



OFFICE OF CURRICULUM AND INSTRUCTIONAL SUPPORT
Curriculum, Instruction, and Instructional Technology Team
Room 320 EB
Albany, New York 12234
(518) 474-5922; FAX: (518) 473-4884
www.emsc.nysed.gov/ciai/arts.html

APPROVAL OF LOCALLY DEVELOPED SYLLABI IN ARTS (DANCE, MUSIC, THEATRE, VISUAL ARTS) EDUCATION

INFORMATION AND APPLICATION

I. **Rational:** Why must SED approve some locally developed syllabi?

Section 100.5 (b)(7)(iv)(e) of the Regulations of the Commissioner of Education provides that all students earning one unit of credit in the Arts (dance, music, theatre, and/or visual arts) must satisfactorily complete a course that meets the expectations in the Learning Standards for the Arts at the commencement level. Any course used to satisfy the Arts diploma requirement must follow a State-developed or State-approved syllabus. Additionally, high school Arts courses that will be used as part of a Regents sequence in the Arts must follow a State-developed or State-approved syllabus.

II. **Syllabi Not Requiring SED Approval**

Effective October 2001, local school districts and BOCES are responsible for reviewing and approving local courses and instructional programs in all subject areas except the arts and career and technical education. For additional information on course approvals in career and technical education, see page seventeen of the CTE Administrator's Guide, March 2005 edition located at <http://www.emsc.nysed.gov/workforce/careerdevelopment/cdos.html>

III. **Other Syllabi:** What about other locally developed syllabi?

These do not need SED approval, but may be a valuable resource to others who want to develop a similar curriculum. The Office of Curriculum, Instruction and Instructional Technology would appreciate receiving from administrators, on a voluntary basis, other locally developed syllabi to share with SED subject specialists and other schools. Syllabi being shared, and for which no SED approval is requested, should be sent with a covering letter giving permission for sharing.

IV. **Procedure:** What is the procedure to be followed in submitting a syllabus for approval?

Applications may be submitted any time during the year. To insure applicability to the following school year, the contact person must submit *two* copies each of the signed Application *and* Data Form, and *one* copy of the Syllabus to: **Course Approval, New York State Education Department, Curriculum, Instruction and Instructional Technology Team, 89 Washington Avenue, Room 320 EB, Albany, New York 12234, no later than April 1** prior to offering a course based upon the syllabus.

When the materials reach SED, course approval personnel complete a preliminary review and ascertain that all necessary information is included. The materials are then forwarded to the appropriate subject specialist for a review from a content standpoint. After this review, the materials are returned to the Curriculum, Instruction and Instructional Technology Team for final decision and notification of the school.

V. Definitions: What do certain terms on the Application or Data Form mean?

Learning Standards: an established level or degree of quantity, value or quality. The NYS Learning Standards are defined as the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience. State learning standards are organized into seven general curriculum areas: English Language Arts; The Arts; Mathematics, Science, and Technology; Social Studies; Languages Other than English; Health, Physical Education, and Family and Consumer Sciences; Career Development and Occupational Studies.

Syllabus: A document stating the expected learner outcomes, including the goals, objectives, concepts, skills and understandings in a given subject.

Instructional Strategies: Specific activities (group discussions, reports, field trips, laboratory work, demonstrations, etc.) by teachers and/or students which will lead to achieving the objectives for students.

Objectives for Students: Outcomes that are observable and measurable by an evaluator.

School (BEDS) Code Number: the twelve-digit code number assigned by SED to identify schools.

VI. Useful References: What websites contain information that may be helpful in preparing syllabi to be submitted?

Arts Education <http://www.emsc.nysed.gov/ciai/arts.html>

This site contains News, Q & A, Statewide Data, and a Summary of Commissioner's Regulations, policies, recommendations and guidelines for PreK-12 Arts (dance, music, theatre, visual arts) Education in New York State. It also has the *Learning Standards for the Arts*, other publications, ordering information, resources and related links.

Part 100 Regulations of the Commissioner of Education

<http://www.emsc.nysed.gov/part100/opener.html>

The Part 100 website provides information about general education and graduation requirements for elementary, middle, and secondary education. Links to regulatory language, questions/answers regarding policy, appropriate program offices, resource materials, and "hot topics" are included.

Curriculum, Instruction and Instructional Technology <http://www.emsc.nysed.gov/ciai>

The Curriculum, Instruction and Instructional Technology website provides quick access to each of New York State's seven learning standard areas.

New York State Education Department (SED) www.nysed.gov

The New York State Education Department (SED) website provides links to all of its offices and related University of the State of New York (USNY) institutions, including the Board of Regents. It lists news items and provides connections to resources for students, teachers, parents, school administrators, individuals with disabilities, licensed professionals, State residents, and others. A Google search engine is available to access a range of topics from throughout the Department.

Please do *not* return information sheets with application.

APPLICATION FOR APPROVAL OF LOCALLY DEVELOPED SYLLABUS IN ARTS (DANCE MUSIC, THEATRE, VISUAL ARTS) EDUCATION

<p>FOR SED USE ONLY</p> <p>Referred to: _____</p> <p>Approval for: _____</p> <p>Units of Credit: _____</p> <p>Approval Date: _____</p>
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For each application, do the following:

- (1) Review the Information sheet and determine if syllabus approval is required.
- (2) If syllabus approval is required, submit **TWO** copies, **one** signed original (paper) and **one** electronic (floppy or compact disk) of the Application, Data Form, and Syllabus to: **Course Approvals, New York State Education Department, Curriculum, Instruction and Instructional Technology Team, 89 Washington Avenue, Room 320 EB, Albany, New York 12234.**

1. School District: _____
2. Name of School: _____ County: _____
3. Mailing Address: _____
 _____ Zip Code: _____
4. Telephone: (____) _____ 5. School (BEDS) Code Number _____
6. Contact Person: _____ 7. Title: _____
8. Which subject area does this application address? _____
9. Title of syllabus: _____
10. Which section/subparagraph of Commissioner's Regulations, Part 100, does this syllabus address? (See Information Sheet): _____
11. Is this a request for an *extension* of a previous approval? Yes No
 - (a) If yes, provide date of previous approval: _____
 - (b) If yes, **and** the previously approved syllabus has been updated or changed, check here and attach to the syllabus a note or other indication(s) explaining where the changes were made.
12. Is this syllabus approval part of a request for a variance from the Commissioner's Regulations, Part 100?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

 - (a) If yes, has the variance been approved?
 - (b) If yes, for which syllabus will your proposed syllabus substitute? (See C.R., Part 100.5)

13. The syllabus is prepared for which grade(s)? _____ 8 (Acceleration); _____ 9; _____ 10; _____ 11; _____ 12.

14. Name any prerequisites/corequisites: _____

15. (a) For which diploma will the syllabus be used? _____ Local _____ Regents
(b) For which part of the diploma requirements _____ Required Unit _____ 3-Unit Sequence
will the syllabus be used? _____ 5-Unit Sequence _____ Elective
(c) For which academic ability is the syllabus _____ All Students _____ Average
design? _____ Below Average _____ Above Average

*16. Date course will begin: _____ 17. Approximate number of sections: _____

18. Course will meet: (#) _____ weeks; (#) _____ period/week; (#) _____ minutes/period.

19. Units of Credit: ½ 1

20. Name of Superintendent of Schools or Chief School Officer: _____

Signature: _____ Date: _____

*(*The syllabus must be submitted no later than April 1 prior to offering a fall course based upon it.)*

ABSTRACT

Provide no more than a one-half page, single-spaced, description of the syllabus: (1) Title, (2) Students Served, (3) Needs Addressed, (4) Content, and (5) Special Features. This information may be made available to others schools that want to develop a similar syllabus.

DATA FORM

I. SYLLABUS DEVELOPMENT

A. LEARNING STANDARDS: Identify those learning standards, by number, which are addressed by this syllabus. (See Arts Standards) _____

B. STUDENTS: Identify the target population for the syllabus. _____

Indicate how this syllabus relates to the basic program for these students. _____

C. NEEDS ASSESSMENT: In the left hand column list the specific needs that will be addressed by this syllabus. In the right hand column, identify how each need was determined (test results, opinion surveys, interviews, health and academic records, social and community problems, input from students, parents, school personnel, etc.)

Needs	Determination of Needs

D. DEVELOPERS: Identify those persons, with title, who were involved in developing the syllabus. _____

E. RESOURCES: Identify any federal, State, and local community and school resources available to you to implement this syllabus. (Public and private community-based health organizations, pupil personnel staff, business, industry, college, etc.).

II. SCOPE AND SEQUENCE

For a course of study based upon the proposed syllabus, list the units for the course, in the approximate order that they will be offered. For each unit, indicate the major learner outcome(s), the related learning standard(s) and commencement-level performance indicator(s), and the amount of time allocated to the unit. Duplicate this page if additional space is needed.

Title of course of study _____

Unit	Major Learner Outcome(s)	Arts Standard(s) & Performance Indicator(s)	Time Allocation

III. COURSE SAMPLER

For a major learner outcome in one of the units Section II, list three specific objectives for students. For each objective, identify instructional strategies, materials/equipment/facilities, and evaluation techniques that will be used to achieve it. This section should assist a person not familiar with the course to see how the syllabus will be translated into the classroom.

Title of Unit _____

Major Learner Outcome _____

Subject Objectives	Instructional Strategies	Materials/Facilities/ Equipment	Evaluation (of Student Achievement)
Student Objective #1			
Student Objective #2			
Student Objective #3			

IV. EVALUATION

A. Evaluation of Student Achievement

1. List the various techniques that will be used to evaluate student achievement throughout the course. (Periodic exams, projects, psychomotor testing, etc.)
2. Provide an outline or copy of the proposed final examination/student assessment on the course.

B. Course Revision

Identify the procedure(s) to be used for improving this course.

V. STAFFING/INSERVICE

Staffing: duplicate this page if needed.

Name of Teacher:

Type of Certificate:

Date of Certificate:

Valid for What Subjects:

Undergraduate Major:

Semester Hours:

Undergraduate Minor:

Semester Hours:

Graduate Major:

Graduate Minor:

Length of time Teaching:

Length of time Teaching Specific Subject Disciplines:

Courses, training, or unique experiences that qualify this teacher to teach this course:

Inservice: Identify school/district strategies/techniques to be used to implement the teaching of this course.