**Application to Change a**

**Currently Registered Program[[1]](#footnote-1) Leading to**

**Teacher or Educational Leadership Certification**

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For programs registered jointly with another institution, all participating institutions must confirm support for the changes.

 This application should **NOT** be used for the following types of requests:



* Proposals for new programs
* Requests for changes to registered general education or Pupil Personnel Services programs
* Requests for changes to programs preparing Licensed [Professionals](http://www.op.nysed.gov/prof/); or
* Requests to add the Distance Education Format to a Registered Program

For requests to changes to Doctoral programs: Please [contact](http://www.highered.nysed.gov/ocue/contact.htm) the Office of College and University Evaluation (OCUE).

**Directions for submission of request:**

1. Create a ***single*** PDF document that includes the following completed forms:

* This application
* Master Plan Amendment Supplement and Abstract (if applicable)
* Application to Add the Distance Education Format (if applicable). (Note: If the only requested change is to add the distance education format, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program).)

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**

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, Request for Change, Master of Science, Adolescent Education

**Application to Change a**

**Currently Registered Program Leading to**

**Teacher or Educational Leadership Certification**

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| **Changes and Adaptations Requiring State Education Department Approval** |
| **1. Changes in Program Content** *Any* of the following substantive changes:* Cumulative change from the Department’s last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 10 credits in a master’s degree program)
* Changes in the program’s focus or design
* Adding or eliminating an option or concentration
* Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 |
| **2. Other Changes** * Program title(Access the unique Title Change Request Form [here](http://www.nysed.gov/college-university-evaluation/register-or-change-program)
* Program award (e.g., change in degree)
* Mode of delivery (**Note**: if the change involves adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format to a New or Registered Program](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program).)
* Discontinuing a program
* Adding or deleting a certificate title
* A change in the total number of credits of any certificate or advanced certificate program
* A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
* A change that impacts the pedagogical core
 |

**Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:**

**OCUEedapps@mail.nysed.gov**

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College. MAT. Biology 7-12)

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| **Section 1. Institution Information** |
| **Item** | **Response** *(type in the requested information)* |
| **Institution name and address** |      *Additional information*:* Specify campus where program is offered, if other than the main campus:
 |
| **Identify the program you wish to change**  | Program title:      [Degree/Award (See 3.50 Registered Degrees)](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations)  (e.g., B.A., M.S.):      Credits:      [HEGIS code:](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes)      [Program code](http://www.nysed.gov/heds/IRPSL1.html):      List the teacher or educational leader certificate titles the program leads to:        |
| **Contact person for this proposal** | Name and title:       Telephone:       Fax:       E-mail:      |
| **CEO** (or designee) **approval** *Signature affirms the institution’s commitment to support the program as revised.* | Name and title:     Signature and date:      |
| If the program will be registered jointly with another institution, provide the following information: |
| Partner institution’s name:     Name and title of partner institution’s CEO:     Signature of partner institution’s CEO:      |

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

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| **Section 2. Identification and Explanation of a Proposed Change** Below are the changes that can be made to currently registered programs leading to teacher or educational leadership certification. 1. Check the box(es) that correspond to the proposed change(s) you are requesting.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Sections required for each requested change.
 |
| [ ]  **Discontinuing a Program**  | [ ] Complete: Part A and Item 1 in Part B |
| [ ] [ ]  **Eliminating a Major or Concentration**  | Complete: Part A and Section 4 Side by Side Comparison Chart  |
| [ ] [ ]  **Adding a Major or Concentration**  | [ ] Complete: Part A, Item 2 in Part B, and Section 3 Program Schedule, Section 5 Faculty Table, and Section 6 Catalog Course Descriptions and Course Syllabi |
| [ ] [ ]  **Deleting a Certificate Title**  | [ ] Complete: Part A, Item 3 in Part B, and Section 4 Side by Side Comparison Chart |
| [ ] [ ]  **Adding a Certificate Title** [ ]   | [ ] Complete: Part A, Item 4 in Part B, and Section 3 Program Schedule, Section 4 Side by Side Comparison Chart, Section 5 Faculty Table, Section 6 Catalog Course Descriptions and Course Syllabi, Section 7 Pedagogical Core Course Work and Section 8 Field Experience and Student Teaching or Section 9 Educational Leadership Content Core and Section 10 Field Experiences for Ed Leadership Programs  |
| [ ] [ ]  **Change in Delivery Mode** | [ ] Complete: Part A, Item 5 in Part B, and Section 3 Program Schedule, and the [Distance Education Application if applicable.](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program) |
| [ ] [ ]  **Change in Format** [ ]  | [ ] Complete: Part A, Item 6 in Part B, and Section 3 Program Schedule  |
| [ ] [ ]  **Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of** [Regents Rules](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations) | [ ] Complete: Part A, Section 3 Program Schedule, Section 4 Side by Side Comparison Chart, Section 5 Faculty Chart, and Section 6 Course Syllabi and Catalog Course Descriptions  |
| [ ] [ ]  **Change in Degree Award**  | [ ] Complete: Part A, Item 7 in Part B, [ ] Section 3 Program Schedule, and Section 4 Side by Side Comparison Chart. |
| [ ] [ ]  **Change in the Total Number of Credits of any Certificate or Advanced Certificate – When the *change impacts less than 1/3 of the credits and does not impact the Pedagogical Core:***  | [ ] Complete: Part A, Item 8 in Part B, Section 3 Program Schedule, and Section 4 Side by Side Chart |
| [ ] [ ]  **Curricular Change of 1/3 or More of the Credits** | [ ] Complete: Part A, Section 3 Program Schedule, Section 4, Side by Side Comparison Chart. Include Section 5 Faculty Table, and Section 6 Catalog Course Descriptions and Course Syllabi. If new courses are added. |
| [ ] [ ]  **Curricular Change that Impacts the Pedagogical Core (teacher) or Content Core (leader)** | [ ] Complete: Part A, [ ] Section 3 Program Schedule, Section 4, Side by Side Comparison Chart, Section 5 Faculty Table, Section 6 Catalog Course Descriptions, [ ] Section 7 Pedagogical Core Course Work and Section 8 Field Experience and Student Teaching or Section 9 Educational Leadership Content Core and Section 10 Field Experiences for Ed Leadership Programs  |
| **Part A: All Program Changes:** Complete items 1 and 2 for all program changes. |
| 1. Explain the program change.

*Answer*:       |
| 1. Identify the certificate title(s) to which the program currently leads.

*Answer*:       |
| **Part B: Program-Specific Change Items:** Complete the items that correspond to the change or changes in the program being requested.  |
| 1. **Discontinuing a Program**

Indicate the date\* the program will be discontinued. *Answer*:      \*If any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.  |
| 1. **Adding a Major or Concentration**

Explain how the new major or concentration addresses depth and breadth in the discipline. *Answer*:       |
| 1. **Deleting a Certificate Title**

Indicate the date by which all students in that certificate title will have completed the program. *Answer*:       |
| 1. A**dding a Certificate Title**

Provide the documented need for this change along with admission requirements. *Answer*:       |
| 1. **Changing the Delivery Mode**

 (e.g., from traditional format to distance education), indicate the proposed delivery mode:  [ ] Standard [ ] Independent Study [ ] External [ ] Accelerated [ ] Distance Education(To register a program with the Distance Education format submit [**Distance** **Education Application**](http://www.nysed.gov/college-university-evaluation/state-teacher-educational-leader-or-pupil-personnel-services-program) with this proposal.) [ ] Bilingual [ ] Language Other Than EnglishAnd Describe how the change impacts library resources, support services or financial aid eligibility. If no added resources are identified for the proposed program, describe why none are needed. *Answer*:        |
| 1. **Changing the Program Format**

 (e.g., from day to evening, from full-time to part-time, [see format definitions](http://www.nysed.gov/college-university-evaluation/format-definitions)), indicate the proposed format: [ ] Day [ ] Evening [ ] Weekend [ ] Evening/Weekend [ ] Not Full-TimeAnd Describe how the change impacts library resources, support services or financial aid eligibility. If no added resources are identified for the proposed program, describe why none are needed. *Answer*:       |
| 1. **Changing the Degree Award**

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.*Answer*:       |
| 1. **Changing the Total Number of Credits for a Certificate or Advance Certificate Program**

Indicate the number of credits in the current program and the proposed number in the proposed change. *Answer*:       |

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| **Section 3: Program Schedule****Complete this section for the following changes:*** Curricular Change of 1/3 or More of the Credits
* Curricular Change that impacts the Pedagogical Core
* Adding a Certificate Title
* Adding a Major or Concentration
 |
| 1. Complete (for undergraduate programs) or (for graduate programs) to show the sequencing and scheduling of courses in the program.
 |
| 1. If the program is offered through a nontraditional schedule, explain the schedule, including its impact on financial aid eligibility.

*Answer*:       |
| 1. Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.[ ]  Yes [ ] No If no, explain:
 |
| 1. **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*:            |

**Undergraduate Program Schedule Table**

|  |
| --- |
| * 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) |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
| Term credit total:  |     |     |     |  | Term credit total:  |     |     |     |  |
| **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) |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
| Term credit total:  |     |     |     |  | Term credit total:  |     |     |     |  |
| **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) |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
| Term credit total:  |     |     |     |  | Term credit total:  |     |     |     |  |
| **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) |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
|       |    |    |    | [ ]  |       |       |    |    |    | [ ]  |       |
| Term credit total:  |     |     |     |  | Term credit total:  |     |     |     |  |
|  |
| **Program Totals:** | **Credits:** | **Liberal Arts & Sciences:**  | **Major:**  |  **Elective & Other:** |
| **Cr**: credits **LAS**:  **Maj**: major requirement **New**: new course **Prerequisite(s)**: list prerequisite(s) for the noted courses |

**Graduate Program Schedule Table**

|  |
| --- |
| * 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) |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
|       |    | [ ]  |       |  |       |    | [ ]  |       |
| 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 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: |     |  |
| **Program Totals:** | **Credits:** |  |
| **New**: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted courses |

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| **Section 4: Side by Side Comparison Chart****Complete this section for the following changes:*** Curricular Change that impacts the Pedagogical Core
* Adding a Certificate Title
* Adding a Major or Concentration
* Altering the Liberal Arts and Sciences Content
 |
| **a)** Complete the Side-by-Side Comparison Chartof the existing and newly modified program. |

**Side by Side Comparison Chart**

| **Courses in Existing Program** | **Courses in the Newly Modified Program** |
| --- | --- |
| Course Number | Course Title | Course Credits | Course Number | Course Title | Course Credits |
|       |       |       |       |       |       |
|       |       |       |       |       |       |
|       |       |       |       |       |       |
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| **Section 5: Faculty Table****Complete this section for the following changes:*** Curricular Change that impacts the Pedagogical Core
* Adding a Certificate Title
* Adding a Major or Concentration
* Altering the Liberal Arts and Sciences Content
 |
| If the change impacts faculty who will be teaching courses or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. See [information regarding faculty qualifications.](http://www.nysed.gov/college-university-evaluation/department-expectations-faculty) |

**Full-Time Faculty Table**

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

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

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

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

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| If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications. |
| **Title/Rank of Position** | **No. of New Positions** | **Minimum Qualifications** (including degree and discipline area) | **F/T or P/T** | **Percent Time to Program** | **Expected Course Assignments** | **Expected Hiring Date** |
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| **Section 6: Catalog Course Descriptions & Course Syllabi****Complete this section for the following changes:*** Curricular Change that impacts the Pedagogical Core
* Adding a Certificate Title
* Adding a Major or Concentration
* Altering the Liberal Arts and Sciences Content
 |
| 1. Attach catalog course descriptions for existing courses that are impacted by the change.
 |
| **b)** 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. For more information about the requirements for course syllabi see the [Program Registration Guidance Documents.](http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum) **NOTE: Each course identified as meeting the general and program-specific requirement(s) of the pedagogical core must have a course description reflecting alignment with the regulatory requirements.** |

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| **Section 7: Pedagogical Core Coursework** **Complete this section for the following changes:*** Curricular Change that Impacts the Pedagogical Core
* Adding a Certificate Title
 |
| **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. 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)**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.

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| 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**Visit the webpage for [Core Requirements for Teacher Preparation Programs](http://www.nysed.gov/college-university-evaluation/core-requirements-teacher-preparation-programs). Review the core requirements identified for the certification area. Pedagogical core requirements (PCR) 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 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**.** *NOTE: The Roman numerals listed 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 Certificate Specific Core Requirements Page.* |

**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**  |
| CertCode  | 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.

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| **Section 8: Field Experience and Student Teaching for Teacher Preparation Programs****Complete this section for the following changes:*** Curricular Change that Impacts the Pedagogical Core
* Adding a Certificate Title
 |
| 1. If a teacher education program, does the change impact field experience or student teaching requirements? Please indicate:

[ ]  No or[ ]  Yes, Continue with responses below. 1. Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

 [ ]  is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;[ ]  is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and[ ]  provides 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.1. **List courses that require field experiences\*:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Instructor** | **Grade Level** | **Clock Hours** |
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\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

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| **d) List courses that require college-supervised student-teaching or practica experiences\*:**

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| --- | --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Instructor** | **Grade Level** | **No. of Full School Days** |
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\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations. |

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| **Section 9: Content Core for School Building Leader and School District Leader Programs** **Complete this section for the following changes:*** A curricular change that impacts the content core
* Adding a Certificate Title
 |

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.

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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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Content Requirements for Programs Leading to 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

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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; |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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| xi) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic; |
| Course Number and Title\* | Course Description | Faculty Member Name/Title/Earned Degrees & Discipline/Additional Related Qualifications |
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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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| **Section 10: Field Experiences for Educational Leadership Programs** **Complete this section for the following changes:*** A curricular change that impacts the content core
* Adding a Certificate Title
 |
| 1. Does the change impact field experience or internship requirements? Please indicate:

[ ]  No or[ ]  Yes, Continue with responses below. 1. Please check that the leadership experiences meet the following requirements**:**
	* [ ] includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
	* [ ]  are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
	* [ ]  are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.
2. **List courses that include leadership experiences (field work) \*:**

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| --- | --- | --- |
| **Course Number** | **Course Title** | **Instructor** |
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\*Based on regulations, the leadership experiences shall occur throughout the program of study. 1. **List the culminating leadership experience (internship) courses\*:**

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| **Course Number** | **Course Title** | **Instructor** | **No. of Full School Days** |
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\*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.  |

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