be registered as eligible for financial aid under NYS’s Tuition Assistance Program (TAP). Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes. [↑](#footnote-ref-2)
2. 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-3)
3. Please review all of the requirements concerning faculty for teacher education programs found in §52.21(b)(2) to ensure compliance. [↑](#footnote-ref-4)