



Guide to Academic Program Planning for Educator Preparation Programs

SUNY System Administration
Office of the SUNY Provost
Academic Programs and Planning
October 2014

CHANGE PHOTOS



Table of Contents

Preface.....	1
Part 1: Overview of Program Planning for Educator Preparation Programs	2
Part 2: Educator Preparation Program Forms	4
Part 3: Announcing Plans for a New Program.....	6
Part 4: External Evaluation and Institutional Response.....	7
Part 5: Program Proposals.....	8
Part 6: Changing Existing Programs.....	9
Part 7: SED Policy Information Affecting EPP—Teacher Preparation.....	11
Part 8: SED Policy Information Affecting EPP—Educational Leadership	12
Part 9: SED Policy Information Affecting EPP—Pupil Personnel Services	14
Part 10: Off-Campus Locations	16
Part 11: New Degrees	18
Part 12: Master Plan Amendments	19
Part 13: Deactivating and/or Discontinuing Programs	20
Part 14: Inventory of Registered Programs.....	20

Preface

The following information and guidelines should be used as a reference when preparing proposals for educator preparation programs; i.e., those leading to teacher, educational leader (School Building Leader, School District Leader, School District Business Leader) and pupil personnel services (School Psychologist, School Social Worker, School Counselor) certification. Guidelines for programs not leading to certification in these areas are included in the [Guide to Academic Program Planning](#). While both guides are similar, this guide includes additional information relevant only to EPP.

Purposes of Academic Program Planning

Planning for credit-bearing academic programs at the State University of New York (SUNY) is a multi-step process that rests on the foundation of faculty responsibility for academic content and quality. It is designed to ensure that academic programs:

- reflect shared governance decisions made on each campus;
- are consistent with each campus' mission;
- are aligned with SUNY's mission, strategic goals, policies, and procedures;
- meet New York State and other external requirements and needs;
- avoid unnecessary duplication and costs; and
- benefit from opportunities for coordination and collaboration within SUNY.

Planning Levels

Three levels of planning apply to new and significantly revised academic programs:

- local campus governance;
- the SUNY Provost, on behalf of the SUNY Board of Trustees; and
- the New York State Education Department (SED), on behalf of the Board of Regents of the University of the State of New York (the State's governmental umbrella for all public and independent educational institutions in the State).

In addition, for academic program plans that involve major changes for an institution – such as a new degree, a new level of study, or a new branch campus – direct approval by the SUNY Board of Trustees, the Board of Regents, and the Governor may be needed.

Purpose of This Guide

This guide provides a brief overview of academic program planning for faculty, academic administrators, and others who are involved in creating, revising, suspending, or terminating credit-bearing certification programs in educator preparation areas. It complements SUNY EPP program forms and includes detailed information and instructions about SUNY's academic policies and priorities, as well as SED's requirements for programs that lead to certification. Occasionally, this guide will be updated to amplify and clarify explanations. Note that all forms to be used for submitting programs leading to certification are identified with "EPP" followed by a letter.

Questions and Comments

Questions and comments about this guide and SUNY EPP program planning forms should be addressed to Ruth.Pagerey@suny.edu or to program.review@suny.edu.

Part 1: Overview of Program Planning for Educator Preparation Programs

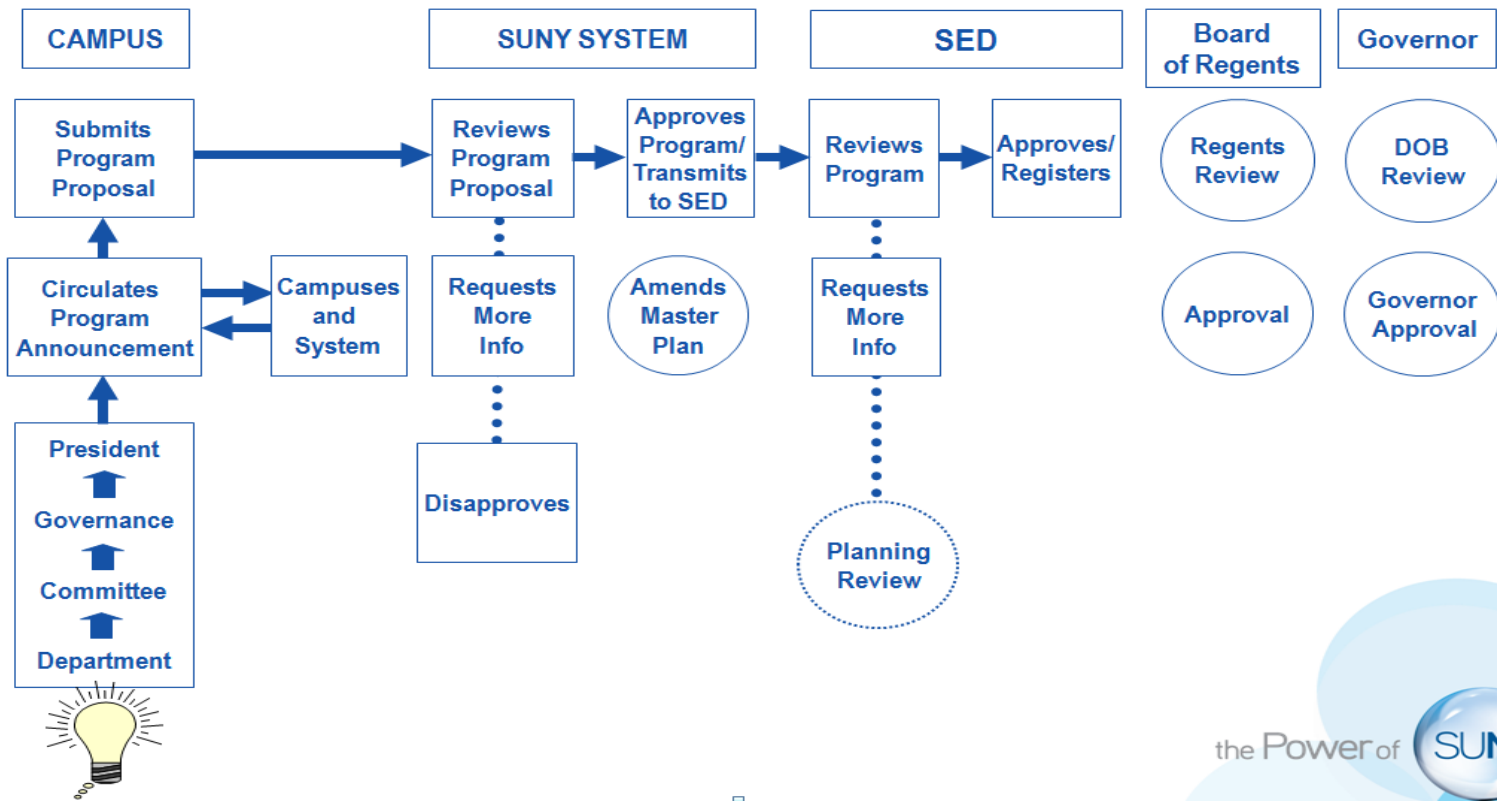
Translating faculty ideas for a new or revised educator preparation program into a proposal approved by SUNY and registered by the SED and subsequently promoted and offered to students, requires multiple steps. Note that only the SUNY forms must be completed, as they have been revised to include SED requirements.

- For new program proposals, steps 1-5 apply.
 - For program revisions, deactivations, and discontinuances, steps 1 and 3-5 apply.
 - For programs offered outside of New York State, steps 1- 4 apply.
1. Campus planning. The process begins with faculty and proceeds through all appropriate levels of campus review, including shared governance processes, as illustrated in the bottom left corner of Figure A on the following page.
 2. Announcement and comment period. Once a plan for a **new program** is approved on campus, the campus Chief Executive Officer (CEO) or Chief Academic Officer (CAO) announces the plan by sending a **Program Announcement (PA)** for a new undergraduate degree program or a **Letter of Intent (LI)** for a new graduate degree program to the SUNY Provost. A new program that involves providing at least 50% of an existing, registered program at an out-of-state location in the U.S. or abroad requires an **Out-of-State version of a PA or LI**. When needed, the SUNY Provost or designee works with the campus to revise the PA or LI until it is ready for dissemination. Once ready, new program plans are announced to other SUNY campuses for a 30-day comment period that enables the campuses to offer suggestions or express concerns to the proposing campus and SUNY Provost.
 3. Program proposal. When the comment period ends for a PA, or when the SUNY Provost sends an approval letter for an LI, and after any concerns from other campuses have been addressed, a campus may submit a program proposal with any required supplements to the SUNY Provost. The completed SUNY forms for new programs leading to bachelor's or graduate degrees must be accompanied by reports from at least two **SUNY-approved external evaluators**, which campuses select in consultation with the SUNY Provost's Office, and an **institutional response** to those reports.
 4. SUNY approval. The SUNY Provost's Office works with the campus until the requested action is approved, withdrawn, or disapproved. Generally, the SUNY Provost's Office sends an approved proposal to SED with a **request for registration action**. However, if a proposal requires a new **Degree Authorization** because it involves a new award for a campus, or requires a **Master Plan Amendment (MPA)** because it involves a new level of study, a new disciplinary area, or a new branch campus, the proposal must be approved by the SUNY Board of Trustees before it goes to SED.
 5. SED registration. SED works with the SUNY Provost's Office and the campus until a new program is **registered** on the *Inventory of Registered Programs*, or the proposal is withdrawn by the campus or denied registration. SED regulations do not allow a campus to promote or enroll students in an academic program until the program is registered. Before registration, the Board of Regents must approve a Degree Authorization, and both the Board of Regents and the Governor must approve a Master Plan Amendment.

Figure A. Academic Program Development/Review Process



Program Development/Review Process



Part 2: Educator Preparation Program Forms

The following forms apply to programs leading to New York State certification for classroom teachers, school or districts leaders, or pupil personnel services professionals. Note that each form’s identification is preceded by “EPP” for these programs to distinguish them from forms used for non-certification programs. Each form, including instructions, may be accessed through the links below.

TEACHER PREPARATION

Number	Name	Purpose
EPP-A	Undergraduate Degree Program: Teacher Education, Extension/Annotation	Propose a new academic program
EPP-B	Graduate Degree Program: Teacher Education, Extension/Annotation	
EPP-C	Certificate/Advanced Certificate Program: Teacher Education	
EPP-D	Transfer Course Equivalency Table	Document availability of seamless transfer into baccalaureate programs
EPP-E	External Evaluation Report: Teacher Education	Template used by <u>each</u> external evaluator to report on review of a new Teacher Preparation program proposal

EDUCATIONAL LEADERSHIP (School Building Leader, School District Leader, School District Business Leader)

Number	Name	Purpose
EPP-F	Graduate Degree/Advanced Certificate Program: Educational Leadership	Propose a new academic program
EPP-G	External Evaluation Report: Educational Leadership	Template used by <u>each</u> external evaluator to report on review of a new Educational Leadership program proposal

PUPIL PERSONNEL SERVICES (School Counselor, School Psychologist, School Social Worker)

Number	Name	Purpose
EPP-H	Graduate Degree Program: Pupil Personnel Services	Propose a new academic program
EPP-I	External Evaluation Report: Pupil Personnel Services	Template used by <u>each</u> external evaluator to report on review of a new Pupil Personnel Services program proposal

ADDITIONAL FORMS FOR ALL PROGRAMS

Number	Name	Purpose
EPP-J	Program Announcement (PA)	Announce intent to propose a new undergraduate degree program (PA) or graduate program (LI) for a 30-day intra-SUNY comment period before submitting a Program Proposal
EPP-K	Letter of Intent (LI)	

EPP-L	Distance Education Format Proposal	Propose to add the distance education format to a new or existing program
EPP-M	Program Revision: Changes to an Existing Program	Propose changes to a registered program
EPP-N	Program Revision: Creating a New Program from Existing Programs	Propose to create a <u>new</u> program from an existing program (e.g., a new multi-award and/or multi-institution program or a new program from a track or concentration)
EPP-O	Deactivation and/or Discontinuance Proposal	Propose to suspend new enrollment for up to 3 years and/or to terminate a registered program
EPP-P	SUNY Seamless Transfer Requirements: Waiver Request	Request a waiver of SUNY Seamless Transfer Requirements for proposed new or existing undergraduate programs
EPP-Q	New Extension Center Proposal	Propose to offer courses from one or more registered programs at a new Extension Center
EPP-R	SED Master Plan Amendment (MPA) Supplement	Propose to expand the academic mission of the campus

OUT-OF-STATE AND INTERNATIONAL PROGRAMS

Number	Name	Purpose
EPP-S	Program Announcement (PA) or Letter of Intent (LI) Out-of-State Programs	Announce intent to offer 50% or more of an existing registered program at an out-of-state location for a 30-day intra-SUNY comment period before submitting an out-of-state program proposal.
EPP-T	Out-of-State and International Academic Program Proposal	Announce intent to offer 50% or more of an existing registered program at an out-of-state location, or through an out-of-state partner
EPP-U	International Academic Program Proposal Articulation Agreements with Partner Institutions	

Part 3: Announcing Plans for a New Program

After campus planning is complete, a campus announces its plan to offer a new program at a home campus or a branch campus in New York State. A similar announcement process applies when a campus seeks to offer 50% or more of an existing, registered program that is offered in New York State at a location outside New York State – in the U.S. or abroad – except that different forms must be used for out-of-state locations, as explained in Part 10 of this guide.

1. **Scope.** Before submitting a proposal for a new program that leads to a degree, a campus CEO or CAO must send a signed cover letter and Program Announcement (PA) or Letter of Intent (LI) to the SUNY Provost at program.review@suny.edu. Unless requested by the SUNY Provost, a PA or LI is not required for a program leading to an undergraduate certificate; a graduate-level advanced certificate (also called a certificate of advanced study); a new program being created from existing registered programs (e.g., multi-award programs and/or multi-institution programs); or a new program being created from a track, specialization, or concentration in a registered program.
2. **SUNY Provost review.** The SUNY Provost's Office reviews each PA and LI for accuracy and completeness, as well as for substantive issues such as alignment with campus mission and SUNY policy, and requests changes by the campus when needed.
3. **Publication for comments.** Once the PA or LI is accepted, the SUNY Provost's Office includes the electronic document in a weekly *Academic Program Update*, which starts a 30-day comment period. The *Update* is sent to all campus CEOs, CAOs and others upon request.
4. **Comments from other campuses.** If the CEO of an interested campus wishes to comment on a PA or LI, comments must be sent within 30 days of publication in the *Academic Program Update* in a letter addressed to the CEO of the proposing campus, with a copy to the SUNY Provost at program.review@suny.edu. Comments may include advice and suggestions about possible articulation opportunities, enrollment trends in related programs, and opportunities for cooperation, as well as concerns or objections. The proposing campus is responsible for resolving any concerns that may have been expressed by other campuses in consultation with those campuses and, as needed, the SUNY Provost's Office.
5. **When the comment period ends.** Once the 30-day comment period for a PA ends and any concerns and/or objections from other campuses have been resolved to the satisfaction of the SUNY Provost's Office, a campus may either send the appropriate *New Program Proposal* ([EPP-A](#) or [EPP-C](#)) to the SUNY Provost at program.review@suny.edu, or, when external evaluation is required, seek approval for external evaluators (see Part 4 of this guide). In contrast, when the comment period for an LI concludes, the campus must receive an approval letter from the SUNY Provost's Office before it can begin the next step of submitting names and CVs for approval of external evaluators.
6. **Timelines.** A PA expires one year after its publication in the *Academic Program Update*. An LI expires two years after the date of the approval letter from the SUNY Provost's Office. If the proposing campus fails to submit a program proposal to the SUNY Provost before a PA or LI expires, the campus must submit another PA or LI to restart the process. Under special circumstances, the SUNY Provost's Office may grant an extension to the expiration date.

Part 4: External Evaluation and Institutional Response

Following the 30-day comment period and the satisfactory resolution of any concerns or objections from other SUNY campuses, an on-site review of the proposed program may be required.

1. **Scope.** SUNY requires campus-funded, on-site evaluations based on the SUNY External Evaluation Report ([EPP-E](#), [EPP-G](#), or [EPP-I](#)) by at least two SUNY-approved external evaluators for each proposed new academic program leading to:
 - a bachelor's degree;
 - a graduate degree; or
 - for new programs *at any level* where part of the instruction will be offered by an entity without authority to grant a degree.
2. **Evaluators.** After a PA comment period ends, or upon receipt of an LI approval letter from the SUNY Provost's Office, a campus must send the names and curricula vitae for three to five proposed external evaluators to the EPP reviewer (currently Ruth Pagerey) at program.review@suny.edu and request approval of at least two of them. The campus may express its preferences. In certain circumstances, such as interdisciplinary degree programs, campuses may be required to submit reports from more than two evaluators. Each external evaluator is expected:
 - to possess significant expertise in the discipline of the proposed program;
 - not to have personal or professional relationships with campus personnel that may appear to present a conflict of interest; and
 - to be employed by a peer academic or professional institution, one evaluator should be from outside New York State and one evaluator should be from an in-state institution to provide expertise on New York State's certification requirements.
3. **External evaluation.** Once external evaluators have been approved by the SUNY Provost's Office, the campus sends each of them a draft program proposal with a blank copy of the appropriate evaluation report—[EPP-E](#), [EPP-G](#), or [EPP-I](#)—and arranges for each to visit the campus and relevant other locations. Upon completion of the evaluation, each evaluator emails his/her separate, signed report to the campus.
4. **Institutional response.** The campus prepares a single Institutional Response to all external evaluation reports that explains how the proposal was revised to incorporate suggestions from the evaluators, or why suggestions were not incorporated. The response should address all of the evaluators' concerns and recommendations, indicating those that have been adopted, or will be adopted, or the reasons why they should not be adopted. The response must be an institutional response that demonstrates a strong institutional commitment to the program. If the institutional response involves alterations to the program's curriculum or other information as a result of the evaluators' recommendations, the proposal submitted to the SUNY Provost should be an updated version that incorporates all such changes. This updated version will comprise the baseline proposal to which future revisions are understood to apply.
5. **Submission to SUNY Provost.** The campus submits each of the original, signed External Evaluation Reports and the institutional response as part of its program proposal submission to the SUNY Provost.

Part 5: Program Proposals

The preparation of a proposal for a new program requires time and attention, as faculty and others inevitably find themselves coordinating information from multiple sources and anticipating the needs of multiple audiences, including reviewers on campus, at the SUNY Provost's Office, and at SED.

1. Consultation. As the program reviewer for all educator preparation programs, Ruth Pagerey is available to discuss program planning with faculty and/or academic administrators. Before a proposal is submitted, consultation is informal via email and/or phone. Once a proposal is submitted, all correspondence should be sent to program.review@suny.edu, with a copy to the reviewer, and should include the program title in the subject line so that it can be archived with other materials relating to the program. Prior to submitting a proposal, the *campus contact person* identified on the proposal form should carefully review the entire document for completeness and consistency.
2. Cover letter. Each proposal must include a cover transmittal letter to the SUNY Provost that briefly summarizes the proposal and the reasons for it, and is signed (or e-signed) by the campus CEO or CAO. A proposal without a signed cover letter is considered incomplete and will not be accepted.
3. Selecting the appropriate forms. Part 2 of this guide is a list of all forms for SUNY campuses and the purpose of each one. It is important to use all required forms for educator preparation program proposals, including supplements described within the form. For example, when a program will be offered through distance education, form [EPP-L](#) must be included.

Note that the SUNY forms have been designed to request all information needed by both SUNY and SED, thus requiring campuses to complete only one set of forms. Campuses should not use SED forms obtained from the SED web site. This does not, however, preclude either the SUNY or SED program reviewer from asking for additional specific information regarding a program proposal.

4. Completed forms. Campus responses to each applicable item on the educator preparation program proposal forms should provide the information requested as completely, succinctly and clearly as possible. All acronyms and abbreviations specific to the program or campus should be defined. The response to non-applicable items can be "N/A" or "Not Applicable."
5. Campus review. Careful review and revision of a program proposal by the campus contact person prior to submission to SUNY can prevent unnecessary delays in processing SUNY and SED reviews. Campus reviews should ensure that all applicable items have responses; that all responses are accurate, complete and clear; and that all required information is part of the proposal and easy for reviewers to find.
6. SUNY review. The EPP program reviewer will work with the contact person on campus, as needed, until the program is approvable, withdrawn, or denied approval. Each proposal is reviewed in terms of SUNY policy and priorities, as well as SED regulations and policies, as far as possible, in order to prepare the proposal for the fastest possible turnaround at SED. If a proposal is returned to the campus by the SUNY reviewer, it is expected that the campus will resubmit a complete proposal, including changes, with a reasonable time. If the SUNY reviewer finds that an excessively long time has passed, the campus contact may receive notification that the proposal will be withdrawn. Withdrawn proposals may be resubmitted once all suggested changes have been addressed, but will be tracked according to the new submission date.

7. **Tracking.** When the SUNY Provost's Office approves a proposal, a copy of the Provost's approval letter to SED is emailed to the requesting campus' CEO, CAO, and the SUNY EPP Reviewer so that status can be tracked over time. When SED registers a program, SED sends the registration letter to the SUNY Provost, with copies to the campus president and the SUNY reviewer. Campuses should insure a routing process that moves the approval and registration letters to all appropriate offices. Note that all letters should be reviewed on campus *as soon as they are received* to insure that the request or registration reflects the campus' intentions. If there is an error in either the SUNY approval letter or the SED registration letter and IRP attachment, the EPP Reviewer should be contacted immediately.
8. **Responding to feedback from SED.** SED reviewers have been asked to communicate through the SUNY reviewer for questions or requests for additional information. This may be a direct e-mail to the SUNY reviewer or a copy notation on an e-mail to the campus contact identified in the proposal. If a campus receives a direct communication from the SED reviewer and the SUNY reviewer is not copied, the campus should forward the inquiry to program.review@suny.edu, with a copy to the EPP Reviewer. Similarly, the campus should send its response directly to the SED reviewer and should copy program.review@suny.edu and the SUNY EPP Reviewer, so that the SUNY Provost's Office may track the progress and archive the correspondence.
9. **Timelines.** SUNY Campus Reviewers usually respond to a proposal for a *new* program within 60 days and a proposal for *other* actions in up to 30 days, depending on the type and complexity of the request. Once the proposal is approved and forwarded to SED, the SED policy is to review the material within 30 days and, if additional information is needed, the campus has at least 30 days to respond to the SED inquiry. Note that SED policy is to only go back to the campus one time to address all issues. If the campus does not respond to all SED issues, the program may be withdrawn.

Part 6: Changing Existing Programs

SUNY campuses periodically change a registered academic program, following their local governance procedures. However, in the cases listed below, program changes must not take effect until they have SUNY approval and are registered by SED. In these cases, a campus must submit a cover letter and the appropriate program revision form ([EPP-M](#) or [EPP-N](#)), both signed by the CEO or CAO, to the SUNY Provost at program.review@suny.edu, with a copy to the EPP reviewer.

1. **Changes Requiring SUNY Approval and SED Registration ([EPP-M](#))**
 - a) **Any** of the following changes in **content**:
 - Cumulative change from the last SED review and registration of one-third or more of the minimum credits required for the award (e.g., 10 credits in a master's degree program, regardless of actual program credit requirements)*
 - Changes in the program's focus or design (e.g., eliminating courses leading to biology certification in an adolescence program), including a change in the program's major disciplinary area*
 - Any change that impacts the pedagogical core
 - Adding or eliminating one or more certificate titles
 - Adding or eliminating a requirement for completion (e.g., eliminating a comprehensive exam)
 - Altering the liberal arts and sciences (LAS) content in a way that changes the degree classification, as defined in [Section 3.47\(c\)\(1-4\)](#) of Regents Rules (e.g., B.A. to B.S.)

- b) **Any** of the following changes in **program information**:
- Program title
 - Program award (e.g., change in degree from B.A. to B.S.)
 - Mode of delivery*
 - A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - A change in the total number of credits of an undergraduate certificate or a graduate advanced certificate program, whether or not the change reflects one-third of the program

2. Establishing New Programs Based on Existing Registered Programs (Form EPP N)

- a) Creating a multi-award (M/A) program, also known as a dual-degree program, from existing registered programs
- b) Creating a multi-institution (M/I) program, also known as a jointly registered program or joint degree, from existing registered programs at two or more institutions
- c) Creating a new program from an option, concentration, or track in an existing registered program

3. Deactivating or Discontinuing Registered Programs (Form EPP O)

- a) Deactivation of a program (i.e., suspending new enrollment for up to three years) only requires SUNY approval.
- b) Discontinuance of a program requires SUNY approval, after which SED will remove it from the Inventory of Registered programs.

***NOTES:**

- i. *Each campus must have a **process for keeping track of cumulative changes** to each of its registered programs. When the cumulative changes equal one-third of the minimum credits required for the award (e.g., B.A., B.S.), the campus must submit a revision proposal to SUNY.*
- ii. *To **count credits for revision purposes**, each replacement of one course for another is considered to be one change. For example, eliminating one 3-credit course and replacing it with a new 3-credit course should be counted as a 3-credit change.*
- iii. *Establishing an existing program at a **branch campus** is not a revision; it requires registration of a new program.*
- iv. *If a **format change** enables students to complete 50% or more of the program via **distance education**, a Distance Education Format Proposal ([EPP-L](#)) must be submitted as part of the revision proposal.*
- v. ***Changing an award** would require a Degree Authorization if the campus is not already authorized to offer the new degree.*

4. Transition Issues

- a) **Effective dates.** When a program change is registered by SED, students who are already enrolled in the existing program must be able to complete the program as it was configured when they started it, although they may be given the option of completing the revised program if they wish. A “placeholder program” should be requested in the program proposal to allow enrolled students to finish the original program. The revised program applies only to new students entering after the revision has been registered or to current students who choose to transfer into the revised program.
- b) **SED program codes.** On the Inventory of Registered Programs, when changes are made to an existing program, SED usually uses the existing SED Program Code for the revised program, and assigns a “placeholder code” to the version of the program that is being phased out until continuing

students can complete it. Campus preferences for SED Program Codes should be stated in the PP when a program revision involves creating new programs from tracks or concentrations in an existing registered program and the existing program code can only be applied to one of the newly created programs. The program's history remains with the existing program code.

Part 7: SED Policy Information Affecting EPP Programs—Teacher Preparation

The following are regulatory or policy initiatives of SED that will affect the review and registration of educator preparation programs:

1. SED will no longer register as one program a teacher preparation program with a “track” that leads to teacher certification and a “track” that does not lead to certification. These tracks have different career outcomes and objectives, and should be designed, administered and implemented differently. “Tracks” that do not lead to teacher or leader certification should be submitted separately using the appropriate **application for general academic programs** ([2A](#), [2B](#), [2C](#)). Educational leadership companion programs are an exception (See Part 8).
2. According to Commissioner’s Regulations [Part 52.21\(b\)\(3\)\(xiv\)](#), if the proposed program leads to initial and/or professional certification in **library media specialist**, the program must lead to a master’s or higher degree. SED will no longer register new library media specialist programs leading to an advanced certificate, since an advanced certificate is not a degree title. Existing library media specialist programs leading to an advanced certificate should *consider* a change to a master’s degree to be in compliance with Commissioner’s Regulations.
3. According to Commissioner’s Regulations [Part 52.21\(b\)\(3\)\(xi\)](#), if the proposed program leads to initial and/or professional certification in **Literacy Birth-Grade 6** and/or **Literacy Grades 5-12**, the program must lead to a master’s or higher degree. SED will no longer register new literacy certification programs that lead to an advanced certificate, since an advanced certificate is not a degree title. Existing Literacy Birth-Grade 6 and Literacy Grade 5-12 programs should *consider* a change to a master’s degree to be in compliance with Commissioner’s Regulations.
4. Programs that lead to multiple, unrelated certificates (i.e., Childhood Education, Adolescent Education (Chemistry 7-12) and Specific Subject Education (Health)) or certificates at different levels (i.e., initial/professional with a second track for professional) should be registered as separate programs.
5. Advanced certificates leading to a base teaching certificate (not an extension or annotation) should be a minimum of 15 credits for teachers already holding an initial certificate.
6. Candidates admitted to a program leading to professional teacher certification must have completed requirements for an initial teaching certificate in the same certificate title.
7. If the program grants exceptions to normal admission requirements, the process for evaluating exceptions must be fully explained.
8. When the program grants credit for learning derived from experience, the methods used to evaluate the potential candidate’s learning and the maximum number of credits allowed by the program must be fully described.

9. The Pedagogical Coursework Chart must show 12 semester hours of graduate level study linking pedagogy and content for programs leading to professional certification.
10. The institution 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 supports the student needs to successfully complete the program. Low institutional retention and graduation rates can be indicators that the supports necessary for student learning are ineffective or insufficient. These rates will be considered when the application is submitted.

Part 8: SED Policy Information Affecting EPP Programs—Educational Leadership

The following are regulatory or policy initiatives of SED that will affect the review and registration of educational leadership programs:

1. All programs leading to certification as School Building Leader, School District Leader, or School District Building Leader must be graduate level programs.
2. Admission requirements for School Building Leader and School District Leader programs:
 - a) Candidates must hold a permanent or professional certificate in the classroom teaching service or pupil personnel service, or demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied.
 - b) Programs shall inform applicants in writing prior to admission that SED requires that the candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12 to receive an initial certificate as a school building leader or a professional certificate as a school district leader.
 - c) In addition, although not an admission requirement in Commissioner's Regulations, many School District Leader programs require candidates to hold a master's degree. This is related to the regulatory requirement that upon completion of the School District Leader program all candidates must have completed 60 credits of graduate study.

3. Program requirements for School Building Leader and School District Leader:

Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

- a) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;
- b) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;
- c) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;
- d) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

- i. effect any needed educational change curriculum development;
- ii. instructional strategies and the integration of technology;
- iii. classroom organization and practices;
- iv. assessment;
- v. student support services, including the provision of services to students with disabilities;
- vi. professional support and development;
- vii. succession planning;
- viii. student, family, and community relations;
- ix. facilities development; and
- x. planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;
- e) through ethical decision-making based upon factual analysis, even in the face of opposition;
- f) establish accountability systems for achieving educational goals and objectives;
- g) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
- h) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;
- i) (create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
- j) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;
- k) apply statutes and regulations as required by law, and implement school policies in accordance with law; and
- l) maintain a personal plan for self-improvement and continuous learning.

4. Program requirements for School District Business Leader

Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

- a) create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective;
- b) identify, develop, and endorse organizational and administrative policies and procedures for the district;
- c) effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances;
- d) administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations;
- e) effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program;
- f) assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs; and
- g) effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.

5. Registration of Companion Programs

- a) For School District Leader and School District Business Leader programs, regulations require candidates to have successfully completed the required components of the appropriate State assessment in order to qualify for *degree conferral*. **In the event a candidate is not able to successfully pass the State assessment, the candidate does not qualify for the degree award nor for the School District Leader and/or School District Business Leader certificate.** Commissioner's Regulations, therefore, stipulate the registration of a "companion program" for the School District Leader and School District Business Leader title areas. If a candidate cannot successfully complete the State assessment, an institution with a registered companion program may elect to transfer the candidate into the companion program. The companion program *will not lead to certification* but will allow the institution to confer upon the candidate an award.
- b) Institutions that offer a registered School District Leader or School District Business Leader program leading to the professional certificate may register a companion program to the existing program that does NOT lead to the professional certificate, for candidates not seeking New York State certification. The School District Leader or School District Business Leader companion program requires candidates to meet all requirements prescribed for the School District Leader or School District Business Leader program that leads to the professional certificate, *except* for the requirement of successfully completing the New York State certification assessment.

Part 9: SED Policy Information Affecting Pupil Personnel Services Programs

The following is a summary of Regulatory (Section 80-2.3) or policy initiatives of SED that will affect the review and registration of programs leading to *provisional/permanent* certificates in Pupil Personnel Services (School Counselor, School Psychologist, School Social Worker and the PPS Bilingual Extension).

1. School Counselor

a) *Provisional certificate*

The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and in addition shall have completed 30 semester hours of approved graduate study in the field of school counseling, including supervised practice in guidance. The provisional certificate shall be valid for five years from date of issuance.

b) *Permanent certificate*

The candidate shall have completed, in addition to the requirements for the provisional certificate, two years of school experience in the field of pupil personnel services and 30 semester hours of graduate study in the field of school counseling. Within the total program of preparation, the candidate shall have been awarded a master's degree.

2. School Psychologist

a) *Provisional certificate*

The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and shall have completed, in addition, 60 semester hours of graduate study including a college-supervised internship in the field of school psychology. The provisional certificate shall be valid for five years from the date of issuance.

b) *Permanent certificate*

The candidate shall have completed, in addition to the requirements for the provisional certificate, two years of school experience in the field of pupil personnel services. Within the total program of preparation, the candidate shall have been awarded a master's degree.

3. School Social Worker

a) *Provisional certificate*

The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department and, in addition, shall have completed 30 semester hours of graduate study including a supervised internship in the field of social work.

b) *Permanent certificate*

The candidate shall have completed two years of school experience in the field of pupil personnel services, hold the degree of master of social work or an equivalent degree as determined by the department, and be licensed and registered by the department as a licensed master social worker or a licensed clinical social worker.

NOTE: For more information on applicable courses for programs leading to certification as a School Counselor, School Psychologist, or School Social Worker, see applicable sections of <http://www.highered.nysed.gov/tcert/part80-2.html#Section2.3>.

4. Bilingual extension for PPS certificate titles

a) The program must include course content that addresses

- i. Cultural perspectives,
- ii. Theory and practice of bilingual/multicultural education, and
- iii. Methods of providing services in the native language.

b) The program must also include an appropriate college-supervised field experience in the certificate area (school counselor, school psychologist, school social worker) in a bilingual context.

5. Mandated program coursework for PPS certificate titles

a) Candidates must have **two clock hours** of approved coursework or training regarding the identification and reporting of child abuse and maltreatment ([Commissioner's Regulations Subpart 80-1.4](#)).

b) Candidates will have **two clock hours** of coursework or training in school violence prevention and intervention (Section 3004 of Education Law).

c) Candidates will be instructed in the following:

- i. Preventing child abduction [Education Law Section 803-a]
- ii. Preventing alcohol, tobacco, and other drug abuse [Education Law Section 804]
- iii. Providing safety education [Education Law Section 806]
- iv. Preventing fire and arson [Education Law Section 808]

d) Candidates will complete six clock hours, three of which are face-to-face, of coursework or training on the social patterns of harassment, bullying and discrimination and that addresses the following content [Sections 11 and 14 of Education Law and [Sections 80-1.4](#) and [80-1.13](#) of the Regulations of the Commissioner of Education]:

Part 10: Off-Campus Locations

Off-campus locations for offering credit-bearing courses in New York State are governed by SUNY policies, as well as state laws, regulations, and policies.

1. Locations in New York State

Credit-bearing instruction offered at an off-campus location in New York State is governed by Part 54 of the [Regulations of the Commission of Education](#) and [SUNY policies](#). Regulations define each off-campus location in New York State as follows:

- a) An **Extension Site** or **Interinstitutional Site** is defined as having no complete programs AND 15 or fewer courses for credit AND 350 or fewer course registrations for credit in an academic year.
- b) An **Extension Center** or **Interinstitutional Center** is defined as having no complete programs AND more than 15 courses for credit OR more than 350 course registrations in an academic year.
- c) A **Branch Campus** (or Interinstitutional Program) is defined as a separate institution offering one or more registered programs leading to a certificate or degree, and any number of courses and course registrations per academic year.

2. Exempted from Commissioner's Regulations are:

- a) locations in New York State in which the Federal government has asserted exclusive jurisdiction;
- b) external instruction locations (e.g., clinical or field placements) for courses in a registered program;
- c) locations in secondary schools where courses in a registered program are offered to secondary school students;
- d) locations in correctional facilities;
- e) locations on the territory of a Native American reservation;
- f) other locations approved by the Commissioner; and
- g) locations outside New York State.

3. Procedures for New Locations within New York State

- a) **Extension Sites** are guided by [SUNY policy and procedures for off-campus instruction](#), which requires them to send plans for a new extension site location to the CEO of each SUNY campus in the new location's [geographic region](#) to seek their support, advice, and/or concerns. Plans for new extension sites that are sent to regional CEOs should include:
 - i. The name and address of the proposed location(s),
 - ii. The numbers and names of all credit-bearing courses to be offered at the location(s),
 - iii. The titles and awards of the registered programs to which the above courses can be applied,
 - iv. The number of courses expected to be offered in Academic Year 1 (July 1-June 30) and by Academic Year 5 at the location(s), and
 - v. The number of course registrations (i.e., duplicated counts of students based on the number of courses in which they are enrolled) at the location(s) expected in Academic Year 1 and by Academic Year 5.

When any concerns expressed by other campuses cannot be resolved by the parties, the concerns may be brought to the attention of the SUNY Provost at program.review@suny.edu.

- b) For a planned new **Extension Center**, a campus follows the Extension Site procedures, above, and then submits a New Extension Center Proposal ([EPP-Q](#)) to the SUNY Provost at program.review@suny.edu that includes a summary of the consultation process and its results. A new Extension Center must be approved by the SUNY Provost and registered by SED, which may conduct a site visit.
- c) To announce its intent to offer one or more programs at a new **Branch Campus** in New York State, a campus must submit a SUNY Program Announcement (PA) ([EPP-J](#)) or Letter of Intent (LI) ([EPP-K](#)) to the SUNY Provost at program.review@suny.edu. Once the comment period has ended and the campus is authorized to proceed, the campus prepares and submits to the SUNY Provost a proposal for each program to be offered at the new branch, including appropriate External Evaluation Reports (Forms EPP E, EPP G, EPP I), when required, and a Master Plan Amendment ([EPP-R](#)) for the proposed branch as a whole and for each new program to be offered there. Once the SUNY Provost's Office approves the entire proposal, the SUNY Board of Trustees is asked to approve it. Then, the SUNY Provost's Office seeks approval from SED, which reviews the proposal, conducts a site visit at the proposed branch with a team of peer reviewers, and conducts a canvass of regional public and private institutions. After SED approves the branch, the proposal is brought to the Board of Regents. Once approved by the Regents, the proposal goes to the Governor for final approval. Only then does SED register the branch and its programs and only then may the programs be advertised.

4. Procedures for New Locations Outside New York State

Credit-bearing instruction offered outside New York State by SUNY campuses –whether in other U.S. states or territories, or in other nations – is governed by the [SUNY policy on offering credit-bearing programs at out-of-state locations](#). A campus begins by submitting to the SUNY Provost at program.review@suny.edu a signed cover letter and completed SUNY Out-of-State Letter of Intent (LI) or Program Announcement (PA) ([EPP-S](#)) to announce its intent to offer an existing registered program at a new out-of-state location for an intra-SUNY comment period. After the SUNY Provost authorizes the campus to proceed, the campus submits a signed cover letter and Out-of-State Program Proposal—either the full form ([EPP-T](#)) or the short form ([EPP-U](#)), depending on the proposal—to the SUNY Provost at program.review@suny.edu, with all applicable attachments and supplements. SUNY approval is required for a program to be offered at an out-of-state location, but SED registration is not required.

5. Other Issues for New Off-Campus Locations

- a) **SIRIS Reporting.** Campus data submitted to the SUNY Institutional Research and Information System (SIRIS) Term-Section file must reflect off-campus locations.
- b) **Middle States Substantive Change Process.** Each new off-campus location must be recognized through the substantive change process of the Middle States Commission on Higher Education (MSCHE), also called the Mid-Atlantic Regional Commission on Higher Education (MARCHE). MSCHE/MARCHE uses definitions for locations that differ from New York State's and SUNY's definitions. See <http://www.msche.org/documents/P6A-2-SubChangePolicyRev042613.pdf>.
- c) **SED Higher Education Data System Reporting.** A campus must report new locations to the State Education Department's Higher Education Data System (HEDS) when the *HEDS-8 Inventory of Off-Campus Locations* survey is conducted. See <http://www.highered.nysed.gov/oris/forms/>.

Part 11: New Degrees

The Board of Regents governs the [degrees](#) that can be conferred in New York State. When a SUNY campus seeks approval to confer a new degree (i.e., a new award for an academic program), the procedure depends on whether the campus is already authorized to offer a degree at the same level of study (Associate, Baccalaureate, Master's, First-Professional, Doctoral) and in the same disciplinary area (Agriculture, Biological Sciences, Business, Education, Engineering, Fine Arts, Health Professions, Humanities, Physical Sciences, Social Sciences).

1. To **register a new degree at an existing level of study and in an existing disciplinary area**, the following steps are required:
 - a) A campus submits a PA ([EPP-J](#)) or LI ([EPP-K](#)) to the SUNY Provost.
 - b) When authorized, the campus submits the following to the SUNY Provost:
 - i. A program proposal,
 - ii. Appropriate supplements (Master Plan Amendment is not required), and
 - iii. A draft Resolution for Degree Authorization by the SUNY Board of Trustees, which will be finalized in partnership with the Campus Reviewer.
 - c) Following approval by the SUNY Provost, the SUNY Chancellor sends the final resolution for Degree Authorization to the SUNY Board of Trustees for adoption.
 - d) Once the SUNY Board adopts the resolution, the SUNY Provost sends both the approved proposal and the resolution to SED.
 - e) When SED approves the proposal and Degree Authorization, it seeks approval from the Board of Regents for Degree Authorization, which enables SED to register the new program and new degree.
2. To **register a new degree at a new level of study**, the same process applies, except that the campus must prepare additional information to accompany its program proposal. Because a Master Plan Amendment is needed, the Governor's approval is required before SED can register the new degree.
 - a) The campus must prepare and submit an [Institutional Self-Study](#) that assesses, using SED criteria, its readiness to offer a degree at a new level.
 - b) The campus must submit individual External Evaluation Reports ([EPP-E](#), [EPP-G](#), [EPP-I](#)) from SUNY-approved external evaluators that have reviewed the program proposal and Self-Study and have conducted a site visit to assess readiness based on SED criteria.
 - c) The campus must submit a Master Plan Amendment ([EPP-R](#)).
3. **Registering a program in a new disciplinary area**, regardless of award or level of study, requires a Master Plan Amendment ([EPP-R](#)).

Part 12: Master Plan Amendments

1. What is a Master Plan?

Within the context of SUNY's statutory mission and strategic plan, SUNY institutions state their mission, goals, and objectives in their campus strategic plans. Those plans generally describe the institution's philosophy, purposes, and direction; the characteristics of the people it seeks to serve; the level and range of programs it offers; the research it conducts; the services it provides; and its strategic goals for the foreseeable future.

Each SUNY institution also has an official Master Plan that is recorded in SED's *Inventory of Registered Programs*. This Master Plan is the official record of the institution's approved academic mission, which consists of the levels of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) it is authorized to offer, and in which of the ten disciplinary areas in the [New York State taxonomy of academic programs](#) it is authorized to offer degree programs at each level of study. The authorized disciplinary areas for each institution are revealed by the [Higher Education General Information Survey \(HEGIS\) Code](#) for its registered programs, since each such code can be linked to one of the ten disciplinary areas in the New York State taxonomy.

2. What is a Master Plan Amendment?

When a SUNY institution seeks to expand its academic mission (e.g., by offering a degree at a new level of study or in a new disciplinary area, or by opening a branch campus to offer entire programs), it must submit a Master Plan Amendment application for review and approval by the SUNY Board of Trustees, SED, the Board of Regents and the Governor. After approval by these bodies, SED must register an amendment to an institution's Master Plan before the institution can undertake the proposed activities. The main purpose of this process is to permit public review of significant changes in an institution's academic mission.

3. When is a Master Plan or Master Plan Amendment required?

Approval by the SUNY Board of Trustees and New York State Board of Regents is required for the first Master Plan at a new institution, and for an amendment to an existing Master Plan, in the following instances for degree programs, unless an exception exists:

- a) An institution's initial authorization to award a degree (i.e., a new college);
- b) An institution's first program at a new level of study (e.g., first master's degree);
- c) An institution's establishment of a [branch campus or interinstitutional program](#), where one or more entire academic programs are offered at a new location;
- d) At each degree level (i.e., associate, baccalaureate, master's, first-professional, and doctoral), an institution's first program in each of the ten HEGIS disciplinary areas in the [New York State taxonomy of academic programs](#).

4. What is the exception to a Master Plan Amendment requirement for a master's degree?

When an institution is authorized to confer degrees at the baccalaureate and master's levels of study, and when it offers at least one registered baccalaureate program in a HEGIS subject field (at the 4-digit level) within one of the ten disciplinary areas listed above, the institution may register a master's degree program in the same 4-digit HEGIS subject field without a Master Plan Amendment, even if the new program would be the institution's first master's degree program in that disciplinary area. In addition, the institution's subsequent registration of additional master's degree programs in that disciplinary area would not need Master Plan Amendment approval. For example, if an institution authorized to confer master's degrees and offers a registered baccalaureate program in zoology (HEGIS 0407), if it wished to offer a master's degree program in the same subject field (zoology, HEGIS 0407), the only action needed would be program registration, even if the program would be the institution's first master's degree program in the Biological Sciences disciplinary area.

5. Can a Master Plan Amendment Be Requested without a Program Proposal?

SED guidance indicates that the Regents will act on a request for approval of an amendment to the master plan of an institution already authorized to award degrees on the basis of supporting material

that does not include a full curriculum proposal only when the institution does not have faculty competent to design the curriculum and teach the courses. In that circumstance, the master plan amendment proposal will (1) list the specific first program or programs to be submitted for registration pursuant to the master plan amendment; (2) describe the institution's overall competence to establish such programs at a high quality level; (3) describe generally the foreseeable programs it would offer at each proposed level within each proposed disciplinary area; and (4) describe in detail the resources it would use to design, develop, and eventually, offer the programs. Registration then follows approval of the master plan amendment as a separate action when full details on personnel and other matters are available.

Part 13: Deactivating and/or Discontinuing Programs

Before a campus deactivates (i.e., suspends) and/or discontinues (i.e., terminates) a registered academic program, the action must be approved by the SUNY Provost to ensure that the campus action would not compromise SUNY's achievement of its mission. The CEO or CAO must sign and send a cover letter and completed Deactivation/Discontinuance Proposal (Form EPP O) to the SUNY Provost at program.review@suny.edu.

1. Definitions

- a) **Deactivation:** A campus decides not to admit any new students to a program, but wishes to maintain the program's registration. This may be done to reassess the need for the program or restructure the program. This action is internal to SUNY and limited in duration to no more than three years.
- b) **Deactivation Effective Date:** The first regular admission date for which new students will no longer be permitted to enroll in the program.
- c) **Discontinuance:** A campus decides to stop offering a program and awarding a credential for its completion. After SUNY's review and approval, the program is removed from the State Education Department's *Inventory of Registered Programs* after all continuing students have completed it.
- d) **Discontinuance Effective Date:** The last graduation date for which a credential for completion of the program is awarded.

2. Implications for Campus Mission

If a proposed discontinued program is the campus' sole program in a disciplinary area in the [New York State Taxonomy of Academic Programs](#), discontinuance requires approval of the SUNY Board of Trustees, but the campus retains its master plan authority in that disciplinary area, and the re-introduction of programs in that disciplinary area would not require a Master Plan Amendment.

Part 14: Inventory of Registered Programs (IRP)

The IRP is SED's official record of every credit-bearing academic program leading to a degree or certificate, as well as Extension Center and Branch Campus locations, at all public and private institutions of higher education authorized to operate at locations in New York State. The SUNY Provost submits proposals to SED for changes to the *Inventory of Registered Programs* (IRP) on behalf of SUNY campuses.

NOTE: *Registration is required before an academic program (or an Extension Center or a Branch Campus) can be promoted or advertised, or enroll students, or be eligible for state and federal financial aid. Academic programs must be offered as registered, and must be re-registered as required by SED.*

1. An **online version of the IRP** at <http://www.nysed.gov/heds/IRPSL1.html> has selected information and is updated frequently, so it may be the first place to show that a program has been registered. In addition, SED sends a detailed IRP report (Figure B) to each campus annually. The annual campus IRP report shows all authorized degrees and certificates and their attributes, as well as registered off-campus locations, which, taken together, constitute a campus Master Plan. The key attributes of each registered program include, but are not limited to:
 - Program Code
 - Title
 - Award
 - Credits (for certificate programs only)
 - HEGIS Code (subject field, and, by extension, disciplinary area)
 - First Registration Date (1st REG)
 - Latest registration date (LST REG)
 - Eligibility for State financial aid
 - Formats, as defined by SED (e.g., Distance Education, labeled as either DISTED or TELE)
 - Whether program's graduates qualify for New York State certification or licensure
2. A campus may contact its [Campus Reviewer](#) when its IRP report raises questions, or when the report:
 - a) shows that registration actions have not been accurately recorded and corrections are needed.
 - b) has LST REG entries suggesting that older programs may require re-registration if they have evolved over time.
 - c) includes teacher preparation programs that lead to provisional, provisional/permanent, or permanent certification.
 - d) lists programs that should be discontinued because they are inactive and the campus has no plans to activate them.
3. It is important for an institution to have current and accurate IRP entries because the IRP is used by:
 - a) SED to uphold State regulations regarding institutional approval and program registration.
 - b) SED to identify programs whose graduates qualify for State certification for public school employment and/or State licensure for practice in the professions regulated by SED.
 - c) the New York State Higher Education Services Corporation (HESC) to verify that State student financial assistance may be awarded to students in eligible programs.
 - d) the New York State Office of the State Comptroller (OSC) to conduct audits to ensure that programs are delivered as registered for students receiving New York State financial assistance.

Figure B. Sample Annual IRP Report for a SUNY Campus, Page 1

02/02/2012

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS
INTERNAL INSTITUTIONAL

INST ID: NAME/ADDRESS: 231500 SUC CORTLAND CORTLAND NY 13045 AUTHORIZED DEGREES - MASTER PLAN APPROVED: NC CERT NC DIPL CERT DIPL BA BS BPS BSED BFA MA MS MPS MAT MST MSED AUTHORIZED DEGREES - MASTER PLAN RESTRICTION:

COUNTY CODE: 11 INSTITUTIONAL LEVEL: 4-YEAR+ AUTHORIZED DEGREES - IN CHARTER BUT NOT MASTER PLAN:
REGENTS REGION: 03 INST ACCREDITATION : MSA

APPROVED EXTENSION CENTERS:
MOHAWK VAL GRAD CTR 12 NORTH HORATIO STREET UTICA 135043050 09/2004

PROG CODE	PROGRAM TITLE	HEGIS	AWARD	CR/CL HRS	1ST REG LST REG	COND DATE TBT	PRGRS REPRT	VISIT TYPE/DATE	A V T P V A T T			PROF FORMATS	ACCUR	CERTIFICATE/LICENSE			
									P	S	A			UC	TITLE	TYPE	EFF DATE
82454	AMERICAN CIVILIZATION & CULTURE	* 0313	ADV CRT CR	18.00	09/1982 05/1993			S 03/1989	N	N	N	01					
03542	BIOLOGY	0401	BA		PRE-69 05/1993			S 03/1989	Y	Y	Y	01					
12146	BIOLOGY	0401	BS		PRE-69 05/1993			S 03/1989	Y	Y	Y	01					
03541	BIOLOGY "7-12"	0401.01	BA		PRE-76 12/1999			S 03/1989	Y	Y	Y	01			GEN SCI 7-12 EXT PROV	10/1993	
12147	BIOLOGY "7-12"	0401.01	BS		PRE-76 12/1999			S 03/1989	Y	Y	Y	01			GEN SCI 7-12 EXT PROV	10/1993	PRE-76
22920	ADOLESCENCE EDUCATION - BIOLOGY (7-12)	0401.01	BS		06/2000 04/2005				Y	N	Y	01			NCATE BIOLOGY 7-12	INITIAL	06/2000
25114	ADOLESCENCE EDUCATION: BIOLOGY (7-12)	0401.01	MAT		07/2001 04/2005				Y	N	Y	01			NCATE BIOLOGY 7-12	INIT/PRF	07/2001
86428	BIOLOGY 7-12	0401.01	MAT		09/1986 04/2005			S 03/1989	Y	N	Y	01			NCATE BIOLOGY 7-12 GEN SCI 7-12 EXT	PRV/PERM PRV/PERM	10/1993 10/1993

Note: The individual program listing would continue on the following pages of the report.