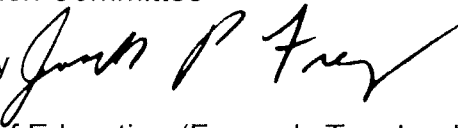





To: Higher Education Committee

From: Joseph P. Frey 

Subject: Relay School of Education (Formerly Teacher U): Master of Arts in Teaching (M.A.T.) Program in Middle Childhood Education

Date: February 3, 2011

Authorizations: 

SUMMARY

Issue for Decision

Should the Board of Regents grant a provisional charter as an independent college to Relay School of Education, Manhattan (New York County) and Brooklyn (Kings County), and approve a master plan amendment authorizing the institution to offer a Master of Arts in Teaching (M.A.T.) program in middle childhood education?

Reason(s) for Consideration

Required by State Statute and State Regulation

Proposed Handling

The question will come before the Higher Education Committee at its February 2011 meeting, where it will be voted on and action taken. It will then come before the full Board at its February 2011 meeting for final action.

Background Information

On February 6, 2010, the Department received a petition for a provisional charter for Teacher U Graduate School of Education and an application for master plan authorization for registration of M.A.T. programs. The Department received

supplementary materials between February and April 2010. On June 4-5 2010, it made a peer review visit to determine the institution's readiness to operate as a graduate degree-granting institution, prepared a report of the team's findings, and gave the institution the opportunity to comment on them. On August 8, the Department canvassed all degree-granting institutions in New York City, where the School would be located, to give them an opportunity to provide information on its potential effect on them and their programs. The canvass closed on September 11. On January 11, 2011, the Higher Education Committee discussed a preliminary report on the proposed institution and its potential effect on the preparation of teachers in New York. In response to concerns raised by members of the Committee, on February 2 the petitioners changed the proposed name of the institution to Relay School of Education. The attached report provides the information normally included in a petition for a new higher education institution.

An essential part of the Regents reform agenda is stimulating existing and new teacher education institutions to use an intensely clinical approach to preparing teacher candidates. The proposed School would offer such a program. After an initial summer of classroom study, candidates would hold Transitional B certificates and be teachers of record in the schools in which they gain clinical learning. They would be supervised and mentored by both Relay School faculty and other teachers in the school. They would be required to demonstrate their success at bringing about student achievement in their classrooms.

A recommendation on the petition for a provisional charter appears separately on the agenda. Like all provisionally chartered institutions, if the charter is granted the Regents would award its degrees until such time as the charter is made absolute.

The Department has determined that the proposed program would meet the standards for registration of teacher education programs in the Commissioner's Regulations.

Recommendation

It is recommended that the Board of Regents approve a master plan amendment to authorize Relay School of Education, New York, to offer its first master's degree program in the disciplinary area of education (M.A.T. program in middle childhood education). This amendment will be effective until February 28, 2012, unless the program is registered by the Department prior to that date, in which case master plan amendment shall be without term.

**Relay School of Education, Manhattan and Brooklyn
M.A.T. Middle Childhood Education**

Academic Review

A. Institutional Information. The petitioners propose to establish a new graduate school of education as an independent higher education institution. They originally proposed the name, Teacher U Graduate School of Education. In response to concerns raised by members of the Board of Regents, they now propose that the institution be named Relay School of Education. Its mission would be “to prepare teachers in historically under-served communities to teach their high-need students so effectively that the students will be successful in college and life.” The School plans to start with a cohort of 200 part-time students (76 full time equivalent students) and grow the program to about 800 part-time students (300 full time equivalents) by the fifth year. In the initial cohort, it expects a combination of middle childhood science, middle childhood generalist, and childhood education teacher candidates.

Relay School also plans to seek registration for M.A.T. programs leading to certification in Childhood Education and in Adolescent Education. These would be within the scope of this master plan amendment and would not require the Board to grant separate master plan amendment approval. However, further master plan amendment approval would be needed for master’s degree programs outside the discipline area of education or at another level of study (e.g., undergraduate or doctoral).

Education Law provides that no provisional charter shall give power to confer degrees. Therefore, as with any provisionally chartered higher education institution, if the Board grants the charter it will confer the School’s degrees until such time as it makes the charter absolute.

a. History. Over the past two years, Uncommon Knowledge and Achievement (UKA), in partnership with Hunter College’s School of Education, has developed and managed the Teacher U at Hunter College program in the preparation of general and special education teachers for New York City charter and district public schools serving low-income students. The program leads to a Hunter College master’s degree and Initial/Professional certification. Teachers and instructional leaders from UKA, Knowledge is Progress Program (KIPP), Achievement First, and the New York City Department of Education have been teaching the Hunter College curricula and guided the progress of enrolled teacher candidates with oversight and participation from Hunter College deans, department chairs, and faculty. Relay School is prepared to continue collaborating with Hunter in preparing special education teachers.

b. Institutional accreditation. Federal regulations prohibit an accrediting agency from accrediting an institution that a state has not yet authorized. If the Regents grant the charter and master plan amendment, the School intends to apply for institutional accreditation by the Middle States Commission on Higher Education.

B. Curriculum. Relay School's initial proposed program would lead to a Master of Arts in Teaching (M.A.T.) degree. The M.A.T. normally is a pre-service degree that requires a minimum of 30 semester hours beyond the baccalaureate. M.A.T. programs normally emphasize advanced coursework in a specific academic discipline to enhance the candidate's knowledge in that subject area.

a. Program focus. The proposed program would require completion of 36 semester hours of credit over two years, and requires completion of a "master's defense" project. It is aimed primarily at preparing beginning teachers who have been hired by urban charter and district public schools serving low-income students, especially in New York City. Employed teachers who meet admission requirements will be eligible for Transitional B certification. The program would begin with six credits of coursework in the summer before candidates begin teaching to properly prepare them for their first weeks of school. Their work would continue with ten credits of work in the first year, while they are teaching full-time, ten credits in the second summer, and ten credits in the second year as teachers.

b. Program content. Relay School seeks to give teachers theoretical and practical preparation, grounded in research and proven methods derived from the experiences of the highest-performing urban schools in the country. Its curriculum will include coursework in goal setting, effective learning environments, instructional planning, instructional delivery, and assessment. Teachers also would be prepared to effectively communicate with parents, families, and communities.

All teachers will receive significant study in middle school pedagogical content knowledge as well as in literacy and other content areas. Those seeking certification as middle childhood science teachers will take eight credits in science content and pedagogy. Teachers will submit videos, lesson plans, measures of student achievement, and reflections to demonstrate their progress. They will be regularly assessed and given feedback as to their effectiveness in each of these areas. In order to graduate, they will need to produce a master's defense, a clear demonstration of how they will lead their students to meaningful achievement gains. Relay School intends to hold itself and its graduate students highly accountable for student learning, through ongoing assessment supported by data that provides evidence that goals, objectives, and State Learning Standards are achieved.

The Readiness Review Team noted that:

Candidates earn credit by demonstrating their teaching effectiveness on shared rubrics and demonstrating they can successfully drive student achievement in their classroom. Candidates are assigned to plan, videotape, reflect upon, and demonstrate student achievement connected to the lessons that they conduct in their classes. Review of student work and Readiness Review Team class observations confirm that grades and credits awarded are commensurate with demonstrated student attainment of course objectives.

c. Program structure. Relay School has a unique course structure where pedagogical content is threaded throughout the entire two-year program, allowing for an interactive process of strengthening the practice of teaching. The graduate coursework will be a hybrid of classroom instruction, online learning, and clinically based approach so that faculty will actively engaged candidates in an authentic environment.

The program uses video in an effective way to help ensure that the candidates have mastered specific competencies through actual performance in the classroom as opposed to paper and pencil tests. Video becomes an effective tool for formative assessments, giving faculty an important tool to assist students to become more effective practitioners.

d. Program accreditation. Federal regulations prohibit an accrediting agency from accrediting a program that a state has not yet authorized. In New York, the Commissioner's Regulations require that a newly registered teacher education program achieve accreditation within seven years of initial registration. Relay School has indicated that it intends to seek NCATE accreditation of its program.

C. Students.

a. Enrollment. Relay School expects to attract a first year enrollment of 200 part-time students (76 full-time equivalents) who have been hired as full-time teachers at charter and district public schools. In Year 5, with additional middle and secondary programs registered, it expects to serve up to 800 part-time students (300 full-time equivalents). All students will be part-time and will have job offers from New York City charter and district schools before matriculating in the programs. The School estimates that, beginning in the second year of operation, approximately one-quarter of its students will be full-time teachers in New York City district public schools. Based on the petitioners' collaborative experience with Hunter College and surveys of the market, they believe that there is a clear understanding of the unmet and acute need for effective, well-prepared teachers in these schools and has concluded that "enrollment projections are feasible."

b. Admission requirements and procedures. Criteria for admissions include a baccalaureate degree from a regionally accredited institution, a minimum undergraduate cumulative grade point average of 3.0, letters of recommendation, and secured employment as a full-time K-12 teacher in a public or charter school.

The Readiness Review report states, "Application requirements are straightforward and clear. The \$50 application fee is reasonable. During the Site Visit, it was suggested that it might make sense to ask applicants for information pertinent to their background."

c. Student cost and financial aid. Relay School proposes an initial tuition charge of \$9,000 per year and \$2,300 in student fees. Part-time graduate students are not

eligible to receive either Tuition Assistance Program awards or Pell grants. The institution expects that the student charges will be met by continuation of AmeriCorps stipends, grants from private sources and some other federal programs, institutional aid, and student resources. Once the institution has qualified to participate in federal Higher Education Act Title IV student aid programs, it would be able to offer students federal Direct Loans. An office of financial aid will assist students as soon as the School qualifies for Title IV. For any New York institution, qualification requires authorization by the Regents, federal determination of administrative and financial responsibility, and at least "preaccreditation" (e.g., candidate for accreditation) status with a nationally recognized institutional accrediting agency (e.g. the Middle States Commission on Higher Education).

D. Faculty.

Information received subsequent to the readiness review visit indicated that Relay School will begin with 15 faculty members, of whom six will be full time and nine, part time. It plans to add in the spring of 2011 four additional full-time and three additional part-time faculty members, for a total of 22 (ten full time and 12 part time). The core faculty will more than adequately support the initial number of graduate students. The initial ratio of full-time equivalent students to full-time faculty will be 7.6:1.

The faculty will consist of individuals who have demonstrated superior instructional performance in K-12 classrooms and have proven successful at systematically preparing low-income, urban students for college. At minimum, they will also have on average three years of experience as faculty teaching graduate students. All will hold earned doctorates or demonstrate special competence in the field in which they direct graduate students, and all will be experienced in preparing graduate students for the challenges of delivering achievement gains in urban schools.

a. Full-time faculty. Six full-time faculty members are committing 100 percent of their time to the proposed program. Four hold doctorates in the following areas: education policy leadership and instruction, Harvard University; curriculum and instruction, Teachers College, Columbia University; curriculum and teacher education, Stanford University; and public administration with specialization in nonprofit management and public policy, New York University. A fifth is completing a dissertation (expected 2012) in a curriculum and instruction program at Teachers College, Columbia University. One full-time faculty member holds an M.Ed. in language and literacy from Harvard University and has five years teaching, leadership, and teacher training experience, is certified in special education, and served as literacy coach at the Harvard Graduate School of Education. All six have between five and nine years of experience in education.

Relay School plans to hire a full-time Director of Science Education and Professor of Science Education, with a doctorate in a relevant field of science by March 2011. In April 2011, it will hire two doctorally prepared faculty members in elementary education and one in social studies education. (See Attachment A).

b. Part-time faculty. Twelve part-time faculty members also would teach in the program. Two hold doctorates, one in history, the other in educational theory, policy and administration, both from Rutgers University. The other ten hold master's degrees and between ten and 19 years of teaching and leadership experiences in education. Faculty members include the author of *Teach like a Champion: 40 Teaching Techniques that Put Students on the Path to College* (Jossey Bass, 2010), and the author of *Driven by Data: A Practical Guide to Improve Instruction* (Jossey Bass, 2010). Relay School is committed to supporting and funding faculty members who want to engage in research to bring about improvement in teacher preparation.

The Readiness Review team found that "The issue of faculty with appropriate credentials needs to be addressed." On the basis of subsequent information and the staff's review of the *curricula vitae* of all proposed faculty members, the Department has determined that all faculty members who lack doctorates in appropriate fields "have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students" as required by the Commissioner's Regulations. Attachment A summarizes their qualifications.

E. Resources.

a. Physical resources. Relay School's academic, administrative, and corporate offices will be in Manhattan; however, its instructional and academic facilities will be in the recently completed building of the Crown Heights Charter High School, 1485 Pacific Street, Brooklyn. Crown Heights Charter High School projects serving 1,600 students in grades 7 through 12. This 191,000 square foot building is a joint project of the New York City Department of Education, the Robin Hood Foundation, Achievement First, and UKA. By its fifth year of operation the School would use up to 40 of the building's 54 classrooms and up to four of its six science labs on evenings and weekends. Memoranda of understanding relate to the School's use of this facility and KIPP locations in New York. They reference an obligation to share overhead costs proportional to space and scheduling.

The Self Study also describes a process of gradual population by students from these two charter schools, assuring for at least five years for the institution to operate there in the summer, on Saturdays and during evenings. Relay School plans to offer courses in other public schools on a similar schedule. However, the Readiness Review Team did not examine documents relating to the use of district facilities.

In Manhattan, the School occupies a 10,700 square feet of space at 40 West 20th Street, which it occupied in July 2010. The administrative offices include separate offices for senior administrative staff and faculty, 60 cubicles for other staff, and seven conference rooms.

b. Academic resources. Relay School has an inventory of current technology equipment, including 30 Dell laptops and two office desktop units and current scientific,

medical, and technical equipment used for teaching and for the preparation of course materials. It plans a three-year replacement cycle. It states that the technology will be sufficient to serve the first classes of teachers and that additional equipment will be added at a pace consistent with enrollment. The technology will serve both the administrative/faculty offices and the six instructional labs at the Crown Heights school.

The Relay School library will be housed at the 20th Street location. It will include a physical and on-line collection of books, journals, and videos with the depth needed to support the proposed program. The School's budget includes collection development expenditures increasing from \$155,000 in the first year to \$223,000 in the fifth. In addition, it will join the Metropolitan New York Library Council, the Westchester Academic Library Directors Organization, and OCLC. The School intends to contract with EBSCO, H.W. Wilson, ProQuest, and ERIC to provide access to on-line databases. The library will be open five days a week from 9:00 a.m. to 6:00 p.m., during which time it will be staffed by a professional librarian who will be hired in the spring of 2011. Access to the collection will also be available on evenings during faculty office hours.

c. Financial resources. UKA is a Delaware not-for-profit corporation. It was established with an initial philanthropic investment of \$30 million from the Robin Hood Foundation to create a teacher training program for New York City. This investment has funded Teacher U at Hunter College, and would now be a funding resource for the School. The proposed initial trustees of the Relay School include the Robin Hood Foundation's executive director and the managing partner of Glenview Capital Management, who is a member of the Robin Hood board and whose own philanthropic contribution launched UKA.

In addition to drawing from funds already raised, the School will be able to rely on the track record of UKA's founders, whose school reform organizations have raised more than \$250 million in capital and operating funds nationally over the past 15 years. Based on projected enrollment, however, Relay School expects to be financially sustainable without relying on philanthropy after four years of operation.

The Readiness Review Team examined UKA's audited financial statements for 2007 through 2009 and concluded that the financial resources were adequate and sustainable. In addition, the Team reviewed a 2011-2016 budget projection. It found that the School would have sufficient financial resources to carry out its educational mission.

F. Program Registration. The Department's regular procedure to review an application to establish a new degree-granting institution includes academic, fiscal, and planning reviews to determine whether the institution and its proposed programs would meet the standards of quality for higher education institutions in Education Law, the Rules of the Regents, and the Commissioner's Regulations and whether adequate demand and need exists for the proposed college and its programs. The Département followed those protocols in reviewing Relay School's application.

1. The petitioners submitted a self-study, including the required application documents for a Master of Arts (M.A.T.) program in middle childhood education, leading to 5-9 biology, chemistry, earth science, and general science extension certification.
2. External experts in the field of study, approved by the Office of College and University Evaluation, reviewed the proposed program. The institution responded to the external reviewers' reports, clarified some components, and addressed issues raised in the reports.
3. Department staff raised questions and points of clarification during the review. In response to issues raised, some changes were made to the proposed program, for example, the proposal was pared down to just the middle childhood developmental level rather than the original proposal for programs in adolescent education in all science areas, childhood education, and middle childhood education.
4. Following the external program review and Department staff reviews, and based on the institution's satisfactory response to issues raised, the Department sent a peer review team to conduct a comprehensive readiness review of compliance with Education Law, the Rules of the Regents, and the Commissioner's Regulations, including certification requirements. The team consisted of two Office of College and University staff members, and five experts in the field with a) credentials and teaching experiences in science, b) academic and resource administration, c) faculty credentials and expertise in teacher education, d) library services, and e) admissions and student services. Review Team members included:
 - Assistant Professor of Physics and Science Education, Seattle Pacific University;
 - Chair of Specialized Urban Education, Loyola Marymount University;
 - Associate Professor and Technical Services Librarian, California University of Pennsylvania;
 - retired Vice President for Planning and Evaluation and Professor of Education and Humanities, New York Institute of Technology;
 - Vice President for Enrollment and Student Services, Dowling College.
5. The Department sent the Readiness Review Report the institution for comment; it provided additional information and documentation addressing each area of concern. The team made 34 recommendations and highlighted the four areas listed below.
 - The issue of faculty with appropriate credentials needs to be addressed.
 - A majority of the academic officers are completing doctoral degrees. The institution was asked to specify the supports and accommodations to be made for each faculty member or administrator so that he/she can complete doctoral studies following a schedule for each person.

- The institution must recognize the importance of scholarly activity in a graduate school. It must specify how it plans to support ongoing (rather than episodic) scholarly work by full-time faculty, both in terms of time and in terms of financial resources.
- The institution will be lead by administrators who do not have experience operating a graduate school. It has a plan in place wherein experienced external administrators mentor its administrators. This mentoring system is important and should be described in sufficient detail to assure confidence that the experienced administrators have been identified and the process and expected outcomes of the mentoring program are well understood by all participants.

In its response, the petitioners provided documents that support its response to all Readiness Review Team recommendations, including signed agreements and resources to support each element of concern.

The Readiness Review Report Team's conclusion said:

The Readiness Review Team identified concerns that are being addressed as the institution continues its plan to become an entity separate from Hunter College. The Team believes that overall Teacher U Graduate School of Education has the structure in place to be able to carry out its educational objectives linked to its mission. The proposed institution has the financial resources to be able to deliver a curriculum for the preparation of teachers in the State of New York. The administrators of the proposed graduate school have the support of key individuals and foundations (such as the Robin Hood Foundation). Faculty and administrators have experience closing the achievement gap for K-12 students. As a requirement for the degree, all graduates of the Teacher U teacher preparation program must demonstrate that they too can close the achievement gap in their own classrooms (a requirement in the master's degree culminating project).

Teacher U Graduate School of Education's greatest strength comes from the commitment of faculty and administrators to improve the lives of K-12 students who have traditionally not succeeded in public schools. The Readiness Review Team has made a number of recommendations they believe will strengthen these areas in need of improvement as Teacher U prepares to become an independent institution of higher education. The commitment of the Teacher U personnel can provide the necessary impetus for addressing the recommendations of the Readiness Review Team. Finally, the Readiness Review Team commends Teacher U on their open and helpful approach to the review process.

On the basis of the review by external experts, staff, and a peer review team, the Department has determined that the proposed institution's programs would meet the

standards for registration of teacher education programs set forth in the Regulations of the Commissioner of Education.

Planning Review

G. Need. An essential part of the Regents reform agenda is to stimulate existing and new teacher education institutions to use an intensely clinical approach to preparing candidates. The proposed Relay School of Education seeks to offer such a program. After an initial summer of classroom study, candidates would hold Transitional B certificates and be teachers of record in the schools in which they gain clinical learning. They would be supervised and mentored by both Relay School faculty and other teachers in the school. They would be required to demonstrate, as a master's defense, their success at bringing about student achievement in their classrooms.

According to the Department's teacher supply and demand data, statewide, 12,505 teachers of science at the middle and secondary levels were employed in 2008-09, 94 percent of whom were certified in their field. The estimated ratio of new certificates issued to new hires ranged between 1.6 and 2.0 certificates for each new hire. New York City had 3,327 middle and secondary teachers of science (26.6 percent of all such teacher statewide); however, only 83 percent were certified in their fields, 11 percentage points lower than the statewide proportion. The estimated ratio of certificates issued to new hires was only 0.9 to 1. The estimated ratio of new certificates issued to new hires for the other core academic areas (math, foreign languages, English, social studies and elementary education) are less than two with elementary education being the highest at 1.9. The turnover rate ranges from a low of 5 percent for elementary education teachers to 9 percent for English teachers.

Of the first 103 graduates of the Teacher U at Hunter College program, 18 (17.5 percent) were teachers in New York City district public schools. According to the petitioners, the percentage has fallen over the past two years because the New York City Department of Education "has not been hiring novice general education teachers at the elementary and middle school levels." However, they go on to state that "we've been working with the New York City Department of Education to ensure that we establish partnerships and meaningful relationships with district public schools in the same way that we have with charter public schools, community-based schools and network-based schools. In particular, the DOE has expressed interest in the proposed RSE preparing teachers in the most high-need schools, which is core to our mission."

H. Effect on Other Institutions. In New York City, while many institutions offer master's degree programs leading to Initial/Professional certification, only four offer M.A.T. programs leading to such certification: Brooklyn College, Lehman College, Queens College, and the School of Visual Arts.

Thirteen institutions responded to a canvass of all colleges and universities in the City. Eight raised concerns or objections related to need and accountability: Empire State College; Fordham University; The City University of New York (CUNY Chancellor);

Monroe College; New York University; Pace University; St. Joseph's College; and Teachers College. None requested a public hearing. The proposed institutional president met with individual institutions in person or by phone to address the canvass concerns raised. With few exceptions concerns were satisfactorily addressed across the individual meetings. An additional concern raised was the use of "U" in the institution's name. The issue was related to the possibility of outsiders interpreting the name of Teacher U to Teacher University. (This issue is addressed above. It has been resolved by the petitioners decision to change the institution;s name to Relay School of Education.) (See Attachment B, listing all respondents to the canvass, with a summary of their comments and the petitioners' responses.)

I. *Responses to Questions from Members of the Board of Regents.* During the Higher Education Committee's discussion of this proposal in January, members of the Board raised certain questions, which were communicated to the organizers of the proposed School. The questions and responses appear as Attachment C.

ATTACHMENT A: FACULTY

Note: these tables are duplicates of the hard-copy Faculty Tables provided to the Readiness Review Team during the Site Visit.

Table 1: Full-Time Faculty

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

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program2	Highest and Other Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 1 Professor of Science Education and Provost	TL 10 : Big Goals for Student Achievement TL 30: Instructional Planning TL 40: Instructional Delivery TL 50: Assessing to Improve Learning	100%	- Ed. D. in Education Policy, Leadership, and Instruction (2011), Harvard University Graduate School of Education - M.A. in Education, Harvard University GSE - Bachelor of Science in Biology, Arizona State University	- 9 years teaching, leadership, or teacher training experience - National Board Teaching Certificate - Adjunct Instructor, Hunter College - Teaching Fellow, Harvard GSE; - Science Curriculum Specialist, Teach for America - Chemistry Curriculum Designer, IDEA Academy
Faculty 2 Professor of English Education and Dean of Teaching & Learning	TL 20 Powerful Learning Environments TL 60: Teaching Character TL 70: Student, Families, and Community TL 80: Professionalism and Reflection	100%	- Ed.D. in Curriculum and Instruction (2014), Teachers College at Columbia University - M.A. in Mind, Brain, and Education, Harvard University GSE B.A. in English and American Literature, Harvard College	- 8 years teaching, leadership, or teacher training experience - Adjunct instructor, Hunter College - Literacy Curriculum Designer: Harlem Village Academies - Research Assistant, Department of Brain and Cognitive Sciences, MIT

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program2	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 3 Professor of Science Education	SCI 20: Intro to Middle School Science	100%	Ph.D. in Curriculum and Teacher Education, Stanford University M.A.T. in Secondary Biology, Duke University B.A. in Biology, Middlebury College	- 7 years teaching, leadership, or teacher training experience - Adjunct Assistant Professor, Hunter College - Science Curriculum Developer, Stanford University - Teaching Assistant, Stanford Teacher Education Program
Faculty 4 Professor of Elementary Education and Director of Mathematics	GEN 20: Survey of Middle School Content	100%	- Ed.D. in Curriculum and Instruction (2012), Teachers College at Columbia University - MSED in Elementary Education, Pace University - B.A. in Comparative Literature, Barnard College	- 8 years teaching, leadership, or teacher training experience - Adjunct Instructor, Hunter College - Instructional Coach, KIPP NY - Corps Member Supervisor, Teach for America - Conference Presentation: KIPP Math Conference
Faculty 5 Professor of Literacy and Special Education and Director of Special Education	LIT 10: Literacy for Everybody GEN 20: Survey of Middle School Content	100%	- Master of Education in Language and Literacy, Harvard University Graduate School of Education (GSE) - Bachelor of Science in Journalism, Syracuse University	- 5 years teaching, leadership, or teacher training experience - Adjunct Instructor, Hunter College - ESL Teacher of the Year - Special Education Department Chair - Texas Special Education Teacher Certification (K-12) - Special Education Content Specialist, Teach for America - Literacy Coach, Harvard GSE

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program2	Highest and Other Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 6 Director of Research and Professor of Assessment	TL 10: Big Goals for Student Achievement	100%	<ul style="list-style-type: none"> - Ph.D. (2012), New York University Wagner School of Public Service - Master in Public Administration, Masters in Public Administration with specialization in Nonprofit Management and Public Policy, New York University Wagner School of Public Service - Bachelor of Science in Chemistry, Duke University. 	<ul style="list-style-type: none"> - Knowledge Specialist (Education Practice), McKinsey and Company - 6 years experience as an education research associate with MDRC and New York University Wagner School of Public Service - 1 semester as Adjunct Faculty, New York University Wagner School of Public Service

¹ Relay does not use a rank system for full-time faculty. All full-time faculty members have the title Professor.

² The Middle Childhood Education Program leading to a certificate in a 5-9 science subject will be Relay School of Education's first program as an IHE. Therefore, faculty members do not currently serve as faculty in any other of its academic programs.

Table 2: Full-Time Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
FT Faculty #7 Director of Science Education & Professor of Science Education	1	Prefer Doctorate in relevant field and/or "demonstrated, in other widely recognized ways, special competence in the field."	F/T	100%	SCI 20: Intro to Middle School Science GEN 20: Survey of Middle School Content. TL 30: Instructional Planning TL 40: Instructional Delivery TL 50: Assessing to Improve Learning	3/2011
FT Faculty #8 Professor of Social Studies Education	1	Prefer Doctorate in relevant field and/or "demonstrated in other widely recognized ways, special competence in the field."	F/T	100%	GEN 20: Survey of Middle School Content SOC STUD 20: Intro to Middle School Social Studies TL 70: Student, Families and Community TL 80: Professionalism and Reflection	4/2011
FT Faculty #9 & 10 Professor of Elementary Education	2	Prefer Doctorate in relevant field and/or "demonstrated, in other widely recognized ways special competence in the field."	F/T	100%	Elementary Education (especially Math and Literacy) LIT 10: Literacy for Everybody TL 30: Instructional Planning TL 40: Instructional Delivery	5/2011

Table 3: Adjunct Faculty

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

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Highest and Other Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Adjunct Faculty 1	SCI 20: Intro to Middle School Science TL 30: Instructional Planning	- M.P.P., Harvard University Kennedy School of Government - B.S. in Chemistry, Willamette University	- 10 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Curriculum Design Consultant, Boston Preparatory Charter - Founding Principal Williamsburg Collegiate Charter School
Adjunct Faculty 2	TL 60: Teaching Character TL 80: Professionalism and Reflection	- M.Ed., National St. Louis University - B.A. in History, Yale University	- 18 years teaching, leadership, and teacher training experience - Superintendent, KIPP NYC - Founder, KIPP Network of Schools - Adjunct Instructor, Hunter College
Adjunct Faculty 3	TL 40: Instructional Delivery	- M.B.A. Harvard University Graduate School of Business - M.A. in English, Indiana University - B.A. in English Hamilton College	- 15 years teaching, leadership, and teacher training experience - Managing Director/Superintendent, Uncommon Schools - Vice President for Accountability, State University of New York Charter Schools Institute - Author of <i>Teach like a Champion: 40 Techniques that Put Students on the Path to College</i> (Jossey Bass: 2010)
Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Highest and Other Degrees Earned	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly

Identify Program Director)		Degrees & Disciplines (include College/University)	contributions, etc.
Adjunct Faculty 4	SCI 20: Intro to Middle School Science	<ul style="list-style-type: none"> - M.A. in Secondary Science Education, San Francisco State University - B.A. Michigan State University in English with a concentration in Science and Anthropology 	<ul style="list-style-type: none"> - 13 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Science coordinator, Achievement First Charter Schools
Adjunct Faculty 5	Gen 20: Survey of Middle School Content	<ul style="list-style-type: none"> - Ph.D. in History, Rutgers University - M.A. in History, Rutgers University - B.A. in History, Princeton University 	<ul style="list-style-type: none"> - 16 years teaching, leadership, and teacher training experience - Adjunct Assistant Professor, Hunter College - Visiting Assistant Professor, Rutgers University - Supervisor, Student Teaching Program, Rutgers University at Newark
Adjunct Faculty 6	SCI 20: Intro to Middle School Science	<ul style="list-style-type: none"> - M.A. in Secondary Science Education, Teachers College at Columbia University - B.A. in Biology with Chemistry minor, University of North Carolina at Chapel Hill 	<ul style="list-style-type: none"> - 12 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Dean of Curriculum and Assessment, Boston Collegiate Charter School - Staff Developer, Orlando, FL and Charleston, SC Public Schools
Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Adjunct Faculty 7	TL 50: Assessing	- M.S.Ed. in Educational	- 13 years teaching, leadership, and teacher training

	to Improve Learning	Leadership, Baruch College, City University of New York - B.A. in Social Justice, Duke University	experience - Managing Director/Superintendent, Uncommon Schools - Faculty, New Leaders for New Schools - Author of <i>Driven by Data: A Practical Guide to Improve Instruction</i> (Jossey Bass: 2010)
Adjunct Faculty 8	SCI 20 Intro to Middle Schools Science TL 20: Powerful Learning Environments	- M.A. in Educational Administration, Teachers College at Columbia University - B.A. in Biology and Philosophy, Oberlin College	- 8 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Founding Principal, Excellence Boys Charter School
Adjunct Faculty 9	LIT 10: Literacy for Everybody	- Ed.D. in Educational Theory, Policy and Administration, Rutgers University - M.A. in Education, Harvard University GSE - M.A. in Writing, John Hopkins University - B.A. in Comparative Literature, Princeton University	- 19 years teaching, leadership, and teacher training experience - Adjunct Assistant Professor, Hunter College - Humanities Department Chair, North Star Academy Charter School - Educational Consultant

1 Relay School of Education does not use ranks for part-time faculty. All part-time faculty members are given the title Adjunct Professor.

Table 4: Adjunct Faculty to be Hired

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Adjunct Faculty #10 - #11 - and # 12	3	Prefer Doctorate in relevant field and/or "demonstrated, in other widely recognized ways, special competence in the field."	P/T	P/T	TL 10: Big Goals for Student Achievement TL 50: Assessing to Improve Learning TL 70: Students Families and Community TL 80: Professionalism and Reflection GEN 20: Survey of Middle School Content Elementary Math, Literacy, Science, and/or Social Studies	5/2011

Attachment B
Canvass Issues and Petitioners' Responses

Institution: Issues Raised	Response
<p><u>DeVry College of NY</u></p> <p>The College does not believe there will be a significant detrimental impact on any of its programs; best wishes for success to TU</p>	<p>N/A</p>
<p><u>Fordham University</u></p> <p>a) abstract does not address governance board, chair, oversight of policy and financial issues; b) operational administrative structure, not addressed; c) dedicated facilities is not addressed (e.g. library resources/services/space; d) "unique and innovative" is not unique; Fordham offers similar programs – appears the programs are very similar to TU's; e) curriculum not different from norm – i.e. Fordham's programs; e) abstract is duplicative in a market with sufficient program offerings.</p>	<p>10/8/10 The President met with the Fordham Vice President and Dean School of Ed. a) Explained plans and expectations (e.g. Middle States and NCATE accreditation; b) explained finances, governance, operations, curriculum and overall program; c) noted - program is unique and unitary, designed for new teachers in charter public schools.</p>
<p><u>Long Island Business Institute</u></p> <p>8/19/20 : No objections</p>	<p>N/A</p>
<p><u>Monroe College</u></p> <p>10/22/10 – expressed concern about the use of the name Teacher U Graduate School of Education. Makes reference to Regents rules related to the use of the term University. The College did "an informal" survey, and in every instant, the "U" was interpreted as a reference to "university."</p>	<p>Section 3.29 restricts use only of the word, "university," not use of the letter, "u." In the past, the Department has ruled that an institution could refer to itself as "a university" so long as it did not use the word as part of its name.</p>
<p><u>New York University</u></p> <p>a) a proper graduate level teacher program should be deeply immersed in current theory and research and appropriate clinical training; b) faculty should be knowledgeable of research and know how to translate theory into practice c) faculty should be actively engaged in research; d) hope TU is held to the same standards as other teacher preparation programs in NY.</p>	<p>The President met with the Dean of the NYU Steinhardt School of Culture and Education, and Human Development on 9/27/10. He explained the process of applying for a charter to be awarded authority to become a degree granting institution in New York; he explained that it plans to seek Middle States and NCATE accreditation, and that they were not looking to operated outside the framework of degree granting institutions.</p>

Institution: Issues Raised	Response
<p><u>Pace University</u></p> <p>a) the projected 300 students to be enrolled in Year 5 will have a major impact on Pace programs, given tuition differential. The program will negatively impact the graduate level childhood/adolescent programs at Pace; b) Projected placements would flood the market for middle level science teachers in NY City; high competition.</p>	<p>The President had a phone meeting with Pace University and addressed “market” issues and “flood the market” issues in the fifth year of operation with 300 students. Explained that long-term projected enrollment covered teachers across multiple disciplines and not only science.</p>
<p><u>St. Francis College</u></p> <p>No significant impact on St. Francis College. Approval of TU will enrich the NY higher education community. TU will model a clinical practice and importance of accountability in teacher preparation. Will advance a common agenda of improving NYC public schools.</p>	<p>N/A</p>
<p><u>St. John’s University</u></p> <p>Received 12/17/10 – Office of the Provost comments on behalf of the President: states that time, effort, and financial support would be better used to bolster existing teacher and school leader programs. Given abundance of New York City programs, suggests that a new entity might be somewhat wasteful of scarce education funding. Concern that introducing a radical change, even if proven to be effective, cannot be replicated without extensive additional financial support from the State. Governor-elect has signaled that he intends to make more extensive cuts in both education and health funding. Suggests more collaboration among institutions and access resources already in place to address well-being of children. Concern over the “lack of needed supervision by State officials, given the draconian cuts in Education Department staff.”</p>	<p>12/21/10 – The President indicates the response letters is received beyond the September 13, 2010 deadline. The letter addresses State funding policies vs. the application; however, he will respond. He institution is unique, not like any other existing teacher preparation program in NY. NCATE identified it as an exemplary model in a recent report, highlighting spiraled curriculum emphasizing teacher strategies – use of videotape, emphasis on graduate student accountability for student achievement. Its program is unitary, not easy to transfer to other college programs. NCATE has also commented that the model is particularly helpful for novice teachers serving low-income students. The President expressed s “an urgent call to meet the needs of low-income students by preparing their teachers with specific techniques and strategies that allow for maximum effectiveness,” and help close the achievement gap in New York City and New York State.</p>

Institution: Issues Raised	Response
<p><u>St. Joseph's College</u></p> <p>a) Do we need another college when existing ones have long experiences in preparing teachers? b) Do certification requirements and accreditation apply to TU programs to be offered? c) For two years we have experience a teacher hiring freeze in NYC; will an additional teacher preparation institution further limit employment possibilities?</p>	<p>10/28/10 the President's response to St. Joseph's a) Yes the institution will be in the best position to do good, innovative work in preparing teachers of low-income children. Have experience with 600 urban teachers in the context of Teacher U at Hunter. NCATE has "identified our program as being particularly promising." b) Programs will meet same certification and accreditation requirements as other institutions, including Middle States and NCATE accreditation. c) TU/Hunter applicants have not applied to St. Joseph's College; do not expect an overlap; this is a "unitary" program and credits can not easily transfer.</p>
<p><u>Teachers College</u></p> <p>a) teacher preparation requires continuous study to meet changing needs; Teachers College supports new paradigms; b) programs should apply accepted practices where scholarship and practice inform each other; c) quality, scholarship and professional practice must be in place; d) NY State should ensure they are in place.</p>	<p>The President met with the President of Teachers College a) discussed standards applied to graduate degree granting teacher education institutions in NY State; b) explained that the institution will be seeking Middle State accreditation and NCATE accreditation c) that it was not going to exist outside the framework of collegiate institutions; d) issues of research were also explained in scholarship terms.</p>
<p><u>The City University of New York (Chancellor)</u></p> <p>a) concern that TU will operate outside regulatory standards required of existing schools of education, as it relates to curriculum and accreditation; b) abstract does not address accreditation; administrative structure; administration and faculty credentials, financial aid eligibility; c) curriculum is not detailed/does not list course requirements; d) library resources not addressed; e) adequacy of faculty not addressed; f) a strong, clear effective systems of assessment, not included; g) in general, no evidence of compliance with NY State standards/regulatory requirements.</p> <p>First we do not see a compelling need for TUBSE in NYC. Almost all local universities offer Transitional B programs, and TUGSE's proposed offering are similar and New York</p>	<p>On October 4, 2010, David Levin, co-founder met with CUNY Central officials: Dr. Logue; Dr. Joan Lucariello, University Dean of Education; Dr. July Wrigly, Associate University Provost; and Burton Sacks, Deputy Chief Operating Officer to address their written concerns. Discussion centered around the process they had undergone to seek Regents consent to operate as a degree granting institution, including accountability for Commissioner's Regulations and teacher education certification standards and requirements, including plans to seek Middle States Association and National Council for Accreditation of Teacher Education accreditation.</p> <p>After the October meeting, the institution</p>

Institution: Issues Raised	Response
<p>City already offers a rich set of alternative approach programs. What TUGSE is proposing is essentially a similar educational model as the existing Teacher U/Hunter College partnership program, except that TUGSE would lack the depth of intellectual and other resources that a university brings to a partnership.</p> <p>Another alternative certification route that CUNY has participated in is the New York City Teaching Fellows (NYCTF) for over 10 years. Because of the success of this program, there are few remaining teacher shortage areas, and no need for another Transitional B program in NYC. The NYCTF has reduced recruits to its lowest level, with only 96 recruits in science and the remainder in special education. If TUGSE's science candidates are in addition to those in science already being prepared by the area's IHEs even more graduates of current programs will have difficulties being placed in teaching positions. The establishment of TUGSE would have a negative impact on CUNY Childhood Education, Childhood/Middle Childhood Generalist, Middle Childhood and Adolescence sciences areas. Although CUNY would survive possible enrollment losses, it questions the need to sustain them, given the absence of need for a new graduate school of education.</p> <p>TUGSE has no track record of successful teacher preparation as an independent entity. TUGSE is rooted in the presumed superiority of charter schools in securing greater pupil learning and achievement gains. However, data on charter school success are mixed. CUNY believes that the establishment of a new IHE should be rooted in evidence-based approaches to higher education.</p> <p>CUNY is concerned that the "U" in Teacher U-Graduate School of Education would be understood, especially by prospective students, to mean "university," implying that TUGSE is a university with credentialed arts and science education faculty. To prevent any misleading of the public, if TUGSE were to be established, some revision of its name would be necessary.</p>	<p>submitted its application for accreditation candidacy status to Middle States in November, under the condition of Regents consent to become a degree-granting institution in New York State.</p> <p>The institution's response makes reference to NCATE's Blue Ribbon Panel citing it in its November report as an exemplary model for accountability and innovation in teacher preparation. References to NCATE support letter is cited in the response. In addition, the president pledges to continue working with Hunter College in the preparation of special education teachers and "hope to continue to share scholarship and professional relationships with Hunter and other CUNY faculty.</p> <p>The President met with the CUNY deans of education and Executive Vice Chancellor and University Provost to discuss their issues of concern on January 28, 2011.</p> <p>See previous response to Monroe College</p>



February 2, 2011

Joseph Frey
Office of Higher Education
New York State Education Department
5 North Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frey:

I write in response to the questions you gathered from the Higher Education Committee of the New York Board of Regents after the meeting on January 11. I am sharing our responses following each of the questions.

1. There were concerns expressed by members of the Committee regarding the name of the new institution "Teacher U Graduate School of Education." The concerns centered around whether such a name could be misconstrued as referring to a university as compared to a college. As you know, university is a protected term in New York State and institutions must meet specific requirements in terms of academic programs, doctoral degrees and professional degrees in order for the Regents to authorize the use of the term "university." We will review this matter with our Office of Counsel, but appreciate your position as to whether the name Teacher U Graduate School of Education could, in any way, mislead the public into thinking that the Teacher U Graduate School of Education is a university instead of a college.

Our thought all along has been that the letter "U" is commonly used by non-university institutions and is generic enough that we don't believe our proposed name would mislead the public as to our status. Moreover the name is one that our program is already known by in conjunction with our work at Hunter College and most clearly represents what we are about. Changing it would represent a challenge in how we present ourselves going forward.

At the same time, we understand the Regents' concern, as well as its rationale for erring on the side of caution. Our whole-hearted commitment to the mission of preparing highly effective teachers to serve low-income students far outweighs our fondness for our name and we are eager to move forward. To that end, we are prepared to adopt a different name that does not use the letter "U" for the proposed entity to be chartered by the Board of Regents. We propose: Relay School of Education.

We hope that by making this change we have addressed the technical challenge presented by our original choice and that the new name ensures that this matter may be fully resolved on a timely basis.

2. The Regents received a report from staff which identified past collaborations with Hunter College. They requested that we provide more specific information as to whether Teacher U will continue its collaboration with Hunter College in the preparation of special education teachers. I will reach out to CUNY on this also, but I wanted to provide you with an opportunity to comment.

By the time the current students enrolled at Teacher U at Hunter College (TUHC) complete their program at the end of the 2011-12 school year, we will have been partnered with Hunter for more than six years, including the planning phase, and for five years of operation. It has been an enormously positive partnership that we hope can continue, even as our proposed Relay School of Education (RSE) comes into being.

In the time that we have worked together, we have modestly contributed to the development of the Hunter College program for preparing New York City district public school special education teachers, which was already a strong program before our collaboration. We hope, in the future, that Hunter will continue to call upon the proposed RSE to provide support to that program, in the form of curriculum materials, research findings, planning, faculty training, suggestions of adjunct professors, or coordination with other partner organizations. Our intention would be to provide this support in the spirit of ongoing collegiality to advance our shared mission.

If, in the future, Hunter College would like the proposed RSE to run some of the courses in the Hunter special education program, we would be willing to discuss how to make this happen and would only ask that tuition for those courses be shared, as appropriate, with the proposed RSE. Such a decision is entirely at the discretion of Hunter. We are not expecting to deliver specific courses and regardless of whether we're called upon to do so, we very much privilege our relationship with Hunter College's leadership and faculty and hope to continue to work together, formally and informally, in support of this very strong program for the preparation of special education teachers.

3. As I indicated to the Committee, Teacher U would initially be preparing 200 part-time teachers in their program who would also be teachers of record in public and charter schools in New York City. An issue was raised as to whether Teacher U has the appropriate facilities and library resources in order to support this cohort and ultimately a cohort of up to 800 part-time students by the fifth year.

Facilities

The proposed RSE has secured the appropriate administrative and academic facilities for a program that will serve up to 800 part-time students. We have accounted for its projected growth and therefore secured facilities that are of higher caliber and hold a greater maximum capacity than the current Teacher U at Hunter College program.

Updated Administrative Facility: As of July, 2010, our administrative and instructional team moved from the 3,400 square foot location at 99 University Place in Manhattan and has been operating from a new 10,700 square foot space located at 40 West 20th Street in Manhattan. This office space includes separate offices for proposed RSE senior administrative staff and faculty, seven main conference rooms, and 60 cubicle-style workspaces for other staff. This facility meets the current and projected space needed for the proposed RSE as it grows. This location houses the administrative and student support personnel who are available to meet in-person with students five days a week, during the day and in the evenings, as well as on weekends. Graduate students can also come to these facilities to attend classes or meetings for which they were absent, find library resources, meet with faculty members for regular office hours and by special arrangement, and receive the technology or student related supports they need.

Academic Facilities: As detailed in Section 1.2 of the Institutional Self Study, the primary academic facility, the Uncommon/Achievement Crown Heights Charter High School building, was built through a partnership between the New York City Department of Education, Robin Hood Foundation, Achievement First, and Uncommon Schools, and fully meets the needs for the growing program as determined by experience with the Teacher U at Hunter College program and projected plans. Currently, Teacher U at Hunter College can serve up to 500-600 students in 2 lecture spaces and 20 classrooms at the Hunter College Campus School location. The Uncommon/Achievement

Crown Heights Charter High School has even more space with state-of-the-art facilities that meet the projected technological, spatial, and laboratory needs, as detailed in Figure 1.2.1 of the Institutional Self-Study. The facility is built to serve up to 1,600 students on a given day, and includes 3 lecture spaces, 54 classrooms, a library, and more than adequate administrative and storage space. At the point at which the proposed RSE meets program capacity and has 800 students in the facility, students (meeting in groups of 20-25) will use a maximum of 32-40 of the 54 available classrooms and 2-4 of available 6 science laboratories at a given time. As the RSE classes will occur on weekends and evenings, there will be no conflict in the sharing of this facility. Section 2.3 of the Information Needed for Review: Exhibits, submitted to NYSED, details the floor plans and agreements for use of this space.

It should be further noted that a significant portion of the classes to take place during the evenings throughout the year will take place in geographically decentralized district and charter public school sites where the graduate students are clustered in their work as teachers. This is in addition to their clinical experiences and is designed to be maximally convenient for the full-time teachers in the program, to emphasize the program's connection to the schools, and to place the RSE's faculty members in regular contact and relationship with the teachers in the school setting. In Section 2.3 of the Information Needed for Review: Exhibits, you will note several signed MOUs with school organizations to ensure our ability to deliver on this element of the program. We believe that such a facility strategy is fully consonant with what some of the stronger and more innovative teacher preparation programs are doing around the country.

That said, we will closely monitor the execution of the program as it grows. Should there arise a clearly felt need for an additional, stand-alone building, we have the capacity to rent additional, dedicated space and have raised funds that could be put to use to secure additional facilities in the future.

Library

The proposed RSE's library plans appropriately meet the resource needs for students enrolled in the program. As discussed in Section 1.4 of the Institutional Self Study, the proposed RSE is committed to providing library resources, services, and access to its student population. The proposed RSE is invested in ensuring that its library is a useful resource for its students in accordance with standards appropriate for the higher education community such as those of the Association of College and Research Libraries (ACRL). To meet the goals stated in the Library Master Plan, submitted in Section 1.4 of the Institutional Self Study, the proposed RSE has made the following progress:

The proposed RSE has joined two library consortia – the Westchester Academic Library Directors Organization (WALDO) and the Metropolitan New York Library Council (METRO) – in order to help the program serve a growing number of teachers. Membership in both organizations helps facilitate collection development – offering streamlined vendor relationships and pricing discounts – thereby helping the proposed RSE ensure that meaningful and relevant library resources are provided to faculty and students. Membership in WALDO also benefits our proposed program by providing unique vendor partnerships with PTFS, LibLime, and Serials Solutions, which we are leveraging to build out the integrated library system (ILS).

The proposed RSE will provide the appropriate library support services to students enrolled in the program. Based on prior consulting recommendations from a credentialed Education Librarian, the proposed RSE conducted a detailed staffing search for a primary librarian and contracted with a Knowledge Manager, who works full-time, holds an MSLIS degree, and has significant library experience at other small colleges of practice. This person will not only work with the Instructional

staff at the proposed RSE, but will also be a resource for students as they may need support in sourcing documents. The proposed RSE anticipates finalizing a full-time hire for a primary librarian by Spring 2011.

The proposed RSE has also further developed the detailed project plan for building out the proposed RSE's library capabilities. We continue to develop the infrastructure required for the projected number of students enrolled in the program by building out an integrated library system (ILS). We are working with software vendors to launch this ILS in April of 2011 in preparation for the launch of the RSE.

The proposed RSE continues its collection development for subscriptions and library resources. Our Knowledge Manager will continue to work collaboratively with instructional staff to identify those resources that are most appropriate and relevant to teachers enrolled in the program. As they are procured, these new resources will enrich our existing monograph and video holdings. The physical collection of the proposed RSE library will be housed at our central offices. The library has adequate space for a small core collection, AV equipment, and workspace for students. As stated in our application, the majority of the collection will be digital and will be accessed through our ILS.

4. There was concern that Teacher U would solely prepare teachers for charter schools. The Regents want a clear understanding of the mission of Teacher U as to whether it would be engaged in preparing teachers for public schools too.

The purpose and mission of Teacher U – and the proposed RSE – is to prepare teachers in historically under-served communities to teach their high-needs students so effectively that the students will be successful in college and life. To advance this mission, Teacher U at Hunter College has begun to work, in an aligned way, with dozens of charter public schools serving low-income students throughout New York City. In addition, Teacher U at Hunter College has directly worked with more than 150 teachers in 88 distinct New York City district public schools, particularly special education teachers.

Of the first 103 graduates of the Teacher U at Hunter College program, 18 were teachers in New York City district public schools. The percentage of general education teachers in the current Teacher U at Hunter College program has dipped in the past two years, largely because the district has not been hiring novice general education teachers at the elementary and middle school levels.

As part of our application to the New York State Education Department, the New York City Department of Education wrote that it had a strong interest in working with our proposed RSE. More recently, we've been working with the New York City Department of Education to ensure that we establish partnerships and meaningful relationships with district public schools in the same way that we have with charter public schools, community-based schools and network-based schools. In particular, the DOE has expressed interest in the proposed RSE preparing teachers in the most high-need schools, which is core to our mission. Although the trends of district teacher hiring needs in the years ahead are somewhat unpredictable, our aim and efforts will be such that by the third year of operation of the proposed RSE about half of the enrolled graduate students in our program will be full-time teachers in New York City district public schools. We believe our proposed RSE will be maximally successful in the long-run if it is preparing teachers in a variety of district and charter public schools serving low-income students.

5. The Regents requested further clarification on the eligibility of students attending Teacher U for both State and federal financial aid.

The proposed RSE will seek candidacy status for accreditation from the Middle States Commission on Higher Education with all deliberate speed. It is not unreasonable to expect that such status could be conferred early or in the midst of our first year of operation. At such a point, it is our understanding that the RSE will be eligible for federal financial aid. As we articulate in the Financial

Resources and Administration summaries of the Institutional Self Study, the RSE will create a fully-functioning office of financial aid, which will be prepared to commence work at the moment we receive regional accreditation candidacy status, in the fall or winter of the 2011-12 school year. Prior to receiving such status, we will be subsidizing the tuition of our inaugural class in our first year with institutional aid and scholarships.

After that inaugural year, we will begin advising our graduate students that they are eligible for a number of federal loans, including: Stafford/Direct Loans; Perkins Loans; Direct GradPLUS Loans; and TEACH Grants. We will also counsel students, where appropriate, on two repayment and forgiveness programs (in addition to the individual forgiveness schedules utilized by Stafford and Perkins for teaching commitments): Income Based Repayment and Public Service Loan Forgiveness. We have plans to hire a Director of Financial Aid, who will be responsible for counseling and supporting students through the federal and state financial aid process. This director will also become a member of the New York State Financial Aid Administrators Association.

We also expect that many graduate students will have already received AmeriCorps stipends (Segal Awards) that can be used to help pay for tuition. We are separately applying to the National Service Corporation for the opportunity to bring additional Segal Awards to those graduate students at the proposed RSE who don't already have awards through other organizations.

In addition, as indicated in Section 1.1 of the Institutional Self Study, the nonprofit organization Uncommon Knowledge and Achievement (UKA) has set aside funds to provide merit-based awards for eligible graduate students and will ask participating schools to provide aid and support to their teachers who are participating in our program. We anticipate in the first year of the program, before the RSE has eligibility to receive federal funds, that UKA will be more heavily subsidizing the cost of educational programs.

6. Based on documents and prior communication, we confirmed that 10 full-time faculty members will launch the program in the first year. The Full-Time Faculty Table submitted during the review process shows 7 full-time faculty members, but it does not include the 2 additional full-time administrators who will also be teaching the curriculum. A separate table lists an additional full-time Director of Science Education to be hired in Spring 2011, for a total of 10 full-time faculty members.

The two full-time administrators are listed as Faculty #1 and #2 on your chart. Based on our proposed first-year enrollment, we could launch with 8 FT faculty members, but want to begin with 10 to ensure that students are well supported. We have identified a promising pool of highly-qualified full-time and adjunct faculty members from which to hire to supplement the team that we've already described in our application. Pending a provisional charter for the proposed RSE, we would finalize our recruitment efforts and begin making hires in the spring of 2011 of an additional four full-time faculty members and three adjuncts along with the 15 team members (6 FT and 9 adjunct professors) already specified in our application.

We've attempted to respond to the questions shared by the Regents. Please let me know if there are additional questions or if I can be of assistance.

Sincerely yours,



Norman Atkins
Chief Executive Officer