

TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER

PART 50
GENERAL

§ 50.1 Definitions.

As used in this Subchapter:

Commissioner means Commissioner of Education.

(a) *Department* means the Education Department of the State of New York.

(b) *Adequate, approved, equivalent, satisfactory, sufficient*, mean adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner.

(c) *Higher education* means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.

(e) *Qualifying certificate* means a certificate indicating that the holder has the education required by law and by Part 52 of this Subchapter for admission to the study of a profession.

(f) *Approved secondary school course* means a course that meets the minimum requirements set forth under Part 100 of this Title, or the equivalent as determined by the commissioner.

(g) *Course* means an organized series of instructional and learning activities dealing with a subject.

(h) *Registration* means approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

(i) *Curriculum or program* means the formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

(j) *Certificate* means a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

(k) *College* means a higher educational institution authorized by the Regents to confer degrees.

(l) *University* means a higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.

(m) *Junior college* or *two-year college* means a higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

(n) *Credit* means a unit of academic award applicable towards a degree offered by the institution.

(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 section 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.

(p) *Division* means an organizational unit of the college in which faculty are grouped for administrative and academic purposes.

(q) *Principal center* means the location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, *principal center* means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.

(r) *Branch campus* means a unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

(s) *Extension center* means a unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

(t) *Extension site* means a unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

(u) *Regents postsecondary education region* means a geographic area of the State consisting of two or more contiguous counties that includes a range of degree-granting institutions offering, in the aggregate, curricula from the associate degree through the doctoral level and having, in the aggregate, sufficient enrollment to form an efficient educational planning group, and that is so designated by the Regents.

(v) *Regents regional advisory council* means an organization that includes chief executive officers who are representative of the degree-granting institutions in the region, and representatives of the general public, and that is so designated by the Regents.

§ 50.2 Fees for special services.

The department shall charge the following fees for special services rendered to individuals, provided that where delay in rendering the service may result in hardship for the individual, the fee may be collected after the service has actually been rendered:

- (a) for the issuance of a replacement license, \$7.50;
- (b) for the issuance of a dental graduate permit, \$10;
- (c) for the issuance of a permit to practice under supervision in registered professional nursing, licensed practical nursing, or physiotherapy, \$5;
- (d) for the issuance of a trainee permit in ophthalmic dispensing, \$5;
- (e) for the replacement of a biennial registration certificate which has been lost or destroyed, or for the issuance of each registration certificate for more than one office, \$2;
- (f) for a detailed certification of licensure records at the request of an individual, \$5 in medicine, and \$3 in other professions;
- (g) for the issuance of a temporary certificate as psychologist, \$10;
- (h) for the prerequisite examination in psychology, \$20;

(i) for the issuance of a provisional certificate as certified social worker, \$10; and

(j) for the administration of the Federation Licensing Examination (FLEX) to a physician already licensed in this State, including the filing of the proper application, \$150.

§ 50.3 College proficiency examinations.

(a) Examinations will be given in subjects authorized and in a manner prescribed by time commissioner at times and places designated by him.

(b) The fee for each examination will be \$25 for each examination carrying one to five semester hours of credit; \$30 for each examination carrying 6 to 11 semester hours of credit; \$35 for each examination carrying 12 or more semester hours of credit. Examination fees must be paid at the time an application to take an examination is made.

§50.4 Records of nonchartered proprietary institutions authorized to grant degrees.

In the event that a nonchartered proprietary institution authorized by the regents to grant degrees discontinues operation as a degree-granting institution, all records maintained pursuant to this Subchapter shall be transferred to the department or, with the department's approval, to another institution.

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PART 52 REGISTRATION OF CURRICULA

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§ 52.1 Registration of postsecondary curricula.

(a) Registration is required for:

- (1) every curriculum creditable toward a degree offered by institutions of higher education;
- (2) every curriculum leading to licensure in a profession;
- (3) every curriculum for which registration is required by statute, the Rules of the Regents, or any other section of these regulations; and
- (4) every curriculum leading to a certificate or diploma offered by a nonchartered proprietary institution authorized by the Regents to grant degrees, except noncredit curricula approved by another State agency for the purpose of licensure by that agency.

(b) To be registered, each curriculum shall:

- (1) be submitted to the commissioner, together with such information as the commissioner may require, in a form acceptable to the commissioner;
- (2) conform to all applicable provisions of this Part; and
- (3) show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

(c) In addition to the requirements of subdivision (b) of this section, to be registered every new curriculum shall be consistent with the Regents Statewide Plan for the Development of Postsecondary Education, 1980 (University of the State of New York, State Education

Department, Albany, NY 12230: October 1980, available at Bureau of Postsecondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230.)

(d) Registration shall be granted only to individual curricula.

(e) Curricula offered at each branch campus shall be registered separately from curricula at an institution's principal center.

(f) Each course offered for credit by an institution, shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.

(g) Each curriculum for which registration is required shall be registered before the institution may publicize its availability or recruit or enroll students in the curriculum.

(h) New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery.

(i) The length of the term of registration of each curriculum shall be determined by the commissioner

(j) Application for reregistration of each curriculum shall be presumed, and no actual application for reregistration shall be required of an institution.

(k) Each institution shall notify the department in writing of the discontinuance of any registered curriculum.

(l) Registration or reregistration of a curriculum may be denied if the commissioner finds that curriculum, or any part thereof, not to be in compliance with statute or this Title.

(1) Notice of the denial of registration or reregistration shall be given in writing by the department to the chief executive officer of the institution and shall state the specific reasons for denial. When an initial registration of a proposed curriculum is denied, such notice shall also advise the institution of its right to appeal such denial pursuant to section 52.24 of this Part. When reregistration of a curriculum is denied, such notice shall also advise the institution of its rights to appeal such denial pursuant to section 52.23 of this Part.

(2) Reregistration of a curriculum shall be denied only upon a finding that a curriculum fails to comply with any applicable provision of statute, of the Rules of the Board of Regents, or of this Part. Such findings shall be based on an inspection followed by a written statement specifying failures to comply. The institution shall have an opportunity to respond in writing to such statement, and

an opportunity to submit a plan, acceptable to the commissioner, to achieve compliance.

(3) If a plan acceptable to the commissioner is submitted, the curriculum will be registered during the period in which such plan is being implemented. At the end of such period, an inspection shall be made to determine the extent to which compliance has been achieved, and registration shall be denied or renewed based on such determination. Such denial of registration shall conform to the requirements of paragraph (1) of this subdivision

(4) Upon notification by the institution of its termination of a curriculum, the curriculum shall not be reregistered beyond the date on which there are any students enrolled in it.

(m) In accordance with the provisions of section 224 of the Education Law, the approval of the commissioner may be granted to a person, firm, association, or corporation to advertise in the State a college degree granted by an institution located outside of the State, provided that such institution is recognized as a candidate for accreditation by the appropriate regional association, is accredited by a specialized accrediting association recognized by the United States Commissioner of Education, or, in the judgment of the New York State Commissioner of Education, meets the standards of quality set forth in section 52.2 of this Part.

(n) At the request of an institution, the department may review noncredit curricula to attest their quality for approval for the training of veterans.

§ 52.2 Standards for the registration of undergraduate and graduate curricula.

(a) *Resources.* The institution shall:

(1) possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum;

(2) provide classrooms, faculty offices, auditoria, laboratories, libraries, audiovisual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use;

(3) provide equipment sufficient in quantity and quality to support instruction, research, and student performance; and

(4) provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum.

Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

(b) *Faculty.* (1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.

(2) To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.

(3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

(4) At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.

(5) All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.

(6) The teaching and research of each faculty member, in accordance with faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.

(7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance and carry out

other academic responsibilities, appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

(c) *Curricula and awards.* (1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.

(2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6)-(10) of this subdivision.

(3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.

(4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:

(i) when approved by the commissioner as part of a registered curriculum; or

(ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.

(5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.

(6) Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.

(7) Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.

(8) Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

(9) The master of philosophy degree shall require completion of all requirements for the degree of doctor of philosophy except the dissertation, and shall require that the student has been admitted to candidacy in a doctor of philosophy curriculum offered by the institution conferring the master of philosophy degree.

(10) Doctoral programs shall require a minimum of three academic years of full-time graduate level study after the baccalaureate degree, or their equivalent in part-time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

(11) In addition to the requirements of this section, a program desired to fulfill in part the requirements for licensure in a profession regulated by title VIII of the Education Law shall also meet such requirements as may be established by statute, by the rules of the Regents, or by any other section of this Part.

(12) All registered programs intended to satisfy the educational requirements for professional licensure as identified in paragraph a of subdivision 3 of section 6507 of the Education Law or intended to satisfy the educational requirements for certification or licensure as a teacher, pupil personnel services professional, school administrator and supervisor, or school district administrator shall include two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment. Such coursework or training shall include information concerning the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out in Social Services Law, sections 413 through 420, including, but not limited to, when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report.

(d) *Admissions.* (1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all

levels of persons from groups historically under-represented in such programs.

(2) Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

(e) *Administration.* (1) Responsibility for the administration of institutional policies and programs shall be clearly established.

(2) Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.

(3) The institution shall establish, publish and enforce explicit policies with respect to:

(i) academic freedom;

(ii) the rights and privileges of full-time and part-time faculty and other staff members, working conditions, opportunity for professional development, workload, appointment and reappointment, affirmative action, evaluation of teaching and research, termination of appointment, redress of grievances and faculty responsibility to the institution; and

(iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.

(4) Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.

(5) The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

(6) The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.

(f) *Other requirements.* The institution shall assure:

(1) that all educational activities offered as part of a registered curriculum meet the requirements established by statute, the rules of the Regents or this Part; and

(2) that whenever and wherever the institution offers courses as part of a registered curriculum it shall provide adequate academic support services.

(g) *Exceptions.* To achieve particular objectives, an institution may depart from these standards with the prior written approval of the commissioner.

§52.21 Registration of curricula in teacher education.

(a) Programs leading to certification in teacher education that enroll students who will apply for provisional certification on or before February 1, 2004, and who upon such application qualify for such provisional certification effective on or before February 1, 2004, shall meet the requirements of this subdivision, except that all programs leading to certification valid for pupil personnel service or administrative and supervisory service shall meet the requirements of this subdivision.

(1) The general requirements for registration as set forth under sections 52.1 and 52.2 of this Part, shall pertain to this section. In addition, the following requirements shall be met:

(i) *Purposes.* Evaluation of the college's success in achieving its teacher education objectives will give major emphasis to the following fields: general education and subject specialization, behavioral and social sciences related to teaching, and education theory and practice. For each program there should be clear statements of the objectives in observable behavioral terms and the procedure that is to be followed for the continuous evaluation of the program. In addition, there should be procedures for subsequent program modification as found necessary by evaluation.

(ii) Resources. In addition to the laboratory facilities required under section 52.2 of this Part, the programs in teacher education shall be served by adequate teaching aids; library resources to support instructional programs and research; and facilities for observation and demonstration with children in classroom and other situations, student teaching, professional laboratory experiences, and clinical and field service experiences. The adequacy of the resources shall be judged by evidence showing how the graduates will meet the objectives of the program.

(2) Certification requirements. Evaluation for approval of any program shall take into account the applicable certification requirements.

(3) All registered teacher education programs leading to certification for teaching in the early childhood and upper elementary grades (N-6) or the early childhood, upper elementary grades and an academic subject in the early secondary grades (N-9) shall include adequate preparation regarding instruction in alcohol, tobacco and drug abuse. No person may be issued a certificate unless the recommending institution certifies that such applicant has satisfactorily demonstrated the competencies included in the institutional program registered by the department in such form as is determined by the commissioner.

(4) All registered teacher education programs leading to certification in the classroom teaching service, school service, or administrative and supervisory service shall provide two clock hours of coursework or training in school violence prevention and intervention. Such course work or training shall include, but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

(b) Programs leading to certification in teacher education that enroll students who will apply for initial certification on or after February 2, 2004 to qualify for such initial certification effective on or after September 1, 2004, shall meet the requirements of this subdivision, except that all programs leading to certification valid for pupil personnel service or administrative and supervisory service shall meet the requirements of subdivision (a) of this section instead of the requirements of this subdivision.

(1) Definitions. As used in this subdivision:

(i) *Annotation of a teaching certificate* means the recognition that the holder of an appropriate valid teaching certificate has additional pedagogical knowledge, skills and experiences attained on a voluntary basis, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(ii) *Classroom teaching certificate* means a teaching certificate other than a certificate in pupil personnel service or administrative and supervisory service.

(iii) *Cognate* means a subject the knowledge of which is directly related to understanding fully the knowledge of a second subject, as chemistry is a cognate of biology. The determination of what subject will be designated a cognate for the second subject at a given institution will be made by the faculty for that second subject at the institution.

(iv) *Concentration* means major, as defined in this paragraph.

(v) *English language learners* means pupils with limited English proficiency, as defined in Part 154 of this Title.

(vi) *Extension of a teaching certificate* means the required authorization for the holder of an appropriate valid teaching certificate to teach an additional student population, grade or subject not otherwise authorized by the certificate held, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(vii) *Field experience* means direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled; engaged in prior to student teaching or practica; and carefully selected and planned by program faculty.

(viii) *Initial certificate* means the first teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, excluding the transitional certificate and temporary license, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(ix) *Major* means sequential study in a subject or interdisciplinary field of at least 30 semester hours that provides knowledge of breadth and depth in that subject or interdisciplinary field, except as otherwise prescribed in this subdivision.

(x) *Mentored teaching experience* means teaching by a new teacher with guidance and professional support provided to the new teacher by an experienced certified teacher who holds a permanent or professional certificate and has applied to and been approved by the school or school district to provide such mentoring to the new teacher.

(xi) *Practica* means structured, college-supervised learning experiences for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program through direct experiences with individual students, or with groups of students. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the students.

(xii) *Professional certificate* means the final teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(xiii) *Student teaching* means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

(xiv) *Subject* means a branch of knowledge or study.

(xv) *Transitional A certificate* means the first teaching certificate obtained by a candidate that qualifies that individual to teach a specific career and technical subject within the field of agriculture, health, or a trade in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional B certificate, and transitional C certificate.

(xvi) *Transitional B certificate* means the first teaching certificate obtained by a candidate enrolled in an alternative teacher certification program, as prescribed in this section, that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional C certificate.

(xvii) *Transitional C certificate* means the first teaching certificate obtained by a candidate holding an appropriate graduate academic or graduate professional degree and enrolled in an intensive program leading to a professional certificate that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional B certificate.

(2) General requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title as set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, all programs leading to certification in teacher education shall meet the following requirements:

(a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.

(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.

(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.

(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high need schools and have professional experience in such schools.

(e) Institutions shall publish information about each of its teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education

program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2

(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

(ii) Standards for programs leading to an initial certificate. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirement that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(a) General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

(b) Content core. The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

(c) Pedagogical core. The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) Pedagogical knowledge, understanding, and skills. The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn—and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management—and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior — and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners—and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities, students who are deaf or hard-of-hearing,

students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six semester hour requirement may be waived upon a showing of good cause satisfactory to the commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities— and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning—and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice—and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning—and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject

(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808;

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

(2) Field experiences, student teaching and practica.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of

at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) be 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;

(B) be 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;

(C) 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; and

(D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or

student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

(iii) Standards for programs leading to a professional certificate.

(a) In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs registered as leading to a professional certificate shall lead to a master's or higher degree and meet one of the following requirements:

(1) the program shall meet the requirements for an initial certificate;

(2) the program shall meet the requirements for an extension or annotation of a certificate for candidates holding such certificate or simultaneously meeting the requirements for such certificate;

(3) for professional certificates in early childhood education, childhood education, middle childhood education (generalist), teaching students with disabilities in early childhood, teaching students with disabilities in childhood, teaching students with disabilities in middle childhood (generalist), teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching English to speakers of other languages, and educational technology specialist, and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links

pedagogy and content in each of the following areas of the State learning standards for students: English language arts; mathematics, science and technology; and social studies. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy; or

(4) for professional certificates in middle childhood education (specialist); adolescence education; teacher of students with disabilities in middle childhood education (specialist); teacher of students with disabilities in adolescence education; teacher of a special subject; or teacher of the career field of agriculture, or business and marketing; and for no other professional certificates, the program shall lead to a master's or higher degree that includes at least 12 semester hours in graduate study that links pedagogy and content in the subject of the certificate or a related subject. Such programs shall be jointly designed by faculty of these content areas and faculty of education to link content and pedagogy.

(b) Other options for fulfilling the educational requirements for the professional certificate are set forth in the teacher certification requirements of this Title.

(iv) Institutional accountability.

(a) Institutions shall be accountable for the quality of their programs leading to certification in teacher education and the candidates who complete such programs, and shall demonstrate that their teacher education programs are evaluated regularly and that such evaluations are considered for making program improvements.

(b) Candidate performance on New York State teacher certification examinations.

(1) The department shall conduct a registration review in the event that fewer than 80 percent of students, who have satisfactorily completed the institution's program during a given academic year and have also completed one or more of the examinations required for a teaching certificate, pass each such examination that they have completed. For purposes of this clause, students who have satisfactorily completed the institution's program shall mean students who have met each educational requirement of the program, excluding any institutional requirement that the student pass each

required examination of the New York State teacher certification examinations for a teaching certificate in order to complete the program. Students satisfactorily meeting each educational requirement may include students who earn a degree or students who complete each educational requirement without earning a degree. For determining this percentage, the department shall consider the performance on each certification examination of those students completing an examination not more than five years before the end of the academic year in which the program is completed or not later than the September 30th following the end of such academic year, academic year defined as July 1st through June 30th, and shall consider only the highest score of individuals taking a test more than once.

(2) The registration review initiated by not meeting the percentage prescribed in subclause (1) of this clause shall require the institution to submit a corrective action plan within four months of being notified by the department of not meeting the percentage. If the department approves the plan, the department shall define a timeframe for its implementation and shall assess the effectiveness of the plan within three years of initiation of the plan. If the department does not approve the plan or determines that the institution is not meeting the terms of the plan, and the department determines that the institution is not meeting the other requirements of this Part, the institution shall be subject to denial of re-registration in accordance with the requirements of section 52.23 of this Part.

(3) By January 15, 2000 and annually by January 15th thereafter, each institution with programs registered pursuant to this section shall provide the department with a list of all students who satisfactorily complete each of its teacher education programs in the preceding year, July 1st through June 30th.

(c) Accreditation.

(1) For programs registered prior to September 1, 2001, the requirements of sub-clause (2) of this clause shall be met by December 31, 2006. For such programs the institution shall submit to the acceptable professional education accrediting association or the department pursuant to the Regents accreditation process, the self-study or its equivalent as prescribed by the department, required for the accreditation review, by July 1, 2004. For programs registered for the first time after September 1, 2001, the requirements of

subclause (2) of this clause shall be met within seven years of the date of the commencement of such initial registration.

(2) Programs shall be accredited by either:

(i) an acceptable professional education accrediting association, meaning an organization which is determined by the department to have equivalent standards to the standards set forth in this Part; or

(ii) the Regents, pursuant to a Regents accreditation process.

(3) Specific requirements. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

(i) Programs leading to initial certificates valid for teaching early childhood education (birth through grade 2).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the general education core and pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students, as prescribed in Part 100 of this Title, in the following areas of the early childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; a language other than English; mathematics, science and technology; and social studies.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on early childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

(ii) early childhood curriculum development and the implications of environmental design for implementing curriculum; and

(iii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student teaching experience, and student teaching with at least two of these three groups. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students in early childhood, including experiences with each of the three early childhood groups.

(ii) Programs leading to initial certificates valid for teaching childhood education (grades 1 through 6).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major, concentration, or the equivalent in one or more of the liberal arts and sciences, which, in combination with the general education core and pedagogical core, ensures that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational

studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies, as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of growth and development in childhood and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

(ii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the childhood level, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in childhood education, including experiences in both childhood education settings.

(iii) Programs leading to initial certificates valid for teaching middle childhood education (grades 5 through 9).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be study that provides a content knowledge base

for assisting students in grades 5 through 9 in meeting the State learning standards for students, as prescribed in Part 100 of this Title, through the following options:

(1) specialist option - a major or the equivalent in English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies; provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world; or

(2) generalist option - a major, concentration, or the equivalent, in one or more of the liberal arts and sciences, which, in combination with the general education core and pedagogical core, shall ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the middle childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies; as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood education and include, but need not be limited to:

(1) study in the following:

(i) processes of growth and development in middle childhood and how to provide learning experiences, including interdisciplinary experiences, and conduct assessments reflecting understanding of those processes;

(ii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the middle childhood level, including methods of reading enrichment and remediation; and

(2) student teaching in both middle childhood settings,

grades 5 through 6 and grades 7 through 9. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9.

(iv) Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.

(b) Pedagogical core. in addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for

field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

(v) Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in the subject area of the certificate that provides a knowledge base for assisting students in meeting the State learning standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: dance, family and consumer science, health education, music, physical education, technology education, theatre, or visual arts.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) for teachers of health education, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

(2) student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student

teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

(vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood, or adolescence.

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall include the preparation for meeting the content core requirements for the general teaching certificate at the same student developmental level: early childhood, childhood, middle childhood, or adolescence, as prescribed in this subdivision.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

(1) study in the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) use of assistive and instructional technology in the teaching of and learning by students with disabilities; and

(viii) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and

(2) field experiences and student teaching with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

(vii) Programs leading to initial certificates valid for teaching students who are deaf or hard-of-hearing (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the

content core shall include two options for candidates:

(1) content core, as prescribed in this subdivision, for the early childhood education certificate or the childhood education certificate;
or

(2) content core, as prescribed in this subdivision, for the middle childhood education certificate or the adolescence education certificate.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that includes, but need not be limited to:

(1) study of the effects of hearing loss on students' lives, communication, language development, and learning; and study of American Sign Language, deaf culture, the use of amplification/assistive technologies, and a variety of effective strategies for instructing students who are deaf or hard-of-hearing, such as other sign communication systems, cued speech, speech-reading, and total communication; and

(2) field experiences, student teaching or practica with students who are deaf or hard-of-hearing, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing.

(viii) Programs leading to initial certificates valid for teaching students who are blind or visually impaired (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall include two options for candidates:

(1) content core, as prescribed in this subdivision, for the early childhood education certificate or the childhood education certificate; or

(2) content core, as prescribed in this subdivision, for the middle childhood education certificate or the adolescence education certificate.

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding, and skills for teaching students who are blind or visually impaired that includes, but need not be limited to:

(1) study in the following:

(i) purposes and scope of ophthalmologic, optometric, and clinical low-vision evaluation procedures, major codes of Braille, and treatment options used with students with visual impairments;

(ii) use of devices to assist students with blindness and visual impairments, including assistive technology;

(iii) methods for selecting the appropriate literacy medium or media for each student; and

(iv) reading and teaching Braille; and

(2) field experiences, student teaching or practica with students who are blind or visually impaired, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, provided that student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50

clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired.

(ix) Programs leading to certificates valid for teaching students with speech and language disabilities (all grades).

(a) Requirements for the initial certificate.

(1) Content core. The general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision shall not apply. The content core shall include study to acquire knowledge, understanding, and skills in the field of speech and language disorders.

(2) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(i) study to develop comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph, and specialized study to prepare for working with general education teachers in terms of the impact of speech, language, and hearing disabilities on learning in the general curriculum areas of the State learning standards for students, which are prescribed in Part 100 of this Title; and

(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable.

(b) Requirements for the professional certificate.

(1) The general registration requirements for a program leading to the professional certificate set forth in clause (2)(iii)(a) of this subdivision shall not apply.

(2) To meet the registration requirements for a program leading to the professional certificate, the program shall be a master's degree program in speech-language pathology or its equivalent that meets the educational requirements in Part 75 of this Title required for licensure as a speech-language

pathologist.

(x) Programs leading to initial certificates valid for teaching English to speakers of other languages (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major, concentration, or the equivalent, which, in combination with the general education core and the pedagogical core, provides a knowledge base for assisting students in elementary and secondary schools in meeting the State learning standards for students in English language arts; mathematics, science, and technology; and social studies, as prescribed in Part 100 of this Title; and also includes at least 12 semester hours or the equivalent of study of a language other than English.

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on teaching English to speakers of other languages and include, but need not be limited to:

(1) study in cultural perspectives, language acquisition, linguistics, English grammar, and methods of second-language teaching at the elementary and secondary levels, including methods of teaching reading to students who are English language learners and students with disabilities at the elementary and secondary levels, including methods of reading enrichment and remediation; and

(2) field experiences and student teaching with students learning English as a second language in both elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.

(xi) Programs leading to initial and professional certificates for teaching literacy (birth through grade 6) or for teaching literacy (grades 5 through 12).

(a) Notwithstanding the requirements of subparagraph (2)(ii) of this subdivision,

the program shall lead to a master's or higher degree.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall be focused on early childhood or childhood education, or on middle childhood or adolescence education, as appropriate to the certificate, and shall include, but need not be limited to:

(1) graduate study that prepares candidates with:

(i) knowledge of the theories of literacy development and individual differences, including but not limited to: an understanding of difficulties that may be confronted in acquiring the literacy skills of listening, speaking, reading, and writing; and the principles and practices of assessing student literacy performance;

(ii) proficiency in providing instruction and assessment in cooperation with other school staff, including but not limited to: creating instructional environments; teaching all aspects of literacy acquisition, including but not limited to phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies and strategies for building comprehension, constructing meaning, and building literacy in the content areas; assessing students' literacy performance, including but not limited to identifying dyslexia; providing appropriate instruction for students experiencing difficulty in acquiring literacy skills; and providing literacy services to students in compensatory or special education programs; and

(iii) proficiency in organizing and enhancing literacy programs, including but not limited to: communicating information about literacy to various groups; developing literacy curricula; and communicating assessment results to parents, caregivers, and school personnel; and

(2) for the literacy certificate (birth through grade 6), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the early childhood and childhood levels; and for the literacy certificate (grades 5 through 12), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the middle childhood and adolescent levels. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable.

(c) Programs shall require the candidate to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.

(d) The general requirements for programs leading to a professional certificate prescribed in subparagraph (2)(iii) of this subdivision shall not be applicable.

(xii) Programs leading to initial certificates valid for teaching the career field of agriculture or business and marketing (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall include a major or its equivalent in agriculture or business and marketing, as applicable, that provides a knowledge base for assisting students in meeting the State learning standards for students in career development and occupational studies, as prescribed in Part 100 of this Title.

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood and adolescence education and include but need not be limited to:

(1) study in the processes of growth and development in middle childhood and adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(2) field experiences in both elementary and secondary schools and student teaching at two different grade levels with at least one student teaching experience in grades 10, 11 and/or 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12.

(xiii) Programs leading to certificates valid for teaching a specific career and technical subject within the field of agriculture, business and marketing, family and consumer sciences, health, a technical area or a trade (grades 7 through 12).

(a) In addition to meeting the general requirements in paragraph (2) of this subdivision, except for subparagraphs (2)(ii) and (iii) of this subdivision which shall not be applicable, a program registered as leading to a certificate in this title shall meet the following requirements of either Option A or Option B:

(1) Option A.

(i) Initial certificate. The program shall lead to an associate degree or its equivalent that includes:

(A) study in the liberal arts and sciences, and in the following areas of pedagogy:

(I) human developmental processes and variations; including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn;

(II) learning processes, motivation, communication, and classroom management;

(III) the nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior;

(IV) curriculum development, instructional planning and multiple research-validated instructional strategies for teaching;

(V) uses of technology, including instructional and assistive technology in teaching and learning;

(VI) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice;

(VII) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of course work or training regarding the identification and reporting of suspected child abuse or maltreatment in accordance with the requirements of section 3004 of the Education Law;

(VIII) means for instructing students for the purpose of preventing child abduction in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse in accordance with Education Law section 804; providing safety education in accordance with Education Law section 806; and providing instruction in fire and arson prevention in accordance with Education Law section 808; and

(IX) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be

composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

(B) field experiences of at least 25 hours and student teaching of at least 30 days, both in grades 7 through 12, that are related to teaching the subject of the certificate.

(ii) Professional certificate. The program shall lead to a certificate of completion requiring completion of at least 30 semester hours of undergraduate study in addition to that required for the initial certificate under Option A or a baccalaureate degree. Such program shall include study in the liberal arts and sciences, career and technical education, and the following areas of pedagogy in addition to the pedagogical preparation prescribed in item (i) of this subclause:

(A) language acquisition and literacy development by native English speakers and students who are English language learners; and

(B) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning.

(1) Option B.

(i) Option B shall not be available for programs leading to specific family and consumer sciences, business and marketing, and technical subject certificates.

(ii) Initial certificate. The program shall require candidates to complete a total of 18 semester hours of undergraduate study. Such programs shall include:

(A) study in the liberal arts and sciences

and in the areas of pedagogy prescribed in item (1)(i) of this clause; and

(B) field experiences of at least 25 hours and student teaching of at least 30 days, both in grades 7 through 12, related to teaching the subject of the certificate.

(iii) Professional certificate. The program shall lead to a certificate of completion of at least 30 semester hours of undergraduate study in addition to that required for the initial certificate under Option B or an associate degree or its equivalent. Such program shall include study in the liberal arts and sciences, in career and technical education, and in the areas of pedagogy prescribed in item (1)(ii) of this clause in addition to the pedagogical preparation prescribed in item (1)(i) of this clause.

(xiv) Programs leading to initial and professional certificates valid for service as a library media specialist (all grades).

(a) Notwithstanding the requirement of subparagraph (2)(ii) of this subdivision that programs leading to an initial certificate shall lead to a baccalaureate or higher degree, a program leading to an initial certificate valid for service as a library media specialist shall lead to a master's or higher degree in library science. In addition, the requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision shall not apply.

(b) In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) study that will permit candidates to obtain the following pedagogical skills:

(i) skill in collaborating with other professional staff to support instruction through library services that enhances the learning and independence of students with disabilities and special needs;

(ii) skill in collaborating with other professional staff to

support instruction through library services that enhances the listening, speaking, reading, and writing skills of all students; and

(iii) skill in collaborating with other professional staff to support instruction through library services that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate; and

(2) at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools.

(c) The general requirements for programs leading to a professional certificate prescribed in subparagraph (2)(iii) of this subdivision shall not be applicable.

(xv) Programs leading to initial certificates valid for service as an educational technology specialist (all grades).

(a) Content core. In addition to meeting the general requirements for the content core prescribed in clause (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in educational technology that prepares candidates with the knowledge, understanding, and skills for using various types of technology for teaching to the State learning standards for students, as set forth in Part 100 of this Title, and for instructing other school staff and students in using technology for teaching and learning.

(b) Pedagogical core. In addition to the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the program shall include but need not be limited to:

(1) study that will permit students to obtain the following pedagogical skills:

(i) skill in collaborating with other professional staff to support instruction through educational technology that enhances the learning and independence of students with disabilities and special needs;

(ii) skill in collaborating with other professional staff to support instruction through educational technology that enhances the listening, speaking, reading, and writing skills of all students; and

(iii) skill in collaborating with other professional staff to support instruction through educational technology that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate; and

(2) at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 hours of field experiences or practica in elementary and/or secondary schools.

(xvi) Intensive programs leading to professional certificates for individuals, including career changers and others, holding a transitional C certificate and an appropriate graduate academic or graduate professional degree.

(a) The general requirements in subparagraphs (2)(i) and (iv) of this subdivision shall be applicable. The other requirements of paragraph (2) of this subdivision shall not be applicable, except to the extent that the general requirements for the pedagogical core are applicable pursuant to clause (b) of this subparagraph.

(b) Pedagogical core.

(1) The program shall include undergraduate or graduate pedagogical core study required for the initial certificate in the area of the candidate's transitional certificate, as prescribed for the certificate title in this paragraph, that is integrated into an intensive and streamlined program of study, except that the field experience, student teaching or practica requirement shall not be applicable. The

program shall result in the award of a degree or the award of a certificate signifying program completion, as defined in section 50.1 (j) of this Title. The program may permit a candidate to meet a portion of the coursework requirements in the pedagogical core through assessment methods used by the program that shall ensure that the candidate has the knowledge, understanding, and skills that would be acquired in such coursework. These assessment methods may include, but need not be limited to: testing, portfolio reviews, and demonstration of pedagogical knowledge and skills.

(2) The program shall require the completion of two school years of mentored teaching under the supervision of a faculty member of the program. The institution shall be required to execute a written agreement with the employing school or school district to establish a plan for two years of mentoring and assistance for the candidate by a support team comprised of a faculty member of the program, the school principal or designee, an experienced certified teacher, and a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the candidate's teaching.

(c) The program shall require the candidate to present evidence that the candidate meets the requirements for a transitional C certificate for admission to the program. The candidate shall present evidence of holding such transitional C certificate prior to the commencement of mentored teaching, based in part on the holding of an appropriate graduate academic or graduate professional degree.

(xvii) Alternative teacher certification program.

(a) General requirements. (1) The general requirements in subparagraphs (b)(2)(i), (ii) and (iv) of this section shall be applicable. The other requirements of paragraph (2) of this subdivision shall not be applicable. The program shall require candidates to have acquired the knowledge, understanding, and skills identified for the general education core in the liberal arts and sciences and the content core for the initial certificate in the area of the transitional B certificate, as set forth in subparagraph (b)(2)(ii) of this section, or to complete study to ensure the acquisition of such knowledge, understanding, and skills before completing the program.

(2) Programs registered on or after July 1, 2001 shall meet all requirements of this subparagraph. Programs registered prior to July 1, 2001 shall meet the requirements in effect at the time of registration. For registration to continue beyond August 31, 2002, programs shall demonstrate compliance with all the requirements of this subparagraph.

(3) The program may permit a candidate to meet a portion of coursework requirements in the introductory and/or in-service components of the program through assessment methods used by the program that shall ensure that the candidate has the knowledge, understanding, and skills that would be acquired through such coursework. Methods of assessment may include, but need not be limited to, determination of equivalency of prior study, testing, portfolio reviews, and demonstration of knowledge, understanding, and skills.

(4) In lieu of offering an introductory component, the program may admit candidates who meet all admission requirements of this subparagraph (xvii) on the condition that they receive a transitional B certificate issued by the department based on having completed equivalent study to that required for the introductory component in this subparagraph (xvii), as determined by the department, and having met any other requirements for such certificate, as prescribed in section 80-5.13 of this Title. The candidate shall present satisfactory evidence of holding the transitional B certificate prior to the commencement of mentored teaching in the in-service component.

(b) The program shall meet the requirements in each of the following subclauses:

(1) Admission requirements. Alternative teacher certification programs that are registered prior to July 1, 2001 shall meet the admission requirements in effect at the time of registration or the admission requirements of this subclause. All alternative teacher certification programs that are registered on or after July 1, 2001 shall meet the admission requirements of this subclause.

(i) As used in this subclause, major means sequential study comprising at least 30 semester hours that provides knowledge of breadth and depth in an interdisciplinary field or a subject, provided that such 30 semester hours may include up to 12 semester hours in cognates. The program shall evaluate the preparation of candidates to determine whether they have a sufficient knowledge base to teach to the State Learning Standards appropriate to the certificate sought and shall require candidates to complete additional study, if necessary, to address deficiencies prior to completion of the program.

(ii) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. Candidates shall have achieved a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered alternative teacher certification program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding.

(iii) Candidates for a certificate in the classroom teaching service shall have completed an undergraduate or graduate major in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that candidates for a certificate in early

childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels, or in teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6) shall meet the requirements of item (iv) of this subclause.

(iv) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or special education at those developmental levels, or in teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6) shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(2) Introductory component. *(i)* The introductory component shall lead to the transitional B certificate in a certificate title in the classroom teaching service, and may also lead to a bilingual education extension of such transitional B certificate. It shall be offered by faculty employed by the institution offering the registered program and may include other instructors approved by the institution offering the registered program, such as school district personnel or other educational providers.

(ii) Except as provided in item (iii) of this subclause, the introductory component shall include pedagogical core study of at least 200 clock hours, including field experience appropriate to the certificate title sought of at least 40 clock hours under the supervision of a certified teacher.

(iii) A program leading to a transitional B certificate authorizing the teaching of English to speakers of other languages, students with disabilities, students who are

deaf or hard-of-hearing, students who are blind or visually impaired, or students with speech and language disabilities, which may also lead to a bilingual education extension of one of those certificates, shall meet the clock hour and field experience requirements as prescribed in item (ii) of this subclause or the following requirements: pedagogical core study of at least 100 clock hours, including field experience appropriate to the certificate title sought of at least 40 clock hours under the supervision of a certified teacher, provided that the program only places such students in grades seven through twelve, if authorized by the certificate, arranges for at least a 25 percent reduced teaching load during the first semester of teaching, and requires the candidate to complete all of the remaining pedagogical study of the introductory component prescribed in item (ii) of this subclause by the end of the first semester of teaching in the in-service component of the program.

(iv) The introductory component shall include, but shall not be limited to, undergraduate or graduate study designed to permit the candidate to obtain the following pedagogical knowledge, understanding, and skills:

(A) introduction to the community in which the school or school district is located and the learning needs of students in that community, including field experiences within the community that provide interactions with community leaders and residents;

(B) historical, social, and legal foundations of education, including special education, the education of students with limited

English proficiency, and multicultural education;

(C) rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education;

(D) child or adolescent development, as appropriate to the certificate sought, including the processes of first and second language acquisition and the characteristics of learners with disabilities;

(E) instructional planning and effective teaching strategies, including the use of technology, for assisting all students, including native English speakers, English language learners, and students with disabilities, to achieve the State Learning Standards in English language arts and the subject(s) appropriate to the certificate;

(F) school organization and classroom management, including methods of managing behavior of students with disabilities and promoting development of positive social interaction skills in all students;

(G) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(H) means of instructing students for the purpose of preventing child abduction, in

accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808;

(l) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/ community referral process for students exhibiting violent behavior.

(3) In-service component. For programs of undergraduate study, completion of the introductory component or its equivalent and the in-service component shall prepare the candidate with the education required for the provisional or initial certificate in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificate. For programs leading to a master's or higher

degree, completion of the introductory component or its equivalent and the in-service component shall prepare the candidate with the education required for the provisional/permanent certificates or the initial/professional certificates in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificates. The in-service component of the program shall meet the following requirements:

(i) Candidates must meet program standards for good academic progress for all credit-bearing coursework in order to retain the transitional B certificate.

(ii) Mentored teaching. The program shall require program candidates who are teaching with a transitional B certificate to receive mentoring and supervision during the entire period that they are both teaching and enrolled in the program, including at least one school year, as follows:

(A) The mentored teaching shall take place in a school or school district that offers instruction in any grade, pre-kindergarten through 12, as appropriate to the certificate sought.

(B) Prior to the candidate's employment as a teacher, the institution shall execute a written agreement with the employing school or school district by which the school or school district agrees to consult with program faculty and the candidate before determining the teaching load of the candidate; agrees to provide daily mentoring of the candidate by certified school personnel during the first eight weeks of teaching; and agrees to execute, before the end of the first eight weeks of

teaching, a second written agreement for continued mentoring by certified school personnel during the remainder of the time that the candidate is enrolled in the program and teaching;

(C) The first written agreement shall indicate that all mentoring will be provided by certified school personnel who have received preparation for their role as mentors prior to serving as mentors, and shall include scheduled times during the candidate's first eight weeks of teaching for the candidate and mentor to engage in planning, observation, advisement, and evaluation;

(D) The second written agreement shall include a schedule for continued mentoring during the remainder of the time that the candidate is enrolled in the program and teaching and shall be designed to meet the individual learning needs of the candidate. The agreement shall be signed by the principal or designee, program faculty, the mentor, and the candidate before the end of the first eight weeks of teaching. It shall specify times, periodically throughout each school year, for the candidate and mentor to engage in planning, observation, advisement, and evaluation; and shall also specify dates for meetings of program faculty, the school principal or designee, the mentor, and the candidate at least once every three months during the first year of mentored teaching and periodically thereafter, to provide the candidate with advice for improving teaching practices;

(E) The second written agreement for continued mentoring and supervision may be modified to reflect changing learning needs of the candidate by agreement of

and with the signatures of the principal or designee, program faculty, the mentor, and the candidate;

(F) Program faculty shall supervise the teaching of the candidate and promote the linking of theory and practice by observing and advising the candidate at least once each month during the first year of mentored teaching and periodically throughout the remainder of the time that the candidate is enrolled in the program and teaching.

(iii) Coursework requirement. During the in-service component, the candidate shall satisfactorily complete credit-bearing courses and seminars that are designed to link educational theory with classroom experience. The introductory component or its equivalent and the in-service component of the program in combination shall include the pedagogical core study as set forth in subdivision (b) of this section for the initial certificate in the area of the candidate's transitional B certificate and, as applicable, for the bilingual education extension of such certificate, except that the field experience, student teaching, or practica requirement shall not be applicable.

(4) A designated officer of the institution offering the registered program shall be required to recommend the candidate for the initial or provisional certificate or the initial/professional or provisional/permanent certificates, after consultation with the school principal or designee at the location of the mentored teaching.

(5) Successful completion of the program shall result in the award of a degree or the award of a certificate signifying program completion, as defined in subdivision 50.1(j) of this Title.

(4) Programs leading to extensions and annotations. To be registered as a program leading to an extension or annotation of a teaching certificate, the program shall meet the requirements of this paragraph. The requirements for the extension or annotation are additional to the requirements set forth in this subdivision for the teaching certificate but may be completed as part of the program leading to the certificate.

(i) Programs leading to extensions authorizing the provision of bilingual education for certificates for teaching early childhood education; childhood education; middle childhood education; adolescence education; a special subject; literacy education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities shall require:

(a) study that will permit the candidate to obtain the following knowledge, understanding and skills:

(1) theories of bilingual education and bilingualism;

(2) multicultural perspectives in education;

(3) sociolinguistics and psycholinguistics;

(4) methods of teaching English language arts to bilingual English language learners, including literacy, using the native language and English, for meeting the State learning standards for students, set forth in Part 100 of this Title;

(5) methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English; and

(6) methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students, set forth in Part 100 of this Title; and

(b) college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.

(ii) Programs leading to extensions authorizing the provision of bilingual education for certificates in library media specialist and educational technology specialist shall require:

(a) study that will permit the candidate to obtain the following knowledge, understanding and skills:

(1) theories of bilingual education and bilingualism;

(2) multicultural perspectives in education;

(3) methods of providing library media services or educational technology services, as appropriate to the teaching certificate to bilingual English language learners, using the native language and English; and

(b) college-supervised field experiences of at least 50 clock hours in providing bilingual services, as appropriate to the teaching certificate.

(iii) Programs leading to extensions to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (grades 7 through 12) shall require study of at least 6 semester hours in middle childhood education. Such study shall include early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

(iv) Programs leading to extensions to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (grades 1 through 6) shall require study of at least 30 semester hours in the subject to be taught and at least 6 semester hours in middle childhood education. Such study in middle childhood education shall include early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

(v) Programs leading to extensions for gifted education for classroom teaching certificates shall require:

(a) study that will permit the candidate to obtain the following

knowledge, understanding and skills:

(1) knowledge of the characteristics of students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners;

(2) knowledge of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates, and skill in using the tools and methods;

(3) knowledge and skills for planning, providing, coordinating, and evaluating differentiated teaching and learning environments to challenge and assist all students in learning to their highest levels of achievement; and

(4) skill in collaborating with other school staff to provide individualized instruction for all students; and

(b) college-supervised field experiences of at least 50 clock hours teaching students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners.

(vi) Programs leading to extensions for classroom teaching certificates to authorize coordination of work-based learning programs for career exploration or to authorize coordination of discipline-specific and diversified work-based learning programs for career development shall require study of at least six semester hours in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

(vii) Programs leading to annotations to recognize additional pedagogical knowledge, skills, and experiences for teaching students with severe or multiple disabilities for certificates for teaching students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities shall require:

(a) a sequential course of study that includes but is not limited to the following:

(1) characteristics of learners with severe or multiple disabilities;

- (2) development of collaborative partnerships for the benefit of students with severe or multiple disabilities;
 - (3) assessment, diagnosis, and evaluation of students with severe or multiple disabilities;
 - (4) curriculum development and varied methods of instructing students with severe or multiple disabilities;
 - (5) assistive and instructional technology in the teaching and learning of students with severe or multiple disabilities; and
 - (6) planning and managing learning environments for individuals with severe or multiple disabilities, including post-school expectations, opportunities, and planning; and
- (b) college-supervised field experiences of at least 50 clock hours teaching students with severe or multiple disabilities.

§ 52.23 Procedures on denial of reregistration.

(a) Except as provided in subdivision (b) of this section, decisions to deny reregistration of an existing curriculum may be appealed in accordance with the following procedure:

- (1) Within 15 days of receiving notice of the decision to deny reregistration of a curriculum, the institution shall notify the commissioner in writing of its intention to appeal.
- (2) Within 90 days of receiving notice of the decision to deny reregistration, the institution shall submit its appeal to the commissioner. The appeal shall take the form of a written statement which presents the institution's position and all evidence and information which the institution believes is pertinent to the case.
- (3) Within 60 days of receiving the institution's statement of appeal, the commissioner will issue a determination on the appeal.
- (4) Registration of existing curricula, which would otherwise expire, will be continued until the commissioner's determination on the appeal is issued.

(b) In lieu of the procedures in subdivision (a) of this section, the due process procedures in section 4-2.6 of this Title shall be employed when reregistration of a teacher education

program is denied based upon a review conducted for the accreditation of the program by the Board of Regents pursuant to Subpart 4-2 of this Title.

(c) Upon denial of reregistration an institution shall:

- (1) cease recruitment for an enrollment of new students in each curriculum for which registration is expiring;
- (2) cease operation of each curriculum for which reregistration is denied by the effective date of such denial; and
- (3) cooperate with the department to ensure that students already enrolled in curricula for which reregistration is denied are able to find avenues for completion of their studies with a minimum of disruption.

§ 52.24 Procedures on denial of initial registration.

(a) Decisions to deny registration of a proposed curriculum may be appealed in accordance with the following procedures:

- (1) Within 15 days of receiving notice of the decision to deny registration of a proposed curriculum, the institution shall notify the commissioner in writing of its intention to appeal.
- (2) Within 90 days of receiving notice of the decision to deny registration of a proposed curriculum, the institution shall submit its appeal to the commissioner. The appeal shall take the form of a written statement which presents the institution's position and all evidence and information which the institution believes is pertinent to the case. The appeal shall include a statement and explanation of the specific grounds of the appeal.
- (3) Within 60 days of receiving the institution's statement of appeal, the commissioner shall issue a determination on the appeal.

PART 53 INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

§ 53.1 Institutions subject to the provisions of this Part.

The following institutions shall provide information required by this Part:

- (a) degree-granting postsecondary institutions, including organizations under contract to provide postsecondary instructional services such as education opportunity centers; and
- (b) other postsecondary institutions registered, licensed or approved by the New York State Education Department, except those institutions covered by Part 126 of this Title.

§ 53.2 Persons to receive information.

The following persons shall receive information, or have it made available to them:

- (a) students enrolled at an institution; and
- (b) prospective students of an institution, defined as persons who have contacted an institution requesting information for the purpose of enrolling at that institution.

§ 53.3 Information to be provided.

Information shall be provided on financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution, as provided in this section.

- (a) Information on financial assistance available to students shall be provided for each of the aid categories listed in this subdivision. The information printed for each program of financial assistance available to students at that institution, and for which student application is required, shall include: application procedures, including a description of forms and their preparation, method of selection of recipients and allocation of awards, award schedule, and rights and responsibilities of recipients. Standard current descriptions of State and Federal financial assistance programs will be provided by the Education Department in cooperation with the Higher Education Services Corporation to the institutions subject to the provisions of this Part. These descriptions, or some other descriptions providing the required information, along with current procedures and definitions related to emancipated student status, shall be provided by the institutions to persons identified in section 53.2 of this Part. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.

- (1) State programs. Information shall be provided for those of the following programs for which students at the institution may be eligible: the Tuition Assistance Program (TAP), Regents College Scholarships, Regents Nursing Scholarships, Regents Awards for Children of Deceased or Disabled Veterans, State Assistance for Native Americans, guaranteed student loans, and also

special programs for the economically and educationally disadvantaged including the Higher Education Opportunity Program (HEOP), Education Opportunity Program (EOP), Search for Education and Elevation through Knowledge (SEEK), College Discovery (CD) Program, and the Work Incentive (WIN) Program. Any other State program which accounts for 10 percent or more of the total State student aid administered by the institution shall also be described in similar detail and terminology.

(2) Federal programs. Information shall be provided for those of the following programs for which students at the institution may be eligible: the Basic Educational Opportunity Grants (BEOG) program, Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loans (NDSL), College Work Study (CWS) program, social security payments to children of deceased/disabled parents, Federal aid to Native Americans, and Veterans Administration educational benefits. Any other Federal program which accounts for 10 percent or more of the total Federal student aid administered by the institution shall also be described in similar detail and terminology.

(3) Local institutional programs. Information shall be provided on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work-study arrangements which are administered by the institution. Financial aid programs involving awards of \$300 or more per year shall be individually listed, including restrictions if any. The number and average value of programs with awards of less than \$300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained.

(b) Costs of attending the institution for each of the cost categories listed below shall be provided. Estimates, so indicated, may be used where exact figures are unavailable or inappropriate. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.

(1) Tuition and fees. Information shall be provided on all assessments against students for direct educational and general purposes. A brief description of purpose of any mandatory fee shall be included if the purpose of such fee is not apparent from its name. Course fees and lab fees shall be clearly identified. Conditions under which nonmandatory fees need not be paid shall be clearly stated.

(2) Books and supplies. Estimated costs of textbooks, books, manuals, consumable supplies and equipment, which a student should possess as a necessary corollary to instruction, shall be provided. Separate estimates shall be

provided for major program categories for which such costs vary more than 25 percent from the average for the entire institution.

(3) Room and board. Costs of housing and food services operated by the institution shall be provided where such services are available. Estimated costs of similar accommodations available in the community shall also be provided. These figures shall be consistent with estimated student budgets prepared by the institution's financial aid office.

(4) Other living expenses. Estimated cost of personal expenses applicable to students devoting primary efforts to pursuit of educational objectives shall be provided. This estimate shall be consistent with similar figures defined by the institution's financial aid office.

(c) The institution shall state its policy concerning refunds due to failure of students to complete an academic term for any reason. The policy shall include the percentage or amount of tuition, fees, institution-operated room and board, and other assessments to be refunded after specified elapsed periods of time.

(d) The instructional programs of the institution shall be accurately described.

(1) Degree, certificate and diploma programs. A list of degree, certificate and diploma programs shall be provided. The list shall be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the official approved program title, degree and HEGIS code number, and shall be preceded by a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

(2) Program descriptions. Each degree, certificate or diploma program shall be described in terms of both prerequisites and requirements for completion.

(3) The academic year in which each instructional offering (course) is expected to be taught shall be indicated.

(4) Program-related facilities. A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided, in addition to general information describing the total physical plant. Narrative and/or statistical information shall be provided about library collections and facilities, student unions, and institution-operated eating places. Hours of operation, including holiday and vacation schedules, shall be provided.

(5) Faculty and other instructional personnel. Regular resident faculty shall be listed by rank, with the highest degree held by the faculty member and the institution by which such degree was granted, and department or major program area to which such member is assigned. An estimated number of adjunct faculty and teaching assistants in each department or major program area shall be provided.

(6) Student retention. Information on student retention and graduation rates shall be provided based on a summary of the most recent cohort survival statistics (e. g., percentages of those students enrolled at the end of the spring term, percentages of freshman classes that graduate in four, five and six years) available to the institution for at least full-time undergraduates. Statistics shall be computed in a manner consistent with data reported to the Education Department through its higher education data system.

(7) Placement of graduates. Summaries of job placement and graduate school placement statistics compiled by the institution, including its placement center, shall be provided where available.

§ 53.4 Format for provision of information.

All of the information required by this Part shall be included in the catalog or bulletin of the institution. The following procedures shall be followed by institutions:

(a) Where an institution publishes more than one catalog or bulletin for separate programs or schools, only the information required by this Part which pertains to the individual programs or school concerned need be included. In such cases a statement shall indicate that separate catalogs or bulletins are in use.

(b) Where an institution publishes its catalog or bulletin less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.

(c) The information required by this Part shall be clearly and precisely described. Statistical displays shall be easy to read and understand.

(d) Information provided to persons covered by this Part through mechanisms in addition to the catalog or bulletin shall be consistent with the requirements of this Part.

(e) Advertisements, brochures or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.

TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER

PART 54
OFF-CAMPUS INSTRUCTION**§ 54.1 Approval of off-campus instruction.**

(a) *Branch campuses.* (1) No independent institution shall establish a branch campus unless the institution is authorized to establish such branch campus by its charter and master plan, as approved by the Regents.

(2) No public university or college thereof shall establish a branch campus unless the university is authorized to establish such branch campus by its master plan as approved by the Regents and the Governor.

(3) No degree-granting proprietary institution shall establish a branch campus unless the institution has the permission of the Regents to establish such branch campus.

(4) The criteria to be used in reviewing the application of an institution to establish a branch campus will include:

(i) the conformity of the curricula to be offered at the proposed branch campus with the standards of academic quality required by Part 52 of this Title;

(ii) the need or demand for the branch campus or the curricula to be offered there from the points of view of students or special groups of students such as military personnel and people in sparsely populated areas, potential employers of the graduates of such curricula, the institution, and the public;

(iii) the impact of the proposed branch campus upon the institution and upon other Institutions in the region and in the State as a whole; and

(iv) the compatibility of the proposed branch campus with the Regents Statewide Plan for the Development of Postsecondary Education, 1980 (University of the State of New York, State Education Department, Albany, NY 12230: October 1980, available at Bureau of Postsecondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230).

(b) No institution shall offer one or more curricula leading to a degree or certificate on the campus of another degree-granting institution unless the institution offering such curriculum or curricula is authorized to offer the curriculum or curricula at that site by amendment to its

master plan or permission of the Regents as described in subdivision (a) of this section.

(c) *Extension centers.* (1) No institution shall begin to operate an extension center after September 2, 1980, and no institution shall, after September 2, 1981, continue to operate an extension center existing prior to September 2, 1980, unless the institution has applied for and obtained specific approval of the commissioner to operate such extension center.

(2) In reviewing the application of an institution to operate an extension center, the commissioner will consider:

(i) the impact of the extension center upon the institution offering courses, including its impact on the quality of academic curricula registered at the institution;

(ii) the need or demand for the extension center and for the courses offered there for credit from the points of view of students or special groups of students, including military personnel and people in sparsely populated areas, potential employers of the students completing those courses, the institution and the public;

(iii) the impact of the extension center upon other institutions in the area and in the State as a whole; and

(iv) the compatibility of the extension center with the Regents Statewide Plan for the Development of Postsecondary Education, 1980 (University of the State of New York, State Education Department, Albany, NY 12230: October 1980—available at Bureau of Post-secondary Planning, Room 5B44, Cultural Education Center, Albany, NY 12230).

(d) No institution shall conduct more than 15 courses for credit or have more than 350 course registrations for credit in any academic year on the campus of another degree-granting institution unless the institution conducting such courses or having such registrations shall be authorized by the commissioner to conduct courses or have course registrations on that scale at that location, as described in subdivision (c) of this section.

(e) The commissioner may authorize the Regents regional advisory council in a Regents postsecondary education region, or, in a region in which no such council has been designated, an organization of degree-granting institutions deemed equivalent by the commissioner, to review proposed branch campuses, or curricula offered on the campus of another degree-granting institution, with respect to the criteria set forth in subparagraphs (a)(4)(ii) through (iv) of this section, and to review proposed extension centers, or course offerings on the campus of another degree-granting institution that require approval according to subdivision (d) of this

section, with respect to the criteria set forth in subparagraphs (c)(2)(ii) through (iv) of this section, and to make recommendations to the commissioner on the need for such branch campuses, curricula, extension centers or course offerings.

§ 54.2 Exceptions.

The following shall not be subject to the provisions of section 54.1 of this Part:

- (a) units of New York institutions located outside the State or on territory over which the Federal government has asserted exclusive jurisdiction;
- (b) registered clinical or field curricula, components of registered curricula, or courses within a registered curriculum, where such curricula, components or courses require special facilities unavailable at the principal center;
- (c) courses offered for credit by a degree-granting institution to secondary school students within a secondary school, where those courses are part of a registered curriculum at the degree-granting institution;
- (d) courses or curricula offered by an institution within a correctional facility where those courses are part of registered curricula or where the curricula are registered at the institution's principal center or branch campus;
- (e) courses or curricula offered by an institution on the territory of a native American reservation where those courses are part of registered curricula or where the curricula are registered at the institution's principal center or branch campus; and
- (f) other off-campus offerings for credit which the commissioner determines warrant exceptional treatment.

§ 54.3 Registration and evaluation of off-campus instruction.

- (a) Every institution shall maintain current records of all locations at which it offers courses for credit other than its principal center or branch campuses. Such records shall include the number of courses offered for credit at each such location and the number of course registrations for credit at each location. Institutions shall report this information to the commissioner upon request.
- (b) All courses which an institution offers for credit at an extension site or an extension center shall be part of the registered curricula offered at an institution's principal center or branch campus and shall be subject to the standards required of all registered curricula by section 52.2 of this Subchapter.

Section 52.21 Rev. 7/11/02

Section 52.21(b)(2)(iv)(c)(1) Rev. 5/03

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