

ALTERNATIVE CERTIFICATION PROGRAM - TRANSITIONAL B CERTIFICATE

52.21(b)(3)(xvii). Alternative teacher certification program.

(a) General requirements.

(1) The general requirements in subparagraphs (b)(2)(i), (ii) and (iv) of this section (52.21) 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 (52.21), or to complete study to ensure the acquisition of such knowledge, understanding, and skills before completing the program.

Attach completed pages 5-14 and 19 indicating how the general requirements of 52.21 (b)(i), (ii), and (iv) will be met.

(2) Programs registered on or after July 1, 2001 shall meet all requirements of this subparagraph (xvii). 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 (xvii).

(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.

Describe the admissions criteria and process for this program.

Admissions Requirements:

1. Bachelor's degree in physics or related area from an accredited four-year institution.
2. Cumulative undergraduate GPA of 3.0 (on a 4 point scale) or approval of the department chair, documented in writing including the basis for that finding.
3. One year of college study or two years of high school study of a language other than English (may be completed during the program if not met at time of admission)
4. Submit Liberal Arts and Science Test (LAST) and the Physics Content Specialty Test (CST) or proof of registration for these exams.
5. An application packet including a personal statement and three letters of reference. Interview may be required.

The admissions committee will review applications for qualifications and make final decisions regarding acceptance to program.

(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;

Course title(s) and number(s), or other means:

The Center for Excellence in Urban and Rural Education (CEURE) on campus will facilitate a community immersion program for all candidates which will introduce the candidates to the community in which the school district is located and the learning needs of students in that community. This will include experiences within the community that provide interactions with community leaders and residents.

This is in addition to 40 hours of field experience fulfilled by contract through the alt cert applicant, the program director, and a cooperating teacher at a school. This requirement is fulfilled by the candidates during May and June. Please see attached contract. This experience is not part of a credit-bearing course but is a critical learning experience for the candidates as they evaluate their suitability for the profession.

EDF 529, Adolescent Psychology, includes 10 hours of field experiences in summer school and community programs for adolescents.

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

Course title(s) and number(s), or other means:

EXE 500, Individuals with Special Needs
EDF 529, Adolescent Psychology

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

Course title(s) and number(s), or other means:

EDF 529, Adolescent Psychology
PHY 510, Process Skills : Physics Teaching Methods

(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;

Course title(s) and number(s), or other means:

EDF 529, Adolescent Psychology

(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;

Course title(s) and number(s), or other means:

PHY 510, Process Skills: Physics Teaching Methods
PHY 620, Powerful Ideas and Quantitative Modeling: Force, Motion and Energy
EDF 529, Adolescent Psychology

(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;

Course title(s) and number(s), or other means:

PHY 510, Process Skills: Physics Teaching Methods
EXE 500, Individuals with Special Needs

(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;

Course title(s) and number(s), or other means:

Child Abuse Workshop (through Office of Continuing Education or online)

(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;

Course title(s) and number(s), or other means:

Drug & Alcohol, and Fire & Arson Workshops (through Office of Continuing Education)

(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.

Course title(s) and number(s), or other means:

SAVE Workshop (through Office of Continuing Education)

In the Program Chart below, list all courses for the introductory component of the proposed program. Identify the courses by course number, title, clock hours, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information after the Program Chart.

| Number | Title | Clock Hours | R/E | Instructor(s) |
|---------|---|-------------|-----|--|
| PHY 510 | Process Skills: Physics Teaching Methods | 100 | R | Dr. David Henry, Ph.D. Science Education Dr. Dewayne Beery, Ph.D. Physics |
| PHY 620 | Powerful Ideas and Quantitative Modeling: Force, Motion, and Energy | 100 | R | Dr. David Henry, Ph.D. Science Education Dr. Dewayne Beery, Ph.D. Physics |
| EXE 500 | Individuals with special needs | 45 | R | Dr. W. Gleckel, Ph.D. Special Education |
| EDF 529 | Adolescent Psychology | 45 | R | Dr. Nancy Monaco, Ph.D. Educational Psychology |
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How many credits will be awarded for completing the introductory component of the program?

18 credits

How many weeks of study will be required to complete the introductory component?

10 weeks

At the end of the application, attach a description of each course for the introductory component of the program, as the course description will appear in the catalog. Please note that

the description of any course identified as meeting a requirement, in whole or in part, should reflect that requirement.

(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.

Attach a copy of the agreement with the school or school district that specifies how each provision above for mentoring will be addressed. The agreement must have authorized signatures for both the institution and the school or school district.

(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 (52.21) 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.

In the Program Chart below, list all courses for the in-service component of the proposed program. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information after the Program Chart.

| Number | Title | Credits | R/E | Instructor(s) |
|----------------|--|----------|----------|---|
| <u>PHY 500</u> | <u>Physics Education Research Seminar</u> | <u>3</u> | <u>R</u> | <u>Dr. Dewayne Beery, Ph.D. Physics, Dr. David Henry, Ph.D. Science Education,</u> |
| <u>PHY 622</u> | <u>Powerful Ideas and Quantitative Modeling: Electricity and Magnetism</u> | <u>6</u> | <u>R</u> | <u>Dr. Dewayne Beery, Ph.D. Physics, Dr. David Henry, Ph.D. Science Education,</u> |
| <u>EDU 609</u> | <u>Improving Reading in the Content Areas</u> | <u>3</u> | <u>R</u> | <u>Dr. Dennis Mike, Ph.D. Special Education, Dr. Stephen Phelps, Ph.D. Reading</u> |
| <u>EDU 417</u> | <u>Adolescent Literacy</u> | <u>3</u> | <u>R</u> | <u>Dr. Dennis Mike, Ph.D. Special Education, Dr. Stephen Phelps, Ph.D. Reading</u> |
| <u>PHY 518</u> | <u>Wave Phenomena and Optics</u> | <u>3</u> | <u>E</u> | <u>Dr. Dewayne Beery, Ph.D. Physics, Dr. Mike DeMarco, Ph.D. Physics, Dr. David Ettestad, Ph.D. Physics, Dr. Om Rustqi, Ph.D. Physics</u> |
| <u>PHY 520</u> | <u>Internal Energy and Modern Physics</u> | <u>3</u> | <u>E</u> | <u>Dr. Dewayne Beery, Ph.D. Physics, Dr. Mike DeMarco, Ph.D. Physics, Dr. David Ettestad, Ph.D. Physics, Dr. Om Rustqi, Ph.D. Physics</u> |
| <u>PHY 525</u> | <u>Frontiers in Nuclear Physics</u> | <u>3</u> | <u>E</u> | <u>Dr. Dewayne Beery, Ph.D. Physics, Dr. Mike DeMarco, Ph.D. Physics, Dr. David Ettestad, Ph.D. Physics, Dr. Om Rustqi, Ph.D. Physics</u> |
| <u>SCI 685</u> | <u>Evaluation in Science Education</u> | <u>3</u> | <u>E</u> | <u>Dr. Don Birdd, Ph.D. Science Education, Dr. Robin Harris, Ph.D. Science Education</u> |
| <u>SCI 527</u> | <u>Current Topics in Science</u> | <u>3</u> | <u>E</u> | <u>Dr. Don Birdd, Ph.D. Science Education, Dr. Robin Harris, Ph.D. Science Education</u> |
| <u>SCI 632</u> | <u>Curriculum Trends in Science Teaching in the Secondary School</u> | <u>3</u> | <u>E</u> | <u>Dr. Don Birdd, Ph.D. Science Education, Dr. Robin Harris, Ph.D. Science Education</u> |

| | | | | |
|---------|------------------------------------|---|---|--|
| PHY 616 | Advanced Dynamics | 3 | E | Dr. Om Rustqi, Ph.D. Physics, Dr. Mike DeMarco, Ph.D. Physics, Dr. David Ettestad, Ph.D. Physics |
| PHY 618 | Advanced Electricity and Magnetism | 3 | E | Dr. Om Rustqi, Ph.D. Physics, Dr. Mike DeMarco, Ph.D. Physics, Dr. David Ettestad, Ph.D. Physics |

At the end of the application, attach a description of each course for the in-service component of the program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a requirement, in whole or in part, should reflect that requirement.

Based on the requirements of the complete program (introductory and in-service components), show how all pedagogical requirements for the Initial Certificate will be met by attaching: 1) completed pages 12 through 14 for the general pedagogical core; and 2) completed pages from the appropriate subparagraph of 52.21(b)(3) or (4) for the specific pedagogical core.

(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, and as applicable, for the bilingual education extension of those certificates, after consultation with the school principal or designee at the location of the mentored teaching.

Provide the title of the officer of the institution who is designated to recommend candidates for certificates after consultation with the principal or designee.

Rita Zientek, Teacher Certification Officer

(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.