

# Summary of the Arts (Dance, Music, Theatre, and Visual Arts) Provisions in the Part 100 of the Regulations of the Commissioner of Education

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## Summary, Policies, Procedures and Guidelines

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## LEARNING STANDARDS FOR ARTS EDUCATION

Standard 1: Creating, performing, and participating in the arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and using arts materials and resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and analyzing works of art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the cultural dimensions and contributions of the arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Note: For more complete information on the Arts Standards including key ideas, performance indicators and student work samples in dance, music, theatre and visual arts, see the document entitled, Learning Standards for the Arts (Revised Edition, April 1996), which is available electronically at <http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf>

The arts standards can also be found in Section 100.1(t)(v) of the Regulations of the Commissioner of Education.

## INTRODUCTION

**Excerpts from Part 100 of the Regulations are identified by bold face.** Regulations have the force and effect of law. Policy statements indicate the bases from which the Education Department carries out the intent of the Regulations. Guidelines are provided as recommendations and should not be interpreted as requirements.

Note: Sections 100.1-100.16 of the Regulations of the Commissioner of Education can be accessed in their entirety at <http://www.p12.nysed.gov/part100/home.html>.

## DEFINITIONS (100.1)

- (a) **UNIT OF STUDY means at least 180 minutes of instruction per week throughout the school year, or the equivalent.**
- (b) **UNIT OF CREDIT IS EARNED BY:**
- (1) **the mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in a given subject matter; OR**
  - (2) **pursuant to section 100.5(d)(1) of this Part, a passing score of at least 85 percent or its equivalent on a department-approved examination in a given high school subject without the completion of a unit of study, and the successful completion of either an oral examination or a special project.**

Note:

- See [CR 100.5\(d\)\(1\)](#).
- Credit may also be awarded on a transfer basis; see [CR 100.5\(d\)\(5\)](#).

(c) **SYLLABUS** means a document stating the expected learning outcomes, including the goals, objectives, concepts, skills and understandings in a given subject.

#### **AVAILABILITY OF REGENTS DIPLOMA AND COURSES (100.2(e))**

Each public school district shall offer students attending its schools the opportunity to meet all the requirements for and receive a Regents high school diploma. Students shall have the opportunity to take Regents courses in grades 9 through 12 and, when appropriate, in grade 8.

#### **AVAILABILITY OF ... ARTS SEQUENCES (100.2(h))**

- (1) All public school districts shall offer students the opportunity to complete a three- or five-unit sequence in each of the following areas: career and technical education and the arts.
- (2) All public school districts shall offer students the opportunity to begin an approved sequence in the arts in grade nine.

Note: See [Arts/Music Sequence](#) for information.

#### **TEACHING STAFF IN PUBLIC SCHOOLS (100.2(i))**

The number of daily periods of classroom instruction for a teacher should not exceed five. A school requiring any teacher more than six teaching periods a day, or a daily teaching load of more than 150 pupils, should be able to justify the deviation from this policy.

#### **HIGH SCHOOL PROGRAM OFFERINGS (100.2(q))**

- (1) School districts shall make available to their students all the options for earning a diploma, which are specified in section 100.5 of this Part. Sufficient instruction shall be provided to meet all the State learning standards.

...

#### **PROGRAM REQUIREMENTS FOR STUDENTS IN GRADES PRE-KINDERGARTEN THROUGH FOUR (100.3)**

##### **(a) PRE-KINDERGARTEN AND KINDERGARTEN PROGRAMS IN PUBLIC SCHOOLS AND IN VOLUNTARILY REGISTERED NONPUBLIC SCHOOLS**

- (1) Each such school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests and needs of the children. Learning activities in such programs shall include:

...

- (ii) (dramatic play, creative art and music activities;

...

**(b) PROGRAM REQUIREMENTS IN GRADES ONE THROUGH FOUR**

**(0 ) Required subjects. During grades one through four, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in:**

...

**(V) the arts, including visual arts, music, dance and theatre;**

...

**POLICY**

- The K-4 music requirement means all students are to receive instruction in classroom general music related to the Learning Standards for the Arts. In order to meet the comprehensive set of knowledge, skills and understandings in music outlined by the Standards, students must receive classroom general music instruction. Participation in band, chorus and orchestra are considered skill development activities which are offered as electives for students demonstrating interest in instrumental and/or vocal music. Performing groups are an important part of a well-balanced music program on all levels, but cannot stand as the totality of a student’s music education experience at the elementary level.

**GUIDELINES**

**Grades One through Four**

- To ensure a balanced curriculum, the State Education Department recommends the following time allocations for the Arts throughout the school year. In grades 1-3, 20% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts; in grade 4, 10% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts.
- It is recommended that elementary level instruction be provided by certified Arts (dance, music, theatre and visual arts) teachers. If the classroom teacher alone must provide the instruction, he or she should address the State Arts Standards and meet the suggested time allocation. The achievement expectations and time recommendations apply to certified Arts teachers, as well.

**PROGRAM REQUIREMENTS FOR GRADES FIVE THROUGH EIGHT (100.4)**

**(b) PROGRAM REQUIREMENTS FOR STUDENTS IN GRADES FIVE AND SIX**

**(1) Required subjects. During grades five and six, all students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas:**

...

(vi) the arts, including visual arts, music, dance and theatre;

...

## POLICY

- The 5-6 music requirement means all students are to receive instruction in classroom general music related to the Learning Standards for the Arts. In order to meet the comprehensive set of knowledge, skills and understandings in music outlined by the Standards, students must receive classroom general music instruction. Participation in band, chorus and orchestra are considered skill development activities which are offered as electives for students demonstrating interest in instrumental and/or vocal music. Performing groups are an important part of a well-balanced music program on all levels, but cannot stand as the totality of a student's music education experience at the intermediate level.

## GUIDELINES

### Grades Five and Six

- To ensure a balanced curriculum, the State Education Department recommends the following time allocations for the Arts throughout the school year. In grades 5 & 6, 10% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts.
- It is recommended that intermediate level instruction be provided by certified Arts (dance, music, theatre and visual arts) teachers. If the classroom teacher alone must provide the instruction, he or she should address the State Arts Standards and meet the suggested time allocation. The achievement expectations and time recommendations apply to certified Arts teachers, as well.

## ARTS UNIT OF STUDY IN GRADES SEVEN AND EIGHT (100.4(c)(1)(ix)(5)(ii)(6))

- (1) Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

...

(ix) the arts, including one-half unit of study in the visual arts, and one-half unit of study in music:

...

- (5) (ii) requirements for subjects set forth in paragraph (1) of this subdivision and for languages other than English instruction set forth in section 100.2(d) of this Part may be reduced but not eliminated. Academic intervention services shall be provided in a manner that does not diminish instructional time to a degree that may prevent a student from achieving the State learning standards in any area required for graduation or from meeting local standards for promotion. A principal shall consider a student's abilities, skills and interests in determining the subjects for which the unit of study requirements may be reduced;

...

**(6) A student may meet the required half unit of study in music specified in subparagraph (1)(ix) of this subdivision by participation in a school's band, chorus or orchestra, provided that such participation is consistent with the goals and objectives of the school's music program for grades seven and eight.**

#### **POLICY**

- Only performing organizations that are a regular part of the school program may be used to meet the one-half unit of study requirement.
- The important expectations for student achievement specified in the Learning Standards for the Arts must be infused into the respective visual art, music (including band, chorus, and orchestra) dance and theatre programs.

#### **GUIDELINES**

- To continue the essential developmental program in visual arts and music, it is recommended that visual arts and music be taught to all students in both grades 7 and 8.
- Final examinations that address the expectations in all four Arts Standards should be given in both visual arts and music courses.
- Since there are requirements for arts instruction in grades 5-6 (See C.R. 100.4(b)(1)(v)) it is not appropriate to meet the Grade 7-8 required instruction in grade 6.

#### **GRADE EIGHT ACCELERATION FOR DIPLOMA CREDIT (100.4(d))**

**(1) Public school students in grade eight shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.**

**(2) Credit may be awarded for an accelerated course only when at least one of the following conditions has been met:**

**(i) Accelerated students attend classes in a high school with high school students and pass the course on the same basis as the high school students. Credit is awarded by the high school; or**

**(ii) The student passes the course and the associated State proficiency examination or Regents examination, where available. The credit must be accepted as a transfer credit by all registered New York State high schools; or**

**(iii) In cases where no State proficiency examination or other appropriate state assessment is available, the student passes a course in the middle, junior high or intermediate school which has been approved for high school credit by the public school district superintendent(s), or his or her designee(s), of the district(s) where the middle, junior high or intermediate school and the high school are located.**

**(3) Such opportunity shall be provided subject to the following conditions:**

**(i) The superintendent, or his or her designee, shall determine whether a student has demonstrated readiness in each subject in which he or she asks to begin high school courses in the eighth grade leading to a diploma.**

**(ii) A student shall be awarded high school credit for such courses only if such student passes a Regents examination, a second language proficiency examination, or a career and technical education proficiency examination, or, if no such examinations are available, a locally developed examination which establishes student performance at a high school level as determined by the principal.**

**(4) Courses taken pursuant to this subdivision may be substituted for the appropriate requirements set forth in subdivision (b) of this section.**

## POLICY

- The visual arts and music chairperson and teachers should be an integral part of the identification process which provides outstanding students the opportunity to take the first high school level visual arts or music course during grade 8. Criteria and identification procedures must be established to determine visual arts or music readiness. This provision must in no way be determined as a device to move an entire high school level course “down” to the eighth grade to meet the art and/or music graduation requirement.
- Music Theory is the recommended course for acceleration in music. Studio in Art is the recommended course for acceleration in visual arts.

Note: Section 100.4(h) contains three models for implementing Middle-Level Education programs. The three-model strategy provides options based upon the need and capacity of a district and its schools.

- **Model A** (Follow Existing Regulations): Schools operate under the current regulations to implement an effective middle-level program, ensuring that all students achieve the intermediate-level state learning standards. Most schools will continue to work within this model and the present regulatory requirements taking full advantage of the flexibility that is provided within the Commissioner’s Regulations. No approval is required.
- **Model B** (Strengthen the Academic Core): Schools where students are struggling to reach proficiency in English Language Arts and Mathematics may need flexibility to emphasize literacy and numeracy. These schools can propose a program that strengthens core academic subjects and effective Academic Intervention Services while providing all students with instruction that addresses all of the NYS Learning Standards, is of high interest to students and further reinforces core academic learning. Schools may be granted regulatory relief to implement their proposals.
- **Model C** (Develop Next Generation Schools/Programs): Schools with demonstrated student success (i.e., not Model B schools) can propose new ideas for middle-level programs. These schools can propose to restructure the full educational program (Model C#1) or parts of the educational program (Model C#2). In either case, schools must ensure that all students receive opportunities to achieve all of the NYS Learning Standards. Schools may be granted regulatory relief to implement their proposals.

No matter which operating model is implemented, all middle-level programs must be designed so that all students meet all twenty-eight NYS Learning Standards. Please see the complete section of the regulations

for definitions, eligibility, application, planning, approval, and compliance requirements, <http://www.p12.nysed.gov/part100/pages/1004.html>

To support school districts and their schools with middle grades, regardless of which model they implement, the Department developed the Middle Level Indicators of Achievement Checklists for the Non-Tested Content Areas. The Department recommends that local school administrators and instructional staff use the checklists to determine strengths and opportunities for improvement in Music Education, Visual Arts Education and the other non-tested content areas. They are available in Word *and* PDF format at <http://www.p12.nysed.gov/ciai/mle/achievement/home.html>.

## **PROGRAM REQUIREMENTS IN GRADES NINE THROUGH TWELVE (100.5)**

### **ARTS (VISUAL ARTS, MUSIC, DANCE OR THEATRE) REQUIREMENTS IN GRADES 9 THROUGH 12 FOR STUDENTS WHO FIRST ENTER GRADE 9 IN THE 2001-2002 SCHOOL YEAR AND THEREAFTER (100.5(a)(3)(v))(b)(7)(iv)(e)(i)(v)(c))**

#### **(a) General requirements for Regents or local high school diploma**

...

**(3 ) Students first entering grade nine in the 2001-2002 school year, but prior to the 2008-2009 school year, shall have earned at least 22 units of credit including two credits in physical education to receive a Regents or local high school diploma. Students first entering grade nine in the 2008-2009 school year and thereafter shall have earned at least 22 units of credit including two credits in physical education to receive a Regents diploma. Such units of credit shall incorporate the commencement level of the State learning standards in: English language arts; social studies; mathematics, science, technology; the arts (including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Such units of credit shall include:**

...

**(v) visual arts and/or music, dance, or theatre, one unit of credit; and**

...

#### **(b) Additional requirements for the Regents diploma**

...

**(7) Types of diplomas**

...

**(iv) Earning a Regents diploma. Students first entering grade nine in 2001 and thereafter shall meet the commencement level New York State learning standards by successfully completing twenty-two units of credit and five New York State assessments distributed as**



specified in (a) through (k) below. After passing the required New York State assessment or approved alternative in mathematics, science, and English language arts, the remaining units of credit required in that discipline may be in specialized courses. A specialized course is a course that meets the requirements of a unit of credit as defined in section 100.1(a) of this Part and the New York State commencement learning standards as established by the commissioner. A specialized course develops the subject in greater depth and/or breadth and/or may be interdisciplinary. Successful completion of one unit of study in an interdisciplinary specialized course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. In a public high school, an interdisciplinary specialized course shall be taught by a teacher certified in at least one of the subjects.

...

(e) **The Arts (including visual arts, music, dance and theatre), one unit of credit, which may be a specialized course that meets the arts standards at the commencement level as established by the commissioner. Any arts course for which credit will be awarded to meet the one unit of credit requirement for graduation must be taught by a certified teacher and must follow a State-developed or State-adopted syllabus or a locally-developed or locally-adopted syllabus approved by the commissioner.**

**(I) Additional units in English language arts, mathematics, social studies, science, the arts, languages other than English, career and technical education, or any other subject area approved by the commissioner to a total of twenty-two units of credit.**

## POLICY

- The State Education Department publication, Studio In Art: A Comprehensive Foundation Course, is the course recommended to meet the one unit of credit graduation requirement in visual arts. The other Comprehensive Courses listed on the Visual Arts Education flow chart may also be used to meet the graduation requirement: Creative Crafts, Media Arts, Art History and Appreciation, and Design and Drawing for Production: Syllabus. Courses of study such as Computer Aided Design (CAD) or Introduction to Engineering Design (IED) may not substitute for DDP, and do not fulfill the Art/Music unit requirement. For credit towards a Regents diploma, locally developed courses must be submitted for approval following the process stated below.
- The State Education Department publication, Music In Our Lives, is recommended to meet the one unit of credit graduation requirement in music.
- Music In Our Lives and Studio In Art: A Comprehensive Foundation Course may be combined for one unit of Regents credit (one-half unit of credit in music and one-half unit of credit in visual arts), if the content is presented in a balanced manner.
- Talented students may fulfill the high school diploma requirement by successfully completing one unit of credit in a Musical Knowledge course (See Music Education flow chart.)
- Some Career and Technical Education (CTE) courses have been approved to fulfill the one unit graduation requirement in visual arts. The approved CTE courses are Design and Drawing for Production (DDP-1 unit) and the combination of Housing and Environment CORE (1/2 unit) and Clothing and Textile CORE (1/2 unit).

- Other options to meet the one unit of credit graduation requirement include locally developed courses in dance, music, theatre or visual arts. Such courses must meet the one unit of credit requirement or equivalent and must address the student expectations specified under the general education commencement level performance indicators in the Learning Standards for the Arts. If credit is to be used toward a Regents diploma, locally developed courses must be submitted for approval to the Curriculum, Instruction and Instructional Technology Team, Room 320 EB, State Education Department, Albany, NY 12234, no later than April 1st prior to the date of implementation. An application form and information for course approval are available from the Department.
- Students must have access to both music and visual arts courses.
- Specific alternatives exist in the regulations; see Section [100.5\(d\)](#).

## GUIDELINES

- Students should receive dance, music, theatre and visual arts instruction from persons certified to teach the particular subject area.
- Dance, music, theatre and visual arts grades should be included in the computation of the student's average and class rank.

### (v) **Earning a Regents diploma with advanced designation**

**To earn a Regents diploma with advanced designation a student must complete, in addition to the requirements for a Regents diploma.**

...

**(c) Two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language. A student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs. Such a student need not have a sequence in a language other than English but must meet the requirements for the total number of credits required for a diploma. Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.**

## POLICY

### Three-Unit Sequence in Fine Arts

- To fulfill the requirements for a three-unit sequence in fine arts for Regents Diploma credit, a student must successfully complete the following:

1 unit of credit in Studio in Art: A Comprehensive Foundation Course;  
1 unit of credit in Musical Knowledge or Attitude Development;  
1 unit of credit in dance, humanities, media arts, music, theatre or visual arts.

#### Five-Unit Sequence in Fine Arts

- To fulfill the requirements for a five-unit sequence in fine arts for Regents Diploma credit, a student must successfully complete the following:

1 unit of credit in Studio in Art: A Comprehensive Foundation Course;  
1 unit of credit in Musical Knowledge or Attitude Development;  
3 units of credit in dance, humanities, media arts, music, theatre or visual arts.

#### Three-Unit and Five-Unit Fine Arts Sequences in Theatre or Dance

- To receive Regents Diploma credit for each of these sequences, each course must address the Commencement General Education Level performance indicators in the Learning Standards for the Arts and be submitted to the Department for approval as a Regents level course. It is recommended that the students pass a locally prepared comprehensive examination designed to cover the concepts presented in the specific courses taken to fulfill the fine arts sequence.

#### Three and Five-Unit Sequence in Visual Arts Education

- Three-Unit Sequence in Comprehensive Visual Arts. To receive Regents credit for this sequence, students must pass the foundation course Studio in Art: A Comprehensive Foundation Course and earn at least two additional units of credit in advanced art selected from the Visual Arts Education flow chart. One of these units may be earned in Design and Drawing for Production: Syllabus.
- Three-Unit Sequence in Art History and Appreciation. To receive Regents credit for this sequence, students must successfully complete a state-approved locally developed course in Art History and Appreciation, and earn two additional units of credit in advanced art history courses selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Design and Drawing for Production: Syllabus. To receive Regents credit for this art sequence, students must pass the foundation course, Design and Drawing for Production: Syllabus and two additional units of credit selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Media Arts. To receive Regents credit for this art sequence, students must pass a state-approved locally developed foundation course in Media Arts plus two units of credit selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Creative Crafts. To receive Regents credit for this art sequence, students must pass a state-approved locally developed foundation course in Creative Crafts plus two units of credit selected from the Visual Arts Education flow chart.
- Five-Unit Visual Arts Education Sequence. To receive Regents credit for a five-unit visual arts sequence, students must pass one of the five foundation courses and earn at least four additional units of credit in advanced courses selected from the Visual Arts Education flow chart.

## Grading, Credit, and Examinations in Visual Arts Education

The teacher has the responsibility for evaluating student progress. Continuous individual assessment is an integral part of any instructional program. Regents' credit implies that the highest academic standards are to be met. Grading should reflect those standards. It is recommended that grades be incorporated in the student's overall high school scholastic average used to determine class rank.

Upon completing a three-unit or five-unit visual arts sequence, the student should pass a comprehensive examination based on the following guidelines.

- **Assessment: The Portfolio/Comprehensive Examination**

The Portfolio, in the broadcast sense, includes everything the student does in his/her high school course work in the Visual Arts. The locally prepared Comprehensive Examination will include creative artworks, critiques of artworks produced during the course, as well as paper and pencil items designed to cover the concepts presented in the specific courses in which the student has been enrolled. Contents should include both the broad aesthetic concepts as well as the competencies in the areas in which credit has been earned.

**Three-Unit Sequence:** The Portfolio shall consist of at least 8-12 artworks (at least three pieces should demonstrate competency in drawing skills).

**Five-Unit Sequence:** The Portfolio shall consist of at least 12-15 artworks (at least four pieces should demonstrate competency in drawing skills).

Competency may also be demonstrated by the development of a large-scale project in an area such as filmmaking, video, sculpture or community planning.

If a comprehensive examination is not possible, a sequence will be validated by a locally prepared final examination in each course. Examinations will not be sent to the Department for prior approval but are to be kept on file, together with completed test papers for one year, for possible review by Department personnel. Each year a sampling of schools may be requested to submit copies of all examination papers in art courses for which Regents credit is given.

### Three- and Five-Unit Sequences in Music Education

- **Three-Unit Sequence in Music Education.** To fulfill the requirements for a three-unit sequence in music for Regents Diploma credit, a student must successfully complete three units of credit with representation from both the areas of Musical Knowledge and Skill Development. (See Music Education flow chart)
- **Five-Unit Sequence in Music Education.** To fulfill the requirements for a five-unit sequence in music for Regents Diploma credit, a student must successfully complete five units of credit with representation from the areas of Musical Knowledge and Skill Development. Each area must be represented by a minimum of two units of credit, with the remaining unit selected from either area. (See Music Education flow chart)

For additional course offerings, please see *Music In The High School: A Syllabus for Grades 9 Through 12*.

## Grading, Credit, and Examinations in Music Education

The teacher has the prime responsibility for evaluating student progress. Continuous individual assessment is an integral part of any instructional program. Regents' credit implies that the highest academic standards are to be met. Grading should reflect those standards. It is recommended that music grades be incorporated in the student's overall high school scholastic average and they be used to determine class rank.

Student members of a major performing group should be evaluated on the basis of individual musical achievement and growth in relationship to the total ensemble experience. Concert performance is an important aspect in the culmination of course work.

Music sequences will be validated by final examinations in each specific course rather than by a comprehensive examination. Locally prepared final examinations based on State model examinations or test guidelines are required for each course in which Regents credit is offered, such as Theory, Comprehensive Foundations of Music, Music In Our Lives, or other approved courses. Examinations will not be sent to the Department for prior approval but are to be kept on file with completed test papers, for one year for possible review by Department personnel. Each year a sampling of schools may be requested to submit copies of all examination papers in music courses for which Regents credit is given.

### PROCEDURE

For Arts courses for which there is no Regents examination and no State syllabus, schools may submit a request for approval of the locally developed course to the Curriculum, Instruction and Instructional Technology Team no later than April 1st prior to the date of implementation.

### **EARNING BY STUDENTS OF UP TO 6 ½ UNITS OF CREDIT WITHOUT COMPLETION OF UNITS OF STUDY (100.5(d)(1))**

#### **(d) Alternatives to specific Regents and local diploma requirements.**

**(1) Credit by examination. A student may earn a maximum of six and one-half units of credit for either a Regents or local diploma without completing units of study for such units of credit if:**

**(i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a registered nonpublic high school, or his or her designee, determines that the student will benefit academically by exercising this alternative;**

**(ii) the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved examination pursuant to section 100.2(f) of this Part;**

**(iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents**

**examination or State-approved examination if used, as determined by the principal; and**

**(i) the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of 16, pursuant to sections 3204 and 3205 of the Education Law.**

**(ii) Calculation of units of credit based upon credit by examination.**

...

**(i) A student who earns a score of at least 85 on a State-developed or State-approved assessment in the arts (visual arts, music, dance and theatre) and meets the requirements of subparagraphs (i), (iii) and (iv) of this paragraph shall receive one unit of credit.**

## GUIDELINES

- Review the student's past academic record. Ensure that the student has received above average final test and course grades in a majority of his/her courses, but especially in the subject area for which credit is being sought without the unit of study. Base the use of this provision upon a careful plan, not upon an ad hoc decision made during a student's enrollment in a particular course. Require sufficient advance notice to enable proper planning, especially for assessing the means by which the student expects to achieve the objectives of a course of study without enrolling in the course and development of an oral examination or project.
- Following are examples of types of special projects:
  - visual arts: production of a film or major media arts project; creation of a fine arts project, such as a large-scale mural; architectural model; project in community planning; approved research project.
  - music: creation of a music composition consisting of an approved song form, harmonic content, and correct use of necessary notation.

## **CREDIT FOR PARTICIPATION IN MAJOR PERFORMING ORGANIZATIONS (100.5(d)(2)(i)(a))**

**(d) Alternatives to specific Regents and local diploma requirements**

...

**(2) Visual arts and/or music, dance or theatre**

**(i) A student may obtain the unit of credit in art and/or music required pursuant to subparagraph (a)(2)(v) of this section or the unit of credit in visual arts and/or music, dance or theatre required pursuant to subparagraph (a)(3)(v) of this section in the following manner:**

**(a) by participating in a school's major performing organization such as band, chorus, orchestra, dance or theatre groups...**

## POLICY

- Only major performing organizations that are a regular part of the school program may be used for credit. In many instances the jazz band, marching band, small ensemble, dance group or theatre group, serve in a rather limited capacity with a limited scope of content. The exception would be if the organization is a regular part of the school program and the time requirement for one unit of credit is met.
- For approval for Regents Diploma credit, submit locally developed courses of study for Dance, Theatre or other Arts education to the Curriculum and Instruction Office, 318 EB, New York State Education Department, Albany, NY 12234.

## **PARTICIPATION IN AN ADVANCED OUT-OF-SCHOOL ART OR MUSIC ACTIVITY (100.5(d)(2)(i)(b))**

### **(d) Alternatives to specific Regents and local diploma requirements**

...

#### **(2) Visual arts and/or music, dance or theatre**

**(i) A student may obtain the unit of credit in art and/or music required pursuant to subparagraph (a)(2)(v) of this section or the unit of credit in visual arts and/or music, dance or theatre required pursuant to subparagraph (a)(3)(v) of this section in the following manner:**

**(b) by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's visual arts, music, dance, or theatre teacher, shall be approved by the visual arts, music, dance, or theatre department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school's visual art, music, dance and/or theatre program.**

**(ii) A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive one-half unit of credit for such activity equivalent to one-half unit of study.**

## POLICY

- For advanced courses outside of school, the principal must request a copy of the advanced course outline to be offered from the institution, organization or individual clearly delineating course content. The course outline must be reviewed and approved by the Arts (dance, music, theatre or visual arts) supervisor and the dance, music, theatre or visual arts teacher. The course must address the Learning Standards for the Arts, be consistent with the goals of the school's arts or

music program, and meet the equivalent time requirement for one full unit or one-half unit of credit.

- This alternative does not apply to private music study. Regulations concerning private music study are described in detail on pages 12 and 13 of the syllabus, Music in the High School.

## **TRANSFER CREDIT (100.5(d)(5)(i)(a)(b))**

### **(d) Alternatives to specific Regents and local diploma requirements**

**(5) Transfer credit. Transfer credit is awarded for work done outside the registered New York State high school awarding the credit.**

**(i) The principal shall evaluate the transcript or other records of a transfer student enrolling in a New York State high school. Based on the student's transcript or other records, the principal shall award the appropriate units of transfer credit towards a high school diploma.**



**(a) The principal shall grant transfer credit for all credit awarded by any New York State registered public or nonpublic high schools.**

**(b) The principal, after consultation with relevant faculty, may award transfer credit for work done at other educational and cultural institutions and for work done through independent study. The decision as to whether or not to award transfer credit for work done at educational institutions other than New York State registered high schools shall be based on whether the record indicates that the work is consistent with New York State commencement learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.**

## **TECHNICAL ASSISTANCE**

For further information, please visit the State Education Department home page, <http://www.nysed.gov>; the PreKindergarten through Grade 12 Education (P-12) site, <http://www.p12.nysed.gov>; the Office of Curriculum, Assessment, and Educational Technology (OCAET) page, <http://www.p12.nysed.gov/ocaet/>; or the Office of Curriculum and Instruction (C&I) site, <http://www.p12.nysed.gov/ciai/>. You may also contact the Office of Curriculum and Instruction, Room 318 EB, State Education Department, Albany, NY 12234; telephone: (518) 474-5922; fax: (518) 473-4884, or <http://www.p12.nysed.gov/ciai/arts/> .

Note: The original document contains flow charts in formats that are incompatible with html posting. Links are provided here to the PDF versions of both the Visual Arts Education and Music Education flow charts.

- [Visual Arts Education flow chart](#)  (14.5 KB)
- [Music Education flow chart](#)  (4.25 KB)

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